

COMPETENCY STANDARDS

WESTERN CUISINE PRODUCTION LEVEL IV



**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
AUTHORITY**

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

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

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

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TOURISM SECTOR

WESTERN CUISINE PRODUCTION LEVEL IV

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COMPETENCY STANDARDS FOR

WESTERN CUISINE PRODUCTION LEVEL IV

SECTION 1 WESTERN CUISINE PRODUCTION LEVEL IV QUALIFICATION

The **WESTERN CUISINE PRODUCTION LEVEL IV** Qualification consists of competencies that a person must achieve to operate Western Cuisine. The competencies included in the qualification are to process raw materials, prepare hot dishes, and prepare cold dishes.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
500311401	Utilize specialized communication skill
500311402	Develop and lead teams
500311403	Perform higher order thinking processes and apply techniques in the workplace
500311404	Contribute to the practice of social justice in the workplace
500311405	Manage innovative work instructions
500311406	Manage and evaluate usage of information
500311407	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures
500311408	Lead towards improvement of environmental work programs, policies and procedures
500311409	Sustain entrepreneurial skills
	COMMON COMPETENCIES
TRS141208	Maintain Hospitality Industry Knowledge
TRS141209	Perform child protection duties relevant to the tourism industry
TRS141210	Develop and supervise operational approaches
TRS141211	Manage quality customer service
TRS141212	Manage finances within a budget
TRS141213	Plan and implement a series of training events
TRS141214	Use the assessment system for training outcomes
	CORE COMPETENCIES
CS-TRS343304	Process Raw Materials
CS-TRS343305	Produce Cold Dishes
CS-TRS343306	Produce Hot Dishes

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

- Western Cuisine Chef

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 **WESTERN CUISINE PRODUCTION LEVEL III**.

BASIC COMPETENCIES

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

UNIT CODE : **500311401**

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly in a manner which does not compromise the organization	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.2 Communication skills required

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			to fulfill job roles as specified by the organization
2. Contribute to the development of communication strategies	<p>2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required</p> <p>2.2 Channels of communication are established and reviewed regularly</p> <p>2.3 Coaching in effective communication is provided</p> <p>2.4 Work related network and relationship are maintained</p> <p>2.5 Negotiation and conflict resolution strategies are used where required</p> <p>2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives</p>	<p>2.1 Communication process</p> <p>2.2 Dynamics of groups and different styles of group leadership</p> <p>2.3 Openness and flexibility in communication</p> <p>2.4 Communication skills relevant to client groups</p>	<p>2.1 Full range of communication techniques including:</p> <p>2.1.1 Effective communication process</p> <p>2.1.2 Active listening</p> <p>2.1.3 Giving/ receiving Feedback</p> <p>2.1.4 Interpretation of information</p> <p>2.1.5 Role boundaries setting</p> <p>2.1.6 Negotiation</p> <p>2.1.7 Establishing empathy</p> <p>2.1.8 Openness and flexibility in communication</p> <p>2.2 Communication skills required to fulfill job roles as specified by the organization</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views/opinions are respected 3.5 Questions during fora are responded in a manner consistent with organizational standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information 3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and flexibility in communication 3.1.9 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 4.2 Presentation is clear and sequential and delivered within a predetermined time 4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership 4.3 Openness and flexibility in communication 4.4 Communication skills relevant to client groups	4.1 Full range of communication techniques including: 4.1.1 Effective communication process 4.1.2 Active listening 4.1.3 Giving/ receiving feedback 4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Empathy 4.1.8 Openness and flexibility in communication 4.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>respected Written</p> <p>4.5 communication is consistent with organizational standards</p> <p>4.6 Inquiries are responded in a manner consistent with organizational standard</p> <p>4.7 Consolidate ideas and suggestions</p> <p>4.8 Generalize and summarize all ideas and suggestions</p>		
5. Facilitate group discussion	<p>5.1 Mechanisms which enhance effective group interaction is defined and implemented</p> <p>5.2 Strategies which encourage all group members to participate are used routinely</p> <p>5.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>5.4 Relevant information is provided to group to facilitate outcomes</p> <p>5.5 Evaluation of group communication</p>	<p>5.1 Communication process</p> <p>5.2 Dynamics of groups and different styles of group leadership</p> <p>5.3 Openness and flexibility in communication</p> <p>5.4 Communication skills relevant to client groups</p>	<p>5.1 Full range of communication techniques including:</p> <p>5.1.1 Effective communication process</p> <p>5.1.2 Active listening</p> <p>5.1.3 Giving/receiving feedback</p> <p>5.1.4 Interpretation of information</p> <p>5.1.5 Role boundaries setting</p> <p>5.1.6 Negotiation</p> <p>5.1.7 Establishing empathy</p> <p>5.1.8 Openness and flexibility in communication</p> <p>5.2 Communication skills required to fulfill job roles as specified by the organization</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>strategies is undertaken to promote participation of all parties</p> <p>5.6 Specific communication needs of individuals are identified and addressed</p>		
6. Conduct interview	<p>6.1 A range of appropriate communication strategies are employed in interview situations</p> <p>6.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>	<p>6.1 Communication process</p> <p>6.2 Dynamics of groups and different styles of group leadership</p> <p>6.3 Effective questioning techniques</p> <p>6.4 Communication skills relevant to client groups</p>	<p>6.1 Full range of communication techniques including:</p> <p>6.1.1 Effective communication process</p> <p>6.1.2 Active listening</p> <p>6.1.3 Giving/ receiving feedback</p> <p>6.1.4 Interpretation of information</p> <p>6.1.5 Role boundaries setting</p> <p>6.1.6 Negotiation</p> <p>6.1.7 Establishing empathy</p> <p>6.2 6.2 Effective clarifying</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	May include: 2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication 2.7 Openness and flexibility in communication
3. Types of Interview	May include: 3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	May include: 4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated effective communication skills with clients accessing service and work colleagues 1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
2. Resource Implications	2.1 Access to appropriate workplace where assessment can take place
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case Study 3.2 Interview 3.3 Portfolio 3.4 Written Test 3.5 Role Play
4. Context for Assessment	4.1 This unit should be assessed on the job through simulation

UNIT OF COMPETENCY : DEVELOP AND LEAD TEAMS

UNIT CODE : 500311402

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Foster individual growth	1.1 Learning and development needs of team members are systematically identified in line with organizational requirements 1.2 Development plan to meet individual needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement Feedback on performance of team members is collected from relevant sources and compared with established team learning process	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: <ul style="list-style-type: none"> • Types of Decisions Teams Make • Team Responsibilities • Problems That Affect Teams • Building Strong Team Communication • Expressing Yourself on a Team 	1.1 Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effectively 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			backgrounds Planning skills to organize required resources and equipment to meet
2. Foster individual and team growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2. Learning delivery methods are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3. Workplace learning opportunities and coaching/mentoring assistance are provided to facilitate individual and team achievement of</p>	<p>2.1 Advanced coaching and mentoring techniques</p> <p>2.2 Performance evaluation concepts</p> <p>2.3 Training and development techniques</p>	<p>2.1 Instructional planning and delivery skills</p> <p>2.2 Monitoring and evaluation skills</p> <p>2.1 Mentoring and coaching skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>competencies</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>		
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competency are maintained within organizational requirement</p>	<p>3.1 Types and levels of learning evaluation</p> <p>3.2 Learning styles and strategies</p> <p>3.3 Training and development approaches</p>	<p>3.1 Instructional planning and delivery skills</p> <p>3.2 Monitoring and evaluation skills</p> <p>3.3 Mentoring and coaching skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team 4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3 Mutual concern and camaraderie are developed in the team 4.4 Career planning for each member are monitored	4.1 Career development for group members 4.2 Principles of team commitment and cooperation 4.3 Team dynamics and performance	4.1 Instructional planning and delivery skills 4.2 Monitoring and evaluation skills 4.3 Mentoring and coaching skills
5. Facilitate accomplishment of team goals	5.1 Team members actively participated in team activities and communication processes 5.2 Teams members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goals	5.1 Group Development Process and Principles as applied in the workplace 5.2 Principles of organizational development 5.3 Collaboration principles and procedures	5.1 Instructional planning and delivery skills 5.2 Monitoring and evaluation skills 5.3 Mentoring and coaching skills Organizational leadership

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include: 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational requirements	May include: 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	May include: 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and Colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	May include: 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified and implemented learning opportunities for others 1.2. Gave and received feedback constructively 1.3. Facilitated participation of individuals in the work of the team 1.4. Negotiated learning plans to improve the effectiveness of learning 1.5. Prepared learning plans to match skill needs 1.6. Accessed and designated learning opportunities
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 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
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation of work activities of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group

UNIT OF COMPETENCY : **PERFORM HIGHER-ORDER THINKING PROCESSES AND APPLY TECHNIQUES IN THE WORKPLACE**

UNIT CODE : **500311403**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use fundamental critical thinking skills in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.	1.1 Effectiveness and efficiency of workplace standards and procedures are examined. 1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented. 1.3 Evaluation reports are prepared and communicated to team members.	1.1 Systems, standards, procedures and protocols in the workplace. 1.2 Different methods of critical and appreciative inquiry and their relevance to different situations 1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 1.2 Communicating to actively listen and to ask questions of others in a constructive way. 1.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Foster the habit of critical inquiry and curiosity in the workplace.	<p>2.1 Issues and situations are reflected on and wondered about.</p> <p>2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams.</p> <p>2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams.</p> <p>2.4 Growth mindset and positive relationship and communication is applied in the context of curiosity and critical inquiry in the workplace.</p>	<p>2.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>2.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>2.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). Growth mindset and positive communication and relationship strategies and techniques.</p>	<p>2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>2.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>2.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>2.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>2.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>2.6 Communicating insights on workplace effectiveness and efficiency.</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop practical action plans for improving workplace conditions.	<p>3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders.</p> <p>3.2 Practical action plans in improving workplace conditions are formulated, presented and negotiated with stakeholders.</p> <p>3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization.</p> <p>3.4 Commitment to continuous improvement and change is highlighted.</p> <p>3.5 Passion and dedication for changing and adapting to the demands of the 21st century workplace are considered.</p>	<p>3.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>3.4 Growth mindset and positive communication and relationship strategies and techniques.</p> <p>3.5 Creative negotiation skills.</p> <p>3.6 Change management and continuous improvement concepts.</p>	<p>3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>3.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>3.6 Communicating practical insights on improving workplace conditions.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include; <ul style="list-style-type: none"> 1.1 Developing a more efficient way of doing something 1.2 Developing a new idea 1.3 Developing and improving products and services 1.4 Enhancing skills and career opportunities 1.5 Enhancing the physical environment 1.6 Financial benefit 1.7 Greater personal satisfaction 1.8 Improving interpersonal relationships 1.9 Evaluating overall workplace conditions
2. Curiosity and critical inquiry	May include: <ul style="list-style-type: none"> 2.1 Accuracy 2.2 Breadth 2.3 Clarity 2.4 Depth 2.5 Emotion 2.6 Fairness 2.7 Logic 2.8 Meaning 2.9 Planning 2.10 Attention 2.11 Precision 2.12 Relevance 2.13 Significance 2.14 Social engagement 2.15 Society 2.16 Style 2.17 Growth mindset 2.18 Positive communication 2.19 Positive negotiation 2.20 Workplace conditions 2.21 Appreciative inquiry methods

VARIABLE	RANGE
3. Practical action plans	May include: <ul style="list-style-type: none"> 3.1 Insights on continuous improvement 3.2 Creative strategies and techniques for becoming better at work and real life 3.3 Career plans 3.4 Challenging workplace policies, procedures and protocols 3.5 Specifying plans for change and adapting to the demands of the contemporary workforce 3.6 Challenges in negotiating with stakeholders and teams 3.7 Change management, innovation and knowledge creation 3.8 Contractual agreements 3.9 Extreme time pressure or non-negotiable deadlines 3.10 Financial limitations 3.11 Procedures determined by laws or other regulations 3.12 Safety issues 3.13 When others are totally closed to new ideas 3.14 Acknowledging shared responsibility 3.15 Adopting a positive 'can do' attitude 3.16 Following up on practical details 3.17 Pro-actively seeking information 3.18 Suggesting a new approach 3.19 Talking to others about possible answers 3.20 Constraints of the broader context and environment 3.21 Overall goal - what needs to be achieved Personal hopes and expectations

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures.</p> <p>1.2 Modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life</p> <p>1.3 Practiced the habit of critical inquiry and curiosity in the workplace</p> <p>1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations.</p> <p>1.5 Developed practical action plans for improving workplace conditions.</p>
<p>2. Resource Implications</p>	<p>2.1. Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</p> <p>3.2 Evaluation of a candidate blog exploring different ideas and questions</p> <p>3.3 Review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts</p> <p>3.4 Evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives</p> <p>3.5 Observation of the candidate participating in a group problem-solving session</p> <p>3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process.</p> <p>3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.</p>
<p>4. Context for Assessment</p>	<p>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : **CONTRIBUTE TO THE PRACTICE OF SOCIAL JUSTICE IN THE WORKPLACE**

UNIT CODE : **500311404**

UNIT DESCRIPTOR : This unit covers ways and means to assume active roles in resolving local and global challenges and to become proactive contributors to a more peaceful and sustainable world .

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update self on local, national and global trends/ issues in the workplace	1.1 Media are regularly scanned/monitored for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity. 1.2 Knowledge and understanding of local, national and global issues and their interconnectedness and interdependency are acquired. 1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.	1.1 Local, national and global systems and structures 1.2 Issues affecting interaction and connectedness of communities at local, national and global levels 1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)	1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms 1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity 1.3 Engaging in discourse about the local, national and global issues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Engage and take actions on workplace issues and concerns	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. Attitude of “thinking globally and acting locally” is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement Strategies and techniques of “thinking globally and acting locally”	3.1 Employing appropriate actions to address workplace issues involving national and global trends 3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 3.3 Applying the attitude of “thinking globally and acting locally” in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Media	May include but not limited to: 1.1 Print media 1.2 Broadcast media 1.3 Internet and social media
2. Scanning/Monitoring	May include but not limited to: 2.1 Sourcing from key informants 2.2 Conversation with clients 2.3 Man-on-the-street conversation 2.4 Scanning print and broadcast media
3. Local, national and global issues	May include but not limited to: 3.1 Poverty 3.2 Unemployment 3.3 Global warming 3.4 Safety, security, and well-being

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
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 global and local 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 : **MANAGE INNOVATIVE WORK INSTRUCTIONS**

UNIT CODE : **500311405**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to sustain and develop a workplace environment in which improvement, innovation and learning are promoted and reinforced.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review and analyze existing workplace practices	1.1 Current instructions and strategies to perform tasks in the workplace are reviewed 1.2 Climate for innovation at the organization level is defined Innovation drivers in the workplace are identified	1.1. Four drivers of innovation according to Gallup Management Journal (2007) 1.2. Contextual variables related to innovative practices in the organization 1.3. The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 1.4. Types of Innovation identified by Gopalakrishnan and Damanpour (1997)	1.1 Investigating the organizational needs in the innovation process 1.2 Defining current organizational innovative practices 1.3 Linking innovation to contextual variables in the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Examine opportunities for continuous improvement and innovation of practices in the workplace	2.1. Effectiveness of innovative practices in the workplace is determined 2.2. Innovative behaviors of leaders or managers in the organization are assessed Driving principles of innovation are discussed	2.1 Determinants of innovative behavior by Scott and Bruce (1992) Four principles of innovation according to Gallup Management Journal (2007)	2.1 Evaluating organizational innovative practices 2.2 Gauging innovative behaviors of the leaders and managers in the organization 2.3 Deliberating opportunities and challenges in implementing innovation

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement innovative ways in the conduct of usual workplace practices	3.1. Innovative behaviors in the workplace are performed 3.2. Innovative climate in the workplace is maintained 3.3. Adoption or modification of new ideas relevant to the organizational needs is achieved	3.1 Determinants of innovative behavior by Scott and Bruce (1992) 3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 3.3 Techniques in implementing innovative change in the workplace	3.1 Developing risk management techniques and control systems 3.2 Evaluating impact of changes and developing action plans 3.3 Demonstrating strategies and techniques in managing changes in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovation	May include: 1.1 Products versus processes 1.2 Radical versus incremental 1.3. Technical versus administrative
2. Innovative behaviors	May include: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate 1.2 Promoted the value of creativity, innovation and sustainability and recognize successes 1.3 Supported the testing and trialing of new ideas and undertake risk management and cost-benefit analysis for options 1.4 Planned for and implemented improvements using organization's processes for approvals, project management and change management 1.5 Facilitated effective contributions to and communications about continuous improvement and innovation 1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization's knowledge management systems and future planning.
2. Resource Implications	The following resources should be provided: 2.1 Impact evaluation materials (guide and form)
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Interview 3.2 Written Evaluation 3.3 Case analysis
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 AND EVALUATE USAGE OF INFORMATION**

UNIT CODE : **500311406**

UNIT DESCRIPTOR This unit of competency covers the knowledge, skills and attitudes required to support .

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review information needs and sources	1.1. The information needs of individuals/teams are determined and the sources are identified. 1.2. Information held by the organization is reviewed to determine suitability and accessibility. 1.3. Plans are prepared to obtain information that is not available or accessible within the organization.	1.1. Analysis and display techniques 1.2. Information evaluation issues 1.3. Information storage requirements and methods 1.4. Reporting procedures of the organization	1.1. Analysing record information 1.2. Communicating effectively 1.3. Disseminating information Presenting information

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Collect and analyze information	<p>2.1. Collection of information is interpreted timely and relevant to the needs of individuals/teams.</p> <p>2.2. Information is collected in formal suitable for analysis, interpretation and dissemination.</p> <p>2.3. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.</p>	<p>2.1. Information collection, collation</p> <p>2.2. Analysis and display techniques</p> <p>2.3. Information evaluation issues</p> <p>2.4. Information storage requirements and methods</p> <p>2.5. Reporting procedures of the organisation</p>	<p>2.1. Collecting and collating information</p> <p>2.2. Analysing record information</p> <p>2.3. Communicating effectively</p> <p>2.4. Disseminating information Presenting information</p>
2. Collect and analyze information	<p>2.4. Collection of information is interpreted timely and relevant to the needs of individuals/teams.</p> <p>2.5. Information is collected in formal suitable for analysis, interpretation and dissemination.</p> <p>2.6. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.</p>	<p>2.6. Information collection, collation</p> <p>2.7. Analysis and display techniques</p> <p>2.8. Information evaluation issues</p> <p>2.9. Information storage requirements and methods</p> <p>2.10. Reporting procedures of the organisation</p>	<p>2.5. Collecting and collating information</p> <p>2.6. Analysing record information</p> <p>2.7. Communicating effectively</p> <p>2.8. Disseminating information Presenting information</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Use management information systems	<p>3.1. Management information systems are used to store and retrieve data for decision making.</p> <p>3.2. Technology available in the work area/ organisation is used to manage information.</p> <p>3.3. Recommendations for improving the information system are submitted to designated persons/ groups.</p>	<p>3.1. Analysis and display techniques</p> <p>3.2. Information collection, collation</p> <p>3.3. Information evaluation issues</p> <p>3.4. Information storage requirements and methods</p> <p>3.5. Reporting procedures of the organisation</p>	<p>3.1. Analysing record information</p> <p>3.2. Collecting and collating information</p> <p>3.3. Communicating effectively</p> <p>3.4. Disseminating information</p> <p>3.5. Presenting information</p> <p>3.6. Using management information systems to store and retrieve data</p>
4. Report and disseminate analyzed information	<p>4.1. The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation.</p> <p>4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making.</p> <p>4.3. Information which is gathered is disseminated to</p>	<p>4.1. Analysis and display techniques</p> <p>4.2. Information collection, collation</p> <p>4.3. Information evaluation issues</p> <p>4.4. Information storage requirements and methods</p> <p>4.5. Reporting procedures of the organisation</p>	<p>4.1. Analysing record information</p> <p>4.2. Collecting and collating information</p> <p>4.3. Communicating effectively</p> <p>4.4. Disseminating information</p> <p>4.5. Presenting information</p> <p>Using management information systems to store and retrieve data</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	appropriate personnel within the specified timeframe		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1 Routine and complex reports and submissions 1.2 Briefing notes 1.3 Ministerial 1.4 Proposals 1.5 Project plans 1.6 Articles and promotional material
2. Collection techniques or methods	2.1 Collection techniques may include: 2.1.1 Research 2.1.2 Surveys 2.1.3 Literature search 2.1.4 Interviews 2.1.5 Data bases 2.1.6 Observation 2.2 Collection methods may include: 2.2.1 Indexing 2.2.2 linking 2.2.3 Sorting 2.2.4 Comparing 2.2.5 Categorizing 2.2.6 Integrating
3. Analysis	May include: 3.1. application of statistical methods 3.2. mathematical calculations 3.3. critical analysis 3.4. problem solving
4. Management information systems	May include: 4.1. Computers 4.2. Communication channels 4.3. Records management 4.4. Procedures 4.5. Manuals 4.6. Protocol 4.7. Legislation 4.8. Guidelines and awards 4.9. Organizational 4.10. Legal and policy materials

EVIDENCE GUIDE

<p>1 Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified information needs and sources 1.2 Collected and analyzed information 1.3 Determined the correct / preventive action 1.4 Used management information systems 1.5 Record and support information <p>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.</p>
<p>2 Resource Implications</p>	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> 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.
<p>3 Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Interview <p>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.</p>
<p>4 Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : **LEAD IN IMPROVEMENT OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS, POLICIES AND PROCEDURES**

UNIT CODE : **500311407**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess Occupational Safety and Health (OSH) practices and programs, recommend OSH program improvement initiatives, and implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 <i>OSH practices and programs</i> are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or <i>OSH reference guides</i> are consulted for proper guidance based on workplace policies and procedures 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards	1.1. OSH practices and programs workplace policies and procedures 1.2. OSH reference guides 1.3. OSH work standards	1.1. Critical thinking skills Evaluating skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Recommend OSH program improvement initiatives	2.1 OSH work improvement initiatives are identified that are relevant with the workplace scenario 2.2 OSH program improvement plans are organized based on workplace policies and 2.3 OSH program improvement plans are presented based on workplace policies and	2.1 OSH Programs 2.2 OSH work improvement initiatives	2.1. Presentation Skills 2.2. Communication skills 2.3. Collaborating skills 2.4. Critical thinking skills Observation skills
3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures 3.2 Concern personnel are guided in accordance with workplace policies and procedures 3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures 3.4 Implementation of approved OSH initiatives are evaluated based on workplace policies and procedures	3.1. Coaching Concepts 3.2. OSH work improvement initiatives Supervisory Concepts	3.1. Monitoring Skills 3.2. Evaluation Skills 3.3. Auditing Skills 3.4. Coaching Skills Supervisory Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Practices and Programs	May include but not limited to: <ul style="list-style-type: none"> 1.1 Planning, implementation and maintenance of manufacturing plants 1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs 1.3 First aid within the workplace 1.4 Safety inspection practices
2. OSH Reference Guides	May include but not limited to: <ul style="list-style-type: none"> 2.1 Occupational Safety and Health Standards Book 2.2 OSHA Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 Established National Safety Management Books 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks
3. OSH Work Improvement Initiatives	May include but not limited to: <ul style="list-style-type: none"> 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures 1.2. Evaluate current practices and programs based on acceptable level of OSH work standards 1.3. Identify OSH work improvement initiatives that are relevant with the workplace scenario 1.4. Present OSH program improvement plans based on workplace policies and procedures 1.5. Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures 1.6. Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures 1.7. Evaluate implementation of approved OSH initiatives based on workplace policies and procedures
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCE : **LEAD TOWARDS IMPROVEMENT OF ENVIRONMENTAL WORK PROGRAMS, POLICIES AND PROCEDURES**

UNIT CODE : **500311408**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required in assessing environmental work practice and standards, recommending environmental wo improvement initiatives and implement recommended environmental improvements

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess environmental work practices and programs	1.1. <i>Environmental practices and programs</i> are reviewed based on workplace policies 1.2 Appropriate personnel or <i>environmental reference guides</i> are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2. Mitigation Requirements	2.1. Presentation Skills 2.2 Critical thinking 2.3. Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.1. Cost-Benefit Analysis
3. Implement recommended improvements on environmental programs, policies and procedures	3.1. Approved improvements on environmental work program initiatives are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3. Implementation of approved environmental initiatives are evaluated	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques Notification Requirements	3.1. Inspection Skills 3.2 Critical thinking 3.3 Problem Solving Observation Skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on workplace policies and procedures		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include: 3.1 Utilization of Energy, Water, Fuel 3.2 Segregation Practices 3.3 Waste Disposal and Reuse 3.4 Saving Resources 3.5 Waste Collection 3.6 Usage of Hazardous Materials 3.7 Chemical Application 3.8 Equipment Operation 3.9 Dewatering and Discharging 3.10 Surface Disturbance 3.11 Periodic Inspection 3.12 Resource Storage and Handling
2. Environmental Reference Guides	May include: 2.1 Air Emission and Ambient Air Quality Guidelines 2.2 Energy Conservation Guidelines 2.3 Wastewater and Ambient Water Quality Guidelines 2.4 Water Conservation Guidelines 2.5 Hazardous Materials Management 2.6 Waste Management 2.7 Noise 2.8 Contaminated Land 2.9 Cultural Conservation Guides
3. Environmental Work Program Initiatives	May include: 3.1 Low Energy Lighting 3.2 Water Reduction initiatives 3.3 Holding Employee Awareness event 3.4 Recycling Waste Materials 3.5 Unplugging power converters overnight 3.6 Tree-Planting 3.7 Wild-life conservation

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies* 1.2. Evaluated current practices and standards based acceptable level of environmental work standards 1.3. Organized environmental standard improvement plans based on workplace policies and procedures 1.4. Presented environmental standard improvement plans based on workplace policies and procedures* 1.5. Promoted approved environmental work initiatives based on workplace policies and procedures 1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</p>

UNIT OF COMPETENCY : SUSTAIN ENTREPRENEURIAL SKILLS

UNIT CODE : 500311409

UNIT DESCRIPTOR : This unit covers the outcomes required to update and continue one’s professional development along entrepreneurship, including applying such growth in skills toward expanding the enterprise and developing its work force.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance one’s business skills	1.1 Entrepreneurial skills development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise 1.5 Networking and Linkaging skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2 Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of continuous improvement is fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3 Expand markets and clientele	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate internal controls . 3.3 Unnecessary or lower-priority expenses and purchases are avoided. 3.4 New markets and clients are identified based on current market trends	3.1 Basic cost-benefit analysis 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial skills	May include: 1.1 Financial management skills 1.2 People management skills 1.3 Operations management skills 1.4 Business acumen
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: 4.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 Quality assurance/Quality control systems

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated enhancement of one's entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs, enterprise workers and third parties</p> <p>2.2 Materials and location relevant to the proposed activity and tasks</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through :</p> <p>4.1 Written report</p> <p>4.2 Written examination</p> <p>4.3 Demonstration/observation with oral questioning</p> <p>4.4 Portfolio assessment with interview</p> <p>4.5 Third-party report</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

COMMON COMPETENCIES

UNIT OF COMPETENCY : **MAINTAIN HOSPITALITY INDUSTRY KNOWLEDGE**

UNIT CODE : **TRS141208**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to maintain hospitality industry knowledge in a range of settings within the hotel and travel industries workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the hospitality industry	1.1 Sources of information on the hotel and travel industries are identified and accessed 1.2 Information on the hotel and travel industries to assist effective work performance within the industries are obtained 1.3 Specific information on relevant sector(s) of work are accessed and updated 1.4 Knowledge of the hotel and travel industries in the correct context to enhance quality of work performance are used Information on other industries to enhance quality of work performance are	1.1 Basic research 1.2 Sources of industry information 1.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 1.4 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills Identifying sources of information

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	obtained	1.5 Role of trade unions and employer groups in the industry 1.6 Environmental responsibilities of the industry, including waste 1.7 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	
2. Source and apply information on legal and ethical issues for the hospitality industry	2.1 Information on legal issues and ethical issues to assist effective work performance are obtained 2.2 Information on legal ethical issues are reviewed and selected 2.3 Day-to-day hospitality industry activities are conducted in accordance with legal obligations and ethical industry practices	2.1 Basic research 2.2 Sources of Industry information 2.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 2.4 Quality assurance, quality activities and continuous	2.1 Questioning and communication skills 2.2 Analytical skills 2.3 Networking skills 2.4 Ability to research industry information sources 2.5 Obtaining information on legal and ethical issues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>improvement in the hotel and travel industries and the role of individual staff members within the total quality process</p> <p>2.5 Role of trade unions and employer groups in the industry</p> <p>2.6 Environmental responsibilities of the industry, including waste</p> <p>2.7 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff</p>	
3. Update hospitality industry knowledge	<p>3.1 A range of opportunities to update general knowledge of the hotel and travel industries are identified and used</p> <p>3.2 Current <i>issues of concern</i> to the industries are</p>	<p>3.1 Basic research</p> <p>3.2 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Analytical skills</p> <p>3.3 Research skills</p> <p>3.4 Networking skills</p> <p>3.5 Monitoring current issues of concern to the industries</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>monitored</p> <p>3.3 Knowledge with customers and colleagues as appropriate and incorporate this into day-to-day work activities are shared and updated</p> <p>3.4 Role of trade unions and employer groups in the industry</p> <p>3.5 Environmental responsibilities of the industry, including waste minimization and recycling</p> <p>3.6 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff</p>	<p>office, food production/ kitchen operations, housekeeping, travel agencies and tour operations</p> <p>3.3 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process</p>	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sources of information	May include: 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Information services 1.9 Personal observation and experience 1.10 Colleagues, supervisors and managers 1.11 Industry contacts, mentors and advisors.
2. Information	May include: 2.1 Different sectors of the hospitality industry, their inter-relationships and the services available in each sector 2.2 Relationships between tourism and hospitality 2.3 Relationships between the hospitality industry and other industries 2.4 Industry working conditions 2.5 Environmental issues and requirements 2.6 Industrial relations issues and major organisations 2.7 Career opportunities within the industry 2.8 The work ethic required to work in the industry 2.9 Industry expectations of staff 2.10 Quality assurance.
3. Other industries	May include: 3.1 Entertainment 3.2 Food production 3.3 Wine production 3.4 Recreation 3.5 Meetings and events 3.6 Retail
4. Legal issues	May include: 4.1 Consumer protection 4.2 Duty of care 4.3 Equal employment opportunity 4.4 Anti-discrimination 4.5 Workplace relations Child sex tourism

5. Ethical issues	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Confidentiality 5.2 Commission procedures 5.3 Overbooking 5.4 Pricing 5.5 Tipping 5.6 Familiarizations 5.7 Gifts and services free of charge <p>Product recommendations</p>
6. Issues of concern	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Government initiatives 6.2 Emerging markets 6.3 Environmental and social issues 6.4 Labour issues <p>Industry expansion or retraction</p>

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to source industry information</p> <p>1.2 Demonstrated knowledge of the hospitality industry, including main roles, functions and inter- relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace</p> <p>1.3 Demonstrated ability in updating hospitality industry knowledge</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions Portfolio evidence</p> <p>3.4 Problem solving</p> <p>3.5 Role plays</p> <p>3.6 Third party reports completed by a supervisor</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY

**PERFORM CHILD PROTECTION DUTIES
RELEVANT TO THE TOURISM INDUSTRY
TRS141209**

UNIT CODE

UNIT DESCRIPTOR

This unit deals with skills and knowledge required to understand the issue of child sexual exploitation by tourists and apply simple protective measures which are applicable for staff working in the hotel and travel industries

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the issue of sexual exploitation of children by tourists	1.1 The problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism) is defined 1.2 The impact of child sexual exploitation on children, communities and the hotel and travel industries is described 1.3 Suspicious behaviours that may be exhibited by child sex tourists are identified	1.1 Basic research 1.2 Preventive measures for sexual exploitation of children by tourists 1.3 Child sexual exploitation in tourism destinations 1.4 Negative impact of child sexual exploitation in tourism destinations 1.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 1.6 Rules, regulations, policies and laws to protect children from sexual exploitation by tourists	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills Identifying suspicious behaviors exhibited by child sex tourist
2. Describe national, regional and international actions to prevent the sexual exploitation of children by tourists	2.1 The United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation are located and	2.1 Knowledge to communicate to stakeholders 2.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists. 2.3 Child sexual	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Networking skills 2.5 Identifying reporting mechanisms

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	familiarized 2.2 The national, regional and international initiatives to prevent the sexual exploitation of children by tourists are examined 2.3 Reporting mechanisms if suspicious behavior is observed are identified	exploitation in tourism destinations 2.4 Negative impact of child sexual exploitation in tourism destinations 2.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 2.6 Awareness of conventions, rules, regulations, policies and laws to protect children from sexual exploitation by tourists	
3. Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists	3.1 A list of actions that can be taken by staff working in each labor division of the hotel and travel industries are prepared to prevent the sexual exploitation of children by tourists 3.2 The best action that can be taken by a staff for particular situations in preventing the sexual exploitation of children by tourists are selected 3.1 Participating in national and regional campaigns to promote greater	3.1 Knowledge to communicate to stakeholders 3.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists 3.3 Child sexual exploitation in tourism destinations 3.4 Negative impact of child sexual exploitation in tourism destinations 3.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 3.6 Awareness of conventions, rules, regulations, policies laws to protect children from sexual exploitation	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Networking skills 3.1 Preparing list of actions to prevent the sexual exploitation of children by tourists

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	public awareness and action to prevent child sexual exploitation in tourism destinations	by tourists	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tourists	May include: 1.1 International tourists 1.2 Domestic tourists 1.3 Business travellers 1.4 Expatriates
2. Child sex tourism	May include: 2.1 Child sex tourism 2.2 Child pornography 2.3 Child prostitution 2.4 Child sexual abuse
3. Suspicious behaviours	May include: 3.1 Tourist taking local children to their hotel room, a restaurant/café/bar, a private place or an excursion/outing 3.2 Tourist being very affectionate with local children 3.3 Tourist touching local children inappropriately 3.4 Tourist giving excessive gifts or money to local children 3.5 Tourist asking hotel and travel staff where they can locate children for sex 3.6 Tourist leaves sexually explicit images of children in their hotel room, or views sexually explicit images of children at an internet café
4. UN Articles relating to the rights of all children to be safe from sexual exploitation	May include: Specific Articles in the United Nations Convention on the Rights of the Child which refer to child sexual abuse including Articles 19, 34 and 36
5. National, regional and international initiatives	May include: 5.1 Tourism policies and codes 5.2 Rules and regulations 5.3 Legal provisions, national legislation, extra-territorial legislation 5.4 Public education campaigns 5.5 Training for the hotel and travel industries
6. Reporting mechanisms	May include: 6.1 Reporting to line management at the place of employment 6.2 Local and national reporting hotline phone numbers 6.3 Local authorities 6.4 International police 6.5 Law enforcement websites 6.6 Non-government organizations
7. Actions	May include:

VARIABLE	RANGE
	<p>7.1 Being vigilant and aware of suspicious behaviour</p> <p>7.2 Reporting suspicious behaviour through the appropriate channels</p> <p>7.3 Establishing and implementing organizational policies to protect children in the hotel and travel industries</p> <p>7.4 Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations</p> <p>7.5 Sharing information about child protection with family, friends and work colleagues</p>

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated understanding of the critical requirement to protect children from sexual exploitation by tourists 1.2 Demonstrated ability to articulate those behaviours which could be viewed as suspicious and awareness of appropriate reporting mechanisms 1.3 Demonstrated understanding of rules, regulations, legislation, policies and procedures which relate to the prevention of child sexual exploitation in tourism destinations 1.4 Demonstrated ability to outline actions that could be taken by tourism staff in particular labour divisions which could protect children from sexual exploitation by tourists
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Oral and written questions 3.2 Case studies 3.3 Observation of candidate performance 3.4 Simulation exercises and role plays 3.5 Problem solving 3.6 Third party reports completed by a supervisor 3.7 Project and assignment work
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : DEVELOP AND SUPERVISE OPERATIONAL APPROACHES

UNIT CODE : TRS141210

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to develop and supervise operational approaches in a range of settings within the hotel industries

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate work roles	1.1 Operational plans and objectives to team members are identified, developed and communicated 1.2 Skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines are matched 1.1 Requirements of jobs and tasks clearly to team members are communicated	1.1 Different leadership styles and the characteristics of effective leadership 1.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 1.3 Role and theories of motivation and its application to different workplace contexts 1.4 Organizational structure and group dynamics 1.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 1.6 Performance appraisal systems and procedures	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.1 Developing operational plans and objectives

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.7 Principles of time management 1.8 Conflict management techniques 1.9 Enterprise training requirements and processes	
2. Coordinate activities	2.1 Work plans that establish appropriate targets and task objectives are developed 2.2 Work activities to ensure completion of tasks are prioritized in accordance with work requirements 2.3 Training and learning opportunities into work activities are identified and incorporated 2.4 Clear supervisory and reporting responsibilities in line with organizational requirements are maintained	2.1 Different leadership styles and the characteristics of effective leadership 2.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 2.3 Role and theories of motivation and its application to different workplace contexts 2.4 Organizational structure and group dynamics 2.5 Legislative issues that impact on team management,	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Developing work plans

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>including equal employment opportunity, diversity, anti-discrimination and unfair dismissal</p> <p>2.6 Performance appraisal systems and procedures</p> <p>2.7 Principles of time management</p> <p>2.8 Conflict management techniques</p> <p>2.9 Enterprise training requirements and processes</p>	
3. Maintain effective working relations	<p>3.1 Problems with team members are recognized and addressed</p> <p>3.2 Assistance of team members when difficulties arise to achieve allocated tasks are sought</p> <p>3.3 Requirements of work activities using a participative approach are communicated</p> <p>Disagreements and conflicts constructively using appropriate conflict management strategies are managed</p>	<p>3.1 Different leadership styles and the characteristics of effective leadership</p> <p>3.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork</p> <p>3.3 Role and theories of motivation and its application to different workplace contexts</p> <p>3.4 Organizational structure and group dynamics</p> <p>3.5 Legislative issues that impact on team management,</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Networking skills</p> <p>Managing conflicts</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 3.6 Performance appraisal systems and procedures 3.7 Principles of time management 3.8 Conflict management techniques Enterprise training requirements and processes 3.9 Enterprise training requirements and processes	
4. Provide feedback	4.1 Clear and constructive feedback to individuals to support achievement of outcomes are provided 4.2 Team and individual performances to ensure team members are able to achieve goals are monitored 4.3 Opportunity for individual development is identified Clear supervisory and reporting responsibilities in line with organizational requirements are maintained	4.1 Feedback mechanism 4.2 Different leadership styles and the characteristics of effective leadership 4.3 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 4.4 Role and theories of motivation and its application to different workplace contexts 4.5 Organizational structure and	4.1 Questioning and communication skills 4.2 Research skills 4.3 Analytical skills Providing feedback

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		group dynamics 4.6 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 4.7 Performance appraisal systems and procedures 4.8 Principles of time management 4.9 Conflict management techniques 4.10 Enterprise training requirements and processes	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Operational plans and objectives	May include: 1.1 Sales targets 1.2 Performance targets for a particular project 1.3 Increased productivity 1.4 Meeting key performance indicators (KPI) 1.5 Short, medium or long-term goals
2. Team	May include: 2.1 Project-based 2.2 Permanent teams 2.3 Paid workers 2.4 Volunteers 2.5 Work role team 2.6 Peers 2.7 Subordinates
3. Work plans	May include: 3.1 Verbal work plans 3.2 Written work plans 3.3 Daily priorities 3.4 Weekly priorities 3.5 Regular duties and/or work tasks
4. Targets and task objectives	May include: 4.1 Sales targets 4.2 Promotional activities
5. Training and learning opportunities	May include: 5.1 Coaching 5.2 Mentoring 5.3 Structured on-the-job training 5.4 Opportunistic learning 5.5 Modelling
6. Problems	May include: 6.1 Conflicts in priorities 6.2 Resource constraints 6.3 Lack of information 6.4 Supplier delays 6.5 Differences in opinion 6.6 Interpersonal conflict 6.7 Hazardous events 6.8 Time constraints 6.9 Shortfalls in expected outcomes
7. Participative approach	May include: 7.1 Clarity of purpose, including vision, mission, goals 7.2 Communication 7.3 Collaboration 7.4 Building trust 7.5 Team involvement

8. Conflict management strategies	May include: 8.1 Assertiveness 8.2 Listening 8.3 Non-verbal communication 8.4 Language style 8.5 Problem solving 8.6 Negotiation Mediation
9. Feedback	May include: 9.1 Performance 9.2 Service standards 9.3 Skills and knowledge Progress
10. Opportunity for individual development	May include: 10.1 Internal training/professional development 10.2 External training/professional development 10.3 Change in job responsibilities 10.4 Opportunity for greater autonomy or responsibility 10.5 Formal promotion Allocating responsibility for plans or objectives

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to supervise and instruct staff to achieve work activities 1.2 Demonstrated ability to delegate and allocate tasks 1.3 Demonstrated ability to assess and evaluate staff competency 1.4 Demonstrated ability to identify and provide training requirements 1.5 Demonstrated ability to plan and monitor ongoing training needs 1.6 Demonstrated ability to plan timesheets and timetables to meet deadlines 1.7 Demonstrated ability to achieve effective time management 1.8 Demonstrated ability to maintain safe workplace and environmentally responsible practices 1.9 Demonstrated ability to solve problems, such as staffing, resources 1.10 Demonstrated ability to communicate information and instructions, provided feedback and prepared reports and performance appraisals.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace that provides the candidate with an opportunity to demonstrate application of knowledge of leadership, motivation and teamwork principles in a specific travel and hotel industry context; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations.
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Third party reports completed by a supervisor 3.7 Project and assignment work
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **MANAGE QUALITY CUSTOMER SERVICE**

UNIT CODE : **TRS141211**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to manage customer service quality in the workplace within a tourism or hospitality context. It focuses on the need to develop active approaches to service quality issues with some strategic focus

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop approaches to enhance customer service quality	1.1 Information on customer needs, expectations and satisfaction levels is obtained using both <i>informal and formal research</i> . 1.2 Opportunities are provided for both customers and colleagues to provide feedback on products and services. 1.3 <i>Changes in internal and external environments</i> are reviewed and findings are integrated into planning for quality service. 1.4 Opportunities are provided for colleagues to participate in the customer service	1.1 Communication techniques 1.2 Informal and formal research 1.3 Customer service relations 1.4 Actions that can be implemented by staff working in the hotel and travel industries 1.5 Quality customer service 1.1 Feedback mechanism	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	planning process. 1.5 Standards and plans are developed to address key quality service issues.		
2. Manage the delivery of quality service	2.1 Customer service standards and expectations are clearly communicated to colleagues. 2.2 Access to information on service standards and delivery is provided to colleagues 2.3 Coaching is used to assist colleagues to deal with customer service issues and to take responsibility for service outcomes. 2.4 2.4 Customer service in the workplace is monitored to ensure standards are met in accordance with enterprise policies and procedures.	2.1 Communication techniques 2.2 Customer service standards 2.3 Actions that can be implemented by staff working in the hotel and travel industries	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills 2.8 Monitoring customer service

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Monitor and adjust customer service	<p>3.1 Feedback is sought from customers on an ongoing basis and this is used to improve performance where applicable.</p> <p>3.2 Customer service problems are identified and adjustments to standards, systems and procedures are made to ensure continued service quality.</p> <p>3.3 New approaches are communicated to all those involved in service delivery within appropriate timeframes.</p>	<p>3.1 Communication techniques</p> <p>3.2 Customer service standards</p> <p>3.3 Actions that can be implemented by staff working in the hotel and travel industries</p> <p>3.4 Quality customer service</p> <p>3.5 Feedback mechanism Quality service principles and processes</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Identifying relevant information</p> <p>3.5 Networking skills Identifying customer service problems</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Informal and formal research	May include: 1.1 Talking to customers 1.2 Qualitative or quantitative research 1.3 Seeking feedback from service delivery colleagues 1.4 Analysis of competitive environment 1.5 Analysis of industry and market trends
2. Changes in internal and external environments	May include: 2.1 Management changes 2.2 Organizational restructuring 2.3 Introduction of new equipment 2.4 Recruitment practices 2.5 Technological changes affecting service delivery 2.6 Changes in the competitive environment 2.7 Economic climate 2.8 Trends in customer preferences 2.9 Advent of E-business
3. Customer service standards	May include: 3.1 Response times 3.2 Service guarantees 3.3 Pricing guarantees 3.4 Product quality 3.5 Document presentation standards 3.6 Personal presentation standards 3.7 Complaint management
4. Customer service issues	May include: 4.1 Response times 4.2 Service guarantees 4.3 Pricing guarantees 4.4 Product quality 4.5 Document presentation standards 4.6 Personal presentation standards 4.7 Complaint management

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to develop proactive approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context</p> <p>2.1 Demonstrated knowledge of quality service principles and processes</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Project or work activities conducted over a period of time to allow the candidate to establish, monitor and evaluate service delivery in a tourism or hospitality context</p> <p>2.2 Involvement of a team for which the candidate is leader</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Evaluation of projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation</p> <p>3.2 Evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service</p> <p>3.3 Case studies to assess specific service delivery issues in different workplace contexts</p> <p>3.4 Oral or written questions to assess knowledge of quality assurance concepts and principles</p> <p>3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
4. Context of assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : **MANAGE FINANCES WITHIN A BUDGET**

UNIT CODE : **TRS141212**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to take responsibility for budget management where others may have developed the budget

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Allocate budget resources	1.1 Funds are allocated according to agreed priorities. 1.2 Changes in income and expenditure priorities are discussed with colleagues prior to implementation 1.3 All relevant personnel are consulted and informed in relation to resource decisions 1.4 Awareness of the importance of budget control is promoted 1.5 Detailed records of resource allocation are maintained in accordance with enterprise control systems	1.1 Basic budget principles 1.2 Budget formulation 1.3 Financial information system 1.4 Managing finances within a budget 1.5 Importance of budget control 1.6 Enterprise control systems 1.7 Standards for organizational recordkeeping and audit requirements 1.8 Recordkeeping	1.1 Analytical skills 1.2 Networking skills 1.3 Allocating funds 1.4 Maintaining records

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Monitor financial activities against budget	2.1 Actual income and expenditures are checked against <i>budget</i> and at regular intervals 2.2 Financial commitments are included in all documentation to ensure accurate monitoring 2.3 Deviations are identified and reported according to company policy and significance of deviation 2.4 Options for more effective management of deviations are investigated 2.5 Colleagues are advised of budget status in relation to targets within agreed timeframes	2.1 Basic budget principles 2.2 Budget formulation 2.3 Financial information system 2.4 Income and expenditures 2.5 Managing finances within a budget 2.6 Importance of budget control 2.7 Enterprise control systems\ 2.8 Standards for organizational recordkeeping and audit requirements 2.9 Company policies and procedures 2.10 Significance of deviation 2.11 Budget monitoring	2.1 Analytical skills 2.2 Networking skills 2.3 Monitoring expenditures 2.4 Calculating profit/loss and cash flow
3. Identify and evaluate options for improved budget performance	3.1 Existing costs and resources are assessed and areas for improvement are identified 3.2 Desired outcomes are discussed with relevant colleagues 3.3 <i>Research</i> is conducted to investigate new approaches 3.4 Benefits and disadvantages of new approaches are defined and clearly communicated 3.5 Impacts on customer service levels and colleagues are considered when	3.1 Basic budget principles 3.2 Research 3.3 Budget formulation 3.4 Financial information system 3.5 Income and expenditures 3.6 Managing finances within a budget 3.7 Importance of budget control 3.8 Enterprise control systems Standards for organizational recordkeeping and audit requirements	3.1 Research skills 3.2 Analytical skills 3.3 Networking skills 3.4 Monitoring expenditures 3.5 Calculating profit/loss and cash flow Restructuring/improving budget

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>developing new approaches</p> <p>3.6 Recommendations are presented clearly and logically to the appropriate person/department</p>		
4. Complete financial reports	<p>4.1 All required financial reports are completed within designated timelines</p> <p>4.2 Clear and concise information are produced to enable informed decision-making</p> <p>4.3 Reports are promptly forwarded to the appropriate person/department.</p>	<p>4.1 Basic budget principles</p> <p>4.2 Basic Research</p> <p>4.3 Budget formulation</p> <p>4.4 Financial information system</p> <p>4.5 Income and expenditures</p> <p>4.6 Budget report preparation</p> <p>4.7 Standards for organizational recordkeeping and audit requirements</p>	<p>4.1 Research skills</p> <p>4.2 Analytical skills</p> <p>4.3 Networking skills</p> <p>4.4 Monitoring expenditures</p> <p>4.5 Preparing budget report</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Budget	May include: 1.1 Cash budgets 1.2 Departmental budget 1.3 Wages budget 1.4 Project budget 1.5 Purchasing budget 1.6 Sales budget 1.7 Cashflow budget 1.8 Budget for a small business
2. Research	May include: 2.1 Discussions with existing suppliers 2.2 Sourcing of new suppliers 2.3 Evaluation of staffing/rostering requirements 2.4 Review of operating procedures 2.5 Potential rostering changes
3. Financial reports	May include: 3.1 Daily, weekly, monthly transactions and reports 3.2 Break-up by department 3.3 Occupancy 3.4 Sales performance 3.5 Commission earnings 3.6 Sales returns 3.7 Yield management 3.8 Commercial account activity

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated knowledge of basic budget principles and structures 1.2 Knows budgeting terminology relevant to a specific industry context 1.3 Demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance 1.4 Demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Project or work activities that include the management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed 2.2 Use of figures and data that reflect the financial operating conditions of industry 2.3 The requirement to evaluate options for improved budget performance
<p>3. Methods of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate 3.2 Evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget 3.3 Case studies and problem solving to assess application of the principles of budget management to different situations 3.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY**PLAN AND IMPLEMENT A SERIES OF TRAINING EVENTS****UNIT CODE****TRS141213****UNIT DESCRIPTOR**

This unit covers the knowledge, skills and behavior required to plan training events in response to identified workplace need and administer the implementation to optimize training effectiveness. This unit reflects a management function and not a trainer function and is likely to be applicable to an organization that has multiple workplaces/sites

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan a series of training events	1.1. <i>Training needs</i> are identified and verified 1.2. <i>Training needs are identified and prioritized.</i> 1.3. <i>Resources</i> available to support training events to address identified training need are determined 1.4. <i>Training events</i> that will address identified workplace training need are identified. 1.5. <i>Availability of learners to attend and participate</i> in identified training events are determined. 1.6. <i>Stakeholders in planning activities</i> are involved. 1.7. A <i>schedule for</i>	1.1 Communication techniques 1.2 Enterprise policies and procedures 1.3 Training needs 1.1 Events planning	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills 1.1 Planning a training event

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>implementing identified training events</i> is developed.</p> <p>1.8. An <i>operational plan</i> to support the implementation of identified training events is developed.</p> <p>1.9. The <i>implementation plan</i> for training events with stakeholders is shared</p> <p>1.1. Identified learners to engage with established training events are encouraged</p>		
2. Implement a series of training events	<p>2.1 Identified <i>support for learners to attend identified training events</i> is provided</p> <p>2.2 <i>Resources for supervisors to maintain required service levels</i> during identified training events are provided</p> <p>2.3 Learners of <i>attendance requirements</i> as required by the organization are advised</p> <p>2.4 <i>Feedback from learners</i> on individual training events is captured</p> <p>2.5 <i>Planned schedule of training events</i> on the basis of feedback and other issues arising is</p>	<p>2.1 Communication techniques</p> <p>2.2 Enterprise policies and procedures</p> <p>2.3 Events planning Feedback mechanism</p>	<p>2.1 Questioning and communication skills</p> <p>2.2 Research skills</p> <p>2.3 Analytical skills</p> <p>2.4 Ability to research industry information sources</p> <p>2.5 Networking skills Implementing a training event</p>

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>modified</p> <p>2.6 <i>Training events</i> to monitor and evaluate their implementation are attended</p> <p>2.7 Contact with training event organizers/providers is maintained</p>		
3. Review planning and implementation of a series of training events	<p>3.1 The <i>impact of attendance at training event</i> is evaluated</p> <p>3.2 <i>The value-for-money provided by engagement with training events is assessed</i></p> <p>3.3 Ways in which more cost-effective use of training events could be effected are identified</p> <p>3.4 A report on the use of training events within the organization is prepared</p>	<p>3.1 Communication techniques</p> <p>3.2 Enterprise policies and procedures</p> <p>3.3 Events planning</p> <p>3.4 Preparation of report</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Ability to research industry information source</p> <p>3.5 Networking skills</p> <p>3.6 Preparing report</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Training needs	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Reviewing the results of training needs analyses 1.2 Reviewing individual input, including requests for training, from staff, co-workers, customers, supervisors, managers and other relevant personnel 1.3 Reviewing business plans, directions and objectives 1.4 Reviewing existing qualifications, certificates, licenses held by staff 1.5 Reviewing changed workplace conditions necessitating staff training, including changes to equipment, procedures, legislation, layout, customer preferences 1.6 Clarifying training requirements by site, department, individual worker, workplace teams
2. Training needs are identified and prioritized	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Matching training need against workplace demands, by site, department, individual worker, workplace teams 2.2 Factoring in legislated obligations 2.3 Determining existing competency levels to cater for anticipated demand 2.4 Determining costs associated with immediate and short- term training events to respond to urgent training needs 2.5 Identifying the impact of not responding immediately to urgent need 2.6 Identifying other priority activities that the organisation is required to accommodate 2.7 Integrating complementary imperatives and priorities 2.8 Identifying alternative short-term action, other than training events, that can be taken to address immediate priority needs
3. Resources	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Time 3.2 Space/location and venues 3.3 Human resources 3.4 Financial resources 3.5 Physical resources 3.6 Network of contacts 3.7 Externally available training events

4. Training events	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Traditional training sessions 4.2 Computer-based learning 4.3 Home study 4.4 Correspondence training and education 4.5 Conferences, seminars, meetings, exhibitions, trade presentations, workshops, symposiums 4.6 Training provided by suppliers, support industries, industry peak bodies and/or government agencies
5. Availability of learners to attend and participate	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Interrogating existing staff rosters to identify flexibility available to accommodate staff absences and attendance at training events 5.2 Liaising with supervisors to identify alternative staff to back-fill those attending training events 5.3 Liaising with the financial department to calculate staffing costs associated with attendance at training events 5.4 Identifying peak and low trading times, days, periods
6. Stakeholders in planning activities	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Discussing individual and group preferences for training events 6.2 Identifying individual and group barriers to attendance at training events 6.3 Identifying learner preferences for training events 6.4 Discussing training event options with supervisors, managers and learners 6.5 Explaining the need for the training events 6.6 Identifying the benefits that will flow from participation in training events 6.7 Describing the support available for those who engage with learning events, including travel allowances, payment of fees and charges, per diem allowances, payment for meals and accommodation, where applicable 6.8 Discussing time off to engage with training events, including necessary study, practice, and assessment as appropriate to individual training events

<p>7. Schedule for implementing identified training events</p>	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Accommodating individual workplace operational needs to the greatest extent possible 7.2 Accommodating individual learner preferences to the greatest extent possible 7.3 Limiting training events and numbers attending to meet imposed budgetary and other operational constraints 7.4 Identifying specific days, dates, times and staff for individual training events at each location/venue 7.5 Coordinating the attendance of learners from multiple sites/departments at the one training event 7.6 Identifying relevant training events that will optimise learning while minimising expenditure, including the need to identify local venues and training events wherever possible 7.7 Communicating a draft schedule to learners and management/supervisors 7.8 Revising attendance at training events, on the basis of feedback received regarding the draft schedule, to the greatest extent possible commensurate with achieving the necessary training objectives
<p>8. Operational plan</p>	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Allocating responsibilities for actions within the plan, including delegation of authority and/or the establishment of revised scopes of authority 8.2 Enrolling and/or registering learners in training events 8.3 Supplying learners with confirmation of enrolment and/or registration, including details of the training event and any necessary preparations and/or pre-requisites that apply 8.4 Developing a framework within which attendees at training events can pass on knowledge and skills learned to other staff in the workplace/organisation 8.5 Authorising staff back-filling arrangements and extensions to labour budgets as appropriate 8.6 Determining criteria to be used when evaluating post- participation in training events

9. Implementation plan	<p>May include:</p> <p>9.1 Providing hard-copy information, such as letters to staff, notes in pay envelopes, posters in the workplace</p> <p>9.2 Mentioning the training events at staff meetings and briefings</p> <p>9.3 Using electronic communication facilities, including email, intranet and facsimiles</p> <p>Conducting training event-specific information sessions</p>
10. Support for learners to attend identified training events	<p>May include:</p> <p>10.1 Payment, or other arrangements, such as vehicles/per diems, for travel and accommodation</p> <p>10.2 Supply of pre-training event materials, such as pre-event reading matter</p> <p>10.3 Identification and/or confirmation of training event venue and attendance times, locations</p> <p>10.4 Clarification with learners regarding organisational expectations regarding the training event</p> <p>10.5 Provision of time to allow learners to prepare for, and travel to, the training event</p> <p>10.6 Changes to rosters</p>
11. Required resources for supervisors to maintain required service levels	<p>May include:</p> <p>11.1 Authorising and/or arranging for supplementary staff to replace learners who are attending training events</p> <p>11.2 Modifying normal workloads to factor in the absence of traditional staffing levels</p> <p>11.3 Revising workplace activities to accommodate reduced staff levels</p> <p>11.4 Amending trading hours</p> <p>11.5 Closing sites, where appropriate</p> <p>11.6 Authorising the payment of overtime to normal staff to enable them to back-fill learners</p>
12. Attendance requirements	<p>May include:</p> <p>12.1 Punctuality</p> <p>12.2 Attendance for the duration of nominated aspects of the training event</p> <p>12.3 Active participation in activities</p> <p>12.4 Engagement with all aspects of the training event</p> <p>12.5 Undertaking assessment that comprises part of the training event</p> <p>12.6 Networking with other training event participant/s</p> <p>12.7 Returning to work with copies of materials or resources provided at the training event</p> <p>12.8 Focus on nominated training needs as applicable to individual learners, work sites, departments and/or the organisation as an overall entity</p>

	<p>12.9 Being able to demonstrate/prove attendance at the training event</p> <p>12.10 Completing an evaluation of the training event</p> <p>12.11 Sharing knowledge, skills and attitudes learned at the training event with other staff</p>
<p>13. Feedback from learners</p>	<p>May include:</p> <p>13.1 Written or verbal feedback</p> <p>13.2 Compulsory feedback on all participation in training events</p> <p>13.3 Comments on relevance of the training event content</p> <p>13.4 Explanation of the extent to which learners believed the training event assisted in addressing identified training needs</p> <p>13.5 Ensuring feedback represents a valid profile of learners who attended the training event</p> <p>13.6 Discussing concerns with training event organizers</p>
<p>14. Planned schedule of training events</p>	<p>May include:</p> <p>14.1 Adding extra learners to nominated training events</p> <p>14.2 Reducing the number of learners initially identified as participants in training events</p> <p>14.3 Asking training event organisers/providers to modify training events on the basis of feedback received, or changing workplace needs</p> <p>14.4 Seeking recompense from training event organisers/providers where the training event failed to deliver as promised</p> <p>14.5 Removing learners from generic training events and working with organisers/providers to create an organisation-specific training event</p> <p>14.6 Altering the style of training event with which learners will engage</p> <p>14.7 Discussing the potential to change facilitators used at training events where learners indicated this was an issue</p> <p>14.8 Advising training event organisers/providers regarding organisational needs/preferences regarding any aspect of the training event, including starting and finishing times, duration of training events, activities, assessment activities, catering arrangements, plenary sessions</p> <p>14.9 Discussing impact of proposed changes on operational issues with supervisors, staff, management, customers</p>

	<p>14.10 Communicating revisions to schedules to learners and relevant others</p>
<p>15. Training events</p>	<p>May include:</p> <ul style="list-style-type: none"> 15.1 Gathering first-hand opinion regarding applicability of the training event to identified needs, including evaluation of relevance, currency of ideas/information, presentation style and techniques used, value for money provided by the training event, evidence of appropriate planning by organisers/providers for the training event 15.2 Monitoring the extent to which learners interacted with the training event 15.3 Talking to learners to gain their immediate thoughts on the training event 15.4 Monitoring the activities, presenters, trainers, resources used in the training event 15.5 Actively networking with participants at the training event 15.6 Capturing materials and resources provided at the training event for later use within the organisation 15.7 Monitoring content delivered, and/or actions observed, at the training event with a view to using it and/or adapting it for organisational application at a later date 15.8 Providing tangible support for learners who have attended the training event <p>Reaching conclusions about future use of individual training events in addressing identified training needs</p>

VARIABLE	RANGE
	<p>11.10 Meeting with supervisors to explain the proposed workplace training, including soliciting their cooperation in relation to releasing staff for training, and offering assistance for maintaining necessary workplace staffing levels during training periods</p> <p>11.11 Arranging access to identified areas, equipment, etc for training and/or assessment, including demonstrations and practice</p> <p>11.12 Ensuring safety of the equipment and venue to be used for training and/or assessment purposes, including understanding of the emergency management plan that applies to the training venue/area, and presence of required safety and first aid equipment</p> <p>11.13 Identifying criteria for determining training effectiveness</p> <p>11.14 Establishing guidelines for training plan implementation, including dissemination and explanation of guidelines to trainers and relevant other people</p>
16. Impact of attendance at training events	<p>May include:</p> <p>16.1 Seeking input from all relevant stakeholders</p> <p>16.2 Comparing pre-training event workplace practice, operation, statistics with post-training event workplace practice, operation, statistics</p> <p>16.3 Focusing on the criteria that were identified as being central to evaluating participation in training events in the planning phase</p> <p>12.1 Comparing the outcomes of attending training events with participation in more standard/traditional training delivery</p>
17. The value-for-money provided by engagement with training events	<p>May include:</p> <p>17.1 Undertaking a cost-benefit analysis, including identification and quantification of hidden costs that were unknown prior to actual engagement with training events</p> <p>17.2 Comparing pre-engagement cost-benefit analysis figures with post-participation cost-benefit analysis, including identification of hidden costs that emerged when individual training events were attended</p> <p>17.3 Identifying alternative training that could have been provided at the same actual cost figure involved in participating in training events</p> <p>17.4 Obtaining positive and/or negative emotional</p>

	issues experienced by learners as a result of engaging with training events
18. Ways in which more cost-effective use of training events could be effected	<p>May include:</p> <p>18.1 Seeking group discounts for participation with future training events</p> <p>18.2 Organizing internal training events and offering these events to internal learners and attendees from other organisations</p> <p>18.3 Undertaking joint venture/cost sharing arrangements with others</p> <p>18.4 Requiring learners to contribute to the cost of the training event, including free-of-charge provision of their time</p> <p>18.5 Working with the organiser/provider to present a shorter duration training event</p> <p>Developing a more structured internal approach to the sharing of knowledge and skills gained by learners at training events with other employees</p>
19. Report on the use of training events	<p>May include:</p> <p>19.1 An outline and overview of the training events that were used, including rationale for the on-going use of training events</p> <p>19.2 Identification of the costs involved and benefits that resulted</p> <p>19.3 Identification of numbers of staff who engaged with training events</p> <p>19.4 An overview of learners' evaluations of participation in training events</p> <p>19.5 Comparative cost analysis of providing learner training using alternative means</p> <p>Description of up-coming training events that have been identified as having the potential for future learners, including identification of training events that have already been committed to but not attended</p>

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Understood host enterprise policies and procedures in regard to workplace training and assessment</p> <p>1.2 Demonstrated ability to plan an effective and practical series of at least eight training events for a nominated organization to enable twelve identified learners from multiple departments/sites to attain specified training objectives and outcomes relevant to the industry context in which the candidate is working, including:</p> <ul style="list-style-type: none"> • Identified and quantified the complete range of expenses involved • Described the training events, including organizers/providers, dates and times, content, nature of the activities within the training events, pre-event preparation that learners are expected to complete prior to attendance • Identified back-filling staffing requirements to enable release of learners to attend all the identified (8) training events • Prepared an operational plan to guide implementation of the identified training events, including resources allocation and development of criteria that will be used to evaluate the effectiveness of those training events <p>1.3 Demonstrated ability to implement a nominated series of training events, which may be the ones identified in the above assessment activity, by:</p> <ul style="list-style-type: none"> • Evaluated the effectiveness of the training events using pre-determined criteria, which may be the ones developed for the above assessment activity • Evaluated the extent of learner satisfaction with the training events • Determined: <ul style="list-style-type: none"> Whether or not continued engagement with previous training events is appropriate Whether the training events previously used should be replaced Whether the training events previously used should be modified in some way, and if so, how Possible suitable alternative to using a series of training events to provide workplace training
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	<p>1.4 Determined the actual cost of using the identified training events, including all relevant expenses associated with travel, attendance, back-filling</p> <p>1.5 Provided a personal account of attendance at one nominated training event</p> <p>1.6 Developed a report outlining the relevant factors, including costs and benefits, alternatives, future training events relating to the use of training events for the organization in question</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, Guidelines</p> <p>2.3 Tools and equipment</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
4. Context for Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : **USE THE ASSESSMENT SYSTEM FOR TRAINING OUTCOMES**

UNIT CODE : **TRS141214**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and behavior required to manage an assessment system for employees within a work context

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate the assessment system	1.1 The <i>purpose of the assessment system</i> is defined 1.2 <i>Assessment system features and procedures to relevant stakeholders</i> is documented and circulated 1.3 <i>Procedures for keeping relevant stakeholders informed</i> about key features of the assessment system re established	1.1 Communication techniques 1.2 Assessment system features and procedures 1.3 Enterprise policies and procedures Impact of assessment system for training outcomes	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills Defining the purpose of assessment system
2. Provide support for enterprise assessors	2.1 Assessors meet <i>required competency standards</i> is verified 2.2 <i>Required training for assessors</i> is identified 2.3 <i>Moderation of assessments</i> is provided. 2.4 <i>Feedback to assessors</i> on their performance is provided Networking amongst assessors is facilitated	2.1 Communication techniques 2.2 Assessment system features and procedures 2.3 Enterprise policies and procedures 2.4 Moderation of assessment 2.5 Requirements for assessors Feedback mechanism	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills Providing support for enterprise assessors

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Manage the assessment	3.1 The <i>internal records required to support the assessment system is identified and developed</i> 3.2 The <i>requirements for completing the assessment records are described</i> 3.3 <i>The assessment records are filed.</i> 3.4 <i>The assessment record keeping system is reviewed and updated.</i>	3.1 Communication techniques 3.2 Assessment system features and procedures 3.3 Enterprise policies and procedures 3.4 Standards for organizational recordkeeping and audit requirements 3.5 Requirements for completing the assessment records	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Networking skills 3.6 Updating the assessment record keeping system
4. Maintain quality assurance procedures	4.1 Quality assurance procedures for the assessment system are defined 4.2 Internal audits of the assessment system are undertaken 4.3 The results of quality assurance audits to improve the assessment system are used 4.4 The applicability of the existing quality assurance procedures to the dynamic nature of the assessment system is reviewed	4.1 Communication techniques 4.2 Assessment system features and procedures 4.3 Enterprise policies and procedures 4.4 Standards for organizational recordkeeping and audit requirements 4.5 Quality assurance procedures	4.1 Questioning and communication skills 4.2 Research skills 4.3 Analytical skills 4.4 Ability to research industry information sources 4.5 Networking skill 4.6 Defining the quality assurance procedures for the assessment system
5. Report on the contribution made by the assessment system to enterprise training and performance	5.1 The outcomes that the assessment system has produced are identified 5.2 The assessment system is reviewed 5.3 Recommendations	5.1 Communication techniques 5.2 Assessment system features and procedures 5.3 Enterprise policies and procedures 5.4 Standards for	5.1 Questioning and communication skills 5.2 Research skills 5.3 Analytical skills 5.4 Ability to research industry

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<i>for change</i> to the assessment system are made	organizational recordkeeping and audit requirements 5.5 Quality assurance procedures 5.6 Preparation of report	information sources 5.5 Networking skills 5.6 Reviewing the assessment system

RANGE OF VARIABLES

VARIABLE	RANGE
<p>1. Purpose of the assessment system</p>	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Recognizing current competencies 1.2 Identifying training needs of staff 1.3 Maintaining workplace skill levels 1.4 Diagnosing employee workplace performance 1.5 Classifying workers in relation to remuneration levels 1.6 Assisting in confirming staff competencies in relation to proposed promotion and/or job re-location 1.7 Issuing internal certificates/awards 1.8 Confirming progress in learning
<p>2. Assessment system features and procedures</p>	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Establishing minimum requirements for competencies and certification of assessors 2.2 Record keeping system requirements, including procedures and policies, and the development of supporting documentation 2.3 Timing and duration arrangements for assessments, including need to integrate assessment with operational issues while maintaining the flexibility and integrity of the internal training and assessment system 2.4 Allowable adjustments to assessments for participants, including language, literacy and innumeracy requirements and the inclusion of candidate assistants 2.5 Access and equity considerations 2.6 Legislated requirements of the host country in relation to employment, workplace safety, workplace licensing requirements and equal opportunity, where applicable 2.7 Arrangements for recognition of competencies gained via other training providers 2.8 Location of assessments, including in-house and external assessment, where applicable 2.9 Review and evaluation processes for assessment procedures 2.10 Enterprise policies and procedures related to assessment, including grievances, re-assessment and the relationship between competency and remuneration

3. Relevant stakeholders	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Trainers and assessors, including external trainers and assessors, where applicable 3.2 Team leaders, supervisors, managers and business owners 3.3 Training and assessment coordinators, where applicable 3.4 Candidates, including a representative sample of past candidates and existing learners 3.5 Technical experts, relative to specialist areas in which assessments are conducted
4. Procedures for keeping relevant stakeholders informed	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Regular scheduled meetings specific to assessment issues, including the use of special meetings as the need dictates 4.2 Standing agenda item at all staff meetings regarding assessment issues 4.3 Preparation of a dedicated newsletter, either paper-based or electronic format 4.4 Development of an internal network of assessors
5. Required competency standards	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Externally imposed accredited competency standards as required by training providers and other relevant agencies, where relevant 5.2 Internally described competencies, which may or may not include formal assessor qualifications 5.3 Currency of qualifications 5.4 Relevance of industry experience to the areas being assessed
6. Required training for assessors	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Externally provided accredited training, including initial assessor training and identified additional training, where relevant 6.2 Provision of refresher training for assessors who have been identified as requiring such training 6.3 Providing gap training for assessors on the basis of identified need 6.4 Provision of job-specific training to enable assessors to assess areas with which they are not familiar

<p>8. Feedback to assessors</p>	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Analysing their assessments, including results and materials/tools as part of the assessment process 8.2 Developing feedback instruments for candidates to complete following assessments 8.3 Providing observation sessions while assessors conduct assessments 8.4 Identifying specific foci for evaluation and feedback 8.5 Encouraging self-evaluation as part of the feedback process 8.6 Recognising effort and positive outcomes 8.7 Supporting assessors where feedback identifies negative outcomes
<p>9. Internal records required to support the assessment system</p>	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Personal information relating to candidates 9.2 Evidence that required training has been delivered prior to assessment being attempted 9.3 Assessment tools and assessment items 9.4 Copies of relevant training curricula/training plans 9.5 Training rolls 9.6 Evidence captured as part of the assessment process 9.7 Documentation used to record the resources used and costs involved as part of the assessment process
<p>10. The requirements for completing the assessment records</p>	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Explaining record keeping requirements to assessors 10.2 Providing examples of acceptable records 10.3 Monitoring the compilation of records completed by assessors on an on-going basis 10.4 Highlighting applicable time-related issues that apply to the completion, collection and forwarding of assessment records, including forwarding to internal locations 10.5 Defining the security and confidentiality arrangements that assessors must comply with
<p>11. Assessment records</p>	<p>May include:</p> <ul style="list-style-type: none"> 11.1 Creating a dedicated filing system for assessment records, such as paper-based, electronic or a combination of both 11.2 Complying with external requirements relating to filing of assessment records 11.3 Maintaining security and confidentiality of assessment records 11.4 Enabling easy access to existing records 11.5 Enabling easy up-dating of records and files

	<p>11.6 Integrating assessment records with training records in keeping with identified internal requirements</p> <p>11.7 Establishing processes to enable validation of assessment records</p>
<p>12. Quality assurance procedures for the assessment system</p>	<p>May include:</p> <p>12.1 Identification of relevant documentation</p> <p>12.2 Establishment of relevant benchmarks</p> <p>12.3 Identification of appropriate 'best practice' as it applies to the enterprise, including any externally imposed 'best practice' requirements</p> <p>12.4 Nomination of relevant timeframes, including timelines for remitting results, forwarding documentation, undertaking reviews, conducting audits</p> <p>12.5 Identification of specific quality assurance procedures that apply to assessments, including development of a formal quality assurance section dedicated to assessment and training, where appropriate</p> <p>12.6 Communication to assessors of the quality assurance requirements, including training relevant to the implementation of identified procedures</p>
<p>13. Internal audits of the assessment system</p>	<p>May include:</p> <p>13.1 Scheduling audits</p> <p>13.2 Defining the topics that will be addressed at each audit, including the possibility of cyclical audits and full audits</p> <p>13.3 Training staff in undertaking audits</p> <p>13.4 Allocating resources for the conduct of audits</p> <p>13.5 Designing and/or obtaining necessary documentation to record audit information/data</p> <p>13.6 Capturing audit information</p> <p>Ensuring captured data allows satisfactory analysis and evaluation of identified topics/areas, including the gathering of supplementary information as necessary</p>

<p>14. The results of quality assurance audits</p>	<p>May include:</p> <p>14.1 Ensuring recommendations for change are based on hard evidence</p> <p>14.2 Applying audit results to all aspects of the assessment system, including documentation and record keeping, assessment methods and tools, assessors, timing and duration of assessments, locations used for assessments</p> <p>14.3 Revising written policies and procedures to reflect changes, including confirming changes with management, and advising trainers and assessors as appropriate in relation to the changes.</p> <p>14.4 Identify the outcomes that the assessment system has produced may relate to:</p> <p>14.5 Aligning outcomes with identified purposes of the assessment system</p> <p>14.6 Quantifying the benefits that the assessment system has brought to the enterprise, including identification of competencies attained, certificates issued, examples of</p> <p>14.7 flexibility and options that assessment has provided to the business.</p>
	<p>May Include:</p> <p>15.1 Comparing actual outcomes with identified key performance indicators established for the assessment system, where applicable</p> <p>15.2 Reviewing performance of assessors</p> <p>15.3 Reviewing effectiveness of assessment tools and methods</p> <p>15.4 Detailing the expenses that were incurred in implementing the assessment system</p> <p>15.5 Reviewing complaints and grievances lodged by candidates</p> <p>15.6 Quantifying and evaluating the number of reassessments required</p> <p>15.7 Integrating qualitative feedback from assessors and candidates on the operation of the assessment system</p>
<p>16. Recommendations for change</p>	<p>May include:</p> <p>16.1 Continuing with the existing assessment system, including implementation of minor modifications to accommodate identified issues</p> <p>16.2 Expanding the existing assessment system</p> <p>16.3 Reducing the scope of the existing assessment system</p> <p>16.4 Winding up the existing assessment system, including movement to total assessment service provision by external providers</p>

17. Existing assessment system	May include: 17.1 Revising assessment-related policies and procedures 17.2 Revising assessment tools 17.3 Revising assessment times and locations Communicating changes to the assessment system to relevant stakeholders, including the provision of training, as appropriate
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EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment</p> <p>1.2 Demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time</p> <p>2.2 Use of real stock items</p> <p>2.3 Use of industry-current stock control technology or documentation</p> <p>2.4 Involvement of internal/external suppliers</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>4.1 Review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet i.e. order and re-order points</p> <p>4.2 Written or oral questions to test knowledge of reasons for procedures</p> <p>4.3 Review of workplace reports and records related to stock control, prepared by the candidate</p> <p>4.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : PROCESS RAW MATERIALS

UNIT CODE : CS-TRS343304

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to process raw materials for Western cuisine dishes. It includes marinating raw materials and shaping raw materials.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Marinate raw materials	<p>1.1. <i>Common seasonings and auxiliary materials</i> are applied in marinating raw materials according to industry standards.</p> <p>1.2. <i>Principles of raw material marination</i> are followed based on established procedures.</p> <p>1.3. <i>Role of marination in cooking</i> is demonstrated in accordance with culinary principles.</p> <p>1.4. <i>Requirements and standards for marinating raw materials</i> are complied following food safety regulations.</p>	<p>SCIENCE</p> <p>1.1 Characteristics and functions of common seasonings and auxiliary materials for marinating</p> <p>1.2 Principles of raw material marination Technology:</p> <p>TECHNOLOGY</p> <p>1.3 Role of marination in cooking</p> <p>1.4 Requirements and standards for marinating raw materials</p>	<p>1.1 Applying <i>marinating method</i></p> <p>1.2 Measuring marinade ratios</p> <p>1.3 Selecting suitable marinade</p> <p>1.4 Monitoring marination time</p> <p>1.5 Handling food safely</p> <p>1.6 <i>Recording marination process</i></p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Shape raw materials	<p>2.1 Techniques and methods for shaping raw materials are applied in accordance with recipe specifications.</p> <p>2.2 <i>Impact of shaping on the texture and taste during cooking</i> is comprehended based on culinary knowledge.</p> <p>2.3 <i>Tools</i> were handled according to safety and quality guidelines.</p>	<p>SCIENCE 2.1 Formulation and production techniques</p> <p>TECHNOLOGY 2.2 Sauce seasoning and flavor balance</p> <p>MATHEMATICS 2.3 Portion control techniques</p> <p>COMMUNICATION 2.4 Written instructions or diagram interpretation for cutting/shaping</p> <p>ENVIRONMENTAL CONCERNS 2.5 <i>Safe disposal of trimmings and waste</i></p>	<p>2.1 Performing trussing techniques for poultry</p> <p>2.2 Executing slicing and rolling methods for livestock</p> <p>2.3 Using knives</p> <p>2.4 Shaping tools</p> <p>2.5 Estimating portion sizes visually</p> <p>2.6 <i>Arranging shaped ingredients</i> for next step processing</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Common seasonings and auxiliary materials	Common seasonings and auxiliary materials may include: 1.1 Salt 1.2 Sugar 1.3 Vinegar 1.4 Soy sauce 1.5 Citrus juice 1.6 Herbs 1.7 Spices 1.8 Garlic 1.9 Onion 1.10 Oil 1.11 Curing agents
2. Principles of raw material marination	Principles of raw material marination may include: 2.1 Osmosis 2.2 Diffusion 2.3 Enzymatic activity 2.4 Chemical reactions during marination
3. Role of marination in cooking	Role of marination in cooking may include: 3.1 Tenderizing 3.2 Flavor development 3.3 Moisture retention 3.4 Preservation
4. Requirements and standards for marinating raw materials	Requirements and standards for marinating raw materials may include: 4.1 Food safety regulations 4.2 Hygiene standards 4.3 Marination temperature and time 4.4 Container requirements
5. Marinating method	Marinating method may include: 5.1 Dry rub 5.2 Wet marination 5.3 Vacuum tumbling 5.4 Injection marination

6. Recording marination process	Recording marination process may include: 6.1 Date 6.2 Time 6.3 Marinade ingredients 6.4 Quantity 6.5 Temperature 6.6 Handler's initials
7. Impact of shaping on the texture and taste during cooking	Impact of shaping on the texture and taste during cooking may include: 7.1 Texture control 7.2 Uniformity 7.3 Flavor retention 7.4 Presentation
8. Tools	Tools may include: 8.1 Knives 8.2 Meat mallets 8.3 Kitchen scissors 8.4 Trussing string 8.5 Shaping molds 8.6 Cutting boards
9. Safe disposal of trimmings and waste	Safe disposal of trimmings and waste may include: 9.1 Following environmental protocols 9.2 Segregation 9.3 Composting or proper discarding
10. Arranging shaped ingredients	Arranging shaped ingredients may include: 10.1 Staging for marination 10.2 Cooking 10.3 Plating 10.4 Storage

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Marinated raw materials</p> <p>1.1.1 Applied common seasonings and auxiliary materials in marinating raw materials.</p> <p>1.1.2 Followed the principles of raw material marination.</p> <p>1.1.3 Demonstrated the role of marination in cooking.</p> <p>1.1.4 Complied requirements and standards for marinating raw materials a</p> <p>1.2 Shaped raw materials</p> <p>1.2.1 Applied techniques and methods for shaping raw materials</p> <p>1.2.2 Comprehended impact of shaping on the texture and taste during cooking</p> <p>1.2.3 Handled tools</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Raw materials (e.g., meat, poultry, seafood)</p> <p>2.2 Common seasonings and auxiliary materials</p> <p>2.3 Mixing bowls or marinating containers</p> <p>2.4 Measuring tools</p> <p>2.5 Food-safe gloves and utensils</p> <p>2.6 Refrigeration facilities</p> <p>2.7 Marination logbook or record sheets</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with questioning</p> <p>3.2 Observation with questioning</p> <p>3.3 Interview/Oral questioning</p> <p>3.4 Written Test</p> <p>3.5 Portfolio Assessment</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PRODUCE COLD DISHES

UNIT CODE : CS-TRS343305

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to produce cold dishes. It includes preparing cold sauces using ingredients and methods and plating cold dishes using creative techniques

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare cold sauces using ingredients and methods	1.1 Cheese sauce is produced according to recipe specifications. 1.2 Herb-based sauce is prepared using correct techniques. 1.3 Mustard and horseradish sauces are created based on flavor profile requirements.	SCIENCE 1.1 Flavor development in cold sauces 1.2 Chemical interaction between ingredients TECHNOLOGY 1.3 Equipment used in cold sauce production (blenders, mixers) 1.4 Storage techniques for cold sauces MATHEMATICS 1.5 Ratio and proportion of ingredients 1.6 Yield conversion for multiple servings COMMUNICATION 1.7 Interpretation of written recipes and standard kitchen terminology ENVIRONMENT CONCERNS 1.8 Proper disposal	1.1 Mixing ingredients for cold sauces 1.2 Adjusting consistency and flavor of sauces 1.3 Using kitchen tools for emulsification and blending 1.4 Chilling sauces 1.5 Storing sauces 1.6 Documenting preparation and shelf life of cold sauces

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		of sauce remnants 1.9 Minimizing food waste during preparation	
2. Plate cold dishes using creative techniques	2.1 Smoked meat is prepared using smoking methods. 2.2 Cold seafood platter is assembled in accordance with industry standards. 2.3 Poultry pies and foie gras are plated based on presentation guidelines.	SCIENCE: 2.1 Food preservation through smoking and refrigeration 2.2 Texture and structural changes during cold processing TECHNOLOGY 2.3 Use of smoking equipment and cold storage units 2.4 Tools for decorative plating MATHEMATICS 2.5 Portion sizing for plating 2.6 Time management in multi-item assembly COMMUNICATION 2.7 Reading plating diagrams and instructions 2.8 Communicating cold dish descriptions to kitchen staff ENVIRONMENTAL CONCERNS	2.1 Smoking seafood using hot or cold methods 2.2 Assembling cold platters 2.3 Garnishing cold platters 2.4 Decorating dishes with herbs and edible flowers 2.5 Slicing foie gras or pies 2.6 Arranging foie gras or pies 2.7 Using molds and plating tools artistically

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.9 Handling and disposal of seafood waste Energy-efficient use of cold storage and smoking devices	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Herb-based sauce	Cheese sauce may include: 1.1 Pesto 1.2 Chimichurri 1.3 Green goddess dressing
2. Mustard and horseradish sauces	Mustard and horseradish sauces may include: 2.1 Dijon mustard vinaigrette 2.2 Whole grain mustard dressing 2.3 Creamy horseradish sauce 2.4 Horseradish mayonnaise
3. Smoked meat	Cheese sauce may include: 3.1 Smoked beef brisket 3.2 Smoked ham 3.3 Smoked duck breast 3.4 Smoked pastrami
4. Cold seafood platter	Cold seafood platter may include: 4.1 Shrimp cocktail 4.2 Smoked salmon 4.3 Crab claws 4.4 Mussels and oysters on ice 4.5 Tuna tartare
5. Poultry pies and foie gras	Mustard sauce may include: 5.1 Chicken galantine 5.2 Duck terrine 5.3 Poultry pâté en croûte 5.4 Sliced foie gras with jelly or toast points 5.5 Mini poultry pies with pastry crust

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Overseen Halal slaughter operation 1.2 Overseen meat processing activities 1.3 Overseen application of overall cleaning and maintenance of tools and equipment 1.4 Overseen implementation of proper food safety and hygiene practices 1.5 Optimized process
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 A commercial or training kitchen equipped with: <ul style="list-style-type: none"> 2.1.1 Blenders, mixers, emulsifiers, mixing bowls 2.1.2 Smoking equipment (e.g., smoker box, cold smoker) 2.1.3 Cold storage units (refrigerators, blast chillers) 2.1.4 Plating tools (molds, tweezers, brushes, garnishing tools) 2.2 Variety of ingredients: <ul style="list-style-type: none"> 2.2.1 Cheese varieties, fresh herbs, mustard, horseradish, dairy, oils, vinegars, condiments 2.2.2 Various meats (for smoking), seafood (crustaceans, mollusks, fish), poultry pies, foie gras 2.3 Standard recipes, plating diagrams, garnishes, and labels 2.4 Sanitation and food safety supplies 2.5 Environmentally friendly packaging and waste disposal bins
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 Interview/Oral questioning 3.4 Written Test 3.5 Portfolio Assessment
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PRODUCE HOT DISHES

UNIT CODE : CS-TRS343306

UNIT DESCRIPTOR : This unit covers the skills, knowledge, and attitudes required to produce hot Western dishes. It includes preparing soups using methods and flavoring techniques and preparing hot sauces with balanced flavor and proper consistency.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare soups using methods and flavoring techniques	1.1 Vegetable broth is prepared in accordance with recipe requirements. 1.2 Legume broth is produced based on cooking standards. 1.3 Chicken and beef clear soups are clarified according to traditional techniques.	SCIENCE 1.1 Nutrient retention in soups 1.2 Clarification principles and chemical reactions TECHNOLOGY 1.3 Soup stockpots and straining tools 1.4 Temperature control devices MATHEMATICS 1.5 Volume conversion and yield prediction 1.6 Time-temperature calculations for broth COMMUNICATION 1.7 Understanding recipes and kitchen instructions 1.8 Labeling prepared stocks and soups ENVIRONMENTAL CONCERNS 1.9 Efficient use of water and gas 1.10 Proper disposal of soup trimming	1.1 Simmering vegetables and legumes 1.2 Skimming broths 1.3 Balancing soup flavors 1.4 Using ladles and fine mesh strainers 1.5 Labeling stocks 1.6 Storing stocks

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Prepare hot sauces with balanced flavor and proper consistency	<p>2.1 <i>Cheese sauce</i> was prepared according to specified consistency.</p> <p>2.2 <i>Mustard sauce</i> was flavored in accordance with kitchen standards.</p> <p>2.3 <i>Vegetable and butter sauces</i> were produced based on required techniques.</p>	<p>SCIENCE</p> <p>2.1 Emulsification principles in hot sauces</p> <p>2.2 Heat-induced thickening and reduction</p> <p>TECHNOLOGY</p> <p>2.3 Saucepans and bain-marie use</p> <p>2.4 Hand blenders and whisks</p> <p>MATHEMATICS</p> <p>2.5 Ratio of roux to liquid</p> <p>2.6 Scaling of sauce recipes</p> <p>COMMUNICATION</p> <p>2.7 Written directions for classic sauces</p> <p>2.8 Communicating adjustments for customer preferences</p> <p>ENVIRONMENTAL CONCERNS</p> <p>2.9 Waste reduction in sauce preparation</p> <p>2.10 Use of eco-friendly packaging for bulk sauces</p>	<p>2.1 Simmering and reducing sauces</p> <p>2.2 Reducing sauces</p> <p>2.3 Emulsifying cheese or butter into base</p> <p>2.4 Adjusting seasoning and consistency</p> <p>2.5 Straining sauces for smooth texture</p> <p>2.6 Presenting sauces in containers</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Cook hot dishes using a variety of cooking techniques	<p>3.1 <i>Meats and poultry</i> are roasted in accordance with temperature standards.</p> <p>3.2 <i>Seafood and meat</i> are pan-fried based on doneness requirements.</p> <p>3.3 <i>Poultry dishes</i> are stewed according to traditional cooking methods.</p> <p>3.4 Meat and seafood are prepared using <i>mixed techniques</i> based on menu needs.</p>	<p>SCIENCE</p> <p>3.1 Maillard reaction and browning effect</p> <p>3.2 Internal cooking temperatures for safety</p> <p>MATHEMATICS</p> <p>3.3 Cooking time per weight ratio</p> <p>3.4 Oven and grill temperature conversions</p> <p>3.5 Interpreting cooking charts and recipe timelines</p> <p>COMMUNICATION</p> <p>3.6 Interpreting cooking charts and recipe timelines</p> <p>3.7 Coordinating with kitchen staff for plating time</p> <p>ENVIRONMENTAL CONCERNS</p> <p>3.8 Energy-efficient use of cooking equipment</p> <p>3.9 Safe disposal of cooking oil and grease</p>	<p>3.1 Roasting large cuts of meat or poultry</p> <p>3.2 Pan-frying with oil temperature</p> <p>3.3 Stewing with timing and layering ingredients</p> <p>3.4 Grilling with even heat</p> <p>3.5 Baking with even heat</p> <p>3.6 Steaming methods for complex dishes</p> <p>3.7 Combining methods for complex dishes</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Vegetable broth	Vegetable broth may include: 1.1. Carrot broth 1.2. Celery broth 1.3. Onion-based broth 1.4. Mixed vegetable stock
2. Legume broth	Legume broth may include: 2.1 Lentil broth 2.2 Chickpea broth 2.3 Mung bean broth
3. Chicken and beef clear soups	Chicken and beef clear soups may include: 3.1 Consommé 3.2 Clear chicken soup 3.3 Beef broth clarified with egg whites
4. Cheese sauce	Cheese sauce may include: 4.1 Mornay sauce 4.2 Cheddar cheese sauce 4.3 Parmesan cream sauce
5. Mustard sauce	Mustard sauce may include: 5.1 Dijon mustard sauce 5.2 Whole grain mustard sauce 5.3 Honey mustard reduction
6. Vegetable and butter sauces	Vegetable and butter sauces may include: 6.1 Hollandaise sauce 6.2 Beurre blanc 6.3 Tomato coulis 6.4 Carrot purée sauce
7. Meats and poultry	Meats and poultry may include: 7.1 Beef 7.2 Pork 7.3 Chicken 7.4 Duck
8. Seafood and meat	Seafood and meat may include: 8.1. Seafood 8.1.1 Fish fillets 8.2 Shellfish 8.2 Meat 8.2.1 Lamb 8.2.2 Veal

9. Poultry dishes	Poultry dishes may include: 9.1 Chicken fricassee 9.2 Coq au vin 9.3 Braised duck
10. Mixed techniques	Mixed techniques may include: 10.1 Braised lamb with grilled vegetables 10.2 Baked fish with pan-fried garnish 10.3 Steamed shellfish with roasted aromatics

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Implemented ethical and humane treatment of animals 1.2 Applied Islamic Law in slaughter operation 1.3 Applied Islamic Law in meat processing 1.4 Documented and verified implementation of Islamic laws on slaughtering and meat processing 1.5 Monitored and updated Halal principles and practices in slaughtering and meat processing 1.6 Maintained halal compliance through training and education
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Fully equipped commercial or training kitchen, including: <ul style="list-style-type: none"> 2.1.1 Soup stockpots, saucepans, bain-marie, ladles, mesh strainers, hand blenders, whisks 2.1.2 Cooking range, oven, grill, steamer, and temperature control tools (e.g., thermometers, timers) 2.2 Variety of ingredients: <ul style="list-style-type: none"> 2.2.1 Fresh vegetables, legumes, poultry, beef, seafood, cheese, mustard, butter, spices, and flavoring agents 2.3 Recipe cards, kitchen labels, and standard documentation forms 2.4 Appropriate storage containers and eco-friendly packaging materials 2.5 Cleaning and sanitation supplies
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with questioning 3.2 Observation with questioning 3.3 Interview/Oral questioning 3.4 Written Test 3.5 Portfolio Assessment
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

GLOSSARY OF TERMS

Auxiliary materials	Substances or ingredients used to assist in marination such as oil, sugar, vinegar, or curing agents that enhance flavor or preservation.
Bain-marie	A container of hot water used to gently heat sauces or foods to prevent curdling or overheating.
Beurre blanc	A hot emulsified butter sauce made with white wine and shallots.
Carrot purée sauce	A vegetable-based sauce made from blended, cooked carrots, often used for plating and flavor balance.
Cheddar cheese sauce	A hot or cold sauce made from melted cheddar cheese, typically used in Western cuisine.
Chemical reactions during marination	Processes that alter the flavor, texture, or preservation quality of food due to interaction between marinade ingredients and proteins.
Chilling sauces	The process of rapidly cooling sauces to preserve texture, flavor, and food safety.
Clarification	The process of removing impurities from broths or soups to achieve a clear liquid.
Cold seafood platter	An arranged selection of chilled seafood items such as shrimp, smoked salmon, or oysters served cold.
Composting	The environmentally friendly process of converting food waste and organic materials into nutrient-rich soil.
Consommé	A clarified broth made from meat or vegetables, known for its clear appearance and rich flavor.
Curing agents	Ingredients such as nitrates or salt used to preserve meat and enhance flavor.
Dijon mustard vinaigrette	A mustard-based cold dressing typically used for salads, combining mustard, vinegar, and oil.
Dry rub	A marination technique that uses a dry mix of spices and herbs to coat raw materials.

Emulsification	The process of combining two unmixable liquids (e.g., oil and vinegar) into a stable mixture.
Flavor retention	The ability of food to maintain its flavor profile after cooking or processing.
Foie gras	A luxury food product made from the liver of a specially fattened duck or goose, often served cold.
Food safety regulations	Guidelines and standards to ensure food is safe to consume, including hygiene, storage, and handling practices.
Green goddess dressing	A creamy, herb-based cold sauce typically containing mayonnaise, sour cream, chives, and parsley.
Honey mustard reduction	A hot or cold sauce made by reducing a mixture of mustard and honey, used to intensify flavor.
Horseradish mayonnaise	A cold sauce made by combining horseradish with mayonnaise for a tangy, spicy flavor.
Injection marination	A technique where marinade is injected directly into meat using needles for deeper penetration.
Lentil broth	A soup stock made by simmering lentils in water, often used as a base in vegetarian dishes.
Maillard reaction	A chemical reaction between amino acids and reducing sugars that gives browned food its distinctive flavor.
Marinade ratios	The proportion of liquids and solids used in a marinade relative to the weight of the raw material.
Mornay sauce	A béchamel-based cheese sauce often used in Western cuisine.
Mustard and horseradish sauces	Cold sauces prepared using mustard or horseradish for tangy and spicy flavor profiles.
Osmosis	A principle in marination where liquids and seasonings move into meat fibers to enhance flavor and tenderness.
Pan-frying	Cooking technique where food is cooked in a small amount of oil over medium to high heat in a pan.

Pesto	A herb-based cold sauce typically made from basil, garlic, pine nuts, Parmesan cheese, and olive oil.
Portion control	The practice of determining the right quantity of food per serving for consistency and cost control.
Poultry pâté en croûte	A meat pâté encased in pastry and baked, served cold as part of charcuterie.
Roasting	Cooking food using dry heat in an oven or over an open flame, often used for meats and poultry.
Salt	A common seasoning used in marinating to enhance flavor and preserve food.
Simmering	A cooking technique where food is gently cooked in liquid at a temperature just below boiling.
Soy sauce	A fermented seasoning liquid commonly used in marinades for its umami flavor and color.
Stewing	A slow cooking method involving simmering food in a small amount of liquid over a long period.
Trussing	A method of tying poultry or meat with string to hold its shape during cooking.
Vacuum tumbling	A marination method where meat is rotated in a vacuum to enhance absorption of marinade.
Yield prediction	Estimating the final quantity of prepared food after trimming, marinating, or cooking.

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