

COMPETENCY STANDARDS



AIRCRAFT CLEANING AND DISINFECTING LEVEL II

AVIATION SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TESDA Complex East Service Road, South Luzon Expressway (SLEX),
Brgy. Fort Bonifacio, Taguig City

AVIATION SECTOR

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COMPETENCY STANDARDS FOR AIRCRAFT CLEANING AND DISINFECTING LEVEL II

SECTION 1. DEFINITION OF QUALIFICATION

The **AIRCRAFT CLEANING AND DISINFECTING LEVEL II** qualification consists of competencies that a person must achieve to prepare the needed tools, equipment supplies/materials, clean the common and restricted areas, sanitize and disinfect low and high risk areas, maintain and store cleaning equipment and implement proper waste segregation and disposal within airports and aircrafts.

The units of competency comprising this qualification include the following:

Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problem
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedure
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace
Code	COMMON COMPETENCIES
AB-AVN0305400511201	Maintain Safety and Security Procedures Within the Airport and Aircraft
AB-AVN0305400514201	Maintain an effective relationship with client/customer within airports and aircrafts
AB-AVN0305400514202	Manage own performance within airports and aircrafts
Code	CORE COMPETENCIES
AB-AVN0305400911301	Prepare Cleaning Agents, Tools, and Equipment
AB-AVN0305400911302	Conduct Interior and Exterior Cleaning
AB-AVN0305400911303	Implement Disinfection Protocols
AB-AVN0305400911304	Handle Waste

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

- Aircraft Cleaning Specialist

SECTION 2 COMPETENCY STANDARD

This section gives the details of the contents of the units of competency required in AIRCRAFT CLEANING AND DISINFECTING LEVEL II.

BASIC COMPETENCIES

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

UNIT CODE : **400311210**

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills

<p>2. Perform duties following workplace instructions</p>	<p>2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines</p> <p>2.2 Routine written instructions are followed based on established procedures</p> <p>2.3 Feedback is given to workplace supervisor-based instructions/ information received</p> <p>2.4 Workplace interactions are conducted in a courteous manner</p> <p>2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from appropriate sources</p> <p>2.6 Meetings outcomes are interpreted and implemented</p>	<p>2.1 Effective verbal and non-verbal communication</p> <p>2.2 Different modes of communication</p> <p>2.3 Medium of communication in the workplace</p> <p>2.4 Organizational/ workplace policies</p> <p>2.5 Communication procedures and systems</p> <p>2.6 Lines of communication</p> <p>2.7 Technology relevant to the enterprise and the individual's work responsibilities</p> <p>2.8 Effective questioning techniques (clarifying and probing) Workplace etiquette</p>	<p>2.1 Following simple spoken instructions</p> <p>2.2 Performing routine workplace duties following simple written notices</p> <p>2.3 Participating in workplace meetings and discussions</p> <p>2.4 Completing work-related documents</p> <p>2.5 Estimating, calculating and recording routine workplace measures</p> <p>2.6 Relating/ Responding to people of various levels in the workplace</p> <p>2.7 Gathering and providing information in response to workplace requirements</p> <p>2.8 Applying basic questioning/ querying</p> <p>2.9 Applying skills in reading for information</p> <p>2.10 Applying skills in locating</p>
<p>3. Complete relevant work- related documents</p>	<p>3.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Errors in recording information on forms/ documents are identified and acted upon</p> <p>3.4 Reporting requirements to supervisor are completed according to organizational guidelines</p>	<p>3.1 Effective verbal and non-verbal communication</p> <p>3.2 Different modes of communication</p> <p>3.3 Workplace forms and documents</p> <p>3.4 Organizational/ Workplace policies</p> <p>3.5 Communication procedures and systems</p> <p>3.6 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>3.1 Completing work-related documents</p> <p>3.2 Applying operations of addition, subtraction, division and multiplication</p> <p>3.3 Gathering and providing information in response to workplace requirements</p> <p>3.4 Applying Effective record keeping skills</p>

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT

UNIT CODE : 400311211

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The <i>role and objective of the team</i> is identified from available <i>sources of information</i> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one’s role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team are identified from available <i>sources of information</i> 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Source of 2.5 information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on workplace context 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team 3.4 planning and decision making 3.5 Team thinking 3.6 Team roles 3.7 Process of team development 3.8 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: <ol style="list-style-type: none"> 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: <ol style="list-style-type: none"> 2.1. Standard operating and/or other workplace procedures 2.2. Job procedures 2.3. Machine/equipment manufacturer's specifications and instructions 2.4. Organizational or external personnel 2.5. Client/supplier instructions 2.6. Quality standards 2.7. OHS and environmental standards
3. Workplace context	May include: <ol style="list-style-type: none"> 3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Worked in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job
<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. 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 3.4. Socio-drama and socio-metric methods 3.5. Sensitivity techniques 3.6. Written Test
<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 task are being undertaken whether individually or in group

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

UNIT CODE : **400311212**

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1 Routine <i>problems or procedural problem</i> areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, documented , ranked and presented to appropriate person for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are planned 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determined the root cause of a routine problem 1.2 Identified solutions to procedural problems. 1.3 Produced documentation that recommends solutions to problems. 1.4 Followed established procedures. 1.5 Referred unresolved problems to support persons.
<p>2. Resource Implications</p>	<p>2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test <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>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE : 400311213

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one’s emotion	1.1 Self-management strategies are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and unpleasant situation in the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one’s emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision-making strategies and feedback from peers and teachers are predicted	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Access to workplace and resources 2.2. Case studies
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Demonstration or simulation with oral questioning 3.2. Case problems involving work improvement and sustainability issues 3.3. Third-party report
4. Context for Assessment	<ul style="list-style-type: none"> 4.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION

UNIT CODE : 400311214

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

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

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

RANGE OF VARIABLES

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

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION

UNIT CODE : 400311215

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organizational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organizational values, ethics and codes of conduct	1.1 Describing organizational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organizational values, ethics and codes of conduct

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess gathered data/ information	2.1 Validity of data/ information is assessed 2.2 Analysis techniques are applied to assess data/ information. 2.3 Trends and anomalies are identified 2.4 Data analysis techniques and procedures are documented 2.5 Recommendations are made on areas of possible improvement.	2.1 Business mathematics and statistics 2.2 Data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organizational values, ethics and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organizational values, ethics and codes of conduct
3. Record and present information	3.1 Studied data/ information are recorded. 3.2 Recommendations are analyzed for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Interim and final reports are analyzed and outcomes are compared to the criteria established at the outset. 3.4 Findings are presented to stakeholders.	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organizational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organizational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLES	RANGE
1. Data analysis techniques	May include: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied studied data/information</p> <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>
2. Resource Implications	<p>Specific resources for assessment</p> <p>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>Competency in this unit may be assessed through:</p> <p>3.1. Written Test 3.2. Interview 3.3. Portfolio</p> <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>
4. Context for Assessment	<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 : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES

UNIT CODE : 400311216

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1. Relevant OSH requirements, regulations, policies and procedures are identified in accordance with workplace policies and procedures 1.2. OSH activity non-conformities are conveyed to appropriate personnel 1.3. OSH preventive and control requirements are identified in accordance with OSH work policies and procedures	1.1. OSH preventive and control requirements 1.2. Hierarchy of Controls 1.3. Hazard Prevention and Control 1.4. General OSH principles 1.5. Work standards and procedures 1.6. Safe handling procedures of tools, equipment and materials 1.7. Standard emergency plan and procedures in the workplace	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills
2. Prepare OSH requirements for compliance	2.1. OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2. Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3. Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1. Resources necessary to execute hierarchy of controls 2.2. General OSH Principles 2.3. Work standards and procedures 2.4. Safe handling procedures of tools, equipment and materials 2.5. Different OSH control measures	2.1. Communication skills 2.2. Estimation skills 2.3. Interpersonal skills 2.4. Critical thinking skills 2.5. Observation skills 2.6. Material, tool and equipment identification skills
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1. Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2. Work Activities are executed in accordance with OSH work standards 3.3. Non-compliance work activities are reported to appropriate personnel	3.1 OSH work Standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations Non-compliance work activities	3.1 Communication skills 3.2 Interpersonal skills 3.3 Troubleshooting skills 3.4 Critical thinking skills 3.5 Observation skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Convey OSH work non-conformities to appropriate personnel 1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures 1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures 1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards 1.5. Execute work activities in accordance with OSH work standards 1.6. Report OSH activity non-compliance work activities to appropriate personnel
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Facilities, materials tools and equipment necessary for the activity
<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/Demonstration with oral questioning 3.2 Third party report
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the workplace or in a simulated workplace setting

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

UNIT CODE : **400311217**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Measured required resource utilization in the workplace using appropriate techniques 1.2. Recorded data in accordance with workplace protocol 1.3. Identified causes of inefficiency and/or ineffectiveness through deductive reasoning 1.4. Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures 1.5. Report efficiency and effective of resource utilization to appropriate personnel 1.6. Clarify feedback on information/concerns raised with appropriate personnel
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1 Workplace 2.2 Tools, materials and equipment relevant to the tasks 2.3 PPE 2.4 Manuals and references
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
<p>4. Context for Assessment</p>	<ol style="list-style-type: none"> 4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE

UNIT CODE : 400311218

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply entrepreneurial workplace best practices	1.1 Good practices relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in resource utilization are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: -Patience -Honesty -Quality-consciousness -Safety-consciousness - Resourcefulness	1.1 Communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to appropriate person . 2.2 Observed quality procedures and practices are communicated to appropriate person 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards.	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: -Patience -Honesty -Quality-consciousness -Safety-consciousness 2.4 Resourcefulness	2.1 Communication skills 2.2 Complying with quality procedure 2.3 Following workplace communication protocol

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to identify and sustain cost- effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.3.1 Enterprise procedures manuals 2.3.2 Company quality policy
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1 Interview 3.2 Third-party report
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT OF COMPETENCY: **MAINTAIN SAFETY AND SECURITY PROCEDURES WITHIN THE AIRPORT AND AIRCRAFT**

UNIT CODE **:** **AB-AVN0305400511201**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required in maintaining effective safety and security procedures within aircraft and airport vicinity.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Meet airport authority and client requirements	1.1. Airport requirements are identified and understood by referral to the assignment instructions . 1.2. Airport procedures are met according to the assigned location. 1.3. Changes to Airport's procedures and requirements are monitored and appropriate action taken. 1.4. All communication with the airport is clear and complies with Airport Authority requirements and Employer and Aviation Standards . 1.5. Client special needs are Identified and responded to as per standard procedures. 1.6. Cultural considerations are communicated in ways that account for the diverse backgrounds, values, and norms. 1.7. Confidentiality and discretion are exercised.	1.1. Assignment instructions 1.2. Post orders 1.3. Review of assignment instructions 1.4. Discussion techniques with Client/Airport Authority Personnel 1.5. Implementation of required changes 1.6. Referral to appropriate Employer or Authorized Airport Authority 1.7. Clarification of airport requirements and procedures 1.8. Airport Safety Procedures <ul style="list-style-type: none"> • Ramp Safety • Health Safety Environment 1.9. Aviation Security Procedures 1.10. Safety Management System <ul style="list-style-type: none"> • Human Factor • Dangerous Goods 1.11. Airport Layout <ul style="list-style-type: none"> • Airport signs and limitations 	1.1. Identifying assignment location according to airport layout 1.2. Adhering to airport's safety and security procedures 1.3. Respond appropriately to emergency situations 1.4. Informing proper airport authority or personnel of all relevant safety and security risks 1.5. Demonstrating the ability to pass security checks.
2. Maintain organization and airport authority's security	2.1. Behaviors, and Activities of security concerns are observed and quickly identified using organization's observation	2.1. Security Incident/Event Report 2.2. Hazard Identification and Risk Assessment	2.1. Time management skills 2.2. Security consciousness

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
procedures	<p>techniques.</p> <p>2.2. Behaviors, and Activities of security concerns are reported using organization's reporting system.</p> <p>2.3. Written follow up report is submitted in the event of delays/negligence of the initial report.</p> <p>2.4. Airport security policies and regulation are adhered to and complied in accordance to most recent airport policies and regulations.</p>	<p>2.3. Proactive Reporting System</p> <p>2.4. Airport Emergency Response Directory</p> <p>2.5. Dangerous Goods Awareness</p> <p>2.6. Clarification of airport requirements and procedures</p> <p>2.7. Discussion techniques with Client/Airport Authority Personnel</p> <p>2.8. Implementing required changes</p> <p>2.9. Insider Threat -Malicious threat -Negligent threat -Accidental threat</p> <p>2.10. Risk Mitigation</p> <p>2.11. Human factor</p> <p>2.12. Aviation Security Procedures</p> <p>2.13. Airport Signs and Markings</p> <p>2.14. Keen in details</p>	<p>2.3. Flexibility</p> <p>2.4. Assessment Skills</p> <p>2.5. Team collaboration</p> <p>2.6. Communication skills</p> <p>2.7. Identifying suspicious persons or things inside the aircraft and airport.</p> <p>2.8. Informing supervisor, airport authority or personnel of all relevant security risks</p> <p>2.9. Demonstrating the ability to pass security checks and identifying suspicious items and hazardous materials inside the aircraft and airport.</p> <p>2.10. Respond appropriately to emergency situations</p> <p>2.11. Identify Security Vulnerabilities and Risks</p> <p>2.12. Observation Techniques for suspicious persons or activities.</p>
3. Maintain an organization's safety culture	<p>3.1. Hazardous conditions are actively analyzed and responded to base on the organization's process.</p> <p>3.2. Safety practices are promoted and implemented through the organization's safety policy and procedures.</p> <p>3.3. Conditions related to error are identified and mitigated through use of safety management system awareness.</p>	<p>3.1. Hazard Identification and Risk Assessment</p> <p>3.2. Proactive Reporting System</p> <p>3.3. Security Incident/Event Report System</p> <p>3.4. Airport Safety Procedures -Ramp Safety -Health Safety Environment</p> <p>3.5. Implementing</p>	<p>3.1. Time management skills</p> <p>3.2. Safety consciousness</p> <p>3.3. Flexibility</p> <p>3.4. Assessment Skills</p> <p>3.5. Team collaboration</p> <p>3.6. Communication skills</p> <p>3.7. Safety Risk Identification Skill</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4. Hazard, Consequence and Risk are distinguished and identified based on Safety Risk Management System.	Required changes 3.6. Clarification of airport requirements and procedures 3.7. Human factor 3.8. Airport Emergency Response Directory 3.9. Airport Signs and Markings 3.10. Dangerous Goods Awareness 3.11. Safety Management System	3.8. Informing supervisor, airport authority or personnel of all relevant safety risks 3.9. Respond appropriately to emergency situations 3.10. Efficient in FOD identification and disposal.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Assignment Instructions	May include: 1.1. Writing 1.2. Verbally 1.3. Electronically
2. Appropriate Action	May include: 2.1. Implementing required changes 2.2. Referral to appropriate employer personnel 2.3. Clarification of client needs and instructions 2.4. Clarification of airport authority's instructions
3. Airport Authority	May Include: 3.1. Airport Operator 3.2. Airport Police 3.3. Civil Aviation Authority of the Philippines
4. Employer and Aviation Standards	May include: 4.1. Standing Orders 4.2. Efficiency 4.3. Client turn-around time 4.4. Safety and Security Awareness 4.5. Dangerous Goods Awareness 4.6. Quality Management Protocols
5. Client	May include: 5.1. Airline 5.2. Operator 5.3. Service Provider
6. Conditions related to error	May Include: 6.1. Time pressure 6.2. Procedures and documentation 6.3. Teamwork/documentation 6.4. Shift turnovers/crew briefings 6.5. Group norms 6.6. Fatigue management (shifts/circadian problems)

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Maintained a professional image. 1.2. Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3. Dealt successfully with a variety of client interactions. 1.4. Monitored and acted on varying client or customer needs. 1.5. Met client requirements. 1.6. Build credibility with customers/clients. 1.7. Able to maintain correct actions in response to emergency procedures. 1.8. Able to comply with airport authority's security check procedures. 1.9. Effectively implement the safety policies of both the client and the airport authority. 1.10. Efficiently Identify Risk and Security Vulnerabilities. 1.11. Create precise reports with regards to security and safety concerns. 1.12. Properly handled Suspicious Activities by using observation techniques.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1. Assessment centers/venues 2.2. Accredited assessors 2.3. Evaluation reports 2.4. Access to a relevant venue, equipment and materials 2.5. Assignment instructions 2.6. Logbooks 2.7. Operational manuals and makers'/customers' instructions (if relevant) 2.8. Assessment Instruments, including personal planner and assessment record book
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Written Test/Examination 3.2. Demonstration with questioning 3.3. Observation
<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 : MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENT WITHIN AIRPORTS AND AIRCRAFTS

UNIT CODE : AB-AVN0305400514201

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1. Uniform and personal grooming maintained 1.2. Personal presence maintained according to employer and aviation standards 1.3. Visible work area kept tidy and uncluttered 1.4. Equipment stored according to assignment requirements and aviation standard	1.1. Stance 1.2. Posture 1.3. Grooming 1.4. Standing Orders 1.5. Aviation Company Policy and Procedures 1.6. Standard Employment Contract 1.6.1. Workers' Rights and Privileges 1.6.2. Pre-Employment Requirement 1.6.3. Working Conditions - 1.6.4. Barangay registrations 1.6.5. Police Clearance registrations 1.6.6. NBI Clearance registrations 1.6.7. Workers' social and other benefits 1.7. Environment Control 1.7.1. Proper waste management 1.7.2. Reduce, Re-Use, Re-Cycle	1.1. Maintaining uniform and personal grooming in accordance with established Aviation policies and procedures 1.2. Maintaining stance, posture, body language, and other personal presence in accordance to required Aviation standards 1.3. Keeping visible work area tidy and uncluttered 1.4. Storing equipment according to assignment requirements
2. Meet Client requirements	2.1. Client requirements identified and understood by referral to the assignment instructions. 2.2. Client requirements are met according to the assignment instructions 2.3. Changes to Client's needs and requirements monitored and appropriate action taken.	2.1. Assignment instructions 2.2. Post orders 2.3. Reviewing assignment instructions 2.4. Discussion techniques with customer 2.5. Implementing required changes	2.1. Identifying assignment instructions and post orders according to Aviation standard procedures 2.2. Accomplishing scope to modify instructions/orders in the light of

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4. All communication with the Client is cleared and complied with assignment requirements	2.6. Referral to appropriate employer/personnel 2.7. Clarification of client needs and instructions	changed situations 2.3. Meeting client requirements according to the assignment instructions 2.4. Monitoring and appropriating action is taken in changes to client's needs and requirements 2.5. Clearing and complying with assignment requirements of all communication with the client or customer
3. Build credibility with client.	3.1. Client expectations for reliability, punctuality, and appearance are adhered to. 3.2. Possible causes of client dissatisfaction is Identified, dealt with and recorded according to employer policy. 3.3. Client is fully informed of all relevant security and safety matters in a timely manner and according to agreed reporting procedures.	3.1. Interpersonal skills 3.2. Customer service skills 3.3. Telephone etiquette 3.4. Maintaining records	3.1. Adhering to client expectations for reliability, punctuality and appearance 3.2. Identifying, attending and recording possible causes of client/customer dissatisfaction according to employer policy 3.3. Informing client and authorities of all relevant security matters in a timely manner and according to agreed reporting procedures
4. Establish professional relationship with the client.	4.1. Relationship is established within appropriate professional boundaries. 4.2. Trust and respect is built through use of effective communication techniques 4.3. Client's special needs are identified and responded to.	4.1. Types of clients 4.2. Main components of client relationship 4.3. Relative intelligence 4.4. Effect on customer satisfaction 4.5. Benefits of	4.1. Demonstrating the ability to establish professional relationship with client 4.2. Demonstrating the ability of

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.4. Communication is taken in ways concerning account of cultural considerations. 4.5. Discretion and confidentiality is exercised.	customer relationship management 4.6. Improving client relationship management 4.7. Occupational health and safety	genuine concern for the welfare of the clients 4.3. Demonstrating the ability required in handling clients 4.4. Demonstrating the ability required in rendering client service skills
5. Manage client interactions	5.1. A collaborative and person-centered approach is used when working with clients. 5.2. Motivational Interviewing is used as a basis for client interactions. 5.3. Client information is sought using purposeful, systematic and diplomatic questions. 5.4. The client is supported to identify and articulate key information that supports the provision of service. 5.5. Clients are encouraged to voice queries or concerns and address these appropriately. 5.6. Difficult or challenging Behavior is responded to using established techniques 5.7. Professional integrity and Boundaries are maintained at all times. 5.8. Scope of role is worked on. Situations where interactions suggest the need for client referral are identified and responded to.	5.1. Manage client interactions 5.2. Causes of client/customer dissatisfaction 5.3. Assignment Instructions 5.4. Reporting procedures	5.1. Demonstrating ability to do attention to detail when completing client/employer documentation 5.2. Demonstrating the ability to do interpersonal and communication skills required in client contact assignments 5.3. Demonstrating ability to do customer service skills required to meet client/customer needs
6. Provide effective responses to client inquiries	6.1. The most appropriate mode of communication for the information being provided is selected. 6.2. Language and terminology that the client will understand is used. 6.3. Information is presented clearly and with sufficient detail to meet client needs. 6.4. Information is confirmed	6.1. Common industry and company services, problems and solutions 6.2. Legal and ethical company and industry aspects 6.3. Client motivations and expectations 6.4. Effective communication	6.1. Using communication skills 6.2. Using language skills 6.3. Using numeracy skills 6.4. Using technology skills 6.5. Relating to people from a

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	with client that it has been understood and any unresolved issue is addressed.	techniques 6.5. Industry ethics and practices 6.6. Detailed product and service knowledge	range of society, cultural and ethnic backgrounds

RANGE OF VAIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1. Stance 1.2. Posture 1.3. Body Language 1.4. Demeanor 1.5. Grooming
2. Employer and Aviation Standards	May include: 2.1. Standing Orders 2.2. Efficiency 2.3. Client turn-around time 2.4. Safety and Security Awareness 2.5. Dangerous Goods Awareness 2.6. Quality Management Protocols
3. Client	May include: 3.1. Airline 3.2. Operator 3.3. Service Provider
4. Airport Authority	May Include: 4.1. Airport Operator 4.2. Airport Police 4.3. Civil Aviation Authority of the Philippines
5. Appropriate Action	May include: 5.1. Implementing required changes 5.2. Referral to appropriate employer personnel 5.3. Clarification of client needs and instructions 5.4. Clarification of airport authority's instructions
6. Client Requirements	May include: 6.1. Assignment instructions (e.g. right products) 6.2. Post Orders 6.3. Scope to modify instructions/orders in light of changed situations
7. Assignment Instructions	May include: 7.1. Writing 7.2. Verbally 7.3. Electronically
8. Client's Needs and Requirements	May include: 8.1. Quick Turn Around (QTA) 8.2. Overnight Cleaning 8.3. Deep Cleaning 8.4. Exterior Cleaning

EVIDENCE GUIDE

<p>1. Critical Aspects Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Maintained a professional image. 1.2. Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3. Dealt successfully with a variety of client interactions. 1.4. Monitored and acted on varying client or customer needs. 1.5. Met client requirements. 1.6. Build credibility with clients. 1.7. Able to maintain correct actions in response to emergency procedures.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1. Assessment centers/venues 2.2. Accredited assessors 2.3. Evaluation reports 2.4. Access to a relevant venue, equipment and materials 2.5. Assignment instructions 2.6. Logbooks 2.7. Operational manuals and makers'/customers' instructions (if relevant) 2.8. Assessment Instruments, including personal planner and assessment record book
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Written Test/Examination 3.2. Demonstration with questioning 3.3. Observation
<p>4. Context of Assessment</p>	<ol 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 OWN PERFORMANCE WITHIN AIRPORTS AND AIRCRAFTS

UNIT CODE : AB-AVN0305400514202

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	1.1 May be identified through: <ul style="list-style-type: none"> 1.1.1 Checklist Provided 1.1.2 Verbal Instructions by Senior Staff / colleagues 1.1.3 Policy Documents 1.1.4 Duty Statements 1.1.5 Self-Assessment 1.1.6 Service Level Agreement 1.1.7 Standard Ground Handling Agreement 1.2 May be: <ul style="list-style-type: none"> 1.2.1 Routine tasks 1.2.2 Non-Routine tasks
2. Performance Standards	May include: <ul style="list-style-type: none"> 2.1 Assignment Instructions 2.2 Procedures established in policy documents

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: <ul style="list-style-type: none"> 1.1. Planned for completion of own workload 1.2. Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.3. Demonstrated capacity to complete task within specified time frame 1.4. Maintained quality of own performance
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1. Assessment Centers/Venues 2.2. Accredited Assessors 2.3. Modes of Assessment 2.4. Evaluation Reports 2.5. Access to relevant venue, equipment and materials 2.6. Assignment Instructions 2.7. Logbooks 2.8. Operational manuals and makers'/customers' instructions 2.9. Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1. Written Test 3.2. Demonstration with questioning 3.3. Observation with questioning 3.4. Interview
4. Context of Assessment	4.1. Competency may be assessed in actual workplace or in a simulated work setting

CORE COMPETENCIES

UNIT OF COMPETENCY: PREPARE CLEANING AGENTS, TOOLS, AND EQUIPMENT

UNIT CODE: AB-AVN0305400911301

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required to prepare cleaning agents, tools, and equipment. This includes identifying the type of cleaning to be carried-out; planning and preparing the supplies, tools and equipment; and checking the condition of the solutions, tools, equipment and supplies.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the type of cleaning to be carried-out.	1.1. Type of flight, aircraft category to be cleaned are identified based on the client aircraft requirements. 1.2. Work areas to be cleaned are identified based on the client aircraft requirements. 1.3. Sub- areas to be cleaned are planned on the basis of the client aircraft requirements.	1.1. Types of flight, categories of aircraft and their requirements. 1.2. Environmental and aviation-related manuals on work safety standard 1.3. Hazard identification and risk assessment 1.4. Types of equipment, tools, materials, and solutions used in cleaning different types of client operators facilities. 1.5. SOP and checklist 1.6. Keen in details	1.1. Time management skills 1.2. Safety consciousness skills 1.3. Flexibility skills 1.4. Assessment Skills 1.5. Communication skills
2. Plan and prepare the supplies, tools and equipment (preparation & planning)	2.1. Cleaning, sanitizing and disinfection procedures are identified based on the work areas to be cleaned 2.2. Tools and equipment are prepared based on the identified cleaning, sanitizing and disinfecting procedures. 2.3. Supplies are prepared based on the cleaning procedure required	2.1. Tools and equipment in cleaning, sanitizing and disinfection, waste management 2.2. OSHS on handling chemicals 2.3. Hazard identification and risk assessment 2.4. Cleaning work safety practices	2.1. Time management skills 2.2. Safety consciousness skills 2.3. Problem solving and decision making skills 2.4. Flexibility skills 2.5. Assessment Skills 2.6. Mathematical skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5. Ratio and proportion 2.6. Conversion 2.7. Keen in details	
3. Check the condition of tools, equipment, and supplies	3.1. Conditions of tools and equipment needed are checked based on the manual operating procedure. 3.2. Expiration and availability of supplies are checked based on the label instruction. 3.3. Lacking and defective tools and equipment are reported for repair and replacement following client procedure. 3.4. Unavailable and expired supplies are replaced and replenished following client procedure.	3.1. Proper and safety handling of cleaning, sanitizing and disinfecting supplies, tools, equipment, materials, and solutions 3.2. OSHS 3.3. Keen in details	3.1. Time management skills 3.2. Safety consciousness skills 3.3. Active listening skills and following instructions 3.4. Problem solving and decision making skills 3.5. Flexibility skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Type of Flight	May include: <ul style="list-style-type: none"> 1.1. Type of flight <ul style="list-style-type: none"> 1.1.1. General Aviation 1.1.2. Commercial Flight 1.1.3. Charter Flight 1.1.4. Cargo Flight 1.1.5. Special Flights <ul style="list-style-type: none"> 1.1.5.1. Medical Flight 1.1.5.2. Government Flight / Diplomatic Flight
2. Work Areas	May Include: <ul style="list-style-type: none"> 2.1. Type of Aircraft <ul style="list-style-type: none"> 2.1.1. General Aviation Aircrafts <ul style="list-style-type: none"> 2.1.1.1. Fixed Wing 2.1.1.2. Rotary Wing 2.1.2. Turbo-prop aircraft 2.1.3. Narrow-body aircraft 2.1.4. Wide-body aircraft
3. Cleaning	May Include: <ul style="list-style-type: none"> 3.1. Interior Cleaning <ul style="list-style-type: none"> 3.1.1. QTA (Quick Turn-Around) / Transit Aircraft Cleaning 3.1.2. Layover / (RON) Rest-Overnight Cleaning 3.1.3. Deep Cleaning 3.2. Exterior Cleaning
4. Sub-Areas	Sub-areas may include: <ul style="list-style-type: none"> 4.1 Interior of Aircraft <ul style="list-style-type: none"> 4.1.1 Passenger Cabin <ul style="list-style-type: none"> 4.1.1.1 Pax Seat - Economy 4.1.1.2 Pax Seat – Business Class 4.1.1.3 Pax Seat – First Class 4.1.1.4 Overhead Compartment 4.1.1.5 Windows 4.1.1.6 Bassinet 4.1.2 Galleys <ul style="list-style-type: none"> 4.1.2.1 Forward Galley - Economy 4.1.2.2 Aft Galley - Economy 4.1.2.3 Auxiliary Galley (First Class & Business Class) 4.1.3 Lavatory (Comfort Rooms/ Shower Rooms) 4.1.4 Cockpit (Flight Deck) - upon request 4.1.5 Additional Areas <ul style="list-style-type: none"> 4.1.5.1 Crew Rest Area 4.1.5.2 Prayer Room 4.1.5.3 Stairs (for double-decker aircrafts)

VARIABLE	RANGE
	4.2 Exterior of Aircraft 4.2.1 Flight deck windows 4.2.2 Cabin windows 4.2.3 Aircraft integral steps 4.2.4 Slats and leading edges 4.2.5 Wings 4.2.5.1. Upper Surface 4.2.5.2. Lower Surface 4.2.6 Flaps (extended) 4.2.6.1 Upper Surface 4.2.6.2 Lower Surface 4.2.7 Ailerons 4.2.7.1. Upper Surface 4.2.7.2. Lower Surface 4.2.8 Engine Nacelles and pylons 4.2.9 Fuselage 4.2.9.1. Upper Surface 4.2.9.2. Lower Surface 4.2.10 horizontal stabilizer 4.2.11 Cargo hold compartment
5. Cleaning Procedures	Cleaning Procedures may include: 5.1. Dust Mopping 5.2. Damp Mopping 5.3. Wet Mopping (Lavatory Area) 5.4. Floor Polishing (Lavatory Area) 5.5. Carpet shampooing/vacuuuming 5.6. Stairs Cleaning 5.7. Glass Cleaning 5.8. Pressure washing 5.9. Carpet Stain Removal 5.10. Damp Wiping
6. Sanitizing Procedures	Sanitizing procedures may include: 6.1. Damp Wiping 6.2. Damp Mopping
7. Disinfection Procedures	Disinfection Procedures may include 7.1. Damp Wiping 7.2. Damp Mopping 7.3. Misting 7.4. Spraying 7.5. Use of Portable UV Light (in cargo compartment)
8. Tools	May include but not limited to: 8.1. Cleaning Tools 8.1.1. Microfiber Cloth 8.1.2. Microfiber Mop Cloth 8.1.3. Bucket and Wringer 8.1.4. Dustpan

VARIABLE	RANGE
	<ul style="list-style-type: none"> 8.1.5. Vinyl Gloves 8.1.6. Synthetic Broom 8.1.7. Spatula 8.1.8. Glass squeegee 8.1.9. Pail 8.1.10. Measuring device 8.1.11. Mop Handle 8.1.12. Polishing pad 8.1.13. Push mop 8.1.14. Nylon brush 8.1.15. Pen brush 8.1.16. Seat brush 8.1.17. Long brush 8.1.18. Dipper 8.1.19. Caddy Basket 8.1.20. Garbage Tong 8.1.21. Wet Floor Sign 8.1.22. Janitorial Cart 8.2. Sanitizing and Disinfection Tools <ul style="list-style-type: none"> 8.2.1. Spray Bottle
9. Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> 9.1. Cleaning Equipment <ul style="list-style-type: none"> 9.1.1. Low speed Floor Polisher (rare instances) 9.1.2. High Speed Polisher 9.1.3. Hand spray gun 9.1.4. Pressure Washer 9.1.5. Handheld Polisher 9.1.6. Polishing brush/pads 9.1.7. Spray vacuum cleaner 9.1.8. Vacuum Cleaner 9.1.9. Auto scrubber Machine (external) 9.2. Sanitizing Equipment <ul style="list-style-type: none"> 9.2.1. Hand spray gun 9.3. Disinfecting Equipment <ul style="list-style-type: none"> 9.3.1. Portable UV Light 9.3.2. Hand spray gun
10. Supplies / Consumables	<p>Supplies may include:</p> <ul style="list-style-type: none"> 10.1. Cleaning Supplies <ul style="list-style-type: none"> 10.1.1. Microfiber rags 10.1.2. Scrubbing Pad 10.1.3. Buffing Pad 10.1.4. Scouring Pad 10.1.5. Stripping Pad 10.1.6. Nylon Brush 10.1.7. Hand Pad 10.1.8. Steel Wool 10.1.9. Carpet Bonnet 10.1.10. Trash Bag for flight garbage

VARIABLE	RANGE
	<ul style="list-style-type: none"> 10.1.11. Transparent Plastic bag <ul style="list-style-type: none"> 10.1.11.1. Plastic bag for pax blanket 10.1.11.2. Plastic bag for pax pillowcase 10.1.11.3. Plastic bag for commissary items 10.1.11.4. Plastic bag for pax headsets 10.1.11.5. Plastic bag for crew pillow case 10.1.11.6. Plastic bag for crew blanket 10.1.12. Gum Remover 10.1.13. Tissue (Soft Tissue/Paper Towel Tissue) 10.1.14. Vacuum Filter 10.1.15. Microfiber Mop Head 10.1.16. Dust Mop Head 10.1.17. Wiping cloth <ul style="list-style-type: none"> 10.1.17.1. White rags 10.1.17.2. Wiping Cloth – GREEN for lavatory 10.1.17.3. Wiping Cloth – BLUE for cabin 10.1.17.4. Wiping Cloth – YELLOW for galley 10.2. Sanitizing and Disinfecting Supplies <ul style="list-style-type: none"> 10.2.1. Microfiber rags 10.2.2. Microfiber Mop Head 10.2.3. Air Freshener 10.2.4. Airsickness Bag 10.3. Solutions <ul style="list-style-type: none"> 10.3.1. Cleaning Solutions (In accordance to aircraft manufacturer) <ul style="list-style-type: none"> 10.3.1.1. All-purpose cleaner 10.3.1.2. Glass cleaner 10.3.1.3. Stainless cleaner polish 10.3.1.4. Toilet Bowl Cleaner 10.3.1.5. Carpet Shampoo cleaner 10.3.1.6. Stripper solution 10.3.1.7. Spray buff solution 10.3.1.8. Floor Sealer 10.3.1.9. Air Freshener 10.3.1.10. Stripsol (paint remover) 10.3.1.11. Degreaser 10.3.1.12. Hand Soap 10.3.1.13. Carpet Stain Remover 10.3.1.14. Deodorizer 10.3.1.15. Powder Soap 10.3.1.16. Dishwashing Liquid 10.3.1.17. Dishwashing Paste 10.3.2. Sanitizing Solutions <ul style="list-style-type: none"> 10.3.2.1. Alcohol 10.3.2.2. Sanitizer 10.3.3. Disinfecting Solutions <ul style="list-style-type: none"> 10.3.3.1. 11.3.3.1 Disinfectant cleaner 10.3.3.2. 11.3.3.2 Bleach

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Prepared the checklist reference then arranged the supplies, tools and equipment. <ol style="list-style-type: none"> 1.1.1. Identified cleaning, sanitizing, and disinfecting procedures. 1.1.2. Prepared tools and equipment. 1.2. Checked the condition of the needed tools, equipment, supplies/materials <ol style="list-style-type: none"> 1.2.1. Checked the conditions of the appropriate tools, equipment and supplies/materials 1.2.2. Reported lacking and defective equipment and tools 1.2.3. Replaced and replenished the unavailable and expired supplies 1.3. Checked the condition of the work area <ol style="list-style-type: none"> 1.3.1. Identified the work areas to be cleaned. 1.3.2. Checked the conditions of the sub-areas to be cleaned.
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 2.1. Fully operational tools, equipment, and availability of supplies/materials. 2.2. Actual Workstation/Workplace location/Cleaning Laboratory or simulated assessment area
<p>3. Methods of Assessment</p>	<p>Competency in this unit may or must be assessed through:</p> <ol style="list-style-type: none"> 3.1. Written Examination 3.2. Oral Questioning 3.3. Practical demonstration 3.4. Direct observation
<p>4. Context for Assessment</p>	<p>4.1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : CONDUCT INTERIOR AND EXTERIOR CLEANING

UNIT CODE : AB-AVN0305400911302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to conduct interior and exterior cleaning in the aircraft.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare for interior/ exterior cleaning in aircraft	1.1. Approved work order is secured from the client following the client's procedure. 1.2. PPEs are prepared during for cleaning activity based on safety procedures. 1.3. Provided checklist is secured for quality checking based on the industry and client standard.	1.1. Cleaning work safety practices 1.2. Types of PPE 1.3. Work permit content 1.4. Types of cleaning 1.5. Types of equipment, tools, materials, and solution 1.6. Procedure in operating an equipment 1.7. Checklist on quality checks 1.8. Industry and client standards	1.1. Time management skills 1.2. Active listening skills and following instructions 1.3. Flexibility skills 1.4. Resourcefulness skills
2. Perform interior cleaning.	2.1. Approved work permit is presented to authority for interior cleaning in restricted areas following client procedure 2.2. PPE is worn during the actual cleaning following safety procedure. 2.3. Interior Cleaning is performed based on the Standard Operating Procedure. 2.4. QTA, RON, and Deep Cleaning are performed according to work order. 2.5. Quality check is performed using a provided checklist based on the industry and client standard.	2.1. Cleaning work safety practices 2.2. Types of PPE 2.3. Work permit content 2.4. Types of cleaning 2.5. Work permit content 2.6. Types of equipment, tools, materials, and solution 2.7. Procedure in operating an equipment 2.8. Industry and client standards 2.9. Keen in details	2.1. Time management skills 2.2. Safety consciousness skills 2.3. Active listening skills and following instructions 2.4. Flexibility skills 2.5. Resourcefulness skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Perform exterior cleaning.	3.1. Approved work permit is presented to authority for exterior cleaning in restricted areas following client procedure 3.2. PPE is worn during the actual cleaning following safety procedure. 3.3. <i>Exterior cleaning</i> is performed based on checklist. 3.4. QTA, RON, and Deep Cleaning are performed in accordance with work order. 3.5. Quality check is performed using a provided checklist based on the industry and client standard	3.1. Proper and safe handling of tools and equipment 3.2. Proper use of PPE 3.3. Various types of tools and equipment used for cleaning 3.4. Proper storage of supplies, tools, equipment, materials, solutions after use by observing 5's 3.5. Tools and equipment storage Aircraft 3.6. Equipment inspection checklist 3.7. Industry and client standards 3.8. Keen in details	3.1. Time management skills 3.2. Safety consciousness skills 3.3. Active listening skills and following instructions 3.4. Problem solving and decision making skills 3.5. Flexibility skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work Order	May include: <ol style="list-style-type: none"> 1.1. IATA Standard Ground Handling Agreement (SGHA) 1.2. Service Level Agreement (SLA)
2. Work Permit	May include: <ol style="list-style-type: none"> 2.1. Access Pass 2.2. Endorsement Letter
3. PPE	PPE may include: <ol style="list-style-type: none"> 3.1. Gloves 3.2. Goggles 3.3. Apron 3.4. Mask 3.5. Safety Shoes 3.6. Reflectorized Safety Vest 3.7. Ear Plugs 3.8. Safety Harness (for exterior cleaning) 3.9. Hazmat PPE
4. Interior cleaning	Interior cleaning may include: <ol style="list-style-type: none"> 4.1. Trash removal 4.2. Ashtray (FAA-configured aircraft) 4.3. Window and mirrors 4.4. Window shades and tracks 4.5. Seat covers and seat belts, seat pockets 4.6. Walls, ceiling, doors, shelves and racks. 4.7. Cabin and cockpit seats 4.8. Drop-down tables and trays 4.9. Air vents and light panels 4.10. Metal fixtures and trim 4.11. Aisle serving cart / trolley 4.12. Galley and Aux bar 4.13. Ovens 4.14. Waste container 4.15. Vacuum carpet and floor 4.16. Carpet and floor sweeping 4.17. Clean floors 4.18. Carpet shampooing 4.19. Lavatory furnishing 4.20. Service lavatory toilets 4.21. Disinfecting 4.22. Deodorizing 4.23. Prayer area (for certain flights) 4.24. Purser station 4.25. Crew bunks 4.26. Trash compactor system 4.27. Personal LCD TV monitor seats only and all monitor

VARIABLE	RANGE
	4.28. Electronic Headsets in all classes 4.29. Individual telephone units 4.30. Tray table for beverage 4.31. Bidet system 4.32. Business Class 4.33. First Class (pax beds)
5. Exterior Cleaning	May include: 5.1. Flight deck windows 5.2. Cabin windows 5.3. Aircraft integral steps 5.4. Slats and leading edges 5.5. Wings 5.5.1. Upper Surface 5.5.2. Lower Surface 5.6. Flaps (extended) 5.7. Upper Surface Ailerons 5.8. Lower Surface Ailerons 5.9. Engine Nacelles and pylons 5.10. Fuselage 5.10.1. Upper Surface 5.10.2. Lower Surface 5.11. horizontal stabilizer 5.12. Cargo hold compartment
6. QTA / Transit Cleaning	Cleaning Procedures may include: 6.1. Interior 6.1.1. Overhead Compartment Cleaning 6.1.2. Aircraft Seats Cleaning 6.1.3. Windows Cleaning 6.1.4. Carpet Vacuuming 6.1.5. Lavatory Cleaning 6.1.6. Galley Cleaning 6.1.7. Stairs Cleaning 6.2. Exterior 6.2.1. Cargo Compartment (upon request)
7. Overnight (RON) Cleaning	Overnight cleaning includes but not limited to: 7.1. Interior 7.1.1. Overhead Compartment Cleaning 7.1.2. Aircraft Seats Cleaning 7.1.3. Windows Cleaning 7.1.4. Carpet Vacuuming 7.1.5. Lavatory Cleaning 7.1.6. Galley Cleaning 7.1.7. Stairs Cleaning 7.1.8. Cockpit Cleaning 7.1.9. Crew Rest Area Cleaning 7.2. Exterior - view with ATA 100 Chapter for sensitive aircraft parts

VARIABLE	RANGE
	7.2.1. Fuselage Cleaning 7.2.2. Aircraft tyres 7.2.3. Pressure washing 7.2.4 Cargo Compartment
8. Deep Cleaning	Deep cleaning may include: 8.1. Interior cleaning 8.1.1. Floor stripping 8.1.2. Carpet extraction cleaning 8.1.3. Fabric Upholstery shampooing (seats and curtains) 8.2. Exterior cleaning 8.2.1. Exterior cleaning which includes fuselage and Aircraft tyres 8.3. Cargo compartment cleaning
9. Authority	Authority may include: 9.1. Security officer 9.2. Safety department officer 9.3. Airline Representative
10. Tools	Tools may include: 10.1. Cleaning Tools 10.1.1. Microfiber Cloth 10.1.2. Microfiber Mop Cloth 10.1.3. Bucket and Wringer 10.1.4. Dustpan 10.1.5. Synthetic Broom 10.1.6. Wet Floor Sign 10.1.7. Glass squeegee 10.1.8. Pail 10.1.9. Measuring device 10.1.10. Mop Handle 10.1.11. Polishing pad 10.1.12. Push mop 10.1.13. Floor squeegee 10.1.14. Anti-static duster 10.1.15. Push brush 10.1.16. Telescopic pole 10.1.17. Dust Mop Frame with Handle 10.1.18. Dipper 10.1.19. Caddy Basket 10.1.20. Garbage Tong 10.1.21. Janitorial Cart 10.1.22. Paint brush 10.2. 9.2 Sanitizing and Disinfecting Tools 10.2.1. Spray Bottle 10.2.2. Microfiber Cloth 10.2.3. Mop Handle 10.2.4. Microfiber Mop Cloth

11. Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> 11.1. Cleaning Equipment <ul style="list-style-type: none"> 11.1.1. Pressure Washer 11.1.2. Handheld Polisher 11.1.3. Polishing brush/pads 11.1.4. Vacuum Cleaner 11.1.5. Blower 11.2. Disinfecting Equipment 11.3. Portable UV Light
12. Checklist	<p>May include:</p> <ul style="list-style-type: none"> 12.1. Internal checklist from the service provider manual. 12.2. Checklist from the client.
13. Client	<p>May include:</p> <ul style="list-style-type: none"> 13.1. Airline 13.2. Operator 13.3. Service Provider

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Prepared for interior/ exterior cleaning in aircraft 1.2. Performed interior cleaning 1.3. Performed exterior cleaning
2. Resource Implications	<p>The following resources MUST be provided :</p> <ul style="list-style-type: none"> 2.1. Fully operational tools, equipment, and availability of supplies/materials. 2.2. Actual Workstation/Workplace location/Cleaning Laboratory or simulated assessment area
3. Methods of Assessment	<p>Competency in this unit may or must be assessed through:</p> <ul style="list-style-type: none"> 3.1. Written Examination 3.2. Oral Questioning 3.3. Practical demonstration 3.4. Direct observation
4. Context for Assessment	<ul style="list-style-type: none"> 4.1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : IMPLEMENT DISINFECTION PROTOCOLS

UNIT CODE : AB-AVN0305400911303

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to implement disinfection protocols. This includes sanitizing low risk areas, disinfecting high risk areas and high touch points, and maintaining and storing disinfecting tools and equipment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Sanitize low risk areas	<p>1.1. Tools and equipment are used according to manufacturer’s manual.</p> <p>1.2. Spraying of the sanitizing solution is performed in accordance with the Standard Operating Procedure</p> <p>1.3. Wiping technique is performed following the Standard Operating Procedure</p> <p>1.4. High touch points are identified based on client operator procedure.</p> <p>1.5. Sanitizing solutions are applied based on the Standard Operating Procedures</p>	<p>1.1. Different types of sanitizing tools, and solutions</p> <p>1.2. Occupational Safety and Health Standards</p> <p>1.3. Procedures in sanitizing</p> <p>1.4. Sanitizing work safety practices</p> <p>1.5. Sanitation techniques and procedures for Low risk areas</p> <p>1.6. Wiping technique</p> <p>1.7. Keen in details</p>	<p>1.1. Time management skills</p> <p>1.2. Safety consciousness skills</p> <p>1.3. Active listening skills and following instructions</p> <p>1.4. Flexibility skills</p> <p>1.5. Spraying skills</p> <p>1.6. Performing wiping techniques</p> <p>1.7. Applying sanitizing solutions</p>
2. Disinfect high risk areas and high touch points.	<p>2.1. Spraying of the disinfecting solution is performed following client operator procedure.</p> <p>2.2. Required waiting time of disinfectant solution to set in is observed based on label instruction and Safety Data Sheet (SDS).</p> <p>2.3. S-stroke wiping technique is performed based on the Standard Operating Procedure</p> <p>2.4. High risk areas and high touch points are identified based on client operator procedure.</p> <p>2.5. Disinfecting solutions are applied based on the Standard Operating Procedures</p> <p>2.6. Portable UV lights are used based on the user’s Manual (for cargo compartment).</p>	<p>2.1. Different types of client operator-based Aircraft set up healthcare, manufacturing, residential, mall, hotels, bank, warehouse, schools, and BPO.</p> <p>2.2. Procedures in disinfecting client operator Aircraft</p> <p>2.3. Disinfecting work safety practices</p> <p>2.4. Proper and safe handling procedures of supplies, tools, equipment, materials and solutions after disinfection to avoid cross contamination.</p> <p>2.5. Disinfecting techniques and procedures for High-</p>	<p>2.1. Time management skills</p> <p>2.2. Safety consciousness skills</p> <p>2.3. Active listening skills and following instructions</p> <p>2.4. Flexibility skills</p> <p>2.5. Disinfecting skills</p> <p>2.6. Spraying skills</p> <p>2.7. Performing wiping techniques</p> <p>2.8. Applying sanitizing solutions</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>risk areas and high touch surfaces</p> <p>2.6. Different types of disinfecting equipment, tools, and chemicals for client operator Aircraft</p> <p>2.7. Label Instruction</p> <p>2.8. OSH manual on work safety practices</p> <p>2.9. Accomplishment of SDS</p> <p>2.10. Keen in details</p>	
3. Maintain and store disinfecting tools and equipment	<p>3.1. Disinfecting tools and equipment is checked after use for functionality based on manufacturer's manual.</p> <p>3.2. Disinfecting tools and equipment defects are reported in accordance with the local instruction.</p> <p>3.3. Disinfecting equipment is cleaned after use in accordance with the company's local instructions and equipment user's manual.</p> <p>3.4. Disinfecting tools and equipment are stored and secured according to company's local instructions and equipment user's manual.</p>	<p>3.1. Proper use of PPE</p> <p>3.2. Proper and safe handling of tools and equipment</p> <p>3.3. Various types of tools and equipment used for disinfecting.</p> <p>3.4. Proper storage of tools and equipment after use</p> <p>3.5. Tools and equipment storage Aircraft</p> <p>3.6. Accomplishment of equipment inspection checklist</p>	<p>3.1. Time management skills</p> <p>3.2. Safety consciousness skills</p> <p>3.3. Flexibility skills</p> <p>3.4. Reporting skills</p> <p>3.5. Cleaning and storing disinfecting tools and equipment</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sanitizing solution	Sanitizing solution may include: 1.1. Alcohol 1.2. Sanitizer cleaner
2. Disinfecting Solution	Disinfecting solution may include: 2.1. Bleach 2.2. Disinfectant cleaner
3. High-risk areas	High-risk areas may include: 3.1. Cockpit 3.2. Passenger Cabin 3.3. Galleys 3.4. Lavatory
4. High-touch points	High-touch points may include: 4.1. Door handles 4.2. Faucet 4.3. Light switches and Air Vent 4.4. Aircraft Seats 4.5. Aircraft Meal Tables/Tray 4.6. Counters 4.7. Trolleys 4.8. Other shared equipment
5. Tools	Tools may include but not limited to: 5.1. Cleaning Tools 5.1.1. Microfiber Cloth 5.1.2. Microfiber Mop Cloth 5.1.3. Bucket and Wringer 5.1.4. Dustpan 5.1.5. Synthetic Broom 5.1.6. Spatula 5.1.7. Wet Floor Sign 5.1.8. Garbage Bin 5.1.9. Glass squeegee 5.1.10. Pail 5.1.11. Measuring device 5.1.12. Mop Handle 5.1.13. Ceiling broom 5.1.14. Polishing pad 5.1.15. Push mop 5.1.16. Steel barricade stand 5.1.17. Floor squeegee 5.1.18. Anti-static duster 5.1.19. Push brush 5.1.20. Telescopic pole 5.1.21. Dust Mop Frame with Handle 5.1.22. Dipper

VARIABLE	RANGE
	<ul style="list-style-type: none"> 5.1.23. Caddy Basket 5.1.24. Garbage Tong 5.1.25. Janitorial Cart 5.1.26. Paint brush 5.2. Sanitizing and Disinfecting Tools <ul style="list-style-type: none"> 5.2.1. Spray Bottle 5.2.2. Microfiber Cloth 5.2.3. Mop Handle 5.2.4. Microfiber Mop Cloth
6. Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> 6.1. Cleaning Equipment <ul style="list-style-type: none"> 6.1.1. Low speed Floor Polisher 6.1.2. High Speed Polisher 6.1.3. Hand spray gun 6.1.4. Escalator Cleaner 6.1.5. Pressure Washer 6.1.6. Handheld Polisher 6.1.7. Polishing brush/pads 6.1.8. Spray vacuum cleaner 6.1.9. Vacuum Cleaner 6.1.10. Blower 6.1.11. Auto scrubber Machine 6.2. Sanitizing Equipment <ul style="list-style-type: none"> 6.2.1. Regulated Misting Machine 6.2.2. Air Purifier and Ionizer 6.2.3. Humidifier 6.2.4. Hand spray gun 6.3. Disinfecting Equipment <ul style="list-style-type: none"> 6.3.1. Steam Cleaner 6.3.2. Portable UV Light 6.3.3. Misting Machine 6.3.4. Hand spray gun

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. Sanitized low risk areas <ul style="list-style-type: none"> 1.1.1. Performed wiping techniques 1.1.2. Identified high touch points 1.1.3. Applied sanitizing solutions 1.2. Disinfected high-risk areas and high touch points <ul style="list-style-type: none"> 1.2.1. Performed S-stroke wiping technique 1.2.2. Identified high risk areas and high touch points 1.2.3. Applied disinfecting solutions 1.2.4. Used Portable UV lights 1.3. Maintained and stored disinfecting tools and equipment <ul style="list-style-type: none"> 1.3.1. Reported disinfecting tools and equipment defects 1.3.2. Cleaned disinfecting equipment after use 1.3.3. Stored and secured disinfecting tools and equipment
<p>2. Resource Implications</p>	<p>The following resources MUST be provided</p> <ul style="list-style-type: none"> 2.1. Fully operational tools, equipment, and availability of supplies/materials. 2.2. Actual Workstation/Workplace location/Cleaning Laboratory or simulated assessment area
<p>3. Methods of Assessment</p>	<p>Competency in this unit may or must be assessed through</p> <ul style="list-style-type: none"> 3.1. Written Examination 3.2. Oral Questioning 3.3. Practical demonstration 3.4. Direct observation
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : HANDLE WASTES

UNIT CODE : AB-AVN0305400911304

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to handle wastes. This includes performing proper waste segregation and turning over waste to the designated airport waste management division.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform waste handling and segregation.	1.1. Appropriate PPE is used for waste segregation. 1.2. Wastes are sorted according to types of wastes . 1.3. Safe handling of used supplies is performed following label instruction.	1.1. Occupational Safety and Health Standards 1.2. Different types of waste 1.3. Proper and safe handling of waste 1.4. Keen in details	1.1. Time management skills 1.2. Safety consciousness skills 1.3. Sorting Skills 1.4. Flexibility skills
2. Turn over waste to the Waste Management Division of the airport.	2.1. Waste Management Division guidelines and procedures are reviewed and complied with prior to disposal. 2.2. Sorted wastes are transferred and disposed to the airport waste disposal sites in accordance with the client operator procedure or airport authority guideline and direction. 2.3. Transfer and disposal of waste materials to the airport waste disposal site is documented using the prescribed Materials Recovery Form.	2.1. Wastes management guidelines and procedures 2.2. Waste disposal site locations 2.3. Proper and safe waste transfer 2.4. OSH Manual 2.5. Waste transfer form 2.6. Materials Recovery Form 2.7. Keen in details	2.1. Time management skills 2.2. Safety consciousness skills 2.3. Active listening skills and following instructions 2.4. Flexibility skills 2.5. Writing and documentation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Types of Wastes	Types of wastes may include: 1.1. Biodegradable 1.2. Non-biodegradable 1.3. Chemicals
2. Supplies	Supplies may include: 2.1. Cleaning Supplies 2.1.1. Microfiber rags 2.1.2. Scrubbing Pad 2.1.3. Buffing Pad 2.1.4. Scouring Pad 2.1.5. Stripping Pad 2.1.6. Nylon Brush 2.1.7. Hand Pad 2.1.8. Steel Wool 2.1.9. Carpet Bonnet 2.1.10. Trash Bag 2.1.11. Tissue (Soft Tissue/Paper Towel Tissue) 2.1.12. Vacuum Filter 2.1.13. Microfiber Mop Head 2.1.14. Dust Mop Head 2.2. Sanitizing and Disinfecting Supplies 2.2.1. Microfiber rags 2.2.2. Microfiber Mop Head 2.2.3. Trash Bag 2.3. Solutions 2.3.1. Cleaning Solutions 2.3.1.1. All-purpose cleaner 2.3.1.2. Glass Cleaner 2.3.1.3. Stainless cleaner polish 2.3.1.4. Furniture polish 2.3.1.5. Toilet Bowl Cleaner 2.3.1.6. Carpet Shampoo cleaner 2.3.1.7. Stripper solution 2.3.1.8. Spray buff solution 2.3.1.9. Liquid Floor Wax 2.3.1.10. Marble crystallizer 2.3.1.11. Floor Sealer 2.3.1.12. Air Freshener 2.3.1.13. Wood Stain 2.3.1.14. Stripsol 2.3.1.15. Degreaser 2.3.1.16. Hand Soap 2.3.1.17. Carpet Stain Remover 2.3.1.18. Deodorizer 2.3.1.19. Powder Soap 2.3.1.20. Dishwashing Liquid 2.3.1.21. Dishwashing Paste

VARIABLE	RANGE
	2.3.2. Sanitizing Solutions 2.3.2.1. Alcohol 2.3.2.2. Sanitizer 2.3.3. Disinfecting Solutions 2.3.3.1. Disinfectant cleaner 2.3.3.2. Bleach

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1. Performed waste handling and segregation <ul style="list-style-type: none"> 1.1.1. Sorted wastes 1.1.2. Performed safe handling of used supplies 1.2. Turned over waste to the Waste Management Division of the airport <ul style="list-style-type: none"> 1.2.1. Transferred sorted wastes to the waste disposal site 1.2.2. Documented transfer and disposal of waste materials to the MRF
2. Resource Implications	The following resources MUST be provided <ul style="list-style-type: none"> 2.1. Fully operational tools, equipment, and availability 2.2. Actual Workstation/Workplace location/Cleaning Laboratory or simulated assessment area
3. Methods of Assessment	Competency in this unit may or must be assessed through <ul style="list-style-type: none"> 3.1. Written Examination 3.2. Oral Questioning 3.3. Practical demonstration 3.4. Direct observation
4. Context for Assessment	4.1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.

GLOSSARY OF TERMS

1. Aircraft	an airplane, helicopter, or other machine capable of flight
2. All Purpose Cleaner (APC)	all around cleaning in any hard surfaces in damp wiping and damp mopping.
3. ATA Chapters	refers to the numbering system developed by the Air Transport Association (ATA) to standardize the classification of aircraft systems and components. This system is known as the ATA 100, it organizes maintenance and operational information into a logical, easy-to-navigate structure. Each chapter covers a specific aircraft system, making it easier for maintenance personnel to locate and use relevant information.
4. Business Class Cabin	a premium section of an aircraft that offers enhanced comfort, amenities, and services compared to Economy Class
5. Cabin (Passenger Cabin)	a section of an aircraft where passengers sit during the flight.
6. Carpet Shampooing	a process of carpet cleaning to remove all heavy dirt and soil from the surface.
7. Carpet spotting	a process of carpet cleaning to remove stains on specific areas.
8. Chemical/Cleaning Agent	a liquid cleaning consumable used to remove stain, dirt, and bad odor from different types of surfaces.
9. Civil Aviation Authority of the Philippines (CAAP)	a national regulatory body responsible for overseeing and regulating the civil aviation industry in the Philippines. Established under Republic Act No. 9497, also known as the Civil Aviation Authority Act of 2008, CAAP's primary mission is to ensure the safety, security, and efficiency of civil aviation in the country.
10. Cockpit / Flight Deck	an area of the aircraft where the pilots navigate the aircraft
11. Common area	a shared space or amenity which is generally accessible to all customers and visitors.
12. Consumable	a type of cleaning material in liquid and solid forms.
13. Damp mop	a long-handed tool used to remove light dirt attached from the surface of the floor.
14. Dangerous Goods (DG)	an items that may endanger the safety of an aircraft or persons on board the aircraft. Dangerous Goods are also known as restricted articles, hazardous materials and dangerous cargo.

15. Deep Cleaning	a comprehensive process of thoroughly cleaning, polishing, and maintaining the exterior and interior components of an aircraft. It involves removing dirt, grime, grease, and dust particles from both visible surfaces and hard-to-reach areas. Time associated with interior deep cleaning may vary on client request, usually from two (2) to four (4) hours or more. Eight (8) to twelve (12) hours for exterior cleaning.
16. Detergent	a cleaning agent in liquid and powder form used for scrubbing hard surfaces.
17. Disinfection	a process of eliminating or reducing harmful microorganisms from inanimate objects and surfaces.
18. Dry cleaning procedures	a process of vacuuming, dust mopping, and floor polishing.
19. Dry mop	a long-handed tool used to remove liquid waste from the floor surfaces
20. Dry vacuum cleaner	an electrical machine used to suction and collect dust particles from floors and other surfaces
21. Client Operator Aircraft	refers to the client to be serviced which can be an airline, gen-av operator, ground handling company, etc
22. Equipment	a type of machine used for cleaning which can be powered by electricity, gas, and battery when operating.
23. Estimated Time of Arrival (ETA)	the time when a ship, vehicle, aircraft, cargo, person, or emergency service is expected to arrive at a certain place
24. Estimated Time of Departure (ETD)	the date/time at which the vessel is expected to depart from the origin point.
25. Exterior Cleaning	Exterior cleaning in aviation refers to the process of thoroughly cleaning the outside surfaces of an aircraft. This is important not only for maintaining the aircraft's appearance but also for operational and safety reasons. Exterior cleaning helps improve the aerodynamic efficiency of the aircraft, enhances safety by allowing for better visual inspections, and ensures that the airline's branding is presented in the best possible way.
26. Floor Polisher	a versatile floor cleaning machine that is used to scrub, polish, and buff floor to maintain its appearance and texture.
27. Floor Stripper	a liquid consumable used to remove old wax and dirt from the surface of the floor.
28. Foreign Object Debris (FOD)	refers to any object or substance located in an inappropriate location that has the potential to cause damage to aircraft, equipment, or personnel. FOD can be found on airport runways, taxiways, aprons, and other operational areas.

29. Galley	refers to the area where foods and beverage are prepared
30. General Aviation (GENAV)	all civil aviation aircraft operations except for commercial air transport or aerial work, which is defined as specialized aviation services for other purposes.
31. Glass Squeegee	tool with a rubber blade with short handle that is used for removing water from a surface such as a window or mirror after it has been washed
32. Ground Operations Manual (GOM)	a standardized compilation of essential ground handling procedures recognized around the world to ensure a consistent level of service from ground service providers
33. Hangar	a covered area where an aircraft is kept
34. Hazards	a source of potential damage, harm, or adverse health effects.
35. High touch surfaces	are those that people frequently touch which could become easily contaminated with microorganisms - like door handles, faucet, light switches, chairs, tables, counters, handrails, and shared equipment.
36. High-risk area	an area vulnerable to sickness where there is a high volume of foot traffic like restroom/ lavatory, pax cabin, galleys.
37. Interior Cleaning	Interior cleaning in aviation refers to the thorough cleaning and maintenance of the inside of an aircraft. This process ensures a clean, sanitary, and pleasant environment for passengers and crew.
38. International Air Transport Association (IATA)	a global trade organization for the airline industry, representing around 290 airlines worldwide, which constitute about 82% of global air traffic. Founded in 1945, IATA plays a crucial role in setting standards and guidelines for international aviation to ensure safe, secure, efficient, and sustainable air transport.
39. International Civil Aviation Organization (ICAO)	is a specialized agency of the United Nations responsible for establishing global standards and regulations for aviation safety, security, efficiency, and environmental protection. Founded in 1944 through the Convention on International Civil Aviation (also known as the Chicago Convention), ICAO's mission is to promote the safe and orderly development of international civil aviation
40. Lavatory	a small unisex room on an aircraft with a toilet and sink
41. Local instruction	refers to the instruction from the client or customer.
42. Low-risk area	a low contamination risk area including offices, meeting rooms, hallways, lounge, and waiting areas.
43. Manual Operating Procedures (MOP)	a handbook that lists all the written instructions and provides a comprehensive guide for overall operations.

44. Materials Recovery Form (MRF)	also known as materials reclamation Aircraft or materials recycling Aircraft; an area receives, separates, and recyclables to be sold to an end buyer.
45. Measuring cup	a tool used to dilute the volume of chemicals
46. Narrow-body Aircraft	an aircraft with one aisle
47. Personal Protective Equipment (PPE)	refers to equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses.
48. Polishing	a process of cleaning using polisher equipment to restore the high gloss of the surface.
49. Quick Turnaround (QTA)/Transit Cleaning	a type of service provided to clients. This type of cleaning requires a short time due to limited aircraft ground time. Cleaning time may vary depending on client's requests and type of aircraft, usually from ten (10) to fifteen (15) minutes for interior and exterior cleaning.
50. Ramp	a dedicated space at an airport (either the home airport or alternate airport) that acts as a parking pad for an aircraft
51. Rest Over Night (RON)	the period when an aircraft remains at an airport overnight after completing its scheduled flights for the day
52. Rest Overnight (RON) Cleaning (Exterior)	a type of service provided to clients. The aircraft will stay overnight in its current location. Time associated with RON cleaning may vary on client request and type of aircraft, usually from eight (8) to twelve (12) hours or more, with the supervision of a licensed aircraft mechanic.
53. Rest Overnight (RON) Cleaning (Interior)	a type of service provided to clients. The aircraft will stay overnight in its current location. Time associated with RON cleaning may vary on client request and type of aircraft, usually from one (1) to two (2) hours.
54. Routine top to bottom cleaning	refers to cleaning performed on a daily basis to ensure constant cleanliness
55. Safety Culture	a set of norms, beliefs, values, attitudes and assumptions that are inherent in the daily operation of an organization and are reflected by the actions and behaviors of all entities and personnel within the organization.
56. Safety Data Sheet (SDS)	a detailed informational document prepared by the manufacturer of a cleaning chemical or importer of a hazardous chemical and describes the physical and chemical properties of the product.
57. Sanitation	refers to the process of removing as much contamination as possible from an object or surface.
58. SGHA (Standard Ground Handling)	an agreement between airlines and Ground Service Providers that outlines the terms and conditions of contracted ground handling services. It consists of the legal

Agreement)	and regulatory requirements, qualitative standards, and operational details. The airline and the Ground Service Providers use the SGHA to agree on the duration of the contract, services to be rendered, the limit of liability, compliance with standards, the operational requirements, and the cost of handling. All these are then recorded in Annex B.
59. SLA (Service Level Agreement)	refers to a document that outlines a commitment between a service provider and a client, including details of the service, the standards the provider must adhere to, and the metrics to measure the performance.
60. Scrubbing	a process of cleaning using equipment to remove dirt and stain attached from the surface.
61. Spatula	a tool used to scrape dirt attached from the surface
62. Sponge	a cleaning material used for scrubbing glass surfaces and absorbing water.
63. Sponge with scrubbing pad	a cleaning material used for scrubbing hard surfaces and absorbing water.
64. Spray vacuum cleaner	an electrical equipment with 2 in 1 function (vacuum and spray) used for carpet and fabric upholstery cleaning.
65. Standard Operating Procedures (SOP)	a document containing step-by-step instructions to guide employees on how to perform a technical, repetitive process within an organization.
66. Sub-Areas	refers to aircraft's designated functions, including: Cockpit, Passenger Cabin, Galley, Lavatories, Overhead Bins, Cargo Hold, Crew Rest Area, Emergency Exits, Aisles, Bulkhead, Entry/Exit Doors.
67. Supplies, Tools, Equipment, Materials, Solutions (STEMS)	a group of cleaning materials required to be used in the cleaning process.
68. Toilet Bowl Cleaner (TBC)	a solution used for daily cleaning inside of urinals and toilet bowls.
69. Tool	a handheld device used in manual operations
70. Vacuuming	a process of cleaning using vacuum equipment to suction all dirt from the surface.
71. Waiting time	refers to how long a solution needs to stay wet on a surface for about 15 seconds – 30 minutes in order to be effective.
72. Wet & Dry vacuum cleaner (2-in-1)	an electrical machine used to suction and collects wet and dry particles from floors and other surfaces
73. Wet cleaning procedures	a process of cleaning which involves scrubbing, stripping, and shampooing.

74. Wet mop	a long-handed tool used to evenly spread out the solution on the floor.
75. Wet vacuum cleaner	an electrical machine used to suction and collect wet particles from floors and other surfaces
76. Wide-body aircraft	an aircrafts with more than one aisle.

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THE TECHNICAL EXPERT PANEL (TEP)

JANOS AMBROS REYES

Chairman - Aerostrategies Inc.

AMIRHOSSEIN MOGHADDASI

CEO - PHP Aerospace Technics Inc.

ALVIN FADUL

Executive Office - PHP Aerospace Technics Inc.

REMEDIOS EDAR

Executive Office - PATC

ZALDY LOZADA

Ramp Manager – TASSI Manila

THE FACILITATORS AND SECRETARIAT

JULIETTE T. FELICIANO

LIWAYWAY D. CALAGUAS

GENER D. NICOLAS JR.

MARIA EFITA D. HERNANDEZ

TESDA PAMPANGA PROVINCIAL OFFICE

TESDA REGIONAL OFFICE III

SUPPORT GROUP

WILMA BATHAN

FATEMEH MOGHADDASI

General Manager – PHP Aerospace Technics

EVANGELINE GARCIA

Executive Office – PHP Aerospace Technics

ZAIRONOEL PAGALANAN

Executive Office – PHP Aerospace Technics

RIZZA GRACE NARA

Executive Office – PHP Aerospace Technics