COMPETENCY STANDARDS

DATA PROCESSING AND MANAGEMENT (Program Registration & Training) LEVEL II

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) SECTOR

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Section 1   DATA PROCESSING AND MANAGEMENT (Program Registration & Training) LEVEL II

The Data Processing and Management (Program Registration & Training) Level II consists of competencies that must be possessed to enable a person to prepare, process and manage works related to program registration and training. It includes preparing application documents for program registration, processing application for national competency assessment and performing post-training activities.

The units of competency comprising this qualification include the following:

Unit Code	BASIC COMPETENCIES
500311510	Manage and sustain effective communication strategies
500311511	Manage and sustain high performing teams
500311512	Evaluate higher order thinking skills and adjust problem solving techniques
500311513	Advocate strategic thinking for global citizenship
500311514	Incorporate innovation into work procedures
500311515	Develop systems in managing and maintaining information
500311516	Manage implementation of occupational safety and health programs in the workplace
500311517	Manage implementation of environmental programs in the workplace
500311518	Develop and sustain a high-performing enterprise

Unit Code	CORE COMPETENCIES
CS-TVET413501	Prepare application documents for program registration
CS-TVET413502	Perform pre-training activities
CS-TVET413503	Perform post-training activities

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

- Data processing officer (for program registration & training)

SECTION 2:   COMPETENCY STANDARDS

This section gives the details of the contents of the basic and core units of competency required for Data Processing and Management (Program Registration & Training) Level II.

BASIC COMPETENCIES

UNIT OF COMPETENCY : MANAGE AND SUSTAIN EFFECTIVE COMMUNICATION STRATEGIES

UNIT CODE   : 500311510

UNIT DESCRIPTOR   : This unit covers the outcomes required to develop, introduce and promote/implement optimal communications methods and technologies suited to the needs of the workplace, including both internal and external clients/ publics.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop/ implement communication strategies	1.1 Strategies for effective internal and external dissemination of information are developed/adapted/ customized to meet organization's requirements 1.2 Special communication needs are considered in developing/ adapting strategies to avoid discrimination in the workplace 1.3 ***Communication strategies*** are analyzed, evaluated and revised where necessary to make sure they are effective	1.1 Key elements of communications strategy 1.1.1 Statement of purpose 1.1.2 Current situation 1.1.3 Organizational and communications objectives 1.1.4 Stakeholders 1.1.5 Messages 1.1.6 Communications method 1.1.7 Work Plan	1.1 Writing communications strategy 1.2 Applying key elements of communications strategy
2. Promote the use of communication strategies	2.1 Information is provided to all areas of the organization to facilitate implementation of the strategy 2.2 Effective communication techniques are articulated and modelled to the workforce 2.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts	2.1 Effective communication techniques 2.2 Different communication strategies	2.1 Writing communications strategy 2.2 Applying key elements of communications strategy 2.3 Using communication strategies

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the effectiveness of communication strategies	3.1 Communication techniques/ strategies are practiced by the workforce 3.2 Communication techniques/ strategies are evaluated using the ***criteria for effective communication***	3.1 Effective communication techniques 3.2 Different communication strategies 3.3 Criteria for effective communication	3.1 Writing communications strategy 3.2 Applying key elements of communications strategy 3.3 Using communication strategies

RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication strategies	May include: 1.1 Face-to-face communication 1.2 Online/written/SMS communication 1.3 Communication using push/ social technologies/ social media 1.4 Comprehension check 1.5 Repetition 1.6 Asking confirmation 1.7 Paraphrase 1.8 Clarification request 1.9 Translation 1.10 Restructuring 1.11 Approximation 1.12 Generalization
2. Criteria on effective communication	May include: 2.1 Clarity of purpose 2.2 Completeness 2.3 Conciseness 2.4 Continuity 2.5 Correctness 2.6 Commonness 2.7 Credibility

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Developed/Adapted/Adopted communication strategies tailored to the organization's requirements and applicable in the workplace 1.2 Established and maintained communication pathways for effective communication in the workplace 1.3 Used communication strategies involving exchanges of complex oral information
2. Resource Implications	**The following resources should be provided:** 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Direct Observation/Demonstration with Oral Questioning 3.2 Written Examination
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY :   MANAGE AND SUSTAIN HIGH PERFORMING TEAMS

UNIT CODE   :   500311511

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes required to delegate responsibility and authority to others, negotiate targets for delegated work and provide advice and support.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Delegate responsibility and authority to others	1.1 Delegate authority and responsibilities to people able to deliver the required outcomes 1.2 Ensure **information and instruction** about the work delegated is clear, explicit and allows sufficient time for the work to be carried out 1.3 Ensure that delegations take account of the developmental needs of the people involved and give equal opportunities to develop skills and experience 1.4 Provide sufficient resources to ensure that the delegated work can be completed in the time required and the quality specified 1.5 Review delegations at suitable intervals and revise arrangements where necessary	1.1 Review of organization's policies and procedures relating to delegation 1.2 Delegation procedures and principles 1.3 Organization structure and levels of authority (overview) 1.4 Cultural awareness related to promoting cultural diversity in the workplace 1.5 Familiarization with common organizational protocols	1.1 Writing and oral communication skills 1.2 Applying legislative, regulatory and policy 1.3 Applying organizational policies and procedures 1.4 Planning and organizing skill 1.5 Management skill
2. Set targets for delegated work	2.1 Ensure targets are realistic and achievable within organizational resources and conditions and are consistent with the organization's objectives and priorities 2.2 Ensure targets take into account the competencies and experience of the individuals and teams involved 2.3 Negotiate targets using methods that promote commitment, enthusiasm and creative approaches from the people involved	2.1 Negotiation strategies and techniques in developing work targets 2.2 Strategies on promoting commitment and dedication among team members	2.1 Writing and oral communication skills 2.2 Applying legislative, regulatory and policy 2.3 Applying organizational policies and procedures 2.4 Interviewing, counseling, negotiation and mediation skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Identify measures to be used to determine progress and the times at which the targets and progress will be reviewed 2.5 Inform all relevant parts of the organization about delegated work, targets and the review of targets		2.5 Prioritizing strategies and techniques 2.6 Communicating performance standards to group members 2.7 Creative Problem Solving and Critical Thinking
3. Mentor and coach teams	3.1 Provide advice and support to individuals and teams working under delegation to ensure understanding, cooperation, commitment and quality of performance 3.2 Provide advice and support based on accurate analysis of the issues, obstacles and problems and their possible solutions 3.3 Ensure advice and support give encouragement and positive direction to people involved in the delegated work 3.4 Ensure that the nature and timing of advice takes account of the need for people to work autonomously and control their own work responsibilities 3.5 Foster and promote the interests of delegated individuals and work teams in the organization	3.1 Motivational Principles 3.2 Group facilitation principles and processes 3.3 Cultural awareness related to promoting cultural diversity in the workplace 3.4 Equal employment opportunities, equity and diversity principles 3.5 Conflict resolution strategies techniques	3.1 Motivating group members for high performance goals 3.2 Coaching and mentoring skills 3.3 Writing and oral communication skills 3.4 Managing workplace diversity 3.5 Managing workplace conflicts 3.6 Applying legislative and regulatory policies 3.7 Interviewing, counseling, negotiation and mediation skill 3.8 Applying organizational policies and procedures 3.9 Planning and organizing

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information and instruction	May include: **Information** 1.1 System 1.2 Technology 1.3 Theory **Instruction** 1.4 Act of instructing 1.5 Teaching 1.6 Finishing

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Accessed and use legislation and guidelines related to delegations 1.2 Interpreted and explained organizational policies and procedures relating to delegations and applied in the workplace 1.3 Planned and developed work unit targets and effective measures 1.4 Used team-building strategies 1.5 Responded to diversity in the workplace 1.6 Used communication strategies involving exchanges of complex oral information 1.7 Undertaken grievance counseling and resolved conflict in work teams 1.8 Undertaken effective liaison, negotiation and consultation
2. Resource Implications	**The following resources should be provided:** 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with oral questioning 3.2 Written Examination (situational) 3.3 Role Playing and Socio-drama methods
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY **:** **EVALUATE HIGHER ORDER THINKING SKILLS AND ADJUST PROBLEM SOLVING TECHNIQUES**

UNIT CODE **:** **500311512**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required to develop problem solving skills of individuals and organization as a whole.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop framework for continuous improvement	1.1 Available problem is evaluated in order to find opportunities for continuous improvement 1.2 Preferred problem-solving strategies for the organization are determined. 1.3 Desired outcomes from use of selected problem-solving strategies are determined or reviewed. 1.4 ***Organizational structure*** is evaluated. 1.5 Policies and procedures for continuous improvement are developed based on workplace requirements 1.6 Corrective action identification and tracking systems are developed. 1.7 Support from relevant process/system owners for proposed changes are obtained.	1.1 Competitive systems and practices principles. 1.2 Competitive systems and practices at both a strategic and tools level. 1.3 Identification and elimination of waste (muda). 1.4 Six sigma and lean six sigma. 1.5 Cross-functional problem-solving. 1.6 Cross-functional nominal group (virtual team), 1.7 Consulting and or brainstorming with members from outside the organization on some basis, input from other members of the value stream 1.8 The use of known/proprietary problem-solving approaches or some synthesis of methods 1.9 Conduct of research and development methods for creating knowledge. 1.10 Organization strategy and vision, value stream and value as defined by the organization's customers	1.1 Applying organizational system concepts, theories and practices. 1.2 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. 1.3 Communicating practical insights on improving organizations. 1.4 Performing analytical skills in research and development; and evaluation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply developed framework for continuous improvement	2.1 ***Strategies and techniques*** in implementing organizational framework for continuous improvement are ensured. 2.2 Resources are provided to ensure problem solving and critical thinking are applied. 2.3 Monitor problem solving to determine if improvement in developing problem-solving solutions is achieved. 2.4 Provide resources to ensure solutions are implemented. 2.5 Reporting and corrective action tracking is ensured. 2.6 Leading the negotiation and implementation of the new method.	2.1 Competitive systems and practices principles. 2.2 Competitive systems and practices at both a strategic and tools level, including: o value stream mapping o 5S o Just in Time (JIT) o mistake proofing o process mapping o establishing customer pull o breakthrough improvement and continuous improvement (kaizen and kaizen blitz) o setting of key performance indicators (KPIs)/metrics o identification and elimination of waste (muda) o six sigma and lean six sigma 2.3 A range of problem-solving methodologies, including: o cross-functional problem-solving team o cross-functional nominal group (virtual team) o consulting and or brainstorming with members from outside the organization on some basis o input from other members of the value stream	2.1 Applying organizational system and change management concepts, theories and practices. 2.2 Assessing and measuring the extent of effectiveness and efficiency of the method/framework being implemented in the workplace. 2.3 Communicating practical insights on improving organizations. 2.4 Applying analytical skills in research and development; and evaluation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		o the use of known/proprietary problem solving approaches or some synthesis of methods o own or commissioned research either in whole or in part 2.4 Organization strategy and vision, value stream and value as defined by the organization's customers 2.5 Corrective action tracking methods	
3. Evaluate the effectiveness and efficiency of continuous improvement framework	3.1 Corrective action tracking is reviewed. 3.2 Benefit/cost from solutions are determined 3.3 Interactions of *complex/ multiple problems* with each other and the organization are analyzed. 3.4 Problem solving strategy is reviewed. 3.5 Improvements to problem solving strategy and approach are made. 3.6 Plans for continuous improvement across organization are specified, discussed, communicated and applied.	3.1. Competitive systems and practices principles 3.2. Competitive systems and practices at both a strategic and tools level, including: ➢ Value stream mapping ➢ 5S ➢ Just in Time (JIT) ➢ Mistake proofing ➢ Process mapping ➢ Establishing customer pull ➢ Breakthrough improvement and continuous improvement (kaizen and kaizen blitz) ➢ Setting of key performance indicators (KPIs)/metrics ➢ Identification and elimination of waste (muda) ➢ Six sigma and lean six sigma 3.3. A range of problem solving methodologies, including: ➢ Cross-functional problem solving team	3.1 Applying organizational system and change management concepts, theories and practices. 3.2 Assessing and measuring the extent of effectiveness and efficiency of the method/framework being implemented in the workplace. 3.3 Communicating practical insights on improving organizations. Performing analytical skills in research and development; and evaluation. 3.4 Applying skills in agile thinking, sense making and proactive thinking.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		➢ Cross-functional nominal group (virtual team) ➢ Consulting and or brainstorming with members from outside the organization on some basis ➢ Input from other members of the value stream ➢ The use of known/proprietary problem solving approaches or some synthesis of methods 3.4 Own or commissioned research either in whole or in part 3.5 Organization strategy and vision, value stream and value as defined by the organization's customer 3.6 Corrective action tracking methods	

RANGE OF VARIABLES

VARIABLES	RANGE
1. Organizational structure	May include 1.1 Operational and support functions and departments 1.2 Links with value stream members 1.3 Super-users and facilitators 1.4 Roles and responsibilities about problem solving 1.5 Plans to broaden the users of problem solving approach 1.6 Plans to improve the problem-solving performance of personnel
2. Strategies and techniques	May include 2.1 Problems before they become obvious or cause significant non-conformance or risk 2.2 Situations not initially considered a problem, but which may be hindering greater performance 2.3 Strategies for finding opportunities for improvement
3. Complex/multiple problem	A complex/multiple problem may be described as one which has several of the following characteristics: 3.1 Requires going into the extended value stream for data/information 3.2 Is wider than just applying to a single job 3.3 Applies to less common solutions or problems 3.4 Requires a higher level of knowledge and skill (which may or may not be possessed directly by the person solving the problem), such as: 3.5 Significant specialist knowledge 3.6 Significant specialist skill 3.7 More theory/understanding of technology or process 3.8 Data is not easily available and may need particular strategies to obtain, such as: 3.9 Overcoming resistance from people, including employees, customers or suppliers 3.10 The problem and/or proposed solutions require reporting or authorizations from a Board or external authorities, such as licensing or regulatory bodies

EVIDENCE GUIDE

1. Critical aspects of Competency	A person who demonstrates competency in this unit must be able to provide evidence of the ability to:
	1.1 Analyzed and improved problem finding capabilities of the organization.
	1.2 Set KPIs (key performance indicators) for organizational problem solving for continuous improvement.
	1.3 Facilitated the ongoing review of systems and processes relevant to problem solving
	1.4 Created own organizational framework for continuous improvement where critical thinking and problem solving is highly evident.
	1.5 Evaluated the efficacy of proposed organizational framework in ensuring continuous improvement and organizational effectiveness and efficiency at all levels.
	1.6 Written a research report on the proposed organizational framework and its efficacy.
	1.7 Increased problem-solving capability through identification of appropriate strategies, including where required, identifying:
	o Training needs in problem finding and solving
	o Changes in organizational structure, decision making and processes
	o Appropriate metrics
	o Need for outside assistance
2. Resource Implications	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to:
	2.1 Workplace procedures and plans relevant to work area.
	2.2 Specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the person being assessed.
	2.3 Documentation and information in relation to production, waste, overheads and hazard control/management.
	2.4 Reports from supervisors/managers
	2.5 Case studies and scenarios to assess responses to contingencies.

3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration in the workplace 3.2 Workplace projects 3.3 Suitable simulation 3.4 Case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) 3.5 Targeted questioning 3.6 Reports from supervisors, peers and colleagues (third-party reports) 3.7 Portfolio of evidence. 3.8 Life Narrative Inquiry In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
4. Context for Assessment	In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : **ADVOCATE STRATEGIC THINKING FOR GLOBAL CITIZENSHIP**

UNIT CODE : **500311513**

UNIT DESCRIPTOR : This unit covers the outcomes required for a worker in a leadership/supervisory role to influence and champion attitudes and action toward global citizenship relating to humanity, global interdependence and solidarity and to express these into terms widely understood by partners and stakeholders.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish and refine goals and directions for industry	1.1 Patterns of thinking are reviewed when considering **strategic issues** and canvassing realistic alternative outlooks. 1.2 Ownership of industry goals and directions is built by seeking a shared vision and communicating it clearly to **stakeholder**s and the community. 1.3 Changing circumstances and the need to challenge current industry positions are identified	1.1 Methods of verbal and non-verbal communication 1.2 Government processes (executive, legislative, judicial) 1.3 Relevant developments in other industries	1.1 Assessing a range of alternatives rather than choosing the easiest option 1.2 Achieving credibility for the vision and ownership 1.3 Critically analyzing information, summarizing and making sense of key issues.
2. Develop practical strategies to achieve goals	2.1 Alternative strategies for reaching goals are canvassed with all stakeholders. 2.2 Decisions about strategies are made (**basis for decision making**) after careful consideration of all relevant information. 2.3 An **action plan** is developed that sets out the tactics, resource implications, timeframes, responsibilities of those involved and review points.	2.1 Government processes (executive, legislative, judicial) 2.2 Political context, including parties, platforms and processes 2.3 Policy development and budget processes at national and local government level	2.1 Assessing a range of alternatives rather than choosing the easiest option 2.2 Critically analyzing information, summarizing and making sense of key issues 2.3 Developing solutions and practical strategies which are 'outside the box'
3. Influence stakeholders to improve strategies in achieving goals	3.1 Support for strategies is developed by follow-up, lobbying, explaining plans to stakeholders and through seeking shared decision making 3.2 Opinions of leaders, decision makers and action takers	3.1 Relevant international treaties and agreements, legislation and regulations 3.2 Impact of change on individuals, groups,	3.1 Explaining complex ideas to a range of audiences 3.2 Negotiating for consensus or compromise. 3.3 Communicating industry visions

	are identified and their potential inputs assessed. 3.3 The merits of each strategy are assessed in anticipation of likely obstacles, potential winners and losers, constraints and overall industry benefits.	organizations ad industry 3.3 Strategies for consulting and gaining support for industry positions.	and directions to stakeholders

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategic issues	May include: 1.1 Business continuity and succession 1.2 Community perceptions of industry 1.3 New government thrusts and policies 1.4 Environmental protection and environmental management 1.5 Industry and ecosystem co-management and self-management approaches 1.6 New developments, including technological change, new products and processes, legislative and management changes, debate of proposed policies and other political issues, and issues of research findings 1.7 marketing, including value adding and World Trade Organization issues 1.8 recreational and commercial balance 1.9 resource access security 1.10 resource sustainability 1.11 skills development, including competency standards, training and assessment 1.12 stakeholder perceptions of industry
2. Stakeholders	May include: 2.1 certification or accreditation bodies and third-party auditors 2.2 community representatives, local land holders and residents 2.3 conservation and environmental organizations 2.4 current and potential customers, clients and suppliers 2.5 cooperatives, marketing bodies and associations 2.6 employer, company directors and other professional associations 2.7 government funding providers 2.8 media 2.9 political organizations and politicians 2.10 professional, industry and government representative bodies 2.11 relevant government departments (national and local) and other regulation authorities 2.12 schools, training centers, colleges and universities 2.13 employer organizations 2.14 labor unions
3. Basis for decision making	May include: 3.1 business case, including cost-benefit, profitability and customer satisfaction 3.2 current assets and additional capital required 3.3 ecological and economic sustainability of resources 3.4 ecosystem management approach 3.5 funding availability 3.6 industry ownership, sponsorship and cooperation 3.7 legality, compliance and probity

VARIABLE	RANGE
	3.8 links with government policies, industry and organizational goals 3.9 market capability, maturity, strength and opportunity 3.10 political impact and stakeholder support 3.11 public interest 3.12 risk management
4. Action plan	May include: 4.1 action steps and responsibilities of individuals 4.2 objectives and outcomes 4.3 resource requirements and budget 4.4 review points 4.5 tactics and strategies to achieve objectives 4.6 timetable for activities

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1 analyzed long-term trends to identify the need to change current industry policy procedures
	1.2 assessed the implications of a particular course of action on other stakeholders and interests
	1.3 challenged traditional thinking and solutions and sought proactive approaches
	1.4 developed and promoted practical action plans and strategies to achieve the industry's vision and goals
	1.5 evaluated potential outcomes of strategies for achieving industry goals
	1.6 identified best practice in other industries and organizations both within PHL and overseas
	1.7 identified opportunities for beneficial change
	1.8 took a broad industry view that goes beyond sectors, organizations and individuals
2. Resource Implications	The following resources should be provided:
	2.1 Access to workplace and resources
	2.2 Interview guide
	2.3 Case problems
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Interview or written exam
	3.2 Case problems involving strategic management issues
	3.3 Third-party report or feedback from stakeholders about candidate's contributions to strategic dialog and action
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : INCORPORATE INNOVATION INTO WORK PROCEDURES

UNIT CODE : 500311514

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to lead a teams and organizations towards innovative work practices.

ELEMENTS	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Lead teams to foster innovative practices	1.1 Performance is analyzed based on the performance requirements of the **team**. 1.2 **Information** is gathered about **team members**. 1.3 Strengths and weaknesses are acknowledged of individual team members. 1.4 Team roles are assigned to ensure a match between work requirements and individual team members' capacities. 1.5 Team members are selected to foster integration of ideas. 1.6 Adaptation and cognitive flexibility are evident among individuals in facilitating innovative practices.	1.1 Roles of individuals in suggesting and making improvements. 1.2 Positive impacts and challenges in innovation. 1.3 Team development and management 1.4 Strategies and techniques in fostering innovative practices. 1.5 Seven habits of highly effective people. 1.6 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.7 Five minds of the future concepts (Gardner, 2007). 1.8 Adaptation concepts in neuroscience (Merzenich, 2013). 1.9 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	1.1 Identifying roles of individuals in suggesting and making improvements and the importance of pro-active involvement. 1.2 Examining 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 1.4 Demonstrate skills in team dynamics and group development. 1.5 Use the concept of neuroplasticity and five minds of the future in leading and in facilitating innovation in teams.
2. Modify existing standards, procedures and processes in the	2.1 Evaluate the existing standards, procedures and processes for its potential in assimilating and accommodating learning and innovation practices.	2.1 Concepts on assessing and evaluating learning and innovation practices in the workplace.	2.1 Examining the standards, procedures and practices that either encourage or discourage learning and

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
workplace to foster learning and innovation	2.2 Work standards, procedures and processes are structured, and organized to enable innovation based on the needs of the people and the organization. 2.3 Work assignments are *communicated* to the organization in ways that *encourage and reinforce team based innovation* 2.4 Tasks and activities are allocated to ensure innovative practices among teams. 2.5 Work assignments are ensured to include timelines that allow for innovation. 2.6 *Change management and organizational concepts* are practiced in the modification of the existing systems, processes and procedures in the organization. 2.7 *Negotiation skills are* likewise evident to ensure that the ideas for adopting change and to adapting to change are facilitated.	2.2 Improvements or innovations in the implementation 2.3 Strategies and techniques in facilitating effective and efficient learning and innovation in the workplace. 2.4 Change management and organizational concepts (overview). 2.5 Strategies and techniques in communicating/negotiating innovative practices and promoting/selling new ideas in the organization. 2.6 Innovative strategies and techniques for winning teams	innovation in the organization. 2.2 Identifying opportunities and strengths of the organization in assimilating and accommodating learning and innovation practices. 2.3 Convincing stakeholders for support on the new practices in fostering learning and innovation. 2.4 Implementing changes in the organization's standards, procedures and processes in adopting strategies and techniques of learning and innovation in the workplace. 2.5 Facilitating change management and organizational development procedures to better prepare teams for the assimilation and accommodation of learning and innovation practices.
3. Establish a coaching culture for learning and innovative practices in the organization	3.1 Teams are encouraged to work interdependently. 3.2 Teams are encouraged to share their best practices through coaching regarding their means and ways of fostering effective and efficient learning and innovating skills in the workplace and real-life.	3.1 Coaching principles, strategies and techniques using the AV Model (Bench, 2008). 3.2 Group process concepts. 3.3 Techniques of evaluating efficacy of coaching culture	3.1 Facilitating a learning/coaching sessions to colleagues and subordinates that focus on improving workplace learning and innovation.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Team members are encouraged to network, connect, and maintain professional networks. 3.4 *Guidance* is provided to teams on the use of learning and innovation in the workplace. 3.5 Teams are coached to ensure they have the **character strengths and values t**o implement innovation in the workplace. 3.6 Effectiveness of the coaching culture is evaluated in terms of organizational development.	3.4 Human development program integration concepts. 3.5 Five minds of the future concepts (Gardner, 2007). 3.6 Adaptation concepts in neuroscience (Merzenich, 2013). 3.7 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)	3.2 Demonstrate skill in conducting and managing coaching interviews for feedback giving, receiving toward performance improvement. 3.3 Modelling necessary character strengths on fostering learning and innovation in the organization. 3.4 Developing action plans on securing relevant, and reliable pool of professional networks who can help in maintaining and reinforcing the coaching culture for learning and innovation in the organization. 3.5 Evaluating and linking coaching and to performance.
4. Set direction to maintain the culture of learning and innovation practices in the organization	4.1 Case studies and examples are shared of the use and benefits of innovative work practices within teams with team members. 4.2 Examples are ensured of the way innovative skills can be applied in the workplace are provided by the team leader. 4.3 Character strengths and valueson innovation are promoted and reinforced. 4.4 Behavior change concepts are used as a guide to evaluate the directions of improvement on learning and innovation skills.	4.1 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 4.2 Managing and maintaining innovative mindset in the workplace 4.3 Research and evaluation concepts. 4.4 Transtheoretical model of behavior change (Prochaska,	4.1. Developing paradigms for innovative practices in the organization. 4.2. Modelling necessary character strengths on fostering learning and innovation in the organization. 4.3. Demonstrating skills in managing and maintaining innovative practices in the workplaces.

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ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.5 ***Research and evaluation skills*** are used to determine gaps in the practice and to foster continuous improvement in the innovation and learning practices of the organization.	DiClemente, & Norcross, 1992)	4.4. Developing corrective actions and plans for continuous improvement in terms of learning and innovation in the organization
5. Evaluate the overall effectiveness and efficiency of the innovative practices implemented	5.1 Teams are actively encouraged to reflect on team activities and opportunities for improvement and innovation. 5.2 Organizational activities are evaluated based on ***feedback*** from team members, management, ***clients*** and other interested people. 5.3 ***Suggestions for work improvements*** are received in a positive manner, and act on them where appropriate. 5.4 ***Evidence*** are reviewed and recorded of the application of innovative work skills, and present findings. 5.5 Innovation practices are reviewed and discussed and analyzed both in positive and negative outcomes.	5.1 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 5.2 Managing the process of check-and-balance in the organization. 5.3 Research and evaluation concepts. 5.4 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992) 5.5 Managing feedbacks and performance success and pitfalls. 5.6 Responding to feedbacks and accepting criticisms. 5.7 Developing action plans for innovative performance.	5.1 Demonstrating skills in evaluating one's performance and relating it to organizational performance when it comes to innovation. 5.2 Managing feedbacks for performance improvement. 5.3 Implementing corrective actions and plans for continuous improvement in terms of learning and innovation in the organization.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Team	May include: 1.1 Small work team. 1.2 Store team. 1.3 Corporate team.
2. Information	May include but not limited to: 2.1 Work preferences. 2.2 Personality type and temperament. 2.3 Past jobs. 2.4 Interests. 2.5 Working styles. 2.6 Competencies 2.7 Specializations.
3. Team members	May include: 3.1 Come from a variety of social, cultural or ethnic backgrounds. 3.2 Variation in literacy and numeracy skills. 3.3 Variation in competencies and specializations.
4. Methods used to communicate	May include: 4.1 Writing a proposal. 4.2 Building a model. 4.3 Showing a film. 4.4 Presenting a talk. 4.5 Preparing a report. 4.6 Drawing a diagram.
5. Encourage and reinforce team-based innovation	May include: 5.1 Allowing follow-through with ideas 5.2 Providing enough but not too much guidance and structure 5.3 Providing training and learning opportunities. 5.4 Strategies and techniques in communicating/negotiating innovative practices and promoting/selling new ideas in the organization.
6. Change management and organizational concepts	May include: 6.1 Stages of change according to Transtheoretical Model of Behavior Change (e.g., pre-contemplation, contemplation, preparation, action, maintenance, and termination. 6.2 Change management strategies namely, preparing for change, managing change, and reinforcing change).

VARIABLES	RANGE
7. Negotiation skills	May include: 7.1 Preparation. 7.2 Discussion. 7.3 Clarification of goals. 7.4 Negotiate towards a Win-Win outcome. 7.5 Agreement. 7.6 Implementation of a course of action. 7.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 7.8 Listening. 7.9 Reducing misunderstandings is a key part of effective negotiation. 7.10 Rapport Building. 7.11 Problem Solving. 7.12 Decision Making. 7.13 Assertiveness. 7.14 Dealing with Difficult Situations.
8. Guidance	May include: 8.1 Coaching. 8.2 Skills training. 8.3 Modelling.
9. Character strengths and values	May include: 9.1 Wisdom and Knowledge. 9.2 Courage. 9.3 Humanity. 9.4 Justice. 9.5 Temperance. 9.6 Transcendence.
10. Research and evaluation skills	May include: 10.1 Quantitative analysis. 10.2 Qualitative analysis. 10.3 Assessment. 10.4 Data analysis. 10.5 Data management. 10.6 Data collection. 10.7 Sustainability and scalability.
11. Feedback	May include: 11.1 Verbally. 11.2 In writing. 11.3 Through presentations. 11.4 At informal and formal meetings.
12. Clients	May include: 12.1 New and existing clients 12.2 Internal or external clients 12.3 Customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities 12.4 Customers with routine or special needs.

VARIABLES	RANGE
13. Suggestions for work improvements	May include: 13.1 Supervisors 13.2 Team members 13.3 Peers 13.4 Clients 13.5 The learners 13.6 Subject experts
14. Evidence	May include: 14.1 Feedback from team members or other staff 14.2 Feedback from clients or work-based managers 14.3 Work-related statistics and reports.

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Led teams to foster innovative practices. 1.2 Modified existing standards, procedures and processes in the workplace to foster learning and innovation. 1.3 Established a coaching culture for learning and innovative practices in the organization. 1.4 Set direction to maintain the culture of learning and innovation practices in the organization. 1.5 Evaluated the overall effectiveness and efficiency of the innovative practices implemented.
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 : DEVELOP SYSTEMS IN MANAGING AND MAINTAINING INFORMATION

UNIT CODE : **500311515**

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to develop systems in quality management and maintenance of information.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and manage quality assurance system	1.1. Information *quality assurance* policy is established, documented and communicated to all levels of the workplace. 1.2. Sampling techniques that reflect needs of workplace and product are developed based on *workplace procedures*. 1.3. Quality circles and other relevant aspects of quality assurance systems are established or maintained. 1.4. Facilitation for monitoring of work teams is organised to ensure compliance with standards. 1.5. Quality assurance system is developed and maintained. 1.6. Information *quality standards* and regulations are identified and relevance to specific products is determined.	1.1 Principles of quality management and their application 1.2 Delegation of responsibilities within quality systems 1.3 Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 1.4 Sampling techniques 1.5 Quality standards and practices 1.6 OHS practices, including hazard identification and control measures 1.7 Workplace practices 1.8 Relevant quality standards, policies and procedures	1.1. Establishing and managing a quality system and procedures 1.2. Investigating and applying methods to eliminate causes of unsatisfactory performance 1.3. Communicating effectively within the workplace, including liaising with other departments 1.4. Establishing or interpreting procedures, where required 1.5. Determining report requirements and present information in appropriate formats 1.6. Using analytical tools, instructions and plans 1.7. Reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material 1.8. Communicating within the workplace 1.9. Sequencing operations 1.10. Meeting specifications

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.11. Carrying out work according to OHS practices
2. Determine resource requirements	2.1. Strategic planning is assessed to facilitate achievement of quality policy. 2.2. Resources are determined and allocated to meet requirements. 2.3. Appropriate sources for resources required are selected. 2.4. External quality assessment requirements are determined.	2.1. Principles of quality management and their application 2.2. Delegation of responsibilities within quality systems 2.3. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 2.4. Sampling techniques 2.5. Quality standards and practices 2.6. OHS practices, including hazard identification and control measures 2.7. Workplace practices	2.1 Establishing and managing a quality system and procedures 2.2 Determining implementation requirements and prepare implementation plan 2.3 Investigating and applying methods to eliminate causes of unsatisfactory performance 2.4 Communicating effectively within the workplace, including liaising with other departments 2.5 Establishing or interpreting procedures, where required 2.6 Reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material 2.7 communicating within the workplace 2.8 sequencing operations 2.9 clarifying and checking task-related information 2.10 Carrying out work according to OHS practices
3. Plan development of quality procedures	3.1. Quality procedure requirements are determined through	3.1. Principles of quality management and their application	3.1. Establishing and managing a quality system and procedures

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	consultation with internal and external groups. 3.2. Product performance requirements are determined through consultation. 3.3. Development of procedures is planned to ensure quality system is maintained. 3.4. **OHS practices** are accommodated in quality procedures.	3.2. Delegation of responsibilities within quality systems 3.3. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 3.4. Sampling techniques 3.5. Quality standards and practices 3.6. OHS practices, including hazard identification and control measures 3.7. Workplace practices 3.8. system quality assurance and improvement principles and procedures	3.2. Determining implementation requirements and prepare implementation plan 3.3. Investigating and applying methods to eliminate causes of unsatisfactory performance 3.4. Communicating effectively within the workplace, including liaising with other departments 3.5. Establishing or interpreting procedures, where required 3.6. Reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material 3.7. communicating within the workplace 3.8. sequencing operations 3.9. clarifying and checking task-related information 3.10. carrying out work according to OHS practices
4. Establish implementation and review strategies	4.1. Parameters on quality system and procedures are determined for implementation. 4.2. Implementation strategies are established to meet workplace objectives. 4.3. Reviews of quality system are undertaken or arranged at appropriate intervals and action to ensure its	4.1. Delegation of responsibilities within quality systems 4.2. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes	4.1 Establishing and managing a quality system and procedures 4.2 Determining implementation requirements and prepare implementation plan

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	continuity, suitability and effectiveness as initiated.	4.3. Sampling techniques 4.4. Quality standards and practices 4.5. OHS practices, including hazard identification and control measures 4.6. Workplace practices	4.3 Investigating and applying methods to eliminate causes of unsatisfactory performance 4.4 Communicating effectively within the workplace, including liaising with other departments 4.5 Establishing or interpreting procedures, where required 4.6 Reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material 4.7 communicating within the workplace 4.8 sequencing operations 4.9 clarifying and checking task-related information 4.10 carrying out work according to OHS practices
5. Evaluate system implementation	5.1 Review on effectiveness of system implementation is scheduled and carried out. 5.2 Implementation of system is evaluated based on its effectiveness 5.3 Level of support for internal improvement programs is assessed. 5.4 Results are assessed and changes to system are authorized and applied.	5.1. Delegation of responsibilities within quality systems 5.2. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 5.3. Sampling techniques 5.4. Quality standards and practices 5.5. OHS practices, including hazard	5.1. Assessing results 5.2. Delegation of responsibilities within quality systems 5.3. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 5.4. Sampling techniques 5.5. Quality standards and practices

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		identification and control measures 5.6. Workplace practices	5.6. OHS practices, including hazard identification and control measures 5.7. Workplace practices
6. Maintain records and update management information systems	6.1. Records are maintained and reports prepared. 6.2. ***Management information systems*** are updated for data storage and retrieval. 6.3. Technology available in the work area/ organization is used to manage information. 6.4. Recommendations for improving the information system are submitted to designated persons/ groups.	6.1. Recording and reporting practices 6.2. Information collection, collation 6.3. Information storage requirements and methods 6.4. Reporting procedures of the organisation	6.1. Determining report requirements and present information in appropriate formats 6.2. Preparing reports 6.3. Maintaining accurate records 6.4. Updating and storing information 6.5. Collecting and collating information 6.6. Using management information systems to store and retrieve data

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RANGE OF VARIABLES

VARIABLES	RANGE
1. Quality assurance	May include: 1.1. Developing and managing the system 1.2. Planning procedures development 1.3. Conducting audits and monitoring performance
2. Workplace procedures	May include: 2.1. Quality standards 2.2. Use of tools and equipment 2.3. Work health and safety (WHS) and occupational health and safety (OHS) requirements 2.4. Workplace recording and reporting
3. Quality standards	May include: 3.1. sizing 3.2. labelling
4. OHS practices	May include: 4.1. manual handling techniques 4.2. standard operating procedures 4.3. personal protective equipment 4.4. safe materials handling 4.5. taking of rest breaks 4.6. ergonomic arrangement of workplaces 4.7. following marked walkways 4.8. safe storage of equipment 4.9. housekeeping 4.10. reporting accidents and incidents 4.11. environmental practices
5. Management information systems	May include: 5.1. computers 5.2. communication channels 5.3. records management 5.4. procedures 5.5. manuals 5.6. protocol 5.7. legislation 5.8. guidelines and awards 5.9. organizational 5.10. legal and policy materials 5.11. client information 5.12. market trends 5.13. registries and file records 5.14. library 5.15. financial records 5.16. basic statistical information 5.17. personnel resources

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Developed and managed quality assurance system 1.2 Determined resource requirements 1.3 Planned development of quality procedures 1.4 Established implementation and review strategies 1.5 Evaluated system implementation 1.6 Maintained records and updated management information systems These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
2. Resource Implications	Specific resources for assessment 2.1. Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Written Test 3.2. Interview 3.3. Portfolio The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4. Context for Assessment	4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY :   MANAGE IMPLEMENTATION OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS IN THE WORKPLACE

UNIT CODE   :   500311516

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes required to plan and organize OSH programs, Implement OSH programs, and regulate implementation of OSH program.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and organize OSH programs	1.1 Organizational goals are defined for ***OSH programs*** in accordance with workplace policies and procedures 1.2 Management approval is secured in accordance with workplace policies and procedures 1.3 ***OSH Committee members*** are organized in accordance with workplace policies and procedures 1.4 Review meetings are scheduled in accordance with workplace policies and procedures	1.1. OSH programs 1.2. OSH Committee members 1.3. Supervisory Concepts 1.4. Leadership Concepts	1.1. Translating organizational goals into operational goals 1.2. Facilitating Meetings 1.3. Supervisory Skills 1.4. Leadership Skills
2. Implement OSH programs	2.1 OSH programs are communicated in accordance with workplace policies and procedures 2.2 Staff/Workers are trained to practice OSH programs in accordance with ***OSH-related trainings*** 2.3 OSH program implementation are monitored in accordance with OSH standards 2.4 ***OSH-related records*** are maintained in accordance with workplace policies and procedures*	2.1. OSH programs 2.2. OSH-related trainings 2.3. OSH program implementation process 2.4. OSH-related records 2.5. Training Delivery Concepts	2.1. Document Management Skills 2.2. Supervisory Skills 2.3. Leadership Skills 2.4. Training Delivery Skills
3. Manage implementation of OSH program	3.1 OSH program status are reported in accordance with workplace policies and procedures* 3.2 Regular updates and periodic reviews are conducted in accordance	3.1. OSH program status templates 3.2. OSH corrective/ preventive actions	3.1. Communication Skills 3.2. Supervisory Skills 3.3. Leadership Skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	with workplace policies and procedures 3.3 Necessary relevant corrective/ preventive actions are discussed in accordance with workplace policies and procedures* 3.4 Appropriate actions are communicated for approval of appropriate personnel	3.3. Communication Strategies	

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Programs	May include: 1.1 Forklift Operator Checklist 1.2 Ground Ladder Checklist 1.3 Qualitative Respirator Fit Test 1.4 Emergency Action Plan 1.5 Hazard Communication Plan 1.6 Lockout Tag-out Form for Equipment 1.7 Fire Prevention Plans 1.8 Injury Reporting Forms 1.9 Excavation Checklist 1.10 Hepatitis B Vaccine Declination 1.11 Illness Incident Report 1.12 Employer's Report of Occupational Injury or Disease 1.13 Programs for Strengthening Compliance Act R.A. 11058
2. OSH Committee Members	May include: 2.1 Management representative (Manager or official) 2.2 HR representative 2.3 Workers/Labor Union representative 2.4 Health Staff and/or First-aider 2.5 Safety Officer 2.6 Secretary
3. OSH-related trainings	May include: 3.1 Safety Orientations relevant to tasks 3.2 Safe and Correct Operation of Tools and Equipment 3.3 Health Orientations/trainings (Healthy Lifestyle, Prevention of drug/alcohol dependence, violence in the workplace, work-stress) 3.4 Prevention and Control of OSH Hazards in the Workplace 3.5 Chemical Handling 3.6 Safety Trainings (Fire Safety, Construction Safety, Confined Space) 3.7 Prevention and Control of Work-related Injuries and Illness 3.8 Basic First-aid Trainings 3.9 Emergency Response Trainings 3.10 Trainings on use of fire-extinguisher
4. OSH-related records	May include: 4.1 Medical/Health records 4.2 Incident/accident Reports 4.3 Sickness notifications/sick leave application 4.4 OSH-related trainings obtained

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Defined organizational goals for OSH programs in accordance with workplace policies and procedures 1.2. Organized implementing team of the OSH program in accordance with workplace policies and procedures 1.3. Scheduled review meetings in accordance with workplace policies and procedures 1.4. Communicated OSH programs in accordance with workplace policies and procedures 1.5. Trained Staff/Workers to practice OSH programs in accordance with workplace policies and procedures 1.6. Maintained OSH-related in accordance with workplace policies and procedures 1.7. Reported OSH program status in accordance with workplace policies and procedures 1.8. Discussed necessary relevant corrective/ preventive actions in accordance with workplace policies and procedures
2. Resource Implications	The following resources should be provided: 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 Personal Protective Equipment 2.4 Health records
3. Methods of Assessment	Competency may be assessed through: 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **MANAGE IMPLEMENTATION OF ENVIRONMENTAL PROGRAMS IN THE WORKPLACE**

UNIT CODE : **5100311517**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in planning and organizing environmental programs, implementing environmental programs, and regulating the implementation of environmental programs

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and organize environmental programs	1.1. Organizational goals are defined for ***environmental programs*** in accordance with workplace policies and procedures 1.2. Management approval is secured in accordance with workplace policies and procedures 1.3. Implementing team of the environmental programs are organized in accordance with workplace policies 1.4. Review meetings are scheduled in accordance with workplace policies and procedures	1.1 Relevant Environmental Programs 1.2 Environmental Program Presentations Format 1.3 Environmental Drivers	1.1. Formulating Mission & Vision 1.2. Setting environmental Objective 1.3. Formulating environmental Program 1.4. Planning Skills
2. Implement environmental programs	2.1. Environmental programs are promoted in accordance with workplace policies and procedures 2.2. Staff/Workers are trained to practice environmental programs in accordance with workplace policies and procedures 2.3. Environmental programs implementation are monitored in accordance with environmental standards	2.1 Training and Awareness Strategies 2.2 Monitoring Tools and Techniques	2.1 Leadership Skills 2.2 Supervisory Skills 2.3 Scheduling Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Manage implementation of environmental programs	3.1. Environmental program status are reported in accordance with workplace policies and procedures 3.2. Regular updates and periodic reviews are conducted in accordance with workplace policies and procedures 3.3. Necessary relevant corrective/ preventive actions are discussed in accordance with workplace policies and procedures 3.4. Appropriate actions are communicate for approval of appropriate personnel	3.1 Environmental Policies and Procedures 3.2 Relevant Corrective/ Preventive Actions 3.3 Regulatory Report Requirements	3.1 Reporting Skills 3.2 Audit Skills 3.3 Supervisory Skills 3.4 Innovative Skills 3.5 Communication Skills

RANGE OF VARIABLES

VARIABLE	R A N G E
1. Environmental Programs	May include: 1.1 Manila Bay Coastal Clean Up 1.2 Protection and Management of Marine Environment 1.3 Development of Prototype Curriculum materials for the integration of environment to tertiary level education 1.4 Company Environmental Campaigns 1.5 Construction Project Environmental Control Plan 1.6 Energy and Water Efficiency Programs 1.7 Emission and Waste Management Programs

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Defined organizational goals for *environmental programs* in accordance with workplace policies 1.2. Conducted review meetings in accordance with workplace policies 1.3. Promoted environmental programs in accordance with workplace policies and procedures 1.4. Trained staff/workers to practice environmental programs in accordance with workplace policies and procedures 1.5. Reported environmental programs status in accordance with workplace policies and procedures 1.6. Conducted regular updates and periodic reviews in accordance with workplace policies and procedures
2. Resource Implications	The following resources should be provided: 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

UNIT OF COMPETENCY	:	DEVELOP AND SUSTAIN A HIGH-PERFORMING ENTERPRISE
UNIT CODE	:	500311518
UNIT DESCRIPTOR	:	This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Shape enterprise directions	1.1 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting *strategic directions*. 1.2 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions. 1.3 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information. 1.4 A *business/ corporate plan* is developed that sets out tactics, resource implications, timeframes, production and sales targets and review points.	1.1 Business models and strategies 1.2 Government and regulatory processes 1.3 Local and international business environment 1.4 Concepts of change management 1.5 Relevant developments in other industries	1.1 Assessing range of alternatives rather than choosing the easiest option 1.2 Achieving ownership and credibility for the enterprise vision 1.3 Communication skills 1.4 Critically analyzing information, summarizing and making sense of previous and current market trends 1.5 Developing solutions and practical strategies
2. Determine demands for new products	2.1 Alternative product/service offerings are canvassed and studied for feasibility. 2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed. 2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.	2.1 Government and regulatory processes 2.2 Local and international market trends 2.3 Product promotion strategies 2.4 Market and feasibility studies 2.5 Local and global supply chains	2.1 Assessing a range of alternative products and strategies 2.2 Critically analyzing information, summarizing and making sense of previous and current market trends 2.3 Identifying changing consumer preferences and demographics

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3 Expand clientele and product lines	3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment. 3.2 Competitive advantage of existing products and services is maintained/enhanced through responsive advocacies and strategies. 3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.	3.1 Public-relations strategies 3.2 Basic cost-benefit analysis 3.3 Basic financial management 3.4 Business strategic planning 3.5 Impact of change on individuals, groups and industries	3.1 Ensuring quality consistency 3.2 Reducing lead time to product/service delivery 3.3 Managing operations/ production
4 Establish high performing teams	4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise. 4.2 Flow of communications in both directions is encouraged. 4.3 ***Helpful mechanisms*** and benefits are implemented. 4.4 Issues/problems are proactively resolved through win-win solutions wherever practicable.	4.1 Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination, conflict resolution 4.2 Health, safety and environment (HSE) principles and requirements 4.3 Employee assistance mechanisms in the enterprise	4.1 Using formal problem-solving procedures, e. g., root-cause analysis, six sigma 4.2 Communication skills 4.3 Applying motivational principles, e. g., positive stroking, behavior modification

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategic directions	May include: 1.1. Business continuity and succession 1.2. Resource access security 1.3. Core competencies development 1.4. New developments, including technological change, new products and processes, new policies and regulations
2. Business/Corporate plan	May include: 2.1 Action steps and responsibilities of departments and individual workers 2.2 Resource requirements and budget 2.3 Tactics and strategies to achieve objectives
3. Helpful mechanisms	May include: 3.1 Wage and non-wage benefits 3.2 Employee awards and recognition systems 3.3 Employee rights and welfare policies 3.4 Full-disclosure/Transparency policies

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate : 1.1 Demonstrated ability to build and maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements
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 Interview guide for entrepreneurs, enterprise workers and third parties
3. Methods of Assessment	Competency in this unit may be assessed through : 3.1 Case problems 3.2 Portfolio assessment with interview 3.3 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

UNIT TITLE   **: PREPARE APPLICATION DOCUMENTS FOR PROGRAM REGISTRATION**

UNIT CODE   **: CS-TVET413501**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to prepare application documents for program registration. It also includes competencies in gathering required documents for application, checking form and substance of gathered documents and organizing application documents based on TESDA checklist.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather required documents for application	1.1. ***Document source/s*** and location are determined based on file and record management system 1.2. ***Documents*** are accessed and collected based on checklist 1.3. Copies of accessed documents are reproduced based on checklist.	Technology 1.1. File and record management system 1.2. Productivity tools Mathematics 1.3. Basic arithmetic Communication 1.4. Document sources 1.5. TESDA document checklist	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Document gathering skills 1.6. Internet browsing
2. Check form and substance of gathered documents	2.1. Prescribed forms are used based on checklist. 2.2. Required contents of forms are checked for validity and correctness based on checklist 2.3. Prescribed forms are properly filled out based on checklist 2.4. Gathered documents are checked for completeness based on checklist	Technology 2.1. Productivity tools Mathematics 2.2. Basic arithmetic Communication 2.3. Document sources 2.4. TESDA document checklist	2.1. Computer skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data analysis skills
3. Organize application documents based on TESDA checklist	3.1. Application documents are compiled based on checklist 3.2. Compiled documents are organized according to TESDA checklist/template standard 3.3. Documents are ***packaged*** based on TESDA prescribed checklist	Technology 3.1. Productivity tools Mathematics 3.2. Basic arithmetic Communication 3.3. Document sources 3.4. TESDA document checklist	3.1. Computer skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills 3.5. Data analysis skills 3.6. Packaging skills

RANGE OF VARIABLES

VARIABLE	RANGE
1 Document source/s	May include but not limited to: 1.1 TESDA Offices 1.2 TESDA Website 1.3 TVI 1.4 TTIs 1.5 ACs 1.6 Securities and Exchange Commission (SEC) 1.7 Bureau of Fire Protection (BFP)
2 Documents	May include but not limited to: Refer to the Program Registration Requirement Checklist (For institution-based programs) https://www.tesda.gov.ph/AboutL/TESDA/26 • Click on 'Letter of Application/Intent'
3 Packaged	May include: 3.1 tabbed 3.2 labeled 3.3 uniform size of bond paper

EVIDENCE GUIDE

1. Critical Aspect of Competency	Assessment requires evidence that the candidate: 1.1. Gathered required documents for application 1.2. Checked form and substance of gathered documents 1.3. Organized application documents based on TESDA checklist
2. Resource Implication	The following resources should be provided: 2.1. Appropriate supplies and materials 2.2. Applicable equipment 2.3. Appropriate software 2.4. Workplace or assessment area
3. Method of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration with oral questioning (virtual or face-to-face) 3.2. Written test/ questioning (online or Face-to-face) 3.3. Portfolio with interview (virtual or face-to-face)
4. Context of Assessment	4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT TITLE **: PERFORM PRE-TRAINING ACTIVITIES**

UNIT CODE **: CS-TVET413502**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to perform pre-training activities. It includes competencies in processing application of applicant trainee for training program, encoding data of trainee's profile in the TESDA Training Management Information System (T2MIS) and scheduling training using T2MIS (for non-scholarship). It also includes competencies in scheduling training and assisting trainees in using Biometric-enabled Scholarship Registration System (BSRS) and processing & submitting pre-training requirements to provincial office/district office (for scholarship).

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Process application of applicant trainee for training program	1.1. Trainee applicant are oriented on entry requirements and process of enrollment based on *entry requirements checklist* 1.2. Application form are accomplished by the trainee applicant with completeness and required compliance 1.3. Completeness and correctness of submitted application form is checked based on entry requirements checklist 1.4. Submitted documents and application form are verified to applicant trainee based on entry requirements checklist 1.5. *Incorrect/inconsistent data* or insufficient document/s are identified based on entry requirements checklist 1.6. Applicant trainee is informed of incorrect data and insufficient documents based on entry requirements checklist 1.7. Corrected data and completed documents are verified based on entry requirements checklist 1.8. Applicant trainee is oriented on schedule of training and breakdown of fees 1.9. Applicant trainee is advised on the next steps in enrollment and schedule	Technology 1.1. Office Productivity tools 1.2. Scanner and photocopying machine 1.3. Medium of communication (e.g. mobile phone, landline, Messenger, Viber and etc) Mathematics 1.4. Basic arithmetic Communication 1.5. MIS 03-01 (Registration Form) 1.6. Entry requirements checklist 1.7. Data Privacy Act 1.8. Omnibus Guidelines on Program Registration 1.9. Certificate of TVET Program Registration	1.1. Computer operation skills 1.2. Printer, photocopying machine operation skills 1.3. Communication skills 1.4. Interpreting work instructions 1.5. Interpersonal skills 1.6. Data verification skills 1.7. Interviewing skills 1.8. File organization skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.10. Proof of payment for the training is checked/verified, if applicable 1.11. Submitted documents of the applicant trainee are filed and organized		
2. Encode data of trainee's profile in the T2MIS (for non-scholarship)	2.1. Submitted documents and application form of the trainees are verified based on the entry requirement checklist 2.2. Name of learner is searched for existing account based on the T2MIS operating manual 2.3. Existing profile of trainee is selected, If applicable 2.4. New profile is created using the data of the trainee based on T2MIS operating manual 2.5. Profile of trainee is encoded in the created profile based on T2MIS operating manual	Technology 2.1. Office productivity tools 2.2. T2MIS Mathematics 2.3. Basic arithmetic Communication 2.4. MIS 03-01 (Registration Form) 2.5. Entry requirements checklist 2.6. Data Privacy Act 2.7. T2MIS operating manual	2.1. Computer skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Data analysis 2.5. Data verification skills
3. Schedule training using T2MIS (for non-scholarship)	3.1. Training schedule is created inside T2MIS based on approved training schedule 3.2. Trainee's profile is searched and selected based on the approved training schedule 3.3. Trainees are enrolled to the qualification based on the approved training schedule	Technology 3.1. Office productivity tools 3.2. T2MIS Mathematics 3.3. Basic arithmetic Communication 3.4. MIS 03-01 (Registration Form) 3.5. Entry requirements checklist 3.6. Data Privacy Act 3.7. T2MIS manual 3.8. Memo No. 345 s. 2020 (Guidelines on reporting on training outputs)	3.1. Computer skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Data verification skills
4. Schedule training using BSRS (for scholarship)	4.1. Approved RQM is secured prior to creating training schedule 4.2. Training schedule is determined based on the approved RQM 4.3. Schedule of the training is coordinated and confirmed with the trainer	Technology 4.1. Office productivity tools 4.2. BSRS 4.3. Medium of communication (e.g. mobile phone, landline, Messenger, Viber and etc) Mathematics 4.4. Basic arithmetic	4.1. Computer skills 4.2. Communication skills 4.3. Interpreting work instructions 4.4. Data verification skills 4.5. Coordination skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.4. Training schedule is created inside BSRS based on approved training schedule 4.5. Trainer is assigned in the created training schedule in the BSRS	Communication 4.5. Regional Qualification Map 4.6. Memo No. 345 s. 2020 (Guidelines on reporting on training outputs) 4.7. TESDA Circular No. 40 s. 2020 (Scholarship Guidelines)	
5. Assist trainee in using BSRS (for scholarship)	5.1. Trainee is assisted and oriented on the step-by-step procedure in creating an account in the BSRS based on operating manual 5.2. ***Encoded data*** of the trainee is verified against the submitted document based on the entry requirement checklist 5.3. Trainee is assisted in the enrollment of qualification based on operating manual	Technology 5.1. Office productivity tools 5.2. BSRS Mathematics 5.3. Basic arithmetic Communication 5.4. MIS 03-01 (Registration Form) 5.5. Entry requirements checklist 5.6. Data Privacy Act 5.7. Entry requirement checklist	5.1. Computer skills 5.2. Communication skills 5.3. Interpreting work instructions 5.4. Interpersonal Skills 5.5. Data verification skills
6. Process and submit pre-training requirements to Provincial Office/District Office (for scholarship)	6.1. Terminal report is generated in the BSRS as attachment to Annex A 6.2. Annex A (GSIS Insurance) is prepared based on established procedure 6.3. Request letter is prepared and signed by the ***institution head*** based on established procedure 6.4. Affidavit of undertaking is prepared, notarized, and approved by the institution head based on established procedure 6.5. ***Pre-training requirements*** are packaged and submitted to Provincial Office / District Office 6.6. Schedule of Training Induction Program (TIP) is confirmed from the Provincial/District Office	Technology 6.1. Office productivity tools 6.2. BSRS 6.3. Scanner and printer Mathematics 6.4. Basic arithmetic Communication 6.5. Data Privacy Act 6.6. Pre-training requirements 6.7. TESDA Circular No. 40 s. 2020 (Scholarship Guidelines)	6.1. Computer skills 6.2. Communication skills 6.3. Interpreting work instructions 6.4. Interpersonal Skills 6.5. Data verification skills 6.6. Packaging Skills

RANGE OF VARIABLES

	VARIABLE	RANGE
1	Entry requirements checklist	May include but not limited to: 1.1 PSA birth certificate 1.2 Form 137/138 1.3 Diploma 1.4 Training Certificate 1.5 Pictures 1.6 Certificate of good moral character 1.7 Certifications (NC / COC) 1.8 Certificate of Employment 1.9 MIS 03-01 (Registration Form) 1.10 Certification from School Registrar 1.11 Transcript of Records / Proof of grades
2	Incorrect/ inconsistent data	May include: 2.1 Inconsistent data across submitted documents 2.2 Insufficient data in the application form 2.3 Incorrect format of data in the application form
3	Encoded data	May include: 3.1 Biometrics 3.2 Basic profile 3.3 Scanned copy of documents
4	Institution head	May include: 4.1 Vocational School Administrator 4.2 Vocational School Superintendent
5	Pre-training requirements	May include: 5.1 Annex A (GSIS Insurance) 5.2 Request letter for Training Induction Program 5.3 Affidavit of Undertaking

EVIDENCE GUIDE

1.	Critical Aspect of Competency	Assessment requires evidence that the candidate: 1.1. Encoded data of trainee's profile in the T2MIS (for non-scholarship) 1.2. Scheduled training using T2MIS (for non-scholarship) 1.3. Scheduled training using BSRS (for scholarship) 1.4. Assisted trainee in using BSRS (for scholarship) 1.5. Processed and submitted pre-training requirements to Provincial Office / District Office (for scholarship)
2.	Resource Implication	The following resources should be provided: 2.1. Appropriate supplies and materials 2.2. Applicable equipment 2.3. Appropriate software 2.4. Workplace or assessment area

3. Method of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration with oral questioning (virtual or face-to-face) 3.2. Written test/ questioning (online or Face-to-face) 3.3. Portfolio with interview (virtual or face-to-face)
4. Context of Assessment	4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT TITLE : **PERFORM POST-TRAINING ACTIVITIES**

UNIT CODE : **CS-TVET413503**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to perform post-training activities. It also includes competencies in preparing post-training reports, preparing and issuing achievement and training certificates, organizing training documents and processing billings of scholarship programs.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare post-training reports	1.1. Training status is updated at the TESDA Training Management Information System (T2MIS), when necessary (for non-scholar) 1.2. Training schedule is ended at the Biometric-enabled Scholarship Registry System (BSRS) 1.3. Terminal report (MIS 03-02 form) is generated and signed by the registrar, trainer and administrator 1.4. Terminal report (MIS 03-02 form) is submitted to provincial office (PO)/ district office (DO) based on TESDA guidelines 1.5. Training credentials are digitized as per TESDA guidelines 1.6. Employment report is prepared and submitted to PO/DO based on TESDA guidelines	Technology 1.1. T2MIS 1.2. BSRS 1.3. Usage and operation of scanner and photocopying machine 1.4. Medium of communication (e.g. mobile phone, landline, Messenger, Viber and etc) Mathematics 1.5. Basic arithmetic Communication 1.6. MIS 03-01 (Registration Form) 1.7. TESDA guidelines on implementation of training programs 1.8. Report preparation	1.1. Computer skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Writing reports 1.6. Internet browsing
2. Prepare training certificates	2.1. Registrar/Processing officer updated the training status of trainees in the T2MIS 2.2. Terminal report (MIS 03-02 form) is generated from the T2MIS 2.3. *Supporting training documents* are prepared and organized by registrar/processing officer 2.4. Training Certificate number and Special-Order number are requested and supporting documents are submitted by	Technology 2.1. Office Productivity tools 2.2. Usage and operation of scanner and photocopying machine 2.3. Medium of communication (e.g. mobile phone, landline, Messenger, Viber and etc) 2.4. T2MIS Mathematics 2.5. Basic arithmetic	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data verification skills 2.6. Printing skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	registrar/processing officer to the PO/DO 2.5. Status of the submitted supporting documents is inquired to PO/DO for deficiencies/discrepancies, if any 2.6. Training certificates are printed out from the T2MIS 2.7. Training certificates are signed by the registrar/processing officer and school administrator	<u>Communication</u> 2.6. MIS 03-01 (Registration Form) 2.7. Entry requirements checklist 2.8. Data Privacy Act 2.9. Omnibus Guidelines on Program Registration 2.10. Certificate of TVET Program Registration	
3. Issue training certificates	3.1. Training certificates are issued by the training institution to trainees/graduates 3.2. Copies of the signed training certificates are submitted/transmitted to PO/DO, if required 3.3. Photocopies of signed training certificates are filed and stored for future references	<u>Technology</u> 3.1. Office Productivity tools 3.2. Usage and operation of scanner and photocopying machine 3.3. Medium of communication (e.g. mobile phone, landline, Messenger, Viber and etc) <u>Mathematics</u> 3.4. Basic arithmetic <u>Communication</u> 3.5. MIS 03-01 (Registration Form) 3.6. Entry requirements checklist 3.7. Data Privacy Act 3.8. Omnibus Guidelines on Program Registration 3.9. Certificate of TVET Program Registration	3.1. Computer operation skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills 3.5. Data verification skills 3.6. Printing skills
4. Issue achievement certificates	4.1. Achievement certificates are prepared and generated/printed out upon completion of a unit of competency. 4.2. Achievement certificates are signed by the registrar/processing officer and school administrator 4.3. Achievement certificates are issued by the training	<u>Technology</u> 4.1. Office Productivity tools 4.2. Usage and operation of scanner and photocopying machine 4.3. Medium of communication (e.g. mobile phone, landline,	4.1. Computer operation skills 4.2. Communication skills 4.3. Interpreting work instructions 4.4. Interpersonal skills 4.5. Data verification skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	institution to trainees/completers	Messenger, Viber and etc) Mathematics 4.4. Basic arithmetic Communication 4.5. MIS 03-01 (Registration Form) 4.6. Entry requirements checklist 4.7. Data Privacy Act 4.8. Omnibus Guidelines on Program Registration 4.9. Certificate of TVET Program Registration	4.6. Printing skills
5. Organize training documents	5.1. ***Documents related to training programs*** are digitized. 5.2. Logbooks of kept, released and issued training documents are prepared and updated. 5.3. Credentials of the trainees are required to be digitally stored and furnish a copy to TESDA PO/DO 5.4. All digitized documents dated five (5) years beyond for safekeeping are archived.	Technology 5.1. Office Productivity tools 5.2. Usage and operation of scanner and photocopying machine 5.3. Medium of communication (e.g. mobile phone, landline, Messenger, Viber and etc) Mathematics 5.4. Basic arithmetic Communication 5.5. MIS 03-01 (Registration Form) 5.6. Entry requirements checklist 5.7. Data Privacy Act 5.8. Omnibus Guidelines on Program Registration 5.9. Certificate of TVET Program Registration 5.10. 5S principles/ Good housekeeping	5.1. Computer operation skills 5.2. Communication skills 5.3. Interpreting work instructions 5.4. Interpersonal skills 5.5. Data verification skills 5.6. Applying 5S principles
6. Process billings of scholarship programs	6.1. Terminal report is generated from T2MIS/ BSRS 6.2. Billing statement and required ***supporting***	Technology 6.1. Office Productivity tools 6.2. Usage and operation of scanner	6.1. Computer operation skills 6.2. Communication skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	billing documents are prepared based on billing requirements 6.3. Billing statement together with supporting documents are submitted to PO/DO 6.4. Receipt of the submitted billing documents is confirmed and receiving copy is ensured with stamped 'RECEIVED' by the PO/DO 6.5. Submitted billing document is followed up for any discrepancies. 6.6. Payment is followed up to PO/DO after the required process cycle time (PCT)	and photocopying machine 6.3. Medium of communication (e.g. mobile phone, landline, Messenger, Viber and etc.) Mathematics 6.4. Basic arithmetic 6.5. Basic accounting Communication 6.6. MIS 03-01 (Registration Form) 6.7. Entry requirements checklist 6.8. Data Privacy Act	6.3. Interpreting work instructions 6.4. Interpersonal skills 6.5. Data verification skills 6.6. Printing skills 6.7. Mathematical skills

DRAFT

RANGE OF VARIABLES

	VARIABLE	RANGE
1	Supporting training documents	May include but not limited to: 1.1 Trainee's clearance form 1.2 Request form for training certificate

2	Supporting billing documents	May include:
		 2.1 Attendance sheets and summary of attendance sheet
		 2.2 Trainees' Progress chart
		 2.3 Training induction program attendance sheet
		 2.4 Terminal report (Enrolment and graduate report)
		 2.5 Annexes
		     2.5.1. Annex C – certificate of completion of training program (Notarized)
		     2.5.2. Annex D – certification on payment of training support fund (Notarized)

3	Documents related to training programs	May include but not limited to: 3.1 Training Certificate 3.2 Diploma 3.3 Transcript of Records/proof of grades

EVIDENCE GUIDE

1.	Critical Aspect of Competency	Assessment requires evidence that the candidate: 1.1. Prepared post-training reports 1.2. Prepared training certificates 1.3. Issued training certificates 1.4. Issued achievement certificates 1.5. Organized training documents 1.6. Processed billings of scholarship programs
2.	Resource Implication	The following resources should be provided: 2.1. Appropriate supplies and materials 2.2. Applicable equipment 2.3. Appropriate software 2.4. Workplace or assessment area
3.	Method of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration with oral questioning (virtual or face-to-face) 3.2. Written test/ questioning (online or Face-to-face) 3.3. Portfolio with interview (virtual or face-to-face)
4.	Context of Assessment	4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINEE ENTRY REQUIREMENTS, TRAINER'S QUALIFICATIONS, LIST OF TOOLS, MATERIALS AND EQUIPMENT; AND TRAINING FACILITIES

3.1 TRAINEE ENTRY REQUIREMENTS

The trainees who wish to enter the course should possess the following requirements:

- Must be a graduate of 4 years College courses
- Can communicate both in oral and written in English and Filipino language
- Can perform basic mathematical computations
- Able to operate/manipulate a computer with knowledge on office productivity tools

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

3.2 TRAINERS QUALIFICATIONS

- Must be a holder of a Trainer's Qualification Level I or TMC holder
- Must have 2 years related industry experience as a processing officer
- Must be computer-literate
- Must be able to communicate, both orally and in writing
- Must be physically and mentally fit

3.3 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the conduct of training in Data Processing and Management (Program Registration & Training) Level II (minimum *class size of 25 students/trainees*):

TOOLS		
Qty.	**Unit**	**Description/Specification**
1		Learning Management System (Educational/Academic Subscription/License)
26		*Office Productivity Tools (offline or online)
1		1 TB External hard drive or higher
1		Router, LAN or WiFi
1		Switch, 32 ports or higher
3		White board eraser, magnetic
3		White board marker, assorted colors
internet subscription		10 Mbps or higher (per class of 25 students/trainees)

 * *Can be either educational, license or open-source software*

EQUIPMENT		
Qty.	**Unit**	**Description/Specification**
26	units	Computer Set (software dependent specifications) Processor : i3 8th Gen Core Processor or its equivalent and/or higher version Memory : 8GB DDR4 or higher Storage : 500 GB Accessories : Mouse and Keyboard
26	units	Monitor, 24" Flat, 1920x1060
26	units	Headphone with microphone
1	unit	LCD Projector and projector screen
1	unit	Printer with Scanner
1	set	CCTV with at least 2 channels or camera with Audio capability and Network Video Recorder (NVR)
1	unit	White board and / or glass board
26	sets	Computer tables and chairs

MATERIALS		
Qty.	**Unit**	**Description/Specification**
26	pcs	Hand-outs / Learning materials manual (full-course)
1	pc	Video learning materials (offline & online)
26	pcs	Practice sets / materials (offline & online)
as needed	pcs	Reference books/materials (offline & online) Online Reference Subscription is a plus
10	cartridges	Printer Ink, black & colored
3	reams	Bond/Copy paper, A4

Due to the fast-changing nature of technology, the experts may recommend to TVET providers other similar up-to-date tools, equipment and materials with equivalent functions as alternatives and to be provided and used by their trainees, whichever is appropriate and applicable. This also applies in consideration of community practices and their availability in the local market.

3.4   TRAINING FACILITIES

Based on class size of 25 students/trainees the space requirements for the teaching/learning and circulation areas are as follows:

TEACHING/LEARNING AREAS	SIZE IN METERS	AREA IN SQ. METERS	QTY	TOTAL AREA IN SQ. METERS
Computer/ Laboratory/ Lecture Area	5 x 10	50	1	50
Learning Resource Area	3 x 5	15	1	15
Wash & Toilet Area	2 x 2	4	2	8
Admin and Staff Room	4 X 5	20	1	20
Total				93
Facilities / Equipment / Circulation (*Area requirement is equivalent to 30% of the total teaching/learning areas*)				19
Total Area				**112**

Note: *Subject to conformity of the health and safety protocols*

Appropriate consideration should be given in providing and allocating workspace, communications facilities, and the usual workplace amenities to ensure a proper learning environment. Where applicable, training shall be held or conducted in learning facilities in accordance with generally accepted industry standards and practice.

GLOSSARY OF TERMS

GENERAL

1) **Certification -** is the process of verifying and validating the competencies of a person through assessment

2) **Certificate of Competency (COC)** – is a certification issued to individuals who pass the assessment for a single unit or cluster of units of competency

3) **Common Competencies** - are the skills and knowledge needed by all people working in a particular industry

4) **Competency** - is the possession and application of knowledge, skills and attitudes to perform work activities to the standard expected in the workplace

5) **Competency Assessment -** is the process of collecting evidence and making judgments on whether competency has been achieved

6) **Competency Standard (CS)** - is the industry-determined specification of competencies required for effective work performance

7) **Context of Assessment** - refers to the place where assessment is to be conducted or carried out

8) **Core Competencies -** are the specific skills and knowledge needed in a particular area of work - industry sector/occupation/job role

9) **Critical aspects of competency -** refers to the evidence that is essential for successful performance of the unit of competency

10) **Elements** - are the building blocks of a unit of competency. They describe in outcome terms the functions that a person performs in the workplace.

11) **Evidence Guide** - is a component of the unit of competency that defines or identifies the evidences required to determine the competence of the individual. It provides information on critical aspects of competency, underpinning knowledge, underpinning skills, resource implications, assessment method and context of assessment

12) **Level -** refers to the category of skills and knowledge required to do a job

13) **Method of Assessment** - refers to the ways of collecting evidence and when, evidence should be collected

14) **National Certificate (NC)** – is a certification issued to individuals who achieve all the required units of competency for a national qualification defined under the Training Regulations. NCs are aligned to specific levels within the PTQF

15) **Performance Criteria** - are evaluative statements that specify what is to be assessed and the required level of performance

16) **Qualification** - is a cluster of units of competencies that meets job roles and is significant in the workplace. It is also a certification awarded to a person on successful completion of a course in recognition of having demonstrated competencies in an industry sector

17) **Range of Variables** - describes the circumstances or context in which the work is to be performed

19) **Recognition of Prior Learning (RPL)** – is the acknowledgement of an individual's skills, knowledge and attitudes gained from life and work experiences outside registered training programs

18) **Resource Implication -** refer to the resources needed for the successful performance of the work activity described in the unit of competency. It includes work environment and conditions, materials, tools and equipment

19) **Basic Competencies -** are the skills and knowledge that everyone needs for work

20) **Required Knowledge -** refers to the competency that involves in applying knowledge to perform work activities. It includes specific knowledge that is essential to the performance of the competency

21) **Required Skills** - refers to the list of the skills needed to achieve the elements and performance criteria in the unit of competency. It includes generic and industry specific skills

22) **Unit of Competency** – is a component of the competency standards stating a specific key function or role in a particular job or occupation; it is the smallest component of achievement that can be assessed and certified under the PTQF

SPECIFIC

1) **Registration** – (compulsory) compliance with minimum standards prescribed in Training Regulations and anchored on competency-based system;

2) **Accreditation** – a form of quality assurance which is over and above the requirements for Program Registration in UTPRAS which shall be voluntary in nature and a form of recognition given by an accrediting body that the program or the institution has met the criteria set by the accrediting body.

3) **Program registration in UTPRAS** - is the mandatory registration of Technical Vocational Education and Training (TVET) programs with TESDA. It is the system that ensures compliance of Technical Vocational Institutions (TVIs) with the minimum requirements as prescribed under the promulgated training regulation to include among others curricular programs, faculty and staff qualifications, physical sites and facilities, tools, equipment, supplies and materials and similar

requirements prior to the issuance of the government authority to offer or undertake technical vocational education programs.

4) **School-based program** - refers to the direct delivery or provision of TVET programs by the TESDA-administered schools. It includes post-secondary offerings of varying duration not exceeding three years.

5) **Center-based program** - refers to training provisions being undertaken in the TESDA Regional and Provincial Training Centers in selected trade areas in the different regions and provinces in the country.

6) **Enterprised-based program** – refers to training program being implemented within companies/firms.

7) **Community-based program** - Community-based Training for Enterprise development Program is primarily addressed to the poor and marginal groups, those who cannot access, or are not accessible by formal training provisions. They have low skills, limited management abilities, and have few economic options. They have no access to capital – most of them are unqualified for formal credit programs. The program goes further than just mere skills training provision. It is purposively designed to catalyzed the creation of livelihood enterprises that shall be implemented by the trainees, immediately after the training. Likewise, it is designed to assist partner agencies such as LGUs, NGOs, people organizations and other agencies organizations with mission to help the poor get into productive undertakings to help themselves and their communities.

8) **Processing Officer** - an individual officially designated by the AC Manager/Training Center Administrator/RO/PO Director as it appears at the organizational structures. He/She shall be responsible for the completeness, correctness, and accuracy of information and timeliness of processing and submission of assessment/training related documents.

9) **T2MIS** - TESDA Training Management Information System

10) **BSRS** - Biometric enabled Scholarship Registration System

11) **Registry of Workers Assessed and Certified (RWAC) -** refers to a record that contains the documentation of the results of assessment and as a basis for national certification.

12) **Unique Learner's Identifier (ULI) -** a personal 14-digit alpha-numeric code generated and allocated/assigned to a learner when he/she avails of TESD training or assessment services for the first time. This shall be used in the future transactions relative to training and assessment.

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