COMPETENCY STANDARDS

EARLY CHILDHOOD CARE AND DEVELOPMENT SERVICES LEVEL III

SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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

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

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COMPETENCY STANDARDS FOR

EARLY CHILDHOOD CARE AND DEVELOPMENT SERVICES LEVEL III

SECTION 1 EARLY CHILDHOOD CARE AND DEVELOPMENT SERVICES LEVEL III QUALIFICATION

The **EARLY CHILDHOOD CARE AND DEVELOPMENT SERVICES LEVEL III** Qualification consists of competencies that a person must have in order to manage center operation, conduct assessment on the progress and development of children, and implement the ECCD curriculum. This document covers the basic knowledge and skills for early childhood program service providers for young children ages 3-4 years old who are center-based, in a public or private setting. It also supports the basic requirement for service providers for young children ages 0-2 years old.

This Qualification is packaged from the competency map of the Social and other Community Development Services Sector as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
CODE NO.	COMMON COMPETENCIES
SOC514201	Maintain an effective relationship with client/customer
SOC514202	Manage own performance

SOC514203	Apply quality standards
CODE NO.	**CORE COMPETENCIES**
CS-SOC234301	Manage Center Operations
CS-SOC234302	Conduct Assessment on Progress and Development of Children
CS-SOC234303	Implement the ECCD Curriculum

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

- ❑ Child Development Worker/Teacher

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common, and core units of competency required in **EARLY CHILDHOOD CARE AND DEVELOPMENT SERVICES LEVEL III.**

BASIC COMPETENCIES

UNIT OF COMPETENCY	:	**LEAD WORKPLACE COMMUNICATION**
UNIT CODE	:	**400311319**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate information about workplace processes	1.1 Relevant *communication method* is selected based on workplace procedures 1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements 1.3 Questioning is applied to gain extra information 1.4 Relevant sources of information are identified in accordance with workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures	1.1. Organization requirements for written and electronic communication methods 1.2. Effective verbal communication methods 1.3. Business writing 1.4. Workplace etiquette	1.1 Organizing information 1.2 Conveying intended meaning 1.3 Participating in a variety of workplace discussions 1.4 Complying with organization requirements for the use of written and electronic communication methods 1.5 Effective business writing 1.6 Effective clarifying and probing skills 1.7 Effective questioning techniques (clarifying and probing)

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations		
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to *workplace discussions* on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.5 Barriers in communication	3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: Case problem 3.1. Third-party report 3.2. Portfolio 3.3. Interview 3.4. Demonstration/Role-playing

4. Context for Assessment	4.1. Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : **LEAD SMALL TEAMS**

UNIT CODE : **400311320**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to lead small teams including setting, maintaining and monitoring team and individual performance standards.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide team leadership	1.1 *Work requirements* are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 *Team members' and leaders' concerns* are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Team work 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1. Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies. 2.2. Duties are allocated having regard to individual preference, domestic and	2.1 Work plan and procedures 2.2 Work requirements and targets 2.2 Individual and group expectations and assignments 2.3 Ways to improve group	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	personal considerations, whenever possible	leadership and membership	
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with *feedback*, positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 *Performance issues* which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met 4.6 Follow-up communication is provided on all issues affecting the team 4.7 All relevant documentation is completed in accordance with company procedures		
5. Set performance expectations for team members	5.1 Performance expectations are established based on client needs 5.2 Performance expectations are based on individual team members knowledge, skills and aptitude 5.3 Performance expectations are discussed and disseminated to individual team members	5.1 One's roles and responsibilities in the team 5.2 Feedback giving and receiving 5.3 Performance expectation	5.1 Communication skills 5.2 Accurate empathy 5.3 Congruence 5.4 Unconditional positive regard 5.5 Handling of Feedback
6. Supervise team performance	6.1 Performance is monitored based on	6.1 Performance Coaching	6.1 Communication skills required

ELEMENT	PERFORMANCE CRITERIA _Italicized terms_ are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	defined performance criteria and/or assignment instruction 6.2 Team members are provided with _feedback_, positive support and advice on strategies to overcome any deficiencies based on company practices 6.3 _Performance issues_ which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 6.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 6.5 Team operations are monitored to ensure that employer/client needs and requirements are met 6.6 Follow-up communication is provided on all issues affecting the team 6.7 All relevant documentation is	6.2 Performance management 6.3 Performance Issues	for leading teams 6.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	completed in accordance with company procedures		

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2. Assessed and monitored team and individual performance against set criteria 1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
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 task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Written Examination 3.2. Oral Questioning 3.3. Portfolio
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY **:** **APPLY CRITICAL THINKING AND PROBLEM-SOLVINGTECHNIQUES IN THE WORKPLACE**

UNIT CODE **:** **400311321**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem-solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Examine specific workplace challenges.	1.1 Variances are examined from normal operating *parameters*; and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and *analytical techniques*. 1.3 *Problems* are clearly stated and specified.	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges. 1.3 Relevant equipment and operational processes. 1.4 Enterprise goals, targets and measures. 1.5 Enterprise quality OHS and environmental requirement.	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 1.2 Identifying extent and causes of specific challenges in the workplace.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.6 Enterprise information systems and data collation 1.7 Industry codes and standards.	
2. Analyze the causes of specific workplace challenges.	2.1 Possible causes of specific problems are identified based on experience and the use of problem solving tools / analytical techniques. 2.2 Possible cause statements are developed based on findings. 2.3 Fundamental causes are identified per results of investigation conducted.	2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations. 2.3 Relevant equipment and operational processes. 2.4 Enterprise goals, targets and measures. 2.5 Enterprise quality OSH and environmental requirement. 2.6 Enterprise information systems and data collation.	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 2.2 Identifying extent and causes of specific challenges in the workplace. 2.3 Providing clear-cut findings on the nature of each identified workplace challenges.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.7 Industry codes and standards.	
3. Formulate resolutions to specific workplace challenges.	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 *Action plans* are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 3.2 Identifying extent and causes of specific challenges in the workplace. 3.3 Providing clear-cut findings on the nature of each identified workplace challenges. 2.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.
4. Implement action plans and communicate results.	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.2 Recommendations are presented to	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	appropriate personnel. 4.3 Recommendations are followed-up, if required.	and provision of recommendations 4.2. Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	specific challenges in the workplace. 4.2 Identifying extent and causes of specific challenges in the workplace. 4.3 Providing clear-cut findings on the nature of each identified workplace challenges. 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Parameters	Parameters may include: 1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical techniques	Analytical techniques may include: 2.1. Brainstorming 2.2. Intuitions/Logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scattergrams
3. Problem	Problem may include: 3.1. Routine, non – routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action plans	Action plans may include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Co-ordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Examined specific workplace challenges. 1.2. Analyzed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results on specific workplace challenges.
2. Resource Implications	2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Observation 3.2. Case Formulation 3.3. Life Narrative Inquiry 3.4. Standardized test The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
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 : **WORK IN A DIVERSE ENVIRONMENT**

UNIT CODE : **400311322**

UNIT DESCRIPTOR : This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 *Diversity* is accommodated using appropriate verbal and non-verbal communication.	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in	2.1 Value of diversity in the economy and society in terms of	2.1 Demonstrating cross-cultural communication skills and active listening

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence
3. Identify common issues in a multicultural and diverse environment	3.1 *Diversity-related conflicts* within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly. 3.3 Change management policies are in place within the organization.	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in : 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently-abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4. Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : **PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

UNIT CODE : **400311323**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess work procedures, processes and systems in terms of innovative practices.	1.1. *Reasons* for innovation are incorporated to work procedures. 1.2. *Models of innovation* are researched. 1.3. *Gaps or barriers* to innovation in one's work area are analyzed. 1.4. Staff who can support and foster innovation in the work procedure are identified.	1.1 Seven habits of highly effective people. 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007). 1.4 Adaptation concepts in neuroscience (Merzenich, 2013). 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	1.1 Demonstrating collaboration and networking skills. 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Generate practical action plans for improving work procedures, processes.	2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized 2.2 Range of ideas with other team members and colleagues are evaluated and discussed 2.3 Work procedures and processes subject to change are selected based on **workplace requirements** (feasible and innovative). 2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems. 2.5 **Critical inquiry** is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.	2.1 Seven habits of highly effective people. 2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 2.3 Five minds of the future concepts (Gardner, 2007). 2.4 Adaptation concepts in neuroscience (Merzenich, 2013). 2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	2.1 Assessing readiness for change on simple work procedures, processes and systems. 2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation. 2.3 Facilitating action plans on how to apply innovative procedures in the organization.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the effectiveness of the proposed action plans.	3.1 Work structure is analyzed to identify the impact of the new work procedures 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure 3.3 Work instruction operational plan of the new work procedure is developed and evaluated. 3.4 Feedback and suggestion are recorded. 3.5 Operational plan is updated. 3.6 Results and impact on the developed work instructions are reviewed 3.7 Results of the new work procedure are evaluated 3.8 Adjustments are recommended based on results gathered	3.1 Five minds of the future concepts (Gardner, 2007). 3.2 Adaptation concepts in neuroscience (Merzenich, 2013). 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation. 3.2 Facilitating action plans on how to apply innovative procedures in the organization. 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems. 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures. 1.2 Opportunities and threats of the current systems, processes and procedures.
2. Models of innovation	May include: 2.1 Seven habits of highly effective people. 2.2 Five minds of the future concepts (Gardner, 2007). 2.3 Neuroplasticity and adaptation strategies.
3. Gaps or barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation. 1.4 Assessed work procedures, processes and systems in terms of innovative practices. 1.5 Generate practical action plans for improving work procedures, and processes. 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning. 1.7 Evaluated the effectiveness of the proposed action plans.
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 **:** **USE INFORMATION SYSTEMATICALLY**

UNIT CODE **:** **400311324**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format and check information.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1. ***Information*** are collated and organized into a suitable form for reference and use 1.2. Stored information are classified so that it can be quickly identified and retrieved when needed 1.3. Guidance are advised and offered to people who need to find and use information	1.1. Application in collating information 1.2. Procedures for inputting, maintaining and archiving information 1.3. Guidance to people who need to find and use information 1.4. Organize information 1.5. classify stored information for identification and retrieval 1.6. Operate the technical information system by using agreed procedures	1.1. Collating information 1.2. Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3. Advising and offering guidance to people who need to find and use information 1.4. Organizing information into a suitable form for reference and use 1.5. Classifying stored information for identification and retrieval 1.6. Operating the technical information system by using agreed procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply information technology (IT)	2.1. ***Technical information*** system is operated using agreed procedures 2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3. ***Software*** required are utilized to execute the project activities 2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external ***sources*** 2.5. Information are extracted, entered, and processed to produce the outputs required by ***customers*** 2.6. Own skills and understanding are shared to help others 2.7. Specified ***security measures*** are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports 2.7. Methods of entering and processing information 2.8. WWW enabled applications	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports 2.7. Describing methods of entering and processing information 2.8. Using WWW applications

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical information	May include: 2.1. paper based 2.2. electronic
3. Software	May include: 3.1. spreadsheets 3.2. databases 3.3. word processing 3.4. presentation
4. Sources	May include: 4.1. other IT systems 4.2. manually created 4.3. within own organization 4.4. outside own organization 4.5. geographically remote
5. Customers	May include: 5.1. colleagues 5.2. company and project management 5.3. clients
6. Security measures	May include: 6.1. access rights to input; 6.2. passwords; 6.3. access rights to outputs; 6.4. data consistency and back-up; 6.5. recovery plans

EVIDENCE GUIDE

1.	Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Used technical information systems and information technology 1.2. Applied information technology (IT) systems 1.3. Edited, formatted and checked information
2.	Resource Implications	The following resources <u>MUST</u> be provided: 2.1. Computers 2.2. Software and IT system
3.	Methods of Assessment	Competency in this unit <u>MUST</u> be assessed through: 3.1. Direct Observation 3.2. Oral interview and written test
4.	Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY	:	EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES
UNIT CODE	:	400311325
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret Occupational Safety and Health practices	1.1 **OSH work practices issues** are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1. OSH work practices issues 1.2. OSH work standards 1.3. General OSH principles and legislations 1.4. Company/ workplace policies/ guidelines 1.5. Standards and safety requirements of work process and procedures	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills
2. Set OSH work targets	2.1 Relevant work information are gathered necessary to determine OSH work targets 2.2 **OSH Indicators** based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from	2.1. OSH work targets 2.2. OSH Indicators 2.3. OSH work instructions 2.4. Safety and health requirements of tasks 2.5. Workplace guidelines on providing feedback on OSH and security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	2.1. Communication skills 2.2. Collaborating skills 2.3. Critical thinking skills 2.4. Observation skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	appropriate personnel 2.4 *OSH work instructions* are received in accordance with workplace policies and procedures*		
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved *OSH metrics* 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	May include: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers' related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include: 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH metrics	May include: 4.1 Statistics on incidence of accidence and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Identify OSH work practices issue relevant to work requirements 1.2. Identify gaps in work practices related to relevant OSH work standards 1.3. Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures 1.4. Receive OSH work instructions in accordance with workplace policies and procedures 1.5. Compare Observed OSH practices with against approved OSH work instructions 1.6. Assess findings regarding effectiveness based on OSH work standards
2. Resource Implications	**The following resources should be provided:** 2.1 Facilities, materials, tools and equipment necessary for the activity
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Observation/Demonstration with oral questioning 3.2 Third party report 3.3 Written exam
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **EVALUATE ENVIRONMENTAL WORK PRACTICES**

UNIT CODE : **400311326**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1 ***Environmental work practices*** issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1. Analyzing Environmental Issues and Concerns 1.2. Critical thinking 1.3. Problem Solving 1.4. Observation Skills
2. Establish targets to evaluate environmental practices	2.1. Relevant information are gathered necessary to determine environmental work targets 2.2. ***Environmental Indicators*** based on gathered information are set to measure environmental work targets 2.3. Indicators are verified with appropriate personnel	2.1. Environmental Indicators 2.2. Relevant Environment Personnel or expert 2.3. Relevant Environmental Trainings and Seminars	2.1. Investigative Skills 2.2. Critical thinking 2.3. Problem Solving 2.4. Observation Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate effectiveness of environmental practices	3.1. Work environmental practices are recorded based on workplace standards 3.2. Recorded work environmental practices are compared against planned indicators 3.3. Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4. Results of environmental assessment are conveyed to appropriate personnel	1.1. Environmental Practices 1.2. Environmental Standards and Procedures	3.1 Documentation and Record Keeping Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices Issues	May include: 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	May include: 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Identified environmental issues relevant to work requirements 1.2. Identified gaps in work practices related to Environmental Standards and Procedures 1.3. Gathered relevant information necessary to determine environmental work targets 1.4. Set environmental indicators based on gathered information to measure environmental work targets 1.5. Recorded work environmental practices are recorded based on workplace standards 1.6. Conveyed results of environmental assessment to appropriate personnel
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	:	FACILITATE ENTREPRENUERIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)
UNIT CODE	:	400311327
UNIT DESCRIPTOR	:	This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate ***business strategies*** are determined and set for the enterprise based on current and emerging business environment. 1.2 ***Business operations*** are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/ workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and Maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are	2.1 Public relations concepts 2.2 Basic product promotion strategies	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	identified, explored and reached out to. 2.3 Promotions/ Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 ***Promotional/adver tising initiatives*** are carried out where necessary and feasible.	2.3 Basic market and feasibility studies 2.4 Basic business ethics	(posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured though appropriate ***internal controls***. 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.1 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 "Service with a smile" 4.5 Extra attention to regular customers

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate :** 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	**Competency in this unit may be assessed through :** 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
4. Context of Assessment	1.1 Competency may be assessed in workplace or in a simulated workplace setting 1.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT OF COMPETENCY : **MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENT/CUSTOMER**

UNIT CODE : **SOC514201**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 **Personal presence** maintained according to **employer standards** 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	1.1 Stance 1.2 Posture 1.3 Grooming 1.4 Standing Orders 1.5 Company Policy and Procedures 1.6 Role of a massage practitioner in the Philippine healthcare services	1.1 Maintaining uniform and personal grooming in accordance with established policies and procedures 1.2 Maintaining stance, posture, body language, and other personal presence in according to required standards 1.3 Keeping visible work area tidy and uncluttered 1.4 Storing equipment according to assignment requirements

2. Meet client requirements	2.1 **Client requirements** identified and understood by referral to the **assignment instructions** 2.2 Client requirements met according to the assignment instructions 2.3 Changes to **client's needs and requirements** monitored and **appropriate action taken** 2.4 All communication with the **client** or customer is clear and complies with assignment requirements	2.1 Assignment instructions 2.2 Post orders 2.3 Reviewing assignment instructions 2.4 Discussion techniques with client/customer 2.5 Implementing required changes 2.6 Referral to appropriate employer/personnel 2.7 Clarification of client needs and instructions	2.1 Identifying assignment instructions and post orders according to standard procedures 2.2 Accomplishing scope to modify instructions/orders in the light of changed situations 2.3 Meeting client requirements according to the assignment instructions 2.4 Monitoring and appropriating action is taken in changes to client's needs and requirements 2.5 Clearing and complying with assignment requirements of all communications with the client or customer
3. Build credibility with clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client dissatisfaction identified, dealt with and recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures

4. Establish professional relationship with the client	4.1 Establish relationship within appropriate professional boundaries 4.2 Build trust and respect through use of effective communication techniques 4.3 Identify and respond to client special needs 4.4 Communicate in ways that take account of cultural considerations 4.5 Exercise discretion and confidentiality	4.1 Types of client 4.2 Main components of client relationship 4.3 Relative intelligence 4.4 Effect on customer satisfaction 4.5 Benefits of customer relationship management 4.6 Improving client relationship management 4.7 Occupational health and safety	4.1 Demonstrating the ability to establish professional relationship with client 4.2 Demonstrating the ability of genuine concern for the welfare of the clients 4.3 Demonstrating the ability required in handling clients 4.4 Demonstrating the ability required in rendering client service skills
4. Manage client interactions	5.1 Use a collaborative and person-centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately	5.1 Manage client interactions 5.2 Causes of client/customer dissatisfaction 5.3 Assignment Instructions 5.4 Reporting procedures	5.1 Demonstrating ability to do attention to detail when completing client/employer documentation 5.2 Demonstrating the ability to do interpersonal and communication skills required in client contact assignments 5.3 Demonstrating ability to do customer service skills required to meet client/customer needs

	5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times 5.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral		
5. Provide effective responses to client enquiries	6.1 Select the most appropriate mode of communication for the information being provided 6.2 Use language and terminology that the client will understand 6.3 Present information clearly and with sufficient detail to meet client needs 6.4 Confirm with client that the information has been understood and address any unresolved issues	6.1 Common industry and company services, problems and solutions 6.2 Legal and ethical company and industry aspects 6.3 Client motivations and expectations 6.4 Effective communication techniques 6.5 Industry ethics and practices 6.6 Detailed product and service knowledge	6.1 Using communication skills 6.2 Using language skills 6.3 Using numeracy skills 6.4 Using technology skills 6.5 Relating to people from a range of society, cultural and ethnic backgrounds

RANGE OF VARIABLES

VARIABLE	RANGE

1. Personal Presence	May include:
	    1.1 Stance
	    1.2 Posture
	    1.3 Body Language
	    1.4 Demeanor
	    1.5 Grooming

2. Employer Standards	May include:
	    2.1 Standing Orders
	    2.2 Efficiency
	    2.3 Client turn-around time

3. Client Requirements	May include:
	    3.1 Assignment instructions (e.g. right products)
	    3.2 Post Orders
	    3.3 Scope to modify instructions/orders in light of changed situations

4. Assignment Instructions	May include:
	    4.1 Writing
	    4.2 Verbally
	    4.3 Electronically

5. Client's Needs and Requirements	May include:
	    5.1 Review of the client brief and/or assignment instructions
	    5.2 Discussion with the client/customer

6. Appropriate Action	May include:
	    6.1 Implementing required changes
	    6.2 Referral to appropriate employer personnel
	    6.3 Clarification of client needs and instructions

7. Clients	May include: 7.1 All members of the public

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Maintained a professional image. 1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client interactions. 1.4 Monitored and acted on varying client or customer needs. 1.5 Met client requirements. 1.6 Built credibility with customers/clients.
2. Resource Implications	The following resources should be provided: 2.1 Assessment centers/venues 2.2 Accredited assessors 2.3 Evaluation reports 2.4 Access to a relevant venue, equipment and materials 2.5 Assignment instructions 2.6 Logbooks 2.7 Operational manuals and makers'/customers' instructions (if relevant) 2.8 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **MANAGE OWN PERFORMANCE**

UNIT CODE : **SOC514202**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1 **Tasks** accurately identified 1.2 Priority allocated to each task 1.3 Time lines allocated to each task or series of tasks 1.4 Tasks deadlines known and complied with whenever possible 1.5 Work schedules are known and completed with agreed time frames 1.6 Work plans developed according to assignment requirements and employer policy	1.1 Assignment instructions 1.2 Verbal instructions 1.3 Policy documents 1.4 Duty statements 1.5 Self-assessment 1.6 Daily tasks 1.7 Weekly tasks 1.8 Regularly or irregularly occurring tasks 1.9 Allocating priority and timelines	1.1 Identifying tasks accurately according to instructions 1.2 Developing work plans according to assignment requirements and employer policy 1.3 Allocating priority and timelines to each task 1.4 Determining tasks deadlines and comply with whenever possible

	1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons		1.5 Determining and completing work schedules according to agreed time frames
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed *performance standards* 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards 2.3 Guidance from management applied to achieve or maintain agreed standards 2.4 Standard of work clarified and agreed according to employer policy and procedures	2.1 Monitoring personal performance 2.2 Determining performance standards 2.3 Interpreting work standards 2.4 Quality of work	2.1 Monitoring personal performance continually against agreed performance standards 2.2 Seeking advice and guidance when necessary to achieve or maintain agreed standards 2.3 Applying guidance from management to achieve or maintain agreed standards 2.4 Clarifying and agreeing on standard of work according to employer policy and procedures

3.Build credibility with customers/ clients	3.1 Client expectations for reliability, punctuality and appearance adhered to	3.1 Interpersonal skills	3.1 Adhering to client expectations for reliability, punctuality and appearance
	3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy	3.2 Customer service skills	3.2 Identifying, attending with and recording possible causes of client/custom er dissatisfactio n according to employer policy
	3.3 Client fully informed of all relevant security matters in a timely manner	3.3 Telephone etiquette	3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures
		3.4 Maintaining records	

RANGE OF VARIABLES

VARIABLE	RANGE

1. Tasks	1.1 May be identified through:
	
	    1.1.1 Assignment Instructions
	
	    1.1.2 Verbal Instructions by Senior Staff/household members
	
	    1.1.3 Policy Documents
	
	    1.1.4 Duty Statements
	
	    1.1.5 Self-Assessment
	
	1.2 May be:
	
	    1.2.1 Daily tasks
	
	    1.2.2 Weekly tasks
	
	    1.2.3 Regularly or irregularly occurring tasks

2. Performance Standards	May include:
	
	    2.1 Assignment Instructions
	
	    2.2 Procedures established in policy documents

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Planned for completion of own workload 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.3 Demonstrated capacity to complete task within specified time frame 1.4 Maintained quality of own performance
2. Resource Implications	The following resources should be provided: 2.1 Assessment Centers/Venues 2.2 Accredited Assessors 2.3 Modes of Assessment 2.4 Evaluation Reports 2.5 Access to relevant venue, equipment and materials 2.6 Assignment Instructions 2.7 Logbooks 2.8 Operational manuals and makers'/customers' instructions 2.9 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Demonstration 3.3 Observation 3.4 Questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or in a simulated work setting

UNIT OF COMPETENCY   :   APPLY QUALITY STANDARDS

UNIT CODE   :   SOC514203

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes needed to apply quality standards in the workplace. The unit also includes the application of relevant safety procedures and regulations, organizational procedures and other client requirements.

ELEMENT	PERFORMANCE CRITERIA *Italicized Bold* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess clients service needs	1.1. Work instruction is obtained and work is carried out in accordance with standard operating procedures. 1.2. Clients needs are checked against workplace standards and specifications. 1.3. Faults on clients and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures.	1.1 Relevant processes 1.2 Quality checking procedures 1.3 Client relations 1.4 Work place procedures 1.5 Safety and environmental aspects of service processes 1.6 Error identification and reporting 1.7 Quality improvement processes	1.1 Reading skills required to interpret work instructions, 1.2 Communication skills needed to interpret and apply defined work procedures 1.3 Carry out work in accordance with OHS policies and procedures 1.4 Critical thinking 1.5 Solution providing and decision making

	1.4 Clients profile and service extended to them are documented in accordance with workplace procedures.		1.6 Interpersonal skills or dealing with varied type of clients
2. Assess own work	2.1 **Documentation** relative to quality within the company is identified and used 2.2 Completed work is checked against workplace standards relevant to the task undertaken 2.3 Information on the quality and other indicators of production performance is recorded in accordance with workplace procedures	2.1 Safety and environmental aspects 2.2 Fault identification and reporting 2.3 Workplace procedure in documenting completed work 2.4 Workplace Quality Indicators	2.1 Carry out work in accordance with OHS policies and procedures

	2.4 Deviations from specified *quality standards*, causes are documented and reported in accordance with the workplace standards operating procedures		
3. Engage in quality improvement	3.1 Process improvement procedures are participated in relation to workplace assignment 3.2 Work is carried out in accordance with process improvement procedures 3.3 Performance of operation or service to ensure *customer* satisfaction is monitored	3.1 Quality improvement processes 3.2 Company customers defined	3.1 Solution providing and decision-making 3.2 Practice company process improvement procedure

RANGE OF VARIABLES

VARIABLE	RANGE

1. Documentation	May include:
	   1.1. Organization work procedures
	   1.2. Manufacturer's instruction manual
	   1.3. Customer requirements
	   1.4. Forms

2. Quality standards	May include:
	   2.1 Services rendered
	   2.2 Final product
	   2.3 Timely Delivery

3 Customer	May include:
	   3.1 Co-worker
	   3.2 Client

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Carried out work in accordance with the company's standard operating procedures 1.2. Performed task according to specifications 1.3. Reported defects detected in accordance with standard operating procedures 1.4. Carried out work in accordance with the process improvement procedures
2. Resource Implications	The following resources should be provided: 2.1 Work area appropriate to the unit of competency 2.2 Tools, materials and equipment appropriate to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Observation 3.2. Questioning 3.3. Practical demonstration
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated work environment.

CORE COMPETENCIES

UNIT OF COMPETENCY : **MANAGE CENTER OPERATIONS**

UNIT CODE : **CS-SOC234301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to manage center operations. This competency includes gather information, conduct awareness-raising activity, manage enrollment, prepare the center, conduct parent orientation and perform activities in recognition of the center.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather information	1.1 Coordination with the local government unit is performed following the protocol. 1.2 Family profiling is conducted based on industry practice. 1.3 Community mapping is performed based on industry practice. 1.4 Record keeping is conducted based on industry practice.	**SCIENCE** ● Brain development/ Neurodevelopment **TECHNOLOGY** ● Use of family profiling and community mapping ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing among others	1.1. Performing coordination 1.2. Conducting family profiling 1.3. Performing community mapping 1.4. Conducting record keeping 1.5. Communication skills 1.6. Demonstrating initiative in staying informed about current childcare laws, regulations, issuances and programs

		- Networking using social media platform - Awarenenss on the Nurturing Care Framework **ENVIRONMENT AND OTHER RELATED LAWS** - Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. - Awareness on Republic Act No. 7160, otherwise known as the Local Government Code of 1991. - Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. - Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development	

		System, Appropriating Fund Therefore and for other purposes.	
		• Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes.	
		• Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefore.	
		• Programs on Early Childhood Care and Development Implemented in the Local Government	

		Units ● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental issues and sustainable development ● UN Convention on the Rights of the Child ● Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION** ● Recordkeeping ● Building positive relationships with children and their parent/parent-substitute ● Demonstrates initiative in researching and staying informed about current childcare laws, regulations, issuances and programs	
2. Conduct awareness-raising activity	2.1 ***Materials*** are secured based on available sources.	**SCIENCE** ● Understanding basic principles of child	2.1 Securing materials 2.2 Disseminating information 2.3 Keeping records

	2.2 *Information* is *disseminated* following industry practice. 2.3 Records are kept following industry practice.	development and learning. ● Understanding the impact of family, culture, and community on child development ● Brain development/ Neurodevelopment ● Understanding of ethical considerations in advocacy for/ promotion of services **TECHNOLOGY** ● Media Strategies ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing ● Networking using social media platform ● Use of equipment (e.g. megaphone and similar devices) **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No.	

		7610 entitled An Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes.	
		● Awareness on Republic Act No. 7160, otherwise known as the Local Government Code of 1991.	
		● Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.	
		● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes.	
		● Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition	

		Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes. ● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor. ● Programs on Early Childhood Care and Development Implemented in the Local Government Units ● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental	

		issues and sustainable development ● UN Convention on the Rights of the Child ● Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION** ● Recordkeeping ● Building positive relationships with children and their parent/parent-substitute	
3. Manage enrollment	3.1 *Forms* are prepared following industry practice. 3.2 Parents/Parent-substitutes are guided on enrollment procedures according to established practice. 3.3 Submitted *requirements* are filed based on industry practice. 3.4 Data of submitted requirements is recorded based on industry practice. 3.5 Documents are secured following industry practice.	**SCIENCE** ● Understanding the impact of family, culture, and community on child development. ● Brain development/ Neurodevelopment **TECHNOLOGY** ● Guidelines on the Registration and Granting of Permit and Recognition to Public and Private CDC/ LCs Offering Early Childhood Programs for 0 to 4 yo Filipino Children ● Basic ICT ● Use of Canva or	3.1 Preparing forms 3.2 Guiding parents 3.3 Filing submitted requirements 3.4 Recording data of submitted requirements 3.5 Securing documents

		basic graphic design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 7160, otherwise known as the Local Government Code of 1991. ● Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.	

		• Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes. • Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 • Awareness of environmental issues and sustainable development • UN Convention on the Rights of the Child • Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION** • Effective communication with children and	

		the parent/parent-substitute using age-appropriate language ● Building positive relationships with children and their parent/parent-substitute.	
4. Prepare the Center	4.1 Center is **assessed** based on the current standards. 4.2 Compliance issues on current standards are coordinated with LGU Officials following industry practice. 4.3 Classroom is designed according to established standards. 4.4 **Furniture, fixtures, equipment and** locally available **materials** are assessed following industry practice. 4.5 **Furniture, fixtures, equipment and** locally available **materials** are organized following current standards. 4.6 Feedback mechanism for parents/parent-substitute is established following industry practice.	**SCIENCE** ● Adapting the learning environment based on children's age, interests and needs. ● Setting up a dynamic and flexible learning environment that inspires creativity and critical thinking. ● Incorporating available technology and other advanced resources to enhance learning. ● Brain development/ Neurodevelopment **TECHNOLOGY** ● Guidelines on the Registration and Granting of Permit and Recognition to Public and Private Child Development Centers/ Learning Centers Offering Early Childhood Programs ● Basic ICT ● Use of Canva or basic graphic	4.1 Assessing center 4.2 Coordinated compliance issues 4.3 Designing classrooms 4.4 Assessing furniture, fixture, equipment and locally available materials 4.5 Organizing furniture, fixtures, equipment and locally available materials 4.6 Establishing feedback mechanism

		design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7277, Otherwise Known as the "Magna Carta For Disabled Persons, And For Other Purposes ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 7160, otherwise known as the Local Government Code of 1991.	

		• Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. • Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 • Awareness of environmental issues and sustainable development • UN Convention on the Rights of the Child • Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **MATHEMATICS** • Basic counting	
5. Conduct parent orientation	5.1 ***Parent orientation is organized*** based on industry practice. 5.2 ***Orientation materials*** are prepared according to the Parents Handbook. 5.3 Policies and guidelines from the Parent's	**SCIENCE** • Brain development/ Neurodevelopme nt **TECHNOLOGY** • Parent's Handbook • Guidelines on the Registration and Granting of Permit and Recognition to	5.1 Organizing orientation program 5.2 Preparing orientation materials 5.3 Presenting policies and guidelines 5.4 Facilitating open forum 5.5 Securing accomplished Parent's

	Handbook are presented following industry practice. 5.4 Open forum is facilitated according to established practice. 5.5 Accomplished Parent's Handbook commitment form is secured according to established practice. 5.6 Evaluation is conducted following industry practice.	Public and Private Child Development Centers/ Learning Centers Offering Early Childhood Programs ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act	Handbook commitment form 5.6 Conducting evaluation

		of 2012. ● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes. ● Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes. ● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent	

		Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor. ● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental issues and sustainable development ● Awareness on Republic Act No. 10821 also known as the Provision on Emergency Relief and Protection for Children before during and after disaster **COMMUNICATION** ● Recordkeeping ● Effective communication with parent/parent-substitute	
6. Perform activities in recognition of the center	6.1 *Records* are prepared following current standards. 6.2 Center is maintained following current standards. 6.3 Inventory is performed based	**SCIENCE** ● Understanding of Developmentally appropriate practice and play-based learning ● Setting up a dynamic and flexible learning environment that inspires creativity	6.1 Preparing records 6.2 Maintaining center 6.3 Performing inventory 6.4 Preparing annual report 6.5 Securing document

CS-Early Childhood Care	on current standards. 6.4 Annual report is prepared following current standards. 6.5 Documents are secured following current standards.	and critical thinking. ● Incorporating available technology and other resources to enhance learning. ● Brain development/ Neurodevelopment **TECHNOLOGY** ● Guidelines on the Registration and Granting of Permit and Recognition to Public and Private Child Development Centers/ Learning Centers Offering Early Childhood Programs ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED**	

		LAWS	
		• Awareness On Republic Act No. 7277, Otherwise Known as the "Magna Carta For Disabled Persons, And For Other Purposes	
		• Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes.	
		• DepEd Order No. 40 s. 2012 entitled DepEd Child Protection Policy	
		• Awareness on Republic Act No. 7160, otherwise known as the Local Government Code of 1991.	
		• Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.	
		• Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and	

			Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes.	
			● Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes.	
			● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor.	
			● Awareness on Republic Act No.	

		10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental issues and sustainable development ● School Disaster Risk Reduction and Management Manual ● ECCD in Emergencies ● UN Convention on the Rights of the Child ● Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION** ● Recordkeeping ● Building positive relationships with children and their parent/parent-substitute	

RANGE AND VARIABLES

VARIABLE	RANGE

1. Materials	Materials may include:
	  1.1 Announcements of Center programs
	  1.2 Requirements for enrollment
	  1.3 Contact information on programs of Center

2. Information	Information may include:
	  2.1 Programs of ECCD
	  2.2 Services of Centers
	  2.3 Stakeholders inputs
	  2.4 Advocacies in ECCD Practices

3. Dissemination	Dissemination may include:
	  3.1 Posting of announcement in public wall
	  3.2 Social Media
	  3.3 Home visitation

4. Forms	Forms may include:
	  4.1 In-take forms
	  4.2 Registration forms
	  4.3 Family Reunification Plan

5. Requirements	Requirements may include:
	  5.1 Accomplished forms
	  5.2 Birth certificate
	  5.3 Health record

5. Assessment	Assessment may include
	  5.1 Safe
	  5.2 Clean
	  5.3 Comfortable
	  5.4 Conducive

6. Furniture, equipment and materials	Furniture, equipment and materials may include:
	  6.1 Furniture
	    6.1.1 Table
	      6.1.1.1 For teacher
	      6.1.1.2 For children
	    6.1.2 Chairs
	    6.1.3 Cubby Hole Shelves
	    6.1.4 Shelves for toys and educational materials
	    6.1.5 Bookshelves
	    6.1.6 Storage cabinets
	  6.2 Fixtures
	    6.2.1 Wash basin
	    6.2.2 Child size toilet
	    6.2.3 Mirror
	  6.3 Equipment
	    6.3.1 Electric Fan
	    6.3.2 Lighting
	    6.3.3 Stove

	6.4 Materials
	      6.4.1 Books
	      6.4.2 Art materials
	      6.4.3 Puzzles
	      6.4.4 Manipulative materials
	      6.4.5 Supplies
	      6.4.6 Toys

7. Orientation materials	Orientation materials may include: 7.1 Attendance 7.2 Copies of Parent's Handbook 7.3 Presentation on the key contents of handbook 7.4 Feedback form 7.5 Preparedness and response plans
8. Organized parent orientation	Organized parent orientation may include: 8.1 Announcement to parents 8.2 Preparation of registration materials 8.3 Set-up of orientation venue
9. Records	Records may include: 9.1 Child Intake Form 9.2 ECCD Checklist 9.3 Attendance 9.4 Pictures 9.5 Children Logs 9.6 Activity Plan

EVIDENCE GUIDE

1. Critical Aspect of Competency	Assessment requires evidence that the candidate:
	1.1 Gathered information
	    1.1.2 Conducted family profiling
	    1.1.3 Performed community mapping
	    1.1.4 Conducted record keeping
	1.2 Conducted awareness-raising activity
	    1.2.1 Disseminated information
	1.3 Managed enrollment
	    1.3.1 Guided parents on enrollment procedures
	    1.3.2 Filed submitted requirements
	    1.3.3 Recorded data of submitted requirements
	    1.3.4 Secured documents
	1.4 Prepared Center
	    1.4.1 Assessed furniture, fixtures, equipment and locally available materials
	    1.4.2 Coordinated compliance issues on current standards with LGU officials
	    1.4.3 Designed classroom
	    1.4.4 Organized furniture, fixtures equipment and locally available materials
	    1.4.5 Established feedback mechanism for parents/parent-substitute
	1.5 Conducted parent orientation
	    1.5.1 Prepared orientation materials
	    1.5.2 Presents policies and guidelines from the Parent's Handbook
	1.6 Performed activities for the recognition of the center
	    1.6.1 Prepared records
	    1.6.2 Maintained center
	    1.6.3 Performed inventory
	    1.6.4 Prepared annual report
	    1.6.5 Secured documents

2. Resource Implications	The following resources should be provided: 2.1 Simulated workplace 2.2 Forms 2.2 Records
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/Observation 3.2 Oral questioning 3.3 Portfolio
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

UNIT OF COMPETENCY : CONDUCT ASSESSMENT ON PROGRESS AND DEVELOPMENT OF CHILDREN

UNIT CODE : CS-SOC234302

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to conduct assessment on progress and development of children. This competency includes the determination of initial developmental level, conduct informal assessment, conduct observation of children's health, safety and well-being, conduct formal assessment, and manage reporting of assessment results.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine initial developmental level	1.1 Intake interview of parents/parent-substitute is conducted following industry practice. 1.2 Initial **observation of children** is recorded based on industry practice. 1.3 Previous record is secured following industry practice. 1.4 Inferences are made based on available records. 1.5 Children's developmental level is identified based on **available records**.	**SCIENCE** ● Basic techniques for observing and documenting children's behavior and development. ● Recognizing developmental milestones and typical and atypical behaviors. ● Brain development/ Neurodevelopment **TECHNOLOGY** ● Utilizing a variety of assessment tools and methods (e.g., checklists, anecdotal records,	1.1 Conducting intake interview of parents 1.2 Recording initial observation of children 1.3 Securing previous record 1.4 Making inferences 1.5 Identifying children's developmental level

		portfolios). ● Conducting formative assessments to guide instruction and support individual learning needs. ● Adjusting teaching strategies based on developmental level ● Conducting research to improve assessment practices. ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and	

			Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes.	
			● Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.	
			● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes.	
			● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in	

		their Children's Development and Learning and Appropriating Funds Therefor. ● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental issues and sustainable development ● RA 11650 Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in support of Inclusive Education ● UN Convention on the Rights of the Child ● Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION** ● Recordkeeping	
2. Conduct informal assessments	2.1 *Materials and equipment* are prepared based	**SCIENCE** ● Basic techniques for observing	2.1. Preparing materials and equipment

	on industry practice. 2.2 Children's behavior is recorded continuously using *basic assessment tools*. 2.3 Children's behavior is assessed based on developmental domains. 2.4 Assessment result is reported to parent/ parent-substitute following industry practice. 2.5 Suggestions are made to the parent/parent-substitute based on the results of assessment.	and documenting children's behavior and development. ● Recognizing developmental milestones and typical behaviors. ● Applying principles in assessing young children ● Conducting formative assessments to guide instruction and support individual learning needs. ● Analyzing assessment data to identify trends and inform curriculum planning. ● Adjusting teaching strategies based on assessment results. ● Brain development/ Neurodevelopment **TECHNOLOGY** ● Utilizing a variety of assessment tools and methods (e.g., checklists, anecdotal records, portfolios). ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication	2.2. Recording children's behavior 2.3. Assessing children's behavior 2.4. Reporting assessment result 2.5. Making suggestions

		materials and classroom decorations ● Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. ● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of		

			Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes. ● Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes. ● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's	

		Development and Learning and Appropriating Funds Therefor. ● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental issues and sustainable development ● Awareness on Republic Act No. 11650 entitled Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in support of Inclusive Education ● UN Convention on the Rights of the Child ● Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION** ● Recordkeeping ● Reporting ● Sharing assessment information with	

		parent/parent-substitute in a clear and supportive manner. ● Building positive relationships with children and their parent/parent-substitute	
3. Conduct observation of children's health, nutrition, safety and well-being	3.1 ***Materials and equipment*** are prepared based on industry practice. 3.2 Progress of children's health, nutrition, safety and well-being is recorded following industry practice. 3.3 Children's health, nutrition, safety and well-being is coordinated with relevant Barangay Units based on industry practice. 3.4 Assessment result from health and nutrition workers is reported to parent/parent-substitute following industry practice. 3.5 Referrals for urgent care are made following industry practice. 3.6 Documents are secured following industry practice.	**SCIENCE** ● Basic techniques for observing and documenting children's behavior and development. ● Understanding basic health, nutrition, safety and well-being regulations and guidelines. ● Recognizing common childhood illnesses and knowing basic first aid. ● Ensuring a safe and clean classroom environment. ● Understanding Basic nutritional needs for young children. ● Promoting healthy eating habits and ● understanding food allergies. ● Recognizing signs of stress or discomfort in children. ● Encouraging physical activity	3.1 Preparing materials and equipment 3.2 Recording progress of children's health, nutrition, safety and well-being 3.3 Coordinating children's health, nutrition, safety and well-being 3.4 Reporting assessment result 3.5 Making referral for urgent care 3.6 Securing documents

		and rest. ● Understanding Child development theories and their application. ● Brain development/ Neurodevelopm ent **TECHNOLOGY** ● Using various assessment tools to evaluate children's development and learning. ● Planning and implementing developmentally appropriate activities and curriculum. ● Adapting teaching strategies to meet the diverse needs of children. ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations ● Computer programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform	

		ENVIRONMENT AND OTHER RELATED LAWS ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. ● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes. ● Awareness on Republic Act No. 11148 entitled An Act Scaling	

		up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes. ● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor. ● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental issues and	

		sustainable development ● Awareness on Republic Act No. 11650 entitled An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in support of Inclusive Education ● UN Convention on the Rights of the Child ● Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION** ● Recordkeeping ● Reporting ● Sharing assessment information with parents/guardian in a clear and supportive manner. ● Building positive relationships with children and their parent/parent-substitute ● Building linkages with Barangay units	
4. Conduct	4.1 *Assessment kits*	**SCIENCE**	4.1 Preparing

| formal assessment | *and forms* are prepared following industry practice.
4.2 Classroom is prepared following the Early Childhood Care and Development Council guidelines.
4.3 Assessment schedule is prepared following industry practice.
4.4 Individual child is assessed using Early Childhood Care and Development checklist.
4.5 Documentation is performed following industry practice. | • Basic techniques for observing and documenting children's behavior and development.
• Recognizing developmental milestones and typical behaviors
• Applying principles in assessing young children.
• Brain development/ Neurodevelopment

TECHNOLOGY
• Understanding the Prevention, Early Identification, Referral, and Intervention of Delays, Disorders, and Disabilities in Early Childhood (PEIRIDDDEC) System
• Utilizing a variety of assessment tools and methods (e.g., checklists, anecdotal records, portfolios).
• Conducting formative assessments to guide instruction and support individual learning needs.
• Analyzing assessment data to identify trends and inform | assessment kits and forms
4.2 Preparing classroom
4.3 Preparing assessment schedule
4.4 Assessing individual child
4.5 Performing documentation |

		- curriculum planning. - Adjusting teaching strategies based on assessment results. - Using basic assessment tools to monitor children's progress. - Basic ICT - Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations - Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing among others - Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** - Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes.	

		- Awareness on Republic Act No. 7160, otherwise known as the Local Government Code of 1991. - Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. - Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes. - Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and	

			Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes. ● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor. ● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 ● Awareness of environmental issues and sustainable development ● RA 11650 Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in support of Inclusive	

		Education	
		● UN Convention on the Rights of the Child	
		● Awareness on Department Order No. 3 s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education	
		COMMUNICATION	
		● Recordkeeping	
		● Reporting	
		● Building positive relationships with children and their parent/parent-substitute	
5. Manage reporting of assessment results	5.1 *Existing record* is organized based on industry practice. 5.2 Prepare children's portfolio following industry practice. 5.3 Documents are labeled following industry practice. 5.4 Documents are secured following industry practice. 5.5 Relevant result of assessment is reported to *proper authorities* based on industry practice.	**SCIENCE** ● Basic techniques for observing and documenting children's behavior and development. ● Recognizing developmental milestones and typical behaviors. ● Applying principles in assessing young children ● Brain development/ Neurodevelopment **TECHNOLOGY** ● Understanding the Prevention,	5.1. Organizing existing record 5.2. Preparing children's portfolio 5.3. Labelling documents 5.4. Securing documents 5.5. Reporting relevant result

			Early Identification, Referral, and Intervention of Delays, Disorders, and Disabilities in Early Childhood (PEIRIDDDEC) System	
			● Utilizing a variety of assessment tools and methods (e.g., checklists, anecdotal records, portfolios).	
			● Conducting formative assessments to guide instruction and support individual learning needs.	
			● Analyzing assessment data to identify trends and inform curriculum planning.	
			● Adjusting teaching strategies based on assessment results.	
			● Using basic assessment tools to monitor children's progress.	
			● Basic ICT	
			● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations	
			● Computer programs: Microsoft Word,	

		Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. ● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and	

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RANGE AND VARIABLES

VARIABLE	RANGE
1. Observation of children	Observation of children may include: 1.1 Needs 1.2 Interest 1.3 Skill level 1.4 Capacity
2. Available record	Available record may include: 2.1 Intake interview 2.2 Initial observation 2.3 Milestone of child

3. Materials and equipment	Materials and equipment may include:
	3.1 **Materials**
	    3.1.1 Books
	    3.1.2 Art materials and supplies
	    3.1.3 Puzzles
	    3.1.4 Manipulative materials
	    3.1.6 Toys
	3.2 **Equipment**
	    3.2.1 Camera
	    3.2.2 Recorder

4. Basic Assessment Tools	Basic Assessment Tools may include: 4.1 ECCD Checklist 4.2 Anecdotal Record 4.3 Developmental checklist
5. Proper Authorities	Proper authorities may include: 5.1 Early Childhood Care and Development (ECCD) Council 5.2 City Social Welfare and Development Office (CSWDO) 5.3 Municipal Social Welfare and Development Office (MSWDO) 5.4 Early Childhood Care and Development (ECCD) Focal 5.5 Violence Against Women and Their Children (VAWC) Desk Officer
6. Assessment kits and forms	Assessment kits and forms may include: 6.1 ECCD Checklist and kits 6.2 Private Centers Checklist and kits
7. Existing record	Existing record may include: 7.1 Checklist of children from previous school year 7.2 Health record 7.3 Work samples 7.4 Anecdotal record

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Determined initial developmental level
	1.1.1 Conducted intake interview of parents/parent-substitute
	1.1.2 Recorded initial observation of children
	1.1.3 Secured all records
	1.1.4 Made inferences
	1.1.5 Identified children's developmental level
	1.2 Conducted informal assessment
	1.2.1 Prepared materials and equipment
	1.2.2 Recorded children's behavior continuously
	1.2.3 Assessed children's behavior
	1.2.4 Reported assessment result to parent/parent-substitute
	1.2.5 Made suggestions to parent/parent-substitute
	1.3 Conducted observation of children's health, nutrition, safety and well-being
	1.3.1 Recorded progress of children's health, nutrition, safety and well-being
	1.3.2 Coordinated the children's health, safety and well-being with relevant Barangay units
	1.3.3 Reports assessment result from health and nutrition workers to parent/ parent-substitute
	1.3.4 Make referrals for urgent care
	1.3.5 Secured documents
	1.4 Conducted formal assessment
	1.4.1 Prepared assessment kits and forms
	1.4.2 Prepared classroom
	1.4.3 Prepared assessment schedule
	1.4.4 Assessed individual child
	1.4.5 Performed documentation
	1.5 Managed Reporting of assessment results
	1.5.1 Organized existing record
	1.5.2 Prepared children's portfolio
	1.5.3 Secured documents
	1.5.4 Reported relevant result of assessment
2. Resource Implications	The following resources should be provided:
	2.1 Simulated workplace
	2.2 Records
	2.3 Forms
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration/Observation
	3.2 Oral questioning
	3.3 Portfolio

4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

UNIT OF COMPETENCY : **IMPLEMENT THE ECCD CURRICULUM**

UNIT CODE : **CS-SOC234303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to implement the ECCD curriculum. This competency includes create curriculum plan, manage curriculum plan implementation, review curriculum plan and perform culminating activities.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Create curriculum plan	1.1 Goals are set based on *data sources.* 1.2 *Themes and subthemes* are identified based on children's developmental level. 1.3 *Developmentally appropriate activities* are organized based on identified themes.	**SCIENCE** ● Developmentally appropriate early childhood curriculum standards and guidelines. ● Recognizing the importance of a balanced curriculum that includes various developmental domains (e.g., cognitive, social, emotional, physical). ● Brain development/ Neurodevelopment **TECHNOLOGY** ● The National Early Learning Framework of the Philippines ● Understanding of National Early Learning Curriculum ● Using assessment	1.1 Setting goals 1.2 Identifying themes and subthemes 1.3 Organizing developmentally appropriate activities

| | | | results to inform curriculum planning to address learners' diverse need
● Evaluating the effectiveness of activities and making necessary adjustments.
● Basic ICT
● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations
● Computer programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing among others
● Networking using social media platform

ENVIRONMENT AND OTHER RELATED LAWS
● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and | |

			Discrimination, and for other purposes.	
			● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes.	
			● Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes.	

		- Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor. - Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 - Awareness of environmental issues and sustainable development - R.A. 10821 Comprehensive Emergency Plan for Children - UN Convention on the Rights of the Child - Awareness on Department Order No. 3, s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the	

		Department of Education **COMMUNICATION** ● Recordkeeping	
2. Manage curriculum plan implementation	2.1 Activity plan is written based on the *established schedule*. 2.2 Learning area is set based on curriculum plan. 2.3 *Daily routine* is established based on activity plan. 2.4 Classroom management plan is established with the children following industry practice. 2.5 Classroom management plan implemented following industry practice. 2.6 *Special activities are organized* using activity plan. 2.7 Curriculum is documented following industry practice.	**SCIENCE** ● Familiarity with early childhood curriculum standards and guidelines. ● Recognizing the importance of a balanced curriculum that includes various developmental domains (e.g., cognitive, social, emotional, physical). ● Knowledge of Developmentally Appropriate Practices and play-based learning ● Brain development/ Neurodevelopment ● Principles and Practices in Classroom Management **TECHNOLOGY** ● The National Early Learning Framework of the Philippines and NELC ● Using formative assessments to guide curriculum planning.	2.1 Writing activity plan 2.2 Setting learning area 2.3 Establishing daily routine 2.4 Establishing classroom management plan 2.5 Implementing classroom management plan 2.6 Organizing special activities 2.7 Documenting curriculum

		- Evaluating the effectiveness of activities and making necessary adjustments. - Basic ICT - Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations - Computer programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing among others - Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** - Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. - Awareness on Republic Act No. 10410 entitled An Act	

			Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Fund Therefor and for other purposes. ● Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes. ● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and	

			Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor.	
			- Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 - Awareness of environmental issues and sustainable development - Republic Act No. 10821 also known as Comprehensive Emergency Plan for Children - UN Convention on the Rights of the Child - Awareness on Department Order No. 3, s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education **COMMUNICATION**	

		● Recordkeeping	
3. Review curriculum plan	3.1 Results of assessment are used based on industry practice. 3.2 Feedback is gathered from **stakeholders** based on industry practice. 3.3 Curriculum plan is adjusted based on data sources. 3.4 Activity plans are implemented based on the revised curriculum plan.	**SCIENCE** ● Familiarity with early childhood curriculum standards and guidelines. ● Recognizing the importance of a balanced curriculum that includes various developmental domains (e.g., cognitive, social, emotional, physical). ● Developmentally Appropriate Practices and play based learning ● Brain development/ Neurodevelopment **TECHNOLOGY** ● The National Early Learning Framework of the Philippines ● Using formative assessments to guide curriculum planning. ● Evaluating the effectiveness of activities and making necessary adjustments. ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication	3.1. Using results of assessments 3.2. Gathering feedback 3.3. Adjusting curriculum plan 3.4. Implementing activity plan

		materials and classroom decorations ● Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care	

			and Development System, Appropriating Fund Therefor and for other purposes.	
			• Awareness on Republic Act No. 11148 entitled An Act Scaling up the National and Local Health and Nutrition Programs Through Strengthened Integrated Strategy for Maternal, Neonatal, Child Health and Nutrition in the First One Thousand (1,000) Days of Life, Appropriating Funds Therefore and for other purposes.	
			• Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and	

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Appropriating Funds Therefor.
- Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010
- Awareness of environmental issues and sustainable development
- RA 11650 Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in support of Inclusive Education
- UN Convention on the Rights of the Child
- Awareness on Department Order No. 3, s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk in the Department of Education

COMMUNICATION
- Recordkeeping
- Building positive relationships with children and their parent/parent-substitute

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4. Perform culminating activities	4.1 Coordination with parent/parent-substitute is performed following industry practice. 4.2 ***Culminating activity is planned*** following industry practice. 4.3 ***Culminating activity*** is carried out following industry practice. 4.4 End of the school year meeting is conducted following industry practice.	**SCIENCE** ● Familiarity with early childhood curriculum standards and guidelines. ● Recognizing the importance of a balanced curriculum that includes various developmental domains (e.g., cognitive, social, emotional, physical). ● Developmentally Appropriate Practices and play based learning ● Brain development/ Neurodevelopment **TECHNOLOGY** ● The National Early Learning Framework of the Philippines ● Evaluating the effectiveness of activities and making necessary adjustments. **Technology** ● Basic ICT ● Use of Canva or basic graphic design to create online/offline publication materials and classroom decorations ● Computer	4.1 Performing coordination with parent/parent-substitute 4.2 Planning culminating activity 4.3 Carrying out culminating activity 4.4 Conducting end of the school year meeting

		programs: Microsoft Word, Excel, PowerPoint or Google Suite equivalent, Google Forms, Basic video editing among others ● Networking using social media platform – community of practice **ENVIRONMENT AND OTHER RELATED LAWS** ● Awareness on Republic Act No. 7610 entitled an Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination, and for other purposes. ● Awareness on Republic Act No. 10410 entitled An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development	

			System, Appropriating Fund Therefor and for other purposes.	
			● Awareness on Republic Act No. 11908 entitled An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in their Children's Development and Learning and Appropriating Funds Therefor.	
			● Awareness on Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010	
			● Awareness of environmental issues and sustainable development	
			● UN Convention on the Rights of the Child	
			● Awareness on Department Order No. 3, s. 2021 entitled Creation of the Child Protection Unit and the Child Rights in Education Desk	

| | | | in the Department of Education

COMMUNICATION
- Recordkeeping
- Building positive relationships with children and their parent/parent-substitute | |

RANGE AND VARIABLES

VARIABLE	RANGE

1. Data sources	Data sources may include:
	
	1.1 Children's Records:
	    1.1.1 ECCD checklist
	    1.1.2 Health record
	    1.1.3 Progress report
	    1.1.4 Developmental checklist
	    1.1.5 Informal assessment report
	    1.1.6 Reports from stakeholders
	1.2 References:
	    2.1 National Early Learning Framework (NELF)
	    2.2 National Early Learning Curriculum (NELC)
	    2.3 Philippines Early Learning Development Standards (PELDS)

3. Themes and subthemes	Themes and subthemes may include:
	    3.1 Observation records of children's interest
	    3.2 Identified skills of children
	    3.3 Local context
	        3.3.1 Language
	        3.3.2 Songs
	        3.3.3 Dance
	        3.3.4 Stories
	        3.3.5 Games
	    3.4 Values

4. Developmentally appropriate activities	Developmentally appropriate activities may include:
	
	4.1 Stories shared by the children
	4.2 Play-based learning
	4.3 Local context (shared experience in the community)
	4.4 Learning resources
	    4.4.1 Puzzles
	    4.4.2 Toys
	    4.4.3 Books
	    4.4.4 Audio Visuals
	4.5 Government mandated activities
	    4.5.1 Nutrition month
	    4.5.2 National deworming month
	    4.5.3 World immunization week
	4.6 Local celebrations

5. Established schedule	Established schedule may include: 5.1 Routine 5.2 Loose monthly plan 5.3 Weekly activity plan 5.4 Daily activity plan

6. Daily routine	Daily routine may include:
	6.1 Arrival time 6.2 Meeting time 6.3 Work time 6.4 Circle time 6.5 Outdoor play 6.6 Self-help and hand washing 6.7 Snack time 6.8 Hygiene activities 6.9 Rest time 6.10 Story telling 6.11 Departure
7. Organize special activities	Organize special activities may include: 7.1 Invite resource person 7.2 Out of the classroom activities 7.3 Programs on government mandated and local celebrations
8. Inventory	Inventory may include: 8.1 Copy of children's portfolio 8.2 Classroom equipment 8.3 Learning materials and supplies 8.4 Furniture

9. Stakeholders	Stakeholders may include:
	
	9.1 Parents/Parent-Substitute
	9.2 Early Childhood Care and Development (ECCD) focal
	9.3 Municipal Social Welfare and Development Officer (MSWDO)
	9.4 Provincial Social Welfare and Development Officer (PSWDO)
	9.5 Other Child Development Workers/Teachers
	9.6 Specialists
	9.7 Representatives from other sectors
	  9.7.1 Health and Nutrition
	  9.7.2 Gender and Development
	  9.7.3 Anti-Violence Against Women and their Children

10. Planning of culminating activities	Planning of culminating activities may include: 10.1 Preparation of certificates of attendance 10.2 Preparation of certificates of completion 10.3 Rehearsal of children

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Created curriculum plan
	    1.1.1 Set goals
	    1.1.2 Identified themes and subthemes
	    1.1.3 Organized developmentally appropriate activities
	
	1.2 Managed curriculum plan implementation
	    1.2.1 Written activity plan
	    1.2.2 Set learning area
	    1.2.3 Established daily routine
	    1.2.4 Established classroom management plan
	    1.2.5 Implemented classroom management plan
	    1.2.6 Implemented the daily activity plan
	    1.2.7 Organized special activities
	    1.2.8 Documented curriculum
	
	1.3 Reviewed curriculum plan
	    1.3.1 Used result of assessment
	    1.3.2 Gathered feedback
	    1.3.3 Adjusted curriculum plan
	    1.3.4 Implemented revised activity plan
	
	1.4 Performed culminating activities
	    1.3.1 Performed coordination with parent/parent-substitute
	    1.3.2 Planned culminating activity
	    1.3.3 Carried out culminating activity
	    1.3.4 Conducted end of the school year meeting

2. Resource Implications	The following resources should be provided: 2.1 Simulated workplace 2.2 Records 2.3 Activity plan
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/Observation 3.2 Oral questioning 3.3 Portfolio
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

GLOSSARY OF TERMS

1.	**Activity plan**	This is a plan that details the different learning experiences and materials that will be implemented in a day/week to attain class and individual goals that promote the holistic and optimal development of children through playful learning.
2.	**Annual report**	The annual report is a cumulative documentation or record of the center's activities and initiatives in collaboration with other stakeholders in the community, e.g., parents of the children in the center, ECCD Focal, BNS, BHW, Barangay Captain. These include, but are not limited to, official communication to parents, photos of center activities, attendance list of parents during Parent Effectiveness Seminar, official communication to local executives in the Barangay, city and province, etc.
3.	**Assessment in early childhood**	These are formal (occurs on a set time, day, and place) and informal methods (occur daily throughout the class routine) used to provide information on children's learning, growth and development. These assessments occur in the context of reciprocal communications between teachers and families, and with sensitivity to the cultural contexts in which children are developing. The program uses assessment results to inform decisions about the children in their care, to improve teaching practices, and to drive program improvement. *(Source: Adapted from NAEYC Early Learning Program Accreditation Standards and Assessment Items, 2019)*
4.	**Center**	This refers to any public or private child development center or learning center.
5.	**Children's developmental level**	Pertains to children's development at each age and stage in the following domains: physical health, well-being and motor development; socio-emotional development; character and values development; cognitive and intellectual development; language development; creative and aesthetic development *(Source: NELF by ECCD Council)*
6.	**Children's portfolio**	Organized collection of children's work to showcase and document their progress in learning and development. This may include, but are not limited to, their drawings, early writing samples, anecdotal records, checklists, etc.
7.	**Classroom Management**	Refers to activities that the teacher takes to creating and maintaining a learning environment that engages and supports children's learning and development.
8.	**Community mapping**	This is accomplished to obtain a record of the families within the barangay who have children aged 0-4 years. Included in this

	mapping is a survey of children needing special assistance, e.g., showing signs of malnourishment, dental carries, etc.
9. Culminating Activity	This is the final event that allows the children to showcase what they learned in a creative and meaningful manner. This activity involves the families and the community.
10. Curriculum Plan	Consists of the learning experiences through which children acquire knowledge, skills, abilities, and understanding. *(Source: https://www.naeyc.org/resources/position-statements/dap/planning-curriculum)*
11. Developmentally appropriate activities	These are strategies and practices that foster the optimal and holistic development of children using the "strengths-based, play-based approach to joyful learning" considering the cultural, linguistic and ability appropriate for each child" *(Source: National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/resources/position-statements/dap/definition)*
12. ECCD Curriculum	Refers to the developmentally appropriate educational objectives and practices, programs of activities, organized learning experiences, recommended learning materials and appropriate assessment for children that are implemented by ECCD service providers through community-based ECCD programs. It is anchored on the National Early Learning Framework (NELF) and consists of national program goals and guidelines, instructional objectives, and content outlines that are age-appropriate, individually appropriate and culturally relevant and shall make possible a smooth transition towards the Kindergarten curriculum of the DepED. *(Source: EYA 2013 IRR)*
13. Inferences	These are tentative conclusions that a CDT/ CDW/ Teacher makes after a series of observations are gathered at various times, throughout the daily routine about individual children. These help in planning activities for specific or a small group of children based on observed skill level, capacity, needs, and interest.
14. Intake interview	Interview to fill-out the needed information in the Child Intake Form (CIF). It includes basic information about the child and her/ his family, medical information, latest assessment results and interview notes with the parents/ family.
15. Learning Area	Refers to designated spaces where children engage in varied activities that promote learning and development.

16. Locally available materials	This includes artifacts, natural and unnatural objects available in the immediate surroundings in the community, e.g., pinecones, seashells, textile swatches, etc., that may be used in a variety of ways for instruction, arts and craft, etc.
17. Manipulative materials	These are concrete, hands-on materials that children can explore and play with to enhance their learning and development, e.g., blocks, beads, puzzles, counters, etc.
18. Parent's Handbook	This is a document containing the standard operating procedure of the center. This includes the following, but are not limited to, policies for: separation anxiety of children and how to deal with it, what to do with children who are sick, healthy snacks via the center's feeding program and the need for volunteer parents/ guardians, importance of family involvement and active participation in the center's activities, etc.
19. Referral	The process of establishing clear communication paths among and between parents, child development teachers/ workers, health workers, social workers and specialists *(ECCD Council, 2021)*. A referral is done for children who may not be developing at their desired pace. In the ECCD Checklist, if a child scores below than the expected score on any of the domains the parent/ caregiver and the CDT's/ CDW's immediate supervisor should be informed. These children may need further evaluation, thus, a referral should be made.
20. Special activities	These are activities planned in relation to the class theme and implemented by the CDT/ CDW often in coordination with other stakeholders. Examples of these are: walking trip to a nearby sari sari store, food experience in class (may or may not include heat, e.g., peanut butter ball-making), invite resource person in class to talk about their job and show the children the tools they use in their work (e.g., delivery rider who can be one of the parents of the children), etc.
21. Subthemes	These are more focused or specific ideas or topics that branch out from a theme. For example, for the theme *Everything Grows* a sample subtheme would be *Children grow*, *Plants grow*, and *Animals Grow*.
22. Themes	These are broad concepts or big ideas that are naturally interesting to children whereby learning is centered around. Some examples are, *Everything Grows*, *We Are a Community*, etc.

ACKNOWLEDGEMENTS

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