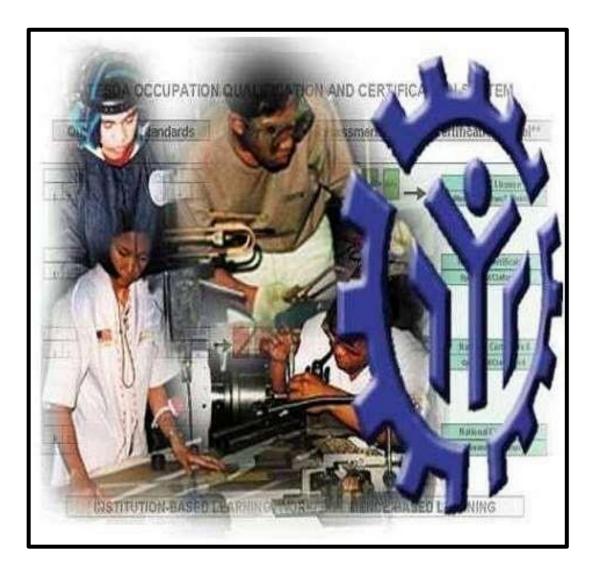# COMPETENCY STANDARDS

SLOW FOOD PRODUCTION
LEVEL II

TOURISM SECTOR

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

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

Section 22, "Establishment and Administration of the National Trade Skills Standards" of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skills standards. The Authority shall develop and implement a certification and accreditation program in which private industry groups 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.

The Competency Standards (CS) serve as basis for the:

1 Registration and delivery of training programs;
2 Development of curriculum and assessment instruments; and

Each CS has two sections:

Section 1   **Definition of Qualification** describes the qualification and defines the competencies that comprise the qualification.

Section 2   **Competency Standards** gives the specifications of competencies required for effective work performance.

TABLE OF CONTENTS

TOURISM SECTOR
SLOW FOOD PRODUCTION LEVEL II

COMPETENCY STANDARD FOR
SLOW FOOD PRODUCTION LEVEL II

SECTION 1   DEFINITION

The **SLOW FOOD PRODUCTION LEVEL II** qualification consists of competencies that a person must achieve to perform and apply slow food principles, perform slow food cooking techniques, and market slow food products.

The units of competency comprising this qualification include the following:

Unit Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problem
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedure
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

Unit Code	COMMON COMPETENCIES
TRS311201	Develop and Update Industry Knowledge
TRS311202	Observe workplace hygiene procedures
TRS311203	Perform computer operations
TRS311204	Perform workplace and safety practices
TRS311205	Provide effective customer service

Unit Code	CORE COMPETENCIES
AB-TRS0600613512301	Apply Slow Food Principles
AB-TRS0600613512302	Perform Slow Food Cooking Techniques
AB-TRS0600613512303	Market Slow Food Products

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

- ❑ Slow Food Cook
- ❑ Slow Food Assistant Cook

SECTION 2   COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **SLOW FOOD PRODUCTION LEVEL II.**

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE   : 400311210

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

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from ***appropriate sources***. 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information. 1.3 Appropriate ***medium*** is used to transfer information and ideas. 1.4 Appropriate non- verbal communicatio n is used. 1.5 Appropriate lines of communication with supervisors and colleagues	1.1 Effective verbal and nonverbal communica tion 1.2 Different modes of communica tion 1.3 Medium of communica tion in the workplace 1.4 Organizatio nal policies 1.5 Communic ation procedures and systems 1.6 Lines of Communic ation 1.7 Technology relevant to the enterprise and the	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participatin g in workplace meetings and discussions 1.4 Preparing work- related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	are identified and followed. 1.6 Defined workplace procedures for the location and *storage* of information is used. 1.7 Personal interaction is carried out clearly and concisely.	individual's work responsibilities 1.8 Workplace etiquette	various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines. 2.2 Routine written instruction is followed based on established procedures. 2.3 Feedback is given to workplace supervisor-based instructions/ information received. 2.4 *Workplace interactions* are conducted in a courteous manner.	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ Workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from **appropriate sources**. 2.6 Meeting's outcomes are interpreted and implemented.	questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Basic questioning/ querying 2.9 Skills in reading for information 2.10 Skills in locating
3. Complete relevant work-related documents	3.1 Range of **forms** relating to conditions of employment are completed accurately and legibly. 3.2 Workplace data is recorded on standard workplace forms and documents. 3.3 Errors in recording information on forms/ documents are identified and acted upon. 3.4 Reporting requirements to supervisor are completed according to	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise	3.1 Completing work-related document 3.2 Applying operations of addition, subtraction, division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Effective record keeping skills

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	organizational guidelines.	and the individual's work responsibilities	

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **WORK IN TEAM ENVIRONMENT**

UNIT CODE : **400311211**

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: 1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgement may be demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: 2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards
3. Workplace context	May include: 3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS

UNIT CODE   : 400311212

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

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

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	solutions are developed, **documented,** ranked and presented to **appropriate person** for decision	2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating Systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions 2.6 Root cause analysis	products and services 2.2 Identifying services and help desk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are **planned**. 3.2 Evaluation of implemented solutions are planned. 3.3 Recommended solutions are documented and submit to appropriate person for confirmation.	3.1 Standard Procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **DEVELOP CARRER AND LIFE DECISIONS**

UNIT CODE : **400311213**

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

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

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			unpleasant situations in the workplace
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated. 2.2 Progress when seeking and responding to feedback from Teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored. 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision-making strategies and feedback from peers and teachers are predicted	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement is demonstrated.	3.1 Four components of self-regulation based on Self-	3.1 Performing effective communication skills – reading, writing,

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Counter-productive tendencies at work are eliminated. 3.3 Positive outlook in life is maintained.	Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **CONTRIBUTE TO WORKPLACE**

UNIT CODE : **400311214**

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

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

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on feedback. 2.5 ***Critical inquiry method*** is used to discuss and develop ideas with others		outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings
3. Integrate ideas for change in the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas. 3.3 ***Reporting skills*** are likewise used to communicate results. 3.4 ***Current Issues and concerns*** on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.1 Roles of individuals in suggesting and making improvements 3.2 Positive impacts and challenges in innovation 3.3 Types of changes and responsibility 3.4 Seven habits of highly effective people 3.5 Basic research skills	3.1 Identifying opportunities to improve and to do things better. Involvement 3.2 Identifying the positive impacts and the challenges of change and innovation 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in the analysis and interpretation of data

RANGE OF VARIABLES

VARIABLE	RANGE

1. Opportunities for improvement	May include:
	  1.1 Systems
	  1.2 Processes
	  1.3 Procedures
	  1.4 Protocols
	  1.5 Codes
	  1.6 Practices

2. Information	May include:
	  2.1 Workplace communication problems
	  2.2 Performance evaluation results
	  2.3 Team dynamics issues and concerns
	  2.4 Challenges on return of investment
	  2.5 New tools, processes and procedures
	  2.6 New people in the organization

3. People who could provide input	May include:
	  3.1 Leaders
	  3.2 Managers
	  3.3 Specialists
	  3.4 Associates
	  3.5 Researchers
	  3.6 Supervisors
	  3.7 Staff
	  3.8 Consultants (external)
	  3.9 People outside the organization in the same field or similar expertise/industry
	  3.10 Clients

4. Critical Inquiry method	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY **:** **PRACTICE OCCUPATIONAL SAFTEY AND HEALTH POLICIES AND PROCEDURES**

UNIT CODE **:** **400311216**

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

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

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	policies and procedures. 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures. 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.5 Observation skills 2.6 Material, tool and equipment identification skills
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures. 3.2 Work Activities are executed in accordance with OSH work standards. 3.3 *Non-compliance work activities* are reported to appropriate personnel.	3.1 OSH work standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations Non-compliance work activities	3.5 Communication skills 3.6 Interpersonal skills 3.7 Troubleshooting skills 3.8 Critical thinking skills 3.9 Observation skills

RANGE OF VARIABLES

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

	4.10 Electrical General Requirements
	4.11 Asbestos work requirements
	4.12 Excavations work requirements

EVIDENCE GUIDE

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

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

UNIT CODE   :   400311217

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

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

ELEMENT	PERFORMANCE CRITERIA **Italicized terms** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	are identified through deductive reasoning. 2.3 Identified causes of inefficiency and/or ineffectiveness are validated through established environmental procedures.		Skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to *appropriate personnel*. 3.2 Concerns related resource utilization are discussed with appropriate personnel. 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel.	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Written and Oral Communication Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills 3.5 Practice Environmental Awareness

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PRACTICE ENTRPRENEURIAL SKILLS IN THE WORKPLACE

UNIT CODE   :   400311218

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

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

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	resource utilization are communicated based on industry standards.	● Quality-consciousness ● Safety-consciousness ● Resourcefulness	
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources are implemented in accordance with enterprise policy. 3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements. 3.3 Constructive contributions to office operations are made according to enterprise requirements. 3.4 Ability to work within one's allotted time and finances is sustained.	3.1 Criteria for cost-effectiveness 3.2 Workplace productivity 3.3 Impact of entrepreneurial mindset to workplace productivity 3.4 Ways in fostering entrepreneurial attitudes: • Quality-consciousness • Safety-consciousness	3.1 Observing judicious use of workplace tools, equipment and materials. 3.2 Making constructive contributions to office operations. 3.3 Sustaining ability to work within allotted time and finances.

RANGE OF VARIABLES

VARIABLE	RANGE

1. Good practices	May include:
	  1.1 Economy in use of resources
	  1.2 Documentation of quality practices

2. Resources utilization	May include:
	  2.1 Consumption/ use of consumables
	  2.2 Use/Maintenance of assigned equipment and furniture
	  2.3 Optimum use of allotted /available time

EVIDENCE GUIDE

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

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

3. Methods of Assessment	**Competency in this unit should be assessed through:**
	  3.1 Interview
	  3.2 Third-party report

4. Context for Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT OF COMPETENCY **:** **DEVELOP AND UPDATE INDUSTRY KNOWLEDGE**

UNIT CODE **:** **TRS311201**

UNIT DESCRIPTOR **:** This unit of competency deals with the knowledge, skills, and attitudes, required to access, increase and update industry knowledge. It includes seeking information on the industry and updating industry knowledge.

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek Information on the industry	1.1 **Sources of information** on the industry are correctly identified and accessed 1.2 **Information to assist effective work performance** is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities	1.1 **Industry** sources of information 1.2 Information on Effective Work Performance 1.3 Sector of Work relevant information 1.4 Industry Information Application 1.5 Overview of quality assurance in the industry	1.1 **Identifying** and accessing sources of information on the industry 1.2 Obtaining information on effective work performance 1.3 Accessing and updating specific information on sector of work 1.4 Applying industry information

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to day working activities	2.1 Informal and/or formal research on industry knowledge 2.2 Incorporation of updated knowledge on industry 2.3 Role of individual staff members 2.4 Industry information sources	2.1 Using informal and/or formal research for updating 2.2 Sharing updated industry knowledge 2.3 Managing time 2.4 Accessing industry information 2.5 Accessing the internet

RANGE OF VARIABLES

VARIABLE	RANGE
1 Information sources	May include: 1.1 media 1.2 reference books 1.3 libraries 1.4 unions 1.5 industry associations 1.6 industry journals 1.7 internet 1.8 personal observation and experience

2 Information to assist effective work performance	May include:
	2.1 different sectors of the industry and the services available in each sector
	2.2 relationship between tourism and hospitality
	2.3 relationship between the industry and other industries
	2.4 industry working conditions
	2.5 legislation that affects the industry
	    2.5.1 liquor
	    2.5.2 health and safety
	    2.5.3 hygiene
	    2.5.4 gaming
	    2.5.5 workers compensation
	    2.5.6 consumer protection
	    2.5.7 duty of care
	    2.5.8 building regulations
	2.6 trade unions environmental issues and requirements
	2.7 industrial relations issues and major organizations
	2.8 career opportunities within the industry
	2.9 work ethic required to work in the industry and industry expectations of staff
	2.10 quality assurance

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate/trainee:** 1.1. Sought information on the industry 1.2. Updated industry knowledge
2. Resource Implications	**The following resources should be provided:** 2.1 Sources of information on the industry 2.2 Industry knowledge
3. Methods of Assessment	**Competency in this unit may be assessed through**: 3.1 Interview/questions 3.2 Practical demonstration 3.3 Portfolio of industry information related to trainee's work
4. Context for Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center.

UNIT COMPETENCY   :   OBSERVE WORKPLACE HYGIENE PROCEDURE

UNIT CODE   :   TRS311202

UNIT DESCRIPTOR   :   This unit of competency deals with the knowledge, skills and attitudes in observing workplace hygiene procedures. It includes following hygiene procedures and identifying and preventing hygiene risks.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Follow hygiene procedures	1.1. Workplace *hygiene procedures* are implemented in line with enterprise and legal requirements 1.2 Handling and storage of items are undertaken in line with enterprise and legal requirements	1.1 Workplace hygiene procedures 1.2 Items handling and storage 1.3 Typical hygiene and control procedures in the hospitality and tourism industries 1.4 Overview of legislation and regulation in relation to food handling, personal and general hygiene 1.5 Factors which contribute to workplace hygiene problems 1.6 General hazards in handling food, linen and laundry and garbage	1.1 Implementing workplace hygiene procedures 1.2 Undertaking items handling and storage 1.3 Following correct procedures and instructions 1.4 Handling tools/equipment

ELEMENT	PERFORMANCE CRITERIA **Italicized** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Identify and prevent hygiene risks	2.1 Potential ***hygiene risks*** are identified in line with enterprise procedures 2.2 Action to ***minimize*** and ***remove risks*** are taken within scope of individual responsibility of enterprise/legal requirements 2.3 Hygiene risks beyond the control of individual staff members are reported to the appropriate person for follow up	2.1 Potential hygiene Risks 2.2 Action to minimize and remove risks 2.3 Out of control hygiene risks 2.4 General hazards in handling food, linen and laundry and garbage 2.5 Major causes of contamination and cross infections 2.6 Sources of and reasons for food poisoning	2.1 Identifying potential hygiene risks 2.2 Taking action in minimizing and removing risks 2.3 Reporting out of control hygiene risks 2.4 Applying hygiene principles

RANGE OF VARIABLES

VARIABLE	RANGE

1. Hygiene procedures	May include:
	    1.1 safe and hygienic handling of food and beverage
	    1.2 regular hand washing
	    1.3 correct food storage
	    1.4 appropriate and clean clothing
	    1.5 avoidance of cross-contamination
	    1.6 safe handling disposal of linen and laundry
	    1.7 appropriate handling and disposal of garbage
	  1.7 cleaning and sanitizing procedures
	  1.8 personal hygiene

2. Hygiene risk	May include:
	    2.1 bacterial and other contamination arising from poor handling of food
	    2.2 inappropriate storage of foods
	    2.3 storage at incorrect temperatures
	    2.4 foods left uncovered
	    2.5 poor personal hygiene practices
	    2.6 poor work practices
	        2.6.1 cleaning
	        2.6.2 housekeeping
	        2.6.3 food handling
	        2.6.4 vermin
	        2.6.5 airborne dust
	    2.7 cross-contamination through cleaning inappropriate cleaning practices
	    2.8 inappropriate handling of potentially infectious linen
	    2.9 contaminated wastes such as blood and body secretions
	    2.10 disposal of garbage and contaminated or potentially contaminated wastes

3. Minimizing or removing risk	May include:
	    3.1 auditing staff skills and providing training
	    3.2 ensuring policies and procedures are followed strictly
	    3.3 audits or incidents with follow up actions

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment must show that the candidate:**
	1.1 Followed hygiene procedures
	1.2 Identified and prevented hygiene risks
2. Resource Implications	**The following resources should be provided:**
	2.1 Hygiene procedures, actual or simulated workplace, products used in hotel/restaurant /tourism workplace
3. Methods of Assessment	**Competency in this unit must be assessed through:**
	3.1 Written examination
	3.2 Practical demonstration
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
	4.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT COMPETENCY **:** **PERFORM COMPUTER OPERATIONS**

UNIT CODE **:** **TRS311202**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes and values needed to perform computer operations which includes inputting, accessing, producing and transferring data using the appropriate hardware and software.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1 Requirements of task are determined. 1.2 Appropriate *hardware* and *software* are selected according to task assigned and required outcome. 1.3 Task is planned to ensure *OH & S guidelines* and procedures are followed.	1.1 Hardware and software appropriate for task assigned 1.2 OH and S principle and responsibilities 1.3 Calculating computer capacity	1.1 Determining task requirements 1.2 Selecting appropriate hardware and software 1.3 Following OH & S guidelines
2. Input data into computer	2.1 Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2 Accuracy of information is checked and information is saved in accordance with standard operating procedures.	2.1 Use of appropriate program and application 2.2 Company procedures 2.3 Storage media requirements 2.4 Basic ergonomics of keyboard and computer use	2.1 Entering data into saving 2.2 Saving and checking information accuracy 2.3 Storing inputted data in storage media 2.4 Performing work using ergonomic guidelines

ELEMENT	PERFORMANCE CRITERIA **Italicized** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Inputted data are stored in **storage media** according to requirements. 2.4 Work is performed within **ergonomic guidelines.**	2.1 Main types of computers 2.2 Basic features of different operating systems 2.3 Main parts of a computer 2.4 Storage devices and basic categories of memory	
3. Accessing information using computer	3.1 Correct program/ application is selected based on job requirements. 3.2 Program/application containing the information required is accessed according to company procedures. 3.3 **Desktop icons** are correctly selected, opened and closed for navigation purposes. 2.5 Keyboard techniques are carried out in line with OH & S requirements for safe use of keyboards.	3.1 Required information of and correct program and application 3.2 Job requirements 3.3 Company procedures 3.4 Desktop icons 3.5 Keyboard techniques 3.6 OH & S requirements 3.7 Relevant types of software 2.5 General security in the computer system	3.1 Selecting correct program and application 3.2 Accessing program/ application containing the information required 3.3 Correctly selecting, opening, and closing desktop icons 3.4 Carrying out keyboard techniques

ELEMENT	PERFORMANCE CRITERIA **Italicized** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Produce or output data using computer system	4.1 Entered data are processed using appropriate software commands. 4.2 Data are printed out as required using computer hardware/ peripheral devices in accordance with standard operating procedures. 4.3 Files and data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures	4.1 Software command 4.2 Standard Operating Procedures 4.3 Usage of computer hardware/ peripheral devices	4.1 Processing data entered 4.2 Printing out and transferring files and data using computer hardware/ peripheral devices
5. Maintain computer equipment and systems	5.1 Systems for cleaning, minor *maintenance* and replacement of consumables are implemented. 5.2 Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures. 5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures.	5.1 System for cleaning, minor maintenance an replacement of consumables 5.2 Security of data procedures 5.3 Basic file maintenance procedures 5.4 Standard Operating Procedures 5.5 Types of viruses	5.1 Implementing system for cleaning, minor maintenance, and replacement of consumables 5.2 Implementing procedures for ensuring security of data 5.3 Implementing basic file maintenance procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and peripheral devices	May include: 1.1 Personal computers 1.2 Networked systems 1.3 Communication equipment 1.4 Printers 1.5 Scanners 1.6 Keyboard 1.7 Mouse
2. Software	May include: 2.1 Word processing packages 2.2 Database packages 2.3 Internet 2.4 Spreadsheets
3. OH & S guideline	May include: 3.1 OHS guidelines 3.2 Enterprise procedures
4. Storage media	May include: 4.1 diskettes 4.2 CDs 4.3 zip disks 4.4 hard disk drives, local and remote
5. Ergonomic guidelines	May include: 5.1 Types of equipment used 5.2 Appropriate furniture 5.3 Seating posture 5.4 Lifting posture 5.5 Visual display unit screen brightness

6. Desktop icons	May include: 6.1 directories/folders 6.2 files 6.3 network devices 6.4 recycle bin
7. Maintenance	May include: 7.1 Creating more space in the hard disk 7.2 Reviewing programs 7.3 Deleting unwanted files 7.4 Backing up files 7.5 Checking hard drive for errors 7.6 Using up to date anti-virus programs 7.7 Cleaning dust from internal and external surfaces

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment must show that the candidate:**
	1.1 Planned and prepared for task to be undertaken
	1.2 Inputted data into computer
	1.3 Accessed information using computer
	1.4 Produced/outputted data using computer system
	1.5 Maintained computer equipment and systems
2. Resource Implications	**The following resources should be provided:**
	2.1 Computer hardware with peripherals
	2.2 Appropriate software
3. Methods of Assessment	**The assessor may select two of the following assessment methods to objectively assess the candidate:**
	3.1 Observation
	3.2 Questioning
	3.3 Practical demonstration
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)

UNIT COMPETENCY : **PERFORM WORKPLACE AND SAFETY PRACTICES**

UNIT CODE : **TRS311204**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in following health, safety and security practices It includes dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Follow workplace procedures for health, safety and security practices	1.1 Correct **health, safety and security procedures** are followed in line with legislation, regulations and enterprise procedures 1.2 **Breaches** of health, safety and security procedures are identified and reported in line with enterprise procedure. 1.3 Suspicious behavior or unusual occurrence is reported in line with enterprise procedure	1.1 Correct health, safety, and security procedures 1.2 Enterprise procedures 1.3 Breaches of health, safety, and security procedures 1.4 Suspicious behavior or unusual occurrence **Communication** 1.5 Interactive communication with others 1.6 Interpersonal skills 1.7 Good working attitude 1.8 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values 1.9 Ability to focus on task at hand	1.1 Following the breaches of and correct health, safety, and security procedures 1.2 Reporting suspicious behavior or unusual occurrence

ELEMENT	PERFORMANCE CRITERIA **Italicized** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Deal with emergency situations	2.1 Emergency and potential emergency situations are recognized and appropriate action is taken within individual's scope of responsibility 2.2 Emergency procedures are followed in line with enterprise procedures 2.3 Assistance is sought from colleagues to resolve or respond to emergency situations 2.4 Details of emergency situations are reported in line with enterprise procedures	2.1 Emergency and potential emergency situations 2.2 Emergency procedures/ assistance 2.3 Enterprise procedures on details of emergency 2.4 Enterprise procedures	2.1 Recognizing and taking action on emergency and potential emergencies 2.2 Following emergency procedures 2.3 Seeking assistance in resolving and responding to emergency situations 2.4 Reporting emergency details 2.5 Making decisions 2.6 Applying time management
3. Maintain safe personal presentation standards	3.1 Safe personal standards are identified and followed in line with enterprise requirements	3.1 Safe personal standards 3.2 Enterprise requirement 3.3 Systems, Processes and Operations 3.4 Safety practices	3.1 Following safe personal standards 3.2 Applying safety practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Health, safety and security procedures	May include: 3.1 use of personal protective clothing and equipment 3.2 safe posture including sitting, standing, bending 3.3 manual handling including lifting, transferring 3.4 safe work techniques including knives and equipment, handling hot surfaces, computers and electronic equipment 3.5 safe handling of chemicals, poisons and dangerous materials 3.6 ergonomically sound furniture and workstations 3.7 emergency fire and accident 3.8 hazard identification and control 3.9 security of documents, cash, equipment, people 3.10 key control systems
2. Breaches of procedure	May include: 2.1 loss of keys 2.2 strange or suspicious persons 2.3 broken or malfunctioning equipment 2.4 loss of property, goods or materials 2.5 damaged property or fittings 2.6 ack of suitable signage when required 2.7 lack of training on health and safety issues 2.8 unsafe work practices
3. Emergency	May include: 3.1 personal injuries 3.2 fire 3.3 electrocution 3.4 natural calamity, i.e., earthquake/flood 3.5 criminal acts, i.e., robbery

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment must show that the candidate:**
	1.1 Followed workplace procedures for health, safety and security practices
	1.2 Dealt with emergency situations
	1.3 Maintained safe personal presentation standards
2. Resource Implications	**The following resources should be provided:**
	2.1 Procedures Manual on safety, security, health and emergency
	2.2 Availability of tools, equipment, supplies and materials
3. Methods of Assessment	**Competency in this unit may be assessed through:**
	3.1 Written examination
	3.2 Practical demonstration
	3.3 Interview
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers
	4.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT COMPETENCY **:** **PROVIDE EFFECTIVE CUSTOMER SERVICE**

UNIT CODE **:** **TRS311205**

UNIT DESCRIPTOR **:** This unit of competency deals with the knowledge, and attitudes in providing effective customer service. It includes greeting customer, identifying customer needs, delivering service to customer, handling queries through telephone, fax machine, internet and email and handling complaints, evaluation and recommendation.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Greet customer	1.1 Guests are greeted in line with enterprise procedure 1.2 Verbal and nonverbal communications are appropriate to the given situation 1.3 ***Nonverbal communication*** of customer is observed responding to customer 1.4 ***Sensitivity*** to ***cultural and social differences*** is demonstrated	1.1 Enterprise procedure on customer greeting 1.2 Verbal and nonverbal communication 1.3 Non verbal of communication of customers 1.4 Sensitivity to cultural and social differences **Communication** 1.5 Interactive communication with others 1.6 Interpersonal skills/ social graces with sincerity	1.1 Greeting guests using enterprise procedure 1.2 Applying verbal and nonverbal communication appropriate for a situation 1.3 Observing nonverbal communication 1.4 Demonstrating sensitivity to cultural and social differences

ELEMENT	PERFORMANCE CRITERIA **Italicized** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Identify customer needs	2.1 ***Appropriate interpersonal skills*** are used to ensure that customer needs are accurately identified. 2.2 ***Customer needs*** are assessed for urgency so that priority for service delivery can be identified. 2.3 ***Customers*** are provided with information. 2.4 Personal limitation in addressing customers needs is identified and where appropriate, assistance is sought from supervisor.	2.1 ***Appropriate*** interpersonal skills 2.2 Customer needs 2.3 Basic information needed by customers 2.4 Personal limitation in addressing customers needs	2.1 Using appropriate interpersonal skills 2.2 Assessing customer needs 2.3 Providing information to customers 2.4 Identifying personal limitations in addressing customers need
3. Deliver service to customer	3.1 Customer needs are promptly attended to in line with ***enterprise procedure.*** 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery. 3.3 Opportunity to enhance the quality of service and products are taken wherever possible	3.1 Customer service needs 3.2 Enterprise procedure 3.3 Customer rapport 3.4 Quality of service and products enhancement **Safety Practices** 3.5 Safe work practices 3.6 Personal hygiene	3.1 Attending customer needs 3.2 Maintaining appropriate rapport with customers 3.3 Taking opportunity for quality of service enhancement

ELEMENT	PERFORMANCE CRITERIA **Italicized** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Handle queries through telephone, fax machine, internet and email	4.1 Use telephone, computer, fax machine, internet efficiently to determine customer requirements. 4.2 Queries/ information are recorded in line with enterprise procedure. 4.3 Queries are acted upon promptly and correctly in line with enterprise procedure.	4.1 Usage of telephone, fax machine, and internet 4.2 Enterprise procedure on queries and information 4.3 Types of customer queries **Theory** 4.4 Selling/upselling techniques 4.5 Interview techniques 4.6 Conflict resolution 4.7 Communication process 4.8 Communication barriers	4.1 Using telephone, fax machine, and internet 4.2 Recording queries and information 4.3 Acting upon queries

ELEMENT	PERFORMANCE CRITERIA **Italicized** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Handle complaints, evaluation and recommendations	5.1 Guests are greeted with a smile and eye-to-eye contact. 5.2 Responsibility for resolving the complaint is taken within limit of responsibility. 5.3 Nature and details of complaint is established and agreed with the customer. 5.4 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible	5.1 Courtesy for customers 5.2 Responsibility and appropriate action on complaint resolution 5.3 Nature and details of complaint **Attitude** 5.4 Attentive, patient and cordial 5.5 Eye-to-eye contact 5.6 Maintain teamwork and cooperation	5.1 Greeting the Guests with a smile and eye-to-eye contact 5.2 Taking the responsibility for giving appropriate action to and resolving the complaint 5.3 Establishing and agreeing to the nature and details of complaint

RANGE OF VARIABLES

VARIABLE	RANGE
1 Non-verbal communication	May include: 1.1 body language 1.2 dress and accessories 1.3 gestures and mannerisms 1.4 voice tonality and volume 1.5 use of space 1.6 culturally specific communication customs and practices
2. Cultural and social differences	May include: 2.1 modes of greeting, farewelling and conversation 2.2 body language/ use of body gestures 2.3 formality of language
3. Interpersonal skills	May include: 3.1 interactive communication 3.2 public relation 3.3 good working attitude 3.4 sincerity 3.5 pleasant disposition 3.6 effective communication skills
4. Customer needs	May include: 4.1 those with a disability 4.2 those with special cultural or language needs 4.3 unaccompanied children 4.4 parents with young children 4.5 pregnant women 4.6 single women
5. Enterprise procedure	May include: 5.1 modes of greeting and farewell 5.2 addressing the person by name 5.3 time-lapse before a response 5.4 style manual requirements 5.5 standard letters and proforma

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment must show that the candidate:**
	1.1 Greeted customer
	1.2 Identified customer needs
	1.3 Delivered service to customer
	1.4 Handled queries through telephone, fax machine, internet and email
	1.5 Handled complains, evaluation recommendations
2. Resource Implications	**The following resources should be provided:**
	2.1 Availability of telephone, fax machine, internet, etc.
	2.2 Availability of data on projects and services; tariff and rates, promotional activities in place etc.
	2.3 Availability of office supplies
3. Methods of Assessment	**The assessor may select two of the following assessment methods to objectively assess the candidate:**
	3.1 Written examination
	3.2 Practical demonstration
4. Context of Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
	4.2 Assessment activities are carried out through TESDA's accredited assessment center

CORE COMPETENCIES

UNIT OF COMPETENCY : **APPLY SLOW FOOD PRINCIPLES**

UNIT CODE : AB-TRS0600613512301

UNIT DESCRIPTOR : This unit covers the principles and practices of Slow Food production, focusing on the preservation of local food cultures, the distinction between local and traditional foods, and the application of sustainable practices in slow food production and consumption.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Distinguish local and traditional food	1.1 Local and traditional food are distinguished based on ***geographical areas.*** 1.2 ***Food categories*** to be focused on such as appetizers, soup, salad, main dish, side dish, desserts, and beverages are classified based on geographical areas.' 1.3 Specified traditional food of cultural groups are researched based on Gatekeepers' information.	1.1 Local and traditional food 1.2 Traditional cooking methods, tools and equipment 1.3 Key local ingredients 1.4 Historical context of rituals and beliefs 1.5 Traditional food of cultural groups	1.1 Distinguishing food production and consumption 1.2 Classifying traditional cooking methods, tools, and equipment 1.3 Classifying food categories 1.4 Researching traditional food of cultural groups

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Preserve local food cultures	2.1 Historical development and evolution of local food practices are identified based on geographical areas. 2.2 The role of food in social events, rituals, and celebrations within the community is listed based on food categories. 2.3 The indigenous knowledge and practices related to food production, preparation, preservation, and consumption are applied based on geographical areas.	**Cultural Studies and Anthropology:** 2.1 Cultural Context 2.2 Cultural Heritage 2.3 History of Local Food **Environmental Sustainability:** 2.4 Traditional Farming Techniques 2.5 Local Food Systems **Technology:** 2.6 Preparation and preservation of local food	2.1 Identifying historical development and evolution of local food practices 2.2 Listing the role of food in social events, rituals and celebrations within the community 2.3 Applying the indigenous knowledge and practices related to food production, preparation, preservation, and consumption
3. Apply Sustainable Practices	3.1 *Sustainable practices* for Slow Food production are identified in accordance to local areas. 3.2 Sustainable practices in food production are applied based on geographical areas. 3.3 Promotion of *plant-based diets* is applied following the sustainability of slow food production.	**Environmental Sustainability:** 3.1 Organic Food Production 3.2 Traditional use of fertilizers and pesticides 3.3 Use of heirloom ingredients Reduction of Food waste 3.4 Sources of plant-based diets	3.1 Identifying organic products and traditional methods in food production 3.2 Applying sustainable practices and promotion of plant-based diets 3.3 Recording applied sustainable practices

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Applied sustainable practices in slow food production are recorded based on local areas.		

RANGE OF VARIABLES

VARIABLE	RANGE

1. Geographical Area	May include:
	    1.1 Province
	    1.2 Municipality
	    1.3 Community

2. Food Categories	May include:
	    1.1 Appetizers
	    1.2 Soups
	    1.3 Salad
	    1.4 Main Dishes
	    1.5 Side Dishes
	    1.6 Desserts
	    1.7 Beverages

3. Sustainable Practices	May include:
	    3.1 Sourcing local ingredients
	    3.2 Using seasonal produce
	    3.3 Reducing food waste

4. Plant-based Diets	May include:
	    4.1 Legumes (beans, lentils, and peas)
	    4.2 Nuts and Seeds
	    4.3 Whole Grains
	    4.4 Soy Products

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Identified local and traditional foods 1.2 Preserved local food cultures 1.3 Applied sustainable practices
2. Resource Implications	**The following resources MUST be provided** 2.1 Access to fully equipped commercial/institutional kitchen and storage areas 2.2 Access to relevant cleaning materials and equipment for kitchen areas 2.3 Access to Indigenous ingredients and materials 2.4 Knowledge of the Gatekeepers 2.5 Supplementary reading materials
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Demonstration/observation with oral questioning 3.2 Written exam 3.3 Interview
4. Context for Assessment	Competency may be assessed individually in the actual workplace or simulation environment by the institution with TESDA registered program

UNIT OF COMPETENCY : **PERFORM SLOW FOOD COOKING TECHNIQUES**

UNIT CODE : AB-TRS0600613512302

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes which focuses on the practical aspects of Slow Food production, emphasizing the sourcing of ingredients, cooking techniques, and application of sustainable practices.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. List Slow Food source	1.1 The historical significance of various slow food ingredients is described based on ***Ark of Taste Listings.*** 1.2 ***Techniques and methods*** in slow food dishes are identified based on specific community standards. 1.3 Techniques and methods in slow food dishes are documented and recorded following the accepted ethical guidelines.	1.1 Ark of taste Listing 1.2 Historical context of Slow Food Dishes 1.3 Health benefits of slow food ingredients 1.4 Food Safety 1.5 Ingredients and techniques specific to slow food dishes **Environmental Concerns:** 1.6 Preservation of Indigenous ingredients 1.7 Protection of Indigenous ingredients 1.8 Propagation of Indigenous plants and animals	1.1 Describing the significance of ingredients 1.2 Identifying techniques and methods in slow food 1.3 Documenting and recording techniques and methods in slow food dishes

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Cook slow food products	2.1 Mise-en-Place is performed based on specific community standards. 2.2 Slow food dishes using identified **indigenous ingredients** are cooked based on specific community standards. 2.3 Quality of safety practices of slow food dishes is applied based on specific community standards. 2.4 Slow food dishes are plated based on specific community standards. 2.5 Slow food dishes are presented based on specific community standards. 2.6 Food evaluation is conducted based on specific community standards.	2.1 Techniques and methods specific to slow food dishes 2.2 HACCP principles 2.3 Sensory evaluation procedures 2.4 Health benefits of slow food cooking methods 2.5 Traditional materials and methods of cooking 2.6 Application of traditional materials 2.7 Serving portion 2.8 Food pairing techniques	2.1 Performing Mise-en-place 2.2 Cooking slow food dishes using identified Indigenous ingredients 2.3 Conducting food evaluation 2.4 Identifying and selecting serving materials 2.5 Plating slow food dishes 2.6 Presenting slow food dishes
3. Apply sustainable practices	3.1 Sustainable practices in slow food processing and packaging are identified based on specific community standards. 3.2 Locally sourced food is chosen based on specific community standards. 3.3 Seasonal produce is consumed based on	3.1 Food Production Systems 3.2 Environmental Footprints of various Food Production Methods 3.3 Key Environmental Issues related to food waste reduction	3.1 Identifying sustainable practices in slow food processing and packaging 3.2 Reducing food waste 3.3 Choosing locally sourced foods 3.4 Consuming seasonal produce

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	specific community standards.		3.5 Promoting plant-based diet
	3.4 Plant-based diet is promoted based on specific community standards.		
	3.5 Food waste is reduced based on specific community standards.		

RANGE OF VARIABLES

VARIABLE	RANGE

1. Ark of Taste Listings	May include:
	  1.1 Country
	  1.2 Province

2. Techniques and methods	May include:
	  2.1 Dry heat cooking methods
	  2.2 Moist heat cooking methods
	  2.3 Combination cooking methods

3. Indigenous ingredients	May include:
	Plants:
	  3.1 Leaves
	  3.2 Fruits
	  3.3 Seeds
	  3.4 Stems
	  3.5 Barks
	  3.6 Flowers
	  3.7 Roots
	  3.8 Tubers
	  3.9 Shoots
	
	Animals:
	  3.10 Fishes
	  3.11 Crustaceans
	  3.12 Mollusk
	  3.13 Echinoderms
	  3.14 Amphibians
	  3.15 Reptiles
	
	Aquatic Plants:
	  3.16 Seaweeds
	  3.17 Freshwater plants

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	
	  1.1 Listed Food Sources
	  1.2 Cooked slow food products
	  1.3 Applied sustainable practices

2. Resource Implication	**The following resources MUST be provided**
	2.1 Access to fully equipped commercial/institutional kitchen and storage areas
	2.2 Access to relevant cleaning materials and equipment for kitchen areas
	2.3 Access to Indigenous ingredients and materials
	2.4 Knowledge of the Gatekeepers
	2.5 Supplementary reading materials
3. Method of Assessment	**Competency in this unit may be assessed through:**
	3.1 Demonstration/observation with oral questioning
	3.2 Written exam
	3.3 Interview
4. Context of Assessment	Competency may be assessed individually in the actual workplace or simulation environment by the institution with TESDA registered program.

UNIT OF COMPETENCY : **MARKET SLOW FOOD PRODUCTS**

UNIT CODE : AB-TRS0600613512303

UNIT DESCRIPTOR : This unit focuses on the commercial and ethical aspects of Slow Food production, emphasizing far trade practices, marketing strategies, and reporting methods, which involves establishing equitable relationships with farmers, effectively market Slow Food products, and accurately report on Slow Food production processes and outcomes.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish Fair Trade Practices	1.1 Fair **Trade Policie**s like Ethical Sourcing and Fair Pricing are stablished based on environmental requirements. 1.2 **Labor Right**s are followed based on government regulations. 1.3 **Safe** and healthy work environments that comply with government regulations are provided.	1.1 Safe work practices 1.2 Hygienic practices and food safety regulations 1.3 Local health regulations pertaining to food production 1.4 Current Philippine Labor Laws related to Fair Trade Practices	1.1 Establishing Fair Trade Policies 1.2 Following Labor Rights 1.3 Providing safe and healthy work environment
2. Market Slow Food Products	2.1 Food is labeled properly aligned with Slow Food International's Criteria. 2.2 **Environmental requirements** for the Food Packaging area are applied in accordance to enterprise standards. 2.3 Appropriate packaging procedures are followed according to enterprise specifications.	2.1 Qualities of Packaging materials 2.2 Environmental Requirements for Food Packaging 2.3 Food Temperature Control 2.4 Food humidity 2.5 Mandatory labeling requirements 2.6 Concepts of Shelf-life in packaging	2.1 Performing food packaging and labeling 2.2 Applying environmental requirements 2.3 Applying food label

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Report Slow Food Production	3.1 Appropriate basic systems for purchasing and ordering are reported based on standard operational procedures. 3.2 Stock records are systematically and regularly updated following established standard operational procedures. 3.3 *Daily sales* are accurately monitored following established standard operational procedures.	3.1 Basic recording and reporting 3.2 Recipe Costing Techniques 3.3 Basic Mathematical operations	3.1 Purchasing and ordering systems 3.2 Updating stock records 3.3 Monitoring of daily sales

RANGE OF VARIABLES

VARIABLE	RANGE
1. Fair Trade Policies	May include: 1.1 Pricing 1.2 Market Access 1.3 Labor rights 1.4 Indigenous rights 1.5 Certification standards 1.6 Consumer awareness
2. Labor Rights	May include: 2.1 Wages 2.2 Benefits 2.3 Working hours 2.4 Job Security 2.5 Workplace safety 2.6 Labor laws 2.7 Cultural norms 2.8 Social values
3. Environmental requirements	May include: 3.1 Temperature control 3.2 Cleanliness and hygiene 3.3 Pest control 3.4 Air and water quality 3.5 Waste management 3.6 Energy efficiency 3.7 Sustainable practices 3.8 Compliance with regulations
4. Daily Sales	May include: 4.1 Product type 4.2 Price 4.3 Promotions 4.4 Product quality 4.5 Customer loyalty 4.6 Customer satisfaction 4.7 Store location 4.8 Seasonality

VARIABLE	RANGE
	4.9 Staffing 4.10 Store hours 4.11 Day of the week 4.12 Holidays and special events

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Established Fairtrade practices 1.2 Marketed Slow Food Products 1.3 Reported Slow Food Production
2. Resource Implications	The following resources MUST be provided: 2.1 Access to fully equipped commercial/institutional kitchen and storage areas 2.2 Access to relevant cleaning materials and equipment for kitchen areas 2.3 Access to Indigenous packaging materials 2.4 Knowledge of the Gatekeepers 2.5 Supplementary reading materials
3. Methods of Assessment	Competency in this unit may be assessed through: 4.13 Demonstration/observation with oral questioning 4.14 Written exam 4.15 Interview
4. Context for Assessment	Competency may be assessed individually in the actual workplace or simulation environment by the institution with TESDA registered program

GLOSSARY OF TERMS

ARK OF TASTE	It is an international catalogue of endangered heritage foods which is maintained by the global slow food movement. Each product is nominated through a descriptive profile which is the result of research by people around the world.
GATEKEEPERS	These are individuals or groups that play a crucial role in preserving and passing down traditional recipes, cooking techniques and food culture from one generation to the next. They have deep knowledge and expertise in the culinary traditions of a particular region or community. They are committed to maintaining the authenticity and integrity of these food practices.
GMP	Good Manufacturing Practices. It describes the methods, equipment, facilities and controls for producing processed food. As the minimum sanitary and processing requirements for producing safe and wholesome food.
HACCP	Hazard Analysis and Critical Control Points. It is a systematic preventive approach to food safety from biological, chemical and physical hazards in production processes that can cause the finished product to be unsafe and designs measures to reduce these risks to a safe level.
SLOW FOOD	It is all about local and traditional foods meant to be savored. It's a reaction against the mass production of the fast-food industry.
SLOW FOOD INTERNATIONAL	It is a global movement of local groups and activists united by the common goal of ensuring everyone has access to good, clean and fair food. Founded by Carlo Petrini in Italy in 1986, it is now active in more than 160 countries.
SSOP	Sanitation Standard Operating Procedures. These are specific written procedures necessary to ensure sanitary conditions in the food plant.
Indigenous Products	Indigenous products in Slow Food production refer to foods, ingredients, and culinary traditions that are native to a particular region or culture and have been used by local communities for generations.
Sustainable Practices	Sustainable practices in Slow Food production refer to methods and approaches that aim to produce food in a way that is environmentally friendly, socially responsible, and economically viable over the long term. These practices are designed to preserve natural resources, protect biodiversity, support local communities, and maintain the quality and integrity of food production for future generations.
Organic Farming	It refers to the non-use of chemical synthetic fertilizers, pesticides, and genetically modified growth enhancers.

ACKNOWLEDGMENTS

The Technical Education and Skills Development Authority (TESDA) would like to recognize the commitment of industry stakeholders who provided their time and expertise to develop these Competency Standards.

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