

COMPETENCY STANDARDS

TIKOG PRODUCTION LEVEL II



AGRICULTURE, FORESTRY AND FISHERY SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TESDA Samar Provincial Office, Capitol Compound, Catbalogan City, Samar

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.

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

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each CS has two sections:

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

Section 2 **The Competency Standards** - format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.

TABLE OF CONTENTS
AGRICULTURE, FORESTRY AND FISHERY SECTOR
TIKOG PRODUCTION LEVEL II

	Page/s
Section 1 TIKOG PRODUCTION LEVEL II	1
Section 2 COMPETENCY STANDARDS	2-54
• Basic Competencies	2-31
• Common Competencies	32-40
• Core competencies	41-54
GLOSSARY OF TERMS	55
ACKNOWLEDGEMENTS	56

COMPETENCY STANDARDS FOR

TIKOG PRODUCTION LEVEL II

SECTION 1 TIKOG PRODUCTION LEVEL II QUALIFICATION

The **TIKOG PRODUCTION LEVEL II** Qualification consists of competencies that a person must have in order to focus on tikog production, that is from perform land preparation, plant tikog, conduct harvest and post-harvest, and establish tikog stalks drying.

This Qualification is packaged from the competency map of the Agriculture, Forestry and Fishery Sector as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

CODE NO.	COMMON COMPETENCIES
AFF321201	Apply safety measures in farm operations
AFF321202	Use farm tools and equipment
AFF321203	Perform estimation and basic calculation

CODE NO.	CORE COMPETENCIES
AB-AFF0860020611301	Perform Land Preparation
AB-AFF0860020611302	Plant Tikog
AB-AFF0860020611303	Conduct Harvest and Post-harvest
AB-AFF0860020611304	Conduct Tikog Stalks Drying

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

- Tikog Farmer

SECTION 2 COMPETENCY STANDARDS

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

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

	<p>forms/ documents are identified and acted upon.</p> <p>3.4 Reporting requirements to supervisor are completed according to organizational guidelines.</p>	<p>3.6 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>requirements</p> <p>3.4 Effective recordkeeping skills</p>
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RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **WORK IN 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 <i>Italicized terms</i> 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 is identified from available sources of information . 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources.	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team Development 2.4 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
3. Work as a team member	3.1 Effective and appropriate forms of communication are used and interactions undertaken with team members based on company practices.	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking	3.1 Communicating appropriately, consistent with the culture of the workplace. 3.2 Interacting effectively with others 3.3 Deciding as an

	<p>3.2 Effective and appropriate contributions made to complement team activities and objectives, based on workplace context.</p> <p>3.3 Protocols in reporting are observed based on standard company practices.</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives.</p>	<p>3.5 Team roles</p> <p>3.6 Process of team development</p> <p>3.7 Workplace context</p>	<p>individual and as a group using group think strategies and techniques</p> <p>3.4 Contributing to Resolution of issues and concerns</p>
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	<p>May include:</p> <p>1.1 Work activities in a team environment with enterprise or specific sector</p> <p>1.2 Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment</p>
2. Sources of information	<p>May include:</p> <p>2.1 Standard operating and/or other workplace procedures</p> <p>2.2 Job procedures</p> <p>2.3 Machine/equipment manufacturer's specifications and instructions</p> <p>2.4 Organizational or external personnel</p> <p>2.5 Client/supplier instructions</p> <p>2.6 Quality standards</p> <p>2.7 OHS and environmental standards</p>
3. Workplace context	<p>May include:</p> <p>3.1 Work procedures and practices</p> <p>3.2 Conditions of work environments</p> <p>3.3 Legislation and industrial agreements</p> <p>3.4 Standard work practice including the storage, safe handling and disposal of chemicals</p> <p>3.5 Safety, environmental, housekeeping and quality guidelines</p>

EVIDENCE GUIDE

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

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 <i>Italicized terms</i> 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 helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools. 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified. 2.2 Recommendation about possible solutions are developed, documented , ranked and presented to appropriate person for decision.	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 2.3 Identifying current industry standard diagnostic tools. 2.4 Describing common malfunctions and resolutions.

			2.5 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	<p>3.1 Implementation of solutions are planned.</p> <p>3.2 Evaluation of implemented solutions are planned.</p> <p>3.3 Recommended solutions are documented and submit to appropriate person for confirmation.</p>	<p>3.1 Standard Procedures</p> <p>3.2 Documentation produce</p>	<p>3.1 Producing documentation that recommends solutions to problems</p> <p>3.2 Following established procedures</p>

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	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE : 400311213

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one’s emotion	1.1 Self-management strategies are identified. 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed. 1.3 Techniques for effectively handling negative emotions and unpleasant situation in the workplace are examined.	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one’s emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace
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	2.1 Basic SWOT analysis 2.2 Strategies to improve one’s attitude in the workplace 2.3 Gibbs’ Reflective	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through

	<p>responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored</p> <p>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.</p>	<p>Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)</p>	<p>realization of limitations, likes/dislikes; through showing of self-confidence</p> <p>2.3 Demonstrating self-acceptance and being able to accept challenges</p>
<p>3. Boost self-confidence and develop self-regulation</p>	<p>3.1 Efforts for continuous self-improvements are demonstrated.</p> <p>3.2 Counter-productive tendencies at work are eliminated.</p> <p>3.3 Positive outlook in life are maintained.</p>	<p>3.1 Four components of self-regulation based on Self-Regulation Theory (SRT)</p> <p>3.2 Personality development concepts</p> <p>3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)</p>	<p>3.1 Performing effective communication skills – reading, writing, conversing skills</p> <p>3.2 Showing affective skills – flexibility, adaptability, etc.</p> <p>3.3 Self-assessment for determining one’s strengths and weaknesses</p>

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	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION

UNIT CODE : 400311214

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

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather data/information	1.1 Evidence, facts and information are collected. 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope.	1.1 Organisational 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 Organisational values, ethics and codes of conduct	1.1 Describing organisational 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 organisational values, ethics and codes of conduct
2. Assess gathered data/information	2.1 Validity of data/information is assessed. 2.2 Analysis techniques are applied to assess data/information. 2.3 Trends and anomalies are identified	2.1 Business mathematics and statistics 2.2 Data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/procedures 2.3 Reporting requirements to

	<p>2.4 Data analysis techniques and procedures are documented.</p> <p>2.5 Recommendations are made on areas of possible improvement</p>	<p>2.4 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.5 Organisational values, ethics and codes of conduct</p>	<p>a range of audiences</p> <p>2.4 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.5 Stating organisational values, ethics and codes of conduct</p>
<p>3. Record and present information</p>	<p>3.1 Studied data/information are recorded.</p> <p>3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference.</p> <p>3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset.</p> <p>3.4 Findings are presented to stakeholders.</p>	<p>3.1 Data analysis techniques/procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Organisational values, ethics and codes of conduct</p>	<p>3.1 Describing data analysis techniques/procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Stating organisational values, ethics and codes of conduct practices</p>

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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied data/information <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
2. Resource Implications	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Interview 3.3 Portfolio <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4. Context for Assessment	<ul style="list-style-type: none"> 4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

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

UNIT CODE : **400311216**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant OSH requirements, regulations, policies and procedures are identified in accordance with workplace policies and procedures. 1.2 OSH activity non-conformities are conveyed to appropriate personnel . 1.3 OSH preventive and control requirements are identified in accordance with OSH work policies and procedures.	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Communication skills 1.2 Interpersonal skills 1.3 Critical thinking skills 1.4 Observations skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures. 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures. 2.3 Required OSH materials, tools and	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 Communication skills 2.2 Estimation skills 2.3 Interpersonal skills 2.4 Critical thinking skills 2.5 Observation skills 2.6 Material, tool and equipment identification skills

	equipment are arranged/ placed in accordance with OSH work standards.		
3. Perform tasks in accordance with relevant OSH policies and procedures	<p>3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures.</p> <p>3.2 Work Activities are executed in accordance with OSH work standards.</p> <p>3.3 Non-compliance work activities are reported to <i>appropriate personnel</i>.</p>	<p>3.1 OSH work standards</p> <p>3.2 Industry-related work activities</p> <p>3.3 General OSH principles</p> <p>3.4 OSH Violations Non-compliance work activities</p>	<p>3.1 Communication skills</p> <p>3.2 Interpersonal skills</p> <p>3.3 Troubleshooting skills</p> <p>3.4 Critical thinking skills</p> <p>3.5 Observation skills</p>

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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 THE WORKPLACE**

UNIT CODE : **400311217**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques. 1.2 Data are recorded in accordance with workplace protocol. 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <i>environmental work procedures.</i>	1.1 Importance of Environmental Literacy 1.2 Environmental Work Procedures 1.3 Waste Minimization 1.4 Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed. 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning. 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures.	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills
3. Convey inefficient and	3.1 Efficiency and effectiveness of resource utilization are	3.1 Appropriate Personnel to address the	3.1 Written and Oral Communication Skills

<p>ineffective environmental practices</p>	<p>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.</p>	<p>environmental hazards 3.2 Environmental corrective actions</p>	<p>3.2 Critical thinking skills 3.3 Problem Solving skills 3.4 Observation Skills 3.5 Practice Environmental Awareness</p>
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster 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	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Managers 2.2 Safety Officers 2.3 EHS Officers 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Officials 2.9 Key Personnel 2.10 Specialists 2.11 Himself

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

UNIT CODE : **400311218**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply entrepreneurial workplace best practices	1.1 Good practices relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in resource utilization are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: <ul style="list-style-type: none"> • Patience • Honesty • Quality-consciousness • Safety-consciousness • Resourcefulness 	1.1 Communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to appropriate person. 2.2 Observed quality procedures and practices are communicated to appropriate person	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: <ul style="list-style-type: none"> • Patience • Honesty • Quality-consciousness • Safety-consciousness • Resourcefulness 	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy.	3.1 Optimization of workplace resources 3.2 5S procedures and concepts 3.3 Criteria for cost-	3.1 Implementing preservation and optimizing workplace resources 3.2 Observing

	<p>3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements.</p> <p>3.3 Constructive contributions to office operations are made according to enterprise requirements.</p> <p>3.4 Ability to work within one's allotted time and finances is sustained.</p>	<p>effectiveness</p> <p>3.4 Workplace productivity</p> <p>3.5 Impact of entrepreneurial mindset to workplace productivity</p> <p>3.6 Ways in fostering entrepreneurial attitudes:</p> <ul style="list-style-type: none"> • Quality-consciousness • Safety-consciousness 	<p>judicious use of workplace tools, equipment and materials</p> <p>3.3 Making constructive contributions to office operations</p> <p>3.4 Sustaining ability to work within allotted time and finances</p>
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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 : **APPLY SAFETY MEASURES IN FARM OPERATIONS**

UNIT CODE : **AGR321201**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to perform safety measures effectively and efficiently. It includes identifying areas, tools, materials, time, and place in performing safety measures.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine areas of concern for safety measures	1.1 Work tasks are identified in line with farm operations. 1.2 Place for safety measures are determined in line with farm operations. 1.3 Time for safety measures are determined in line with farm operations. 1.4 Appropriate tools, materials and outfits are prepared in line with job requirements.	1.1 Different work tasks in farm operations 1.2 Place and time for implementation of safety measures 1.3 Different hazards in the workplace 1.4 Types of tools, materials and outfits 1.5 Preparation of tools, materials and outfits	1.1 Identifying work tasks in farm operations 1.2 Determining place and time for implementation of safety measures 1.3 Reading labels, manuals and other basic safety information 1.4 Identifying effective/ functional tools, materials and outfit 1.5 Preparing tools, materials and outfits 1.6 Discarding defective tools, and materials
2. Apply appropriate safety measures	2.1 Tools and materials are used according to specifications and procedures. 2.2 Outfits are worn according to farm requirements. 2.3 Effectivity/shelf life/expiration of materials are strictly observed. 2.4 Emergency procedures are known and followed to ensure a safe work requirement.	2.1 Uses and functions of tools 2.2 Outfits and how to wear it 2.3 Expiration/shelf life of materials 2.4 Proper disposal of expired materials 2.5 Environment al rules and regulations 2.6 Emergency procedures 2.7 Hazards identification and reporting	2.1 Using tools and materials in the workplace 2.2 Wearing of outfits 2.3 Observing expiration/shelf life of materials 2.4 Disposing of expired materials 2.5 Following emergency procedures 2.6 Identifying and reporting of hazards in workplace area

	2.5 Hazards in the workplace are identified and reported in line with farm guidelines.	2.8 Communication skills 2.9 OSHS	
3. Safe keep/dispose tools, materials and outfit	3.1 Used tools and outfit are cleaned after use and stored in designated areas. 3.2 Unused materials are properly labeled and stored according to manufacturer's recommendation and farm requirements. 3.3 Waste materials are disposed according to manufacturers, government and farm requirements.	3.1 Procedures of cleaning used tools and outfits 3.2 Label and storage unused materials 3.3 Disposal of wastes materials 3.4 Manufacturers' recommendation on keeping materials 3.5 Environment al rules and regulations	3.1 Cleaning used tools and outfit 3.2 Labeling and storing unused materials 3.3 Disposing waste materials

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work tasks	Work task may be selected from any of the subsectors: 1.1 Crop Production 1.2 Post-harvest 1.3 Agri-marketing 1.4 Farm Equipment
2. Place	2.1 Stock room/storage areas/warehouse 2.2 Field/farm/orchard
3. Time	3.1 Fertilizer and pesticides application 3.2 Feed mixing and feeding 3.3 Harvesting and hauling
4. Tools, materials and outfits	4.1 Tools 4.1.1 Wrenches 4.1.2 Screw driver 4.1.3 Pliers 4.2 Outfit 4.2.1 Masks 4.2.2 Gloves 4.2.3 Boots 4.2.4 Overall coats 4.2.5 Hat 4.2.6 Eye goggles
5. Emergency procedures	5.1 Location of first aid kit 5.2 Evacuation 5.3 Agencies contract 5.4 Farm emergency procedures
6. Hazards	6.1 Chemical 6.2 Electrical 6.3 Falls

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined areas of concern for safety measures 1.2 Applied appropriate safety measures according to industry requirements 1.3 Prepared tools, materials and outfit needed 1.4 Performed proper disposal of used materials 1.5 Cleaned and stored tools, materials and outfit in designated facilities
2. Resource Implications	The following resources should be provided: 2.1 Farm location 2.2 Tools, equipment and outfits appropriate in applying safety measures
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Practical demonstration 3.2 Third Party Report
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 FARM TOOLS AND EQUIPMENT

UNIT CODE : AGR321202

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use farm tools and equipment. It includes selection, operation and preventive maintenance of farm tools and equipment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Select and use farm tools	1.1 Appropriate farm tools are identified according to requirement/use. 1.2 Farm tools are checked for faults and defective tools reported in accordance with farm procedures. 1.3 Appropriate tools are safely used according to job requirements and manufacturers conditions.	1.1 Types and uses of farm tools 1.2 Characteristics of functional tools 1.3 Checking tools for defects/faults 1.4 Segregation and reporting defective tools 1.5 Uses of tools	1.1 Identifying farm tools for the work 1.2 Checking the conditions of tools 1.3 Reporting defective tools 1.4 Using tools
2. Select and operate farm equipment	2.1 Identify appropriate farm equipment . 2.2 Instructional manual of the farm tools and equipment are carefully read prior to operation. 2.3 Pre-operation check-up is conducted in line with manufacturers manual. 2.4 Faults in farm equipment are identified and reported in line with farm procedures 2.5 Farm equipment is used according to its function. 2.6 Safety procedures are followed.	2.1 Types and operations of farm equipment 2.2 Standards operating procedures of farm equipment 2.3 Instructional manual of equipment 2.4 Pre-operation check-up 2.5 Equipment Specification 2.6 Procedures in calibrating and use of equipment 2.7 Equipment faults identification and reporting 2.8 Operation of equipment 2.9 Codes and	2.1 Identifying appropriate farm equipment for the work 2.2 Reading instructional manual 2.3 Conducting pre-operation check-up 2.4 Identifying faults/defects offarm equipment 2.5 Reporting on defective farm equipment 2.6 Operating farm equipment 2.7 Following safety procedures

		Regulations on environmental protection 2.10 Safety and keeping of equipment every after use 2.11 Safety measures	
3. Perform preventive maintenance	3.1 Tools and equipment is cleaned immediately after use in line with farm procedures. 3.2 Routine check-up and maintenance are performed. 3.3 Tools and equipment is stored in designated areas in line with farm procedures.	3.1 Cleaning procedures of tools and equipment 3.2 Maintenance procedures of farm equipment 3.3 Storage of tools and equipment 3.4 Designated storage areas	3.1 Cleaning tools and equipment 3.2 Performing routinely check-up of tools and equipment 3.3 Maintaining farm equipment 3.4 Storing tools and equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Farm equipment	May include: 1.1 Engine 1.2 Pumps 1.3 Generators 1.4 Sprayers
2. Farm tools	May include: 2.1 Sickle 2.2 Cutters 2.3 Weighing scales 2.4 Hand tools 2.5 Measuring tools 2.6 Garden tools
3. Pre-operation check-up	May include: 3.1 Tires 3.2 Brake fluid 3.3 Fuel 3.4 Water 3.5 Oil 3.6 Lubricants 3.7 Battery

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Correctly identified appropriate farm tools and equipment 1.2 Operated farm equipment according to manual specification 1.3 Performed preventive maintenance
2. Resource Implications	The following resources should be provided: 2.1 Service/operational manual of farm tools and equipment 2.2 Tools and equipment 2.3 Farm implements
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Practical demonstration 3.3 Third Party Report
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 : PERFORM ESTIMATION AND BASIC CALCULATION

UNIT CODE : AGR321203

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to perform basic workplace calculations.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform estimation	1.1 Job requirements are identified from written or oral communications. 1.2 Quantities of materials and resources required to complete a work task are estimated. 1.3 The time needed to complete a work activity is estimated. 1.4 Accurate estimate for work completion are made. 1.5 Estimate of materials and resources are reported to appropriate person.	1.1 Job requirements/ labor needs 1.2 Calculation of quantities of materials and resources required 1.3 Calculation of time for job completion 1.4 Preparation of estimate report 1.5 Basic mathematical operations 1.6 Percentage and ratios 1.7 Unit Conversion	1.1 Identifying job requirements/ labor 1.2 Estimating quantities of materials and resources required 1.3 Estimating time for job completion 1.4 Performing basic calculation 1.5 Compute percentage 1.6 Convert English to metric systems of measurement 1.7 Preparing estimate report
2. Perform basic workplace calculation	2.1 System and units of measurement to be followed are ascertained. 2.2 Calculation needed to complete work tasks are performed using the four basic mathematical operation. 2.3 Calculate whole fraction, percentage and mixed when are used to complete the instructions. 2.4 Number computed is checked following work requirements	2.1 Four basic mathematical operation 2.2 System and units of measurement 2.3 Fraction, percentage and ratio 2.4 Material take-off 2.5 Materials costing	2.1 Compute bill of materials 2.2 Compute project cost

RANGE OF VARIABLES

VARIABLE	RANGE
1. System of measurement	Includes: 1.1 English 1.2 Metric
2. Units of measurement	Includes: 2.1 Area 2.2 Volume 2.3 Weight 2.4 Length
3. Four basic mathematical operation	Includes: 3.1 Addition 3.2 Subtraction 3.3 Multiplication 3.4 Division

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed estimation 1.2 Performed basic workplace calculation 1.3 Applied corrective measures as maybe necessary
2. Resource Implications	The following resources should be provided: 2.1 Relevant tools and equipment for basic calculation 2.2 Recommended data
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Practical demonstration 3.2 Written examination
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

CORE COMPETENCIES

UNIT OF COMPETENCY : **PERFORM LAND PREPARATION**

UNIT CODE : **AB-AFF0860020611301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to perform land preparation. This competency includes perform pre tillage operations, conduct tillage operations, and perform post tillage operations.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform pre tillage operations	1.1 <i>Tools, materials and equipment</i> are made ready for land preparation. 1.2 <i>Land clearing activities</i> are conducted according to <i>topography</i> , and area. 1.3 Safety procedures is followed according to OSHS. 1.4 Machinery services are sourced out following work requirement. 1.5 Dikes are <i>constructed</i> according to industry practice.	SCIENCE 1.1 Different topography 1.2 Climatic condition TECHNOLOGY 1.3 Land clearing activities 1.3.1 Importance of land cleaning in tikog production 1.4 Tools, materials, and equipment required in land preparations 1.5 Procedures in preparation of tools, material and equipment 1.6 Use PPE 1.7 Different machinery services for land preparations ENVIRONMENT AND OTHER RELATED LAWS 1.8 Awareness on RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof	1.1 Preparing tools, materials and equipment 1.2 Clearing the area. 1.3 Constructing dikes 1.4 Practicing OSHS 1.5 Sourcing machinery services 1.6 Wearing PPE

<p>2. Conduct tillage operations</p>	<p>2.1 Tillage operation is carried according to standard tillage practices.</p> <p>2.2 Tillage operation is monitored based on established industry procedures.</p> <p>2.3 Safety measures are practiced according to OSH standards.</p>	<p>SCIENCE</p> <p>2.1 Characteristics of a well-prepared wetland and dryland fields</p> <p>TECHNOLOGY</p> <p>2.2 Tillage operation and practices</p> <p>2.3 Monitoring tillage operation</p> <p>ENVIRONMENT AND OTHER RELATED LAWS</p> <p>2.4 Awareness on RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof</p> <p>2.4.1 Safety procedures for land preparation</p>	<p>2.1 Performing tillage operation</p> <p>2.2 Monitoring tillage operation</p> <p>2.3 Practicing safety measures</p>
<p>3. Perform post tillage operations</p>	<p>3.1 Damaged dikes are repaired following recognized rice agricultural system.</p> <p>3.2 Transaction with the machinery service provider is completed with reference to work contract.</p> <p>3.3 Record keeping is done following workplace procedures.</p> <p>3.4 Work area is cleaned following good housekeeping practices.</p> <p>3.5 Wastes are disposed following waste management.</p>	<p>TECHNOLOGY</p> <p>3.1 Activities in repairing dikes</p> <p>3.2 Proper wastes disposal</p> <p>3.3 Procedures in closing transaction with machinery services provider</p> <p>ENVIRONMENT AND OTHER RELATED LAWS</p> <p>3.4 Awareness on RA 9003 Solid Waste Management Act</p> <p>COMMUNICATION</p> <p>3.6 Simple recordkeeping</p>	<p>3.1 Repairing damaged dikes</p> <p>3.2 Completing the transaction with machinery provider with reference to work contract</p> <p>3.3 Housekeeping skills</p> <p>3.4 Applying waste management</p> <p>3.5 Performing record keeping</p>

RANGE AND VARIABLES

VARIABLE	RANGE
1. Tools	Tools may include: 1.1. Bolo 1.2. Shovel
2. Materials	Materials may include: 2.1 Fuel 2.2 Engine oil 2.3 Sharpening stone
3. Equipment	Equipment may include: 3.1 Grass cutter 3.2 Knapsack sprayer 3.3 PPE 3.3.1 Field boots 3.3.2 Gloves 3.3.3 Eye goggles 3.3.4 Hat 3.4 Hand tractor with plows, harrows and leveler
4. Land clearing activities	Land clearing activities may include: 4.1 For irrigated 4.1.1 Cleaning of dikes and leaves 4.1.2 Cleaning of irrigation and drainage canals 4.2 For rainfed 4.2.1 Cleaning of tikog field
5. Topography	Topography may include: 5.1 Flat 5.2 Sloping 5.3 Mountainous 5.4 Plateau
6. Constructing dikes	Constructing dikes may include: 6.1 Installing screen mesh to water inlets and outlets 6.2 Elevating water dikes.
7. Repairing damaged dikes	Repairing damage dikes may include: 7.1 Sealing and patching rat burrows, cracks, damaged dikes 7.2 Reinforcing dikes 7.3 Using bamboo poles 7.4 Elevating dikes
8. Tillage Operation	Tilling operation includes: 8.1 Wet tillage practices 8.2 Dry land tillage practices 8.3 Wet and dry tillage practices
9. Monitoring of tillage operation	Monitoring of tillage operation includes: 9.1 Field condition 9.2 Water level 9.3 Unplowed soil 9.4 Decomposed Rice stubbles and weeds

EVIDENCE GUIDE

1. Critical Aspect of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Performed pre- tillage operations. <ul style="list-style-type: none"> 1.1.1 Prepared tools, materials and equipment 1.1.2 Conducted land clearing activities 1.1.3 Constructed dikes 1.2 Conducted tillage operation <ul style="list-style-type: none"> 1.2.1 Carried-out tillage operation 1.2.2 Monitored tillage operation 1.2.3 Practiced safety measures 1.3 Performed post- tillage operation. <ul style="list-style-type: none"> 1.3.1 Repaired damaged dikes 1.3.2 Performed record keeping 1.3.3 Cleaned work area 1.3.4 Disposed wastes
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Farm site/ simulate workshop. 2.2 Tools, materials, farm implements and equipment for land preparation activities. 2.3 PPE
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written test
4. Context for Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.</p>

UNIT OF COMPETENCY : **PLANT TIKOG**

UNIT CODE : **AB-AFF0860020611302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to plant tikog. This competency includes source out tikog clumps, plant tikog stalks and maintenance of tikog stalks.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare tikog stalks	1.1 Clumps are collected from natural source according to industry practice. 1.2 Tikog stalks are trimmed according to industry practice. 1.3 Tikog stalks are packaged with rice sacks based on industry practice. 1.4 Tikog stalks are transported to site following industry practices.	SCIENCE 1.1 Identification of clumps 1.2 Selection of tikog stalks TECHNOLOGY 1.3 Proper handling and transporting of clumps MATHEMATICS 1.4 Measurement	1.1 Collecting clumps 1.2 Trimming of tikog stalks 1.3 Packaging of tikog stalks 1.4 Transporting tikog stalks
2. Plant tikog stalks	2.1 Tools and materials are prepared based on work requirements. 2.2 Checking of field is performed following industry practice. 2.3 Tikog stalks are planted according to industry practice. 2.4 PPEs are worn according to OSHS standards.	TECHNOLOGY 2.1 Preparation of tools and materials 2.2 Ways of checking the field ENVIRONMENT AND OTHER RELATED LAWS 2.3 Use of Personal Protective Equipment (PPE) 2.4 Awareness on RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof	2.1 Preparing tools and materials 2.2 Performing field check 2.3 Planting tikog stalks 2.4 Wearing PPE

		COMMUNICATION 2.5 Documentation	
3. Perform maintenance activities	<p>3.1 Tall grass surrounding the dikes are removed following industry practice.</p> <p>3.2 Corrective measures are done based on the result of inspection.</p> <p>3.3 Recordkeeping is performed following industry practice.</p>	<p>TECHNOLOGY</p> <p>3.1 Corrective measures</p> <p>ENVIRONMENT AND OTHER RELATED LAWS</p> <p>3.2 Awareness on RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof</p> <p>COMMUNICATION</p> <p>3.3 Recordkeeping</p>	<p>3.1 Removing tall grass</p> <p>3.2 Performing corrective measures</p> <p>3.3 Recordkeeping</p>

RANGE AND VARIABLES

VARIABLE	RANGE
1. Tools and materials	Tools and materials may include: 1.1 Tools: <ul style="list-style-type: none"> • Shovel • Bolo • Knife 1.2 Materials: <ul style="list-style-type: none"> • Sacks • Seedlings
2. Checking of Field	Checking of Field may include: 2.1 Field levelling 2.2 Excess water for drainage 2.3 Presence of pests
3. Personal Protective Equipment (PPE)	PPEs may include: 3.1 Long sleeves 3.2 Wide Brine hat 3.3 Rain boots 3.4 Cover all
4. Corrective measures	Corrective measures may include but not limited to: 4.1 Soil sampling methods 4.2 Assess plant health 4.3 Cover crops

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Prepared Tikog Stalks <ul style="list-style-type: none"> 1.1.1 Collected clumps 1.1.2 Performed measurement 1.1.3 Trimmed tikog stalks 1.1.4 Planted tikog stalks 1.1.5 Transported tikog stalks 1.2 Planted Tikog Stalks <ul style="list-style-type: none"> 1.2.1 Prepared tools and materials 1.2.2 Checked the field 1.3 Maintained Tikog Stalks <ul style="list-style-type: none"> 1.3.1 Performed corrective measures as maybe necessary 1.3.2 Performed recordkeeping 1.3.3 Practiced OSHS
2. Resource Implications	The following resources should be provided: 2.1 Farm site/simulated workplace 2.2 Tools, materials and equipment for crop establishment operations 2.3 PPE
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Oral questioning 3.3 Written test
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 HARVEST AND POST HARVEST**

UNIT CODE : **AB-AFF0860020611303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to conduct harvest and post-harvest. This competency includes prepare for tikog harvest, perform tikog harvest and perform post-harvest operations.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare for tikog harvest	1.1 Tools and materials are prepared based on industry practice. 1.2 Dikes are cleaned based on industry practice 1.3 Cropping calendar are checked based on industry practice. 1.4 Tikog stalks are checked based on cropping calendar. 1.5 Safety practices are applied based on OSHS.	TECHNOLOGY 1.1 Tools and materials 1.2 Cropping calendar ENVIRONMENT AND OTHER RELATED LAWS 1.3 Awareness on RA 6969 Toxic Substances and Hazardous and Nuclear Wastes	1.1 Preparing of materials 1.2 Cleaning of dikes 1.3 Checking of cropping calendar 1.4 Checking of tikog stalks
2. Perform Tikog harvest	2.1 Matured tikog stalks are harvested based on industry practice. 2.2 Good quality of matured tikog stalks are selected based on industry practice. 2.3 Harvested tikog stalks are bundled based on industry practice. 2.4 PPE is worn according to OSHS.	SCIENCE 2.1 Identify the maturity of tikog stalks ready for harvest TECHNOLOGY 2.2 Harvesting methods: 2.2.1 Manual 2.2.2 Pulling practice and techniques 2.3 Cropping calendar ENVIRONMENT AND OTHER RELATED LAWS 2.4 Awareness of RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof	2.1 Harvesting of matured tikog stalks 2.2 Selecting good quality matured tikog stalks 2.3 Harvesting tikog stalks 2.4 Wearing PPEs

<p>3. Perform post-harvest operations</p>	<p>3.1 Bundled tikog stalks are hauled following industry practice. 3.2 Bundle of stalks are stored following recommended practices. 3.3 Moisture content is monitored based on industry practice. 3.4 Safety practices are applied based on OSHS. 3.5 Recordkeeping is performed following industry practice.</p>	<p>TECHNOLOGY 3.1 Handling and packaging of stalks 3.2 Proper storing and stacking of stalks COMMUNICATION 3.3 Effective Communication & Coordination ENVIRONMENT AND OTHER RELATED LAWS 3.4 Awareness on RA 6969 Toxic Substances and Hazardous and Nuclear Wastes</p>	<p>3.1 Performing post-harvest operations such as handling/hauling. 3.2 Packaging, sorting and stacking of stalks 3.3 Storing bundle of stalks 3.4 Monitoring moisture content 3.5 Communication skills 3.6 Disposing wastes</p>
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RANGE AND VARIABLES

VARIABLE	RANGE
1. Tools and Materials	Tools and materials may include: 1.1 Tools <ul style="list-style-type: none"> • Scissors • Knife 1.2 Materials <ul style="list-style-type: none"> • Straw • Sack
2. Good quality of matured tikog stalks	Good quality of matured tikog stalks may include: 2.1 Light brown-colored crown 2.2 Crown is attached to the stalks 2.3 Green stalks
4 PPEs	PPEs may include: 3.1 Gloves 3.2 Goggles 3.3 Long sleeves 3.4 Wide Brine hat 3.3 Rain boots 3.4 Pants
5 Recommended practices	Recommended practices may include: 4.1 Using new sacks or cleaning used sacks by removing insect pests 4.2 Separating old stocks from new ones to prevent infestation.

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared tikog harvest <ul style="list-style-type: none"> 1.1.1 Prepared tools and materials 1.1.2 Cleaned dikes 1.1.3 Checked cropping calendar 1.1.4 Checked tikog stalks 1.2 Performed tikog harvest <ul style="list-style-type: none"> 1.2.1 Harvested matured tikog stalks 1.2.2 Selected good quality of matured tikog stalks 1.2.3 Bundled tikog stalks 1.2.4 Worn PPEs 1.3 Performed post-harvest operation <ul style="list-style-type: none"> 1.3.1 Hauled bundled tikog stalks 1.3.2 Stored bundled tikog stalks 1.3.3 Monitored moisture content
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Farm site/simulated workplace 2.2 Storage facilities/simulated workplace 2.3 PPE
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written test
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.</p>

UNIT OF COMPETENCY : **CONDUCT TIKOG STALKS DRYING**

UNIT CODE : **AB-AFF0860020611304**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to establish tikog stalks drying. This competency includes perform preparatory activities, dry tikog stalks and carry out post drying activities.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform preparatory activities	1.1 Sites are selected based on established criteria . 1.2 Materials are prepared based on established procedures. 1.3 Safety measures are applied in accordance with Occupational Safety and Health Standards (OSHS).	TECHNOLOGY 1.1 Established criteria for site selection and preparation 1.2 Kinds, uses and preparation of materials in sun drying 1.3 Inspection and checking procedures ENVIRONMENT AND OTHER RELATED LAWS 1.4 Awareness on RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof	1.1 Selecting sites for drying 1.2 Preparing materials for sun drying 1.3 Applying safety measures 1.4 Using materials in the workplace
2. Dry tikog stalks	2.1 Dryers are used following the operating procedures. 2.2 Tikog stalks are spread in dryer based on industry practice. 2.3 Tikog stalks are monitored based on industry practice. 2.4 PPEs are worn based on industry practice.	SCIENCE 2.1 Types of dryer TECHNOLOGY 2.2 PPEs ENVIRONMENT AND OTHER RELATED LAWS 2.3 Awareness on RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof COMMUNICATION 2.4 Record keeping	2.1 Using dryers 2.2 Spreading tikog stalks 2.3 Identifying tikog stalks 2.4 Monitoring tikog stalks 2.5 Wearing PPEs 2.6 Recordkeeping
3. Carry out post drying activities	3.1 Tikog stalks are packed based on industry practice.	SCIENCE 3.1 Drying characteristics 3.2 Moisture content determination	3.1 Packing tikog stalks 3.2 Storing dried tikog stalks

	<p>3.2 Tikog stalks are stored based on industry practice.</p> <p>3.3 Safety measures are observed according to OSHS.</p> <p>3.4 Housekeeping is performed according to established procedures.</p> <p>3.5 Record keeping is performed in line with enterprise procedures.</p>	<p>3.3 Characteristics of storage area</p> <p>TECHNOLOGY</p> <p>3.4 Handling of dried tikog stalks</p> <p>3.5 Storing practices</p> <p>3.6 Record keeping</p> <p>3.7 Use of mechanical dryer</p> <p>ENVIRONMENT AND OTHER RELATED LAWS</p> <p>3.8 Awareness on RA 11058 - An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof</p>	<p>3.3 Determining drying characteristics</p> <p>3.4 Determining moisture content</p> <p>3.5 Operating mechanical dryer</p> <p>3.6 Practicing safety measures</p> <p>3.7 Performing housekeeping</p> <p>3.8 Monitoring of record</p>
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RANGE AND VARIABLES

VARIABLE	RANGE
1. Sites	Sites may include: 1.1 Open area 1.2 Free from stray animals
2. Established criteria	Established criteria may include: 2.1 Location 2.2 Accessibility 2.3 Zoning regulation
3. Materials	Materials may include: 3.1 Waterproof tarp 3.2 Rope 3.3 Sack
4. Dryers	Dryers may include: 4.1 Sun Drying 4.2 Mechanical Dryer
5. Housekeeping	Housekeeping may include: 5.1 Keeping work area neat and orderly 5.2 Removing waste materials 5.3 Segregating waste materials

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Performed preparatory activities</p> <p>1.1.1 Established criteria for site selection and preparation</p> <p>1.1.2 Prepared materials</p> <p>1.1.3 Applied safety measures</p> <p>1.2 Dried tikog stalks</p> <p>1.2.1 Followed procedures manual for dryers</p> <p>1.2.2 Spread tikog stalks</p> <p>1.2.3 Monitored tikog stalks</p> <p>1.2.4 Worn PPEs</p> <p>1.3 Carried-out post drying activities.</p> <p>4.2.1 Packed tikog stalks</p> <p>4.2.2 Stored tikog stalks</p> <p>4.2.3 Observed safety measures</p> <p>4.2.4 Performed housekeeping</p> <p>4.2.5 Performed record keeping</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Farm site/simulated workplace</p> <p>2.2 Supplies and materials contingent to machines</p> <p>2.3 Storage facilities/simulated workplace</p> <p>2.4 PPE</p>
3. Method of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct observation and questioning</p> <p>3.2 Demonstration (simulated)</p> <p>3.3 Oral interview and written test</p>
4. Context for Assessment	<p>Competency may be assessed in actual workplace or in a simulated workplace setting.</p>

GLOSSARY OF TERMS

1. BUNDLE	A collection of things or quantity of material tied or wrapped up together.
2. CLUMPS	A group of tikog stalks (lower portion-includes root systems) also known as "Saha" in local dialect.
3. CROP	A plant or animal product that can be grown and harvested extensively for profit or subsistence.
4. HARVEST	Is the operation of gathering the useful part or parts of the plant.
5. POST - HARVEST	Is the stage of crop production immediately following harvest including cooling, cleaning, sorting and packing.
6. STALKS	A thick or tall stem of a tikog plant
7. TIKOG	An aquatic plant, erect, stemless and usually perennial. The leaves are arrow-shaped, 10 to 35 centimeters long; the petioles are long, often long than the leaves, with 3 to 5 whorls of 3 to 5 flowers, each 1 to 2 centimeters in diameter; the lower whorls are female, and the upper, male, with longer pedicels.
8. TIKOG DRYING (Sun Drying)	Tikog stems are gathered and bleached under the sun for several days to dry out
9. TIKOG DRYING (Mechanical)	Tikog stems are gathered and bleached using mechanical dryer.
10. TILLAGE OPERATION	Tillage is the manipulation of the soil into a desired condition by mechanical means; tools are employed to achieve some desired effect (such as pulverization, cutting, or movement).

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