

# COMPETENCY STANDARDS

## DATA ENCODING & MANAGEMENT LEVEL II



### INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) SECTOR

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
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## **COMPETENCY STANDARDS DATA ENCODING & MANAGEMENT LEVEL II**

### **Section 1 DATA ENCODING & MANAGEMENT LEVEL II**

The Data Encoding & Management Level II consists of competencies that must be possessed to enable a person to prepare, encode and manage data. It includes preparing data for encoding, accessing and operating application systems, entering data into application systems, generating report, coordinating and reporting on data collection, providing data to clients, and managing, monitoring and updating data in the system.

This Qualification is packaged from the competency map of the Information and Communication Technology (ICT) sector as shown in Annex A.

The units of competency comprising this qualification include the following:

<b>Unit Code</b>	<b>BASIC COMPETENCIES</b>
400311210	Participate in workplace communication
400311211	Work in a 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
<b>Unit Code</b>	<b>COMMON COMPETENCIES</b>
ICT315202	Apply quality standards
ICT311203	Perform Computer Operations
<b>Unit Code</b>	<b>CORE COMPETENCIES</b>
ICTxxxxxx	Prepare data for encoding
ICTxxxxxx	Access and operate application systems (i.e. T2MIS )
ICTxxxxxx	Enter data into application systems
ICTxxxxxx	Manage data
ICTxxxxxx	Generate report
ICTxxxxxx	Coordinate and report on data collection
ICTxxxxxx	Provide data to clients
ICTxxxxxx	Monitor data
ICTxxxxxx	Update data in the system

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

- Data encoder
- T2MIS data encoder (for TESDA)
- Processing Officer (for TESDA)

## SECTION 2: COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common, and core units of competency required for Data Encoding & Management 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</i> 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 <b>appropriate sources</b> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <b>medium</b> 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 <b>storage</b> of information are used 1.7 Personal interaction is carried out clearly and concisely	1.1 Effective communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills
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 are followed	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>based on established procedures</p> <p>2.3 Feedback is given to workplace supervisor-based instructions/information received</p> <p>2.4 <b>Workplace interactions</b> 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 Meeting's outcomes are interpreted and implemented</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>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 <b>forms</b> relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>3.4 Reporting requirements to supervisor are completed according to organizational guidelines</p>	<p>3.1 Effective verbal and non-verbal communication</p> <p>3.2 Different modes of communication</p> <p>3.3 Workplace forms and documents</p> <p>3.4 Organizational/ Workplace policies</p> <p>3.5 Communication procedures and systems</p> <p>3.6 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>3.1 Completing work-related documents</p> <p>3.2 Applying operations of addition, subtraction, division, and multiplication</p> <p>3.3 Gathering and providing information in response to workplace requirements</p> <p>3.4 Effective record keeping skills</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	May include: <ul style="list-style-type: none"> <li>1.1. Team members</li> <li>1.2. Suppliers</li> <li>1.3. Trade personnel</li> <li>1.4. Local government</li> <li>1.5. Industry bodies</li> </ul>
2. Medium	May include: <ul style="list-style-type: none"> <li>2.1. Memorandum</li> <li>2.2. Circular</li> <li>2.3. Notice</li> <li>2.4. Information discussion</li> <li>2.5. Follow-up or verbal instructions</li> <li>2.6. Face to face communication</li> </ul>
3. Storage	May include: <ul style="list-style-type: none"> <li>3.1. Manual filing system</li> <li>3.2. Computer-based filing system</li> </ul>
4. Workplace interactions	May include: <ul style="list-style-type: none"> <li>4.1. Face to face</li> <li>4.2. Telephone</li> <li>4.3. Electronic and two-way radio</li> <li>4.4. Written including electronic, memos, instruction, and forms,</li> <li>4.5. Non-verbal including gestures, signals, signs, and diagrams</li> </ul>
5. Forms	May include: <ul style="list-style-type: none"> <li>5.1. HR/Personnel forms, telephone message forms, safety reports</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Prepared written communication following standard format of the organization</li> <li>1.2. Accessed information using workplace communication equipment/systems</li> <li>1.3. Made use of relevant terms as an aid to transfer information effectively</li> <li>1.4. Conveyed information effectively adopting the formal or informal communication</li> </ol>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1. Fax machine</li> <li>2.2. Telephone</li> <li>2.3. Notebook / Writing materials</li> <li>2.4. Computer with internet connection</li> </ol>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ol style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Interview</li> <li>3.3. Written test</li> <li>3.4. Third-party report</li> </ol>
<p>4. Context for Assessment</p>	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed individually in the actual workplace or through accredited institution</li> </ol>

**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</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1. The <b>role and objective of the team</b> is identified from available <b>sources of information</b> 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 team	1.1. Individual role and responsibilities within the team environment are identified 1.2. Roles and objectives of the team is identified from available <b>source of information</b> 1.3. 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	2.5. Effective and appropriate forms of communications are used, and interactions undertaken with team members based on company practices 2.6. Effective and appropriate contributions is made to complement team activities and objectives based on <b>workplace context</b> 2.7. Protocols in reporting are observed based on standard company practices 2.8. 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 with others, 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 but not limited to: <ol style="list-style-type: none"> <li>1.1. Work activities in a team environment with enterprise or specific sector</li> <li>1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment</li> </ol>
2. Sources of information	May include but not limited to: <ol style="list-style-type: none"> <li>2.1. Standard operating and/or other workplace procedures</li> <li>2.2. Job procedures</li> <li>2.3. Machine/equipment manufacturer's specifications and instructions</li> <li>2.4. Organizational or external personnel</li> <li>2.5. Client/supplier instructions</li> <li>2.6. Quality standards</li> <li>2.7. OHS and environmental standards</li> </ol>
3. Workplace context	May include but not limited to: <ol style="list-style-type: none"> <li>3.1. Work procedures and practices</li> <li>3.2. Conditions of work environments</li> <li>3.3. Legislation and industrial agreements</li> <li>3.4. Standard work practice including the storage, safe handling, and disposal of chemicals</li> <li>3.5. Safety, environmental, housekeeping and quality guidelines</li> </ol>

## 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 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork 3.4. Socio-drama and socio-metric methods 3.5. Sensitivity techniques 3.6. Written Test
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 task is 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 <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1 Routine <b><i>problems or procedural problem</i></b> 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 Recommendations about possible solutions are developed, <b><i>documented</i></b> , ranked, and presented to <b><i>appropriate person</i></b> for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes, and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes, and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Recommended solutions to problems	3.1 Implementation of solutions are <b><i>planned</i></b> 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 but not limited to: 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 but not limited to: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include but not limited to: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include but not limited to: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Determined the root cause of a routine problem</li> <li>1.2 Identified solutions to procedural problems.</li> <li>1.3 Produced documentation that recommends solutions to problems.</li> <li>1.4 Followed established procedures.</li> <li>1.5 Referred unresolved problems to support persons.</li> </ul>
<p>2. Resource Implications</p>	<p>1.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Case Formulation</li> <li>3.2 Life Narrative Inquiry</li> <li>3.3 Standardized test</li> </ul> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

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

**UNIT CODE : 400311213**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one’s emotion	1.1 <b>Self-management strategies</b> 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 <b>unpleasant situation</b> 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 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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life is maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills  3.2 Showing affective skills – flexibility, adaptability, etc.  3.3 Self-assessment for determining one’s strengths and weaknesses



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1 Seeking assistance in the form of job coaching or mentoring</li> <li>1.2 Continuing dialogue to tackle workplace grievances</li> <li>1.3 Collective negotiation/bargaining for better working conditions</li> <li>1.4 Share your goals to improve with a trusted co-worker or supervisor</li> <li>1.5 Make a negativity log of every instance when you catch yourself complaining to others</li> <li>1.6 Make lists and schedules for necessary activities</li> </ul>
2. Unpleasant situation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Job burn-out</li> <li>2.2 Drug dependence</li> <li>2.3 Sulking</li> </ul>

## EVIDENCE GUIDE

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

**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.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify opportunities to do things better.	1.1 <b>Opportunities for improvement</b> are identified proactively in own area of work. 1.2 <b>Information</b> 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 <b>People who could provide input</b> to ideas for improvements are identified. 2.2 Ways of approaching people to begin sharing ideas are selected. 2.3 Meeting is set with relevant people. 2.4 Ideas for follow up are review and selected based on feedback. 2.5 <b>Critical inquiry method</b> is used to discuss and develop ideas with others.	2.1 Roles of individuals in suggesting and making improvements. 2.2 Positive impacts and challenges in innovation. 2.3 Types of changes and responsibility. 2.4 Seven habits of highly effective people.	2.1 Identifying opportunities to improve and to do things better. Involvement. 2.2 Identifying the positive impacts and the challenges of change and innovation. 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings.
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 <b>Reporting skills</b> are likewise used to communicate results.	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.	3.1 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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 <b><i>Current Issues and concerns</i></b> on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.5 Basic research skills.	outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

## RANGE OF VARIABLES

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 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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified opportunities to do things better.</li> <li>1.2 Discussed and developed ideas with others on how to contribute to workplace innovation.</li> <li>1.3 Integrated ideas for change in the workplace.</li> <li>1.4 Analyzed and reported rooms for innovation and learning in the workplace.</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Pens, papers and writing implements.</li> <li>2.2 Cartolina.</li> <li>2.3 Manila papers.</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Psychological and behavioral Interviews.</li> <li>3.2 Performance Evaluation.</li> <li>3.3 Life Narrative Inquiry.</li> <li>3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>3.5 Sensitivity analysis.</li> <li>3.6 Organizational analysis.</li> <li>3.7 Standardized assessment of character strengths and virtues applied.</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</li> </ul>

**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.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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 applied to assess data/information. 2.3 Trends and anomalies are identified 2.4 <b>Data analysis techniques</b> and procedures are documented 2.5 Recommendations are made on areas of possible improvement.	2.1 Business mathematics and statistics 2.2 Data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy, and procedures relating to the conduct of evaluations 2.5 Organizational values, ethics, and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organizational values, ethics, and codes of conduct

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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 but not limited to: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

## EVIDENCE GUIDE

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



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

**UNIT CODE : 400311216**

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

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Convey OSH work non-conformities to appropriate personnel</li> <li>1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures</li> <li>1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures</li> <li>1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards</li> <li>1.5. Execute work activities in accordance with OSH work standards</li> <li>1.6. Report OSH activity non-compliance work activities to appropriate personnel</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Facilities, materials tools, and equipment necessary for the activity</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the workplace or in a simulated work place setting</li> </ul>

**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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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 <b><i>environmental work procedures</i></b>	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 ineffective environmental practices	3.1. Efficiency and effectiveness of resource utilization are reported to <b><i>appropriate personnel</i></b> 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. 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	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 effectives 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 ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

**UNIT CODE : 400311218**

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply entrepreneurial workplace best practices	1.1. <b>Good practices</b> 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 <b>resource utilization</b> 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: 1.3.1. Patience 1.3.2. Honesty 1.3.3. Quality-consciousness 1.3.4. Safety-consciousness 1.3.5. Resourcefulness	1.1. Communication skills 1.2. Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	1.3. Observed good practices relating to workplace operations are communicated to <b>appropriate person</b> . 1.4. Observed quality procedures and practices are communicated to appropriate person 1.5. Cost-conscious habits in resource utilization are communicated based on industry standards.	2.1. Workplace best practices, policies, and criteria 2.2. Resource utilization 2.3. Ways in fostering entrepreneurial attitudes: 2.3.1. Patience 2.3.2. Honesty 2.3.3. Quality-consciousness 2.3.4. Safety-consciousness 2.3.5. Resourcefulness	2.1. Communication skills 2.2. Complying with quality procedures 2.3. Following workplace communication protocol
3. Implement cost-effective operations	2.4. Preservation and optimization of workplace resources is implemented in accordance with enterprise policy 2.5. Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements. 2.6. Constructive contributions to office operations are made according to enterprise requirements. 2.7. Ability to work within one's	3.1. Optimization of workplace resources 3.2. 5S procedures and concepts 3.3. Criteria for cost-effectiveness 3.4. Workplace productivity 3.5. Impact of entrepreneurial mindset to workplace productivity 3.6. Ways in fostering entrepreneurial	3.1. Implementing preservation and optimizing workplace resources 3.2. Observing judicious use of workplace tools, equipment, and materials 3.3. Making constructive contributions to office operations

	allotted time and finances is sustained.	attitudes: 3.6.1. Quality-consciousness 3.6.2. Safety-consciousness	3.4. Sustaining ability to work within allotted time and finances
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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 of Assessment	4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group



## COMMON COMPETENCIES

**UNIT TITLE** : **APPLY QUALITY STANDARDS**

**UNIT CODE** : **ELC315202**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills, (and) attitudes and values needed to apply quality standards in the workplace. The unit also includes the application of relevant safety procedures and regulations, organization procedures and customer requirements

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized Bold</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess quality of received materials or components	1.1. Work instructions are obtained, and work is carried out in accordance with standard operating procedures 1.2. Received <b>materials or component parts</b> are checked against workplace standards and specifications 1.3. Faulty material or components related to work are identified and isolated 1.4. <b>Faults</b> and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures 1.5. Faulty materials or components are replaced in accordance with workplace procedures	1.1. Relevant production processes, materials, and products 1.2. Characteristics of materials, software and hardware used in production processes 1.3. Quality checking procedures 1.4. Quality Workplace procedures 1.5. Identification of faulty materials related to work	1.1. Reading skills required to interpret work instruction 1.2. Critical thinking 1.3. Interpreting work instructions
2. Assess own work	2.1. <b>Documentation</b> relative to quality within the company is identified and used 2.2. Completed work is checked against workplace standards relevant to the task undertaken 2.3. <b>Errors</b> are identified and isolated 2.4. Information on the quality and other indicators of production performance is recorded in accordance with workplace procedures 2.5. In cases of deviations from specified <b>quality standards</b> , causes are documented and	2.1. Safety and environmental aspects of production processes 2.2. Fault identification and reporting 2.3. Workplace procedure in documenting completed work 2.4. Workplace Quality Indicators	2.1. Carry out work in accordance with OHS policies and procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized Bold</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	reported in accordance with the workplace' standards operating procedures		
3. Engage in quality improvement	3.1. Process improvement procedures are participated in relation to workplace assignment 3.2. Work is carried out in accordance with process improvement procedures 3.3. Performance of operation or quality of product or service to ensure <b>customer</b> satisfaction is monitored	3.1. Quality improvement processes 3.2. Company customers defined	3.1. Solution providing and decision-making 3.2. Practice company process improvement procedure

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	1.1. Materials may include but not limited to: <ul style="list-style-type: none"> <li>1.1.1. Manuals</li> <li>1.1.2. Job orders</li> <li>1.1.3. Instructional videos</li> </ul>
2. Faults	2.1. Faults may include but not limited to: <ul style="list-style-type: none"> <li>2.1.1. Materials not to specification</li> <li>2.1.2. Materials contain incorrect/outdated information</li> <li>2.1.3. Hardware defects</li> <li>2.1.4. Materials that do not conform with any regulatory agencies</li> </ul>
3. Documentation	3.1. Organization work procedures 3.2. Manufacturer's instruction manual 3.3. Customer requirements 3.4. Forms
4. Errors	4.1. Errors may be related but not limited to the following: <ul style="list-style-type: none"> <li>4.1.1. Deviation from the requirements of the Client</li> <li>4.1.2. Deviation from the requirement of the organization</li> </ul>
5. Quality standards	5.1. Quality standards may be related but not limited to the following: <ul style="list-style-type: none"> <li>5.1.1. Materials</li> <li>5.1.2. Hardware</li> <li>5.1.3. Final product</li> <li>5.1.4. Production processes</li> <li>5.1.5. Customer service</li> </ul>
6. Customer	6.1. Co-worker 6.2. Supplier/Vendor 6.3. Client 6.4. Organization receiving the product or service

## EVIDENCE GUIDE

1. Critical aspect of competency	Assessment must show that the candidate:  1.1. Carried out work in accordance with the company's standard operating procedures 1.2. Performed task according to specifications 1.3. Reported defects detected in accordance with standard operating procedures 1.4. Carried out work in accordance with the process improvement procedures
2. Method of assessment	The assessor may select two (2) of the following assessment methods to objectively assess the candidate: 2.1. Observation 2.2. Questioning 2.3. Practical demonstration
3. Resource implication	3.1. Materials and component parts and equipment to be used in a real or simulated electronic production situation
4. Context of Assessment	4.1. Assessment may be conducted in the workplace or in a simulated environment.

**UNIT TITLE** : **PERFORM COMPUTER OPERATIONS**  
**UNIT CODE** : **ELC311203**  
**UNIT DESCRIPTOR** : This unit covers the knowledge, skills, (and) attitudes and values needed to perform computer operations which include inputting, accessing, producing, and transferring data using the appropriate hardware and software

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan and prepare for task to be undertaken	1.1. Requirements of task are determined 1.2. Appropriate <b>hardware</b> and <b>software</b> are selected according to task assigned and required outcome 1.3. Task is planned to ensure <b>OH&amp;S guidelines</b> and procedures are followed	1.1. Main types of computers and basic features of different operating systems 1.2. Main parts of a computer 1.3. Information on hardware and software 1.4. Data security guidelines	1.1. Reading and comprehension skills required to interpret work instruction and to interpret basic user manuals. 1.2. Communication skills to identify lines of communication, request advice, follow instructions and receive feedback. 1.3. Interpreting user manuals and security 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 2.3. Inputted data are stored in <b>storage media</b> according to requirements 2.4. Work is performed within <b>ergonomic guidelines</b>	2.1. Basic ergonomics of keyboard and computer user 2.2. Storage devices and basic categories of memory 2.3. Relevant types of software	2.1. Technology skills to use equipment safely including keyboard skills. 2.2. Entering data
3. Access 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. <b>Desktop icons</b> are correctly selected, opened and closed for navigation purposes	3.1. General security, privacy legislation and copyright 3.2. Productivity Application 3.3. Business Application	3.1. Accessing information 3.2. Searching and browsing files and data

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	3.4. Keyboard techniques are carried out in line with OH&S requirements for safe use of keyboards		
4. Produce/output data using computer system	4.1. Entered data are processed using appropriate software commands 4.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3. Files, data are transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures	4.1. Computer application in printing, scanning, and sending facsimile 4.2. Types and function of computer peripheral devices	4.1. Computer data processing 4.2. Printing of data 4.3. Transferring files and data
5. Maintain computer equipment and systems	5.1. Systems for cleaning, minor <b><i>maintenance</i></b> 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. Computer equipment/system basic maintenance procedures 5.2. Viruses 5.3. OH & S principles and responsibilities 5.4. Calculating computer capacity 5.5. System Software 5.6. Basic file maintenance procedures	5.1. Removing computer viruses from infected machines 5.2. Making backup files

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and peripheral devices	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	Software includes the following but not limited to: 2.1. Word processing packages 2.2. Data base packages 2.3. Internet 2.4. Spreadsheets
3. OH & S guidelines	3.1. OHS guidelines 3.2. Enterprise procedures
4. Storage media	Storage media include the following but not limited to: 4.1. USB Flash drive 4.2. hard disk drives, local and remote 4.3. cloud storage
5. Ergonomic guidelines	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	Icons include the following but not limited to: 6.1. directories/folders 6.2. files 6.3. network devices 6.4. recycle bin
7. Maintenance	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 security solution programs 7.7. Cleaning dust from internal and external surfaces

## EVIDENCE GUIDE

1. Critical aspect of competency	Assessment requires evidence that the candidate: 1.1. Selected and used hardware components correctly and according to the task requirement 1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities 1.3. Produced accurate and complete data in accordance with the requirements 1.4. Used appropriate devices and procedures to transfer files/data accurately 1.5. Maintained computer system
2. Method of assessment	The assessor may select two of the following assessment methods to objectively assess the candidate: 2.1. Observation 2.2. Questioning 2.3. Practical demonstration
3. Resource implication	The following resources should be provided: 3.1. Computer hardware with peripherals 3.2. Appropriate software
4. Context of Assessment	4.1. Assessment may be conducted in the workplace or in a simulated work environment



## CORE COMPETENCIES

**UNIT TITLE : PREPARE DATA FOR ENCODING**

**UNIT CODE : ICTxxxxxx**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to prepare data for encoding. This includes competencies in gathering data, accessing, and collating data, cleaning and verifying data.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Gather data	1.1. <b>Source of data</b> are identified based on <b>input forms</b> * 1.2. Data are collected and organized according to identified categories or classification * 1.3. Data is received based on operating procedures. 1.4. Data are recorded based on operating procedures 1.5. Authenticity of received data are verified according to operating procedures *	1.1. Types of data sources 1.2. Data gathering procedures 1.3. Operating procedures 1.4. Data verification	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Data verification skills
2. Access and collate data	2.1. Data collection sheets is formatted to assist collection * 2.2. Data are searched or collected through online from field source * 2.3. Data are collated through appropriate electronic means * 2.4. Appropriateness of data and record are monitored during collection 2.5. Opportunities are used to establish and maintain contacts with those who may provide useful information 2.6. Appropriate work health and safety requirements and work practices are followed based on established procedures *	2.1. Familiarity with data fields or elements 2.2. Electronic searched facilities 2.3. Channels and sources of information 2.4. Knowledge in programs or information for collection 2.5. Procedures and policies of programs 2.6. work health and safety requirements and work practices	2.1. Computer skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data monitoring skills 2.6. Internet browsing
3. Clean and verify data	3.1. Data sets and established task requirements are identified according to operation needs* 3.2. Data and accuracy of input are reviewed and restriction to numerical values are confirmed according to procedure	3.1. Knowledge in verification of authenticity of documents 3.2. Knowledge in programs or information for collection 3.3. Procedures and	3.1. Computer skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Basic troubleshooting skills 3.5. Interpersonal

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3. <b><i>Incorrect data input</i></b> is identified and removed according to task requirements* 3.4. Required data set parameter range are confirmed according to task requirements 3.5. Any data values that are outside upper and lower threshold of acceptable range are removed according to task requirements* 3.6. Consistency between digitally entered data and data source are reviewed according to task requirements* 3.7. Over-writes are identified and reviewed according to task requirements 3.8. Data sets are securely stored according to established procedures, legislative requirements, and industry standard practices* 3.9. Final tasks sign off is obtained from <b><i>required personnel</i></b>	policies of programs 3.4. Knowledge in data privacy (R.A. 10173, s. 2012) 3.5. knowledge in information security	skills 3.6. Data analysis skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1 Source of data	May include but not limited to: 1.1 profile of: 1.1.1. students/learners 1.1.2. establishments 1.1.2.1. companies 1.1.2.2. corporations 1.1.2.3. entrepreneurs 1.1.3. TVIs/TTIs 1.1.4. assessors 1.1.5. trainers 1.1.6. workers 1.2 assessment results 1.3 work experiences 1.4 trainings and training results 1.5 health records 1.6 financial records 1.7 certificates
2 Input forms	May include: 2.1 hard copy 2.2 soft/electronic copy
3 Incorrect data input	May include: 3.1 typographical error 3.2 incorrect values 3.2.1. numerical values 3.2.2. logical values 3.2.3. dates 3.2.4. characters
4 Required personnel	May include: 4.1 Director 4.2 Chief 4.3 Supervisor

## EVIDENCE GUIDE

<p>1. Critical Aspect of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Gathered data               <ol style="list-style-type: none"> <li>1.1.1. Source of data are identified based on input forms</li> <li>1.1.2. Data are collected and organized according to identified categories or classification</li> <li>1.1.3. Authenticity of received data are verified according to operating procedures</li> </ol> </li> <li>1.2. Accessed and collated data               <ol style="list-style-type: none"> <li>1.2.1. Data collection sheets is formatted to assist collection</li> <li>1.2.2. Data are searched or collected through online from field source</li> <li>1.2.3. Data are collated through appropriate electronic means</li> <li>1.2.4. Appropriate work health and safety requirements and work practices are followed based on established procedures</li> </ol> </li> <li>1.3. Cleaned and verified data               <ol style="list-style-type: none"> <li>1.3.1. Data sets and established task requirements are identified according to operation needs</li> <li>1.3.2. <b>Incorrect data input</b> is identified and removed according to task requirements*</li> <li>1.3.3. Any data values that are outside upper and lower threshold of acceptable range are removed according to task requirements*</li> <li>1.3.4. Consistency between digitally entered data and data source are reviewed according to task requirements*</li> <li>1.3.5. Data sets are securely stored according to established procedures, legislative requirements and industry standard practices*</li> </ol> </li> </ol>
<p>2. Resource Implication</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1. Appropriate supplies and materials</li> <li>2.2. Applicable equipment</li> <li>2.3. Appropriate software</li> <li>2.4. Workplace or assessment area</li> </ol>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Written Exam</li> <li>3.3. Portfolio with interview</li> </ol>
<p>4. Context of Assessment</p>	<p>4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT TITLE** : **ACCESS AND OPERATE APPLICATION SYSTEMS**  
**UNIT CODE** : ICTxxxxxx  
**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude required in accessing and operating the application systems. This includes competencies in accessing and utilizing the application systems and operating web-based applications.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Access and utilize the application systems	1.1. User's access account is provided and secured as per procedure/ requirement. 1.2. Web browsers are used to access the application systems* 1.3. <b>Application systems</b> are utilized for data encoding*	1.1. Knowledge on user accounts/ role 1.2. Knowledge on application systems 1.3. Knowledge on web browsers 1.4. Basic knowledge on networking	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Using web browsers
2. Operate applications system	2.1. <b>Basic office tools</b> are operated based on work requirements* 2.2. Network and internet connection is checked prior access to the application system based on application requirement 2.3. Basic network and internet troubleshooting is performed based on established procedures, if needed. 2.4. Module to access is selected according to work requirements* 2.5. Applications systems are properly terminated/ closed based on operating standards/procedures*	2.1. Basic office tools 2.2. Knowledge on user accounts/role 2.3. Operation of web-based applications 2.4. Knowledge on web browsers 2.5. Basic knowledge on networking and internet and troubleshooting	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Using web browsers 2.6. Basic networking and internet connection troubleshooting

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Application systems	May include: 1.1. Web-based /online program 1.2. Mobile applications 1.3. Computer-based/Stand-alone applications
2. Basic office tools	May include: 2.1. Word processing 2.2. Spreadsheet processing 2.3. Presentation tools 2.4. Web browser 2.5. Social media application (Messenger, Viber, Zoom, for communication purposes)

## EVIDENCE GUIDE

1. Critical Aspect of Competency	Assessment requires evidence that the candidate: 1.1. Accessed and utilized data encoding system 1.1.1. Used web browsers to access the application systems 1.1.2. Utilized application systems for data encoding  1.2. Operated application systems 1.2.1. Operated basic office tools based on work requirements 1.2.2. Selected module to access according to work requirements 1.2.3. Terminated/Closed applications systems properly based on operating standards/procedures
2. Resource Implication	The following resources should be provided: 2.1. Appropriate supplies and materials 2.2. Applicable equipment 2.3. Appropriate software 2.4. Workplace or assessment area
3. Method of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration with oral questioning 3.2. Written Exam 3.3. Portfolio with interview
4. Context of Assessment	4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT TITLE : ENTER DATA INTO APPLICATION SYSTEMS**

**UNIT CODE : ICTxxxxxx**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to enter data into application systems. This includes competencies in encoding data/profile to the system, accessing raw data to be encoded, verifying, and updating existing data and encoding/inputting data.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Access data (raw) to be encoded	1.1. Job specifications and required industry program are identified for data entry 1.2. <b>Raw</b> and existing data are identified, located, and accessed using required industry program* 1.3. Data are checked and verified to conform to job specifications*	1.1. Basic office tools 1.2. Operation of web-based applications 1.3. Knowledge on web browsers 1.4. Knowledge on types of data 1.5. Knowledge on data structure 1.6. Knowledge on data checking and verification	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Using web browsers 1.6. Data identification and analysis skills
2. Encode/Input data	2.1. Data encoding schedule is planned according to job requirements 2.2. Data are encoded/inputted according to established standards, regulatory requirements, occupational health, and safety (OHS) requirements and job specifications * 2.3. Data are checked to confirm that output conforms to job requirements*	2.1. Basic office tools 2.2. Operation of web-based applications 2.3. Knowledge on web browsers 2.4. Knowledge on types of data 2.5. Knowledge on data structure 2.6. Knowledge on data checking and verification 2.7. Provisions on Republic Act 10173 – Data Privacy Act of 2012	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Using web browsers 2.6. Data identification and analysis skills
3. Verify and update existing data	3.1. Authenticity of data is verified based on established guidelines, procedures, and requirements* 3.2. Existing data are modified based on the verification of data results* 3.3. Existing data are updated, based on the established guidelines, procedures and requirements, if necessary	3.1. Basic office tools 3.2. Knowledge on user accounts/role 3.3. Operation of web-based applications 3.4. Knowledge on web browsers 3.5. Knowledge on data structure 3.6. Knowledge on data checking and verification	3.1. Computer operation skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills 3.5. Using web browsers 3.6. Data analysis skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Raw data	May include: 1.1. hard copy 1.2. electronic copy

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Accessed data (raw) to be encoded               <ol style="list-style-type: none"> <li>1.1.1. Identified, located, and accessed raw and existing data using required industry program</li> <li>1.1.2. Checked and verified data to conform to job specifications</li> </ol> </li> <li>1.2. Encoded/Inputted data               <ol style="list-style-type: none"> <li>1.2.1. Encoded/Inputted data according to established standards, regulatory requirements, occupational health, and safety (OHS) requirements and job specifications</li> <li>1.2.2. Checked data to confirm that output conforms to job requirements</li> </ol> </li> <li>1.3. Verified and updated existing data               <ol style="list-style-type: none"> <li>1.3.1. Verified authenticity of data based on established guidelines, procedures, and requirements</li> <li>1.3.2. Modified existing data based on the verification of data results</li> </ol> </li> </ol>
2. Resource Implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1. Appropriate supplies and materials</li> <li>2.2. Applicable equipment</li> <li>2.3. Appropriate software</li> <li>2.4. Workplace or assessment area</li> </ol>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Written Exam</li> <li>3.3. Portfolio with interview</li> </ol>
4. Context of Assessment	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ol>



**UNIT TITLE** : **MANAGE DATA**  
**UNIT CODE** : ICTxxxxxx  
**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude required to manage data. This includes competencies in retrieving data, analyzing, and validating data, cleaning and verifying data.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Retrieve data	1.1. Search criteria and keywords are identified based on established criteria* 1.2. Data records are located according to established criteria 1.3. Data are retrieved according to task requirements* 1.4. Security of data is ensured in accordance with established procedures*	1.1. Basic office tools 1.2. Operation of web-based applications 1.3. Knowledge on web browsers 1.4. Knowledge on types of data 1.5. Knowledge on data structure 1.6. Knowledge on data checking and verification 1.7. Provisions on Republic Act 10173 – Data Privacy Act of 2012	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Using web browsers 2.6. Data identification and analysis skills 2.7. Data retrieval
2. Validate data	2.1. Objectives to interpret data are confirmed 2.2. Data is validated from <b>documents/forms</b> for accuracy, suitability and compliance with legal and privacy responsibilities and security* 2.3. Actions are recommended based on result of validated data	2.1. Basic office tools 2.2. Knowledge on web browsers 2.3. Knowledge on types of data 2.4. Knowledge on data structure 2.5. Knowledge on data validation	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Validation skills
3. Clean and store data	3.1. Data are reviewed and accuracy of input and restriction to numerical values is confirmed 3.2. Consistency between digitally entered data and manually entered data are confirmed 3.3. Incorrect data inputs are identified and removed, and data are corrected according to task requirements* 3.4. Required data set parameter range are confirmed according to task requirements	3.1. Basic office tools 3.2. Knowledge on web browsers 3.3. Knowledge on types of data 3.4. Knowledge on data structure 3.5. Knowledge on data checking and verification 3.6. Knowledge on organizational procedures, legislative requirements and industry standard practices	3.1. Computer operation skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills 3.5. Validation skills 3.6. Analytical skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	3.5. Over-writes are identified and reviewed according to organizational requirements 3.6. Data set is reviewed, and analytical suitability is confirmed according to task requirements* 3.7. Data set is stored securely according to organizational procedures, legislative requirements, and industry standard practices*		

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Data sources	May include: 1.1. Valid/official forms 1.2. Operating procedures 1.3. Certificates 1.3.1. Birth 1.3.2. training 1.3.3. employment
2. Documents/forms	May include: 2.1. Employment documents 2.2. Profiles/Portfolio (i.e., personal, company, training, qualification, etc.) 2.3. RWAC 2.4. MIS 03-02 2.5. Assessment application form 2.6. Training enrollment form

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Retrieved data               <ul style="list-style-type: none"> <li>1.1.1. Identified search criteria and keywords based on established criteria</li> <li>1.1.2. Retrieved data according to task requirements</li> <li>1.1.3. Ensured security of data in accordance with established procedures</li> </ul> </li> <li>1.2. Validated data               <ul style="list-style-type: none"> <li>1.2.1. Validated data from documents/forms for accuracy, suitability and compliance with legal and privacy responsibilities and security</li> </ul> </li> <li>1.3. Cleaned and stored data               <ul style="list-style-type: none"> <li>1.3.1. Identified incorrect data inputs are removed and corrected according to task requirements</li> <li>1.3.2. Reviewed Data set and confirmed analytical suitability according to task requirements</li> <li>1.3.3. Stored data set securely according to organizational procedures, legislative requirements, and industry standard practices</li> </ul> </li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Appropriate supplies and materials</li> <li>2.2. Applicable equipment</li> <li>2.3. Appropriate software</li> <li>2.4. Workplace or assessment area</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Written Exam</li> <li>3.3. Portfolio with interview</li> </ul>
<p>4. Context of assessment</p>	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT TITLE : GENERATE REPORT**

**UNIT CODE : ICTxxxxxx**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to generate reports. This includes competencies in processing and presenting data.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Process data	1.1. Data are retrieved and checked on system database* 1.2. Data are <b>filtered and sorted</b> based on required outputs* 1.3. Data are <b>presented</b> based on required outputs* 1.4. Data are interpreted based on required outputs 1.5. Accurate records are <b>stored</b> based on workplace procedure*	1.1. Software and applications 1.2. Database Structure 1.3. Data processes outputs 1.3.1. Employment 1.3.2. Classification of clients 1.3.3. Gender 1.3.4. Profiles (i.e. personal, company, training, qualification, etc.) 1.3.5. RWAC 1.3.6. MIS 03-02	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Data analysis skills
2. Analyze data	2.1. Objectives to analyze data are confirmed 2.2. Data analysis tools and methods are used* 2.3. Data analysis requirements are prepared 2.4. Encoded data are analyzed 2.5. Data analysis process is finalized* 2.6. Trends in data are recognized and reported 2.7. Actions are recommended based on result of analyzed data*	2.1. Software and applications 2.2. Database Structure 2.3. Data processes outputs 2.3.1. Employment 2.3.2. Classification of clients 2.3.3. Gender 2.3.4. Profiles (i.e. personal, company, training, qualification, etc.) 2.3.5. RWAC 2.3.6. MIS 03-02	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data analysis skills
3. Present data	3.1. Credible data are prepared and reported per requested output* 3.2. Structure and format of reports are checked based on required outputs* 3.3. Findings of analysis are	3.1. Knowledgeable of the 3.2. data presented 3.3. Software and applications 3.4. Database Structure 3.5. Data processes outputs 3.5.1. Employment 3.5.2. Classification of	3.1. Computer operation skills 3.2. Communication skills 3.3. Presentation skills 3.4. Interpersonal skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>presented based on required outputs*</p> <p>3.4. Feedback and comments are obtained from client</p>	<p>clients</p> <p>3.5.3. Gender</p> <p>3.5.4. Profiles (i.e. personal, company, training, qualification, etc.)</p> <p>3.5.5. RWAC</p> <p>3.5.6. MIS 03-02</p>	<p>3.5. Data analysis skills</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Filtered and sorted	Sorting and filtering data may include: 1.1. Key data 1.2. Values 1.3. Results 1.4. Range
2. Presented	Presentation of data may include: 2.1. Indicator 2.2. Line chart 2.3. Column chart 2.4. Bar chart 2.5. Pie chart 2.6. Area chart 2.7. Pivot table
3. Stored	Storing of data may include: 3.1. Capture the Information 3.2. Check the Information Is Complete and Correct 3.3. Record the Information to Save It 3.4. Consolidate and Review the Information

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Processed data           <ul style="list-style-type: none"> <li>1.1.1. Accessed system database for retrieval and checking</li> <li>1.1.2. Filtered and sorted data according to output requirements</li> <li>1.1.3. Presented data in accordance with output requirements</li> <li>1.1.4. Kept accurate records in accordance with workplace procedures</li> </ul> </li> <li>1.2. Analyze data           <ul style="list-style-type: none"> <li>1.2.1. Used data analysis tools and methods</li> <li>1.2.2. Finalized data analysis process</li> <li>1.2.3. Recommended actions based on result of analyzed data</li> </ul> </li> <li>1.3. Presented data           <ul style="list-style-type: none"> <li>1.3.1. Prepared and reported data in accordance with output requirements</li> <li>1.3.2. Restructured and formatted reports in accordance to output requirements</li> <li>1.3.3. Presented analysis and findings to client who requested data</li> </ul> </li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Appropriate supplies and materials</li> <li>2.2. Applicable equipment</li> <li>2.3. Appropriate software</li> <li>2.4. Workplace or assessment area</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Written Exam</li> <li>3.3. Portfolio with interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>



**UNIT TITLE** : **COORDINATE AND REPORT ON DATA COLLECTION**  
**UNIT CODE** : ICTxxxxxx  
**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude required to coordinate and report on data collection. This includes competencies in confirming requirements of data collection, coordinating data collection and reporting on data collection.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Confirm requirements of data collection	1.1. <b>Data format</b> and collection requirements are clarified and confirmed* 1.2. Source of errors and expected tolerance in data sets are identified 1.3. Required equipment and materials are selected to collect and store data* 1.4. <b>Data capture equipment</b> are prepared according to workplace procedures* 1.5. Data rights and access arrangements are identified and confirmed 1.6. Data backup and data security arrangements are established 1.7. Reporting requirements are identified	1.1 Effective verbal communication methods 1.2 Questioning Techniques 1.3 Data capturing workplace procedures 1.4 Data security and back-up procedures	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Data analysis skills
2 Coordinate data collection	2.1 Equipment and materials are assembled for data collection 2.2 Work team are briefed on processes, methodology and requirements * 2.3 Data recording, collection and entry are coordinated* 2.4 Data are checked, sorted, transferred, and stored 2.5 Treatments to data are applied according to workplace data management procedures and level of authority * 2.6 Data backup and data security arrangements are implemented	2.1. Effective verbal communication methods 2.2. Questioning Techniques 2.3. Data capturing workplace procedures 2.4. Data security and back-up procedures	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data analysis skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3 Report on data collection	3.1 Data collection activity are reviewed, and improvements are identified according to data collection requirement* 3.2 Data security risks are identified according to workplace procedures* 3.3 Data collection and security risks are reported according to workplace procedures 3.4 Data are checked, sorted, transferred, and stored according to data collection requirement	3.1. Effective verbal communication methods 3.2. Questioning Techniques 3.3. Data capturing workplace procedures 3.4. Data security and back-up procedures 3.5. Data rights and access agreements	3.1. Computer operation skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills 3.5. Data analysis skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Data format	May include: 1.1. hard copy 1.2. electronic copy
2. Data Capture Equipment	May include: 2.1. Desktop/laptop computers 2.2. Cellular (smart) phones 2.3. Tablets 2.4. Forms

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Confirmed requirements of data collection               <ul style="list-style-type: none"> <li>1.1.1. Confirmed data format and collection requirements in accordance to request</li> <li>1.1.2. Selected equipment and materials required to collect and store data</li> <li>1.1.3. Prepared data capture equipment according to workplace procedures</li> </ul> </li> <li>1.2. Coordinated data collection               <ul style="list-style-type: none"> <li>1.2.1. Briefed work team on processes, methodology and requirements of data collection</li> <li>1.2.2. Coordinated data recording, collection, and entry from appropriate personnel</li> <li>1.2.3. Applied treatments to data according to workplace data management procedures</li> </ul> </li> <li>1.3. Reported on data collection               <ul style="list-style-type: none"> <li>1.3.1. Reviewed data collection activity for improvement</li> <li>1.3.2. Identified data security risks and report it according to workplace procedures.</li> </ul> </li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Appropriate supplies and materials</li> <li>2.2. Applicable equipment</li> <li>2.3. Appropriate software</li> <li>2.4. Workplace or assessment area</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Written Exam</li> <li>3.3. Portfolio with interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT TITLE : PROVIDE DATA TO CLIENTS**

**UNIT CODE : ICTxxxxxx**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to provide data to clients. This includes competencies in identifying range of data required, gathering required data, interpreting, and administering access rules and procedures and providing information in response to user requests.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify range of data required	1.1. Security classification of records and access restrictions are checked based on the access clearance of person requesting the record* 1.2. Person requesting records are informed of their rights to review the decision based on access restriction rules and guidelines, when necessary 1.3. Source, nature, and priority of the request are clarified and confirmed based on workplace procedures* 1.4. Receipt of the request are recorded in accordance with workplace procedures* 1.5. Specific information required or search criteria provided by relevant stakeholders are identified based on the request 1.6. Records containing required information and its availability are identified using relevant search aids and records systems*	1.1. Principles and processes of records management and information management systems 1.2. organizational policies and procedures that relate to information access and security. 1.3. Basic office tools 1.4. Operation of web-based applications 1.5. Knowledge on web browsers 1.6. Knowledge on types of data 1.7. Knowledge on data structure 1.8. Knowledge on data checking and verification 1.9. Provisions on Republic Act 10173 – Data Privacy Act of 2012	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Data analysis skills 1.6. Using web browsers 1.7. Data retrieval
2. Gather required data	2.1. Required data are located and obtained according to task requirement* 2.2. Range of records containing data required by user are retrieved according to task requirement* 2.3. Retrieved data are analyzed and summarized according to task requirement*	2.1. Organizational policies and procedures that relate to information access and security 2.2. Basic office tools 2.3. Operation of web-based applications 2.4. Knowledge on web browsers 2.5. Knowledge on types of data 2.6. Knowledge on data structure 2.7. Knowledge on data checking and	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data analysis skills 2.6. Using web browsers 2.7. Data retrieval

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		verification 2.8. Provisions on Republic Act 10173 – Data Privacy Act of 2012	
3. Provide data in response to user requests	3.1. Requested data and records are prepared according to organizational policies and procedures* 3.2. Data is ensured to be accurate, relevant and complies with workplace/statutory requirements* 3.3. Required approval to release data is requested to <b>authorized personnel</b> before proceeding to provide the data* 3.4. Data is provided in a <b>suitable format</b> to client*	3.1. Organizational policies and procedures that relate to information access and security 3.2. Basic office tools 3.3. Operation of web-based applications 3.4. Knowledge on types of data 3.5. Knowledge on data accuracy 3.6. Knowledge on data formats 3.7. Provisions on Republic Act 10173 – Data Privacy Act of 2012 3.8. Proper client handling	3.1. Computer operation skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills
4. Record details of the request and response	4.1. All data details are recorded accurately in accordance with workplace procedures* 4.2. All written data is ensured to be accurate and/or legible 4.3. All records are filed in the designated place and in accordance with workplace procedures* 4.4. Client's requests/needs are checked and appropriate actions are taken, if needed	4.1. Principles and processes of records management and information management systems 4.2. Organizational policies and procedures that relate to information access and security. 4.3. Basic office tools 4.4. Operation of web-based applications 4.5. Knowledge on data checking and verification	4.1. Computer operation skills 4.2. Communication skills 4.3. Interpreting work instructions 4.4. Interpersonal skills 4.5. Documentation skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Authorized personnel	May include: 1.1. Director 1.2. Chief 1.3. Supervisor
2. Suitable format	2.1. Hard copy 2.2. Soft/electronic copy

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Identified range of data required               <ul style="list-style-type: none"> <li>1.1.1. Checked security classification of records and access restrictions based on the access clearance of the person requesting the record</li> <li>1.1.2. Clarified and confirmed source, nature and priority of the request based on workplace procedures</li> <li>1.1.3. Recorded receipt of the request in accordance with workplace procedure</li> <li>1.1.4. Identified records containing required information and its availability using relevant search aids and records systems</li> </ul> </li> <li>1.2. Gathered required data               <ul style="list-style-type: none"> <li>1.2.1. Located and obtained required data according to task requirement</li> <li>1.2.2. Retrieved range of records containing data required by user according to task requirement</li> <li>1.2.3. Analyzed and summarized retrieved data according to task requirement</li> </ul> </li> <li>1.3. Provided data in response to user requests               <ul style="list-style-type: none"> <li>1.3.1. Prepared requested data and records according to organization policies</li> <li>1.3.2. Ensured data is accurate, relevant and complies with workplace/statutory requirements</li> <li>1.3.3. Requested required approval to authorized personnel to release data before proceeding to provide the data</li> <li>1.3.4. Provided data to client in suitable format</li> </ul> </li> <li>1.4. Recorded details of the request and response               <ul style="list-style-type: none"> <li>1.4.1. Recorded all data details accurately in accordance with workplace procedure</li> <li>1.4.2. Filled all records in the designated place in accordance with workplace procedure</li> </ul> </li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Appropriate supplies and materials</li> <li>2.2. Applicable equipment</li> <li>2.3. Appropriate software</li> <li>2.4. Workplace or assessment area</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Written Exam</li> <li>3.3. Portfolio with interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>



**UNIT TITLE : MONITOR DATA**

**UNIT CODE : ICTxxxxxx**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to monitor data. This includes competencies in verifying accuracy of data, assessing the quality of data, identifying potential causes for unacceptable data and reporting findings to relevant personnel.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Verify accuracy of data	1.1. <b>Data sources</b> are identified and collected according to organizational requirements* 1.2. Data is organized in prescribed form in accordance with identified needs and uses 1.3. Data is verified from <b>documents/forms</b> for accuracy, suitability and compliance with legal and privacy responsibilities and security*	1.1. Basic office tools 1.2. Knowledge on web browsers 1.3. Knowledge on types of data 1.4. Knowledge on data sources 1.5. Knowledge on data checking and verification	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Verification skills
2. Assess the quality of data	2.1. Data are assessed and organized based on priorities* 2.2. Analysis of data is performed to obtain required outcomes*	2.1. Basic office tools 2.2. Knowledge on web browsers 2.3. Knowledge on types of data 2.4. Knowledge on data sources 2.5. Knowledge on data checking and verification	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data analysis skills
3. Identify potential causes for unacceptable data	3.1. Potential causes for unacceptable data are identified and referred to appropriate personnel to ensure precedents will not arise* 3.2. Internal consistency and compliance with established structure, rules, and authorities for accessing information are ensured 3.3. Findings and variations from standards and guidelines are reported to <b>authorized personnel</b> based on workplace procedures	3.1. Basic office tools 3.2. Knowledge on web browsers 3.3. Knowledge on types of data 3.4. Knowledge on data sources 3.5. Knowledge on data checking and verification 3.6. Knowledge on established structure, rules, and authorities for accessing information 3.7. Knowledge on potential causes for unacceptable data	3.1. Computer operation skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills 3.5. Data analysis skills 3.6. Documentation skills

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Data sources	May include: 1.1. valid/official forms 1.2. operating procedures 1.3. certificates 1.3.1. Birth 1.3.2. training 1.3.3. employment
2. Authorized personnel	2.1. Director 2.2. Chief 2.3. Supervisor
3. Documents/forms	May include: 3.1. Employment documents 3.2. Profiles/Portfolio (i.e., personal, company, training, qualification, etc.) 3.3. RWAC 3.4. MIS 03-02 3.5. Assessment application form 3.6. Training enrollment form

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Verified accuracy of data               <ul style="list-style-type: none"> <li>1.1.1. Identified and collected data sources according to organization requirements</li> <li>1.1.2. Verified data from documents/forms for accuracy, suitability and compliance with legal and privacy responsibilities and security</li> </ul> </li> <li>1.2. Assessed the quality of data               <ul style="list-style-type: none"> <li>1.2.1. Assessed and organized data based on priorities</li> <li>1.2.2. Performed analysis of data to obtain required outcomes</li> </ul> </li> <li>1.3. Identified potential causes of unacceptable data               <ul style="list-style-type: none"> <li>1.3.1. Identified potential causes for unacceptable data and referred to appropriate personnel to ensure precedents will not arise</li> </ul> </li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Appropriate supplies and materials</li> <li>2.2. Applicable equipment</li> <li>2.3. Appropriate software</li> <li>2.4. Workplace or assessment area</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Written Exam</li> <li>3.3. Portfolio with interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT TITLE : UPDATE DATA IN THE SYSTEM**

**UNIT CODE : ICTxxxxxx**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to update data in the system. This includes competencies in updating profile of clients, updating registries and updating user’s access account.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Update profile of clients	1.1. Update of <b>data</b> are requested based on updated <b>forms</b> * 1.2. Modifications are requested based on updated forms* 1.3. Data are modified and/or updated based on workplace procedures	1.1. How to undertake corrective action 1.2. Understanding feedback mechanism 1.3. Data modification request guidelines • <b>For TESDA concerns only</b> - Guidelines on T2MIS Data Correction Request (TESDA Circular No. 056 S. 2021)	1.1. Computer operation skills 1.2. Communication skills 1.3. Interpreting work instructions 1.4. Interpersonal skills 1.5. Data analysis skills 1.1 Monitoring skills 1.2 Software applications skills
2. Update registries	2.1. Update for registries are requested based on update forms 2.2. <b>Registries</b> are updated based on established workplace procedures	2.1. How to undertake corrective action 2.2. Understanding feedback mechanism 2.3. Data modification request guidelines • <b>For TESDA concerns only</b> - Guidelines on T2MIS Data Correction Request (TESDA Circular No. 056 S. 2021)	2.1. Computer operation skills 2.2. Communication skills 2.3. Interpreting work instructions 2.4. Interpersonal skills 2.5. Data analysis skills 2.6. Monitoring skills 2.7. Software applications skills
3. Update user’s account access	3.1. Update of user’s account access are verified per request of user 3.2. User’s account access are updated per established workplace procedures	3.1 How to undertake corrective action 3.2 Understanding feedback mechanism 3.3 Data modification request guidelines • <b>For TESDA concerns only</b> - Guidelines on T2MIS Data Correction Request (TESDA Circular No. 056 S. 2021)	3.1. Computer operation skills 3.2. Communication skills 3.3. Interpreting work instructions 3.4. Interpersonal skills 3.5. Data analysis skills 3.6. Monitoring skills 3.7. Software applications skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Data	May include: 1.1. Client's profile, 1.2. Company/industry/ establishment profile, 1.3. Qualification, etc.
2. Forms	May include: 2.1. Hard copies of forms 2.2. Softcopies of forms
3. Registries	May include: 3.1. Demographics 3.2. Client types 3.3. Scholarship types

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Updated profile of clients</p> <p>    1.1.1. Updated and modified client's profile based on updated forms</p> <p>    1.1.2. Applied workplace procedures in updating client's profile</p> <p>1.2. Updated registries</p> <p>    1.2.1. Updated registries based on submitted updated forms</p> <p>    1.2.2. Applied workplace procedures in updating registries.</p> <p>1.3. Updated user's account access</p> <p>    1.3.1. Updated of user's account access are verified per request of user</p> <p>    1.3.2. Updated user's account access per established workplace procedures</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1. Appropriate supplies and materials</p> <p>2.2. Applicable equipment</p> <p>2.3. Appropriate software</p> <p>2.4. Workplace or assessment area</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1. Demonstration with oral questioning</p> <p>3.2. Written Exam</p> <p>3.3. Portfolio with interview</p>
<p>4. Context of Assessment</p>	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

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

### **3.1 TRAINEE ENTRY REQUIREMENTS**

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

- Must have completed at least 10 yrs. basic education or its equivalent as per existing DepEd policies and regulations
- Must have the capacity to communicate in both oral and written forms.
- Physically able to operate/manipulate a computer or any input device

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

### **3.2 TRAINERS QUALIFICATIONS**

- Must be a holder of Trainer's Methodology Certificate (TMC) **OR** must have training of trainer's certificate **OR** must be a practicing trainer for two (2) years within the last five (5) years;
- Must have at least 2-years relevant industry experience as data encoder or related computer /IT support job for the past 5-years;

### 3.3 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the conduct of training in Data Encoding & Management Level II (minimum class size of 20 students/trainees):

<b>TOOLS</b>		
<b>Qty.</b>	<b>Unit</b>	<b>Description/Specification</b>
1	units	Learning Management System (Educational /Academic Subscription/License)
21	units	*Virtualization Applications (e.g Microsoft, VMware, Oracle)
21	units	*Office Productivity Tools (offline or online)
1	unit	Internet access, 10Mbps or higher (per class of 20 students/trainees)
1	pc	1 TB External hard drive or higher
1	unit	Router, LAN or WiFi
1	unit	Switch, 32 ports or higher
3	pcs	White board eraser, magnetic
3	boxes	White board marker, assorted colors
Internet subscription		5 mpbs or higher

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

<b>EQUIPMENT</b>		
<b>Qty.</b>	<b>Unit</b>	<b>Description/Specification</b>
21	units	Computer Set (software dependent specifications) Processor : i3 8 <sup>th</sup> Gen Core Processor or its equivalent and/or higher version Memory : 8GB DDR4 or higher Storage : 500 GB Accessories : Mouse and Keyboard
21	units	Headphone with mic
21	units	Monitor, 24" Flat, 1920x1060
1	unit	LCD Projector and projector screen
1	unit	Printer
1	unit	White board and / or glass board
21	sets	Computer tables and chairs

<b>MATERIALS</b>		
<b>Qty.</b>	<b>Unit</b>	<b>Description/Specification</b>
21	pcs	Hand-outs / Learning materials manual (full-course)
1	pc	Video learning materials (offline & online)
21	pcs	Practice sets / materials (offline & online)
When needed	pcs	Reference books/materials (offline & online) Online Reference Subscription is a plus
3	reams	Bond/Copy paper, A4

Due to the fast-changing nature of the Information and Communications Technology (ICT) sector, TVET providers are reminded to use and provide their trainees with the latest technology tools, equipment and materials where appropriate and applicable.



Up-to-date tools, equipment and materials of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

### 3.4 TRAINING FACILITIES

Based on class size of 20 students/trainees the space requirements for the teaching/learning and circulation areas are as follows:

TEACHING/LEARNING AREAS	SIZE IN METERS	AREA IN SQ. METERS	QTY	TOTAL AREA IN SQ. METERS
Computer/ Laboratory/ Lecture Area	6 x 8	48	1	48
Learning Resource Area	3 x 5	15	1	15
Wash & Toilet Area	2 x 2	4	2	8
Admin and Staff Room	4 X 5	20	1	20
Total				91
Facilities / Equipment / Circulation ( <i>Area requirement is equivalent to 30% of the total teaching/learning areas</i> )				27
<b>Total Area</b>				<b>118</b>

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

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

## ACKNOWLEDGEMENTS

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe, and government agencies who donated their time and expertise to the development and validation of these Training Regulations.

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