

# TRAINING REGULATIONS



## AGROENTREPRENEURSHIP NC III

**AGRICULTURE, FORESTRY AND FISHERY  
SECTOR**

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
East Service Road, South Superhighway, Taguig City, Metro Manila

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## **TRAINING REGULATIONS FOR AGROENTREPRENEURSHIP NC III**

### **Section 1 AGROENTREPRENEURSHIP NC III QUALIFICATION**

The **AGROENTREPRENEURSHIP NC III** Qualification consists of competencies that a person must achieve to engage agroenterprise (AE) industry stakeholders, ensure product supply, implement financial management, mobilize farmer's participation in capacity building activities and conduct collective marketing.

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

The units of competency comprising this qualification includes the following:

<b>Code</b>	<b>BASIC COMPETENCIES</b>
500311109	Lead Workplace Communication
500311110	Lead small teams
500311111	Develop and Practice Negotiation Skills
500311112	Solve Problems Related to Work Activities
500311113	Use Mathematical Concepts and Techniques
500311114	Use Relevant Technologies

<b>Code</b>	<b>COMMON COMPETENCIES</b>
AFF321201	Apply Safety Measures in Farm Operations
AFF321203	Perform Estimation and Basic Calculation
HCS421201	Provide Quality Customer Service
HCS315202	Comply with Quality and Ethical Standards

<b>Code</b>	<b>CORE COMPETENCIES</b>
AFF243305	Engage Agroenterprise (AE) Industry Stakeholders
AFF243306	Ensure Product Supply
AFF243307	Implement Financial Management
AFF243308	Mobilize Farmers Participation in Capacity Building Activities
AFF243309	Conduct Collective Marketing

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

- Farmer Leader

## SECTION 2

## COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **AGROENTREPRENEURSHIP NC III**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION**

**UNIT CODE : 500311109**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

<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. Communicate information about workplace processes	1.1 Appropriate <b>communication method</b> is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations	<ul style="list-style-type: none"> <li>• Organization requirements for written and electronic communication methods</li> <li>• Effective verbal communication methods</li> <li>• Methods of Communication</li> <li>• Types of Question</li> <li>• Communication Tools</li> <li>• Questioning Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing information</li> <li>• Understanding and conveying intended meaning</li> <li>• Participating in variety of workplace discussions</li> <li>• Complying with organization requirements for the use of written and electronic communication methods</li> <li>• Reporting occupational hazards during meetings</li> </ul>
2. Lead workplace discussions	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately	<ul style="list-style-type: none"> <li>• Leadership as a management function</li> <li>• Barriers of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> </ul>

<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>
	2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety	<ul style="list-style-type: none"> <li>• Effective verbal communication methods</li> <li>• Method/techniques of discussion</li> <li>• How to lead discussion</li> <li>• How to solicit response</li> </ul>	
3. Identify and communicate issues arising in the workplace	3.1. Issues and problems are identified as they arise 3.2. Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3. Dialogue is initiated with appropriate personnel 3.4. Communication problems and issues are raised as they arise	<ul style="list-style-type: none"> <li>• Types of issues and problems in the workplace</li> <li>• Written and electronic communication methods</li> <li>• Communication barriers affecting workplace discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying problems and issues, as well as its cause</li> <li>• Organizing information on problems and issues</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication method	1.1 Non-verbal gestures 1.2 Verbal 1.3 Face to face 1.4 Two-way radio 1.5 Speaking to groups 1.6 Using telephone 1.7 Written 1.8 Internet

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Oral Questioning
4. Context for Assessment	Competency may be assessed in the workplace or in simulated workplace environment

**UNIT OF COMPETENCY : LEAD SMALL TEAMS**  
**(Guide and lead others/Be responsible to others)**

**UNIT CODE : 500311110**

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

<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. Provide team leadership	1.1 <b>Work requirements</b> are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 <b>Team members' queries and concerns</b> are recognized, discussed and dealt with	<ul style="list-style-type: none"> <li>• Organizational policies and procedures               <ul style="list-style-type: none"> <li>○ How performance expectations are set</li> <li>○ Methods of Monitoring Performance</li> </ul> </li> <li>• Client expectations</li> <li>• Definition of Team</li> <li>• Team member's duties and responsibilities</li> <li>• Skills and techniques in promoting team building</li> <li>• Up-to-date dissemination of instructions and requirements to members</li> <li>• Art of listening and treating individual team members concern</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills required for leading teams</li> <li>• Team building skills</li> <li>• Negotiating skills</li> <li>• Evaluation skills</li> </ul>
2. Assign responsibilities	2.1 Duties and responsibilities are assigned in consideration of skills, knowledge, and aptitude required to properly undertake the task and according to company policy	<ul style="list-style-type: none"> <li>• Concept of delegation</li> <li>• Understanding individual differences</li> <li>• Methods of monitoring performance</li> <li>• Duties and responsibilities of</li> </ul>	<ul style="list-style-type: none"> <li>• Delegating skills</li> <li>• Identifying individual skills, knowledge and attitude as basis for allocating responsibilities</li> <li>• Identifying each team member duties and responsibilities</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Duties are delegated according to individual preference, domestic and personal considerations, whenever possible	each team member(e.g. Rights, roles and responsibilities of farmers) • Knowledge in identifying each team member duties and responsibilities	
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members duties and area of responsibility 2.3 Performance expectations are discussed and disseminated to individual team members	<ul style="list-style-type: none"> <li>• Definition of performance indicators/ criteria</li> <li>• Definition of team goals and expectations</li> <li>• Methods of monitoring performance</li> <li>• Client expectations</li> <li>• Team members duties and responsibilities</li> <li>• Defining performance expectations criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying performance indicators</li> <li>• Evaluating performance</li> <li>• Setting individual performance target/ expectation indicators</li> </ul>
4. Supervise team performance	4.1 <b>Monitoring of performance</b> takes place against defined performance criteria and/or assignment instructions and corrective action taken if required 4.2 Team members are provided with <b>feedback</b> , positive support and advice on strategies to overcome any deficiencies 4.3 <b>Performance issues</b> which cannot be rectified or addressed within the team are	<ul style="list-style-type: none"> <li>• Understanding, monitoring of work</li> <li>• How to undertake corrective and preventive action</li> <li>• Understanding feedback and procedure</li> <li>• Feedback reporting procedure</li> <li>• Methods of monitoring performance</li> <li>• Team member's duties and responsibilities</li> <li>• Monitoring team operation to ensure</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring skills</li> <li>• Setting priorities</li> <li>• Evaluating performance</li> <li>• Informal/ formal counseling skill</li> </ul>

<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>referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>	client needs and satisfaction	

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2 Assessed and monitored team and individual performance against set criteria 1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Oral Questioning 3.3 Portfolio
4. Context for Assessment	4.1 Competency 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 : DEVELOP AND PRACTICE NEGOTIATION SKILLS**

**UNIT CODE : 500311111**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

<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 negotiations	1.1 Information on <b><i>preparing for negotiation</i></b> is identified and included 1.2 <b><i>Non verbal environments</i></b> is identified and included 1.3 Information on <b><i>active listening</i></b> is identified and included 1.4 Information on different <b><i>questioning techniques</i></b> is identified and included 1.5 Information is checked to ensure it is correct and up-to-date	<ul style="list-style-type: none"> <li>• Knowledge on Codes of practice and guidelines for the organization</li> <li>• Knowledge of organizations policy and procedures for negotiations</li> <li>• Decision making and conflict resolution strategies procedures</li> <li>• Concept of negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills (verbal and listening)</li> <li>• Active listening</li> <li>• Setting conflict</li> <li>• Preparing conflict resolution</li> <li>• Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</li> <li>• Interpersonal skills to develop rapport with other parties</li> </ul>
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties 2.2 Desired outcome of all parties are considered 2.3 Appropriate language is used throughout the negotiation 2.4 A variety of <b><i>questioning techniques</i></b> are used 2.5 The issues and processes are documented and agreed upon by all parties	<ul style="list-style-type: none"> <li>• Outcome of negotiation</li> <li>• Knowledge on Language</li> <li>• Different Questioning techniques</li> <li>• Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</li> <li>• Flexibility</li> <li>• Empathy</li> <li>• Decision making and conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating skill</li> <li>• Communication skills (verbal and listening)</li> <li>• Observation skills</li> <li>• Interpersonal skills to develop rapport with other parties</li> <li>• Applying effective questioning techniques</li> <li>• Setting conflict</li> </ul>

<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>
	2.6 Possible solutions are discussed and their viability assessed 2.7 Areas for agreement are confirmed and recorded 2.8 Follow-up action is agreed upon by all parties	resolution strategies procedures • Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Preparing for negotiation	1.1 Background information on other parties to the negotiation 1.2 Good understanding of topic to be negotiated 1.3 Clear understanding of desired outcome/s 1.4 Personal attributes 1.4.1 Self-awareness 1.4.2 self esteem 1.4.3 objectivity 1.4.4 empathy 1.4.5 respect for others 1.5 Interpersonal skills 1.5.1 listening/reflecting 1.5.2 non-verbal communication 1.5.3 assertiveness 1.5.4 behavior labeling 1.5.5 testing understanding 1.5.6 seeking information 1.5.7 self-disclosing 1.6 Analytic skills 1.6.1 observing differences between content and process 1.6.2 identifying bargaining information 1.6.3 applying strategies to manage process 1.6.4 applying steps in negotiating process 1.6.5 strategies to manage conflict 1.6.6 steps in negotiating process 1.6.7 options within organization and externally for resolving conflict
2. Non verbal environments	2.1 Friendly reception 2.2 Warm and welcoming room 2.3 Refreshments offered 2.4 Lead in conversation before negotiation begins
3. Active listening	3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	4.1 Direct 4.2 Indirect 4.3 Open-ended

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome 1.2 Participated in negotiation with at least one person to achieve an agreed outcome
2. Resource Implications	The following resources should be provided: 2.1 Room with facilities necessary for the negotiation process 2.2 Human resources (negotiators)
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Oral Questioning 3.3 Portfolio
4. Context for Assessment	Competency to be assessed in real work environment or in a simulated workplace setting.

**UNIT OF COMPETENCY : SOLVE PROBLEMS RELATED TO WORK ACTIVITIES**

**UNIT CODE : 500311112**

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

<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. Explain the analytical techniques	1.1 Analytical techniques are identified 1.2 Use of each technique is applied in real life situations	<ul style="list-style-type: none"> <li>• Problem identification techniques</li> <li>• Observation, investigation and analytical techniques</li> <li>• Cause and effect diagrams</li> <li>• PARETO analysis</li> <li>• SWOT analysis</li> <li>• GANTchart</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct investigation and root cause analysis</li> <li>• Implement corrective actions</li> </ul>
2. Identify the problem	2.1 Variances are identified from normal operating parameters; and product quality 2.2 Extent, cause and nature of the problem are defined through observation, investigation and <b>analytical techniques</b> 2.3 <b>Problems</b> are clearly stated and specified	<ul style="list-style-type: none"> <li>• Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>• Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations</li> <li>• Relevant equipment and operational processes</li> </ul>	<ul style="list-style-type: none"> <li>• Use range of formal problem solving techniques</li> <li>• Identify and clarify the nature of the problem</li> <li>• Evaluate the effectiveness of a present process</li> <li>• Apply analytical techniques</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• Enterprise goals, targets and measures</li> <li>• Enterprise quality, OHS and environmental requirement</li> <li>• Enterprise information systems and data collation</li> <li>• Industry codes and standards</li> <li>• Normal operating parameters and product quality</li> </ul>	
3. Determine fundamental causes of the problem	<p>3.1 Possible causes are identified based on experience and the use of problem solving tools / analytical techniques</p> <p>3.2 Possible cause statements are developed based on findings</p> <p>3.3 Fundamental causes are identified per results of investigation conducted</p>	<ul style="list-style-type: none"> <li>• Relevant equipment and operational processes</li> <li>• Enterprise goals, targets and measures</li> <li>• Enterprise quality, OHS and environmental requirements</li> <li>• Enterprise information systems and data collation</li> <li>• Industry codes and standards</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of root causes</li> </ul>
4. Determine corrective action	<p>4.1 All possible options are considered for resolution of the problem</p> <p>4.2 Strengths and weaknesses of possible options are considered</p> <p>4.3 Corrective actions are determined to resolve the problem and possible future causes</p> <p>4.4 <b>Action plans</b> are developed identifying measurable objectives, resource</p>	<ul style="list-style-type: none"> <li>• Understand the procedure in undertaking corrective action</li> <li>• Principles of decision making strategies and techniques</li> <li>• Enterprise information systems and data collation</li> <li>• Action planning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and clarify the nature of the problem</li> <li>• Devise the best solution</li> <li>• Evaluate the solution</li> <li>• Implement plan to rectify the problem</li> <li>• Implementing corrective and preventive actions based on root cause analysis</li> </ul>

<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>
	needs and timelines in accordance with safety and operating procedures.		
5. Provide recommendation/s to manager	5.1 Report on recommendations are prepared 5.2 Recommendations are presented to appropriate personnel 5.3 Recommendations are followed-up, if required	5.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations	<ul style="list-style-type: none"> <li>• Using range of formal problem solving techniques</li> <li>• Identifying and clarifying the nature of the problem</li> <li>• Devising the best solution</li> <li>• Evaluating the solution</li> <li>• Implementation of a developed plan to rectify the problem</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Analytical techniques	1.1 Brainstorming 1.2 Intuitions/Logic 1.3 Cause and effect diagrams 1.4 Pareto analysis 1.5 SWOT analysis
2. Problem	2.1 Non – routine process and quality problems 2.2 Equipment selection, availability and failure 2.3 Teamwork and work allocation problem 2.4 Safety and emergency situations and incidents
3. Action plans	3.1 Priority requirements 3.2 Measurable objectives 3.3 Resource requirements 3.4 Timelines 3.5 Coordination and feedback requirements 3.6 Safety requirements 3.7 Risk assessment 3.8 Environmental requirements

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 Identified the problem</li> <li>1.2 Determined the fundamental causes of the problem</li> <li>1.3 Determined the correct / preventive action</li> <li>1.4 Provided recommendation to manager</li> </ol> <p>These aspects may be best assessed using a range of scenarios / case studies / 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	Assessment will require suitable method of gathering evidence of operating ability over a range of situations. Case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.
3. Methods of Assessment	Competency in this unit may be assessed through: <ol style="list-style-type: none"> <li>3.1 Written Examination</li> <li>3.2 Oral Questioning</li> </ol>
4. Context for Assessment	In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

**UNIT OF COMPETENCY : USE MATHEMATICAL CONCEPTS AND TECHNIQUES**

**UNIT CODE : 500311113**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required in the application of mathematical concepts and techniques.

<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 mathematical tools and techniques to solve problem	1.1 Problem areas are identified based on given condition 1.2 <b>Mathematical techniques</b> are selected based on the given problem	<ul style="list-style-type: none"> <li>• Fundamental operation (addition, subtraction, division, multiplication)</li> <li>• Measurement systems</li> <li>• Units of measurement and its conversion</li> <li>• Standard formulas</li> <li>• Basic measuring tools/devices</li> <li>• Steps in solving problem</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and selecting different measuring tools</li> <li>• Applying different formulas in solving problems</li> <li>• Describing the units of measurement and fundamental units</li> <li>• Stating arithmetic calculations involving the following; addition, subtraction, division, multiplication</li> <li>• Applying theory into actual application on calculation of transactions</li> <li>• Applying theory into actual application on appropriate net content/quantity of medicine to dispense complete regimen</li> </ul>
2. Apply mathematical procedure/solution	2.1 Mathematical techniques are applied based on the problem identified 2.2 Mathematical computations are performed to the level of accuracy required for the problem 2.3 Results of mathematical computation is determined and	<ul style="list-style-type: none"> <li>• Problem-based questions</li> <li>• Estimation</li> <li>• Use of mathematical tools and standard formulas</li> <li>• Mathematical techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Solving mathematical computations</li> <li>• Converting Metric to English</li> <li>• Selecting and using appropriate and efficient techniques and strategies to solve problems</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	verified based on job requirements		
3. Analyze results	3.1 Result of application is reviewed based on expected and required specifications and outcome  3.2 <b><i>Appropriate action</i></b> is applied in case of error	<ul style="list-style-type: none"> <li>• Techniques in analyzing the results</li> <li>• Process in reviewing the results</li> <li>• Precision and accuracy</li> <li>• Four fundamental operations</li> <li>• Steps in solving problem</li> <li>• Standard formulas</li> <li>• Conversion measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the result based on the specified requirements</li> <li>• Interpreting and communicating the results of the analysis</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Mathematical techniques	May include: 1.1 Four fundamental operations 1.2 Measurements 1.3 Use/Conversion of units of measurements 1.4 Use of standard formulas
2. Appropriate action	2.1 Review in the use of mathematical techniques (e.g. recalculation, re-modeling) 2.2 Report error to immediate superior for proper action

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified, applied and reviewed the use of mathematical concepts and techniques to workplace problems
2. Resource Implications	The following resources should be provided: 2.1 Calculator 2.2 Basic measuring tools 2.3 Case Problems
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Authenticated portfolio 3.2 Written Test 3.3 Interview/Oral Questioning 3.4 Demonstration
4. Context for Assessment	Competency may be assessed in the work place or in a simulated work place setting

**UNIT OF COMPETENCY : USE RELEVANT TECHNOLOGIES***(Apply technology effectively)*

**UNIT CODE : 500311114**

**UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills, and attitude required in selecting, sourcing and applying appropriate and affordable technologies in the workplace.

<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. Study/select appropriate technology	1.1 Usage of different <b>technologies</b> is determined based on job requirements 1.2 Appropriate technology is selected as per work specification	<ul style="list-style-type: none"> <li>• Awareness on technology and its function</li> <li>• Communication techniques</li> <li>• Health and safety procedure</li> <li>• Company policy in relation to relevant technology</li> <li>• Machineries/ equipment and their application</li> <li>• Software programs</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying relevant technology on job</li> </ul>
2. Apply relevant technology	2.1 Relevant technology is effectively used in carrying out function 2.2 Applicable software and hardware are used as per task requirement 2.3 <b>Management concepts</b> are observed and practiced as per established industry practices	<ul style="list-style-type: none"> <li>• Knowledge on operating instructions</li> <li>• Understanding software and hardware system</li> <li>• Communication techniques</li> <li>• Health and safety procedure</li> <li>• Company policy in relation to relevant technology</li> <li>• Different management concepts</li> <li>• Technology adaptability</li> <li>• Office technology</li> <li>• Industrial technology</li> <li>• System technology</li> </ul>	<ul style="list-style-type: none"> <li>• Applying relevant technology</li> <li>• Communicating skills</li> <li>• Using software applications skills</li> <li>• Conducting risk assessment</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• Training technology</li> <li>• Different software/ hardware</li> <li>• 5S (Proper housekeeping)</li> </ul>	
3. Maintain/enhance relevant technology	<p>3.1 Maintenance of technology is applied in accordance with the <b><i>industry standard operating procedure, manufacturer's operating guidelines and occupational health and safety procedure</i></b> to ensure its operative ability</p> <p>3.2 Updating of technology is maintained through continuing education or training in accordance with job requirement</p> <p>3.3 Technology failure/ defect is immediately reported to the concern/responsible person or section for <b><i>appropriate action</i></b></p>	<ul style="list-style-type: none"> <li>• Awareness on technology and its function</li> <li>• Repair and maintenance procedure</li> <li>• Health and safety procedure</li> <li>• Company policy in relation to relevant technology</li> <li>• 3.5 Upgrading of technology</li> <li>• 3.6 Organizational set-up/work flow</li> </ul>	<ul style="list-style-type: none"> <li>• Performing basic troubleshooting skills</li> <li>• Identifying failures or defects</li> <li>• Communication skills</li> <li>• Applying corrective and preventive maintenance</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Technology	May include: 1.1 Office technology 1.2 Industrial technology 1.3 System technology 1.4 Information technology 1.5 Training technology
2. Management concepts	May include: 2.1 Real Time Management 2.2 KAIZEN or continuous improvement 2.3 Total Quality Management 2.4 Other management/productivity tools
3. Industry standard operating procedure	3.1 Written guidelines relative to the usage of office technology/equipment 3.2 Verbal advise/instruction from the co-worker
4. Manufacturer's operating guidelines/ instructions	4.1 Written instruction/manuals of specific technology/equipment 4.2 General instruction manual 4.3 Verbal advise from manufacturer relative to the operation of equipment
5. Occupational health and safety procedure	5.1 Relevant statutes on OHS 5.2 Organization guidelines in using technology/equipment
6. Appropriate action	6.1 Implementing preventive maintenance schedule 6.2 Coordinating with manufacturer's technician

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Studied and selected appropriate technology consistent with work requirements 1.2 Applied relevant technology 1.3 Maintained and enhanced operative ability of relevant technology
2. Resource Implications	The following resources should be provided: 2.1 Relevant technology 2.2 Interview and demonstration questionnaires 2.3 Assessment packages
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Oral Questioning
4. Context for Assessment	Competency may be assessed in actual workplace or simulated environment

## COMMON COMPETENCIES

**UNIT OF COMPETENCY : APPLY SAFETY MEASURES IN FARM OPERATIONS**

**UNIT CODE : AFF 321201**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. Determine areas of concern for safety measures	1.1 <b>Work tasks</b> are identified in line with farm operations 1.2 <b>Place</b> for safety measures are determined in line with farm operations 1.3 <b>Time</b> for safety measures are determined in line with farm operations 1.4 Appropriate <b>tools, materials and outfits</b> are prepared in line with job requirements	<ul style="list-style-type: none"> <li>• Different work tasks in farm operations</li> <li>• Place and time for implementation of safety measures</li> <li>• Different hazards in the workplace</li> <li>• Types of tools, materials and outfits</li> <li>• Preparation of tools, materials and outfits</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying work tasks in farm operations</li> <li>• Determining place and time for implementation of safety measures</li> <li>• Reading labels, manuals and other basic safety information</li> <li>• Identifying effective/functional tools, materials and outfit</li> <li>• Preparing tools, materials and outfits</li> <li>• Discarding defective tools, and materials</li> </ul>
2. Apply appropriate safety measures	2.1 Tools and materials are used according to specifications and procedures 2.2 Outfits are worn according to farm requirements 2.3 Effectivity/shelf life/expiration of materials are strictly observed 2.4 <b>Emergency procedures</b> are known and followed	<ul style="list-style-type: none"> <li>• Uses and functions of tools</li> <li>• Outfits and how to wear it.</li> <li>• Expiration/shelf life of materials</li> <li>• Proper disposal of expired materials</li> <li>• Environmental rules and regulations</li> <li>• Disaster Risk and Reduction Management</li> <li>• Emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Using tools and materials in the workplace</li> <li>• Wearing of outfits</li> <li>• Observing expiration/shelf life of materials</li> <li>• Disposing of expired materials</li> <li>• Following emergency procedures</li> <li>• Identifying and reporting of hazards in workplace area</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	to ensure a safework requirement 2.5 <b>Hazards</b> in the workplace are identified and reported in line with farm guidelines	<ul style="list-style-type: none"> <li>• Hazards identification and reporting</li> <li>• Climate Change Adaptation and Mitigation</li> <li>• Communication skills</li> <li>• OSHS</li> </ul>	
3. Safekeep/ dispose tools, materials and outfit	<p>3.1 Used tools and outfit are cleaned after use and stored in designated areas</p> <p>3.2 Unused materials are properly labeled and stored according to manufacturer's recommendation and farm requirements</p> <p>3.3 Waste materials are disposed according to manufacturers, government and farm requirements.</p>	<ul style="list-style-type: none"> <li>• Procedures of cleaning used tools and outfits</li> <li>• Label and storage unused materials</li> <li>• Disposal of wastes materials</li> <li>• Manufacturers' recommendation on keeping materials</li> <li>• Environmental rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning used tools and outfit</li> <li>• Labelling and storing unused materials</li> <li>• Disposing waste materials</li> </ul>

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined areas of concern for safety measures 1.2 Applied appropriate safety measures according to industry requirements 1.3 Prepared tools, materials and outfit needed 1.4 Performed proper disposal of used materials 1.5 Cleaned and stored tools, materials and outfit in designated facilities
2. Method of Assessment	Competency in this unit must be assessed through: 2.1 Practical demonstration 2.2 Third Party Report
3. Resource Implications	3.1 Farm location 3.2 Tools, equipment and outfits appropriate in applying safety measures
4. Context of Assessment	4.1 Assessment may occur in the workplace or in a simulated workplace or as part of a team under limited supervision

**UNIT OF COMPETENCY : PERFORM ESTIMATION AND BASIC CALCULATION**

**UNIT CODE : AFF 321203**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Perform estimation	1.1 Job requirements are identified from written or oral communications 1.2 Quantities of materials and resources required to complete a work task are estimated 1.3 The time needed to complete a work activity is estimated 1.4 Accurate estimate for work completion are made 1.5 Estimate of materials and resources are reported to appropriate person	<ul style="list-style-type: none"> <li>• Job requirements/labor needs</li> <li>• Calculation of quantities of materials and resources required</li> <li>• Calculation of time for job completion</li> <li>• Preparation of estimate report</li> <li>• Basic mathematical operations</li> <li>• Percentage and ratios</li> <li>• Unit Conversion</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying job requirements/labor</li> <li>• Estimating quantities of materials and resources required</li> <li>• Estimating time for job completion</li> <li>• Performing basic calculation</li> <li>• Compute percentage</li> <li>• Convert English to metric systems of measurement</li> <li>• Preparing estimate report</li> </ul>
2. Perform basic workplace calculation	2.1 <b><i>System and units of measurement</i></b> to be followed are ascertained 2.2 Calculation needed to complete work tasks are performed using the <b><i>four basic mathematical operation</i></b> 2.3 Calculate whole fraction, percentage and mixed when are used to complete the instructions 2.4 Number computed is checked following work requirements	<ul style="list-style-type: none"> <li>• Four basic mathematical operation</li> <li>• System and units of measurement</li> <li>• Fraction, percentage and ratio</li> <li>• Material takeoff</li> <li>• Materials costing</li> </ul>	<ul style="list-style-type: none"> <li>• Compute bill of materials</li> <li>• Compute project cost</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Four basic mathematical operation	1.1 Addition 1.2 Subtraction 1.3 Multiplication 1.4 Division
2. System of measurement	2.1 English 2.2 Metric
3. Units of measurement	3.1 Area 3.2 Volume 3.3 Weight 3.4 Length

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed estimation 1.2 Performed basic workplace calculation 1.3 Applied corrective measures as maybe necessary
2. Method of Assessment	Competency in this unit must be assessed through: 2.1 Practical demonstration 2.2 Written examination
3. Resource Implications	3.1 Relevant tools and equipment for basic calculation 3.2 Recommended data
4. Context of Assessment	4.1 Assessment may occur in the workplace or in a simulated workplace or as part of a team under limited supervision

**UNIT OF COMPETENCY** : **PROVIDE QUALITY CUSTOMER SERVICE**

**UNIT CODE** : **HCS421201**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skill and attitudes required to provide effective and efficient services to the clients of the microfinance industry.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Update knowledge of products and services	1.1 Products and/or services to be marketed are identified, familiarized with and fully understood 1.2 Information on programs is accessed 1.3 Knowledge on <b>products, services and programs</b> are updated 1.4 Additional information on products, services and programs are prepared	<ul style="list-style-type: none"> <li>• Introduction to Microfinance</li> <li>• Terms and definitions</li> <li>• Organization profile</li> <li>• MFIs products and services (financial and non-financial):               <ul style="list-style-type: none"> <li>– Loans</li> <li>– Savings</li> <li>– Insurance</li> <li>– Trainings</li> <li>– Marketing Assistance</li> </ul> </li> <li>• MFIs programs</li> <li>• Organization procedures and processes in providing quality customer service</li> <li>• Work values and ethics:               <ul style="list-style-type: none"> <li>– Quality consciousness</li> <li>– Proactive</li> <li>– Patience</li> <li>– Information awareness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Effective oral communication skills</li> <li>• Listening skills</li> <li>• Motivational skills</li> <li>• Interpersonal skills</li> <li>• Presentation skills</li> <li>• Demonstrating cost/benefits/ value to clients based on client's expectations and needs</li> <li>• Generating several alternative solutions that will meet customer's needs</li> <li>• Data gathering skills</li> <li>• Computer literacy</li> </ul>
2. Assess needs of new and existing clients	2.1 Active listening is used to gather information from <b>clients</b> 2.2 Orientation on products/services,	<ul style="list-style-type: none"> <li>• Terms and definitions</li> <li>• Methods of assessing needs of new and existing client's:</li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>program and policies are conducted</p> <p>2.3 Identified related or applicable <b>needs</b> of clients based on the products/services and program being offered</p> <p>2.4 Provided clients with courteous and professional treatment throughout the interaction using <b>interactive communication</b></p> <p>2.5 Inquiries, concerns and comments are responded to promptly and accurately in accordance with organization's policies</p> <p>2.6 Recorded all the gathered information given by the clients</p>	<ul style="list-style-type: none"> <li>- Interviewing</li> <li>- Observation</li> <li>- Focus Group Discussion</li> <li>- Needs Survey</li> <li>• Procedures in conducting product and service orientation of clients</li> <li>• Procedures in assessing needs of new and existing client's</li> <li>• Procedure in innovating products and services</li> <li>• Guidelines on recording and reporting clients' needs</li> <li>• Work values and ethics: <ul style="list-style-type: none"> <li>- Quality consciousness</li> <li>- Proactive</li> <li>- Clients focus</li> <li>- Patience</li> <li>- Vigilance</li> <li>- Sincerity</li> <li>- Integrity</li> <li>- Commitment</li> </ul> </li> </ul>	
3. Conduct client satisfaction survey	<p>3.1 Client satisfaction survey is administered</p> <p>3.2 Survey results are collated and analyzed</p> <p>3.3 Positive and negative results are defined</p> <p>3.4 Negative feedbacks are well addressed immediately through appropriate <b>communication strategies</b></p>	<ul style="list-style-type: none"> <li>• Terms and definitions</li> <li>• Client satisfaction survey methodologies: <ul style="list-style-type: none"> <li>- Interviewing</li> <li>- Observation</li> <li>- Focus Group Discussion</li> <li>- Structured Field Survey</li> </ul> </li> <li>• Survey Process: <ul style="list-style-type: none"> <li>- Purpose of survey</li> </ul> </li> </ul>	

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		<ul style="list-style-type: none"> <li>- Designing survey instruments</li> <li>- Designing interview and FGD guides</li> <li>- Administering survey instruments</li> <li>- Interviewing target respondents</li> <li>- Conducting FGD</li> <li>- Data processing, analysis and presentation</li> <li>- Recommendations</li> <li>• How feedback from survey results are address</li> <li>• Work values and ethics:               <ul style="list-style-type: none"> <li>- Quality consciousness</li> <li>- Proactive</li> <li>- Patience</li> <li>- Sincerity</li> <li>- Integrity</li> <li>- Commitment</li> <li>- Courteous</li> <li>- Professional</li> </ul> </li> </ul>	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Product/services and programs	Includes the following but are not limited to: 1.1 Financial services 1.2 Non-financial services
2. Clients	2.1 Entrepreneurial poor
3. Needs	3.1 Designing clients satisfaction survey instruments 3.2 Procedure in administering clients satisfaction survey 3.3 Processing clients satisfaction survey data 3.4 Product/service knowledge 3.5 Knowledge of programs
4. Interactive communication	4.1 Information is gathered in a courteous and professional manner 4.2 Probing skills 4.3 Skills in effective questioning 4.4 Consistent service quality for all types of customers 4.5 Avoiding controversial issues like politics and religion
5. Communication strategies	5.1 One-on-one interaction 5.2 Group meetings

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Received, assessed and responded to client needs 1.2 Applied organizational quality procedures and processes in providing quality service
2. Resource implications	The following resources MUST be provided: 2.1 Meeting venue/s 2.2 Equipment and furnishings appropriate to a microfinance set-up 2.3 Complete information on products, services and programs 2.4 Products, services and programs brochures 2.5 Organization's standard forms for clients
3. Method of assessment	Competency may be assessed through: 3.1 Oral questioning 3.2 Written test 3.3 Practical demonstration
4. Context for assessment	4.1 Competency may be assessed in the workplace or in a simulated workplace environment

**UNIT OF COMPETENCY** : **COMPLY WITH QUALITY AND ETHICAL STANDARDS**

**UNIT CODE** : **HCS315202**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Assess quality of received materials	1.1 Work instruction is obtained and carried out in accordance with standard operating procedures 1.2 Received <b>materials</b> are checked against workplace standards and specifications 1.3 Defective materials are identified, reported and isolated 1.4 Defective materials are repaired/replaced in accordance with workplace procedures 1.5 <b>Defects</b> and any identified causes are recorded and/or reported to the concerned personnel in accordance with workplace procedures	<ul style="list-style-type: none"> <li>• Standard operating procedures on receiving materials</li> <li>• Material descriptions and specifications</li> <li>• Proper handling of received materials</li> <li>• Procedures on assessing quality of received materials</li> <li>• Material defects and their causes</li> <li>• Dealing with defective materials</li> <li>• Reporting defective received materials</li> <li>• Total Quality Management/Improvement</li> <li>• Work values and ethics:               <ul style="list-style-type: none"> <li>– Quality consciousness</li> <li>– Honesty</li> <li>– Integrity</li> <li>– Concern for details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension skills</li> <li>• Communication skills</li> <li>• Critical thinking, problem solving and decision-making skills</li> <li>• Technical skills</li> <li>• Interpersonal skills</li> <li>• Community organizing skills</li> <li>• Analytical skills</li> <li>• Quantitative skills</li> <li>• Qualitative skills</li> </ul>
2. Assess own work/output	2.1 <b>Documentation</b> relative to quality within the company is identified and used	<ul style="list-style-type: none"> <li>• Organization's vision, mission, goals and objectives</li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>2.2 Completed work is checked against workplace standards</p> <p>2.3 Defects are identified and corrected in accordance with the company <b>quality standards</b></p>	<ul style="list-style-type: none"> <li>• Organization standards on quality of work/output</li> <li>• Rights, roles and responsibilities of farmers</li> <li>• Assessment methods on quality of work/output</li> <li>• Procedures on assessing quality of work/output</li> <li>• Procedures on identification of work defects/deviations</li> <li>• Common work/output defects/deviations from standards</li> <li>• Ways of rectifying work/output defects/deviations</li> <li>• Total Quality Management/Improvement</li> <li>• Work values and ethics: <ul style="list-style-type: none"> <li>– Honesty</li> <li>– Integrity</li> <li>– Commitment</li> </ul> </li> </ul>	
3. Submit oneself to third party assessment	<p>3.1 Information on the quality and other indicators of performance are recorded in accordance with workplace procedures</p> <p>3.2 In cases of deviations from specific quality standards, causes are documented and reported in accordance with the</p>	<ul style="list-style-type: none"> <li>• Organization's vision, mission, goals and objectives</li> <li>• Performance evaluation system and procedure</li> <li>• Performance key result areas and indicators</li> <li>• Procedures on third party assessment of performance</li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>workplace's standards operating procedures</p> <p>3.3 In cases of objections/disagreements, reasons are expressed thru written documentation</p> <p>3.4 Settlements are sought in accordance with company policies</p>	<ul style="list-style-type: none"> <li>• Documentation of work defects/ deviations</li> <li>• Rectification of work/output defects/deviations and their causes</li> <li>• Total Quality Management/Improvement</li> <li>• Measures to improve work performance</li> <li>• Work values and ethics: <ul style="list-style-type: none"> <li>– Humility</li> <li>– Fairness</li> <li>– Integrity</li> <li>– Quality consciousness</li> </ul> </li> </ul>	
4. Engage in quality improvement	<p>4.1 Process improvement procedures are participated in relative to workplace assignment</p> <p>4.2 Work is carried out in accordance with process improvement procedures</p> <p>4.3 Services are delivered in accordance with ethical standards</p> <p>4.4 Quality service is monitored to ensure client satisfaction</p> <p>4.5 <i>Client's</i> needs are assessed through conduct of researches, focus group discussions, and satisfaction surveys/interviews</p> <p>4.6 Trainings, orientations, and exposures are</p>	<ul style="list-style-type: none"> <li>• Total Quality Management/Improvement</li> <li>• Methods of quality improvement</li> <li>• Methods of monitoring customer satisfaction</li> <li>• Procedures in improving quality of customer service: <ul style="list-style-type: none"> <li>– Assessment of clients' needs</li> <li>– Monitoring quality of service</li> <li>– Identification of needed improvement of quality</li> <li>– Reporting of findings and recommendations</li> <li>– e. Intervention to improve quality service to clients</li> </ul> </li> </ul>	

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	rendered to ensure their understanding/ familiarization on products, services and programs	<ul style="list-style-type: none"> <li>• Professional and ethical standards in delivering services to clients</li> <li>• Work values and ethics:               <ul style="list-style-type: none"> <li>– Quality consciousness</li> <li>– Integrity</li> <li>– Commitment</li> </ul> </li> </ul>	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	Materials may include but are not limited to: <ol style="list-style-type: none"> <li>1.1 Manuals, brochures, flyers, flipcharts, signages and tarpaulin</li> <li>1.2 Work orders</li> <li>1.3 Standard forms</li> <li>1.4 Recorded voice files/audio video presentations</li> <li>1.5 PowerPoint presentation materials</li> <li>1.6 Documentations</li> <li>1.7 Software</li> <li>1.8 Hardware</li> <li>1.9 Office supplies</li> <li>1.10 Office equipment</li> <li>1.11 Holy Scriptures</li> </ol>
2. Defects/ Irregularities	Defects may include but are not limited to: <ol style="list-style-type: none"> <li>2.1 Deviation from the requirements of the client</li> <li>2.2 Deviation from the requirements and standard operating procedures of the organization/institution</li> <li>2.3 Manuals containing incorrect/outdated information</li> <li>2.4 Software/hardware defects</li> <li>2.5 Poor employee interpersonal relationships/conflicts among employees</li> <li>2.6 Loose implementation of organizational policies and procedures</li> <li>2.7 Poor/inappropriate training designs</li> <li>2.8 Non-compliance of selection and recruitment procedures of employees</li> <li>2.9 Work fatigue and lost of interest to work being experience by the employee/s</li> <li>2.10 Lack of clear understanding about one's role and responsibilities</li> <li>2.11 Non-compliance of selection and recruitment procedures of clients</li> <li>2.12 Undesirable work behavior of employees</li> <li>2.13 Breakdown of/barriers to communication</li> <li>2.14 Outdated work plans and schedules</li> </ol>
3. Documentation	Includes the following but are not limited to: <ol style="list-style-type: none"> <li>3.1 Standard Operating Procedures</li> <li>3.2 Quality checklist</li> <li>3.3 Monitoring feedback sheet</li> <li>3.4 Forms such as Loan Applications, CCI/BI, Cash Flows, Loan Utilization Checks, Client Exits/Withdrawals, Work/Job Order, Client Feedback Notice, Material Requisition Form, Performance Appraisal Report, Training Evaluation Forms</li> <li>3.5 Reports such as Financial Statements, Operational Assessments/Highlights and Plans, Cash Position Reports</li> </ol>

	<p>3.6 Minutes of meetings (Board, Branch, Department/Units/Groups)</p> <p>3.7 Special orders, memorandums, notices, announcements</p> <p>3.8 Employee movements (promotion, demotion, discharge, termination, suspension)</p> <p>3.9 Linkages such as Loan Verification, SSS and Philhealth dues.</p> <p>3.10 Organizational Profile (Vision, Mission, Goals and Objectives)</p> <p>3.11 Electronic documentations e.g. Website</p> <p>3.12 Files/Employees' Profile</p>
4.Quality standards	<p>Quality standards may be related but are not limited to the following:</p> <p>4.1 Materials</p> <p>4.2 Software</p> <p>4.3 Office supplies</p> <p>4.4 Office facilities</p> <p>4.5 Office equipment</p> <p>4.6 Office standard forms</p> <p>4.7 Work processes</p> <p>4.8 Customer service</p> <p>4.9 Products and services</p> <p>4.10 Work outputs</p> <p>4.11 Communication process</p> <p>4.12 Ethical and professional ethics</p> <p>4.13 Training program design and delivery</p> <p>4.14 Value added services/product innovations</p> <p>4.15 Organization's policies and procedures manual</p>
5.Client	<p>Includes the following but are not limited to:</p> <p>5.1 External clients (customers, partners, members, subscribers, end users, investors/funders, service providers, agencies)</p> <p>5.2 Internal clients (within the organization/co-employees, immediate superiors, board of trustees)</p>

## 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 Performed work in accordance with the organization's standard operating procedures and specifications</li> <li>1.2 Identified and reported defects in accordance with standard operating procedures</li> <li>1.3 Carried out work in accordance with the process improvement procedures</li> </ul>
<p>2. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>2.1 Product manuals and brochures</li> <li>2.2 Marketing and promotional materials</li> <li>2.3 Orientation and presentation materials</li> <li>2.4 Office standard forms and documentation</li> <li>2.5 Operational handbook/manuals</li> <li>2.6 Work plans and schedules</li> <li>2.7 Hardware</li> <li>2.8 Software</li> </ul>
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written examination</li> <li>3.2 Interviews</li> <li>3.3 Audit report</li> <li>3.4 Monthly reports</li> <li>3.5 Practical demonstration</li> <li>3.6 Performance evaluation</li> </ul>
<p>4. Context for assessment</p>	<ul style="list-style-type: none"> <li>4.1 Assessment may be conducted in the workplace or in a simulated workplace environment</li> </ul>

## CORE COMPETENCIES

**UNIT OF COMPETENCY : ENGAGE AGROENTERPRISE (AE) INDUSTRY STAKEHOLDERS**

**UNIT CODE : AFF243305**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required for an AE Implementer to collect and supply data for site project selection, support organizing AE industry stakeholders and sustain partnership.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Collect and supply data for project site selection	1.1 <b>Data</b> are gathered based on accepted industry procedures 1.2 Data are submitted to facilitator according to industry practices 1.3 Validated data are filed following standard procedures	<ul style="list-style-type: none"> <li>• Sources of the required data</li> <li>• Data required for site project selection</li> <li>• Different communication strategies</li> <li>• Different data related to AE implementation</li> <li>• Record Keeping</li> </ul> Attitudes: <ul style="list-style-type: none"> <li>• Resourceful</li> <li>• Committed</li> <li>• Hard Working</li> <li>• Flexible</li> <li>• Diligence</li> <li>• Patience</li> <li>• Systematic</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering/ Providing relevant data</li> <li>• Communication skills</li> <li>• Utilizing communication strategies</li> <li>• Keeping record</li> </ul>
2. Support organizing AE industry stakeholders	2.1 <b>Agroenterprise Industry stakeholders</b> are listed according to industry procedures 2.2 Relevant partners who will provide support are recommended based on the list of agroenterprise industry stakeholders	<ul style="list-style-type: none"> <li>• Overview of the Agroenterprise Clustering Approach</li> <li>• Roles and responsibilities of agroenterprise industry stakeholders</li> <li>• Stakeholders providing support</li> </ul>	<ul style="list-style-type: none"> <li>• Securing list of AE stakeholders</li> <li>• Identifying relevant partners</li> <li>• Communication, Facilitation and Negotiation Skills</li> <li>• Identifying and mobilizing farmers for clustering</li> <li>• Organizing Skills</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>2.3 Farmers are selected and mobilized for clustering based on established selection criteria</p> <p>2.4 Clustered farmers are profiled following industry procedures.</p> <p>2.5 Formulation of AE implementation policies is facilitated based on standard operating procedure</p>	<p>on AE implementation</p> <ul style="list-style-type: none"> <li>• Procedures in providing support/resource complementation</li> <li>• Key areas for resource complementation</li> <li>• Step 1 of AE Clustering Approach (Cluster Formation)</li> <li>• Basic Community Organizing</li> <li>• Registration of farmers in the area</li> <li>• Profiling of Clustered Farmers</li> <li>• Agreements related to AE implementation</li> <li>• Procedures in formulating and recording agreements/policies</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>• Diplomacy</li> <li>• Respect</li> <li>• Resourceful</li> <li>• Patience</li> <li>• Committed</li> <li>• Optimistic</li> <li>• Sensitive</li> <li>• Open-Minded</li> <li>• Hard working</li> <li>• Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating agreements</li> <li>• Keeping record</li> </ul>
3. Sustain partnership	<p>3.1 AE policy implementation is monitored, recorded and reviewed</p> <p>3.2 <b>Issues</b> are identified and conveyed to concerned partners</p> <p>3.3 Conflicts are resolved following the agreed</p>	<ul style="list-style-type: none"> <li>• Types of Issues and conflicts</li> <li>• Protocol in handling issues</li> <li>• Strategies in conveying issues to concerned partners</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of issues</li> <li>• Conveying issues to concerned partners</li> <li>• Reiterating policies to AE Practitioners</li> <li>• Communicating Skills</li> <li>• Recording and reviewing policies</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	<p>AE policies and procedures</p> <p>3.4 <b>Policies</b> are reiterated to industry stakeholders</p>	<ul style="list-style-type: none"> <li>• Different policies in implementing Agroenterprise</li> <li>• Record keeping</li> <li>• Conflict Resolution processes</li> <li>• Issues and Conflicts resolved and resolutions formulated</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>• Open-minded</li> <li>• Optimistic</li> <li>• Diplomacy</li> <li>• Unbias</li> <li>• Sensitive</li> <li>• Respectful</li> <li>• Resourceful</li> <li>• Diligent</li> <li>• Committed</li> <li>• Efficient</li> <li>• Trusting</li> <li>• Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Solving conflicts</li> <li>• Negotiation/ Mediation skills</li> <li>• Recording of resolved conflicts and resolutions</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Data	Data includes: 1.1 List of smallholder farmers 1.2 Crops planted 1.3 Area cultivated 1.4 Existing markets and marketing practices 1.5 Credit service providers 1.6 Peoples Organization/Farmers Organization 1.7 National Government Agencies and Non-Government 1.8 Organizations, Academe providing support to farmers
2. AE Industry stakeholders	AE Industry stakeholders may include but not limited to: 2.1 Farmer Organizations 2.2 Non-government Organizations (NGOs) 2.3 National Government Agencies 2.4 Financing Institutions 2.5 Local Government Units (LGUs) 2.6 Association of Chamber of Commerce 2.7 National Commission on Indigenous People 2.8 State, Universities and Colleges (SUCs)
3. Issues	Issues may include but not limited to: 3.1 Non-compliance of members to commitments to production and collective marketing 3.2 Non-payment of members to loans 3.3 Non-attendance to meetings 3.4 Interpersonal-related issues
4. Policies	Policies may include but not limited to: 4.1 Marketing 4.2 Production 4.3 Organizational 4.4 Financial

## 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 Provided validated data on farmers and stakeholders for site project selection.</li> <li>1.2 Identified and recommended relevant partners who will provide support</li> <li>1.3 Identified farmers for clustering and profiling.</li> <li>1.4 Facilitated formulation of agreements/policies related to Agroenterprise.</li> <li>1.5 Identified issues and conveyed to concerned partners.</li> <li>1.6 Recorded policies/agreements related to AE implementation.</li> <li>1.7 Recorded resolved conflicts and resolutions formulated.</li> <li>1.8 Facilitated the registration of farmer's organization.</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Training hall/Simulated workplace</li> <li>2.2 Tools, materials, supplies and equipment to demonstrate required tasks</li> <li>2.3 References and materials</li> </ul>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written examination</li> <li>3.2 Demonstration</li> <li>3.3 Oral questioning</li> <li>3.4 Interview</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.</p>

**UNIT OF COMPETENCY : ENSURE PRODUCT SUPPLY**

**UNIT CODE : AFF243306**

**UNIT DESCRIPTOR :** This unit deals with the knowledge, skills and attitudes required for AE implementer to lead in selection of product, establish production module, prepare supply plan, oversee and monitor the implementation of production activities and implement safety and precautionary measures

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Lead in the selection of product	1.1 Product data are extracted from the farmers <b>information</b> profile 1.2 Prioritized products are presented based on established <b>criteria</b> 1.3 Farmers are guided in the selection of product for agroenterprise through <b>consensus</b>	<ul style="list-style-type: none"> <li>• Data collection and extraction of existing products from farmers information profile</li> <li>• Criteria of screening</li> <li>• Analytical tool (ANSOFF matrix)</li> <li>• Procedures of presentation and screening of the lists of products</li> <li>• Data Analysis</li> <li>• Different consensus methods</li> <li>• Process of getting consensus</li> <li>• Concepts &amp; Methods of Facilitation</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Diplomacy</li> <li>• Open minded</li> <li>• Fair</li> <li>• Non-judgmental</li> </ul>	<ul style="list-style-type: none"> <li>• Collating and extracting existing products from the farmers information profile</li> <li>• Presenting and screening of list products</li> <li>• Facilitating skills</li> <li>• Agreeing for the selected products through consensus</li> </ul>
2. Establish Production Module	2.1 <b>Data</b> from the bench marking on production are gathered based on established guidelines	<ul style="list-style-type: none"> <li>• Guidelines for Data Gathering</li> <li>• Different methods of Data Gathering</li> <li>• Sources of Data</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering of data on the best production practices</li> <li>• Gathering data on the best farming practices by</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	<p>2.2 <b>Production module</b> is developed according to data gathered and best practices</p> <p>2.3 <b>Production module</b> is presented and confirmed with members based on consensus</p>	<ul style="list-style-type: none"> <li>• Interview Techniques</li> <li>• Cost &amp; Return Computation</li> <li>• Guide for Developing Production Module</li> <li>• Data Collation &amp; Tabulation Procedure</li> <li>• Methods and procedure of Data Analysis</li> <li>• Agri-Production practices (cultural Management)</li> <li>• Production Module Guide</li> <li>• Cost &amp; Return Computation &amp; Analysis</li> <li>• Good Agricultural Practices (GAP)</li> <li>• Good Manufacturing Activities (GMP)</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Information seeking</li> <li>• Open minded</li> <li>• Good Conversationalist</li> <li>• Patience</li> <li>• Resourcefulness</li> <li>• Perseverance</li> <li>• Honesty</li> <li>• Social responsibility</li> <li>• Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing key informants</li> <li>• Calculating cost and returns of production</li> <li>• Collating &amp; Tabulating collected data</li> <li>• Analyzing collated and tabulated data on the best farming practices</li> <li>• Designing Production Module based industry standards</li> </ul>
3. Prepare supply plan	<p>3.1 <b>Product supply</b> is estimated based on farmers committed Production module</p> <p>3.2 <b>Product supply</b> is assessed based on the product demand</p>	<ul style="list-style-type: none"> <li>• Knowledge of Production Information Data</li> <li>• Product Market Matching</li> <li>• Methods of Computing product supply volume</li> </ul>	<ul style="list-style-type: none"> <li>• Projecting product supply from farmers</li> <li>• Computing the volume of product supply committed</li> <li>• Assessing the quantity and quality</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	3.3 Supply plan is formulated based on farmers' commitment and product demand	<ul style="list-style-type: none"> <li>• Methods of Product Supply Assessment</li> <li>• Guide in the Preparing Product Supply Plan</li> <li>• Guidelines for preparing Production Program</li> <li>• Information System</li> <li>• Production Calendar</li> <li>• Collective Marketing Agreement</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Credibility</li> <li>• Honesty</li> <li>• Good observation skills</li> </ul>	<p>of product supply based on farmers'</p> <ul style="list-style-type: none"> <li>• Formulating Production Program based on the prepared production module</li> <li>• Scheduling</li> <li>• Programming</li> <li>• Forecasting</li> </ul>
4. Monitor the implementation of production activities	<p>4.1 <b>Production activities</b> are directed consistent with the production module</p> <p>4.2 <b>Quality control</b> activities are performed based on the established market specifications</p> <p>4.3 <b>Production volume</b> is monitored based on supply plan</p> <p>4.4 <b>Supply plan</b> is improved and adjusted based on monitoring results</p>	<ul style="list-style-type: none"> <li>• Production Program Implementation</li> <li>• Procedure in the monitoring of production activities implementation through the AE Clustering Approach</li> <li>• Documentation process</li> <li>• Product Quality Industry Standards</li> <li>• Different Quality Control Measures</li> <li>• Systems of Recording production volume</li> <li>• Process of monitoring production volume</li> <li>• Presentation of the consolidated Supply plan to identified and</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting the Production Program</li> <li>• Overseeing and monitoring the implementation of production activities</li> <li>• Recording production activities</li> <li>• Implementing and</li> <li>• Identifying manpower</li> <li>• Preparing materials/equipment</li> <li>• Perform quality control activities</li> <li>• Taking Inventory of quality control activities</li> <li>• Establishing quality control measures</li> <li>• Recording of the number of farmers, the schedule of harvest and the projected volume of production</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
		contingency markets <ul style="list-style-type: none"> <li>• AE Plan Assessment</li> <li>• Handling hitches/ Troubleshooting</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• hardworking</li> <li>• resourcefulness</li> <li>• Confidence</li> <li>• Quality conscious</li> <li>• integrity</li> <li>• Observant</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring the volume of production</li> <li>• Presenting the consolidated supply volume to farmers/ clusters</li> <li>• Confirming the supply plan committed by farmers/clusters</li> </ul>
5. Implement safety precautionary measures	5.1 <b>Workplace hazards</b> are identified 5.2 <b>Tasks and workplaces</b> are assessed 5.3 Appropriate <b>control measures</b> are established 5.4 <b>Safety and health practices</b> are observed	<ul style="list-style-type: none"> <li>• Occupational Health and Safety Standards (basics of machine functions, components of fire, effects of different hazards to health)</li> <li>• Awareness on:               <ul style="list-style-type: none"> <li>- 5S</li> <li>- 4Rs (re-use, reduce, recycle &amp; rethink)</li> <li>- Child Labor</li> <li>- Gender</li> <li>- PWD</li> <li>- Labor Law</li> </ul> </li> <li>• Occupational Health and Safety Standards</li> <li>• Climate Risk Management Strategy</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Compliance to rules and regulations</li> </ul> Others: <ul style="list-style-type: none"> <li>• Relationship / value of OSH and productivity</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying hazards</li> <li>• Assessing tasks, workplaces</li> <li>• Recommending appropriate control measures</li> <li>• Assessing &amp; controlling workplace hazards are assessed according to applicable occupational safety and health standards (OSH Standards)</li> <li>• Establishing control measures</li> <li>• Observing the safety and health practices implemented in farm production</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	Information includes but not limited to: 1.1 Crops commonly grown in the locality 1.2 Existing & Potential markets
2. Criteria	Criteria includes but not limited to:  2.1 Ranking Products 2.1.1 Farmers highest income 2.1.2 Available market 2.1.3 Commonly grown in the area 2.2 Selection 2.2.1 Market 2.2.2 Internal and External Information system 2.2.3 Production Capacity 2.2.4 Profitability 2.2.5 Sustainability 2.2. 6 LGU Development Plans and priority project
3. Consensus	Getting consensus includes but not limited to the ff; 3.1 Votation 3.2 Conduct meetings & consultations 3.3 Focused group discussion (FGD)
4. Data	Data includes but not limited to; 4.1 Farming Practices 4.2 Product Cost & Returns 4.3 Marketing System
5. Production Module	Production Module includes but not limited to; 5.1 Size or unit of measure 5.2 Recommended farming practices 5.3 Cost and return with financing plan 5.4 Measure of Profitability 5.5 Measure of Efficiency
6. Product supply	Product supply includes but not limited to; 6.1 Selected product 6.2 Expected yield 6.3 Production Module
7. Product supply assessment	Product supply assessment includes but not limited to ; 7.1 Number of production modules 7.2 Date of Planting 7.3 Date of harvesting 7.4 Estimated Total Yield 7.5 Projected Yield per production period
8. Production activities	Production activities include but not limited to the ff; 8.1 Labor requirement 8.2 Materials/tools & Equipment
9. Quality Control	Quality Control includes but not limited to; 9.1 Product specification

	9.2 Product quality & quantity 9.3 Area planted
10. Production volume	Production volume includes but not limited to; 10.1 Number of farmers 10.2 Expected date of harvest 10.3 Projected volume of harvest
11. Supply plan	Supply plan includes but not limited to; 11.1 Expected yields 11.2 Product volume committed 11.3 Consolidated supply volume
12. Workplace hazards	Workplace hazards may include but not limited to: 12.1 Safety hazards (electrical, fire, mechanical and other direct hazards) 12.2 Chemical hazards 12.3 Ergonomic hazards 12.4 Physical hazards (poor illumination, inadequate ventilation, vibration, radiation etc.) 12.5 Biological hazards
13. Tasks and workplaces	Tasks and workplaces include but not limited to: 13.1 Production area 13.2 Production activities
14. Control measures	Control measures may include but not limited to: 14.1 engineering control 14.2 administrative control 14.3 use of personal protective equipment (PPE)
15. Safety and health practices	Safety and health practices include but not limited to: 15.1 Farm practices 15.2 Labor safety 15.3 Implementation of 5S

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Led in the selection of product 1.2 Established production module 1.3 Prepared supply plan 1.4 Monitored the implementation of production activities 1.5 Implemented safety precautionary measures
2. Resource Implications	The following resources should be provided: 2.1 Training venue and demonstration area 2.2 Tools, materials, supplies and equipment to be used to demonstrate the required tasks 2.3 Production inputs samples 2.4 Reference material and manuals
3. Method of Assessment	Competency in this unit may be assessed through: 3.1 Written exam 3.2 Actual demonstration 3.3 Oral Questioning 3.4 Interview
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

**UNIT OF COMPETENCY : IMPLEMENT FINANCIAL MANAGEMENT**

**UNIT CODE : AFF243307**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required to develop financial plan, facilitates loan application and payment of farmer-members, practice savings and implement record keeping. This unit focuses on financial aspects of the agro-enterprise activities, excluding the non-financial.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Facilitate financial plan development	1.1 Computation of <b>financial requirements</b> are guided according to agro-enterprise activities 1.2 Selection of <b>Sources of Financial services</b> is facilitated based on financial requirement 1.3 <b>Data</b> for the financial analysis are extracted from agroenterprise activities 1.4 Computation of break-even price and volume are guided using data extracted from production module 1.5 Packaging of <b>Financial Plan</b> is guided based on industry standards	<ul style="list-style-type: none"> <li>• Production costs</li> <li>• Simple analysis</li> <li>• Simple decision making</li> <li>• Presentation of Financial Plan</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Patient</li> <li>• Hardworking</li> <li>• Detail oriented</li> <li>• Calculated Risk taker</li> <li>• Discipline</li> <li>• Open minded</li> <li>• Frugal</li> <li>• Systematic</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the various production cost items</li> <li>• Computing financial requirements</li> <li>• Identifying types of financial services</li> <li>• Selecting appropriate financial services</li> <li>• Computing break-even price and volume</li> <li>• Packaging of Financial Plan</li> <li>• Sourcing and Integrating financial requirement</li> <li>• Providing appropriate data for financial analysis</li> </ul>
2. Facilitates loan application and payment	2.1 Farmers are guided to become member of organization based on standard procedures 2.2 Submission of complete documents for loan availment is facilitated based on the requirements of service providers	<ul style="list-style-type: none"> <li>• Filling-up of required loan forms</li> <li>• Basic loan requirement</li> <li>• Loan application</li> <li>• Monitoring of loan</li> <li>• Loan Payment schedule</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishing required documents.</li> <li>• Providing documents for loan approval</li> <li>• Complying required documents for loan release</li> <li>• Complying with the agreed loan payment schedule</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	2.3 Loan payment is monitored based on approved loan agreement	<ul style="list-style-type: none"> <li>• Diplomatic</li> <li>• Sense of urgency</li> <li>• Diligent</li> <li>• Hardworking</li> <li>• Open Minded</li> <li>• Detail oriented</li> <li>• Trustworthy</li> <li>• Reliable</li> <li>• Hardworking</li> <li>• Patient</li> </ul>	
3. Promote saving practice	<p>3.1 Saving schemes were promoted following industry practices</p> <p>3.2 Savings mobilization and <b>utilization</b> is guided based on cluster and organization's policies</p> <p>3.3 Policy on savings and its utilization are reiterated based on agreed policies</p> <p>3.4 Policy amendment is recommended based on existing operation</p>	<ul style="list-style-type: none"> <li>• Knowledge on interest earning</li> <li>• Ability to compare earnings and determine where to deposit</li> <li>• Basic knowledge on investing</li> <li>• Computation of dividend, patronage refund, interest on saving</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Patient</li> <li>• Open minded</li> <li>• Business minded</li> <li>• Opportunity Seeker</li> <li>• Detail oriented</li> <li>• Hardworking</li> <li>• Risk taker</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying appropriate financial providers to deposit savings and earnings</li> <li>• Maximizing the use of resources acquired</li> <li>• Promoting Voluntary saving Mobilization</li> <li>• Guiding the utilization of Savings mobilization</li> <li>• Promoting savings mobilization</li> <li>• Reiterating policies on savings</li> <li>• Recommending policy change</li> </ul>
4. Monitor and assess implementation of financial plan	<p>4.1 Practice <b>record keeping</b> following industry requirements</p> <p>4.2 <b>Financial reports</b> are prepared based on industry practice</p> <p>4.3 Result of financial performance assessment is used for AE decision making</p> <p>4.4 Improvement is implemented based on recommendation</p>	<ul style="list-style-type: none"> <li>• Organize and file reports</li> <li>• Provide data</li> <li>• Identify records for updating</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Detail oriented</li> <li>• Diligent</li> <li>• Reliable</li> <li>• Hardworking</li> <li>• Prompt</li> <li>• Systematic</li> <li>• Efficient</li> </ul>	<ul style="list-style-type: none"> <li>• Checking completeness of records</li> <li>• Checking the filing of financial records if systematic</li> <li>• Monitoring regular updating of records</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Financial requirement	Financial Requirement may include: but not limited to: 1.1. Production 1.2. Marketing 1.3. Working capital 1.4. Post-harvest facilities
2. Sources of financial services	Sources of financial services may include but not limited to: 2.1. Wholesalers 2.1.1 government financing institutions (GFI's) 2.1.2 NGA's 2.2. Retailers 2.2.1 Rural Financial Institutions (i.e. rural banks, cooperatives, NGO's) 2.3. Business development providers 2.3.1 trucking service 2.3.2 warehousing service 2.3.3 input suppliers
3. Data	Data may include but not limited to: 3.1. Production costs 3.2. Marketing costs 3.3. Other costs 3.4. Sales 3.5. Price per unit 3.6. Yield 3.7. Expenses 3.8. Income
4. Financial Plan	Financial Plan package may include but not limited to: 4.1. Supply Plan 4.2. Volume 4.3. Marketing Plan 4.4. Working capital requirement 4.5. Post-harvest facilities Plan 4.6. Cash flow
5. Loan application documents	Loan application documents may include but not limited to: 5.1. Production module 5.2. Supply plan commitment 5.3. Cluster Supply Plan 5.4. Barangay clearance 5.5. Cedula

	5.6. Proof of billing
6. Utilization	Utilization may include but not limited to: 6.1. Investment 6.2. cluster operation 6.3. operating expenses
7. Recordkeeping	Recordkeeping may include but not limited to: 7.1. Individual financial records 7.2. Individual financial documents
8. Financial reports	Financial reports may include but not limited to: 8.1. Sales and expenses report 8.2. Inventory of farm inputs 8.3. Inventory of stocks

## 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. Facilitated financial plan development</li> <li>1.2. Computed cost and return, break-even price, volume and ROI</li> <li>1.3. Facilitated loan application and payment of farmer-members</li> <li>1.4. Promoted saving practices</li> <li>1.5. Monitored and assessed implementation of financial plan</li> <li>1.6. Practiced Record Keeping</li> </ol>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1. Work area</li> <li>2.2. Tools, materials, supplies and equipment to be used to demonstrate required tasks.</li> <li>2.3. Production inputs (sample)</li> <li>2.4. Reference materials (manual, guide book)</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. Written examination</li> <li>3.2. Oral questioning</li> <li>3.3. Demonstration</li> </ol>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.</p>

**UNIT OF COMPETENCY : MOBILIZE FARMERS PARTICIPATION IN CAPACITY BUILDING ACTIVITIES**

**UNIT CODE : AFF243308**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of farmer cluster leader to assess capacity building needs of farmers, implement capacity building program and mentor farmers.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Assess Capacity Building needs of farmers	1.1 <b>Feedback</b> are <b>gathered</b> from Farmer Members based on industry standards 1.2 <b>Capacity building interventions</b> for farmer members are prioritized with AE Facilitator based on gathered feedback 1.3 Prioritized capacity building interventions are discussed with farmer members for agreement based on industry standards 1.4 Prioritized capacity building interventions are endorsed to AE Facilitator based on the agreement	<ul style="list-style-type: none"> <li>• Definition and kinds of capacity building needs</li> <li>• Ways to assess capacity building needs of members</li> <li>• Definition and process of feedback</li> </ul> Attitudes: <ul style="list-style-type: none"> <li>• Diplomatic</li> <li>• Diligent</li> <li>• Patient</li> </ul>	<ul style="list-style-type: none"> <li>• Data gathering skills</li> <li>• Communication skills</li> <li>• Planning skills</li> <li>• Analyzing skills</li> </ul>
2. Facilitate participation of farmers in capacity building intervention	2.1 Farmers are identified and <b>endorsed</b> for capacity building training 2.2 Request letter for accessing support for farmers capacity building intervention is prepared and submitted to appropriate <b>institutions</b> based on agreement with farmer members	<ul style="list-style-type: none"> <li>• The different types of capacity building support by institution</li> <li>• Basic letter writing for support accessing</li> <li>• Procedures in conducting farmers training</li> <li>• Facilitation and the facilitator</li> </ul> Attitudes: <ul style="list-style-type: none"> <li>• Resourceful</li> </ul>	<ul style="list-style-type: none"> <li>• Letter writing skills</li> <li>• Communication skills</li> <li>• Monitoring/ Coordination skills</li> <li>• Negotiation Skills</li> <li>• Facilitation Skills</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	2.3 Farmer participation to capacity building intervention is <b><i>coordinated</i></b> and <b><i>monitored</i></b>	<ul style="list-style-type: none"> <li>• Diligent</li> <li>• Creative</li> </ul>	
3. Coach and mentor farmers	<p>3.1 Scope and scheme of <b><i>coaching</i></b> and mentoring is determined based on the needs of farmer members</p> <p>3.2 Coaching and mentoring activities with farmer members are done based on AE planned activities</p> <p>3.3 Farmers' learnings and insights on AE activities are gathered using <b><i>appropriate tools and techniques</i></b></p>	<ul style="list-style-type: none"> <li>• Definition of coaching and mentoring</li> <li>• Procedures to do farmer to farmer coaching</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>• Patient</li> <li>• Diligent</li> <li>• Confidence</li> <li>• Polite</li> <li>• Humble</li> <li>• Open-minded</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching skills</li> <li>• Communication skills</li> <li>• Planning skills</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Feedback	Feedback includes: 1.1. issues 1.2. gaps 1.3. problems 1.4. suggestions and recommendations 1.5. needs
2. Gathering methods	Gathering methods include: 2.1. actual visit 2.2. survey 2.3. interview 2.4. Focused group discussion (FGD) 2.5. one-on-one consultation 2.6. meeting
3. Capacities building interventions	Capacities building interventions may include but not limited to: 3.1. Technology Demonstration 3.2. Marketing 3.3. Organizational Behavior 3.4. Community Involvement 3.5. Volunteerism 3.6. Financial Literacy 3.7. Harvest Festivals 3.8. OSH orientation
4. Endorsement	Endorsement includes: 4.1. simple written letter 4.2. verbal endorsement
5. Institutions	Institutions may include but not limited to: 5.1. Local Government Units 5.2. Seed and Chemical Companies 5.3. National Government Agencies 5.4. Non-government organizations 5.5. Financial Institutions
6. Coordination	Coordination may include but not limited to: 6.1. issuance of training invite 6.2. house to house visit 6.3. announcement during meeting 6.4. bulletin board 6.5. use of mobile phone

7. Monitoring of capacity building intervention	Monitoring may include but not limited to: 7.1. certificate of attendance/appearance 7.2. attendance sheet 7.3. pictures 7.4. accompanying participant 7.5. use of mobile phone 7.6. re-echo
8. Coaching	Coaching activities may include but not limited to: 8.1. One on one monitoring of crops for marketing 8.2. Monthly or quarterly meetings
9. Appropriate tools and techniques	Appropriate tools and techniques may include but not limited to: 9.1. letter writing 9.2. story telling

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Assessed the capacity building needs of farmers 1.2. Facilitated participation of farmers in capacity building intervention 1.3. Coached and mentored farmers
2. Resource Implications	The following resources should be provided: 2.1. Simulated/ actual work area 2.2. Tools, materials, supplies and equipment to be used to demonstrate required tasks 2.3. Production Input samples 2.4. Reference materials (manual, guide book)
3. Method of Assessment	Competency in this unit may be assessed through: 3.1. Written exam 3.2. Oral questioning 3.3. Demonstration
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

**UNIT OF COMPETENCY : CONDUCT COLLECTIVE MARKETING**

**UNIT CODE : AFF243309**

**UNIT DESCRIPTOR :** The unit deals with the knowledge, skills and attitudes required of Agroenterprise (AE) Implementers to conduct market chain study, undertake test marketing, carry out sustained marketing and implement value adding activities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
1. Conduct market chain study	1.1 Market map on selected produce is crafted based on farmers' information. 1.2 Market visit is coordinated with potential buyers and business development service providers according to established industry practices 1.3 Farmers are oriented on the conduct of market visit according to established industry practices 1.4. Market visits are led according to industry procedures 1.5 Comparative table of buyers and business development service is prepared based on the result of market visit 1.6 Selection of buyers and business development service (BDS) providers is facilitated based on comparative table 1.7. Farmers' engagement with buyers and BDS providers are	<ul style="list-style-type: none"> <li>• Marketing, market chain and its actors and activities</li> <li>• Communication</li> <li>• Data gathering, consolidation and analysis</li> <li>• Procedures in drawing a market map</li> <li>• Guidelines in selecting market actors for market chain study</li> <li>• Rapid market appraisal</li> <li>• Communication processes</li> <li>• Data gathering, consolidation and analysis</li> <li>• Activity planning</li> <li>• Team building principles and practices</li> <li>• Procedures for interview and observation</li> <li>• Marketing basics</li> <li>• Value addition and value chain relationships</li> <li>• Mathematics (computation of</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Data gathering skills</li> <li>• Data consolidation skills according to industry procedures</li> <li>• Data analysis skills according to industry procedures</li> <li>• Skills in identifying market actors and describing the flow of activities in line with market mapping</li> <li>• Selecting potential buyers and BDS providers</li> <li>• Selecting buyers and BDS providers to engage</li> <li>• Engaging buyers and BDS providers</li> <li>• Negotiation skills</li> <li>• Drawing a market map</li> <li>• Activity planning skills</li> <li>• Team organizing</li> <li>• Skills in conducting interview and observation</li> <li>• Computation skills</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
	facilitated based on the result of market visits	sales, cost and income) <ul style="list-style-type: none"> <li>• Guidelines in choosing buyers and BDS to engage</li> <li>• Market negotiation and forging agreements/ arrangements</li> </ul> Attitude: <ul style="list-style-type: none"> <li>• Resourceful</li> <li>• Expansive</li> <li>• Open-minded</li> <li>• Involved</li> <li>• Enthusiastic</li> <li>• Making available time</li> <li>• Diplomatic</li> <li>• Sensitive</li> <li>• Positive</li> <li>• Hardworking</li> <li>• Diligence</li> <li>• Patience</li> <li>• Business-minded</li> <li>• Openness</li> <li>• Practical</li> <li>• Decisive</li> </ul>	
2. Undertake test marketing	2.1 Consolidation of produce is coordinated according to agreed supply plan 2.2 Coordination with BDS is performed based on AE plan 2.3. Selling of consolidated products to buyers is led based on AE plan 2.4. Test marketing assessments are guided according to industry procedures	<ul style="list-style-type: none"> <li>• Procedures in the preparation for test marketing</li> <li>• Agroenterprise objective</li> <li>• Consensus building in organizational decision making</li> <li>• Facilitation process to generate consensus</li> <li>• Business planning and organizing</li> <li>• AE plan</li> <li>• Business action schedules</li> <li>• Market arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting the results of the market chain study</li> <li>• Formulating an AE objective according to industry procedures</li> <li>• Facilitating consensus building</li> <li>• Making agreements or arrangements with buyers</li> <li>• Forecasting product supply</li> <li>• Computation skills</li> <li>• Compiling an AE plan and the business action schedules</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		<ul style="list-style-type: none"> <li>• Product supply forecast</li> <li>• Computation of sales, cost and income, variance analysis</li> <li>• Operations management in the product flow</li> <li>• Product quality management</li> <li>• Traceability</li> <li>• Record keeping and documentation</li> <li>• Assessment of marketing performance</li> <li>• Contingency planning</li> <li>• Procedure for post-test marketing assessment</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Diligent for detailed work</li> <li>• Realistic</li> <li>• Motivated</li> <li>• Committed</li> <li>• Accountable</li> <li>• Decisive</li> <li>• Team player</li> <li>• Work oriented</li> <li>• Disciplined</li> <li>• Vigilant</li> <li>• Self-directed</li> <li>• Cooperative</li> <li>• Hardworking</li> <li>• Candid</li> <li>• Responsive</li> <li>• Endurance</li> <li>• Openness</li> <li>• Continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Completing the test marketing preparation</li> <li>• Documentation skills</li> <li>• Motivational skills</li> <li>• Managing product flow to the buyers</li> <li>• Managing product quality and setting a system for traceability</li> <li>• Recording of product deliveries, sales, costs and income and payment to farmers</li> <li>• Consolidating and selling products to buyers</li> <li>• Critical thinking skills</li> <li>• Contingency planning skills</li> <li>• Problem solving skills</li> <li>• Conducting post-test marketing assessment</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
3. Carry out sustained marketing	3.1 Adjustment in AE plan is facilitated according to the result of test marketing assessment 3.2 Product deliveries are coordinated based on the improved AE plan 3.3 Installation of management structure with business operating systems and policies is led according to industry practices 3.4 Potential second liners are recommended according to established criteria	<ul style="list-style-type: none"> <li>• Evaluation and planning for business sustainability</li> <li>• Value chain upgrading</li> <li>• Business networking</li> <li>• Organizational consensus</li> <li>• Computation of sale, cost and income</li> <li>• Procedures to improve the AE plan</li> <li>• Managing market relationships</li> <li>• Business efficiency</li> <li>• Data gathering, consolidation and analysis</li> <li>• Price behavior and price monitoring</li> <li>• Governance and accountability</li> <li>• Internal control</li> <li>• Business management set-up (structure, systems and policies)</li> <li>• Monitoring and evaluation of business performance</li> <li>• Reporting the AE performance</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• Business minded</li> <li>• Expansive</li> <li>• Open-minded</li> <li>• Flexible</li> <li>• Committed</li> <li>• Hardworking</li> <li>• Passionate (motivated)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating a reflection session for business evaluation</li> <li>• Communication skills</li> <li>• Business networking skills</li> <li>• Facilitating organizational consensus</li> <li>• Computation skills</li> <li>• Improving the AE plan</li> <li>• Managing marketing operations with efficiency</li> <li>• Researching skills</li> <li>• Conducting price analysis</li> <li>• Documenting regular marketing activities</li> <li>• Delivering products</li> <li>• Constructing the management structure for AE</li> <li>• Documenting in written form the AE business operating systems and policies</li> <li>• Reporting to the farmers the AE performance</li> <li>• Installing the management structure, systems and policies</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range Statement</i>	<b>REQUIRED KNOWLEDGE AND ATTITUDE</b>	<b>REQUIRED SKILL</b>
		<ul style="list-style-type: none"> <li>• Accountable</li> <li>• Work oriented</li> <li>• Goodwill</li> <li>• Resourceful</li> <li>• Cooperative</li> <li>• Perseverance</li> <li>• Discipline</li> <li>• Responsibility</li> <li>• Transparency</li> <li>• Perseverance</li> </ul>	
4. Scale up AE operations	<p>4.1 Farmers are guided to study additional market based on product supply capacity &amp; market requirement</p> <p>4.2 Value adding activities are introduced based on market requirements</p> <p>4.3 Review of AE Business operation is undertaken together with farmers according to industry standard practices</p> <p>4.4 Enhancement of agroenterprise plan is directed according to increasing members, products and markets</p>	<ul style="list-style-type: none"> <li>• Potential products and by-products to be developed</li> <li>• Various market requirement</li> <li>• Data gathering</li> <li>• Types of products that are high yielding varieties and tolerant to pest and diseases</li> <li>• Comparative cost and return of the diversified products</li> <li>• Climate change resilient products</li> <li>• Conduct of market chain study</li> <li>• Data gathering and analysis</li> <li>• Market negotiation</li> <li>• Procedure in identifying markets to engage</li> <li>• Computation of costs and income</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>• ingenuity</li> <li>• commitment</li> <li>• resourcefulness</li> <li>• risk-taker</li> <li>• motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting product development out of existing one</li> <li>• Identifying new products and by-products to be developed</li> <li>• Selecting additional product based market opportunities</li> <li>• Computation skills</li> <li>• Data gathering and consolidation</li> <li>• Guiding farmers to study additional market</li> <li>• Market negotiation skill</li> </ul>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Conduct of market visit	Conduct of market visit includes: <ol style="list-style-type: none"> <li>1.1. interview guide</li> <li>1.2. type of information</li> <li>1.3. tips and guideposts in conducting interview</li> </ol>
2. Business development service (BDS)	Business development service (BDS) include: <ol style="list-style-type: none"> <li>2.1. trucking</li> <li>2.2. cold storage</li> <li>2.3. warehousing</li> <li>2.4. crates</li> </ol>
3. Test marketing	Test marketing includes: <ol style="list-style-type: none"> <li>3.2. Consolidation of produce</li> <li>3.3. Coordination with business development service (BDS)</li> <li>3.4. Selling of consolidated products to buyers</li> <li>3.5. Schedule of delivery</li> </ol>
4. Value adding activities	Value adding activities includes: <ol style="list-style-type: none"> <li>4.1. development of new product</li> <li>4.2. consolidation</li> <li>4.3. post-harvesting</li> <li>4.4. packaging</li> <li>4.5. processing</li> </ol>
5. Additional markets	Additional markets may include: <ol style="list-style-type: none"> <li>5.1. Formal market (corporate, institutional)</li> <li>5.2. Informal markets (no business documentation)</li> </ol>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Conducted market chain study 1.2. Undertaken test marketing 1.3. Carried out sustained marketing 1.4. Scaled up AE operations
2. Resource Implications	The following resources should be provided: 2.1. Simulated/actual workplace 2.2. Tools, materials, supplies and equipment to be used to demonstrate the required tasks 2.3. Reference and manuals
3. Method of Assessment	Competency in this unit may be assessed through: 3.1. Written exam 3.2. Oral questioning 3.3. Demonstration
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

### SECTION 3. TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **AGROENTREPRENEURSHIP NC III**.

#### 3.1 CURRICULUM DESIGN

Course Title: **AGROENTREPRENEURSHIP**      **NC Level**    **NC III**

**Nominal Training Duration:**    22 hrs–Basic Competencies  
  75 hrs– Common Competencies  
  348 hrs– Core Competencies  
  -----  
  445 hrs – Total

Course Description:

This course is designed to enhance the knowledge, desirable attitudes and skills of Farmer Leader. It includes competencies in engaging agroenterprise industry stakeholders, ensuring product supply, implementing financial management, mobilizing farmers participation in capacity building activities and conducting collective marketing.

**BASIC COMPETENCIES**  
**22 Hours**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Lead workplace communication	1.1 Communicate information about workplace processes	<ul style="list-style-type: none"> <li>• Display communications skills using verbal, written, wireless, non-verbal (standard signs and symbols of the industry) media</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> </ul>	Total: 4 hrs
		<ul style="list-style-type: none"> <li>• Read policies and procedures in standard operating protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	
	1.2 Lead workplace discussions	<ul style="list-style-type: none"> <li>• Demonstrate interpersonal relations in discussing with superiors, colleagues, and/or subordinates</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate people management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Facilitate discussion among colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Small group activities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> <li>• Apply safety procedures in handling equipment and machinery, waste,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral/Written Test</li> <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		environment, volatile fluids and gases.			
		<ul style="list-style-type: none"> <li>Apply health and hygiene practices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Oral/Written Test</li> <li>Demonstration with oral questioning</li> </ul>	
2. Lead small teams	2.1 Lead small teams	<ul style="list-style-type: none"> <li>Learn concepts on people management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Small group activities'</li> <li>Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	4 hrs
		<ul style="list-style-type: none"> <li>Apply oral and written communication skills in dealing with other team members</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
	2.2 Provide team leadership	<ul style="list-style-type: none"> <li>Conduct team building activities as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	2.3 Assign responsibilities among members	<ul style="list-style-type: none"> <li>Delegate tasks to other members of the team</li> </ul>	<ul style="list-style-type: none"> <li>Small group activities</li> <li>Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Relay instructional strategies and methodologies</li> </ul>	<ul style="list-style-type: none"> <li>Small group activities</li> <li>Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	2.4 Set performance expectation for team members	<ul style="list-style-type: none"> <li>• Inform subordinates on performance criteria that will be observed</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activities</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
	2.5 Supervise team performance	<ul style="list-style-type: none"> <li>• Establish facilitation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activities</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Apply presentation skills as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/Small group activities</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>• Translate ideas and concepts into implementable activities in pharmacy services</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activities</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning`</li> </ul>	
3. Develop and practice negotiation skills	3.1 Identify relevant information in planning negotiations	<ul style="list-style-type: none"> <li>• Obtain necessary information regarding the issue</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activities</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	4 hrs
	3.2 Participate in negotiations	<ul style="list-style-type: none"> <li>• Apply different questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activities</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Use appropriate language during negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activities</li> <li>• Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>Address and implement problem solving strategies on dealing with unexpected questions and attitudes during negotiation</li> </ul>	<ul style="list-style-type: none"> <li>Small group activities</li> <li>Lecture-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
	3.3 Document areas for agreement	<ul style="list-style-type: none"> <li>Document issues and processes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Simulation/role playing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>Explore different solutions that may be used</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation</li> <li>Simulation/role playing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>Written documents are filed and kept for future reference</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation</li> <li>Simulation/role playing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>Follow-up on agreements based on deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with return demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	3.4 Identify relevant information in planning negotiations	<ul style="list-style-type: none"> <li>Search for relevant information on competing products and services</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Simulation/role playing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> <li>Written Exams</li> </ul>	
	3.5 Participate in negotiation	<ul style="list-style-type: none"> <li>Deal with patients/clients/ service providers according to agreements discussed</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Simulation/role playing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
4. Solve Problems Related to Work Activities	4.1 Explain the analytical techniques	<ul style="list-style-type: none"> <li>• Manage and control flow of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Simulation/role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	4 hrs
		<ul style="list-style-type: none"> <li>• Identify cause and potential effects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
	4.2 Determine the possible cause/s of the problem	<ul style="list-style-type: none"> <li>• Identify deviations from normal operating procedures to maintain product quality</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Written Output</li> </ul>	
		<ul style="list-style-type: none"> <li>• Participate in root cause analysis session and state problems clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>• Apply problem analysis and problem solving techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Small-group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
	4.3 Prepare action plans	<ul style="list-style-type: none"> <li>• Corrective actions are determined</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>• Establish action plans based on available options</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
	5. Use mathematical	5.1 Identify mathematical tools and techniques to solve problem	<ul style="list-style-type: none"> <li>• Identify mathematical techniques to be used in the task at hand</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
concepts and techniques		<ul style="list-style-type: none"> <li>• Develop skills in four fundamental operations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exercise</li> </ul>	
		<ul style="list-style-type: none"> <li>• Use calculator or computer for calculating cash change</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with return demonstration</li> <li>• Small-group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
	5.2 Apply mathematical procedures/solution	<ul style="list-style-type: none"> <li>• Use mathematical tools and standard formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Individual/Group Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Written Exam</li> </ul>	
		<ul style="list-style-type: none"> <li>• Use conversion formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Individual/Group Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Written Exams</li> </ul>	
		<ul style="list-style-type: none"> <li>• Ensure precisions and accuracy of results</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> <li>• Written Exam</li> </ul>	
	5.3 Analyze results	<ul style="list-style-type: none"> <li>• Analyze and interpret the results based on specified requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>• Communicate the results of the analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>• Appropriate action is applied in case of error</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration with oral questioning</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
6. Use relevant technologies	6.1 Identify appropriate technology	<ul style="list-style-type: none"> <li>Follow protocols in the use of basic equipment used in the pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Individual/Group Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Use relevant technology to transmit data</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Individual/Group Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
	6.2 Apply relevant technology	<ul style="list-style-type: none"> <li>Use software programs in computers, machines/equipment being used</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Individual/Group Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
	6.3 Maintain/enhance relevant technology	<ul style="list-style-type: none"> <li>Follow company policy in relation to relevant technology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Individual/Group Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	
		<ul style="list-style-type: none"> <li>Access protocols and references on the use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Individual/Group Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration with oral questioning</li> </ul>	

**COMMON COMPETENCIES**  
**75 HRS**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
1. Apply safety measures in farm operations	1.1 Determine areas of concern for safety measures	<ul style="list-style-type: none"> <li>Identify work tasks in farm operations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Incomplete worksheet</li> <li>Power point presentation</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Discuss safety measures in a workplace during farm operations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Incomplete worksheet</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Role playing</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Explain farm operations situations and period when to observe safety</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Incomplete worksheet</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Role playing</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	1 hr

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>Identify appropriate tools, materials and outfits to be used</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Incomplete worksheet</li> <li>Power point presentation</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Prepare tools, materials and outfits for the farm operation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	2 hrs
	1.2Apply appropriate safety measures	<ul style="list-style-type: none"> <li>Enumerate uses and functions of tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Explain procedures of wearing personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> </ul>	1 hr

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>Discuss topics on effectivity, shelf life and expirations of materials to be used.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Identify the emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Incomplete worksheet</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>.</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Identify hazards in a farm workplace</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Use tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Power point presentation</li> <li>Video presentation</li> <li>Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	2 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Hands-on</li> </ul>		
		<ul style="list-style-type: none"> <li>• Wear personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	0.5 hr
		<ul style="list-style-type: none"> <li>• Prepare report on hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Report on hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	0.5 hr
	1.3 Safekeep/dispose of tools, materials and outfit	<ul style="list-style-type: none"> <li>• Explain cleaning and storing procedures of the used tools and outfit</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>		
		<ul style="list-style-type: none"> <li>• State labelling and storing procedures for unused materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Explain proper wastes disposal</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Clean and store used tools and outfit</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> <li>• Hands-on</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Label and store unused materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	1 hr

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> <li>• Hands-on</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	
		<ul style="list-style-type: none"> <li>• Dispose waste materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Power point presentation</li> <li>• Video presentation</li> <li>• Incomplete worksheet</li> <li>• Demonstration</li> <li>• Hands-on</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	1 hr
2.Perform estimation and basic calculation	2.1Perform estimation	<ul style="list-style-type: none"> <li>• Identify job requirements and work task/activity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Identify materials and resources of job requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>• Estimate time to complete work task/activity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	2 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>Estimate quantities of materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Prepare and submit bill of materials</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> <li>Demonstration</li> </ul>	2 hrs
	2.2 Perform basic workplace calculation	<ul style="list-style-type: none"> <li>Describe different types of calculation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Discuss different methods of calculation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	1 hr
		<ul style="list-style-type: none"> <li>Describe system and unit of measurement</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	2 hrs
		<ul style="list-style-type: none"> <li>Compute quantity of feeds, amount of fertilizer and amount of medicines using methods of calculation, system of measurement and units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> <li>Oral questioning</li> </ul>	4 hrs
3. Provide quality customer service	3.1 Update knowledge of products and services	<ul style="list-style-type: none"> <li>Identify products and/or services to be marketed</li> <li>Access information on programs</li> <li>Update knowledge on products, services and programs</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> <li>Role-play</li> <li>Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Assertion and reason</li> </ul>	17 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Prepare additional information on products, services and programs</li> </ul>			
	3.2 Assess needs of new and existing clients	<ul style="list-style-type: none"> <li>• Gather information from clients</li> <li>• Conduct orientation on products/services, program and policies</li> <li>• Identify related or applicable needs of clients</li> <li>• Provide clients with courteous and professional treatment</li> <li>• Respond inquiries, concerns and comments promptly and accurately</li> <li>• Record gathered information from clients</li> </ul>	<ul style="list-style-type: none"> <li>• Self-pace/modular</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Case study</li> <li>• Role-play</li> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Assertion and reason</li> </ul>	
	3.3 Conduct client satisfaction survey	<ul style="list-style-type: none"> <li>• Administer client satisfaction survey</li> <li>• Collate and analyze survey results</li> <li>• Define positive and negative results</li> <li>• Apply appropriate communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Self-pace/modular</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Case study</li> <li>• Role-play</li> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written examination</li> <li>• Practical demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>Address negative feedbacks</li> </ul>			
4. Comply with quality and ethical standards	4.1 Assess quality of received materials	<ul style="list-style-type: none"> <li>Carry out work instruction</li> <li>Check received materials</li> <li>Identify, report and isolate defective materials</li> <li>Repair/replace defective materials</li> <li>Record and report materials' defects and any identified causes of defects</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Role-play</li> <li>Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration of practical skills</li> <li>Assertion &amp; reason</li> </ul>	18 hours
	4.2 Assess own work/output	<ul style="list-style-type: none"> <li>Use documentation relative to quality</li> <li>Check completed work</li> <li>Identify defects of work/output</li> <li>Correct defects of work/output</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> <li>Role-play</li> <li>Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration of practical skills</li> <li>Assertion &amp; reason</li> <li>Case study/ records</li> </ul>	
	4.3 Submit oneself to third party assessment	<ul style="list-style-type: none"> <li>Record information on quality and other indicators of performance</li> <li>Document and report deviations from specific</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace/modular</li> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> <li>Role-play</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Demonstration of practical skills</li> <li>Assertion &amp; reason</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		quality standards and its causes <ul style="list-style-type: none"> <li>• Prepare written report of objections/ disagreements, and reasons</li> <li>• Identify appropriate settlements</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Case study/records</li> <li>• Performance evaluation report</li> </ul>	
	4.4 Engage in quality improvement	<ul style="list-style-type: none"> <li>• Participate in the improvement of process' procedures</li> <li>• Carry out improved process procedures</li> <li>• Discuss ethical standards</li> <li>• Deliver services with ethical standards</li> <li>• Monitor quality service</li> <li>• Describe different methods of assessing client's needs</li> <li>• Assess client's needs</li> <li>• Facilitate orientation in understanding/ familiarization of products, services and programs</li> </ul>	<ul style="list-style-type: none"> <li>• Self-pace/modular</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Case study</li> <li>• Role-play</li> <li>• Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Demonstration of practical skills</li> <li>• Assertion &amp; reason</li> <li>• Case study/records</li> <li>• Interviews</li> </ul>	

**CORE COMPETENCIES**  
**348 Hours**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Engage Agroenterprise (AE) Industry Stakeholders	1.1 Collect and supply data for site project selection	<ul style="list-style-type: none"> <li>• Identify the sources of data required</li> <li>• List down relevant data for site project selection</li> <li>• Provide data</li> <li>• Explain the different communication strategies</li> <li>• Utilize the appropriate communication strategy for data validation</li> <li>• Identify the different data related to AE implementation</li> <li>• Discuss the procedures in record keeping</li> <li>• Keep/Maintain data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral questioning</li> </ul>	<b>Total: 68 hrs</b>  <b>C:20 hrs</b> <b>F:48 hrs</b>
	1.2 Support organizing AE industry stakeholders	<ul style="list-style-type: none"> <li>• Discuss the overview of Agroenterprise Clustering Approach</li> <li>• Enumerate the roles and responsibilities of Agroenterprise industry stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Meetings</li> <li>• Consultations</li> <li>• Survey</li> <li>• Consultation</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify stakeholders providing support on AE implementation</li> <li>• Provide list of AE stakeholders</li> <li>• Stakeholders providing support/resource complementation</li> <li>• Discuss the procedures in providing support/resource complementation</li> <li>• Discuss key areas for resource complementation</li> <li>• Identify relevant partners for resource complementation</li> <li>• Recommend relevant partners for resource mobilization</li> <li>• Explain Step 1 of AE Clustering Approach (Cluster Formation)</li> <li>• Discuss community organizing</li> <li>• Discuss the criteria in cluster formation</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify farmers for clustering using farmer registry</li> <li>• Mobilize identified farmers for clustering</li> <li>• Identify farmers to be profiled</li> <li>• Discuss the date and venue</li> <li>• Convene farmers for profiling on the agreed date and venue</li> <li>• Enumerate agreements related to AE implementation</li> <li>• Discuss the procedures in formulating and recording agreements</li> <li>• Formulate and record agreement/policies</li> </ul>			
	1.3 Sustain partnership	<ul style="list-style-type: none"> <li>• Explain the different types of issues</li> <li>• Explain the protocol in handling issues</li> <li>• Discuss strategies in conveying issues to concerned partners</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case exercises</li> <li>• Demonstration</li> <li>• Meetings</li> <li>• Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral Questioning</li> <li>• Interview</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify issue and inform concerned partner/s on the issue</li> <li>• Discuss the different policies in implementing Agroenterprise</li> <li>• Reiterate policies to AE practitioners</li> <li>• Identify the existing policies related to Agroenterprise</li> <li>• Explain the importance of record keeping</li> <li>• Record and review policies</li> <li>• Identify causes of conflicts</li> <li>• Discuss the processes in Conflict Resolution</li> <li>• Resolve Conflict</li> <li>• Identify the conflicts resolved and resolutions formulated</li> <li>• Record conflicts resolved and resolutions formulated</li> </ul>			
2. Ensure Product Supply	2.1 Lead in the selection of product	<ul style="list-style-type: none"> <li>• Explain the procedures of data collection and extraction</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Presentation</li> <li>• Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral Questioning</li> </ul>	<b>Total: 104 hrs</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Extract existing products from farmers' information profile</li> <li>• Discuss criteria in screening list of products</li> <li>• Explain on shortlisting of products</li> <li>• Present and screen list of products to come up with shortlist</li> <li>• Enumerate different consensus methods</li> <li>• Explain the process of getting consensus</li> <li>• Agree on the list of selected products to be produced</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Discussion</li> <li>• Computation</li> <li>• Case Exercise</li> <li>• Learning Expedition</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Activity output</li> <li>• Reflection Paper</li> </ul>	<b>C: 28 hrs</b> <b>F: 76 hrs</b>
	2.2 Establish Production Module	<ul style="list-style-type: none"> <li>• Discuss the guideline for Data Gathering</li> <li>• Enumerate the different methods of Data Gathering</li> <li>• Enumerate the different sources of data</li> <li>• Explain the techniques in conducting Interview</li> <li>• Compute product Cost &amp; Return</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Field Visit</li> <li>• Interview</li> <li>• Key Informant Interview</li> <li>• Simulation</li> <li>• Workshop</li> <li>• Exercise</li> <li>• Computation</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Develop Production Module</li> <li>• Collate, tabulate and analyze data</li> <li>• Explain the methods and procedure of data analysis</li> <li>• Analyze data on the best farming practices</li> <li>• Explain the process of preparing production module</li> <li>• Prepare and Analyze Production Cost &amp; Return</li> <li>• Design production module according to industry standards</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		
	2.3 Prepare Supply Plan	<ul style="list-style-type: none"> <li>• Explain projection methods</li> <li>• Discuss and present the collective marketing agreement</li> <li>• Confirm the product supply</li> <li>• Explain the methods of computing the volume of product supply</li> </ul>	<ul style="list-style-type: none"> <li>• Key Informant Interviews</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Workshop</li> <li>• Presentation</li> <li>• Computation</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Actual demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss the methods of assessing product supply</li> <li>• Assess product supply volume based on projected quantity and quality</li> <li>• Discuss the process of preparing production program</li> <li>• Formulate product supply Plan Program</li> <li>• Determine the quantity of product to be consolidated for group marketing</li> </ul>			
	2.4 Monitor the implementation of production activities	<ul style="list-style-type: none"> <li>• Discuss the implementation of the Production activities</li> <li>• Explain the participatory process of monitoring the implementation of the production activities</li> <li>• Record production activities</li> <li>• Oversee and monitor the implementation of the production activities</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Simulation</li> <li>• Workshop</li> <li>• Video presentation</li> <li>• Case Study/Analysis</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Actual demonstration</li> <li>• Oral Questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain the quality control standards</li> <li>• Establish quality control measures</li> <li>• Implement random check of product quality</li> <li>• Explain the systems in recording volume of production</li> <li>• Monitor production volume</li> <li>• Establish Comparative Production Trend</li> <li>• Discuss the consolidated supply plan with the farmers</li> <li>• Confirm the supply plan</li> </ul>			
	2.5 Implement safety precautionary measures	<ul style="list-style-type: none"> <li>• Identify hazards in their specific workplaces and in their particular tasks</li> <li>• Select appropriate control measures</li> <li>• Identify the different safety and health practices implemented in the farm</li> <li>• Implement Labor safety and 5S</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workshop</li> <li>• Demonstration</li> <li>• Audio/Video Presentation</li> <li>• Industry visit</li> <li>• Case Study</li> <li>• Field Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> <li>• Interview</li> <li>• Demonstration</li> <li>• Reflection Paper</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Implement Good Agricultural and Manufacturing Practices</li> <li>• Implement Climate Risk Reduction Management Strategies</li> </ul>			
3. Implement Financial Management	3.1 Facilitate financial plan development	<ul style="list-style-type: none"> <li>• Enumerate cost items</li> <li>• Compute Costs</li> <li>• Enumerate and discuss types of financial services</li> <li>• Production module Review</li> <li>• Compute break-even price, volume</li> <li>• Financial Plan Analysis</li> <li>• Financial Plan Packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/ Video Presentation</li> <li>• Hands on</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral Questioning</li> </ul>	<b>Total: 36 hrs</b> <b>C: 16 hrs</b> <b>F: 20 hrs</b>
	3.2 Facilitates loan application and payment	<ul style="list-style-type: none"> <li>• Discuss procedure on securing loan</li> <li>• Enumerate loan documents</li> <li>• Discuss basic policies of different types of Financial Providers</li> <li>• Securing promissory note</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/Video Presentation</li> <li>• Role playing</li> <li>• Hands on</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss terms and condition on securing loan</li> </ul>			
	3.3 Promote saving practice	<ul style="list-style-type: none"> <li>• Computing dividend, patronage refund, interest income from saving</li> <li>• Comparison of savings interest from different types of financial provider</li> <li>• Training on different types and ways of investing</li> <li>• Discuss Savings Mobilization</li> <li>• Discuss Basic policy on Savings</li> <li>• Discuss types of savings utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/Video Presentation</li> <li>• Hands on</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral Question</li> </ul>	
	3.4 Monitor and assess implementation of financial plan	<ul style="list-style-type: none"> <li>• Training on 5s and 7s of good housekeeping</li> <li>• Training on financial statement (FS) translation</li> <li>• Training on monitoring and updating reports and records</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Presentation</li> <li>• Hands on</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
4. Mobilize Farmers Participation in Capacity Building Activities	4.1 Assess Capacity Building needs of farmers	<ul style="list-style-type: none"> <li>• Defined capacity building</li> <li>• Discussed the ways to assess capacity building needs</li> <li>• Listed ways to get feedback</li> <li>• Demonstrated consultation process with farmers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio/Video Presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> <li>• Demonstration</li> </ul>	<b>Total: 20 hrs</b> <b>C: 8 hrs</b> <b>F: 12 hrs</b>
	4.2 Facilitate participation of farmers in capacity building intervention	<ul style="list-style-type: none"> <li>• Discussed the different types of capacity building supports</li> <li>• Discussed the ways and procedures in writing proposals</li> <li>• Written a draft proposal</li> <li>• Identified the procedures in conducting farmers training</li> <li>• Discussed the basic qualities and characteristics of a facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> <li>• Demonstration</li> </ul>	
	4.3 Coach and Mentor farmers	<ul style="list-style-type: none"> <li>• Defined and discussed coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Oral Questioning</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Write basic appropriate procedures in doing coaching</li> <li>• Defined and identified “second liners”</li> <li>• Listed names of farmers as potential second liners</li> </ul>			
5. Conduct Collective Marketing	5.1 Conduct Market Chain Study	<ul style="list-style-type: none"> <li>• Introduce the basic concept of marketing, the market chain with its actors and product flow through the chain</li> <li>• Enumerate methods in data gathering, consolidation and analysis</li> <li>• Identify the actors and activities in the market chain</li> <li>• Draw the market map from farmer to buyers/consumers showing market actors and flow of the product in the market chain</li> <li>• Select the potential buyers and BDS providers to visit and interview</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visual presentation</li> <li>• Hands-on</li> <li>• Role playing</li> <li>• Field visit (markets and BDS)</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	<b>Total: 120 hrs</b> <b>C: 32 hrs</b> <b>F: 88 hrs</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain rapid market appraisal in studying markets</li> <li>• Discuss the process of communicating to the potential buyers and BDS regarding the market visit and its purpose</li> <li>• Explain activity planning and organizing: the tasking as interviewer, recorder and observer among the LRT members during the actual interview, and the preparation of the logistics for the market visit</li> <li>• Discuss the interview questions and tips in conducting the interview</li> <li>• Show how to conduct the interview of buyers and BDS</li> <li>• Discuss how to consolidate data from the interview and observation gathered from the market visit</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Conduct the market visits</li> <li>• Discuss marketing concepts to include supply and demand, marketing practices and strategies, value addition and value chain relationships</li> <li>• Discuss the analysis of the consolidated interview and observation results as basis to select buyers and BDS providers to engage</li> <li>• Explain marketing projections of sales, costs and income</li> <li>• Give examples of various marketing arrangements with buyers and BDS providers</li> <li>• Explain market negotiation</li> <li>• Engage buyers and BDS providers</li> </ul>			
	5.2 Undertake test marketing	<ul style="list-style-type: none"> <li>• Explain the importance of preparatory activities</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>in successful test marketing</p> <ul style="list-style-type: none"> <li>• Introduce participatory business planning and organizing</li> <li>• Explain the formulation of an agroenterprise objective for group marketing</li> <li>• Discuss the importance of commitment to an agroenterprise objective for successful group marketing</li> <li>• Review market arrangements with engaged buyers and BDS providers and the commitment in the supply plan</li> <li>• Discuss the compilation of an AE plan and the business action schedules that guide the test marketing</li> <li>• Complete the test marketing preparation</li> <li>• Discuss the management of</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> <li>• Case study/analysis</li> <li>• Exercises</li> <li>• Role play</li> <li>• Hands-on</li> <li>• On the job coaching</li> <li>• Testimonies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>operations from farm to the buyer</p> <ul style="list-style-type: none"> <li>• Explain product consolidation and product delivery</li> <li>• Explain product quality management and the procedures to include but not limited to cleaning, sorting, grading, packing, labeling</li> <li>• Explain traceability and the tagging and coding of packaged products for traceability</li> <li>• Explain recordkeeping of marketing transactions</li> <li>• Sell the consolidated products</li> <li>• Discuss assessment process and its importance</li> <li>• Explain post-test marketing assessment</li> <li>• Discuss contingency planning and corrective actions</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain the process to conduct post-test marketing assessment</li> <li>• Conduct post-test marketing assessment</li> </ul>			
	5.3 Carry out sustained marketing	<ul style="list-style-type: none"> <li>• Explain the importance of evaluation to guide planning for business sustainability</li> <li>• Discuss the process of AE evaluation through reflection</li> <li>• Explain value chain upgrading and business networking for sustained marketing</li> <li>• Discuss consensus building for renewed commitment in continued marketing</li> <li>• Explain the process to adjust and improve the AE plan for sustained marketing</li> <li>• Compute for the sales, cost and income</li> <li>• Improve the AE plan</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio-Visual presentation</li> <li>• Role play</li> <li>• Exercise</li> <li>• Hands-on</li> <li>• On the job coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Explain strategies in managing good market relations</li> <li>• Discuss management for operational efficiency</li> <li>• Discuss price monitoring and how to set up a price monitoring system</li> <li>• Review recordkeeping and documentation of the marketing transactions</li> <li>• Deliver products based on the improved AE plan</li> <li>• Discuss governance and accountability</li> <li>• Discuss the importance of internal control</li> <li>• Explain management structure and standard business operating systems and policies</li> <li>• Discuss the importance of recording and reporting procedures in the agroenterprise</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Install management structure, systems and policies</li> </ul>			
	5.4 Scale up AE operations	<ul style="list-style-type: none"> <li>• Discuss potential products/by-products to be developed</li> <li>• Explain procedures in identifying and selecting new product and by-product using market requirement</li> <li>• Gather market information</li> <li>• Prioritize products to be developed</li> <li>• Discuss the process of selecting diversified products based on market and agro-ecological conditions</li> <li>• Enumerate the types of products that are high yielding varieties and tolerant to pest and diseases</li> <li>• Conduct the comparative cost and return of diversified products</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Field works</li> <li>• Discussion</li> <li>• Video presentation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> <li>• Oral Questioning</li> <li>• Demonstration</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss the climate change resilient(smart) products</li> <li>• Explain the need to conduct market chain study</li> <li>• Discuss the procedures in identifying additional markets</li> <li>• Discuss gathering and analysis of data from the market chain study</li> <li>• Perform selection of market to be engaged</li> <li>• Compute costs and income in engaging additional market</li> </ul>			

## 3.2 TRAINING DELIVERY

### **1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.**

- a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
- b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
- c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
- d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
- e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
- f. Training program allows for recognition of prior learning (RPL) or current competencies;
- g. Training completion is based on satisfactory performance of all specified competencies.

### **2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:**

#### **2.1 Institution- Based:**

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.
- Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

## **2.2 Enterprise-Based:**

- **Enterprise-based Training**– where training is implemented within the organization/institution in accordance with the requirements of the specific organization/institution. Enterprise-based training may also be taken to mean a school or training center with one or more partner enterprise or an enterprise or group of enterprises setting up a common training facility or partnering with a school or training center.

**Community-Based** –refers to a short program conducted or coordinated by NGOs, LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs are usually conducted in informal settings such as barangay hall, basketball courts and other available venues in a community.

### 3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to gain entry into this course should possess the following requirements:

- Can communicate both orally and in writing;
- Can perform mensuration and calculation; and

And any of the three:

- Holder of AE NC II, or Holder of NC on Crop Production, Animal Production, Aquaculture, and Food Processing
- With two (2) year experience for the last five (5) years in any of the above-mentioned areas (Agroenterprise, Crop Production, Animal Production, Aquaculture, and Food Processing)
- Graduate of Agriculture-related courses in any of the above-mentioned areas (Agroenterprise, Crop Production, Animal Production, Aquaculture, and Food Processing)

### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

#### AGROENTREPRENEURSHIP NC III

Recommended list of tools, equipment and materials for the training of 25 trainees for Agroentrepreneurship NC III

TOOLS		EQUIPMENT		MATERIALS	
QTY.		QTY		QTY.	
1pcs	Scissor	1 set	LCD & white cloth	25 pcs	Marking pens (permanent)
1	Stapler	1 unit	computer	25 pcs	Marking pens (whiteboard)/ chalk
			printer	25 pcs	Ballpens
1 pc	Puncher	1 set	Portable speaker with microphone	25 pcs	Pencils
				25 pcs	Notebooks
5 pcs	Calculators	1 unit	Phone camera	5pcs	Masking tape (1 inch)
				2	glue
		1 unit	White/ black board	1 roll	Flipchart
				100 pcs	Manila paper
				25 pcs	Cartolina
				1 pc	Record book
				2 reams	Bond paper
				1 box	Staple wire

				1 unit	Meter tape
				1set	Printer ink (black & colored)
				5	Production inputs (e.g., seeds, Fertilizers, chemicals)
				5 sets	Crayon (8 pcs/box)
				5 pcs	Reference materials (manual, guide book)

### 3.5 TRAINING FACILITIES

#### AGROENTREPRENEURSHIP NC III

Based on a class size of 25 students/trainees

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. METERS
<b>A. Building (permanent)</b>				<b>125.00</b>
<ul style="list-style-type: none"> <li>Student/Trainee Working Space</li> </ul>	2.00 x 1.00 per student/trainee	2.00 per student	50.00	
<ul style="list-style-type: none"> <li>Learning Resource Center</li> </ul>	3.00 x 5.00	15.00	15.00	
<ul style="list-style-type: none"> <li>Activity Room (including facilities, - wash room, and - store room - rest room (male, female &amp; PWD)</li> </ul>	2 x 1 4 x 4 3 x 4		30.00 2.00 16.00 12.00	
<b>B.Demo Farm *</b>				<b>500.00</b>
		<b>TOTAL:</b>		<b>625.00</b>

Note: \* Access to and use of equipment/facilities can be provided through cooperative arrangements of MOA with other partner enterprises/organizations/institutions.

### **3.6 TRAINER'S QUALIFICATIONS FOR AGRICULTURE SECTOR**

Trainers who will deliver the training on **AGROENTREPRENEURSHIP NC III** should have the following:

- Must be a holder of NTTC Level 1 (NC + TM1) in Agroentrepreneurship NC III
- Must have 2 years relevant experience in Agroentrepreneurship for the last 5 years

### **3.7 INSTITUTIONAL ASSESSMENT**

Institutional assessment is undertaken by trainees to determine their achievement of units of competency . A certificate of achievement is issued for each unit of competency.

## SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

*Competency Assessment* is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

### 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all the units of competency that comprise the Training Regulations for AGROENTREPRENEURSHIP NC III as follows:

<b>BASIC COMPETENCIES</b>
Lead Workplace Communication
Lead small teams
Develop and Practice Negotiation Skills
Solve Problems Related to Work Activities
Use Mathematical Concepts and Techniques
Use Relevant Technologies
<b>COMMON COMPETENCIES</b>
Apply Safety Measures in Farm Operations
Perform Estimation and Basic Calculation
Provide Quality Customer Service
Comply with Quality and Ethical Standards
<b>CORE COMPETENCIES</b>
Engage Agroenterprise (AE) Industry Stakeholders
Ensure Product Supply
Implement Financial Management
Mobilize Farmers Participation in Capacity Building Activities
Conduct Collective Marketing

- 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.

- 4.1.3 The following are qualified to apply for assessment and certification:
  - a. Graduating students/ trainees of WTR-registered programs or graduates of NTR programs related to agro-entrepreneurship or graduate of enterprise-based training programs or
  - b. At least two (2) years work experience in implementing Agroenterprise development or any related field (wage employed or self-employed)
- 4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency.
- 4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:
  - a. entry requirements for candidates
  - b. evidence gathering methods
  - c. qualification requirements of competency assessors
  - d. specific assessment and certification arrangements as by industry.

## **4.2 COMPETENCY ASSESSMENT REQUISITE**

- 4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.  
This document can:
  - a. Identify the candidate's skills and knowledge
  - b. Highlight gaps in candidate's skills and knowledge
  - c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
  - d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior
- 4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.
- 4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

**Supermarket of Competencies**  
**AGRICULTURE, FORESTRY AND FISHERY SECTOR**

**BASIC  
COMPETENCIES**

Lead Workplace Communication	Lead small teams	Develop and Practice Negotiation	Solve Problems Related to Work Activities	Use Mathematical Concepts and Techniques	Use Relevant Technologies
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**COMMON  
COMPETENCIES**

Apply Safety Measures in Farm Operations	Perform Estimation and Basic Calculation	Provide Quality Customer Service	Comply with Quality and Ethical Standards
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**CORE  
COMPETENCIES**

Engage Agroenterprise (AE) Industry Stakeholders	Ensure Product Supply	Implement Financial Management	Mobilize Farmers Participation in Capacity Building Activities	Conduct Collective Marketing
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## DEFINITION OF TERMS

1. **Agroenterprise industry stakeholders** AE Industry stakeholders are those who provided support interventions to smallholder farmers to increase productivity and income which includes :Farmer Organizations, Non-government Organizations (NGOs, National Government Agencies, Financing Institutions, Local Government Units (LGUs), Association of Chamber of Commerce, National Commission on Indigenous People, State, Universities and Colleges (SUCs)
2. **Agroenterprise objective** a one sentence statement that summarizes the targets for sales to the selected buyers, supply from the clustered farmers, and projected net marketing income
3. **Agroenterprise plan** a business plan for **collective marketing** that is comprised of four component plans, namely: market plan, supply plan, management plan and financial plan
4. **Break even Price** is the amount of money for which a product or service must be sold to cover the costs of manufacturing or providing it
5. **Break even volume** is the volume of product for which a product or service must be sold to cover the costs of manufacturing or providing it
6. **Business Development Services (BDS)** the services that are necessary for the value chain to function. They include market information, market linkages, research, extension and advisory services, credit and financial services, warehousing, input supply (seeds, fertilizers, etc), transport, certification and so on
7. **Buyers comparative matrix** a document which shows the comparison of different markets in terms of : volume demand; frequency of delivery; mode of delivery, packaging; price ranges (lowest to highest); terms of payments ; seasonality of buying
8. **Capital build-up** is the amount of money invested by a member to a cooperative for its business operations. It is cooperative term for share
9. **Capacity Building** in the context of farmer organizations, farmer groups and cooperatives is limited only to the planning, conduct, coordinating or availment or access of trainings, seminars, workshops where farmers can attend to to increase knowledge, skills and attitudes.  
  
process of developing and strengthening the skills, instincts, abilities, processes and resources that

organizations and communities need to survive, adapt, and thrive in the fast-changing world"

- is a conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, international organizations and non-governmental organizations from realizing their development goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. Planned development of (or increase in) knowledge, output rate, management skills, and other capabilities of an organization through, technology, and/or training.
- 10. Capacity building program**
- 11. Classroom Training** This type of training is facilitated by an instructor either on-line or in a classroom setting. Instructor-led training allows for learners and instructors or facilitators to interact and discuss the training material, either individually or in a group setting.
- 12. Cluster delivery report** is a form summarizing the volume of products delivered and the corresponding sales of the different clusters
- 13. Clustering** Grouping of 10-15 smallholder farmers producing the same crops for collective marketing
- 14. Coaching** method of helping others to improve, develop, learn new skills, find personal success, achieve aims and to manage life change and personal challenges
- 15. Collective Marketing** Is the act of organizing small holder farmers in combining their produce to have a bigger volume and satisfy the requirement of a particular market/buyer.
- is where a number of growers work together to sell their combined crops.
- 16. Control measures** include actions that can be taken to reduce the potential of exposure to the hazard, or to remove the hazard or to reduce the likelihood of the risk of the exposure to that hazard being realized
- 17. Cost and return** a computation of possible fixed and variable costs and possible revenues derived from the sale of products and commodities
- 18. Field activities/ field work** practical work/activities conducted by a student/trainee in the natural environment, rather than in a room.
- 19. Financial Plan** covers the costs from Marketing Cost and Return Table

- 20. Financial requirements** involves all the financial needs from starting up a project, its operating costs up to marketing
- 21. Financial services** are the economic services provided by the **finance industry**, which encompasses a broad range of businesses that manage money, including credit unions, banks, credit-card companies, insurance companies, accountancy companies, consumer-finance companies, stock brokerages, investment funds and some government-sponsored enterprises
- 22. Focus Group Discussion** is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members.
- 23. Food processing** is the transformation of raw food ingredients to produce marketable food products that can easily be prepared and served to the customers
- 24. Formal markets** a category of buyers characterized by their formal arrangement with farmers before buying their product, and with a negotiated price before a transaction is done. These can refer to corporate and institutional markets
- 25. High-yielding product** certain varieties of crops/products which are proven to give better yield than the regular varieties
- 26. Individual delivery report** is a form summarizing the volume of products delivered and the corresponding sales of its individual cluster members
- 27. Long-term business plan** business plan which covers five to six years activities & strategies to obtain its business objectives
- 28. Market chain study** is a process to gather information on the market actors (both buyers and BDS providers), their marketing activities, costs and margins, and constraints and opportunities related to the movement of the selected product from the farmers up to the consumers
- 29. Mentoring** is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The person in receipt of mentorship may be referred to as protégé

- 30. Non-food processing** is a value-adding activity as by-product of agricultural crops such as handicraft out of corn cobs; handicraft from coconut shell; coco coir/coco nets from coconut husks
- 31. Postharvest activities** activities done to agricultural product after harvest to improve quality and value
- 32. Practicum** a specialized field of study, that is designed to give students/ trainees supervised practical application of a previously or concurrently studied theory.
- 33. Product supply** a stock of a resource from which a person or place can be provided with the necessary amount of produce
- 34. Production activities** are specific tasks to be undertaken in producing from components or raw materials
- 35. Production module** refers to the standard unit of measure in production that is agreed upon by the cluster as their guide to undertake standardized units of production across cluster members
- 36. Production volume** means quantity of produce
- 37. Profiling** Gathering of information about the farmers demographic profile and farm business profile e.g land area cultivated, crops planted, farm income, source of credit, current markets/buyers
- 38. Quality control** a system of maintaining standards in manufactured products by testing a sample of the output against the specification
- 39. Quality product** specification required by the market to access better price
- 40. Return of Investments (ROI)** is a performance measure used to evaluate the efficiency of an investment or to compare the efficiency of a number of different investments. ROI measures the amount of return on an investment relative to the investment's cost. To calculate ROI, the benefit (or return) of an investment is divided by the cost of the investment, and the result is expressed as a percentage or a ratio.

Formula:

$$ROI = \frac{(\text{Gain from Investment} - \text{Cost of Investment})}{\text{Cost of Investment}}$$

- 41. Safety and health practices** are generally written methods outlining how to perform a task with minimum risk to people, equipment, materials, environment, and processes
- 42. Smallholder Farmers**
- On agriculture:  
Smallholder Farmers are farmers with farmlands 3 hectares and below:
- On aquaculture:  
Small scale commercial fishing - fishing with passive or active gear utilizing fishing vessels of 3.1 gross tons (GT) up to twenty (20) GT
- On livestock:  
Most small farms usually keep 1 or 2 head of cattle mainly for draught, Raising of buffalo is predominantly a backyard activity with 99.8 percent of the total population in the hands of smallholders, mainly the rice farmers. Each farm raises 1-3 buffalo according to the area they cultivate.
- On Processed Products and as Business Firms (based on assets)
- |       |   |                          |
|-------|---|--------------------------|
| Micro | - | up to P3,000,000         |
| Small | - | P3,000,001 - P15,000,000 |
- 43. Specification** refers to the quality standard of the product that the market requires from the supplier (the farmer producer)
- 44. Supply plan** a detailed action point/activities in order to meet the future demand in best possible manner. It's a forward looking process that tries to meet supply with demand. It includes the lists of members expected yield, product quantity committed to group marketing and schedule of supply.
- refers to the Total quantity of the product that the cluster is capable of producing and consolidating for their collective marketing.
- 45. Supports services** in the context of agrarian reform, are the various programs and interventions designed to help the farmers increase their productivity and income, such as postharvest facilities, credit, livelihood support including capacity development activities
- 46. Traditional market (local market & regional market)** refers to informal buyers who offers fluctuating prices and irregular demand

- 47. Tolerant to pest and diseases** certain varieties of crops that can withstand attacks of specific types of pests and diseases
- 48. Value adding activities** innovation made to a product or service to increase its value as it flows along the market chain towards the consumers. This can be implemented through product development, product diversification and new market development
- 49. Workplace hazards** any source of potential damage, harm or adverse health effects on something or someone under certain conditions at work

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