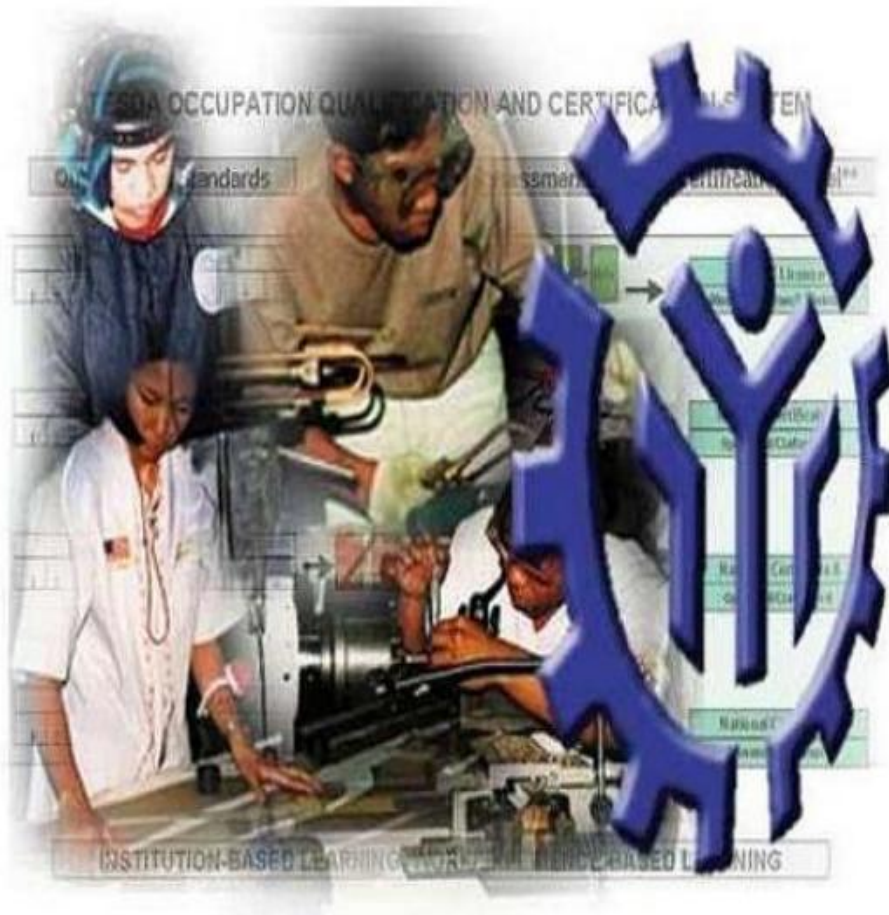


COMPETENCY STANDARDS

DIVE GUIDE SERVICES LEVEL III



TOURISM SECTOR

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

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COMPETENCY STANDARDS DEVELOPMENT FOR

DIVE GUIDES SERVICES LEVEL III

Section 1 DIVE GUIDE SERVICES LEVEL III QUALIFICATIONS

The **DIVE GUIDE SERVICES LEVEL III** Qualification consists of competencies that a person must achieve to conduct pre-dive activities, conduct the dive, and respond to dive emergencies. It ensures the safety and enjoyment of divers who are engaged in recreational scuba diving.

The units of competency comprising this qualification include the following:

CODE	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
CODE	COMMON COMPETENCIES
TRS311201	Develop and update industry knowledge
TRS141201	Receive and resolve customer complaints
TRS141202	Work cooperatively in a general administration environment
TRS141203	Maintain quality customer/guest service
CODE	CORE COMPETENCIES
AB-TRS1804610032401	Conduct pre-dive activities
AB-TRS1804610032402	Conduct the dive
AB-TRS1804610032403	Respond dive emergencies

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

- Dive Guide

SECTION 2 COMPETENCY STANDARDS

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

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 400311319

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures 1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations		techniques (clarifying
2. Lead workplace discussions	2.1 Response to workplace issues is sought following enterprise procedures 2.2 Response to workplace issues is provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate	3.1 Issues and problems are	3.1 Organization requirements for written and	3.1 Organizing information

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
issues arising in the workplace	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 3.5 Identify barriers in communication to be addressed appropriately	electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> Case problem 3.1. Third-party report 3.2. Portfolio 3.3. Interview 3.4. Demonstration/Role-playing
4. Context for Assessment	<ul style="list-style-type: none"> 4.1. Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : LEAD SMALL TEAMS**UNIT CODE : 400311320****UNIT DESCRIPTOR :**

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on company policies. 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	2.4 Ways to improve group leadership and membership	rooms for improvement
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team. 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>based on company practices</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referred 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>		

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311321**

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

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

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.2 Results of plan implementation and recommendations are prepared. 4.3 Recommendations are presented to appropriate personnel. 4.4 Recommendations are followed-up, if required.	for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2. Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision-making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 4.2 Identifying extent and causes of specific challenges in the workplace. 4.3 Providing clearcut findings on the nature of each identified workplace challenges. 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Examined specific workplace challenges. 1.2. Analyzed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results on specific workplace challenges.
2. Resource Implications	<p>2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation 3.2. Case Formulation 3.3. Life Narrative Inquiry 3.4. Standardized test the unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. <p>Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
4. Context for Assessment	<p>In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : 400311323

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess work procedures, processes and systems in terms of innovative practices	1.1. Reasons for innovation are incorporated to work procedures. 1.2. Models of innovation are researched. 1.3. Gaps or barriers to innovation in one's work area are analyzed. 1.4. Staff who can support and foster innovation in the work procedure are identified.	1.1 Seven habits of highly effective people. 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007). 1.4 Adaptation concepts in neuroscience (Merzenich, 2013). 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	1.1 Demonstrating collaboration and networking skills. 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation.
2. Generate practical action plans for improving work procedures, processes	2.1 Ideas for innovative work procedure to foster innovation using individual and group	2.1 Seven habits of highly effective people. 2.2 Character strengths that foster innovation	2.1 Assessing readiness for change on simple work procedures,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>techniques are conceptualized</p> <p>2.2 Range of ideas with other team members and colleagues are evaluated and discussed</p> <p>2.3 Work procedures and processes subject to change are selected based on workplace requirements (feasible and innovative).</p> <p>2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems.</p> <p>2.5 Critical inquiry is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.</p>	<p>and learning (Christopher Peterson and Martin Seligman, 2004)</p> <p>2.3 Five minds of the future concepts (Gardner, 2007).</p> <p>2.4 Adaptation concepts in neuroscience (Merzenich, 2013).</p> <p>2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).</p>	<p>processes and systems.</p> <p>2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation.</p> <p>2.3 Facilitating action plans on how to apply innovative procedures in the organization.</p>
3. Evaluate the effectiveness of the proposed action plans	<p>3.1 Work structure is analyzed to identify the impact of the new work procedures</p> <p>3.2 Co-workers/key personnel are consulted to</p>	<p>3.1 Five minds of the future concepts (Gardner, 2007).</p> <p>3.2 Adaptation concepts in neuroscience (Merzenich, 2013).</p>	<p>3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>know who will be involved with or affected by the work procedure</p> <p>3.3 Work instruction operational plan of the new work procedure is developed and evaluated.</p> <p>3.4 Feedback and suggestion are recorded.</p> <p>3.5 Operational plan is updated.</p> <p>3.6 Results and impact on the developed work instructions are reviewed</p> <p>3.7 Results of the new work procedure are evaluated</p> <p>3.8 Adjustments are recommended based on results gathered</p>	<p>3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).</p>	<p>3.2 Facilitating action plans on how to apply innovative procedures in the organization.</p> <p>3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems.</p> <p>3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization.</p>

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation. 1.4 Assessed work procedures, processes and systems in terms of innovative practices. 1.5 Generate practical action plans for improving work procedures, and processes. 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning. 1.7 Evaluated the effectiveness of the proposed action plans.
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens, papers and writing implements. 2.2 Cartolina. 2.3 Manila papers.
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Psychological and behavioral Interviews. 3.2 Performance Evaluation. 3.3 Life Narrative Inquiry. 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis. 3.6 Organizational analysis. 3.7 Standardized assessment of character strengths and virtues applied.
4. Context for Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY

UNIT CODE : 400311324

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1. Information are collated and organized into a suitable form for reference and use 1.2. Stored information is classified so that it can be quickly identified and retrieved when needed 1.3. Guidance are advised and offered to people who need to find and use information	1.1. Application in collating information 1.2. Procedures for inputting, maintaining and archiving information 1.3. Guidance to people who need to find and use information 1.4. Organize information 1.5. classify stored information for identification and retrieval 1.6. Operate the technical information system by using agreed procedures	1.1. Collating information 1.2. Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3. Advising and offering guidance to people who need to find and use information 1.4. Organizing information into a suitable form for reference and use 1.5. Classifying stored information for identification and retrieval 1.6. Operating the technical information system by using agreed procedures
2. Apply information technology (IT)	2.1. Technical information system is operated using	2.1. Attributes and limitations of available software tools	2.1. Identifying attributes and limitations of available software tools

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>agreed procedures</p> <p>2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information</p> <p>2.3. Software required are utilized to execute the project activities</p> <p>2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external sources</p> <p>2.5. Information are extracted, entered, and processed to produce the outputs required by customers</p> <p>2.6. Own skills and understanding are shared to help others</p> <p>2.7. Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems</p>	<p>2.2. Procedures and work instructions for the use of IT</p> <p>2.3. Operational requirements for IT systems</p> <p>2.4. Sources and flow paths of data</p> <p>2.5. Security systems and measures that can be used</p> <p>2.6. Extract data and format reports</p> <p>2.7. Methods of entering and processing information</p> <p>2.8. WWW enabled applications</p>	<p>2.2. Using procedures and work instructions for the use of IT</p> <p>2.3. Describing operational requirements for IT systems</p> <p>2.4. Identifying sources and flow paths of data</p> <p>2.5. Determining security systems and measures that can be used</p> <p>2.6. Extracting data and format reports</p> <p>2.7. Methods of entering and processing information</p> <p>2.8. WWW enabled applications</p>
3. Edit, format and check information	3.1 Basic editing techniques are used	3.1 Basic editing techniques are used	3.1 Using basic file handling techniques is

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Used technical information systems and information technology 1.2. Applied information technology (IT) systems 1.3. Edited, formatted and checked information
2. Resource Implications	The following resources should be provided: 2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	The following resources should be provided: 2.1. Computers 2.2. Software and IT system
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES

UNIT CODE : 400311325

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions.

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 OSH work instructions are received in accordance with workplace policies and procedures*	security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved OSH metrics 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine) 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH metrics	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Statistics on incidence of accident and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES

UNIT CODE : 400311326

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	environmental work targets 2.3. Indicators are verified with appropriate personnel		
3. Evaluate effectiveness of environmental practices	3.1. Work environmental practices are recorded based on workplace standards 3.2. Recorded work environmental practices are compared against planned indicators 3.3. Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4. Results of environmental assessment are conveyed to appropriate personnel	3.1 Environmental Practices 3.2 Environmental Standards and Procedures	3.1 Documentation and Record Keeping Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Identified environmental issues relevant to work requirements 1.2. Identified gaps in work practices related to Environmental Standards and Procedures 1.3. Gathered relevant information necessary to determine environmental work targets 1.4. Set environmental indicators based on gathered information to measure environmental work targets 1.5. Recorded work environmental practices are recorded based on workplace standards 1.6. Conveyed results of environmental assessment to appropriate personnel
2. Resource Implications	The following resources should be provided: 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

UNIT OF COMPETENCY : **FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)**

UNIT CODE : **400311327**

UNIT DESCRIPTOR : This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain Micro-Small Medium Enterprise (MSMEs) skills in the organization	1.1 Appropriate business strategies are determined and set for the enterprise based on current and emerging business environment. 1.2 Business operations are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Establish and maintain client-base/ market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/ Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 Promotional/ advertising initiatives are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate internal controls. 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.1 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
4. Context for Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

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

UNIT CODE **TRS311201**

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities	1.1 Introduction to Tourism industry 1.1.1 Role of government, business and private sector 1.1.2 Civil society and community 1.2 Overview of quality assurance in the industry 1.3 Industry info	1.1 Ready skills needed to access industry information 1.2 Basic competency skills needed to access the internet
2. Update industry knowledge	1.3 Informal and/or formal research is used to update general knowledge of the industry 1.4 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day	2.1 Role of individual staff members 2.2 Industry information sources	2.1 Time management 2.2 Ready skills needed to access industry information

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using informal and/or formal research 3.3 Contact with local communities is maintained	3.1 Role of individual staff members 3.2 Industry information sources	3.1 Time management 3.2 Ready skills needed to access industry information
4. Promote products and services to customer	4.1 Promotional initiatives are described that maybe used to promote products and services 4.2 Selling skills are applied according to customer needs	4.1 Promotional initiatives	4.1 Applying selling skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information sources	May include: 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Personal observation and experience
2. Information to assist effective work performance	May include: 2.1 Different sectors of the industry and the services available in each sector 2.2 Relationship between tourism and hospitality 2.3 Relationship between the industry and other industries 2.4 Industry working conditions 2.5 Legislation that affects the industry • Liquor • Health and safety • Hygiene • Gaming • Workers compensation • Consumer protection • Duty of care • Building regulations 2.6 Trade unions 2.7 Environmental issues and requirements 2.8 Industrial relations issues and major organizations 2.9 Career opportunities within the industry 2.10 Work ethic required to work in the industry and industry expectations of staff 2.11 Quality assurance
3. Informal and formal research	May include: 3.1 Discussions with colleagues, management and customers 3.2 Reading internal enterprise material about products and services 3.3 Familiarity with customer comments including complaints 3.4 Reading and researching product data and information 3.5 Conducting internal testing to determine quality and differentials 3.6 General media research 3.7 Developing and analyzing responses to questionnaires 3.8 Reading surveys and ratings
4. Promotional initiatives	May include: 4.1 Media campaigns 4.2 Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Knew key sources of information on the industry 1.2 Updated industry knowledge 1.3 Accessed and used industry information 1.4 Developed and updated local knowledge 1.5 Promoted products and services
2. Resource Implications	The following resources MUST be provided: 2.1 Sources of information on the industry 2.2 Industry knowledge
3. Methods of Assessment	Competency in this unit must be assessed through 3.1 Interview/questions 3.2 Practical demonstration 3.3 Portfolio of industry information related to trainee's work
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

UNIT OF COMPETENCY : RECEIVE AND RESOLVE CUSTOMER COMPLAINTS

UNIT CODE : TRS141201

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to receive and resolve customer complaints in a range of settings within the hospitality industry workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and analyse the complaint	1.1 Verbal complaint, using active listening and empathy techniques is received and accurately recorded 1.2 The exact nature of the customer complaint is identified through appropriate communication techniques 1.3 Register or complaint file/s in accordance with the requirements of the enterprise information system are maintained	1.1 Communication techniques 1.2 Anger management techniques and conflict resolution techniques 1.3 Customer complaints 1.4 Records and documentation 1.5 Enterprise's policies and procedures	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Identifying relevant information 1.5 Compilation and classification of information and data 1.6 Networking skills 1.7 Handling complaints
2. Respond to complaints	2.1 Complaints in accordance with organizational standards, policies and procedures are processed 2.2 Documentation in relation to complaints is	2.1 Communication techniques 2.2 Anger management techniques and conflict resolution techniques 2.3 Customer complaints	2.1 Questioning and communication skills 2.2 Analytical skills 2.3 Identifying relevant information 2.4 Compilation and classification of

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	obtained and reviewed 2.3 Register of complaints/disputes are updated	2.4 Records and documentation 2.5 Enterprise's policies and procedures	information and data 2.5 Networking skills 2.6 Processing complaints
3. Determine and agree upon appropriate action to resolve complaint	3.1 Options to resolve the complaint within enterprise policy, procedures and guidelines are identified and reviewed 3.2 Action to resolve the complaint with the customer is agreed and confirmed. 3.3 A commitment to the customer to resolve the complaint is demonstrated 3.4 Customer is informed on the outcome of investigation of complaint investigation	3.1 Communication techniques 3.2 Anger management techniques and conflict resolution techniques to resolve customer complaints 3.3 Communicate effectively with all relevant people throughout the complaint resolution process 3.4 Written complaints 3.5 Workplace records and documentation. 3.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints	3.1 Questioning and communication skills 3.2 Analytical skills 3.3 Ability to research industry information sources 3.4 Identifying relevant information 3.5 Compilation and classification of information and data 3.6 Networking skills 3.7 Resolving complaint
4. Refer complaints	4.1 Complaints that require referral to other personnel or external bodies are identified 4.2 Complaint to appropriate personnel for follow-up in accordance with individual level of responsibility are referred	4.1 Communication techniques 4.2 Anger management techniques and conflict resolution techniques to resolve customer complaints 4.3 Communicate effectively with all relevant people throughout the	4.1 Questioning and communication skills 4.2 Analytical skills 4.3 Ability to research industry information sources 4.4 Identifying relevant information 4.5 Compilation and classification of

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.3 All necessary documentation including investigation reports to appropriate personnel are forwarded 4.4 Complaints which cannot be resolved to an appropriate person are referred	complaint resolution process 4.4 Written complaints 4.5 Workplace records and documentation. 4.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints	information and data 4.6 Networking skills

RANGE OF VARIABLES

VARIABLES	RANGE
1 Complaint	May include: 1.1 Any expression of dissatisfaction with food and beverage products or food service by a customer 1.2 Written complaints, e.g. Letter, email, complaint and/or feedback form 1.3 Verbal, face-to-face, complaints 1.4 Verbal complaints over the telephone
2. Appropriate communication techniques	May include: 2.1 The use of active listening 2.2 The use of both open and closed questions 2.3 Speaking clearly and concisely 2.4 Using appropriate language and tone of voice 2.5 Giving customers full attention 2.6 Maintaining eye contact in face-to face interactions 2.7 Appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation 2.8 and should include: 2.9 Conflict resolution techniques 2.10 Anger management techniques 2.11 Observation of personal safety
3. Organizational standards, policies and procedures	May include: 3.1 Complaints procedures 3.2 Organizational standard report forms 3.3 Job descriptions 3.4 Code of ethics 3.5 Quality systems, standards and guidelines 3.6 Insurance/liabilities policies
4. Documentation	May include: 4.1 Letters of complaint 4.2 Customer feedback forms outlining complaints, such as paper-based customer satisfaction questionnaires, internet-based customer satisfaction questionnaires 4.3 Complaint emails
5. Options	May include: 5.1 Options that satisfy the customer 5.2 Options that partially satisfy the customer 5.3 Options that do not satisfy the customer. 5.4 and should include: 5.5 Options that reflect enterprise policy, procedures and guidelines.
6. Inform customer of outcome	May include: 6.1 Providing documentation and/or evidence that supports customer complaint

VARIABLES	RANGE
	6.2 Providing documentation and/or evidence that does not support customer complaint. 6.3 Information (verbal or written) that directly relates to the complaint being investigated 6.4 Information (verbal or written) that is presented in a calm and accurate manner
7. Appropriate person	May include: 7.1 Immediate superior within the organizational hierarchy 7.2 Specialist customer service staff 7.3 External bodies

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to apply anger management techniques 1.2 Demonstrated ability to apply conflict resolution techniques 1.3 Demonstrated ability to use effective communication skills to accurately determine the nature of complaints 1.4 Demonstrated ability to obtain written and verbal information relevant to the complaint 1.5 Demonstrated ability to working with enterprise policies and procedures to resolve customer complaints 1.6 Demonstrated ability to initiate escalation procedures at an appropriate time within the complaint resolution process 1.7 Demonstrated ability to maintain effective communication lines with customers, other personnel and management in order to resolve customer complaints quickly 1.8 Demonstrated ability to apply knowledge of different cultures and cultural characteristics appropriately in communications with customers and colleagues from diverse backgrounds
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace; 2.2 Access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution.
3. Method of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Role plays 3.7 Third party reports completed by a supervisor 3.8 Project and assignment work.
4. Context of Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : WORK COOPERATIVELY IN A GENERAL ADMINISTRATION ENVIRONMENT

UNIT CODE : TRS141202

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to work cooperatively in a general administration environment in a range of settings within the labor divisions of the hospitality industry.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop effective team relationships	1.1 Relationships with team members and promote benefits of cooperative work consistent with organizational goals and objectives are developed and maintained 1.2 Responsibilities and assignments in a positive manner to promote effective relationships within the work group are undertaken 1.3 Courteous and appropriate communication with others in a manner, which reflects sensitivity to individual social and cultural differences in accordance with organizational requirements, are conducted 1.4 Communication techniques to relay	1.1 Principles of effective communication skills 1.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 1.3 Communicate effectively with a range of people relevant to position and role 1.4 Customer relations 1.5 Enterprise's policies and procedures in resolving complaints and conflict	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	information in a clear and concise manner are used 1.5 Language and tone appropriate to a particular audience, purpose and situation,		
	taking into account the relevant factors involved are used 1.6 Issues that may lead to, or involve conflict with team members, or refer to appropriate persons are recognized and discussed 1.7 Routine workplace documentation is completed accurately and in a timely manner		
2. Participate in team assignments	2.1 Individual responsibilities within the workgroup in accordance with organizational requirements are identified and met 2.2 Cultural differences within the team are recognized and accommodated	2.1 Principles of effective communication skills 2.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 2.3 Communicate effectively with a range of people relevant to position and role	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.4 Customer relations 2.5 Enterprise's policies and procedures in resolving complaints and conflict	
3. Contribute to team development	3.1 Both internal customer and external customer needs and expectations in accordance with organization standards, policies and procedures and within acceptable time frames are met 3.2 Encouragement and support to other team members to identify and organize professional development opportunities are given 3.3 Formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or	3.1 Principles of effective communication skills 3.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 3.3 Communicate effectively with a range of people relevant to position and role 3.4 Customer relations 3.5 Enterprise's policies and procedures in resolving complaints and conflict	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>outcomes are sought</p> <p>3.4 Personal work standards in a manner that supports the workgroup and organizational requirements are maintained</p> <p>3.5 Positive contributions to the planning process to improve work practices are made</p> <p>3.6 Non-discriminatory attitudes and language when interacting with customers, staff and management, consistently are used</p>		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Team members	May Include: 1.1 Specific groups of employees assigned to complete designated tasks, or to work together 1.2 The organization as a whole 1.3 Individual branches 1.4 Individual work sections
2. Organizational goals and objectives	May Include: 2.1 Reporting deadlines 2.2 Budgetary targets 2.3 Team participation 2.4 Team and individual learning goals 2.5 Professional development
3. Responsibility	May Include: 3.1 Obeying lawful orders 3.2 Confidentiality and privacy requirements 3.3 Safety and care with respect to occupational safety and health requirements 3.4 Terms and conditions of own employment 3.5 Responsibility of providing a safe environment, free from discrimination and sexual harassment
4. Appropriate communication	May Include: 4.1 Using active listening 4.2 Using both open and closed questions 4.3 Speaking clearly and concisely 4.4 Using appropriate language and tone of voice 4.5 Being attentive 4.6 Maintaining eye contact in face-to face interactions 4.7 Using appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation
5. Social and cultural differences	May Include: 5.1 Language 5.2 Traditional practices and observations 5.3 Beliefs, values, practices 5.4 Food, diet 5.5 Dress 5.6 Religious and spiritual observances 5.7 Social conventions 5.8 Cultural stereotypes 5.9 Conventions of gender/sexuality
6. Organizational requirements	May Include: 6.1 Legal and organizational policy and procedures, including personnel practices and guidelines

VARIABLE	RANGE
	6.2 Organizational goals, objectives, plans, systems and processes 6.3 Legislation relevant to the operation, incident and/or response 6.4 Employer and employee rights and responsibilities 6.5 Business and performance plans 6.6 Policies and procedures relating to own role, responsibility and delegation 6.7 Quality and continuous improvement processes and standards 6.8 Client service standards 6.9 Defined resource parameters
7. Language and tone	May Include: 7.1 Using simple, concise language that can be easily understood by the audience 7.2 Using appropriate tone, i.e. not patronizing, not too loud, not too soft, not yelling, not angry
8. Conflict	May Include: 8.1 Group conflict 8.2 Conflict with individuals 8.3 Conflict with co-workers
9. Appropriate persons	May Include: 9.1 Supervisors, managers 9.2 Colleagues 9.3 Human resource personnel 9.4 Members of the public 9.5 Clients
10. Workplace documentation	May Include: 10.1 Letters 10.2 Memos 10.3 Faxes 10.4 Emails 10.5 Invoices and purchase orders 10.6 Policies and procedures
11. Cultural differences	May Include: 11.1 Forms of address 11.2 Levels of formality, or informality 11.3 Non-verbal behavior 11.4 Work ethics 11.5 Personal grooming 11.6 Family obligations 11.7 Recognized holidays 11.8 Special needs 11.9 Preferences for personal interactions

VARIABLE	RANGE
12. Internal customer	May Include: 12.1 Colleagues working in another department 12.2 Team members 12.3 Supervisor or managers
13. External customer	May Include: 13.1 Suppliers 13.2 People who buy the goods and services the enterprise sells
14. Organization standards, policies and procedures	May Include: 14.1 Complaints procedures 14.2 Organizational standard report forms 14.3 Job descriptions 14.4 Code of ethics 14.5 Quality systems, standards and guidelines
15. Organization standards, policies and procedures	May Include: 15.1 Complaints procedures 15.2 Organizational standard report forms 15.3 Job descriptions 15.4 Code of ethics 15.5 Quality systems, standards and guidelines
16. Professional development opportunities	May Include: 16.1 Coaching, mentoring and/or supervision 16.2 Formal and/or informal learning programs 16.3 Internal and/or external training provision 16.4 Work experience and exchange opportunities 16.5 Personal study 16.6 Career planning and development 16.7 Performance appraisals 16.8 Workplace skills assessment 16.9 Quality assurance assessments and recommendations
17. Formal feedback	May Include: 17.1 360-degree assessment 17.2 Customer satisfaction surveys/forms 17.3 Team evaluations 17.4 Performance reviews/appraisals 17.5 Workplace assessment
18. Informal feedback	May Include: 18.1 Critical incident reviews 18.2 Impromptu questioning of customers to obtain view of products and/or service provided 18.3 Chance discussions with customers 18.4 Coaching and mentoring 18.5 Seeking the opinions of others 18.6 Comments from supervisors, colleagues or clients 18.7 Personal, reflective behavior strategies

VARIABLE	RANGE
19. Non-discriminatory attitudes and language	May Include: 19.1 Language in relation to race and ethnicity 19.2 Not making assumptions about physical or intellectual abilities 19.3 The use of non-discriminatory language in relation to the portrayal of people with disabilities 19.4 Using and gender inclusive language

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to apply active listening techniques 1.2 Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team 1.3 Demonstrated ability to apply the principles of good teamwork to assist self and others to complete assignments within designated timeframes 1.4 Demonstrated ability to interpret and comply with a range of legislative and procedural requirements relevant to security operations 1.5 Demonstrated ability to actively seek and interpret feedback on quality of work performance and identify opportunities for professional development to develop and improve future career options 1.6 Demonstrated ability to communicate in a clear, concise and accurate manner which reflects sensitivity to individual social and cultural differences
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment
3. Method of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Role plays 3.7 Third party reports completed by a supervisor 3.8 Project and assignment work
4. Context of Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY**MAINTAIN QUALITY CUSTOMER/GUEST SERVICE****UNIT CODE****TRS141203****UNIT DESCRIPTOR**

This unit deals with the skills and knowledge required to maintain a quality customer/guest service within the hotel and travel industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify customer/guest requirements	1.1 Options to improve service levels are identified 1.2 Needs of customers and/or guests are researched and assessed 1.3 Deficiencies in service delivery are identified by conducting data analysis	1.1 Principles of effective communication skills 1.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 1.3 Principles of customer service 1.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 1.5 Product and service standards and best practice models 1.6 Common problems relating	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		to customer service 1.7 Consultation methods, techniques and protocols 1.8 Research and or evidence and feedback gathering techniques.	
2. Ensure delivery of quality products/ services	2.1 Colleagues to meet and exceed customer service standards by providing appropriate professional development are assisted 2.2 Products/services are ensured to meet customers' needs and reflect enterprise standards 2.3 Consistently ensure products/services meet customer needs and reflect enterprise standards	2.1 Principles of effective communication skills 2.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 2.3 Principles of customer service 2.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 2.5 Product and service standards and best practice models 2.6 Common problems relating	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		to customer service 2.7 Consultation methods, techniques and protocols 2.8 Research and or evidence and feedback gathering techniques	
3. Evaluate customer service	3.1 Systems, records and reporting procedures in order to identify and report on any changes in customer satisfaction are compared 3.2 Customer service evaluation outcomes are evaluated and reported to designated groups or individuals 3.3 An agreement on appropriate courses of action to overcome problems is obtained upon consultation with designated individuals/ groups	3.1 Principles of effective communication skills 3.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 3.3 Principles of customer service 3.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.5 Product and service standards and best practice models 3.6 Common problems relating to customer service 3.7 Consultation methods, techniques and protocols 3.8 Research and or evidence and feedback gathering techniques	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Service levels	May include: 1.1 Service quality 1.2 Customer satisfaction 1.3 Staff attitude 1.4 Appearance of venue, staff, etc. 1.5 Atmosphere of venue 1.6 Responsiveness of staff to customer requests 1.7 Delivery times 1.8 Prices or costs 1.9 Product or service availability 1.10 Courtesy and politeness
2. Appropriate professional development	May include: 2.1 Mentoring 2.2 Coaching 2.3 Training 2.4 Peer support
3. Evaluate and report on customer service	May include: 3.1 Service quality evaluations 3.2 Customer satisfaction evaluations 3.3 Industry benchmarking
4. Designated groups or individuals	May include: 4.1 Managers 4.2 Supervisors 4.3 Marketing personnel

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to identify the needs and priorities of the organization delivering services to customers/guests 1.2 Demonstrated ability to distinguish between customer requirements and customer satisfaction 1.3 Demonstrated ability to provide constructive advice on customer/guest service practices 1.4 Demonstrated ability to respond to and report on customer feedback 1.5 Demonstrated ability to design strategies to improve delivery of products and services 1.6 Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of maintaining quality customer/guest services
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace and relevant documentation, such as strategic plans, information on the internal and external operating environment and customer satisfaction data; and 2.2 Access to workplace standards, procedures, policies, guidelines, tools and equipment.
3. Method of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Role plays 3.7 Third party reports completed by a supervisor 3.8 Project and assignment work
4. Context of Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : CONDUCT PRE-DIVE ACTIVITIES

UNIT CODE : AB-TRS1804610032404

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to evaluate dive site, dive group, prepare dive plan, conduct dive briefing, conduct pre-dive check, and monitor putting on dive equipment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate dive site	1.1. <i>Environmental condition</i> is evaluated following industry standard 1.2. <i>Dive map</i> is prepared following industry standards 1.3. Additional information of dive site is gathered following industry standards 1.4. Presence of marine life is checked following industry standards 1.5. <i>Potential hazards</i> are assessed according to industry standards	1.1 Science 1.1.1 Environmental Condition of the Dive Site 1.1.2 Factors of Evaluation 1.1.3 Marine ecosystem 1.1.4 Environmental Stewardship 1.1.5 Safety and Risk Management 1.2 Technology 1.2.1 Applications Used in Checking Environmental Condition 1.2.2 Reading Weather Forecasts 1.2.3 Preparation of Dive Map 1.2.4 Steps in Evaluation Dive Site 1.2.5 Hazard Identification	1.1. Communication Skills 1.2. Decision Making Skills 1.3. Analytical Skills 1.4. Basic Mathematical Skills 1.5. Evaluating dive conditions 1.6. Preparing dive map 1.7. Gathering additional information 1.8. Checking presence of marine life 1.9. Assessing potential hazards

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>1.6. Preventive and contingency measures are prepared following industry standard</p> <p>1.7. Safety and risk management are applied following industry standard</p>	<p>and Assessment</p> <p>1.2.6 Use of Compass</p> <p>1.3 Mathematics</p> <p>1.3.1 Basic fundamentals of mathematics</p> <p>1.4 Communication</p> <p>1.4.1 Effective verbal and non-verbal communication</p> <p>1.4.2 Conducting Interview</p> <p>1.4.3 Awareness on Dive Guide Duties</p> <p>1.4.4 Dive Map</p> <p>1.4.5 Professional Dive Guide</p> <p>1.5 Environment related laws and ordinances</p> <p>1.5.1 Local environmental ordinances in the area</p> <p>1.5.2 Republic Act No. 9593: The Tourism Act of 2009</p> <p>1.5.3 Republic Act No. 11058, An Act Strengthening Compliance with Occupational Safety and</p>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Health Standards	
2. Evaluate dive group	2.1 Dive group is identified following industry practices 2.2 Divers <i>personality</i> is determined following industry practices 2.2 Diving records and certificate card are assessed following industry standards 2.3 Diver's ability is distinguished according to industry practices 2.4 Completion and signing of required forms are ensured following industry practices 2.5 Diving equipment is checked corresponding to industry standards	2.1 Science Evaluation Factors 2.1.1 Diver's Personality 2.1.2 Equipment 2.1.3 Dive History 2.1.4 Diver Ability 2.1.5 Total Diving System 2.2 Technology 2.2.1 Steps in Evaluating Dive Group 2.2.2 Procedure Filling Out Require Scuba Diving Forms 2.2.3 Use of Scuba Diving Equipment 2.2.4 Hazard Identification and Assessment 2.3 Mathematics 2.3.1 Basic fundamentals of mathematics 2.4 Communication 2.4.1 Effective verbal and non-verbal communication 2.4.2 Conducting Interview 2.4.3 Dive Logs and Dive Certificate cards 2.4.4 Different Forms Related to Scuba Diving	2.1 Communication Skills 2.2 Decision Making Skills 2.3 Analytical Skills 2.4 Basic Mathematical Skills 2.5 Identifying dive group 2.6 Determining diver's personality 2.7 Assessing diving records and certificate card 2.8 Distinguishing diver's ability 2.9 Monitoring accomplished required forms 2.10 Checking diving equipment

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5 Environment related laws and ordinances 2.5.1 Local environmental ordinances in the area 2.5.2 Republic Act No. 9593: The Tourism Act of 2009 2.5.3 Republic Act No. 11058, An Act Strengthening Compliance with Occupational Safety and Health Standards	
3. Prepare dive plan	3.1 Buddy team is designated following industry standards 3.2 Dive map is followed according to industry practice 3.3 Total diving system is determined based on industry standards 3.4 <i>Orientation plan</i> is prepared according to industry standards 3.5 Dive schedule is established according to industry standards	3.1 Science 3.1.1 Buddy System 3.1.2 Evaluation Factors 3.1.2.1 Diver's Personality 3.1.2.2 Equipment 3.1.2.3 Dive History 3.1.2.4 Diver Ability 3.1.3 Total Diving System 3.1.4 Importance of customer satisfaction 3.2 Technology 3.2.1 Steps in Evaluating Dive Group 3.2.2 Procedure in Filling Out Required	3.1 Communication Skills 3.2 Decision Making Skills 3.3 Analytical Skills 3.4 Basic Mathematical Skills 3.5 designating buddy team 3.6 Following dive map 3.7 determining total diving system 3.8 Planning orientation 3.9 establishing dive schedule

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.6 Contingency plan is prepared according to industry standards	Scuba Diving Forms 3.2.3 Use of Scuba Diving Equipment 3.2.4 Hazard Identification and Assessment 3.3 Mathematics 3.3.1 Basic fundamentals of mathematics 3.4 Communication 3.4.1 Effective verbal and non-verbal communication 3.4.2 Conducting Interview 3.4.3 Dive Logs and Dive Certificate cards 3.4.4 Different Forms Related to Scuba Diving 3.5 Environment related laws and ordinances 3.5.1 Local environmental ordinances in the area 3.5.2 Republic Act No. 9593: The Tourism Act of 2009 3.5.3 Republic Act No. 11058, An Act Strengthening Compliance with Occupational Safety and	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Health Standards	
4. Conduct dive briefing	<p>4.1 Dive plan is discussed according industry standard</p> <p>4.2 Self- introduction is facilitated among dive team members according to industry practices</p> <p>4.3 Orientation is carried out according to industry standards</p> <p>4.4 Safety and risk management is emphasized according to industry standard</p>	<p>4.1 Science</p> <p>4.1.1 Components of dive plan</p> <p>4.1.2 Importance of dive plan</p> <p>4.1.3 Components of Diver's Orientation Plan</p> <p>4.1.4 Evaluation Forms</p> <p>4.1.5 Local marine ecosystems</p> <p>4.1.6 Safety and risk management</p> <p>4.1.7 Conservation of marine ecosystem</p> <p>4.1.8 Buoyancy Control System</p> <p>4.1.9 Air Delivery System</p> <p>4.2 Technology</p> <p>4.2.1 Orientation Procedures</p> <p>4.2.2 Filling Out Required Scuba Diving Forms</p> <p>4.2.3 Use of Scuba Diving Equipment</p> <p>4.2.4 Hazard Identification and Assessment</p> <p>4.2.5 Promotion of Local Conservation Efforts</p> <p>4.3 Mathematics</p>	<p>4.1 Facilitation skills</p> <p>4.2 Communication skills</p> <p>4.3 Discussing dive plan</p> <p>4.4 Facilitating self – introduction</p> <p>4.5 Carrying out orientation plan</p> <p>4.6 Emphasizing safety and risk management</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.3.1 Basic fundamentals of mathematics 4.4 Communication 4.4.1 Effective verbal and non-verbal communication 4.4.2 Conducting Interview 4.4.3 Dive Logs and Dive Certificate cards 4.4.4 Different Forms Related to Scuba Diving 4.4.5 Essential Underwater Communication 4.4.5.1 Hand Signal 4.5 Environment related laws and ordinances 4.5.1 Local environmental ordinances in the area 4.5.2 Republic Act No. 9593: The Tourism Act of 2009 4.5.3 Republic Act No. 11058, An Act Strengthening Compliance with Occupational Safety and Health Standards	
5. Conduct pre-dive check	5.1 Total diving system readiness is verified according	5.1 Science 5.1.1 Type of diving gears	5.1 Communication skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	to industry standards 5.3 Troubleshooting is performed to minor diving equipment problem according to manufacturer's manual 5.4 Safety checks are performed following industry standards.	5.1.2 B-W-R-A-F System (The Proper Dive Buddy Check) 5.1.3 Inspection procedures 5.1.4 Backup equipment 5.1.5 Donning techniques 5.1.6 Troubleshooting procedures 5.2 Technology 5.2.1 Checking of comfort and fit 5.3 Mathematics 5.3.1 Basic fundamentals of mathematics 5.4 Communication 5.4.1 Effective verbal and non-verbal communication 5.4 Environment related laws and ordinances 5.4.1 Local environmental ordinances in the area 5.4.2 Republic Act No. 9593: The Tourism Act of 2009 5.4.3 Republic Act No. 11058, An Act Strengthening Compliance with Occupational	5.2 Verifying scuba dive equipment readiness 5.3 Securing donning of scuba unit and diving equipment 5.4 Conducting visual review 5.5 Troubleshooting skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Safety and Health Standards	
6. Monitor donning and doffing of dive equipment	6.1 Donning of <i>exposure suit</i> is observed according to industry standards 6.2 Weight system is secured following industry standards 6.3 Buoyancy Control Device (BCD) and air tank is examined following industry standard 6.4 Air flow is assessed in the regulator mouthpiece based on industry standard 6.5 <i>Securing Diving components</i> is performed according to industry standard 6.6 <i>Final check</i> is performed following industry standards 6.7 Doffing of dive equipment are ensured according to industry standards	6.1 Science 6.1.1 Dive equipment 6.1.2 Donning techniques 6.1.3 Functionality of dive equipment 6.1.4 Safety and risk management 6.2 Technology 6.2.1 Checking of comfort and fit 6.2.2 Securing functionality of equipment 6.3 Mathematics 6.3.1 Basic fundamentals of mathematics 6.4 Communication 6.4.1 Effective verbal and non-verbal communication 6.5 Environment related laws and ordinances 6.5.1 Local environmental ordinances in the area 6.5.2 Republic Act No. 9593: The Tourism Act of 2009 6.5.3 Republic Act No. 11058, An Act Strengthening Compliance with	6.1 Applying safety and risk management 6.2 Monitoring donning of exposure suit 6.3 Securing weight system 6.4 Securing BCD and air tank 6.5 Ensuring air flow 6.6 Monitoring defogging of mask 6.7 Ensuring tightness of mask and snorkel 6.8 Assessing strapping of fins 6.9 Performing final check 6.10 communication skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Occupational Safety and Health Standards	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environment Conditions	May include: 1.1 Weather conditions 1.2 Water temperature and visibility 1.3 Tides 1.4 Water current 1.5 Waves and Surge 1.6 Depth 1.7 Salinity 1.8 Light conditions 1.9 Marine life and ecosystem 1.10 Topography and terrain 1.11 Altitude
2. Dive map	May include: 2.1 Dive site location and name 2.2 Topography and terrain features 2.3 Depth information 2.4 Points of interest 2.5 Entry and exit points 2.6 Currents and water movements 2.7 Hazards and safety warnings 2.8 Buoy lines and anchors 2.9 Surface features 2.10 Emergency exit points 2.11 Compass heading and navigation 2.12 Environmental protection information 2.13 Additional information
3. Potential Hazard	May include: 3.1 Decompression Sickness (The Bends) 3.2 Barotrauma 3.3 Nitrogen Narcosis 3.4 Oxygen Toxicity 3.5 Drowning 3.6 Marine Life Hazards 3.7 Equipment Malfunction or Misuse 3.8 Environmental Hazards 3.9 Panic and Psychological Stress
4. Diver's personality	May include: 4.1 Calmness and composure 4.1.1 Ability to stay calm under pressure 4.1.2 Control over emotions 4.2 Responsibility and reliability 4.2.1 Personal accountability 4.2.2 Dependable buddy 4.3 Situational awareness

VARIABLE	RANGE
	<ul style="list-style-type: none"> 4.3.1 Attention to detail 4.3.2 Awareness of environment 4.4 Patience <ul style="list-style-type: none"> 4.4.1 Slow, deliverance actions 4.4.2 Endurance in long dives 4.5 Curiosity and a sense of exploration <ul style="list-style-type: none"> 4.5.1 Interest in learning 4.5.2 Adventurous spirit 4.6 Caution and risk awareness <ul style="list-style-type: none"> 4.6.1 Risk management 4.6.2 Preparedness 4.7 Physical and mental discipline <ul style="list-style-type: none"> 4.7.1 Fitness and endurance 4.7.2 Consistency 4.8 Team oriented and cooperative <ul style="list-style-type: none"> 4.8.1 Communication 4.8.2 Collaboration 4.9 Respect for the environment <ul style="list-style-type: none"> 4.9.1 Environmental stewardship 4.9.2 Conscientious behavior 4.10 Adaptability <ul style="list-style-type: none"> 4.10.1 Flexibility in changing conditions 4.10.2 Problem-solving
5. Orientation plan	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Welcome and Introduction <ul style="list-style-type: none"> 5.1.1 Introduction to the dive team 5.1.2 Overview of the dive site area 5.1.3 Purpose of the dive 5.2 Dive Site Briefing <ul style="list-style-type: none"> 5.2.1 Topography 5.2.2 Marine Life 5.2.3 Environmental consideration 5.3 Safety Procedures <ul style="list-style-type: none"> 5.3.1 Emergency signals 5.3.2 Buddy systems 5.3.3 Emergency procedures 5.3.4 Surface support 5.4 Equipment checks <ul style="list-style-type: none"> 5.4.1 Gear familiarization 5.4.2 Pre-dive equipment check 5.4.3 Rental gear information 5.5 Diving conditions <ul style="list-style-type: none"> 5.5.1 Water temperature and visibility 5.5.2 Current and tide information 5.5.3 Depth and time limits

VARIABLE	RANGE
	5.6 Environmental Responsibility 5.6.1 Leave no trace 5.6.2 Waste management 5.7 Post – Dive Procedures 5.7.1 Safety stops 5.7.2 Debriefing 5.7.4 Logbook entry 5.8 Essential Underwater Communication
6. Dive plan	May include: 6.1 Dive objective 6.2 Location information 6.3 Team and roles 6.4 Safety procedures 6.5 Time and depth limits 6.7 Gas management 6.8 Equipment checklist 6.9 Environmental considerations 6.10 Post – dive procedures 6.11Contingency planning
7. Orientation Plan	May include: 7.1 Welcome & Introduction 7.1.1 Greet divers and introduce the dive leaders/instructors. 7.1.2 Overview of the day’s schedule and dive site(s). 7.1.3 Confirm diver experience levels and certification. 7.2 Health & Safety Check 7.2.1 Collect or confirm completed medical questionnaires. 7.2.2 Ask if anyone has issues like cold, asthma, injuries, or medications. 7.2.3 Check insurance and emergency contact information. 7.3 Dive Site Briefing 7.3.1 Dive site name and location. 7.3.2 Entry and exit points (shore or boat). 7.3.3 Maximum depth and expected conditions (current, visibility, temperature). 7.3.4 Points of interest (wrecks, reefs, marine life). 7.3.5 Navigation plan and turnaround points. 7.4 Dive Procedures 7.4.1 Pre-Dive Buddy Checks (BWRAF: BCD, Weights, Releases, Air, Final OK). 7.4.2 Entry/exit techniques (giant stride, back roll, shore walk). 7.4.3 Descent/ascent procedures.

VARIABLE	RANGE
	<p>7.4.4 Neutral buoyancy practice.</p> <p>7.4.5 Gas management (turn pressure and reserve).</p> <p>7.4.6 Communication (hand signals).</p> <p>7.4.7 Lost buddy procedures</p> <p>7.5 Emergency Procedures</p> <p>7.5.1 Out-of-air situation (donor options, ascent protocol).</p> <p>7.5.2 Controlled emergency swimming ascent (CESA).</p> <p>7.5.3 Boat recall or surfacing procedures.</p> <p>7.5.4 Emergency action plan (EAP): nearest chamber, evacuation process</p> <p>7.6 Environmental Awareness</p> <p>7.6.1 Marine life interaction do's and don'ts.</p> <p>7.6.2 No touching or taking anything.</p> <p>7.6.3 Buoyancy control to avoid damaging the reef or seabed</p> <p>7.7 Post-Dive Protocol</p> <p>7.7.1 Debriefing: Discuss dive highlights, concerns, and learning points.</p> <p>7.7.2 Log dives (depth, time, conditions, notes).</p> <p>7.2.3 Equipment rinse and return.</p>
8. Total Diving System Readiness	<p>8.1 Diving System Supply & Integration</p> <p>8.1.1 Design and installation of complete diving systems:</p> <p>8.1.1.1 Air & mixed gas systems</p> <p>8.1.1.2 Surface-supplied diving systems (SSDS)</p> <p>8.1.1.3 Saturation diving systems (SAT)</p> <p>8.1.1.4 Hyperbaric chambers</p> <p>8.1.2 Integration with vessels, offshore rigs, or land-based facilities</p> <p>8.1.3 Modular containerized diving spreads</p> <p>8.2 Diving Equipment Supply</p> <p>8.2.1 Full diving kits (helmet/mask, umbilicals, suits, comms, harnesses)</p> <p>8.2.2 Dive control panels & consoles</p> <p>8.2.3 HP/LP compressors and cascade systems</p> <p>8.2.4 Gas storage and blending stations</p> <p>8.2.5 Diving bells, habitats, and LARS (Launch & Recovery Systems)</p> <p>8.3 Inspection, Maintenance & Testing (IMT)</p> <p>8.3.1 Periodic and annual inspection (API, IMCA, or class-certified)</p> <p>8.3.2 Hydrostatic & visual inspection of tanks</p> <p>8.3.3 Pressure testing of hoses and umbilicals</p>

VARIABLE	RANGE
	<ul style="list-style-type: none"> 8.3.4 Calibration of gauges, sensors, and dive computers 8.3.5 Preventive maintenance on: <ul style="list-style-type: none"> 8.3.5.1 Compressors 8.3.5.2 Panels 8.3.5.3 Chambers 8.3.5.4 Breathing systems 8.4 Certification & Compliance <ul style="list-style-type: none"> 8.4.1 Compliance with IMCA, DNV, ABS, Lloyd's Register, or other class bodies 8.4.2 Audits and reports for: <ul style="list-style-type: none"> 8.4.2.1 Diving safety systems 8.4.2.2 Emergency preparedness 8.4.2.3 Vessel integration compliance 8.5 Gas Management Services <ul style="list-style-type: none"> 8.5.1 Gas blending: Air, Nitrox, Trimix, Heliox 8.5.2 Oxygen cleaning and certification 8.5.3 High-pressure cylinder filling and cascade systems 8.5.4 Analyzers and monitoring solutions 8.6 Hyperbaric Systems Support <ul style="list-style-type: none"> 8.6.1 Chamber maintenance and overhauls 8.6.2 Control system upgrades 8.6.3 Training in hyperbaric operations 8.6.4 Saturation diving system lifecycle support 8.7 Personnel Training & System Familiarization <ul style="list-style-type: none"> 8.7.1 Technical training for operators and supervisors: <ul style="list-style-type: none"> 8.7.1.1 Dive system handling 8.7.1.2 Emergency drills 8.7.1.3 Maintenance protocols 8.7.2 OEM-certified equipment training 8.8 Spare Parts & Logistics <ul style="list-style-type: none"> 8.8.1 Supply chain for critical spares 8.8.2 Custom fabrication of hoses, panels, and fittings 8.8.3 Inventory management 8.9 Upgrades & Retrofits <ul style="list-style-type: none"> 8.9.1 Digital control systems (SCADA, PLC) 8.9.2 New-generation dive panels and life support integration 8.9.3 Chamber modernization (LEDs, CCTV, remote diagnostics)
9. Exposure suit	May include:

VARIABLE	RANGE
	9.1 Wet suit 9.2 Dry suit
10. Securing dive components	May include: 10.1 Defogging of mask 10.2 Checking of tightness of mask and snorkel 10.3 Strapping of fins
11. Final check	May include: 11.1 Dive equipment are properly secured 11.2 Dive equipment are properly functioning

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Evaluated dive site</p> <ul style="list-style-type: none"> 1.1.1 Evaluated environmental condition 1.1.2 Prepared dive map 1.1.3 Gathered additional information 1.1.4 Checked presence of marine life 1.1.5 Assessed potential hazards 1.1.6 Prepared preventive and contingency measures 1.1.7 Applied safety and risk management <p>1.2 Evaluated dive group</p> <ul style="list-style-type: none"> 1.2.1 Identified dive group 1.2.2 Determined diver's personality 1.2.3 Assessed diving records and certificate 1.2.4 Distinguished diver's ability 1.2.5 Ensured completion and signing of required forms 1.2.6 Checked diving equipment <p>1.3 Prepared dive plan</p> <ul style="list-style-type: none"> 1.3.1 Designated buddy team 1.3.2 Followed dive map 1.3.3 Determined total diving system 1.3.4 Prepared orientation plan 1.3.5 Established dive schedule 1.3.6 Prepared contingency plan <p>1.4 Conducted dive briefing</p> <ul style="list-style-type: none"> 1.4.1 Discussed dive plan 1.4.2 Facilitated self-introduction 1.4.3 Carried out orientation 1.4.4 Emphasized safety and risk management <p>1.5 Conducted pre dive check</p> <ul style="list-style-type: none"> 1.5.1 Verified total diving system readiness 1.5.2 performed troubleshooting 1.5.3 performed safety checks <p>1.6 Monitored donning and doffing</p> <ul style="list-style-type: none"> 1.6.1 Observed donning of exposure suit 1.6.2 Secured weight system 1.6.3 Examined buoyancy control device 1.6.4 Assessed airflow 1.6.5 Secured diving components 1.6.6 Performed final check 1.6.7 Ensured doffing dive equipment
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <p>2.1 Dive site</p>

	2.2 Properly fitted total diving system 2.3 Exposure suit appropriate for the environment 2.4 Required forms/checklist 2.5 Briefing area/Facilities 2.6 Dive computer 2.7 Digital app 2.8 Other tools, equipment and materials relevant to the activity performed
3. Methods of Assessment	Competency in this unit must be assessed through 3.1 Oral Questioning 3.2 Written Examination 3.3 Demonstration 3.4 Direct Observation 3.5 Portfolio
4. Context for Assessment	4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : CONDUCT THE DIVE

UNIT CODE : AB-TRS1804610032405

UNIT DESCRIPTOR This unit covers the knowledge, skills and attitudes required to conduct pre-dive supervision, guide : dive/perform dive guiding, end dive/ perform end dive, conduct debriefing and logging the dive and apply safety diving practices and risk management.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct pre-dive supervision	1.1 Diver's preparation is overseen following dive plan and industry standards 1.2 Diver's proficiency level and readiness is evaluated according to the dive plan and industry standards 1.3 Group dynamics are monitored following industry standards 1.4 Diver's role and responsibilities are reiterated according to dive plan and industry standards 1.5 Divers preparedness are ensured following industry standards	1.1 Science 1.1.1 Proceedings (Procedure) for entering the water with group of divers. 1.1.2 Buddy System Procedure. 1.2 Technology 1.2.1 Perform checking of scuba equipment 1.3 Mathematics 1.3.1 Skills in calculating dive times, maximum depths, and gas consumption 1.4 Communication 1.4.1 Conducting effective pre-dive briefings 1.4.2 Reiteration of the dive plan 1.5 Environment Related Laws and Ordinances	1.1 Performing Equipment Inspection 1.2 Navigational Skills 1.3 Interpersonal Skills 1.4 Communication Skills 1.5 Social-emotional Skills 1.6 Mathematical skills 1.7 Overseeing diver's preparation 1.8 Evaluating diver's proficiency level and readiness 1.9 monitoring group dynamics 1.10 Reiterating diver's role and responsibilities 1.11 ensuring all divers preparedness

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.5.1 Local environmental ordinances in the area 1.5.2 Republic Act No. 9593: The Tourism Act of 2009 1.5.3 Republic Act No. 11058, An Act Strengthening Compliance with Occupational Safety and Health Standards	
2. Guide the dive	2.1 Descent is monitored according to industry standards 2.2 Dive group is controlled and positioned according to the dive plan and industry standards 2.3 Dive guiding is performed following the dive plan and industry practices 2.4 Safety diving practices is applied following industry standards	2.1 Science 2.1.1 Marine Life Identification 2.1.2 Dive types 2.1.3 Dive plan 2.1.4 Control and positioning of dive group 2.1.5 Diving approaches 2.1.5 Navigation Techniques 2.2 Technology 2.2.1 Diving with computers 2.2.2 Application of Dive types 2.2.3 Evaluation of Depth limits 2.3 Math 2.3.1 Evaluation of depth, gas supplies, bottom times, and no-	2.1 Understanding Marine Biology 2.2 Communication skills 2.3 Analytical skills 2.4 Navigation Skills 2.5 Monitoring descent 2.6 Controlling and positioning dive group 2.7 performing dive guiding 2.8 Applying safety dive practices

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		decompression limits 2.3.2 Basic fundamentals of mathematics 2.4 Communication 2.4.1 Underwater Show-and-Tell 2.4.2 Verbal and non-verbal communication 2.4.3 Underwater observation techniques 2.4.4 Underwater slate 2.4.5 Factors for specific dive types 2.4.6 Techniques for pointing out marine life and features 2.5 Environmental and other issues 2.5.1 Republic Act No. 9593: The Tourism Act of 2009 2.5.2 Republic Act No. 11058, An Act Strengthening Compliance with Occupational Safety and Health Standards	
3. End the dive	3.1 Ascend is monitored according to dive	3.1 Science 3.1.1 Procedure and safety considerations	3.1 Equipment Handling 3.2 Communication Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>plan and industry standards*</p> <p>3.2 Exiting the water is monitored following dive plan and industry standards*</p> <p>3.3 Equipment disassembly is carried out according to industry standards*</p> <p>3.4 Safety diving practices is applied following industry standards*</p>	<p>for exiting the water</p> <p>3.1.2 End dive approaches</p> <p>3.2 Technology</p> <p>3.2.1 Diving with dive computers</p> <p>3.2.2 Procedure in Equipment Disassembly</p> <p>3.3 Math</p> <p>3.3.1 Basic fundamentals of Mathematics</p> <p>3.4 Communication</p> <p>3.4.1 Effective verbal and non-verbal communications</p> <p>3.4.2 Duties of dive guide</p> <p>3.4.3 Emergency Communication Protocols</p> <p>3.5 Environmental and other issues</p> <p>3.5.1 Republic Act No. 9593: The Tourism Act of 2009</p> <p>3.5.2 Republic Act No. 11058, An Act Strengthening Compliance with Occupational Safety and Health Standards</p>	<p>3.3 Applying safety dive practices</p> <p>3.4 monitoring ascend</p> <p>3.5 monitoring water exit</p> <p>3.6 carrying out equipment disassembly</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Conduct debriefing and logging the dive	4.1 Dive overview is delivered following industry practices* 4.2 Feedbacking is conducted according to industry practices* 4.3 Completeness of dive data in the logbook is verified following industry standards* 4.5 Customer satisfaction is ensured following industry practices*	4.1 Science 4.1.1 Spot Physiological Responses to Diving 4.2 Technology 4.2.2 Familiarity of Diving Log Formats 4.2.3 Thorough knowledge on Data Entry and Verification Systems 4.3 Mathematics 4.3.1 Basic Calculations for Dive Planning Communication 4.3.2 Effective Communication Techniques	4.1 Assessing diver's wellbeing 4.2 Facilitative Skills 4.3 Statistical Analysis 4.4 Emphatic Skills 4.5 Delivering dive overview 4.6 conducting feedbacking 4.7 verifying completeness of dive data 4.8 ensuring customer satisfaction

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diver's preparedness	May include: 1.1 Physically fit 1.2 Mentally focused 1.3 Skill - ready 1.4 Properly equipped and fully informed with the dive plan
2. Dive guiding	May include: 2.1 Underwater Observation 2.2 Depth Control 2.3 Managing Breathing Gas 2.4 Monitoring Bottom Time 2.5 Underwater Navigation
3. Dive data	May include: 3.1 Maximum depth 3.2 Dive time entry 3.3 Dive time exit 3.4 Water temperature 3.5 Dive site name

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Conducted pre-dive supervision <ul style="list-style-type: none"> 1.1.1 Overseen diver's preparation 1.1.2 Evaluated diver's proficiency level and readiness 1.1.3 Monitored group dynamics 1.1.4 Reiterated diver's role and responsibilities 1.1.5 Ensured preparedness of all divers 1.2 Guided the dive <ul style="list-style-type: none"> 1.2.1 Monitored descent 1.2.2 Controlled and positioned dive group 1.2.3 Performed dive guiding 1.2.4 Applied safety practices 1.3 Ended the dive <ul style="list-style-type: none"> 1.3.1 Monitored ascend 1.3.2 Monitored exiting the water 1.3.3 Carried out equipment disassembly 1.3.4 Applied safety diving practices 1.4 Conducted debriefing and logging the dive <ul style="list-style-type: none"> 1.4.1 Delivered dive overview 1.4.2 Conducted feedbacking 1.4.3 Verified completeness of dive data 1.4.4 Ensured customer satisfaction
2. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Properly fitted total diving system 2.2 Exposure suit appropriate for the environment 2.3 Breathing gas 2.4 Dive computer 2.5 Delayed surface marker buoy (DSMB) 2.6 Surface emergency signaling device 2.7 Cutting device 2.8 Compass 2.9 Logbook
3. Methods of Assessment	<p>Competency in this unit must be assessed through</p> <ul style="list-style-type: none"> 3.1 Direct observation 3.2 Demonstration with Oral questioning 3.3 Written Test Portfolio
4. Context for Assessment	<p>4.1 Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : RESPOND DIVE EMERGENCIES

UNIT CODE : AB-TRS1804610032406

UNIT DESCRIPTOR This unit covers the knowledge, skills and attitudes required to respond to prepare incident management : plan, evaluate dive injuries, deal stress in diving, manage rescues, manage search, and conduct post-emergency activities.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare incident management plan	1.1. Responsibilities during emergencies are identified following industry standards. 1.2. First aid and emergency oxygen kit are determined in accordance with industry standards. 1.3. <i>Components of incident management plan</i> are established in accordance with industry standards. 1.4. Safety and risk management is emphasized in accordance with industry standards.	1.1 Science 1.1.1 Basic principles of human physiology 1.1.2 Gas laws relevant to diving 1.2 Technology 1.2.1 Emergency oxygen kit 1.2.2 First aid equipment 1.2.3 Use of dive computers 1.2.4 Dive communication devices 1.3 Mathematics 1.3.1 Basic fundamentals of mathematics 1.4 Communication 1.4.1 Written communication 1.4.2 Verbal communication	1.1. Explaining responsibilities during emergencies 1.2. Determining first aid and emergency oxygen kit 1.3. Establishing components of incident management plan 1.4. Emphasizing risk management 1.5. Communication Skills 1.6. Safety and risk management skills 1.7. Decision making skills 1.8. Analytical skills 1.9. Critical thinking skills 1.10. Planning skills 1.11. Handling of first aid and emergency response kit

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.4.3 Non-verbal communication 1.5 Environment related laws and ordinances 1.5.1 Philippine Clean Water Act of 2004 1.5.2 Philippine Fisheries Code of 1998 (as amended by RA 10654) 1.5.3 Ecological Solid Waste Management Act of 2000 1.5.4 Philippine Coast Guard Law of 2009 1.5.5 Local environmental ordinances depending on dive site 1.5.6 Regulation of SCUBA Diving in the Philippines	
2. Evaluate dive injuries	2.1. Dive Injuries are identified in accordance with industry standards. 2.2. Dive injuries are assessed in accordance with industry standards. 2.3. Signs and Symptoms of overexpansion injuries are determined in	2.1 Science 2.1.1 Dive injuries and causes 2.1.2 Types of Lung Overexpansion injuries 2.1.3 Symptoms of overexpansion injuries and decompression sickness 2.1.4 First Aid and Emergency Response	2.1 Ability in recognizing and assessing dive injuries with sense of urgency 2.2 Identifying types of lung overexpansion injuries 2.3 Determining symptoms of overexpansion injury 2.4 Critical thinking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with industry standards.	2.2 Technology 2.2.1 Total Diving System Familiarity 2.2.2 Hazard identification and Assessment 2.3 Mathematics 2.3.1 Basic fundamentals of mathematics 2.3.2 Depth and pressure calculations 2.4 Communication 2.4.1 Effective verbal and non-verbal communication 2.4.2 Team Coordination 2.5 Environment related laws and ordinances 2.5.1 Local environmental ordinances depending on dive site 2.5.2 Regulation of SCUBA Diving in the Philippines	2.5 Analytical Skills 2.6 Ability to demonstrate and comprehend diving hand signals 2.7 Decision Making skills 2.8 Basic Mathematical skills 2.9 Practice safety procedures during dive injuries
3. Deal stress in diving	3.1. <i>Signs of Stress</i> in a diver are determined in accordance with industry standards 3.2. Corrective actions for	3.1 Science 3.1.1 Stress during pre-dive, during the dive and post-dive phases 3.1.2 Causes of Stress in diving	3.1 Identifying stress in diving with sense of urgency 3.2 Determining stress symptoms in a diver 3.3 Stress Management

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>managing stress before, during and after dive phases are performed in accordance with industry standards.</p> <p>3.3 Safety and risk management is applied according to industry standards</p>	<p>3.1.3 Stress Symptoms in a diver</p> <p>3.1.4 Effects of stress on diving performance</p> <p>3.2 Technology</p> <p>3.2.1 Use of dive computers</p> <p>3.2.2 Use of Scuba Diving Equipment</p> <p>3.2.3 Hazard Identification and Assessment</p> <p>3.3 Mathematics</p> <p>3.3.1 Basic fundamentals of mathematics</p> <p>3.3.2 Dive times, depths and decompression calculations</p> <p>3.4 Communication</p> <p>3.4.1 Effective verbal and non-verbal communication</p> <p>3.4.2 Assessing diver's emotional state</p> <p>3.4.3 Providing appropriate support</p> <p>3.5 Environment related laws and ordinances</p> <p>3.5.1 Local environmental ordinances</p>	<p>3.4 Decision-Making skills</p> <p>3.5 Problem-solving skills</p> <p>3.6 Critical thinking skills</p> <p>3.7 Analytical Skills</p> <p>3.8 Ability to demonstrate and comprehend diving hand signals</p> <p>3.9 Applying safety procedures in dealing with stress in diving</p> <p>3.10 Effective communication skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		depending on dive site 3.5.2 Regulation of SCUBA Diving in the Philippines	
4. Manage rescues	<p>4.1. <i>Panicked diver</i> is assessed in accordance with industry standards.</p> <p>4.2. <i>Rescue techniques</i> are applied in accordance with industry standards.</p> <p>4.3. Safety and risk management is applied according to industry standards</p>	<p>4.1 Science</p> <p>4.1.1 Principles of Boyle's Law</p> <p>4.1.2 Principles of Henry's Law</p> <p>4.1.3 Human Physiology</p> <p>4.1.4 Decision-making techniques</p> <p>4.2 Technology</p> <p>4.2.1 Oxygen delivery systems</p> <p>4.2.2 First aid and emergency response techniques</p> <p>4.2.3 Use of dive slates</p> <p>4.2.4 Use of dive computers</p> <p>4.2.5 Dive communication devices like whistles and dive horns</p> <p>4.2.6 Flotation Devices</p> <p>4.3 Mathematics</p> <p>4.3.1 Depth and pressure calculations</p> <p>4.3.2 Time management</p> <p>4.4 Communication</p>	<p>4.1 Assessing panicked diver</p> <p>4.2 Applying rescue techniques</p> <p>4.3 Decision-Making skills</p> <p>4.4 Emphasizing safety and risk management</p> <p>4.5 Ability to demonstrate and comprehend diving hand signals</p> <p>4.6 Effective communication skills</p> <p>4.7 Problem-solving skills</p> <p>4.8 Critical thinking skills</p> <p>4.9 Analytical skills</p> <p>4.10 Basic mathematical skills</p> <p>4.11 Applying safety and risk management procedures when managing rescues</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.4.1 Effective verbal communication and non-verbal communication 4.4.2 Effective team coordination 4.5 Environment related laws and ordinances <ul style="list-style-type: none"> • Local environmental ordinances depending on dive site • Regulation of SCUBA Diving in the Philippines 	
5. Manage search	5.1. <i>Search site condition</i> is evaluated following industry standards. 5.2. <i>Search plan</i> is prepared in accordance with industry standards. 5.3. Search is conducted in accordance with industry standards.	5.1 Science <ul style="list-style-type: none"> 5.1.1 Understanding environmental condition 5.1.2 Understanding Search Dynamics 5.1.3 Psychological and Behavioral Aspects in diving 5.1.4 Procedures and Techniques for Underwater Search and Recovery 5.1.5 Factors of marine environment 5.2 Technology <ul style="list-style-type: none"> 5.2.1 Use of underwater 	5.1 Communication Skills 5.2 Decision Making Skills 5.3 Basic Mathematical Skills 5.4 Analytical Skills 5.5 Navigation Skills 5.6 Social – Emotional Skills 5.7 Management Skills 5.8 Planning skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		navigating equipment 5.2.2 Use of dive computer 5.2.3 Use of communication devices 5.3 Mathematics 5.3.1 Calculation Search Patterns 5.4 Communication 5.4.1 Briefing and debriefing techniques 5.4.2 Written Communication 5.4.3 Verbal Communication 5.5 Environment related laws and ordinances 5.5.1 Legal Considerations for Search Operations 5.5.2 Local environmental ordinances depending on dive site 5.5.3 Regulation of SCUBA Diving in the Philippines 5.5.4 Marine Environmental Protection Laws	
6. Conduct post-emergency activities	6.1. Care and Comfort are provided in	6.1 Science 6.1.1 Effects of pressure on	6.1 Communication Skills 6.2 Calculation Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>accordance with industry standards.</p> <p>6.2. Incident is recorded in accordance with industry practices.</p> <p>6.3. Incident report is provided to authorities in accordance with industry standards.</p> <p>6.4. Safety and risk management is applied according to industry standards</p>	<p>the human body</p> <p>6.1.2 Medical first aid Principles</p> <p>6.1.3 Procedures for handling injuries</p> <p>6.1.4 Physiological and Psychological aspects of diving</p> <p>6.1.5 Types of diving incidents</p> <p>6.2 Technology</p> <p>6.2.1 Use of emergency location devices</p> <p>6.2.2 Use of communication devices</p> <p>6.2.3 Data collection devices</p> <p>6.2.4 Use of rescue equipment</p> <p>6.3 Mathematics</p> <p>6.3.1 Basic calculation on time and Depth</p> <p>6.3.2 Estimation of air supply and gas consumption</p> <p>6.4 Communication</p> <p>6.4.1 Verbal and non-verbal communication</p> <p>6.4.2 Written communication</p>	<p>6.3 Coordination Skills</p> <p>6.5 Interpersonal skills</p> <p>6.6 Accurate record-keeping skills</p> <p>6.7 Assessing Diver's Wellbeing</p> <p>6.8 Facilitative Skills</p> <p>6.9 Statistical</p> <p>6.10 Analysis Skills</p> <p>6.11 Emphatic Skills</p> <p>6.12 Decision-making skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		6.5 Environment related laws and ordinances 6.5.1 Local environmental ordinances depending on dive site 6.5.2 Regulation of SCUBA Diving in the Philippines	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Components of Incident Management Plan	May include: 1.1. Emergency medical facilities 1.2. Transportation 1.3. Communication 1.4. First Aid Kit 1.5. Oxygen 1.6. Flotation Devices 1.7. Additional Rescue Equipment 1.8. Waivers
2. Dive injuries	May include but not limited to: 2.1 Types of lung overexpansion injuries: 2.1.1 Arterial Gas Embolism (AGE) 2.1.2 Pneumothorax 2.1.3 Subcutaneous Emphysema 2.1.4 Mediastinal Emphysema 2.2 Decompression Sickness 2.3 Stings 2.4 Cuts and Wounds 2.5 Drowning 2.5.1 Dry drowning 2.5.2 Wet Drowning 2.6 Sun burn 2.7 Heat Stroke 2.8 Heat Exhaustion
3. Signs and Symptoms of dive injuries	May include but not limited to: 3.1 Lung overexpansion injuries: 3.1.1 Chest pain 3.1.2 Difficulty in breathing 3.1.3 Coughing 3.1.4 Swelling around the neck or shoulders 3.1.5 Bluish tint to the skin, especially around lips or fingertips 3.1.6 Dizziness 3.1.7 Loss of consciousness 3.1.8 Decompression Sickness 3.2 Stings 3.2.1 Pain or swelling 3.2.2 Redness or skin irritation 3.2.3 Burning sensation 3.2.4 Itching 3.2.5 Numbness or tingling 3.2.6 Presence of blisters or bumps 3.3 Cuts and Wounds 3.3.1 Pain

VARIABLE	RANGE
	<ul style="list-style-type: none"> 3.3.2 Redness 3.3.3 Bleeding 3.3.4 Swelling 3.3.5 Visible tissues, muscles, or bones 3.4 Dry Drowning <ul style="list-style-type: none"> 3.4.1 Difficulty in breathing 3.4.2 Persistent Coughing 3.4.3 Chest Pain 3.4.4 Cyanosis (Bluish Skin) 3.4.5 Vomiting 3.4.6 Unconsciousness 3.5 Wet Drowning <ul style="list-style-type: none"> 3.5.1 Coughing or Gurgling 3.5.2 Difficulty Breathing 3.5.3 Foaming at the mouth or nose 3.5.4 Cyanosis (Bluish skin) 3.5.5 Unconsciousness 3.5.6 Panic or agitation 3.6 Sun burn <ul style="list-style-type: none"> 3.6.1 High body temperature 3.6.3 Skin Redness 3.6.3 Swelling 3.6.4 Peeling skin 3.6.5 Blisters (severe sunburns) 3.7 Heat Stroke <ul style="list-style-type: none"> 3.7.1 Nausea 3.7.2 Vomiting 3.7.3 No sweating 3.7.4 Dry skin 3.7.5 High body temperature 3.7.6 Rapid Heart Rate 3.7.7 Flushed or red skin 3.7.8 Dizziness or Loss of Consciousness 3.8 Heat Exhaustion <ul style="list-style-type: none"> 3.8.1 Excessive sweating 3.8.2 Weakness and Fatigue 3.8.3 Headache 3.8.4 Muscle Cramps 3.8.5 Fainting 3.8.6 Dizziness 3.8.7 Vomiting
4. Signs of Stress in a diver	<p>May include but not limited to:</p> <ul style="list-style-type: none"> 4.1. Overly talkative 4.2. Excessive sweating 4.3. Becoming withdrawn

VARIABLE	RANGE
	4.4. Rapid Breathing 4.5. Excessive checking of total diving system 4.6. Complaints of physical discomfort 4.7. Tense or stiff posture 4.8. Hesitation to enter the water
5. Panicked Diver	May include: 5.1 Panicked diver underwater 5.2 Panicked diver at the surface of the water
6. Rescue Techniques	May include: 6.1 Providing aid at the surface of the water 6.1.1 Establish positive buoyancy 6.1.2 Maintain a safe distance 6.1.3 Use of rescue float 6.1.4 Control of diver's movements 6.1.5 Tow the diver to the boat 6.1.6 Monitor signs of hypoxia (lack of oxygen) 6.2 Providing aid underwater 6.2.1 Conduct a controlled ascent to the surface 6.2.2 Signal to breathe slowly 6.2.3 Use of controlled touch 6.2.4 Maintaining a safe distance 6.2.5 Establish eye contact and provide reassurance
7. Search Site Condition	May include: 7.1 Weather 7.2 Water temperature and visibility 7.3 Tides 7.4 Current 7.5 Waves and Surge 7.6 Depth 7.7 Salinity 7.8 Light conditions 7.9 Marine life and ecosystem 7.10 Topography and terrain 7.11 Altitude
8. Search Plan	May include: 8.1. Rescue vs. Recovery Mode 8.2. Last-Seen Point 8.3. Available Equipment and Personnel 8.4. Risk Assessment

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Prepared incident management plan <ul style="list-style-type: none"> 1.1.1 identified responsibilities during emergencies 1.1.2 determined first aid and emergency oxygen kit 1.1.3 established components of incident management plan 1.1.4 emphasized safety and risk management 1.2. Evaluated dive injuries <ul style="list-style-type: none"> 1.2.1 identified dive injuries 1.2.2 assessed dive injuries 1.2.3 determined signs and symptoms 1.3. Dealt stress in diving <ul style="list-style-type: none"> 1.3.1 Determined signs of stress 1.3.2 performed corrective actions 1.3.3 applied safety and risk management 1.4. Managed rescues <ul style="list-style-type: none"> 1.4.1 assessed panicked diver 1.4.2 applied rescue techniques 1.4.3 applied safety and risk management 1.5 Managed search <ul style="list-style-type: none"> 1.5.1 evaluated search and condition 1.5.2 prepared search plan 1.5.3 conducted search 1.6 Conducted post-emergency activities <ul style="list-style-type: none"> 1.6.1 provided care and comfort 1.6.2 recorded incident 1.6.3 provided incident report 1.6.4 applied safety and risk
2. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1. Dive site or diving pool 2.2. Tools, equipment, and supplies/materials relevant to the activity to be performed 2.3. Work Area/facilities
3. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1. Oral Questioning 3.2. Written Examination 3.3. Demonstration 3.4. Direct Observation 3.5. Portfolio
4. Context for Assessment	<ul style="list-style-type: none"> 4.1. Competency may be assessed in the actual workplace or simulation environment in TESDA accredited institutions.

GLOSSARY OF TERMS

Ascent	- refers to the process of moving upward from a deeper depth to the surface.
Buddy System/Team	- refers to a safety practice where two or more divers work together as a unit throughout the dive
Contingency planning	- refers to preparing for unexpected situations or emergencies that may arise during a dive. It involves developing strategies and protocols to ensure the safety of divers and minimize risks.
Customer satisfaction	- refers to the positive feedback or insights gathered from guest divers based on their diving experience
Descent	- refers to the process of gradually moving downward from the surface to the desired depth underwater. It involves careful control of buoyancy, equalization of pressure in the ears and mask, and monitoring of depth to ensure a safe and controlled dive.
Diver's ability	- refers to the set of skills, knowledge, and physical fitness that enable a person to safely and effectively conduct scuba diving activities.
Diver's Rattle	- refers to the small device makes a rattling noise when shaken, which can be easily heard underwater.
Tank Banger	- refers to plastic or rubber ring that can be snapped against a scuba tank to create a loud, attention-grabbing sound.
Total diving system	- refers to all the essential equipment and components that work together to ensure a safe, comfortable, and efficient diving experience. It includes breathing apparatus, buoyancy control system, exposure protection, dive instruments, safety equipment, mask, fins, and snorkel and underwater communication devices.

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THE TECHNICAL EXPERT PANEL (TEP)

MS. ANALYNNE C. SISON CEO and Instructor Trainer Silver Reef Dive Resort	MR. GLENN CARBALLO President, Negros Oriental Dive Association SSI Pro Instructor Trainer
MR. REGINALD REYES Vice President, Negros Oriental Dive Association SSI A. Instructor Trainer	MS. NIARAKI ASLI BEMNAZ Resort Manager and Dive Instructor Silver Reef Dive Resort
MS. CHERRIE MAE A. ACOJEDO TVET Trainer Teamkills Technological Institute, Inc.	CHARLOTTE V. CARIÑO, DBA University Chancellor Foundation University
MR. VICENTE C. CREDO JR. Trainer, Foundation University	LGU DAUIN Dauin, Negros Oriental
MS. GLADYS T. DELEÑA TVET Trainer PTC – Negros Oriental	MS. JALIJUE MARIE A. DOCTORA TVET Trainer Teamkills Technological Institute, Inc.
PROVINCIAL TOURISM OFFICE Province of Negros Oriental	ARIEL DC. RONATO, DBA President Teamkills Technological Institute
MR. FELIPE B. SULLERA JR. Instructor, Foundation University	MS. MICHELLE M. TUMULAK TVET Trainer PTC – Negros Oriental

TESDA NEGROS OREINTAL SECTRETARIAT

BETH AIMEE D. TUBOG PO Negros Oriental – ABDD Focal	TIFFANY ANTONETTE E. ZAMORA PO Negros Oriental – UTPRAS Focal
MELCHRIS A. ATIS PO Siquijor – Lead Facilitator	ROSEBETH ANN GUMAHAD PO Siquijor – Lead Facilitator