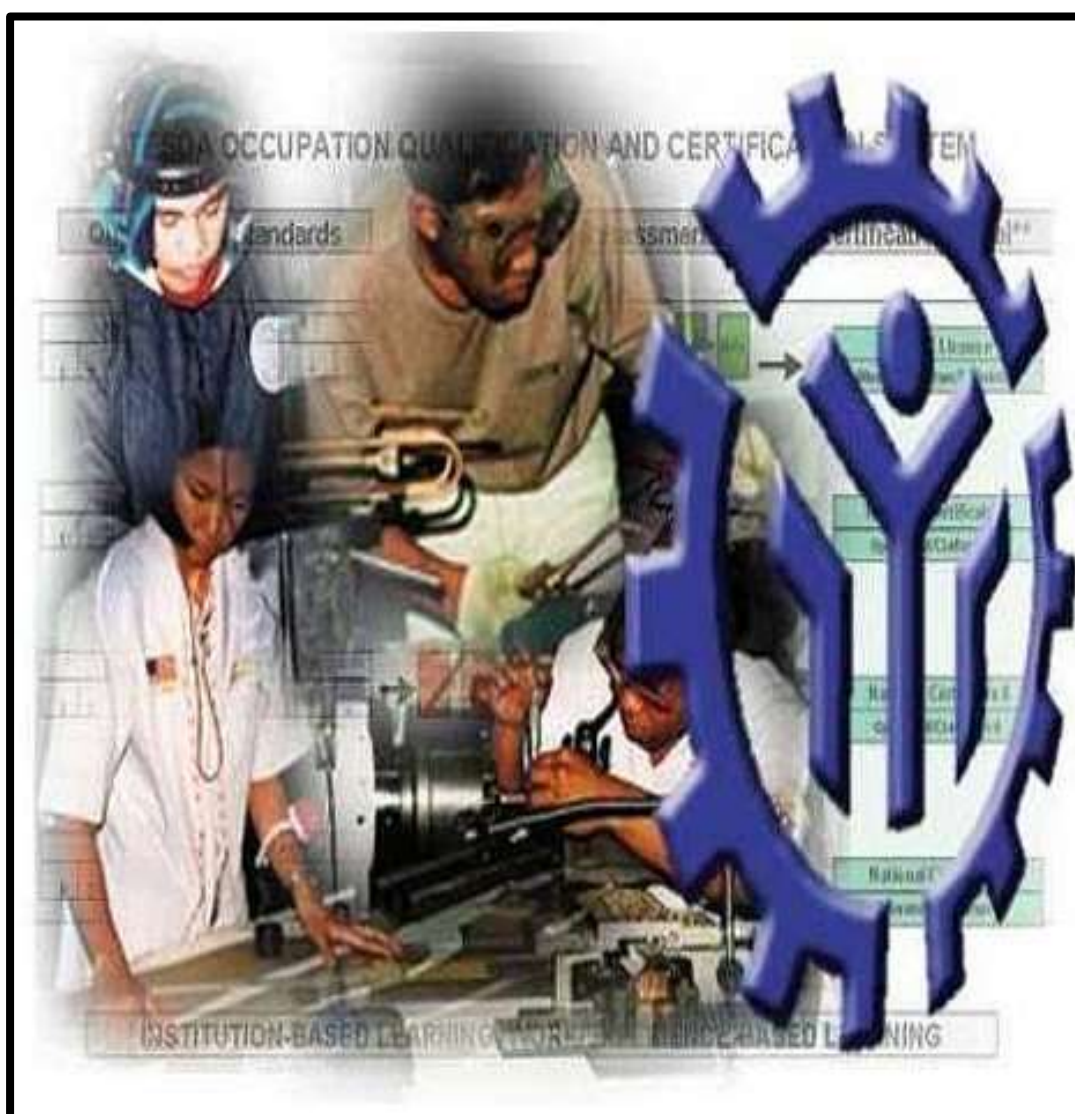


# COMPETENCY STANDARDS

## KAPAMPANGAN HERITAGE COOKING LEVEL II



### TOURISM SECTOR

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**

TESDA Complex East Service Road, South Luzon Expressway (SLEX),  
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## **COMPETENCY STANDARDS FOR KAPAMPANGAN HERITAGE COOKING LEVEL II**

### **SECTION 1. DESCRIPTION OF QUALIFICATION**

The Kapampangan Heritage Cooking Level II qualification consist of competencies that a person must have in order to confidently prepare food that showcase the rich flavors and cultural heritage of Kapampangan cuisine.

The units of competency comprising this qualification include the following:

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

<b>Code</b>	<b>COMMON COMPETENCIES</b>
TRS311201	Develop and update industry knowledge
TRS311202	Observe workplace hygiene procedures
TRS311203	Perform computer operations
TRS311204	Perform workplace and safety practices
TRS311205	Provide effective customer service

<b>Code</b>	<b>CORE COMPETENCIES</b>
AB-TRS0305400512301	Clean and maintain premises, equipment and tools
AB-TRS0305400512302	Organize and prepare food for Kapampangan heritage cuisine
AB-TRS0305400512303	Prepare Kapampangan heritage dishes
AB-TRS0305400512304	Prepare Kapampangan heritage native desserts/sweets
AB-TRS0305400512305	Prepare Kapampangan heritage processed foods

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

- Kapampangan Cook
- Kapampangan Specialty Food Producer

## SECTION 2. COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in Kapampangan Heritage Cooking Level II.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION**

**UNIT CODE : 400311210**

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

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines 2.2 Routine written instructions are followed based on established procedures 2.3 Feedback is given to workplace supervisor-based instructions/ information received 2.4 <b>Workplace interactions</b> are conducted in a courteous manner 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from <b>appropriate sources</b> 2.6 Meetings outcomes are interpreted and implemented	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work- related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Applying basic questioning/ querying 2.9 Applying skills in reading for information 2.10 Applying skills in locating

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

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Supervisor/Department Head 1.3. Suppliers 1.4. Trade personnel 1.5. Local government 1.6. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information dissemination 2.5. Follow-up or verbal instructions 2.6. Face-to-face communication 2.7. Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system
4. Workplace interactions	May include: 4.1. Face-to-face 4.2. Telephone 4.3. Electronic and two-way radio 4.4. Written including electronic means, memos, instruction and forms 4.5. Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1. HR/Personnel forms, telephone message forms, safety reports

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> <ol style="list-style-type: none"> <li>1.1. Prepared written communication following standard format of the organization</li> <li>1.2. Accessed information using workplace communication equipment/systems</li> <li>1.3. Made use of relevant terms as an aid to transfer information effectively</li> <li>1.4. Conveyed information effectively adopting formal or informal communication</li> </ol>
2. Resource Implications	<b>The following resources should be provided:</b> <ol style="list-style-type: none"> <li>2.1. Fax machine</li> <li>2.2. Telephone</li> <li>2.3. Notebook</li> <li>2.4. Writing materials</li> <li>2.5. Computer with Internet connection</li> </ol>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ol style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Interview</li> <li>3.3. Written test</li> <li>3.4. Third-party report</li> </ol>
4. Context for Assessment	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed individually in the actual workplace or through an accredited institution</li> </ol>



**UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT****UNIT CODE : 400311211****UNIT DESCRIPTOR** : This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Describe team role and scope	1.1 The <b>role and objective of the team</b> is identified from available <b>sources of information</b> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team are identified from available <b>sources of information</b> 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Source of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on <b>workplace context</b> 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: <ul style="list-style-type: none"> <li>1.1. Work activities in a team environment with enterprise or specific sector</li> <li>1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment</li> </ul>
2. Sources of information	May include: <ul style="list-style-type: none"> <li>2.1. Standard operating and/or other workplace procedures</li> <li>2.2. Job procedures</li> <li>2.3. Machine/equipment manufacturer's specifications and instructions</li> <li>2.4. Organizational or external personnel</li> <li>2.5. Client/supplier instructions</li> <li>2.6. Quality standards</li> <li>2.7. OHS and environmental standards</li> </ul>
3. Workplace context	May include: <ul style="list-style-type: none"> <li>3.1. Work procedures and practices</li> <li>3.2. Conditions of work environments</li> <li>3.3. Legislation and industrial agreements</li> <li>3.4. Standard work practice including the storage, safe handling and disposal of chemicals</li> <li>3.5. Safety, environmental, housekeeping and quality guidelines</li> </ul>

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> <ol style="list-style-type: none"> <li>1.1. Worked in a team to complete workplace activity</li> <li>1.2. Worked effectively with others</li> <li>1.3. Conveyed information in written or oral form</li> <li>1.4. Selected and used appropriate workplace language</li> <li>1.5. Followed designated work plan for the job</li> </ol>
2. Resource Implications	<b>The following resources should be provided:</b> <ol style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or tasks</li> </ol>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ol style="list-style-type: none"> <li>3.1. Role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.2. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> <li>3.3. Socio-drama and socio-metric methods</li> <li>3.4. Sensitivity techniques</li> <li>3.5. Written Test</li> </ol>
4. Context for Assessment	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2. Assessment shall be observed while task are being undertaken whether individually or in group</li> </ol>

**UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS**

**UNIT CODE : 400311212**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify routine problems	1.1 Routine <b>problems or procedural problem</b> areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction
2. Look for solutions to routine problems	2.1 Potential Solutions to problem are identified 2.2 Recommendations about possible solutions are developed, <b>documented</b> , ranked and presented to <b>appropriate person</b> for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Recommend solutions to problems	3.1 Implementation of solutions are <b>planned</b> 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

### RANGE OF VARIABLES

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

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> <ul style="list-style-type: none"> <li>1.1 Determined the root cause of a routine problem</li> <li>1.2 Identified solutions to procedural problems.</li> <li>1.3 Produced documentation that recommends solutions to problems.</li> <li>1.4 Followed established procedures.</li> <li>1.5 Referred unresolved problems to support persons.</li> </ul>
2. Resource Implications	<ul style="list-style-type: none"> <li>2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.</li> </ul>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ul style="list-style-type: none"> <li>3.1 Case Formulation</li> <li>3.2 Life Narrative Inquiry</li> <li>3.3 Standardized test</li> </ul> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</li> </ul>

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

**UNIT CODE : 400311213**

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision-making strategies and feedback from peers and teachers are predicted	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self- acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: <ul style="list-style-type: none"> <li>1.1 Seeking assistance in the form of job coaching or mentoring</li> <li>1.2 Continuing dialogue to tackle workplace grievances</li> <li>1.3 Collective negotiation/bargaining for better working conditions</li> <li>1.4 Share your goals to improve with a trusted co-worker or supervisor</li> <li>1.5 Make a negativity log of every instance when you catch yourself complaining to others</li> <li>1.6 Make lists and schedules for necessary activities</li> </ul>
2. Unpleasant situation	May include: <ul style="list-style-type: none"> <li>2.1 Job burn-out</li> <li>2.2 Drug dependence</li> <li>2.3 Sulking</li> </ul>

## EVIDENCE GUIDE

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

**UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION**

**UNIT CODE : 400311214**

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

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

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

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Opportunities for improvement	May include: 1.1 Systems. 1.2 Processes. 1.3 Procedures. 1.4 Protocols. 1.5 Codes. 1.6 Practices.
2. Information	May include: 2.1 Workplace communication problems. 2.2 Performance evaluation results. 2.3 Team dynamics issues and concerns. 2.4 Challenges on return of investment 2.5 New tools, processes and procedures. 2.6 New people in the organization.
3. People who could provide input	May include: 3.1 Leaders. 3.2 Managers. 3.3 Specialists. 3.4 Associates. 3.5 Researchers. 3.6 Supervisors. 3.7 Staff. 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry. 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

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

## EVIDENCE GUIDE

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

**UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION**

**UNIT CODE : 400311215**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organizational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organizational values, ethics and codes of conduct	1.1 Describing organizational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organizational values, ethics and codes of conduct
2. Assess gathered data/information	2.1 Validity of data/information is assessed 2.2 Analysis techniques are applied to assess data/information. 2.3 Trends and anomalies are identified 2.4 <b>Data analysis techniques</b> and procedures are documented 2.5 Recommendations are made on areas of possible improvement.	2.1 Business mathematics and statistics 2.2 Data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organizational values, ethics and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organizational values, ethics and codes of conduct

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Record and present information	3.1 Studied data/ information are recorded. 3.2 Recommendations are analyzed for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Interim and final reports are analyzed and outcomes are compared to the criteria established at the outset. 3.4 Findings are presented to stakeholders.	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organizational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organizational values, ethics and codes of conduct practices

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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



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

**UNIT CODE : 400311216**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify OSH compliance requirements	1.1. Relevant <b>OSH requirements, regulations, policies and procedures</b> are identified in accordance with workplace policies and procedures 1.2. OSH activity non-conformities are conveyed to <b>appropriate personnel</b> 1.3. <b>OSH preventive and control requirements</b> are identified in accordance with OSH work policies and procedures	1.1. OSH preventive and control requirements 1.2. Hierarchy of Controls Hazard Prevention and Control 1.3. General OSH principles 1.4. Work standards and procedures 1.5. Safe handling procedures of tools, equipment and materials 1.6. Standard emergency plan and procedures in the workplace	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills
2. Prepare OSH requirements for compliance	2.1. OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2. Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3. Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1. Resources necessary to execute hierarchy of controls 2.2 General OSH Principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1. Communication skills 2.2. Estimation skills 2.3. Interpersonal skills 2.4. Critical thinking skills 2.5. Observation skills 2.6. Material, tool and equipment identification skills
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1. Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2. Work Activities are executed in accordance with OSH work standards 3.3. <b>Non-compliance work activities</b> are reported to appropriate personnel	3.1 OSH work Standards 3.2 Industry related work activities 3.3 General OSH principles 3.4 OSH Violations Non-compliance work activities	3.1 Communication skills 3.2 Interpersonal skills 3.3 Troubleshooting skills 3.4 Critical thinking skills 3.5 Observation skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: <ul style="list-style-type: none"> <li>1.1 Clean Air Act</li> <li>1.2 Building code</li> <li>1.3 National Electrical and Fire Safety Codes</li> <li>1.4 Waste management statutes and rules</li> <li>1.5 Permit to Operate</li> <li>1.6 Philippine Occupational Safety and Health Standards</li> <li>1.7 Department Order No. 13 (Construction Safety and Health)</li> <li>1.8 ECC regulations</li> </ul>
2. Appropriate Personnel	May include: <ul style="list-style-type: none"> <li>2.1 Manager</li> <li>2.2 Safety Officer</li> <li>2.3 EHS Offices</li> <li>2.4 Supervisors</li> <li>2.5 Team Leaders</li> <li>2.6 Administrators</li> <li>2.7 Stakeholders</li> <li>2.8 Government Official</li> <li>2.9 Key Personnel</li> <li>2.10 Specialists</li> <li>2.11 Himself</li> </ul>
3. OSH Preventive and Control Requirements	May include: <ul style="list-style-type: none"> <li>3.1 Resources needed for removing hazard effectively</li> <li>3.2 Resources needed for substitution or replacement</li> <li>3.3 Resources needed to establishing engineering controls</li> <li>3.4 Resources needed for enforcing administrative controls</li> <li>3.5 Personal Protective equipment</li> </ul>
4. Non-OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: <ul style="list-style-type: none"> <li>4.1 Violations that may lead to serious physical harm or death</li> <li>4.2 Fall Protection</li> <li>4.3 Hazard Communication</li> <li>4.4 Respiratory Protection</li> <li>4.5 Power Industrial Trucks</li> <li>4.6 Lockout/Tag-out</li> <li>4.7 Working at heights (use of ladder, scaffolding)</li> <li>4.8 Electrical Wiring Methods</li> <li>4.9 Machine Guarding</li> <li>4.10 Electrical General Requirements</li> <li>4.11 Asbestos work requirements</li> <li>4.12 Excavations work requirements</li> </ul>

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311217**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <b><i>environmental work procedures</i></b>	1.1. Importance of Environmental Literacy 1.2. Environmental Work Procedures 1.3. Waste Minimization 1.4. Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to appropriate personnel 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Written and Oral Communication Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills 3.5 Practice Environmental Awareness

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311218**

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

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

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>operations are made according to enterprise requirements.</p> <p>3.4 Ability to work within one's allotted time and finances is sustained.</p>	<p>attitudes:</p> <p>-Quality-consciousness</p> <p>3.7 -Safety-consciousness</p>	<p>ability to work within allotted time and finances</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Good practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2. Resources utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

## EVIDENCE GUIDE

1. Critical aspects of competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated ability to identify and sustain cost- effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.3.1 Enterprise procedures manuals 2.3.2 Company quality policy
3. Methods of Assessment	<b>Competency in this unit should be assessed through:</b> 3.1 Interview 3.2 Third-party report
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group



## COMMON COMPETENCIES

**UNIT 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.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Seek information on the industry	1.1. <b>Sources of information</b> on the industry are correctly identified and accessed 1.2. <b>Information to assist effective work performance</b> 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. Overview of quality assurance in the industry 1.2. Role of individual staff members 1.3. Industry information sources	1.1. Ready skills needed to access industry information 1.2. Basic competency skills needed to access the internet
2. Update industry knowledge	2.1. Informal and/or formal research is used to update general knowledge of the industry 2.2. Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	2.1. Role of individual staff members 2.2. Industry information sources	2.1. Time management 2.2. Ready skills needed to access industry information
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 <b>informal and/or formal research</b> 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 customers	4.1. <b>Promotional initiatives</b> are described that may be 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

VARIABLES	RANGE
1. Information sources	Information sources may include but are not limited to : 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 <ul style="list-style-type: none"> <li>• Liquor</li> <li>• Health and safety</li> <li>• Hygiene</li> <li>• Gaming</li> <li>• Workers compensation</li> <li>• Consumer protection</li> <li>• Duty of care</li> <li>• Building regulations</li> </ul> 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 but are not limited to: 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	<b>Assessment requires evidence that the candidate:</b> <ol style="list-style-type: none"> <li>1.1. Knew key sources of information on the industry</li> <li>1.2. Updated industry knowledge</li> <li>1.3. Accessed and used industry information</li> <li>1.4. Developed and updated local knowledge</li> <li>1.5. Promoted products and services</li> </ol>
2. Resource Implications	<b>The following resources should be provided:</b> <ol style="list-style-type: none"> <li>2.1. Sources of information on the industry</li> <li>2.2. Industry knowledge</li> </ol>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ol style="list-style-type: none"> <li>3.1. Interview/questions</li> <li>3.2. Practical demonstration</li> <li>3.3. Portfolio of industry information related to trainee's work</li> </ol>
4. Context for Assessment	<ol style="list-style-type: none"> <li>4.1. Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>4.2. Assessment activities are carried out through TESDA's accredited assessment center</li> </ol> <p>Competency may be assessed individually in the actual workplace or through an accredited institution</p>

**UNIT OF COMPETENCY : OBSERVE WORKPLACE HYGIENE PROCEDURES****UNIT CODE : TRS311202**

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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Follow hygiene procedures	1.1. Workplace <b>hygiene procedures</b> are implemented in line with enterprise and legal requirements 1.2. Handling and storage of items are undertaken in line with enterprise and legal requirements	1.1. Typical hygiene and control procedures in the hospitality and tourism industries 1.2. Overview of legislation and regulation in relation to food handling, personal and general hygiene 1.3. Knowledge on factors which contribute to workplace hygiene problems 1.4. General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection	1.1. Ability to follow correct procedures and instructions 1.2. Ability to handle operating tools/equipment 1.3. Application to hygiene principles
2. Identify and prevent hygiene risks	2.1. Potential <b>hygiene risks</b> are identified in line with enterprise procedures 2.2. Action to <b>minimize and remove risks</b> are taken within scope of individual responsibility of enterprise/legal requirements 2.3. Hygiene risks beyond the control of individual staff members are reported to the appropriate person for follow up	2.1. Typical hygiene and control procedures in the hospitality and tourism industries 2.2. Overview of legislation and regulation in relation to food handling, personal and general hygiene 2.3. Knowledge on factors which contribute to workplace hygiene problems 2.4. General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection 2.5. Sources of and reasons for food poisoning	2.1. Ability to follow correct procedures and instructions 2.2. Application to hygiene principles

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Hygiene procedures	<p>Hygiene procedures may include:</p> <ol style="list-style-type: none"> <li>1.1. Safe and hygienic handling of food and beverage</li> <li>1.2. Regular hand washing</li> <li>1.3. Correct food storage</li> <li>1.4. Appropriate and clean clothing</li> <li>1.5. Avoidance of cross-contamination</li> <li>1.6. Safe handling disposal of linen and laundry</li> <li>1.7. Appropriate handling and disposal of garbage</li> <li>1.8. Cleaning and sanitizing procedures</li> <li>1.9. Personal hygiene</li> <li>1.10. Proper grooming</li> </ol>
2. Hygiene risk	<p>Hygiene risk may include:</p> <ol style="list-style-type: none"> <li>2.1. Bacterial and other contamination arising from poor handling of food</li> <li>2.2. Inappropriate storage of foods</li> <li>2.3. Storage at incorrect temperatures</li> <li>2.4. Foods left uncovered</li> <li>2.5. Poor personal hygiene practices</li> <li>2.6. Poor work practices               <ol style="list-style-type: none"> <li>2.6.1. Cleaning</li> <li>2.6.2. Housekeeping</li> <li>2.6.3. Food handling</li> <li>2.6.4. Vermin</li> <li>2.6.5. Airborne dust</li> </ol> </li> <li>2.7. Cross-contamination through cleaning inappropriate cleaning practices</li> <li>2.8. Inappropriate handling of potentially infectious linen</li> <li>2.9. Contaminated wastes such as blood and body secretions</li> <li>2.10. Disposal of garbage and contaminated or potentially contaminated wastes</li> </ol>
3. Minimizing or removing risk	<p>May include but are not limited to:</p> <ol style="list-style-type: none"> <li>3.1. Auditing staff skills and providing training</li> <li>3.2. Ensuring policies and procedures are followed strictly</li> <li>3.3. Audits or incidents with follow up actions</li> </ol>

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate/trainee:</b> <ul style="list-style-type: none"> <li>1.1. Followed hygiene procedures</li> <li>1.2. Identified and responded to hygiene risk</li> <li>1.3. Practiced personal grooming and hygiene</li> </ul>
2. Resource Implications	<b>The following resources should be provided:</b> <ul style="list-style-type: none"> <li>2.1. Hygiene procedures, actual or simulated workplace, products used in hotel/restaurant / tourism workplace</li> </ul>
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> <ul style="list-style-type: none"> <li>3.1. Written examination</li> <li>3.2. Practical demonstration</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1. Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>4.2. Assessment activities are carried out through TESDA's accredited assessment center</li> </ul>

**UNIT OF COMPETENCY : PERFORM COMPUTER OPERATIONS****UNIT CODE : TRS311203****UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes and values needed to perform computer operations which includes inputting, accessing, producing and transferring data using the appropriate hardware and software.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan and prepare for task to be undertaken	1.1. Requirements of task are determined 1.2. Appropriate <b>hardware</b> and <b>software</b> are selected according to task assigned and required outcome 1.3. Task is planned to ensure <b>OH&amp;S guidelines</b> and procedures are followed	1.1 Basic ergonomics of keyboard and computer use 1.2 Main types of computers and basic features of different operating systems 1.3 Main parts of a computer 1.4 Storage devices and basic categories of memory 1.5 Relevant types of software 1.6 General security 1.7 Viruses 1.8 OH & S principles and responsibilities 1.9 Calculating computer capacity	1.1 Reading skills required to interpret work instruction 1.2 Communication skills
2. Input data into computer	2.1. Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2. Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3. Inputted data are stored in <b>storage media</b> according to requirements 2.4. Work is performed within <b>ergonomic guidelines</b>	2.1 Storage devices and basic categories of memory 2.2 Relevant types of software 2.3 General security 2.4 Viruses 2.5 OH&S principles and responsibilities 2.6 Calculating computer capacity	2.1 Reading skills required to interpret work instruction 2.2 Communication skills
3. Access information using computer.	3.1. Correct program/ application is selected based on job requirements 3.2. Program/application containing the information required is accessed according to company procedures 3.3. <b>Desktop icons</b> are correctly selected, opened and closed	3.1. Relevant types of software 3.2. OH&S principles and responsibilities 3.3. Calculating computer capacity	3.1. Reading skills required to interpret work instruction 3.2. Communication skills

	for navigation purposes 3.4. Keyboard techniques are carried out in line with OH&S requirements for safe use of keyboards		
4. Produce/output data using computer system	4.1. Entered data are processed using appropriate software commands 4.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3. Files, data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures	4.1 Relevant types of software 4.2 General security 4.3 Viruses 4.4 OH & S principles and responsibilities 4.5 Calculating computer capacity	4.1 Reading skills required to interpret work instruction 4.2 Communication skills
5. Maintain computer equipment and systems	5.1. Systems for cleaning, minor <b>maintenance</b> and replacement of consumables are implemented 5.2. Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures 5.3. Basic file maintenance procedures are implemented in line with the standard operating procedures	5.1. General security 5.2. Viruses 5.3. OH & S principles and responsibilities 5.4. Calculating computer capacity 5.5. Maintenance procedures for computer	5.1. Applying maintenance procedures



## RANGE OF VARIABLES

VARIABLES	RANGE
1. Hardware and peripheral devices	May include: 1.1. Personal computers 1.2. Networked systems 1.3. Communication equipment 1.4. Printers 1.5. Scanners 1.6. Keyboard 1.7. Mouse
2. Software	Software includes the following but not limited to: 2.1. Word processing packages 2.2. Database packages 2.3. Internet 2.4. Spreadsheets
3. OH & S guidelines	May include: 3.1. OHS guidelines 3.2. Enterprise procedures
4. Storage media	Storage media include the following but not limited to: 4.1. diskettes 4.2. CDs 4.3. zip disks 4.4. hard disk drives, local and remote 4.5. cloud storage
5. Ergonomic guidelines	May include: 5.1. Types of equipment used 5.2. Appropriate furniture 5.3. Seating posture 5.4. Lifting posture 5.5. Visual display unit screen brightness
6. Desktop icons	Icons include the following but not limited to: 6.1. directories/folders 6.2. files 6.3. network devices 6.4. recycle bin
7. Maintenance	May include: 7.1. Creating more space in the hard disk 7.2. Reviewing programs 7.3. Deleting unwanted files 7.4. Backing up files 7.5. Checking hard drive for errors 7.6. Using up to date security solution programs 7.7. Cleaning dust from internal and external surfaces

## EVIDENCE GUIDE

1. Critical aspect of competency	<b>Assessment requires evidence that the candidate:</b> <ol style="list-style-type: none"> <li>1.1. Selected and used hardware components correctly and according to the task requirement</li> <li>1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities</li> <li>1.3. Produced accurate and complete data in accordance with the requirements</li> <li>1.4. Used appropriate devices and procedures to transfer files/data accurately</li> <li>1.5. Maintained computer system</li> </ol>
2. Resource implications	<b>The following resources should be provided:</b> <ol style="list-style-type: none"> <li>2.1. Computer hardware with peripherals</li> <li>2.2. Appropriate software</li> </ol>
3. Methods of assessment	<b>Competency in this unit may be assessed through:</b> <ol style="list-style-type: none"> <li>3.1. Observation</li> <li>3.2. Questioning</li> <li>3.3. Practical demonstration</li> </ol>
4. Context for assessment	<ol style="list-style-type: none"> <li>4.1. Competency assessment may occur in workplace or any appropriately simulated environment.</li> <li>4.2. Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</li> </ol>

**UNIT OF COMPETENCY : PERFORM WORKPLACE AND SAFETY PRACTICES**  
**UNIT CODE : TRS311204**  
**UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in following health, safety and security practices. It includes dealing with emergency situations and maintaining safe personal presentation standards.**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Follow workplace procedures for health, safety and security practices	1.1. Correct <b>health, safety and security procedures</b> are followed in line with legislation, regulations and enterprise procedures 1.2. <b>Breaches of health, safety and security procedures</b> are identified and reported in line with enterprise procedure 1.3. Suspicious behavior or unusual occurrence are reported in line with enterprise procedure	1.1. Communication 1.1.1. Interactive communication with others 1.1.2. Interpersonal skills 1.1.3. Good working attitude 1.1.4. Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values 1.1.5. Ability to focus on task at hand 1.2. Systems, Processes and Operations 1.2.1. Workplace health, safety and security procedures 1.2.2. Emergency procedures 1.2.3. Personal presentation 1.3. Safety Practices 1.3.1. Proper disposal of garbage 1.3.2. Practice safety measures 1.3.3. 5S Implementation	1.1. Ability to make decision 1.2. Time management 1.3. Ability to offer alternative steps 1.4. Care in handling and operating equipment
2. Perform child protection duties relevant to the tourism industry	2.1. Issue of sexual exploitation of children by tourist is identified 2.2. National, regional and international actions are described to prevent the sexual exploitation of children by tourists 2.3. Actions that can be taken in the workplace are described to protect	2.1. Child protection duties relevant to tourism industry 2.1.1. Rules, regulations, policies and laws	2.1. Ability to make decision 2.2. Time management 2.3. Ability to use observation and monitoring techniques

	children from sexual exploitation by tourists		
3. Observe and monitor people	3.1. Areas and people who require observation and monitoring is prepared 3.2. Observation and monitoring activities are implemented 3.3. Apprehension of offenders are determined 3.4. Offenders are arrested according to enterprise procedures 3.5. Administrative responsibilities are fulfilled	3.1. Observation and monitoring techniques	3.1. Ability to make decision 3.2. Time management 3.3. Ability to use observation and monitoring techniques
4. Deal with emergency situation	4.1. <b>Emergency</b> and potential emergency situations are recognized and appropriate action are taken within individual's scope of responsibility 4.2. Emergency procedures are followed in line with enterprise procedures 4.3. Assistance is sought from colleagues to resolve or respond to emergency situations 4.4. Details of emergency situations are reported in line with enterprise procedures	4.1. Systems, Processes and Operations 4.1.1. Workplace health, safety and security procedures 4.1.2. Emergency procedures 4.1.3. Personal presentation 4.2. Safety Practices 4.2.1. Practice safety measures 4.2.2. 5S Implementation	4.1. Ability to make decision 4.2. Time management 4.3. Ability to offer alternative steps 4.4. Applying emergency procedures
5. Maintain safe personal presentation standards	5.1. Safe personal standards are identified and followed in line with enterprise requirements	5.1. Personal presentation 5.2. Safety Practices 5.2.1. Practice safety measures 5.2.2. 5S Implementation	5.1 Following safe personal standards
6. Maintain a safe and secure workplace	6.1. Workplace health, safety and security responsibilities are identified 6.2. Framework to maintain workplace health, safety 6.3. and security are maintained Procedures for identifying and assessing health, safety and security hazards and risks are implemented 6.4. Injuries, illnesses and incidents are investigated 6.5. Organization's health, safety and security effectiveness are evaluated	6.1. Workplace health, safety and security procedures	6.1. Ability to make decision 6.2. Ability to use observation and monitoring techniques

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Health, safety and security procedures	May include but are not limited to : 1.1. use of personal protective clothing and equipment 1.2. safe posture including sitting, standing, bending 1.3. manual handling including lifting, transferring 1.4. safe work techniques including knives and equipment, handling hot surfaces, computers and electronic equipment 1.5. safe handling of chemicals, poisons and dangerous materials 1.6. ergonomically sound furniture and workstations 1.7. emergency fire and accident 1.8. hazard identification and control 1.9. security of documents, cash, equipment, people 1.10. key control systems
2. Breaches of procedure	May include but are not limited to : 2.1. loss of keys 2.2. strange or suspicious persons 2.3. broken or malfunctioning equipment 2.4. loss of property, goods or materials 2.5. damaged property or fittings 2.6. lack of suitable signage when required 2.7. lack of training on health and safety issues 2.8. unsafe work practices
3. Emergency	May include but is not limited to : 3.1. personal injuries 3.2. fire 3.3. electrocution 3.4. natural calamity i.e. earthquake/flood 3.5. criminal acts i.e. robbery

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate/trainee :</b> 1.1. Complied with industry practices and procedures 1.2. Used interactive communication with others 1.3. Complied with workplace safety, security and hygiene practices 1.4. Identified faults & problems and the necessary corrective action 1.5. Demonstrated ability to perform child protection duties relevant to tourism industry 1.6. Demonstrated ability to prepare for observation and monitoring activities relevant to designated situations 1.7. Promoted public relation among others 1.8. Complied with quality standards 1.9. Responded to emergency situations in line with enterprise guidelines 1.10. Complied with proper dress code
2. Resource Implications	<b>The following resources should be provided:</b> 2.1. Procedures Manual on safety, security, health and emergency 2.2. Availability of tools, equipment, supplies and materials
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1. Written examination 3.2. Practical demonstration 3.3. Interview
4. Context for Assessment	4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center

**UNIT OF COMPETENCY : PROVIDE EFFECTIVE CUSTOMER SERVICE****UNIT CODE : TRS311205**

**UNIT DESCRIPTOR :** This unit of competency deals with the knowledge, skills and attitudes in providing effective customer service. It includes greeting customer, identifying customer needs, delivering service to customer, handling queries through use of common business tools and technology and handling complaints, evaluation and recommendation.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Greet customer	1.1. <b>Customers</b> are greeted in line with enterprise procedure 1.2. Verbal and non-verbal communications are appropriate to the given situation 1.3. <b>Non-verbal communication</b> are observed when responding to customers 1.4. Sensitivity to cultural and social differences is demonstrated	1.1. Communication 1.1.1. Interactive communication with others 1.1.2. Interpersonal skills/ social graces with sincerity 1.2. Attitude 1.2.1. Attentive, patient and cordial 1.2.2. Eye-to-eye contact 1.2.3. 1.2.3 Maintain teamwork and cooperation 1.3. Theory 1.3.1. Interview techniques 1.3.2. Communication process 1.3.3. Communication barriers	1.1. Effective communication skills 1.2. Non-verbal communication - body language 1.3. Good time management 1.4. Ability to work calmly and unobtrusively effectively
2. Identify needs of customers	2.1. Appropriate <b>interpersonal skills</b> are used to ensure that customer needs are accurately identified 2.2. <b>Customer needs</b> are assessed for urgency so that priority for service delivery can be identified 2.3. Customers are provided with information 2.4. Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor	2.1. Communication 2.1.1. Interactive communication with others 2.1.2. Interpersonal skills/ social graces with sincerity 2.2. Safety Practices 2.2.1. Safe work practices 2.2.2. Personal hygiene 2.3. Attitude 2.3.1. Attentive, patient and cordial	2.1. Effective communication skills 2.2. Non-verbal communication - body language 2.3. Good time management 2.4. Ability to work calmly and unobtrusively effectively

		2.3.2. Eye-to-eye contact 2.3.3. Maintain teamwork and cooperation 2.4. Theory 2.4.1. Selling/upselling techniques 2.4.2. Interview techniques 2.4.3. Conflict resolution 2.4.4. Communication process 2.4.5. Communication barriers	
3. Deliver service to customer	3.1. Customer needs are promptly attended to in line with <b>enterprise procedure</b> 3.2. Appropriate rapport is maintained with customer to enable high quality service delivery 3.3. Opportunity to enhance the quality of service and products are taken wherever possible	3.1. Communication 3.1.1. Interactive communication with others 3.1.2. Interpersonal skills/social graces with sincerity 3.2. Safety Practices 3.2.1. Safe work practices 3.2.2. Personal hygiene 3.3. Attitude 3.3.1. Attentive, patient and cordial 3.3.2. Eye-to- contact 3.3.3. Maintain teamwork and cooperation 3.4. Theory 3.4.1. Selling/upselling techniques 3.4.2. Interview techniques 3.4.3. Conflict resolution 3.4.4. Communication process 3.4.5. Communication barriers	3.1. Effective communication skills 3.2. Non-verbal communication - body language 3.3. Good time management 3.4. Ability to work calmly and unobtrusively effectively



<p>4. Handle queries through use of common business tools and technology</p>	<p>4.1. <b>Common business tools and technology</b> are used efficiently to determine customer requirements</p> <p>4.2. Queries/ information are recorded in line with enterprise procedure</p> <p>4.3. Queries are acted upon promptly and correctly in line with enterprise procedure</p>	<p>4.1. Communication</p> <p>4.1.1. Interactive communication with others</p> <p>4.1.2. Interpersonal skills/social graces with sincerity</p> <p>4.2. Attitude</p> <p>4.2.1. Attentive, patient and cordial</p> <p>4.2.2. Maintain teamwork and cooperation</p> <p>4.3. Theory</p> <p>4.3.1. Interview techniques</p> <p>4.3.2. Communication process</p> <p>4.3.3. Communication barriers</p>	<p>4.1. Effective communication skills</p> <p>4.2. Non-verbal communication - body language</p> <p>4.3. Good time management</p> <p>4.4. Ability to work calmly and unobtrusively effectively</p>
<p>5. Handle complaints/conflict situations, evaluation and recommendations</p>	<p>5.1. Guests are greeted with a smile and eye-to-eye contact</p> <p>5.2. Responsibility for resolving the complaint is taken within limit of responsibility and according to enterprise policy</p> <p>5.3. Nature and details of complaint are established and agreed with the customer</p> <p>5.4. Threats to personal safety are identified and managed to personal safety of customers or colleagues and appropriate assistance is organized</p> <p>5.5. Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible</p> <p>5.6. Conflict situations are resolved within scope of individual responsibility by applying effective communication skills and according to enterprise policy</p>	<p>5.1. Communication</p> <p>5.1.1. Interactive communication with others</p> <p>5.1.2. Interpersonal skills/social graces with sincerity</p> <p>5.2. Attitude</p> <p>5.2.1. Attentive, patient and cordial</p> <p>5.2.2. Eye-to- contact</p> <p>5.2.3. Maintain teamwork and cooperation</p> <p>5.3. Theory</p> <p>5.3.1. Interview techniques</p> <p>5.3.2. Conflict resolution</p> <p>5.3.3. Communication process</p> <p>5.3.4. Communication barriers</p>	<p>5.1. Effective communication skills</p> <p>5.2. Non-verbal communication - body language</p> <p>5.3. Good time management</p> <p>5.4. Ability to work calmly and unobtrusively effectively</p> <p>5.5. Proper way of handling complaints</p>

**RANGE OF VARIABLES**

<b>VARIABLES</b>	<b>RANGE</b>
1. Customer	May include but are not limited to : 1.1. internal 1.2. external
2. Non-verbal communication	May include but are not limited to : 2.1. body language 2.2. dress and accessories 2.3. gestures and mannerisms 2.4. voice tonality and volume 2.5. use of space 2.6. culturally specific communication customs and practices
3. Cultural and social differences	May include but is not limited to : 3.1. modes of greeting, farewell and conversation 3.2. body language/ use of body gestures 3.3. formality of language
4. Interpersonal skills	May include: 4.1. interactive communication 4.2. public relation 4.3. good working attitude 4.4. sincerity 4.5. pleasant disposition 4.6. effective communication skills
5. Customer and colleagues needs	May include: 5.1. those with a disability 5.2. those with special cultural or language needs 5.3. unaccompanied children 5.4. parents with young children 5.5. pregnant women 5.6. single women
6. Enterprise procedure	May include: 6.1. modes of greeting and farewell 6.2. addressing the person by name 6.3. time-lapse before a response 6.4. style manual requirements 6.5. standard letters and format
7. Business tools and technology	May include: 7.1. telephone 7.2. fax machine 7.3. computer equipment 7.4. internet, email
8. Complaint	May include: 8.1. level of service 8.2. product standards 8.3. processes 8.4. information given 8.5. charges and fee

VARIABLES	RANGE
9. Threats to personal safety	May include: 9.1. violent customers 9.2. drug and alcohol affected customers 9.3. customers fighting amongst themselves

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1. Complied with industry practices and procedures 1.2. Used interactive communication with others 1.3. Complied with occupational, health and safety practices 1.4. Promoted public relation among others 1.5. Complied with service manual standards 1.6. Demonstrated familiarity with company facilities, products and services 1.7. Demonstrated ability to work effectively with others 1.8. Applied company rules and standards 1.9. Applied telephone ethics 1.10. Applied correct procedure in using telephone, fax machine, internet 1.11. Handled customer complaints within limit of individual responsibility
2. Resource Implications	<b>The following resources should be provided:</b> 2.1. Availability of telephone, fax machine, internet, etc. 2.2. Availability of data on projects and services; tariff and rates, promotional activities in place etc. 2.3. Availability of office supplies
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1. Written examination 3.2. Practical demonstration
4. Context for Assessment	4.1. Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2. Assessment activities are carried out through TESDA's accredited assessment center

## CORE COMPETENCIES

### UNIT OF COMPETENCY : CLEAN AND MAINTAIN PREMISES, EQUIPMENT AND TOOLS

**UNIT CODE** : AB-TRS0305400512301

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude involved in cleaning, sanitizing, and maintaining food preparation areas, storage areas, and equipment in commercial kitchens. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Clean, sanitize and store equipment	1.1. Appropriate <b><i>cleaning tools, supplies and chemicals</i></b> , including green cleaning chemicals, and clean potable water are selected and used for cleaning and/or sanitizing kitchen <b><i>equipment</i></b> , utensils, and <b><i>working surfaces</i></b> 1.2. Cleaning procedures are implemented in accordance with enterprise requirements 1.3. Equipment and/or utensils are cleaned and/or sanitized safely using clean/potable water and according to manufacturer's instructions 1.4. Clean and sanitized equipment and utensils are stored or stacked safely in the designated place 1.5. Cleaning equipment and supplies are used safely in accordance with manufacturer's instructions 1.6. Cleaning and sanitizing needs that arises during routines are identified and addressed 1.7. Cleaning equipment are assembled and disassembled safely	1.1. Occupational health and safety (OHS) responsibilities 1.2. Different equipment, utensils and working surfaces that requires periodic cleaning. 1.3. Use of Materials Safety Data Sheet (MSDS) 1.4. Proper cleaning procedures and standards for different tools and equipment 1.5. Use of Work Instruction or Job Safety Analysis Sheets 1.6. Different types of cleaning and sanitizing methods, as well as chemical used and their proper use. 1.7. Proper storage of tools, utensils and equipment. 1.8. Different cleaning equipment supplies and their use. 1.9. Identifying cleaning and sanitizing needs for different tools and equipment 1.10. Proper assembling and disassembling of different cleaning	1.1. Organizational skills to schedule cleaning. 1.2. Communication skills to read, comprehend and interpret workplace documents, diagram, safety data sheets (SDS) and product instructions for cleaning agents and chemicals 1.3. Oral communication skills to explain cleaning procedures. 1.4. Learning skills to locate key information in cleaning and procedures manuals. 1.5. Time management skills to address productivity 1.6. Numeracy skills to calculate dilutions and ratios of chemicals and other cleaning products 1.7. Computer literacy to use forms, manuals and fill up forms or reports for recording 1.8. Technical skills to clean and sanitize equipment.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.8. Emergency first aid procedures are followed in the event of a cleaning-related incident or accident	equipment. 1.11. Basic first aid procedures for chemical or cleaning related incidents	
2. Clean and sanitize premises	2.1. Cleaning schedules are followed based on enterprise procedures 2.2. Chemicals and equipment for cleaning and/or sanitizing are properly labelled, used correctly and safely, and stored securely after use. 2.3. <b>Work areas</b> are cleaned and/or sanitized without causing damage to health or property	2.1. Proper use of cleaning schedules. 2.2. Proper labelling, correct and safe use, and secure storage of chemicals and equipment for cleaning and sanitizing 2.3. Common work areas in the kitchen that require cleaning and their proper maintenance.	2.1. Organizational skills to organize cleaning and use resources efficiently. 2.2. Communication skills to read, comprehend and interpret workplace documents, diagram, safety data sheets (SDS) and product instructions for cleaning agents and chemicals 2.3. Oral communication skills to discuss and demonstrate operational approaches to cleaning and sanitizing 2.4. Numeracy skills to calculate dilutions and ratios of chemicals and other cleaning products 2.5. Learning skills to locate key information in cleaning schedules and procedures manuals. 2.6. Time management skills to address productivity 2.7. Computer literacy to use forms, manuals and fill up forms or reports for recording 2.8. Technical skills to clean and sanitize premises.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Dispose of waste	3.1. <b>Internal wastes</b> are sorted and disposed according to sanitary regulations, enterprise practices and standard procedures 3.2. Cleaning chemicals are disposed safely according to standard procedures 3.3. Waste disposal areas are maintained and cleaned in a sanitary condition	3.1. Types of internal wastes 3.2. Proper waste disposal for different types of wastes and proper waste segregation 3.3. Responsible disposal procedures of cleaning and sanitizing chemicals. 3.4. Proper cleaning procedures for waste disposal areas	3.1. Technical skills to plan waste disposal and use cleaning resources efficiently. 3.2. Communication skills to read, comprehend and interpret workplace documents, diagram, safety data sheets (SDS) and product instructions for cleaning agents and chemicals 3.3. Oral communication skills to report risk factors, providing specific information regarding waste and discussing approach to treatment. 3.4. Learning skills to locate key information in cleaning schedules and procedures manuals. 3.5. Time management skills to address productivity 3.6. Computer literacy to use forms, manuals and fill up forms or reports for recording

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Cleaning Tools and Chemicals	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1. Cleaning tools <ul style="list-style-type: none"> <li>1.1.1. Mops and brushes</li> <li>1.1.2. Buckets</li> <li>1.1.3. Personal Protective Equipment (including gloves, masks etc.)</li> <li>1.1.4. Warning signs including MSDS and Information posters</li> <li>1.1.5. Garbage receptacles</li> <li>1.1.6. Water heater/boiler</li> <li>1.1.7. Electrically powered equipment (vacuum cleaners, scrubbing machines)</li> </ul> </li> <li>1.2. Cleaning Supplies <ul style="list-style-type: none"> <li>1.2.1. Paper Towels</li> <li>1.2.2. Scrubbing Sponges</li> <li>1.2.3. Scouring pads</li> <li>1.2.4. Cleaning cloths</li> </ul> </li> <li>1.3. Cleaning Chemicals <ul style="list-style-type: none"> <li>1.3.1. General detergent</li> <li>1.3.2. Dishwasher detergent</li> <li>1.3.3. Floor detergents</li> <li>1.3.4. Drain cleaner</li> <li>1.3.5. Bleach</li> <li>1.3.6. Oven cleaner</li> <li>1.3.7. Sanitizers</li> </ul> </li> </ul>
2. Equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1. Kitchen utensils</li> <li>2.2. Pots, pans, dishes</li> <li>2.3. Food storage Containers</li> <li>2.4. Chopping boards</li> <li>2.5. Garbage bins</li> <li>2.6. Stoves, ovens, grills and microwaves</li> </ul>
3. Working Surfaces	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1. Shelves</li> <li>3.2. Benches and working surfaces</li> <li>3.3. Ovens, stoves, cooking equipment and appliances</li> <li>3.4. Cold storage equipment</li> <li>3.5. Store rooms and cupboards</li> </ul>
4. Work areas	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1. Floor</li> <li>4.2. Walls</li> <li>4.3. Ceilings</li> <li>4.4. Sinks and food disposal units</li> <li>4.5. Drains, in floors, including moist areas (for verification wet or moist)</li> <li>4.6. Exhaust fans and filters</li> <li>4.7. Air conditioning outlets</li> <li>4.8. Light covers</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
	4.9. Garbage storage room 4.10. Stock receiving areas 4.11. Grease traps
5. Internal waste	May include: 5.1. Food waste 5.2. Liquid waste 5.3. Chemical waste 5.4. Used fats/oils 5.5. Food wrapping, including containers, cartons, plastics, plastic materials, bottles, jars, and glass, cans, aluminum-based products, recyclable materials, paper and cardboard

## **EVIDENCE GUIDE**

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Cleaned and sanitized work areas in accordance with food safety and occupational health and safety regulations 1.2 Disposed wastes according to sanitary regulations, enterprise practices and standard procedures 1.3 Cleaned and sanitized large and small equipment/utensils commonly found in a commercial/institutional kitchen 1.4 Demonstrated sanitizing procedures and techniques 1.5 Followed workplace safety practices and hygienic procedures 1.6 Communicated effectively with others to ensure effective work operation
2. Resource Implications	The following resources should be provided: 2.1 Access to fully equipped commercial/institutional kitchen and storage areas 2.2 Access to relevant cleaning materials and equipment for kitchen areas 2.3 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation of the candidate while cleaning a kitchen 3.2 Written or oral questions to test knowledge of candidate's on cleaning materials and equipment and issues 3.3 Interview to gain insight on discipline practiced 3.4 Project and assignment work
4. Context for Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center



**UNIT OF COMPETENCY : ORGANIZE AND PREPARE FOOD FOR KAPAMPANGAN HERITAGE CUISINE**

**UNIT CODE : AB-TRS0305400512302**

**UNIT DESCRIPTOR :** This unit covers the ability to organize and prepare food for Kapampangan heritage cuisine. It involves knowledge of key ingredients, cooking techniques, and cultural significance of Kapampangan cuisine.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify cultural significance of Kapampangan heritage cuisine	1.1. Rich culinary heritage is conveyed 1.2. Kapampangan history and culture is reflected 1.3. Kapampangan culinary identity is showcased	1.1. Overview of Kapampangan history and culture 1.2. Role of food in Kapampangan culture 1.3. Influence of other cultures on Kapampangan cuisine 1.4. Evolution of Kapampangan cuisine	1.1. Research skills to gather information from various sources, such as books, articles, and online resources. 1.2. Critical thinking skills to analyze and interpret information to understand the cultural significance of Kapampangan cuisine. 1.3. Cultural sensitivity skills to appreciate and respect the cultural nuances and traditions associated with Kapampangan cuisine.
2. Identify key ingredients in Kapampangan heritage cuisine	2.1. Commonly used key ingredients are identified and understood according to its significance and role in Kapampangan Heritage cuisine 2.2. Unique characteristics, market forms and availability of key ingredients are explained based on industry standards 2.3. Specific ingredients that influence the <b>taste, texture, temperature and aroma of Kapampangan</b> dishes are explained based on local recipes.	2.1. Kapampangan ingredient knowledge, including: 2.1.1. Properties of ingredients used and their interaction and changes during processing to produce required characteristics 2.1.2. Quality indications of ingredients 2.1.3. Ingredient substitution 2.1.4. Significance and Role in	2.1. Planning skills to identify and select ingredients for mise-en-place tasks 2.2. Literacy skills to read and interpret suppliers' standards and product specification 2.3. Computer literacy to use and fill up forms or reports for recording 2.4. Numeracy skills to calculate ingredient needs 2.5. Critical Thinking Skills to analyze role of ingredients

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4. <b><i>Local variations</i></b> and <b><i>culinary terms</i></b> in cooking and the use of ingredients are recognized based on local recipes.	Kapampangan Heritage Cuisine 2.2. Kapampangan Ingredient characteristics including: 2.2.1 Different market forms 2.2.2 Seasonality and availability of ingredients 2.3. Unique characteristics of Kapampangan cuisine including how ingredients affect taste, texture and aroma of Kapampangan dishes 2.4. Local variations in indigenous/exotic products of Kapampangan Cuisine 2.5. Common Kapampangan culinary terms in relation to cooking and the use of ingredients	in a dish and how they contribute to the overall flavor profile 2.6. Observation Skills to observe and analyze the characteristics of ingredients, including their color, texture, aroma, and flavor 2.7. Communication skills to share information with other kitchen and floor service staff. 2.8. Social skills to work cooperatively with other team members
3. Organize and prepare tools and equipment, and ingredient for Kapampangan heritage cuisine production	3.1. <b><i>Specific tools and equipment</i></b> to be used are selected based on the recipe. 3.2. Ingredients are prepared in accordance with production requirements. 3.3. Trimmings and wastage are minimized thru appropriate preparation and handling	3.1. Identification of tools and equipment, including functions and use. 3.2. Proper and safe use and operation of tools and equipment 3.3. Storage and Care of tools and equipment, including proper preventive maintenance and cleaning and sanitizing 3.4. Selection and Assembly of	3.1. Technical skills to apply food safety, sanitation and hygiene skills and practices particularly in relation to using cutting implements, appliances, heated surfaces, ovens, manual handling and mixing or kneading equipment 3.2. Social skills to work cooperatively with

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		ingredients, including: 3.5. Preparation techniques for different ingredients, including: 3.5.1 Basic Kapampangan food preparation terms 3.2.2 Accurate measuring techniques for different ingredients. 3.2.3 Knife Skills 3.6. Waste minimization techniques, including suitable alternative uses, where appropriate, such as for trimmings.	other team members 3.3. Communication skills to share information with other kitchen and floor service staff. 3.4. Planning and organizational skills to use resources efficiently, complete preparation (mise-en-place) and organise for the production, and work within time constraints in a logical sequence 3.5. Literacy skills to read and interpret manufacturers instruction for equipment. 3.6. Technology skills in cooking and use of mechanical kitchen equipment, including weighing equipment. 3.7. Problem-solving skills to work around equipment malfunctions and/or breakdowns
4. Store prepared Kapampangan Heritage Cuisine products and ingredients	4.1. <b>Correct storage conditions</b> are ensured and maintained for freshness and quality of prepared products and ingredients. 4.2. Pre-prepared products are appropriately <b>stored in correct containers</b> 4.3. Prepared products and ingredients are <b>labelled</b>	4.1. Principles of correct storage of food, including: 4.1.1. Different types of storage and correct temperatures 4.1.2. Stock rotation (FIFO) 4.1.3. Storage location 4.1.4. Prevention of	4.1. Technical skills to apply food safety, sanitation and hygiene skills and practices in storing pastry products, and corrective steps to ensure quality control 4.2. Social skills to work

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	correctly.	<p>cross-contamination</p> <p>4.2. Selection and quality of correct storage containers</p> <p>4.3. Proper labelling procedures</p> <p>4.4. Correct storage and conditions for products and ingredients</p>	<p>cooperatively with other team members</p> <p>4.3. Communication skills to share information with other kitchen and floor service staff.</p> <p>4.4. Literacy skills to write date codes and stock rotation labels</p> <p>4.5. Problem-solving skills to choose appropriate packaging options to ensure and control quality in storage.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Key ingredients	<p>May include but not limited to :</p> <p><b>1.1. Local produce</b></p> <ul style="list-style-type: none"> <li>1.1.1. Agud (Moringa Fruit)</li> <li>1.1.2. Apalya (Bitter Gourd)</li> <li>1.1.3. Apulid (Water Chestnuts)</li> <li>1.1.4. Aya/Kulitis (Local Spinach)</li> <li>1.1.5. Balasenas (Eggplant)</li> <li>1.1.6. Balatung (Mung Beans)</li> <li>1.1.7. Bawang (Garlic)</li> <li>1.1.8. Bitsuelas (Baguio Beans)</li> <li>1.1.9. Bule (Lima Beans)</li> <li>1.1.10. Bulung (Leaves) <ul style="list-style-type: none"> <li>1.1.10.1. Apalya (Bitter Gourd)</li> <li>1.1.10.2. Bonifacio (Creeping Foxglove)</li> <li>1.1.10.3. Lara (Chili Pepper)</li> </ul> </li> <li>1.1.11. Gandus (Taro)</li> <li>1.1.12. Gisantis (Green Peas)</li> <li>1.1.13. Kalamunggé (Moringa)</li> <li>1.1.14. Kamansi (Bread Fruit)</li> <li>1.1.15. Kamangyang (String Beans)</li> <li>1.1.16. Kamatis (Tomato)</li> <li>1.1.17. Kamuti (Sweet Potato)</li> <li>1.1.18. Kamuting Dutung (Cassava)</li> <li>1.1.19. Kangkung (Swamp Cabbage)</li> <li>1.1.20. Katilpu (Saluyot - Jute Mallow)</li> <li>1.1.21. Kature (Swamp Pea)</li> <li>1.1.22. Kintsé (Chinese Celery)</li> <li>1.1.23. Kulubasa (Squash)</li> <li>1.1.24. Kundul (Wintermelon)</li> <li>1.1.25. Labanus (Radish)</li> <li>1.1.26. Lain (Leaves or Stems of Taro)</li> <li>1.1.27. Langcuas (Galangal)</li> <li>1.1.28. Langguk / Tulus / Tulud / Talbus (Tops) <ul style="list-style-type: none"> <li>1.1.28.1. Kamangiang</li> <li>1.1.28.2. Kamuti</li> <li>1.1.28.3. Kulabasa</li> </ul> </li> <li>1.1.29. Larang Suklati (Bell Pepper)</li> <li>1.1.30. Lasuna (Red Onion)</li> <li>1.1.31. Laya (Ginger)</li> <li>1.1.32. Libato (Alugbati - Malabar Night Shade)</li> <li>1.1.33. Litsugas (Lettuce)</li> <li>1.1.34. Maligoso (Carpet Weed)</li> <li>1.1.35. Mustasa (Mustard Greens)</li> <li>1.1.36. Okra</li> <li>1.1.37. Paku (Fiddlehead Fern)</li> <li>1.1.38. Pansit-pansitan (Shiny Bush)</li> <li>1.1.39. Patatas (Potato)</li> <li>1.1.40. Patola (Sponge Gourd)</li> </ul>

VARIABLE	RANGE
	<div> <div> 1.1.41. Petsay (Chinese White Cabbage)</div> <div>1.1.42. Pipinu (Cucumber)</div> <div>1.1.43. Pungapung (Amorphophallus campanulatus - Elephant Foot Yam)</div> <div>1.1.44. Pusu ning Saging (Banana Blossom)</div> <div>1.1.45. Putat (Young Leaves)</div> <div> <div>1.1.45.1. Balubad (Cashew)</div> <div>1.1.45.2. Mangga (Mango)</div> </div> <div>1.1.46. Repolyu (Cabbage)</div> <div>1.1.47. Sampaga</div> <div> <div>1.1.47.1. Aplit (Tag. Alukon/Himbabao - Birch Flower)</div> <div>1.1.47.2. Ayang Babayi (Local Spinach)</div> <div>1.1.47.3. Kulubasa (Squash)</div> <div>1.1.47.4. Sampaluk (Tamarind)</div> </div> <div>1.1.48. Sáng ó Lasúnang Sungsung (Chinese Onion)</div> <div>1.1.49. Sayoti (Chayote)</div> <div>1.1.50. Sibuyas (Onion)</div> <div>1.1.51. Sigarilyas (Winged Bean)</div> <div>1.1.52. Singkamas (Jicama)</div> <div>1.1.53. Sitsaru (Snow Peas)</div> <div>1.1.54. Talinum/Talilung</div> <div>1.1.55. Tangle (Premna odorata)</div> <div>1.1.56. Togui (Mungbean Sprouts)</div> <div>1.1.57. Tukud banwa (Helminthostachys zeylanica - Flowering Fern)</div> <div>1.1.58. Ubi (Purple Yam)</div> <div>1.1.59. Upu (Bottle Gourd)</div> </div> <div> <b>1.2. Fruits</b> <div> 1.2.1. Abukadu (Avocado)</div> <div>1.2.2. Anunas (Custard Apple)</div> <div>1.2.3. Aratiles/Saresa (Singapore Cherry)</div> <div>1.2.4. Atbu (Sugar Cane)</div> <div>1.2.5. Atis (Sugar Apple)</div> <div>1.2.6. Balubad (Cashew)</div> <div>1.2.7. Biabas (Guava)</div> <div>1.2.8. Buku (Coconut)</div> <div>1.2.9. Dalayap (Lime)</div> <div>1.2.10. Guyabanu (Sour Sop)</div> <div>1.2.11. Iba (Malay Gooseberry)</div> <div>1.2.12. Isip (Chinese Laurel)</div> <div>1.2.13. Kaimitu (Star Apple)</div> <div>1.2.14. Kalamunding (Calamansi)</div> <div>1.2.15. Kamatchilis (Manila Tamarind)</div> <div>1.2.16. Kamyas (Sour Bilimbi)</div> <div>1.2.17. Kapaya (Papaya)</div> <div>1.2.18. Luyus (Betel Fruit)</div> <div>1.2.19. Mangga (Mango)</div> <div> <div>1.2.19.1. Apple</div> </div> </div>

VARIABLE	RANGE
	<div data-bbox="587 215 1273 1279"> <ul style="list-style-type: none"> <li>1.2.19.2. Byuko</li> <li>1.2.19.3. Dinamulag</li> <li>1.2.19.4. Indian</li> <li>1.2.19.5. Páwû</li> <li>1.2.19.6. Piku</li> <li>1.2.20. Mansanas (Apple)</li> <li>1.2.21. Mansanitas (Jujube)</li> <li>1.2.22. Milun (Melon)</li> <li>1.2.23. Pakwan (Watermelon)</li> <li>1.2.24. Palapat (Mangrove Apple)</li> <li>1.2.25. Peras (Pear)</li> <li>1.2.26. Pinya (Pineapple)</li> <li>1.2.27. Sagin (Banana) <ul style="list-style-type: none"> <li>1.2.27.1. Bungulan</li> <li>1.2.27.2. Galayan</li> <li>1.2.27.3. Lakatan</li> <li>1.2.27.4. Latundan/Katoldan</li> <li>1.2.27.5. Saba</li> <li>1.2.27.6. Senyorita</li> </ul> </li> <li>1.2.28. Sampaluk (Tamarind) <ul style="list-style-type: none"> <li>1.2.28.1. Taramindu (Green Tamarind)</li> </ul> </li> <li>1.2.29. Santul (Cotton Fruit)</li> <li>1.2.30. Saragwelas (Spanish Plum)</li> <li>1.2.31. Siku (Sapodilla)</li> <li>1.2.32. Talang (Velvet Apple)</li> <li>1.2.33. Taranati (Carambola)</li> <li>1.2.34. Tiesa</li> <li>1.2.35. Ubas (Grapes)</li> <li>1.2.36. Yangka/Langka (Jackfruit)</li> </ul> </div> <div data-bbox="531 1312 1238 2040"> <p><b>1.3. Proteins:</b></p> <ul style="list-style-type: none"> <li>1.3.1. Babi (Pork) <ul style="list-style-type: none"> <li>1.3.1.1. Bábâ (Chin)</li> <li>1.3.1.2. Balingit (Cheeks)</li> <li>1.3.1.3. Balugbug (Ears)</li> <li>1.3.1.4. Bútul-Bútul (Bones)</li> <li>1.3.1.5. Chuleta (Pork Chop)</li> <li>1.3.1.6. Kasim (Shoulder/Butt)</li> <li>1.3.1.7. Litid (Tendon)</li> <li>1.3.1.8. Lómu (Loin)</li> <li>1.3.1.9. Pata (Ham/Trotters)</li> <li>1.3.1.10. Tabâ (Fat)</li> <li>1.3.1.11. Laman Lub (Innards)</li> <li>1.3.1.12. Ampella (Caul Fat)</li> <li>1.3.1.13. Ate (Liver)</li> <li>1.3.1.14. Baga (Lungs)</li> <li>1.3.1.15. Batu (Kidney)</li> <li>1.3.1.16. Bituka (Intestine)</li> <li>1.3.1.17. Daya (Blood) <ul style="list-style-type: none"> <li>○ Dáyang Sinálud (Solid)</li> </ul> </li> </ul> </li> </ul> </div>

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>○ Dáyang Gináwuk (Liquid)</li> <li>1.3.1.18. Dungus (Stomach)</li> <li>1.3.1.19. Iso</li> <li>1.3.1.20. Kundílat (Spleen)</li> <li>1.3.1.21. Lapé (Pancreas)</li> <li>1.3.1.22. Tapi</li> <li>1.3.1.23. Tumbung (Rectum)</li> <li>1.3.1.24. Útak (Brain)</li> <li>1.3.2. Baka</li> <li>1.3.3. Manuk (Chicken) <ul style="list-style-type: none"> <li>1.3.3.1. Dumalaga (Young Hen)</li> <li>1.3.3.2. Ulikbâ (Native Black Chicken)</li> </ul> </li> <li>1.3.4. Asan Danum (Fish and Seafood) <ul style="list-style-type: none"> <li>1.3.4.1. Alimasag (Portunus pelagicus - Blue Crab)</li> <li>1.3.4.2. Apap (Lates calcarifer - Silver Sea Bass)</li> <li>1.3.4.3. Asus (Sillago sihama - Whitting)</li> <li>1.3.4.4. Balanak (Mugil waigiensis - Sea Mullet)</li> <li>1.3.4.5. Bangus (Chanos chanos - Milkfish)</li> <li>1.3.4.6. Bisugo (Nemipterus taeniopterus - Threadfin Bream)</li> <li>1.3.4.7. Biya (Glossogobius giuris - Goby)</li> <li>1.3.4.8. Dalag/Bulig (Adult)/Bundaki (Medium)/Bundalag (Fry) (Channa striata - Mudfish)</li> <li>1.3.4.9. Dalagang Bukid (Caesio caerulaurea - Yellow-band Fusilier)</li> <li>1.3.4.10. Ema (Scylla serrata - Mud Crab)</li> <li>1.3.4.11. Itu (Clarias batrachus - Catfish)</li> <li>1.3.4.12. Galunggung (Decapterus macarellus - Mackerel Scad)</li> <li>1.3.4.13. Gurami (Osphronemus goramy)</li> <li>1.3.4.14. Kabasi (Anodontostoma chacunda - Gizzard shad)</li> <li>1.3.4.15. Kalasu (Trachinocephalus myops - Snakefish)</li> <li>1.3.4.16. Kanduli (Arius manillensis - Sea Catfish)</li> <li>1.3.4.17. Likawuk (Leiopotherapon plumbeus - Silver Perch)</li> <li>1.3.4.18. Liwalû/Luálû or Yalû in Magalang (Anabas testudineus - Climbing Perch)</li> <li>1.3.4.19. Paro <ul style="list-style-type: none"> <li>○ Alamang (Acetes sibogae)</li> <li>○ Dapil (Macrobrachium latidactylus)</li> <li>○ Ísé (Litopenaeus vannamei - Whiteleg Shrimps)</li> <li>○ Sákdagul /Sugpû (Penaeus monodon - Giant Tiger Prawns)</li> <li>○ Suáyî (Metapenaeus ensis - Greasyback Shrimp)</li> </ul> </li> </ul> </li> </ul>



VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>○ Ulang/Buntúkin (<i>Macrobrachium rosenbergii</i> - Giant Freshwater Prawn)</li> <li>1.3.4.20. Parus-parus (<i>Corbicula fluminea</i> - Asian Clam)</li> <li>1.3.4.21. Puga (Roe)</li> <li>1.3.4.22. Pusit (<i>Loligo</i> sp. - Squid)</li> <li>1.3.4.23. Sapsap (<i>Leiognathus</i> spp - Slipmouth)</li> <li>1.3.4.24. Silinyasi/Tunsoy (<i>Sardinella fimbriat</i> - Sardine)</li> <li>1.3.4.25. Sulib (<i>Perna viridis</i> - Mussels)</li> <li>1.3.4.26. Susung Papa (<i>Pila luzonica</i> - Snail)</li> <li>1.3.4.27. Talaba (Oyster) <ul style="list-style-type: none"> <li>○ Kukung Kabayu (<i>Crassostrea malabonensis</i>)</li> <li>○ Talabang sinelas (<i>Crassostrea iredalei</i>)</li> </ul> </li> <li>1.3.4.28. Talakituk (<i>Caranx armatus</i> - Longfin Trevally)</li> <li>1.3.4.29. Talangka (<i>Varuna litterata</i> - Peregrine Crab)</li> <li>1.3.4.30. Talimusak (<i>Oxyurichthys microlepis</i> - Maned Goby)</li> <li>1.3.4.31. Tambakul (<i>Thunnus albacares</i> - Yellowfin Tuna)</li> <li>1.3.4.32. Tamban (<i>Sardinella lemuru</i> - Bali Sardine)</li> <li>1.3.4.33. Tulya (<i>Corbicula manilensis</i> - Manila Clam)</li> <li>1.3.5. Other Meats <ul style="list-style-type: none"> <li>1.3.5.1. Bibi/Itik (Duck)</li> <li>1.3.5.2. Damulag (Carabao)</li> <li>1.3.5.3. Kambing (Goat)</li> <li>1.3.5.4. Pitsun (Squab)</li> <li>1.3.5.5. Pugo (Quail)</li> </ul> </li> <li>1.3.6. Exotic <ul style="list-style-type: none"> <li>1.3.6.1. Agachona/Pasdan (<i>Rostratula benghalensis</i> - Snipes)</li> <li>1.3.6.2. Babing Dikut (Wild Boar)</li> <li>1.3.6.3. Barag (Monitor Lizard)</li> <li>1.3.6.4. Dagis Pale (Rice Field Mouse)</li> <li>1.3.6.5. Dumara (<i>Anas luzonica</i> - Philippine Duck)</li> <li>1.3.6.6. Kabayu (Horse)</li> <li>1.3.6.7. Kamaru (Rice Field Crickets)</li> <li>1.3.6.8. Salagubang (Beetle)</li> <li>1.3.6.9. Tugak (Rice Field Frogs)</li> </ul> </li> <li><b>1.4. Indigenous herbs and spices:</b> <ul style="list-style-type: none"> <li>1.4.1. Ange (Turmeric)</li> </ul> </li> </ul>

VARIABLE	RANGE
	<div data-bbox="587 215 1407 1128"> <ul style="list-style-type: none"> <li>1.4.2. Angkak (Red Yeast)</li> <li>1.4.3. Anis (Anise)</li> <li>1.4.4. Atswiti (Annatto)</li> <li>1.4.5. Balibamban (Butterfly Tree)</li> <li>1.4.6. Bulaklak saging/Suli (Banana Blossoms)</li> <li>1.4.7. Bulung Kuliat (Melinjo)</li> <li>1.4.8. Bulung Laurel (Bay Leaf)</li> <li>1.4.9. Clavo de Comer/Paku (Cloves)</li> <li>1.4.10. Gulgul (Wild oregano / marjoram)</li> <li>1.4.11. Langis (Sesame Seeds)</li> <li>1.4.12. Lara (Chili pepper) <ul style="list-style-type: none"> <li>1.4.12.1. Lárang Dinamúlag/Pamaksi/Panyigang (Green Finger Chili)</li> <li>1.4.12.2. Lárang Linangis/Inanis (Bird's Eye Chili)</li> <li>1.4.12.3. Lárang Tayid (Red Chili)</li> </ul> </li> <li>1.4.13. Pandan (Screwpine)</li> <li>1.4.14. Sale (Lemon grass)</li> <li>1.4.15. Sampágang Antak Reina (Blue pea)</li> <li>1.4.16. Sangke (Star anise)</li> <li>1.4.17. Sangkut-sangkut (laurel, oregano,pepper corn, cinnamon, star anise, betel nut)</li> <li>1.4.18. Túlud (Leaves and stalks) <ul style="list-style-type: none"> <li>1.4.18.1. Biabas (Guava)</li> <li>1.4.18.2. Sampaluk (Tamarind)</li> </ul> </li> <li>1.4.19. Úngsúi (Coriander)</li> </ul> </div> <div data-bbox="531 1167 687 1196"> <p><b>1.5. Starch</b></p> </div> <div data-bbox="587 1202 1070 1565"> <ul style="list-style-type: none"> <li>1.5.1. Abias (Rice) <ul style="list-style-type: none"> <li>1.5.1.1. Lakatan</li> <li>1.5.1.2. Milagrosa</li> <li>1.5.1.3. Pirurútung</li> <li>1.5.1.4. Wagwag</li> </ul> </li> <li>1.5.2. Pansit <ul style="list-style-type: none"> <li>1.5.2.1. Mísuâ</li> <li>1.5.2.2. Abias <ul style="list-style-type: none"> <li>○ Mapinu</li> <li>○ Magaspang</li> </ul> </li> </ul> </li> </ul> </div> <div data-bbox="531 1603 877 1635"> <p><b>1.6. Baking Ingredients</b></p> </div> <div data-bbox="587 1641 1251 2040"> <ul style="list-style-type: none"> <li>1.6.1. Api (Lime)</li> <li>1.6.2. Darak Mais (Cornmeal)</li> <li>1.6.3. Gatas Damulag (Carabao Milk)</li> <li>1.6.4. Galapung (Fermented ground rice)</li> <li>1.6.5. Gógó (Cornstarch)</li> <li>1.6.6. Káwung (Sugar Palm Fruit)</li> <li>1.6.7. Inuyat (Thickened Molasses)</li> <li>1.6.8. Liya (lye water)</li> <li>1.6.9. Mayumu (Sugar) <ul style="list-style-type: none"> <li>1.6.9.1. Malutu(Light Brown)</li> <li>1.6.9.2. Crudo/Matuling (Dark Brown)</li> </ul> </li> </ul> </div>

VARIABLE	RANGE
	<div data-bbox="619 215 1315 981"> <p>1.6.9.3. BX(baekis) (Washed)</p> <p>1.6.9.4. Maputi/AX(aekis) (White)</p> <p>1.6.1. Ngungut/Ungut (Grated Coconut)</p> <p>1.6.2. (Muscovado Cake/Jaggery/Rock Sugar)</p> <p>1.6.9.5. Kukul (Masantol)</p> <p>1.6.9.6. Pakabug (Sasmuan)</p> <p>1.6.9.7. Pakómbuk/Pákaumbuk (Angeles)</p> <p>1.6.9.8. Pakumbû (Aráyat)</p> <p>1.6.9.9. Panótia (Minalin)</p> <p>1.6.9.10. Tinaklub (Mabalacat)</p> <p>1.6.3. Pasas (Raisins)</p> <p>1.6.4. Piga/Kakang Gata (Coconut Cream)</p> <p>1.6.5. Pulut (Molasses)</p> <p>1.6.6. Pupul (Rice Flour)</p> <p>1.6.7. Sakobi (Tapioca Pearl)</p> <p>1.6.8. Santan/Gata (Coconut Milk)</p> <p>1.6.9. Tapé/Búbud (Yeast)</p> <p>1.6.10. Tapung Abias (Rice Flour)</p> <p>1.6.11. Tapung Kamuting Dutung (Tapioca Starch)</p> <p>1.6.12. Tapung Trigu (Wheat Flour)</p> <p>1.6.13. Uraru (Arrow root)</p> </div> <div data-bbox="531 1014 1230 1895"> <p><b>1.7. Condiments and Miscellaneous</b></p> <p>1.7.1. Álab Ébus (Sweet Buri Palm Wine)</p> <p>1.7.2. Alubebe (Fish Paste)</p> <p>1.7.3. Anisado (Anise-flavored Wine)</p> <p>1.7.4. Asin (Salt)</p> <p>1.7.5. Aslam</p> <p>1.7.5.1. Aslam Atbu (Cane Vinegar)</p> <p>1.7.5.2. Aslam Sasa (Palm Vinegar)</p> <p>1.7.6. Baguk (Shrimp Paste)</p> <p>1.7.7. Bukni (Wood ear mushroom)</p> <p>1.7.8. Bulung Sagin (Banana Leaves)</p> <p>1.7.9. Chorizo de Bilbao</p> <p>1.7.10. Ébi (Dried Shrimps)</p> <p>1.7.11. Ékó (Shrimp Sauce)</p> <p>1.7.12. Kilang (Sugarcane wine)</p> <p>1.7.13. Paminta (Peppercorn)</p> <p>1.7.14. Patis/Késiap (Fish Sauce)</p> <p>1.7.15. Piunyaban (Rice Washing)</p> <p>1.7.16. Quezo de Bola (Edam Cheese)</p> <p>1.7.17. Taba (Oil)</p> <p>1.7.18. Tawas (Alum)</p> <p>1.7.19. Tausi (Fermented Black Beans)</p> <p>1.7.20. Tokwa (Soybean Curd)</p> <p>1.7.21. Toyu (Soy Sauce)</p> <p>1.7.22. Vienna Sausage</p> </div>

VARIABLE	RANGE
2. Taste	May include but not limited to: 2.1. Mayumu (Sweet) 2.2. Maslam (Sour) 2.3. Malat (Salty) 2.4. Mapait (Bitter) 2.5. Maparas (Spicy) 2.6. Masalpak (Acrid/Astringent/Puckery) 2.7. Malinamnam (Savory/Umami) 2.8. Malasa (Tasty) 2.9. Maniaman (Delicious) 2.10. Matabang (Tasteless) 2.11. Matabsing (Salty of Water)
3. Texture	May include: 3.1. Magagtu (Improperly or Partly Cooked) 3.2. Makabaknal (Can cause choking) 3.3. Makalpa (Soggy) 3.4. Makunyat (Chewy/Tenstile) 3.5. Malabno/malanyo (Thin/Diluted) 3.6. Malambut (Tender) 3.7. Malangi (Dry) 3.8. Malanub (Soft) 3.9. Malaru/Mataba (Oily) 3.10. Malasadu (Half-Cooked) 3.11. Malasipun (Snot-like) 3.12. Malekat (Sticky) 3.13. Malpa (Mushy) 3.14. Malutung (Crunchy) 3.15. Marayuput (Thick) 3.16. Masalat / Maligasgas / Magalas (Rough) 3.17. Masyas (Hard) 3.18. Mauniatuniat (Slightly Chewy) 3.19. Matalusad (Slimy) 3.20. Melangnis (Overcooked rice or milk)
4. Temperature	May include but not limited to : 4.1. Maligamgam (Lukewarm) 4.2. Mapali (Hot) 4.3. Marimla (Cold) 4.4. Magyelu (Frozen)
5. Aroma	May include but not limited to : 5.1. Maangu (Gamey) 5.2. Maanta (Rancid) 5.3. Mabanglu (Fragrant) 5.4. Maumuk (Smell of Spoiled Fish) 5.5. Malanam (Putrid) 5.6. Malantut/Malantung (Fishy) 5.7. Sasalingalngal (Overly Aromatic)

VARIABLE	RANGE
6. Local Variations	<p>May include</p> <ol style="list-style-type: none"> <li>6.1. <b>Northern Pampanga:</b> (Mabalacat, Angeles City) This area is known for its hearty, flavorful and lavish dishes like sisig.</li> <li>6.2. <b>Alaya Areas:</b> (Magalang and Arayat) This area is famous for its sweet and savory dishes, such as plantanillas and lumpiang ubud.</li> <li>6.3. <b>Coastal Areas:</b> Coastal areas of Pampanga, like Macabebe, Masantul, Lubao, Sasmuan, Guagua, Minalin) specialize in seafood dishes, including sigang a ulang (shrimp sinigang) and daing a bangus (dried milkfish).</li> <li>6.4. <b>Mountain Areas:</b> (Porac and Floridablanca): known for preserved meats and mountain vegetable such as tapa, tocino and sabo bule.</li> <li>6.5. <b>Eastern Areas:</b> (Apalit, San Simon, San Luis, Candaba, Sto Tomas, Sta Ana) known for their exotic and fermented food such as betute, buru.</li> <li>6.6. <b>Central Areas:</b> (San Fernando, Bacolor, Mexico, Sta. Rita) Known for their delicacies such as torones de casoy, tamalis, sansrival, duman, suman bulagta / ebus.</li> </ol>
7. Culinary terms	<p>May include but not limited to :</p> <ol style="list-style-type: none"> <li>7.1. Bangi (Burnt Rice)</li> <li>7.2. Bubut/Manibalang (Unripe)</li> <li>7.3. Bulug (Accompanying ingredient)</li> <li>7.4. Busa (Puffed)</li> <li>7.5. Duluk (Burnt)</li> <li>7.6. Malagu (Young)</li> <li>7.7. Malangnis (Burnt bottom but not yet cooked)</li> <li>7.8. Malulut (Ripe)</li> <li>7.9. Matwa (Mature)</li> <li>7.10. Tiltlan (Dip or Sauces)</li> </ol>
8. Specific tools and equipment	<p>May include but not limited to:</p> <ol style="list-style-type: none"> <li>8.1. Abrilata (Can Opener)</li> <li>8.2. Asung ampong Alu/Alung (Mortar and Pestle)</li> <li>8.3. Atbac (Barbecue Stick)</li> <li>8.4. Balanga (Wide Mouth Earthen Viand Pot)</li> <li>8.5. Banga (Jar)</li> <li>8.6. Bandiadu (Oval Platter)</li> <li>8.7. Bitse (Bamboo Sifter/Strainer)</li> <li>8.8. Daba (Large Earthen Cooking Pot)</li> <li>8.9. Galung (Narrow Mouthed Pitcher or Large Jar)</li> <li>8.10. Gilingang Batu (Native Stone Grinder)</li> <li>8.11. Igu (Bamboo Winnowing)</li> <li>8.12. Imbudu (Funnel)</li> <li>8.13. Kabikang (</li> <li>8.14. Kalamba/Tabaon (Pitcher)</li> <li>8.15. Kalang (Earthenware Stove)</li> </ol>

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>8.16. Kalderu (Cauldron)</li> <li>8.17. Kampit (Knife)</li> <li>8.18. Kawa (Large Iron Wok)</li> <li>8.19. Kawali (Single Handled Wok)</li> <li>8.20. Kubyertus (Cutleries)</li> <li>8.21. Kuran (Tall Narrow-Mouth Earthen Rice Pot)</li> <li>8.22. Kutsara (Spoon)</li> <li>8.23. Kutsarita (teaspoon)</li> <li>8.24. Kutsarun (Ladle)</li> <li>8.25. Lakal (Woven Bambo Trivet for Earthen Pots)</li> <li>8.26. Lansung (Open Steamer)</li> <li>8.27. Llanera (Oval Tin Mold)</li> <li>8.28. Lumbo (Small Pitcher Jar)</li> <li>8.29. Mangkuk (Bowl)</li> <li>8.30. Palang/Tabak (Bolo - Machete)</li> <li>8.31. Palanggana (Basin)</li> <li>8.32. Pángáyus (Scraper)</li> <li>8.33. Parilya (Grill)</li> <li>8.34. Rodilio (Rolling Pin)</li> <li>8.35. Salikap (Woven Bamboo Square Baskets)</li> <li>8.36. Sanduk (Kitchen Spoon/Scoop)</li> <li>8.37. Silyo (Saucer)</li> <li>8.38. Siólan (Small Saucer)</li> <li>8.39. Sub (Covered Steamer)</li> <li>8.40. Syansi (Turner)</li> <li>8.41. Tagnan/Daldakan (Chopping Board)</li> <li>8.42. Tagu (Strainer)</li> <li>8.43. Talyasi (Earthen/Iron Wok)</li> <li>8.44. Tapayan (Earthen Water Jug)</li> <li>8.45. Tékuán (Kettle)</li> <li>8.46. Timba (Pail)</li> <li>8.47. Tinidur (Fork)</li> <li>8.48. Urnu/Pugun (Oven)</li> </ul>
9. Storage	<p>May include:</p> <ul style="list-style-type: none"> <li>9.1. Dry Storage <ul style="list-style-type: none"> <li>9.1.1. Kept between 50 °F &amp; 70 °F (10 °C and 21 °C)</li> <li>9.1.2. Relative humidity of 50 to 60 percent.</li> </ul> </li> <li>9.2. Chiller Storage <ul style="list-style-type: none"> <li>9.2.1. Maintained at 41 ° F (5 ° C) or below</li> </ul> </li> <li>9.3. Freezer Storage <ul style="list-style-type: none"> <li>9.3.1. Maintained at about 10 ° F (-12 ° C) or below</li> </ul> </li> </ul>
10. Correct Conditions	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1. Temperature and humidity</li> <li>10.2. Stock rotation</li> <li>10.3. Position in storage</li> <li>10.4. Length of time in chiller and freezer storage</li> <li>10.5. Reporting faults</li> <li>10.6. Changing containers</li> <li>10.7. Cross contamination, e.g. Safe handling.</li> </ul>

VARIABLE	RANGE
11. Store in correct containers	May include: 11.1. Size to enable safe handling 11.2. Type to suit product, including stainless steel, plastic, glass 11.3. Durable, leak proof and able to be sealed or covered 11.4. Long storage, such as cryovac, buckets 11.5. Enterprise and local authorities requirements.
12. Label	May include: 12.1. Name of item being stored 12.2. Date of production and/or use by date 12.3. Quantity or weight of the food 12.4. Date defrosted if applicable 12.5. Reheated, cooled dates 12.6. Date of opening product.

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Identified cultural significance of Kapampangan heritage cuisine</li> <li>1.2. Identified key ingredients in Kapampangan Heritage Cuisine</li> <li>1.3. Organized and prepare tools and equipment, and ingredient for Kapampangan Heritage Cuisine Production</li> <li>1.4. Stored prepared Kapampangan Heritage Cuisine products and ingredients</li> <li>1.5. Followed workplace safety practices and hygienic procedures in preparing Kapampangan heritage tools and equipment, and ingredients.</li> <li>1.6. Communicated effectively with others to ensure effective work operations</li> </ol>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ol style="list-style-type: none"> <li>2.1. Access to a fully-equipped operational commercial/institutional kitchen</li> <li>2.2. Access to actual workplace standards, procedures, policies, and guidelines</li> <li>2.3. Use of variety of Kapampangan ingredients, including specialty and sustainable ingredients, to prepare dishes for Kapampangan heritage cuisine.</li> <li>2.4. Academic resources to access: Kapampangan heritage cookbooks, photographs and videos of Kapampangan dishes, ingredients, cooking techniques, and cultural events, and computer and internet access.</li> </ol>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ol style="list-style-type: none"> <li>3.1. Demonstration / Direct observation of the candidate while preparing a variety of Kapampangan tools and equipment and ingredients.</li> <li>3.2. Written or oral questions to test candidate's knowledge on identifying and preparing various Kapampangan tools and equipment and ingredients.</li> <li>3.3. Interview to gain insight on discipline practiced</li> <li>3.4. Project and assignment work</li> <li>3.5. Review portfolios of evidence (such as certification) and third-party workplace reports of on-the-job performance by the candidate</li> </ol>
4. Context of Assessment	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</li> </ol>



**UNIT OF COMPETENCY : PREPARE KAPAMPANGAN HERITAGE DISHES**

**UNIT CODE : AB-TRS0305400512303**

**UNIT DESCRIPTOR :** This unit deals with the knowledge, skills and attitude necessary to prepare and cook a variety of Kapampangan heritage dishes. It emphasizes the use of traditional ingredients, cooking techniques, and flavor profiles characteristic of the Province of Pampanga.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Prepare And Cook Kapampangan Heritage Dishes	1.1. Tools, utensils, equipment and ingredients are prepared based on the required tasks. 1.2. Appropriate <b>preparation methods</b> and <b>cooking methods</b> are identified and used for cooking a variety of <b>Kapampangan heritage dishes</b> . 1.3. Variety of Kapampangan ingredients are used and adjusted to cook Kapampangan heritage dishes based on standard heritage recipes. 1.4. Meats, poultry and seafoods are <b>carved</b> using the appropriate tools and techniques 1.5. Prepared Kapampangan heritage dishes are tasted and seasoned in accordance with the required taste of the dishes. 1.6. Workplace safety and hygienic procedures are followed according to enterprise and legal requirements.	1.1. Basic Kapampangan Culinary Preparation Terms. 1.2. Kapampangan heritage cooking preparation techniques including appropriate cutting and carving techniques 1.3. Basic principles of Kapampangan heritage cooking, including: 1.3.1. Purpose and function of each Kapampangan cooking technique 1.3.2. Cooking medium 1.3.3. Cooking temperature 1.3.4. Appropriate Kapampangan ingredients 1.3.5. Standards of doneness and quality 1.4. Varieties and characteristics of Kapampangan heritage dishes, including: 1.4.1. Historical and cultural aspects of the Kapampangan heritage dish 1.4.2. Classical size, shape,	1.1. Technical skills to prepare and cook safe and wholesome variety of Kapampangan heritage dishes that meet industry standards, as well as apply food safety, sanitation and hygiene skills and practices. 1.2. Social skills to work cooperatively with other team members 1.3. Communication skills to share information with other kitchen and floor service staff. 1.4. Planning and organizational skills to complete production of Kapampangan heritage dishes and work within time constraints in a logical sequence 1.5. Numerical skills to calculate portions, weights and measure quantities of ingredients, determine cooking times and temperatures, and perform use of mathematical formulas to compute

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>structure and assembly, of Kapampangan heritage dishes according to industry and enterprise standards</p> <p>1.4.3. Quality characteristics of Kapampangan heritage dishes.</p> <p>1.5. Standards of quality for Kapampangan heritage dishes in terms of seasoning and flavoring.</p>	<p>amount of ingredients to use</p> <p>1.6. Literacy skills to read and interpret food preparation lists, stand recipes, standard procedures, date codes and stock rotation labels and manufacturers instruction for equipment, and write notes on recipe requirements and calculation.</p> <p>1.7. Initiative and enterprise skills to minimize wastage.</p> <p>1.8. Technology skills in cooking and use of mechanical kitchen equipment, including weighing equipment.</p> <p>1.9. Problem-solving skills to take corrective steps to ensure quality control, and evaluate quality of products, and adjust taste, texture and appearance</p>
2. Present Kapampangan heritage Dishes	<p>2.1. Kapampangan heritage dishes are presented attractively according to cultural and enterprise standards.</p> <p>2.2. Kapampangan heritage dishes are presented hygienically, logically and sequentially within the required timeframe.</p> <p>2.3. Suitable plates are selected according to cultural and enterprise standards.</p>	<p>2.1. Principles of Kapampangan heritage food presentation, and food accompaniment and sidings pairing</p> <p>2.2. Review of workflow planning and occupational health and safety requirements for preparation of Kapampangan heritage dishes</p> <p>2.3. Appropriate service ware for presenting Kapampangan heritage</p>	<p>2.1. Social skills to work cooperatively with other team members</p> <p>2.2. Communication skills to share information with other kitchen and floor service staff.</p> <p>2.3. Planning and organizational skills to complete plating and presentation of protein dishes and work within time constraints in a logical sequence</p> <p>2.4. Literacy skills to read and interpret stand recipes, and</p>

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			<p>standard procedures,</p> <p>2.5. Initiative and enterprise skills to minimize wastage.</p> <p>2.6. Problem-solving skills to take corrective steps to ensure quality control, and evaluate quality of products, and adjust taste, texture and appearance</p> <p>2.7. Creative and artistic skills in plating and presentation of protein dishes</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Preparation Techniques	<p>May include but not limited to:</p> <ol style="list-style-type: none"> <li>1.1. Akdut (Pinch)</li> <li>1.2. Albug (Dip)</li> <li>1.3. Baliktad (Flip/Turn)</li> <li>1.4. Balutan (Wrap)</li> <li>1.5. Bangal (Divide into Pieces)</li> <li>1.6. Banle (Blanch)</li> <li>1.7. Bantilo (Par-Cook/Half Cook)</li> <li>1.8. Bikang (Open the shells)</li> <li>1.9. Budbud (Sprinkle)</li> <li>1.10. Buru (Ferment)</li> <li>1.11. Daing/Daingan (Butterflied, Salted and/or Dried)</li> <li>1.12. Daldak (Crush)</li> <li>1.13. Dunutan (Smash)</li> <li>1.14. Giling (Grind)</li> <li>1.15. Gili/Gilian (Cut or Slice lengthwise)</li> <li>1.16. Gilit (Cut small)</li> <li>1.17. Gitgat (Grated)/Kudkud (Grate)</li> <li>1.18. Gogo (Stir)</li> <li>1.19. Ibabad (Soak)</li> <li>1.20. Inin / Nang-Nang (Keep Warm)</li> <li>1.21. Kayus (Scrape)</li> <li>1.22. Lauk (Mix the ingredients)</li> <li>1.23. Palambutan (Make Tender)</li> <li>1.24. Palamnan (Fill)</li> <li>1.25. Papagkati/Papamalan (To Reduce)</li> <li>1.26. Pasimsim (Marinate)</li> <li>1.27. Pasla/Piga (Squeeze)</li> <li>1.28. Pututan (Cut into pieces)</li> <li>1.29. Salak (Strain)</li> <li>1.30. Samut (Add ingredients into something)</li> <li>1.31. Sankutsa/singkotsa (Par-Boil)</li> <li>1.32. Sebulan (Beat/Whisk)</li> <li>1.33. Sumpalan (Stuff)</li> <li>1.34. Siyang (Put on the stove or over fire)</li> <li>1.35. Tabacan (Cut)</li> <li>1.36. Tadtad/Tadtaran (Chop/Mince)</li> <li>1.37. Tapa (Open or Slice, then marinated and/or dried, then later roasted or fried)</li> <li>1.38. Tilti (Dip)</li> <li>1.39. Timplan (Season)</li> <li>1.40. Yamas/Lamas (Knead)</li> <li>1.41. Yangyang (Sun Dry)</li> </ol>
2. Cooking method	<p>May include but not limited to:</p> <ol style="list-style-type: none"> <li>2.1. Dry method               <ol style="list-style-type: none"> <li>2.1.1. Urnu (Roasting / Baking)</li> <li>2.1.2. Ningnang/Derang (Grilling)</li> </ol> </li> </ol>

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>2.1.3. Bibingka (Gratinating/Broiling)</li> <li>2.1.4. Pritu/titi (Frying) - pititian is from this term</li> <li>2.1.5. Gisa/Mamalangnis (Sauteing)</li> <li>2.1.6. Sangle (Dry roast)</li> <li>2.2. Combination Method <ul style="list-style-type: none"> <li>2.2.1. Kulub (Braising)</li> <li>2.2.2. Lagat (Stewing)</li> <li>2.2.3. Asadu (Pot Roasting)</li> </ul> </li> <li>2.3. Moist method <ul style="list-style-type: none"> <li>2.3.1. Laga/Pabukal (Boiling)</li> <li>2.3.2. Pasinga (Steaming) <ul style="list-style-type: none"> <li>2.3.2.1. Pésuban (Steamed in Open Bamboo Steamer)</li> <li>2.3.2.2. Pélansungan (Steamed in Enclosed Bamboo Steamer)</li> <li>2.3.2.3. Pébusukan (Steamed indirectly over a steamer)</li> <li>2.3.2.4. Pésingón (Steamed in a Metal Steamer)</li> </ul> </li> <li>2.3.3. Pakulu (Simmering)</li> <li>2.3.4. Binulu (Simmer in Bamboo Tubes)</li> </ul> </li> </ul>
3. Kapampangan Heritage Dishes	<p>May include but not limited to :</p> <ul style="list-style-type: none"> <li>3.1. Meat Dishes (Pork and Beef) <ul style="list-style-type: none"> <li>3.1.1. Arobu <ul style="list-style-type: none"> <li>3.1.1.1. Babi (Pork)</li> <li>3.1.1.2. Lutung Toyu</li> </ul> </li> <li>3.1.2. Asadung Dila</li> <li>3.1.3. Barali/Estupadu</li> <li>3.1.4. Bátsui</li> <li>3.1.5. Begukan</li> <li>3.1.6. Bistig Damulag (Carabeef)</li> <li>3.1.7. Bulanglang Babi</li> <li>3.1.8. Kaldereta <ul style="list-style-type: none"> <li>3.1.8.1. Bibi</li> <li>3.1.8.2. Kambing</li> </ul> </li> <li>3.1.9. Kamaru</li> <li>3.1.10. Kiló</li> <li>3.1.11. Kuba</li> <li>3.1.12. Ligang Pasku (3 proteins)</li> <li>3.1.13. Morcon</li> <li>3.1.14. Putung Babi</li> <li>3.1.15. Putung Baka/Paradadas</li> <li>3.1.16. Pinais Tugak (Lubao)</li> <li>3.1.17. Pistu</li> <li>3.1.18. Pititian</li> <li>3.1.19. Pork Kilayin (note: cut mayaman)</li> <li>3.1.20. Pulutuk</li> </ul> </li> </ul>

VARIABLE	RANGE
	<p>3.1.21. Sabo bule</p> <p>3.1.22. Sisig</p> <p>3.1.22.1. Antigo</p> <p>3.1.22.2. Modernu</p> <ul style="list-style-type: none"> <li>● Balubug Babi (Ricardo “Cadoc” Dinio)</li> <li>● Pisngi (Lucia “Lucing” Cunanan)</li> <li>● Pisngi ampong Ate (Tayag’s)</li> <li>● Sizzling pisngi ampong Ate (Benedicto Pamintuan)</li> </ul> <p>3.1.22.3. Ningnang</p> <p>3.1.22.4. San Angelo (Sizzling/Fried)</p> <p>3.1.23. Tidtad</p> <p>3.1.23.1. Tidtad Pusálî - matuling a marayúput</p> <p>3.1.23.2. Tidtad Súcî (buo not durog)</p> <p>3.1.24. Torta</p> <p>3.1.25. Umba</p> <p>3.2. Poultry Dishes</p> <p>3.2.1. Asadong Matwa</p> <p>3.2.2. Manuk a Kinúlub/Manuk a Pakalugkug</p> <p>3.2.3. Pucheru</p> <p>3.2.3.1. Aldo-aldo</p> <p>3.2.3.2. Fiesta</p> <p>3.2.3.3. Pasku (3 Protein)</p> <p>3.2.4. Tidtad Ítik (Masantol)</p> <p>3.3. Seafood (Fish and shellfish)</p> <p>3.3.1. Arobu</p> <p>3.3.1.1. Ema</p> <p>3.3.1.2. Pusit</p> <p>3.3.1.3. Talaba</p> <p>3.3.2. Bobotung Asan</p> <p>3.3.3. Bulanglang bangus</p> <p>3.3.4. Lagat</p> <p>3.3.4.1. Itu</p> <p>3.3.4.2. Paro</p> <p>3.3.5. Paksi</p> <p>3.3.6. Pesang Dalag</p> <p>3.3.7. Relyenong Bangus</p> <p>3.3.8. Sebulang Ema</p> <p>3.3.9. Sigang Ulang</p> <p>3.4. Vegetables</p> <p>3.4.1. Alpa</p> <p>3.4.1.1. Kamangyang</p> <p>3.4.1.2. Kamansi</p> <p>3.4.1.3. Labung</p> <p>3.4.1.4. Sitsaru</p> <p>3.4.1.5. Opu</p>

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>3.4.1.6. Patola</li> <li>3.4.1.7. Togue</li> <li>3.4.2. Ensalada <ul style="list-style-type: none"> <li>3.4.2.1. Balasena</li> <li>3.4.2.2. Mangga</li> <li>3.4.2.3. Paku</li> </ul> </li> <li>3.4.3. Lagat <ul style="list-style-type: none"> <li>3.4.3.1. Apalya</li> <li>3.4.3.2. Kabuti</li> <li>3.4.3.3. Kulitis</li> <li>3.4.3.4. Mustasa</li> <li>3.4.3.5. Pusung Saging</li> <li>3.4.3.6. Repolyu</li> <li>3.4.3.7. Tukud banwa</li> </ul> </li> <li>3.4.4. Lumpiang Sagíwâ <ul style="list-style-type: none"> <li>3.4.4.1. Tabang Malútû</li> <li>3.4.4.2. Ósiû</li> </ul> </li> <li>3.4.5. Ókoi/Ókuî</li> <li>3.4.6. Paksing damonyu</li> <li>3.4.7. Sipo Egg</li> <li>3.5. Soup Dishes <ul style="list-style-type: none"> <li>3.5.1. Sabo Balatung</li> <li>3.5.2. Sabo Kalang</li> <li>3.5.3. Sabo Maklak</li> <li>3.5.4. Sabo Maligosu</li> <li>3.5.5. Sabo Sulib</li> <li>3.5.6. Sabo Susu</li> <li>3.5.7. Sabo Tuliya</li> <li>3.5.8. Suam Mais</li> </ul> </li> <li>3.6. Starch Dishes <ul style="list-style-type: none"> <li>3.6.1. Bringhe</li> <li>3.6.2. Lelut <ul style="list-style-type: none"> <li>3.6.2.1. Manuk</li> <li>3.6.2.2. Paro</li> <li>3.6.2.3. Tugak</li> </ul> </li> <li>3.6.3. Milmal</li> <li>3.6.4. Pancit Luglug</li> <li>3.6.5. Single Nasi (Fried Rice)</li> </ul> </li> </ul>

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Prepared and cooked Kapampangan heritage dishes</li> <li>1.2. Presented Kapampangan heritage dishes.</li> <li>1.3. Followed workplace safety practices and hygienic procedures in preparing Kapampangan heritage dishes.</li> <li>1.4. Communicated effectively with others to ensure effective work operations</li> </ol>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ol style="list-style-type: none"> <li>2.1. Access to a fully-equipped operational commercial/institutional kitchen</li> <li>2.2. Access to actual workplace standards, procedures, policies, and guidelines</li> <li>2.3. Use of a variety of Kapampangan ingredients, including specialty and sustainable ingredients, to prepare dishes for Kapampangan heritage cuisine.</li> <li>2.4. Kapampangan heritage cookbooks</li> </ol>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ol style="list-style-type: none"> <li>3.1. Demonstration / Direct observation of the candidate while preparing a variety of Kapampangan heritage dishes</li> <li>3.2. Sampling of Kapampangan heritage dishes prepared by the candidate</li> <li>3.3. Written or oral questions to test candidate's knowledge on preparing various Kapampangan heritage dishes and safety issues</li> <li>3.4. Interview to gain insight on discipline practiced</li> <li>3.5. Project and assignment work</li> <li>3.6. Review portfolios of evidence (such as certification) and third-party workplace reports of on-the-job performance by the candidate</li> </ol>
4. Context of Assessment	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</li> </ol>



**UNIT OF COMPETENCY : PREPARE KAPAMPANGAN HERITAGE DESSERTS/ SWEETS**

**UNIT CODE : AB-TRS0305400512304**

**UNIT DESCRIPTOR :** This unit deals with the knowledge, skills and attitude in the preparation and cooking of Kapampangan heritage desserts/sweets. It focuses on how to utilize authentic ingredients and techniques to create sweet treats with unique flavors and cultural significance from Pampanga.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Prepare and cook Kapampangan heritage desserts/ sweets	1.1. Tools, utensils, equipment and ingredients are prepared based on the required tasks. 1.2. Standard or enterprise recipes are used to produce a variety of Kapampangan heritage desserts and delicacies, appropriate for a variety of menus, hygienically, logically and sequentially within the required timeframe 1.3. Range of <b>sweet sauces and accompaniments</b> are produced to a desired consistency and flavor 1.4. Prepared Kapampangan heritage desserts/sweets and sweets are tasted in accordance with the required taste standards 1.5. Workplace safety and hygienic procedures are followed according to enterprise and legislated requirements	1.1. Varieties and characteristics of Kapampangan Native desserts, including: 1.1.1. Historical and cultural aspects of the Kapampangan Native Desserts 1.1.2. Classical and modern, size, shape, structure and assembly, of Kapampangan Native Desserts according to industry and enterprise standards 1.1.3. Quality characteristics of Kapampangan Native Desserts. 1.2. Principles and techniques in the production of hot, cold, and frozen desserts, including: 1.2.1. Production Planning, including principles of Baker's percentage and Recipe quantification 1.2.2. Ratio of ingredients	1.1. Technical skills to apply: 1.1.1. Baking and pastry production skills to produce safe and wholesome variety of Kapampangan heritage desserts that meet industry standards. 1.1.2. Food safety, sanitation and hygiene skills and practices particularly in relation to using cutting implements, appliances, heated surfaces, ovens, manual handling and mixing or kneading equipment 1.2. Social skills to work cooperatively with other team members 1.3. Communication skills to share information with other kitchen and floor service staff.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>required to produce a balanced formula.</p> <p>1.3. Dessert production planning and scheduling, including following job sheets and work plans.</p> <p>1.4. Principles of portion control including techniques in achieving standard yields, weights and sizes</p> <p>1.5. Varieties and characteristics of Kapampangan sweet sauces, including:</p> <p>1.5.1. Their role on in composing a plated dessert.</p> <p>1.5.2. Principles and techniques in producing a variety of sweet sauces, accompaniments, garnishes and decoration for Kapampangan desserts</p> <p>1.5.3. Quality characteristics of Kapampangan native desserts, sweet sauces and accompaniments.</p> <p>1.6. Principles of complementing flavors and textures for desserts</p> <p>1.7. Standards of hygiene and safety practices in the production of Kapampangan native desserts</p>	<p>1.4. Planning and organizational skills to complete preparation (mise-en-place) and organize for the production of Kapampangan desserts and work within time constraints in a logical sequence</p> <p>1.5. Numerical skills to calculate portions, weights and measure quantities of ingredients, determine baking/cooking times and temperatures, and perform use of mathematical formulas to compute food grade additives</p> <p>1.6. Literacy skills to read and interpret food preparation lists, stand recipes, standard procedures, date codes and stock rotation labels and manufacturers instruction for equipment, and write notes on recipe requirements and calculation.</p> <p>1.7. Initiative and enterprise skills to minimize wastage.</p> <p>1.8. Technology skills in baking and use of mechanical kitchen equipment, including weighing equipment.</p> <p>1.9. Problem-solving skills to:</p> <p>1.9.1. Take corrective steps to ensure</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			quality control 1.9.2. Evaluate quality of ingredients, and adjust taste, texture and appearance
2. Plate and present Kapampangan heritage desserts/sweets	2.1. Kapampangan Desserts/sweets are presented hygienically, logically and sequentially within the required timeframe 2.2. Kapampangan Desserts/sweets are decorated creatively using appropriate <b><i>presentation techniques</i></b> and portioned properly based on enterprise standards 2.3. Accompaniments, garnishes and decorations are used to enhance taste, texture and balance	2.1. Principles of decorating Kapampangan heritage desserts, including: 2.1.1. Decorative techniques and rules for decorating and garnishing. 2.1.2. Appropriate quality indicators such as shape, size, design, color combination and complementary characteristics to industry and/or enterprise standards. 2.2. Appropriate packaging options and eco-friendly packaging 2.3. Types of service equipment appropriate for presenting/ displaying desserts 2.4. Dessert display or presentation techniques	2.1. Creative and artistic skills in preparation, decoration and display of desserts 2.2. Technical skills to apply principles of basic baking and pastry, and food safety, sanitation and hygiene skills and practices. 2.3. Social skills to work cooperatively with other team members 2.4. Communication skills to share information with other kitchen and floor service staff. 2.5. Planning and organizational skills to complete decoration and presentation of desserts within time constraints in a logical sequence 2.6. Initiative and enterprise skills to minimize wastage. 2.7. Problem-solving skills to ensure and control quality

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Kapampangan Heritage Desserts (Gulasínâ)	<p>May include but not limited to :</p> <ol style="list-style-type: none"> <li>1.1. Ale <ol style="list-style-type: none"> <li>1.1.1. Balatung</li> <li>1.1.2. Gandus</li> <li>1.1.3. Gatas Damulag</li> <li>1.1.4. Kamuti</li> <li>1.1.5. Sagin</li> <li>1.1.6. Ubi</li> </ol> </li> <li>1.2. Alu-Alu</li> <li>1.3. Bibingkang kamuting dutung</li> <li>1.4. Bibingkang nasi</li> <li>1.5. Bibingkang tapung</li> <li>1.6. Biskotsu Prinsipe (Bacolor)</li> <li>1.7. Braso de mais</li> <li>1.8. Bukarilyu/Pakumbu</li> <li>1.9. Bukayu</li> <li>1.10. Buldit Silyo (Minalin)</li> <li>1.11. Dulce prenda</li> <li>1.12. Duman</li> <li>1.13. Ensaimada</li> <li>1.14. Ginílû</li> <li>1.15. Inangit</li> <li>1.16. Kapangan (Kakanin - Native Rice Cakes) <ol style="list-style-type: none"> <li>1.16.1. Kalame Ati</li> <li>1.16.2. Kalame Biko (Squash Rice Cake)</li> <li>1.16.3. Kalame Duman (Duman Rice Cake)</li> <li>1.16.4. Kalame Gandus</li> <li>1.16.5. Kalame Kamuting Dutung</li> <li>1.16.6. Kalame Kapit</li> <li>1.16.7. Kalámé Úbing Písalúpung</li> <li>1.16.8. Kalame Kopis (kalame balatung malutu)</li> </ol> </li> <li>1.17. Kiltian mais/Kulti</li> <li>1.18. Leche flan (ebun itik, dayap)</li> <li>1.19. Lelut <ol style="list-style-type: none"> <li>1.19.1. Balatung</li> <li>1.19.2. Mais</li> </ol> </li> <li>1.20. Motsi</li> <li>1.21. Panara</li> <li>1.22. Pastel</li> <li>1.23. Patcu (Guagua)</li> <li>1.24. Pepalto</li> <li>1.25. Pisalupung/Pisalubung (Masantol/Sta. Rita)</li> <li>1.26. Pituklip (Sasmuan)</li> <li>1.27. Pútu Lansung</li> </ol>

	1.27.1. Órtelánu ó Kalúlú (Maka igu) 1.27.2. Pangmakualta (Tunggalan siolan) 1.28. Plantanilla (Magalang) 1.29. Samani (Arayat) 1.30. Sampelut (with inangit)/Sinantan/Paralusdus 1.31. San Nicolas 1.32. Sukulating Batirul 1.33. Suman 1.33.1. Bulagta 1.33.2. Duman 1.33.3. Ebus 1.33.4. Kamuting Dutung 1.33.5. Tili 1.33.6. Bulung/Nasi 1.34. Taisan de Pampanga 1.35. Taklang púsâ 1.36. Taklang asu 1.37. Tamalis/Bobotu 1.38. Tejadang Kamatis 1.39. Tibuk-tibuk 1.40. Tocino del cielo (with dayap) 1.41. Turones de kasuy
2. Sweet sauces and accompaniments	May include but not limited to: 2.1. Arnibal (Caramel syrup) 2.2. Latik (Coconut curds) 2.3. Budbud (Toasted Coconut Flakes) 2.4. Halaya sauce 2.5. Coconut milk sauce 2.6. Sugar syrup
3. Presentation Techniques	May include but not limited to: 3.1. Balisúsú (makatikdó ya ing bulung) 3.2. Balisungsung (nung mainpis ya ing búlung anting Ébus at saká mé pégumpisan bibidbiran manibat lálam ing patílus na anga king lumualas yang patas king asbuk na) 3.3. Tilî (lululun anting dásé ó lumpiâ) 3.4. Tingkus o pákatungkus (patié king bóbótu ó Súman Bulagtâ at saká mi tálí kétang galudgud ning bulung). 3.5. Pétúpat (patié kétíkat méng makapadúrut ing babálut mu king mainpis a bulung anting Ébus manibat lálam, patas. Ing píyalíwâ na níni king balisungsung yápin itang é ya katábas télapilun ó sagu, nung é panté ya ngan tabâ.) 3.6. King Igung mika bulung sagin

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Prepared and cooked Kapampangan heritage desserts and delicacies.</li> <li>1.2. Plated and presented Kapampangan heritage desserts and delicacies.</li> <li>1.3. Followed workplace safety practices and hygienic procedures in preparing Kapampangan heritage dishes.</li> <li>1.4. Communicated effectively with others to ensure effective work operations</li> </ol>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ol style="list-style-type: none"> <li>2.1. Access to a fully-equipped operational commercial/institutional kitchen</li> <li>2.2. Access to actual workplace standards, procedures, policies, and guidelines</li> <li>2.3. Use of a variety of Kapampangan ingredients, including specialty and sustainable ingredients, to prepare dishes for Kapampangan heritage cuisine.</li> <li>2.4. Kapampangan heritage cookbooks</li> </ol>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ol style="list-style-type: none"> <li>3.1. Direct observation of the candidate while preparing a variety of Kapampangan heritage dishes</li> <li>3.2. Sampling of Kapampangan heritage dishes prepared by the candidate</li> <li>3.3. Written or oral questions to test candidate's knowledge on preparing various Kapampangan heritage dishes and safety issues</li> <li>3.4. Interview to gain insight on discipline practiced</li> <li>3.5. Project and assignment work</li> <li>3.6. Review portfolios of evidence (such as certification) and third-party workplace reports of on-the-job performance by the candidate</li> </ol>
4. Context of Assessment	<ol style="list-style-type: none"> <li>4.1. Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</li> </ol>

**UNIT OF COMPETENCY : PREPARE KAPAMPANGAN HERITAGE PROCESSED FOODS**

**UNIT CODE : AB-TRS0305400512305**

**UNIT DESCRIPTOR :** This unit deals with knowledge, skills, and attitudes in preparing and cooking authentic Kapampangan processed foods. It focuses on handling specific ingredients, applying traditional cooking and processing methods, and achieving authentic Kapampangan flavor profiles.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Prepare, and Cook Kapampangan heritage processed foods	<p>1.1. Tools, utensils, equipment and ingredients are prepared based on the required tasks.</p> <p>1.2. <b>Kapampangan Heritage Processed Foods</b> are produced using specific Kapampangan ingredients and traditional cooking methods in accordance with enterprise standards</p> <p>1.3. Quality trimmings and other leftovers are utilized where and when appropriate</p> <p>1.4. Prepared Kapampangan heritage processed foods are tasted and adjusted in accordance with the required taste standards</p> <p>1.5. Workplace safety and hygienic procedures are followed according to enterprise and legal requirements in preparing Kapampangan heritage processed foods</p>	<p>1.1. Varieties and characteristics of Kapampangan heritage processed foods, including:</p> <p>1.1.1. Historical and cultural aspects of the Kapampangan heritage processed foods</p> <p>1.1.2. Classical and modern, size, shape, structure and assembly, of Kapampangan heritage processed foods according to industry and enterprise standards</p> <p>1.1.3. Quality characteristics of Kapampangan heritage processed foods.</p> <p>1.2. Waste minimization techniques</p> <p>1.3. Kapampangan heritage processed foods production planning and scheduling, including following job sheets and work plans.</p> <p>1.4. Standards of hygiene and safety practices in the production of Kapampangan native</p>	<p>1.1. Technical skills to prepare and cook safe and wholesome variety of Kapampangan heritage processed foods that meet industry standards, as well as apply food safety, sanitation and hygiene skills and practices.</p> <p>1.2. Social skills to work cooperatively with other team members</p> <p>1.3. Communication skills to share information with other kitchen and floor service staff.</p> <p>1.4. Planning and organizational skills to complete production of Kapampangan heritage processed foods and work within time constraints in a logical sequence</p> <p>1.5. Numerical skills to calculate portions, weights and measure quantities of ingredients, determine cooking times and temperatures, and perform use of mathematical formulas to compute amount of ingredients to use</p> <p>1.6. Literacy skills to read and interpret food preparation lists, stand recipes,</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		desserts	<p>standard procedures, date codes and stock rotation labels and manufacturers instruction for equipment, and write notes on recipe requirements and calculation.</p> <p>1.7. Initiative and enterprise skills to minimize wastage.</p> <p>1.8. Technology skills in cooking and use of mechanical kitchen equipment, including weighing equipment.</p> <p>1.9. Problem-solving skills to take corrective steps to ensure quality control, and evaluate quality of products, and adjust taste, texture and appearance</p>
2. Present Kapampangan Heritage Processed Food	<p>2.1. Kapampangan heritage processed foods are presented attractively according to enterprise standards</p> <p>2.2. Kapampangan heritage processed foods are presented using sanitary practices</p> <p>2.3. Suitable plate are selected according to enterprise standards</p>	<p>2.1. Principles of Kapampangan heritage processed food presentation, and food accompaniment and sidings pairing</p> <p>2.2. Review of workflow planning and occupational health and safety requirements for preparation of Kapampangan heritage processed food</p> <p>2.3. Appropriate service ware for presenting Kapampangan heritage processed food</p>	<p>2.1. Social skills to work cooperatively with other team members</p> <p>2.2. Communication skills to share information with other kitchen and floor service staff.</p> <p>2.3. Planning and organizational skills to complete plating and presentation of protein dishes and work within time constraints in a logical sequence</p> <p>2.4. Literacy skills to read and interpret stand recipes, and standard procedures,</p> <p>2.5. Initiative and enterprise skills to minimize wastage.</p> <p>2.6. Problem-solving skills to take corrective steps to ensure quality control, and evaluate quality of products, and adjust taste,</p>



ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			texture and appearance 2.7. Creative and artistic skills in plating and presentation of protein dishes
3. Package and Store Kapampangan heritage processed foods	<p>3.1. Kapampangan heritage processed foods are packed in identified <b>packaging materials</b> and <b>criteria for packaging</b> based on the type of food, intended storage, and transport requirements</p> <p>3.2. Sanitary, occupational health and safety, local health regulations and <b>environmental requirements for food packaging</b> area are observed</p> <p>3.3. Packaged food products are labeled in adherence to all <b>relevant national and local food labeling</b> regulations and standards.</p> <p>3.4. <b>Finished product inspection</b> is performed following established industry procedures.</p> <p>3.5. Kapampangan heritage processed foods are stored and kept in appropriate conditions to maintain freshness, quality and taste based on industry standards.</p>	<p>3.1. Appropriate packaging materials and packaging criteria for Kapampangan heritage processed foods</p> <p>3.2. Sanitary, occupational health and safety, local health regulations and environmental requirements for packaging Kapampangan heritage processed foods</p> <p>3.3. Principles of portion control including techniques in achieving standard yields, weights and sizes</p> <p>3.4. National and local food labeling requirements for Kapampangan heritage processed foods</p> <p>3.5. Inspection procedures for finished Kapampangan heritage processed foods</p> <p>3.6. Principles of correct storage of Kapampangan heritage processed foods, including:</p> <p>3.6.1. Different types of storage and correct temperatures</p> <p>3.6.2. Stock rotation (FIFO)</p> <p>3.6.3. Storage location</p> <p>3.6.4. Prevention of cross-contamination</p>	<p>3.1. Technical skills to apply food safety, sanitation and hygiene skills and practices in packaging Kapampangan heritage processed foods, and corrective steps to ensure quality control</p> <p>3.2. Social skills to work cooperatively with other team members</p> <p>3.3. Communication skills to share information with other kitchen and floor service staff.</p> <p>3.4. Literacy skills to write date codes and stock rotation labels and relevant national and local food labeling requirements</p> <p>3.5. Problem-solving skills to choose appropriate packaging options and correct finished product inspection to ensure and control quality in storage.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Kapampangan Processed Foods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1. Buru <ul style="list-style-type: none"> <li>1.1.1. Nasi <ul style="list-style-type: none"> <li>1.1.1.1. Balo-Balo (Shrimp)</li> <li>1.1.1.2. Tagilo (Fish)</li> <li>1.1.1.3. Babi</li> </ul> </li> <li>1.1.2. Gule <ul style="list-style-type: none"> <li>1.1.2.1. Kamatis</li> <li>1.1.2.2. Mustasa</li> </ul> </li> <li>1.1.3. Prutas <ul style="list-style-type: none"> <li>1.1.3.1. Mangga</li> <li>1.1.3.2. Kamiyas</li> </ul> </li> <li>1.1.4. Burung talangka</li> <li>1.1.5. Ebon</li> </ul> </li> <li>1.2. Belutak Longanisa</li> <li>1.3. Longanisa</li> <li>1.4. Pindang Babi</li> <li>1.5. Pindang Damulag</li> <li>1.6. Tocino</li> </ul>
2. Packaging Materials	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1. Preserving Bottles</li> <li>2.2. Cans</li> <li>2.3. Pet bottles (heat set)</li> <li>2.4. Native Baskets</li> <li>2.5. Cartons</li> <li>2.6. Foil Containers</li> </ul>
3. Criteria for Packaging	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>3.1. Quality</li> <li>3.2. Shelf-life</li> <li>3.3. Portion control</li> </ul>
4. Environmental requirements for food packaging	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>4.1. Temperature control</li> <li>4.2. Humidity</li> </ul>
5. Relevant National and Regional Food Labeling	<p>May include but not limited to:</p> <p><b>National Food Labeling</b></p> <ul style="list-style-type: none"> <li>5.1. Product Name</li> <li>5.2. Ingredients List</li> <li>5.3. Net Weight or Volume</li> <li>5.4. Name and Address of Manufacturer/Distributor</li> <li>5.5. Expiration Date/Use-by Date</li> <li>5.6. Country of Origin</li> <li>5.7. Allergen Information</li> <li>5.8. Nutrition Facts</li> </ul> <p><b>Local food labeling</b></p> <ul style="list-style-type: none"> <li>5.9. Local Language</li> <li>5.10. Traditional Products</li> <li>5.11. "Home-Made" or "Local" Claims</li> </ul>

VARIABLE	RANGE
6. Finished products inspection	May include but not limited to: 6.1. Package integrity 6.2. Appropriateness of label 6.3. Conformance to product specifications

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Prepared and cooked Kapampangan heritage processed foods. 1.2. Plated and presented Kapampangan heritage processed foods. 1.3. Packaged and stored Kapampangan heritage processed foods. 1.4. Followed workplace safety practices and hygienic procedures in preparing Kapampangan heritage dishes. 1.5. Communicated effectively with others to ensure effective work operations
2. Resource Implications	<b>The following resources should be provided:</b> 2.1. Access to a fully-equipped operational commercial/ institutional kitchen 2.2. Access to actual workplace standards, procedures, policies, and guidelines 2.3. Use of a variety of Kapampangan ingredients, including specialty and sustainable ingredients, to prepare dishes for Kapampangan heritage cuisine. 2.4. Kapampangan heritage cookbooks 2.5. Access to a range of packaging materials appropriate for Kapampangan heritage processed foods.
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1. Direct observation of the candidate while preparing a variety of Kapampangan heritage dishes 3.2. Sampling of Kapampangan heritage dishes prepared by the candidate 3.3. Written or oral questions to test candidate's knowledge on preparing various Kapampangan heritage dishes and safety issues 3.4. Interview to gain insight on discipline practiced 3.5. Project and assignment work 3.6. Review portfolios of evidence (such as certification) and third-party workplace reports of on-the-job performance by the candidate
4. Context of Assessment	4.1. Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center

## GLOSSARY OF TERMS

### GENERAL

- 1) **Certification** - is the process of verifying and validating the competencies of a person through assessment
- 2) **Certificate of Competency (COC)** – is a certification issued to individuals who pass the assessment for a single unit or cluster of units of competency
- 3) **Common Competencies** - are the skills and knowledge needed by all people working in a particular industry
- 4) **Competency** - is the possession and application of knowledge, skills and attitudes to perform work activities to the standard expected in the workplace
- 5) **Competency Assessment** - is the process of collecting evidence and making judgements on whether competency has been achieved
- 6) **Competency Standard (CS)** - is the industry-determined specification of competencies required for effective work performance
- 7) **Context of Assessment** - refers to the place where assessment is to be conducted or carried out
- 8) **Core Competencies** - are the specific skills and knowledge needed in a particular area of work - industry sector/occupation/job role
- 9) **Critical aspects of competency** - refers to the evidence that is essential for successful performance of the unit of competency
- 10) **Elective Competencies** - are the additional skills and knowledge required by the individual or enterprise for work
- 11) **Elements** - are the building blocks of a unit of competency. They describe in outcome terms the functions that a person performs in the workplace
- 12) **Evidence Guide** - is a component of the unit of competency that defines or identifies the evidences required to determine the competence of the individual. It provides information on critical aspects of competency, underpinning knowledge, underpinning skills, resource implications, assessment method and context of assessment
- 13) **Level** - refers to the category of skills and knowledge required to do a job
- 14) **Method of Assessment** - refers to the ways of collecting evidence and when evidence should be collected
- 15) **National Certificate (NC)** – is a certification issued to individuals who achieve all the required units of competency for a national qualification defined under the Competency Standards. NCs are aligned to specific levels within the PTQF

- 16) **Performance Criteria** - are evaluative statements that specify what is to be assessed and the required level of performance
- 17) **Qualification** - is a cluster of units of competencies that meets job roles and is significant in the workplace. It is also a certification awarded to a person on successful completion of a course in recognition of having demonstrated competencies in an industry sector
- 18) **Range of Variables** - describes the circumstances or context in which the work is to be performed
- 19) **Recognition of Prior Learning (RPL)** – is the acknowledgement of an individual's skills, knowledge and attitudes gained from life and work experiences outside registered training programs
- 20) **Resource Implications** - refers to the resources needed for the successful performance of the work activity described in the unit of competency. It includes work environment and conditions, materials, tools and equipment
- 21) **Basic Competencies** - are the skills and knowledge that everyone needs for work
- 22) **Underpinning Knowledge** - refers to the competency that involves in applying knowledge to perform work activities. It includes specific knowledge that is essential to the performance of the competency
- 23) **Underpinning Skills** - refers to the list of the skills needed to achieve the elements and performance criteria in the unit of competency. It includes generic and industry specific skills
- 24) **Unit of Competency** – is a component of the competency standards stating a specific key function or role in a particular job or occupation; it is the smallest component of achievement that can be assessed and certified under the PTQF

#### **SPECIFIC (GLOSSARY OF TERMS - Kapampangan Cuisine)**

- 1) **Adobo** – a popular Filipino dish of meat or seafood braised in vinegar, soy sauce, garlic, and peppercorns. Kapampangan have their own version.
- 2) **Bringhe** – a Kapampangan version of paella, made with glutinous rice, chicken, and other ingredients.
- 3) **Caldereta** – a stew made with meat (usually goat or beef) in tomato sauce, liver spread, and vegetables.
- 4) **Mechado** – a beef stew in tomato sauce with potatoes, carrots, and other vegetables.
- 5) **Paksiw** – a dish of meat or fish cooked in vinegar, often with ginger and vegetables.

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