COMPETENCY STANDARDS

AGRICULTURAL MANAGEMENT LEVEL III

AGRICULTURE, FORESTRY AND FISHERY SECTOR

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

Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

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COMPETENCY STANDARDS FOR

AGRICULTURAL MANAGEMENT LEVEL III

Section 1 AGRICULTURAL MANAGEMENT LEVEL III QUALIFICATION

The **AGRICULTURAL MANAGEMENT LEVEL III** Qualification consists of competencies that a person must achieve to manage agricultural production operations. It includes conducting market research and operational planning assistance, coordinating agricultural operations and resource utilization, and carrying out production monitoring and basic quality-cost control.

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

The units of competency comprising this qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMES)

CODE NO.	COMMON COMPETENCIES
AFF321201	Apply Safety Measures in Farm Operations
AFF321203	Perform Estimation and Basic Calculation
SOC941201	Provide Quality Customer Service
SOC941202	Comply with Quality and Ethical Standards

CODE NO.	CORE COMPETENCIES
CS-AFF243310	Conduct market research and operational planning assistance
CS-AFF243311	Coordinate agricultural operations and resource utilization
CS-AFF243312	Carry out production monitoring and basic quality-cost control
AFF243301	Assess market opportunities
AFF243302	Establish farm production plan
AFF243307	Implement financial management
AFF242304	Monitor and evaluate agroenterprise activities

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

- Agricultural Manager

SECTION 2 COMPETENCY STANDARDS

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

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 400311319

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	undertaken when required. 1.7 Communication and negotiation skills are applied and maintained in all relevant situations.		
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures. 2.2 Response to workplace issues are provided immediately. 2.3 Constructive contributions are made to ***workplace discussions*** on such issues as production, quality and safety. 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly.	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise. 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 3.3 Dialogue is initiated with appropriate personnel. 3.4 Communication problems and issues are raised as they arise.	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.5 Identify barriers in communication to be addressed appropriately.		3.7 Negotiation and communication skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Dealt with a range of communication/information at one time. 1.2 Demonstrated leadership skills in workplace communication. 1.3 Made constructive contributions in workplace issues. 1.4 Sought workplace issues effectively. 1.5 Responded to workplace issues promptly. 1.6 Presented information clearly and effectively written form. 1.7 Used appropriate sources of information. 1.8 Asked appropriate questions. 1.9 Provided accurate information.
2. Resource Implications	**The following resources should be provided:** 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Case problem 3.2 Third-party report 3.3 Portfolio 3.4 Interview 3.5 Demonstration/Role-playing
4. Context for Assessment	4.1 Competency may be assessed in the workplace or in a simulated workplace environment.

UNIT OF COMPETENCY : LEAD SMALL TEAMS

UNIT CODE : 400311320

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	preference, domestic and personal considerations, whenever possible.		
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs. 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude. 3.3 Performance expectations are discussed and disseminated to individual team members.	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 **Performance is monitored** based on defined performance criteria and/or assignment instruction. 4.2 Team members are provided with ***feedback***, positive support and advice on strategies to overcome any deficiencies based on company practices. 4.3 ***Performance issues*** which cannot be rectified or addressed within the team are referred to	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	appropriate personnel according to employer policy. 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/ customer needs and satisfaction. 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met. 4.6 Follow-up communication is provided on all issues affecting the team. 4.7 All relevant documentation is completed in accordance with company procedures.		

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE : 400311321

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Examine specific workplace challenges	1.1 Variances are examined from normal operating ***parameters***; and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and ***analytical techniques***. 1.3 ***Problems*** are clearly stated and specified.	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges 1.3 Relevant equipment and operational processes 1.4 Enterprise goals, targets and measures 1.5 Enterprise quality OHS and environmental requirement 1.6 Enterprise information systems and data collation	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 1.2 Identifying extent and causes of specific challenges in the workplace

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.7 Industry codes and standards	
2. Analyze the causes of specific workplace challenges	2.1 Possible causes of specific problems are identified based on experience and the use of problem solving tools / analytical techniques. 2.2 Possible cause statements are developed based on findings. 2.3 Fundamental causes are identified per results of investigation conducted.	2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 2.3 Relevant equipment and operational processes 2.4 Enterprise goals, targets and measures 2.5 Enterprise quality OSH and environmental requirement 2.6 Enterprise information systems and data collation 2.7 Industry codes and standards	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 2.2 Identifying extent and causes of specific challenges in the workplace 2.3 Providing clear-cut findings on the nature of each identified workplace challenges
3. Formulate resolutions to specific workplace challenges	3.1 All possible options are considered for resolution of the problem.	3.1 Competence to include the ability to apply and explain, sufficient for the identification of	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 ***Action plans*** are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures.	fundamental cause, determining the corrective action and provision of recommendations 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	and successive processing of information) in examining specific challenges in the workplace 3.2 Identifying extent and causes of specific challenges in the workplace 3.3 Providing clear-cut findings on the nature of each identified workplace challenges 3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges
4. Implement action plans and communicate results	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.2 Recommendations are presented to appropriate personnel. 4.3 Recommendations are followed-up, if required.	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2 Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 4.2 Identifying extent and causes of specific challenges in the workplace

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.3 Providing clear-cut findings on the nature of each identified workplace challenges 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Examined specific workplace challenges. 1.2 Analyzed the causes of specific workplace challenges. 1.3 Formulated resolutions to specific workplace challenges. 1.4 Implemented action plans and communicated results on specific workplace challenges.
2. Resource Implications	2.1 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Observation 3.2 Case Formulation 3.3 Life Narrative Inquiry 3.4 Standardized test The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. 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. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
4. Context for Assessment	In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : 400311323

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Range of ideas with other team members and colleagues are evaluated and discussed. 2.3 Work procedures and processes subject to change are selected based on ***workplace requirements*** (feasible and innovative). 2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems. 2.5 ***Critical inquiry*** is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.	(Christopher Peterson and Martin Seligman, 2004) 2.3 Five minds of the future concepts (Gardner, 2007) 2.4 Adaptation concepts in neuroscience (Merzenich, 2013) 2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation 2.3 Facilitating action plans on how to apply innovative procedures in the organization
3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analyzed to identify the impact of the new work procedures. 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure. 3.3 Work instruction operational plan of the new work procedure is	3.1 Five minds of the future concepts (Gardner, 2007) 3.2 Adaptation concepts in neuroscience (Merzenich, 2013) 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation 3.2 Facilitating action plans on how to apply innovative procedures in the organization

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	developed and evaluated. 3.4 Feedback and suggestion are recorded. 3.5 Operational plan is updated. 3.6 Results and impact on the developed work instructions are reviewed. 3.7 Results of the new work procedure are evaluated. 3.8 Adjustments are recommended based on results gathered.		3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation. 1.4 Assessed work procedures, processes and systems in terms of innovative practices. 1.5 Generate practical action plans for improving work procedures, and processes. 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning. 1.7 Evaluated the effectiveness of the proposed action plans.
2. Resource Implications	**The following resources should be provided:** 2.1 Pens, papers and writing implements 2.2 Cartolina 2.3 Manila papers
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY

UNIT CODE : 400311324

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	agreed procedures. 2.2 Appropriate and valid procedures are operated for inputting, maintaining and archiving information. 2.3 ***Software*** required are utilized to execute the project activities. 2.4 Information and data obtained are handled, edited, formatted and checked from a range of internal and external ***sources***. 2.5 Information are extracted, entered, and processed to produce the outputs required by ***customers***. 2.6 Own skills and understanding are shared to help others. 2.7 Specified ***security measures*** are implemented to protect the confidentiality and integrity of project data held in IT systems.	2.2 Procedures and work instructions for the use of IT 2.3 Operational requirements for IT systems 2.4 Sources and flow paths of data 2.5 Security systems and measures that can be used 2.6 Extract data and format reports 2.7 Methods of entering and processing information 2.8 WWW enabled applications	2.2 Using procedures and work instructions for the use of IT 2.3 Describing operational requirements for IT systems 2.4 Identifying sources and flow paths of data 2.5 Determining security systems and measures that can be used 2.6 Extracting data and format reports 2.7 Describing methods of entering and processing information 2.8 Using WWW applications
3. Edit, format and check information	3.1 Basic editing techniques are used. 3.2 Accuracy of documents are checked.	3.1 Basic file-handling techniques 3.2 Techniques in checking documents	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Editing and formatting tools and techniques are used for more complex documents. 3.4 Proof reading techniques is used to check that documents look professional.	3.3 Techniques in editing and formatting 3.4 Proof reading techniques	checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Used technical information systems and information technology 1.2 Applied information technology (IT) systems 1.3 Edited, formatted and checked information
2. Resource Implications	**Specific resources for assessment** 2.1 Computers 2.2 Software and IT system
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Direct Observation 3.2 Oral interview and written test
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or through accredited institution.

UNIT OF COMPETENCY : EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES

UNIT CODE : 400311325

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant ***OSH requirements, regulations, policies and procedures*** are identified in accordance with workplace policies and procedures. 1.2 OSH activity non-conformities are conveyed to ***appropriate personnel***. 1.3 ***OSH preventive and control requirements*** are identified in accordance with OSH work policies and procedures.	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Communication skills 1.2 Interpersonal skills 1.3 Critical thinking skills 1.4 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	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	2.1 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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	workplace policies and procedures. 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards.	2.5 Different OSH control measures	
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 ***Non-compliance work activities*** 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 3.3 Interpersonal skills 3.4 Troubleshooting skills 3.5 Critical thinking skills 3.6 Observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	May include: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers' related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include: 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH metrics	May include: 4.1 Statistics on incidence of accidence and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES

UNIT CODE : 400311326

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311327**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate ***business strategies*** are determined and set for the enterprise based on current and emerging business environment. 1.2 ***Business operations*** are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and maintain client-base/market	2.1 Good customer relations are maintained. 2.2 New customers and markets are	2.1 Public relations concepts 2.2 Basic product promotion strategies	2.1 Building customer relations 2.2 Individual marketing skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	identified, explored and reached out to. 2.3 Promotions/ Incentives are offered to loyal customers. 2.4 Additional products and services are evaluated and tried where feasible. 2.5 ***Promotional/ advertising initiatives*** are carried out where necessary and feasible.	2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured though appropriate ***internal controls***. 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

COMMON COMPETENCIES

UNIT OF COMPETENCY : APPLY SAFETY MEASURES IN FARM OPERATIONS

UNIT CODE : AFF321201

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine areas of concern for safety measures	1.1 **Work *tasks*** are identified in line with farm operations. 1.2 ***Place*** for safety measures are determined in line with farm operations. 1.3 ***Time*** for safety measures are determined in line with farm operations. 1.4 Appropriate ***tools, materials and outfits*** are prepared in line with job requirements.	1.1 Different work tasks in farm operations 1.2 Place and time for implementation of safety measures 1.3 Different hazards in the workplace 1.4 Types of tools, materials and outfits 1.5 Preparation of tools, materials and outfits	1.1 Identifying work tasks in farm operations 1.2 Determining place and time for implementation of safety measures 1.3 Reading labels, manuals and other basic safety information 1.4 Identifying effective/ functional tools, materials and outfit 1.5 Preparing tools, materials and outfits 1.6 Discarding defective tools, and materials
2. Apply appropriate safety measures	2.1 Tools and materials are used according to specifications and procedures.	2.1 Uses and functions of tools 2.2 Outfits and how to wear it 2.3 Expiration/shelf life of materials	2.1 Using tools and materials in the workplace 2.2 Wearing of outfits

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Outfits are worn according to farm requirements. 2.3 Effectivity/shelf life/expiration of materials are strictly observed. 2.4 ***Emergency procedures*** are known and followed to ensure a safework requirement. 2.5 ***Hazards*** in the workplace are identified and reported in line with farm guidelines.	2.4 Proper disposal of expired materials 2.5 Environmental rules and regulations 2.6 Disaster Risk and Reduction Management 2.7 Emergency procedures 2.8 Hazards identification and reporting 2.9 Climate Change Adaptation and Mitigation 2.10 Communication skills 2.11 OSHS	2.3 Observing expiration/shelf life of materials 2.4 Disposing of expired materials 2.5 Following emergency procedures 2.6 Identifying and reporting of hazards in workplace area
3. Safekeep /dispose tools, materials and outfit	3.1 Used tools and outfit are cleaned after use and stored in designated areas. 3.2 Unused materials are properly labeled and stored according to manufacturer's recommendation and farm requirements. 3.3 Waste materials are disposed according to manufacturers, government and farm requirements.	3.1 Procedures of cleaning used tools and outfits 3.2 Label and storage unused materials 3.3 Disposal of wastes materials 3.4 Manufacturers' recommendation on keeping materials 3.5 Environmental rules and regulations	3.1 Cleaning used tools and outfit 3.2 Labeling and storing unused materials 3.3 Disposing waste materials

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PERFORM ESTIMATION AND BASIC CALCULATION

UNIT CODE : AFF321203

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.4 Number computed is checked following work requirements.		

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PROVIDE QUALITY CUSTOMER SERVICE

UNIT CODE : SOC941201

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update knowledge of products and services	1.1 Products and/or services to be marketed are identified, familiarized with and fully understood. 1.2 Information on programs is accessed. 1.3 Knowledge on ***products, services and programs*** are updated. 1.4 Additional information on products, services and programs.	1.1 Understanding client's nature, motivation, expectations and needs 1.2 Knowledge of how to determine client needs and expectations related to the product/ services and programs 1.3 Knowledge of appropriate marketing and promotional strategies 1.4 Knowledge of company standards on how to interact with clients 1.5 Knowledge of organization's vision, mission	1.1 Effective oral communication skills 1.2 Listening skills 1.3 Motivational skills 1.4 Interpersonal skills 1.5 Presentation skills 1.6 Computer literacy
2. Assess needs of new and existing clients	2.1 Active listening is used to gather information from ***clients***. 2.2 Orientation on products/services, program and policies are conducted. 2.3 Identified related or applicable ***needs*** of clients based on the products/services and program being offered.	2.1 Understanding client's nature, motivation, expectations and needs 2.2 Knowledge of how to determine client needs and expectations related to the product/services and programs 2.3 Knowledge of appropriate marketing and	2.1 Effective oral communication skills 2.2 Listening skills 2.3 Motivational skills 2.4 Interpersonal skills 2.5 Presentation skills 2.6 Skill in demonstrating cost/ benefits/ value to clients based on client's

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Provided clients with courteous and professional treatment throughout the interaction using ***interactive communication***. 2.5 Inquiries, concerns and comments are responded to promptly and accurately in accordance with organization's policies. 2.6 Recorded all the gathered information given by the clients.	promotional strategies 2.4 Knowledge of designing, administering and processing clients' satisfaction survey 2.5 Knowledge of confidentiality and company standards for obtaining, using and protecting information obtained from clients 2.6 Knowledge of company standards on how to interact with clients 2.7 Knowledge of organization's vision, mission and values 2.8 Commitment/ dedication, love of work, competence, courteous, honesty, sincerity, sensitivity to others, sense of responsibility, caring attitude/ compassion, and charity	expectations and needs 2.7 Skill in generating several alternative solutions that will meet customer's needs 2.8 Data gathering skills 2.9 Computer literacy
3. Conduct client satisfaction survey	3.1 Client satisfaction survey is administered. 3.2 Survey results are collated and analyzed. 3.3 Positive and negative results are defined.	3.1 Knowledge of how to determine client needs and expectations related to the product/services and programs 3.2 Knowledge of designing, administering and	3.1 Effective oral communication skills 3.2 Listening skills 3.3 Motivational skills 3.4 Interpersonal skills 3.5 Presentation skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Negative feedbacks are well addressed immediately through appropriate ***communication strategies***.	processing clients' satisfaction survey 3.3 Knowledge of confidentiality and company standards for obtaining, using and protecting information obtained from clients 3.4 Commitment/ dedication, love of work, competence, courteous, honesty, sincerity, sensitivity to others, sense of responsibility, caring attitude/ compassion, and charity	3.6 Skill in demonstrating cost/ benefits/ value to clients based on client's expectations and needs 3.7 Skill in generating several alternative solutions that will meet customer's needs 3.8 Data gathering skills 3.9 Computer literacy

RANGE OF VARIABLES

VARIABLE	RANGE
1. Product/services and programs	May include: 1.1 Financial services 1.2 Non-financial services
2. Clients	May include: 2.1 Entrepreneurial poor
3. Needs	May include: 3.1 Designing clients satisfaction survey instruments 3.2 Procedure in administering clients satisfaction survey 3.3 Processing clients satisfaction survey data 3.4 Product/service knowledge 3.5 Knowledge of programs
4. Interactive communication	May include: 4.1 Information is gathered in a courteous and professional manner 4.2 Probing skills 4.3 Skills in effective questioning 4.4 Consistent service quality for all types of customers 4.5 Avoiding controversial issues like politics and religion
5. Communication strategies	May include: 5.1 One-on-one interaction 5.2 Group meetings

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Received, assessed and responded to client needs. 1.2 Applied organizational quality.
2. Resource Implications	The following resources should be provided: 2.1 Meeting venue/s 2.2 Equipment and furnishings appropriate to a microfinance set-up 2.3 Complete information on products, services and programs 2.4 Products, services and programs brochures 2.5 Organization's standard forms for clients
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral questioning 3.2 Written test 3.3 Practical demonstration
4. Context for Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : COMPLY WITH QUALITY AND ETHICAL STANDARDS

UNIT CODE : SOC941202

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess quality of received materials	1.1 Work instruction is obtained and carried out in accordance with standard operating procedures. 1.2 Received ***materials*** are checked against workplace standards and specifications. 1.3 Defective materials are identified, reported and isolated. 1.4 Defective materials are repaired/ replaced in accordance with workplace procedures. 1.5 ***Defects*** and any identified causes are recorded and/or reported to the concerned personnel in accordance with workplace procedures.	1.1 Knowledge of organization's vision, mission and values 1.2 Knowledge of product, services and programs 1.3 Operational standards and procedures 1.4 Quality checking procedures 1.5 Workplace procedures 1.6 Occupational health and safety procedures 1.7 Characteristics of hardware, software and materials used in rendering quality service 1.8 Defect/ irregularities identification and reporting 1.9 Quality improvement processes 1.10 Quality consciousness 1.11 Values orientation 1.12 Market driven/ client focused	1.1 Comprehension skills 1.2 Communication skills 1.3 Critical thinking, problem solving and decision making skills 1.4 Technical skills 1.5 Interpersonal skills 1.6 Community organizing skills 1.7 Analytical skills 1.8 Quantitative skills 1.9 Qualitative skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess own work/output	2.1 ***Documentation*** relative to quality within the company is identified and used. 2.2 Completed work is checked against workplace standards. 2.3 Defects are identified and corrected in accordance with the company ***quality standards***.	2.1 Knowledge of organization's vision, mission and values 2.2 Knowledge of product, services and programs 2.3 Operational standards and procedures 2.4 Quality checking procedures 2.5 Workplace procedures 2.6 Occupational health and safety procedures 2.7 Defect/ irregularities identification and reporting 2.8 Quality improvement processes 2.9 Quality consciousness 2.10 Values orientation 2.11 Market driven/ client-focused	2.1 Comprehension skills 2.2 Communication skills 2.3 Critical thinking, problem solving and decision making skills 2.4 Technical skills 2.5 Interpersonal skills 2.6 Analytical skills
3. Submit oneself to third party assessment	3.1 Information on the quality and other indicators of performance are recorded in accordance with workplace procedures. 3.2 In cases of deviations from specific quality standards, causes are documented and reported in accordance with the workplace's standards operating procedures.	3.1 Knowledge of product, services and programs 3.2 Operational standards and procedures 3.3 Quality checking procedures 3.3 Workplace procedures 3.4 Occupational health and safety procedures 3.5 Defect/ irregularities identification and reporting	3.1 Comprehension skills 3.2 Communication skills 3.3 Critical thinking, problem solving and decision making skills 3.4 Technical skills 3.5 Interpersonal skills 3.6 Analytical skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 In cases of objections/ disagreements, reasons are expressed thru written documentation. 3.4 Settlements are sought in accordance with company policies.	3.6 Quality improvement processes 3.7 Quality consciousness 3.8 Values orientation 3.9 Market-driven/ client focused	
4. Engage in quality improvement	4.1 Process improvement procedures are participated in relative to workplace assignment. 4.2 Work is carried out in accordance with process improvement procedures. 4.3 Services are delivered in accordance with ethical standards. 4.4 Quality service is monitored to ensure client satisfaction. 4.5 ***Client's*** needs are assessed through conduct of researches, focus group discussions, and satisfaction surveys/interviews. 4.6 Trainings, orientations, and exposures are rendered to ensure their understanding/ familiarization on products, services.	4.1 Knowledge of organization's vision, mission and values 4.2 Knowledge of product, services and programs 4.3 Operational standards and procedures 4.4 Quality checking procedures 4.5 Workplace procedures 4.6 Occupational health and safety procedures 4.7 Quality improvement processes 4.8 Quality consciousness 4.9 Values orientation	4.1 Comprehension skills 4.2 Communication skills 4.3 Critical thinking, problem solving and decision-making skills 4.4 Technical skills 4.5 Interpersonal skills 4.6 Community organizing skills 4.7 Analytical skills 4.8 Quantitative skills 4.9 Qualitative skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	May include: 1.1 Manuals, brochures, flyers, flipcharts, signages and tarpaulin 1.2 Work orders 1.3 Standard forms 1.4 Recorded voice files/audio video presentations 1.5 PowerPoint presentation materials 1.6 Documentations 1.7 Software 1.8 Hardware 1.9 Office supplies 1.10 Office equipment 1.11 Holy Scriptures
2. Defects/Irregularities	May include: 2.1 Deviation from the requirements of the client 2.2 Deviation from the requirements and standard operating procedures of the organization/institution 2.3 Manuals containing incorrect/outdated information 2.4 Software/hardware defects 2.5 Poor employee interpersonal relationships/conflicts among employees 2.6 Loose implementation of organizational policies and procedures 2.7 Poor/inappropriate training designs 2.8 Non-compliance of selection and recruitment procedures of employees 2.9 Work fatigue and lost of interest to work being experience by the employee/s 2.10 Lack of clear understanding about one's role and responsibilities 2.11 Non-compliance of selection and recruitment procedures of clients 2.12 Undesirable work behavior of employees 2.13 Breakdown of/barriers to communication 2.14 Outdated work plans and schedules
3. Documentation	May include: 3.1 Standard Operating Procedures 3.2 Quality checklist 3.3 Monitoring feedback sheet 3.4 Forms such as Loan Applications, CCI/BI, Cash Flows, Loan Utilization Checks, Client Exits/ Withdrawals, Work/Job Order, Client Feedback Notice, Material Requisition Form, Performance Appraisal Report, Training Evaluation Forms 3.5 Reports such as Financial Statements, Operational Assessments/Highlights and Plans, Cash Position Reports

VARIABLE	RANGE
	3.6 Minutes of meetings (Board, Branch, Department/Units/Groups) 3.7 Special orders, memorandums, notices, announcements 3.8 Employee movements (promotion, demotion, discharge, termination, suspension) 3.9 Linkages such as Loan Verification, SSS and Philhealth dues 3.10 Organizational Profile (Vision, Mission, Goals and Objectives) 3.11 Electronic documentations e.g. Website 3.12 Files/Employees' Profile
4. Quality Standards	May include: 4.1 Materials 4.2 Software 4.3 Office supplies 4.4 Office facilities 4.5 Office equipment 4.6 Office standard forms 4.7 Work processes 4.8 Customer service 4.9 Products and services 4.10 Work outputs 4.11 Communication process 4.12 Ethical and professional ethics 4.13 Training program design and delivery 4.14 Value added services/product innovations 4.15 Organization's policies and procedures manual
5. Client	May include: 5.1 External clients (customers, partners, members, subscribers, end users, investors/funders, service providers, agencies) 5.2 Internal clients (within the organization/co-employees, immediate superiors, board of trustees)

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed work in accordance with the organization's standard operating procedures and specifications. 1.2 Identified and reported defects in accordance with standard operating procedures. 1.3 Carried out work in accordance with the process improvement procedures.
2. Resource Implications	The following resources should be provided: 2.1 Product manuals and brochures 2.2 Marketing and promotional materials 2.3 Orientation and presentation materials 2.4 Office standard forms and documentation 2.5 Operational handbook/manuals 2.6 Work plans and schedules 2.7 Hardware 2.8 Software
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Interviews 3.3 Audit Report 3.4 Monthly Reports 3.5 Practical Demonstration 3.6 Performance Evaluation
4. Context for Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

CORE COMPETENCIES

UNIT OF COMPETENCY : CONDUCT MARKET RESEARCH AND OPERATIONAL PLANNING ASSISTANCE

UNIT CODE : CS-AFF243310

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required in conducting market research and operational planning assistance. This includes conducting market data collection and analysis, implementing basic forecasting procedures, carrying out development of production and sales plans.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct market data collection and analysis	1.1 ***Market data*** are collected using defined ***tools and research procedures*** following industry practice. 1.2 Collected data are ***organized*** based on industry practice. 1.3 Collected data are documented according to standard formats. 1.4 Market trends and behavior patterns are ***analyzed*** for operational relevance based on industry practice.	**SCIENCE** 1.1 Types of market data 1.1.1 consumer demand 1.1.2 pricing 1.1.3 sales volume 1.2 Consumer behavior patterns and preferences 1.3 Seasonal and regional trends in agricultural markets **TECHNOLOGY** 1.4 Tools for data collection 1.4.1 Surveys 1.4.2 Question-naire 1.4.3 Online platforms 1.5 Data processing and organization tools (e.g., spreadsheets, databases) 1.6 Software for data analysis	1.1 Communication skills 1.2 Collecting market data 1.3 Organizing collected data 1.4 Documenting collected data 1.5 Analyzing market trends behavior patterns

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		ENVIRONMENT AND OTHER RELATED LAWS 1.7 Awareness of RA 7394 (Consumer Act) – ensuring fair data collection practices 1.8 Data privacy regulations in market research (e.g., RA 10173 (Data Privacy Act)) 1.9 Compliance with industry standards for data accuracy and transparency **MATHEMATICS** 1.10 Statistical methods for analyzing market trends 1.11 Calculating market share and growth trends 1.12 Data normalization for accurate **COMMUNICATION** 1.13 Forecast results and analysis 1.14 Documented forecast findings 1.15 Communication on forecast assumptions and methodology	
2. Implement basic forecasting procedures	2.1 Historical production and sales records are interpreted for trend analysis following industry practice. 2.2 Basic ***forecasting methods*** are	**SCIENCE** 2.1 Principles of demand and sales forecasting 2.2 Methods of analyzing historical	2.1 Interpreting historical production and sales records 2.2 Applying basic forecasting methods

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	applied to estimate future demand in accordance with industry practice. 2.3 Forecast results are documented using approved templates according to industry practice. 2.4 Forecast findings are ***presented*** to decision-makers following industry practice.	production and sales records 2.3 Seasonal and cyclic behavior of agricultural products **TECHNOLOGY** 2.4 Forecasting models 2.5 Tools for visualizing data trends 2.6 Digital tools for data entry, analysis, and presentation **ENVIRONMENT AND OTHER RELATED LAWS** 2.7 Compliance with ISO 9001 (Quality Management Systems) for forecasting accuracy 2.8 Regulatory standards in agricultural market forecasting 2.9 Ethical standards in forecasting and presenting data to stakeholders **MATHEMATICS** 2.10 Calculating future demand based on historical data 2.11 Using statistical methods for trend analysis 2.12 Estimating potential sales growth using forecasting models	2.3 Documenting forecast results 2.4 Presenting forecast findings

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		COMMUNICATION 2.13 Forecast results and analysis 2.14 Documented forecast findings 2.15 Communication of forecast assumptions and methodology	
3. Carry out development of production and sales plans	3.1 Identified production inputs and targets are aligned with forecasted trends and available resources according to industry practice. 3.2 Proposed production and sales activities are outlined in accordance with planning procedures. 3.3 ***Production and sales plan*** drafts are prepared and submitted for review and feedback based on industry practice.	**SCIENCE** 3.1 Principles of aligning production with forecasted demand 3.2 Methods of determining the resources required for production 3.3 Analysis of production constraints and market opportunities **TECHNOLOGY** 3.4 Software tools for planning and tracking production (e.g., Microsoft Project, Google Sheets) 3.5 Tools for creating production and sales schedules (e.g., Gantt charts, scheduling software) 3.6 Digital platforms for communication and collaboration on planning	3.1 Aligning identified production inputs and targets 3.2 Outlining proposed production and sales activities 3.3 Preparing and submitting production and sales plan drafts

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		ENVIRONMENT AND OTHER RELATED LAWS 3.7 Compliance with RA 7394 (Consumer Act) – product safety and quality standards in production 3.8 Awareness of RA 7394 (Consumer Act) – ensuring accuracy in product labeling and marketing 3.9 Regulations regarding the allocation of resources in agricultural production **MATHEMATICS** 3.10 Resource estimation for production based on sales forecasts 3.11 Calculating production targets, timelines, and cost of goods sold (COGS) **COMMUNICATION** 3.12 Production and sales plan drafts 3.13 Communication of plan objectives and details 3.14 Reports and feedback on production and sales plans	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Market data	Market data may include: 1.1 Consumer demand 1.2 Pricing and cost data 1.3 Sales volume and distribution data 1.4 Competitor information 1.5 Market size and growth trends
2. Tools and research procedures	Tools and research procedures may include: 2.1 Surveys and questionnaires 2.2 Focus group discussions 2.3 Interviews (in-person or virtual) 2.4 Online databases and digital platforms 2.5 Field observation
3. Data organization formats	Data organization formats may include: 3.1 Tables 3.2 Charts and graphs 3.3 Spreadsheets 3.4 Narrative summaries 3.5 Templates prescribed by the organization
4. Market trend analysis	Market trend analysis may include: 4.1 Seasonal changes 4.2 Year-on-year comparisons 4.3 Consumer behavior shifts 4.4 Regional or commodity-specific trends
5. Forecasting methods	Forecasting methods may include: 5.1 Historical trend analysis 5.2 Moving averages 5.3 Seasonal index 5.4 Simple regression 5.5 Ratio-to-trend
6. Forecast presentation formats	Forecast presentation formats may include: 6.1 Visual formats (charts, graphs) 6.2 Tabular summaries 6.3 Written narratives or executive summaries 6.4 Standardized report templates
7. Production and sales plan components	Production and sales plan components may include: 7.1 Resource requirements (materials, labor, time) 7.2 Target outputs and timelines 7.3 Sales targets and pricing 7.4 Implementation schedules 7.5 Performance indicators

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted market data collection and analysis. 1.1.1 Collected market data. 1.1.2 Organized collected data. 1.1.3 Documented collected data. 1.1.4 Analyzed market trends and behavior patterns. 1.2 Implemented basic forecasting procedures. 1.2.1 Interpreted historical production and sales records. 1.2.2 Applied basic forecasting methods. 1.2.3 Documented forecast results. 1.2.4 Presented forecast findings. 1.3 Carried out the development of production and sales plans. 1.3.1 Aligned production inputs and targets. 1.3.2 Outlined proposed production and sales activities. 1.3.3 Prepared production and sales plan drafts.
2. Resource Implications	The following resources MUST be provided: 2.1 Actual or simulated environment that reflects actual agricultural operations 2.2 Tools and equipment for data collection and processing 2.3 Access to production and sales records, market reports, and historical data 2.4 Standardized organizational forms, templates, and planning documents 2.5 Reference materials 2.6 Personal protective equipment (PPE) 2.7 Whiteboard or presentation tools for forecast discussion or plan review
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Demonstration and oral questioning 3.3 Written test 3.4 Interview 3.5 Portfolio
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 : COORDINATE AGRICULTURAL OPERATIONS AND RESOURCE UTILIZATION

UNIT CODE : CS-AFF243311

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes in coordinating agricultural operations and resource utilization. This includes inspecting work areas and resource, coordinated day-to-day production activities, and facilitating routine meeting and logistical arrangements.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Inspect work areas and resources	1.1 ***Field conditions*** and resources availability are checked using ***operational checklists*** following industry practice. 1.2 ***Resource*** gaps and constraints are identified following industry practice. 1.3 Evaluation results are compiled into status reports following organizational procedures.	**SCIENCE** 1.1 Site conditions 1.1.1 Soil texture 1.1.2 Moisture levels 1.1.3 Crop status 1.2 Agricultural resource types 1.2.1 Labor 1.2.2 Equipment 1.2.3 Materials 1.3 Common issues affecting resource availability 1.3.1 Pest infestation 1.3.2 Drought **TECHNOLOGY** 1.4 Operational checklists and assessment tools for field conditions 1.5 Tools for measuring and evaluating site conditions 1.5.1 Moisture meters 1.5.2 pH testers 1.6 Software for compiling and organizing evaluation data	1.1 Checked field conditions and resource availability 1.2 Identifying resource gaps and constraints 1.3 Compiling evaluation results

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		ENVIRONMENT AND OTHER RELATED LAWS 1.7 Awareness on RA 7394 (Consumer Act) – ensuring safety in agricultural resource handling 1.8 Compliance with environmental regulations for resource use in agricultural settings 1.9 Awareness of ISO 9001 – quality management in operational assessments **MATHEMATICS** 1.10 Estimation of resource requirements based on production forecasts 1.11 Calculation of space and equipment needs based on field size and tasks 1.12 Assessing field productivity and resource utilization rates **COMMUNICATION** 1.13 Report on field conditions and resource availability 1.14 Communication of resource gaps and constraints to relevant stakeholders	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.15 Documentation of evaluation results and compiling status reports	
2. Coordinate day-to-day production activities	2.1 ***Daily work schedules*** are applied according to production plans. 2.2 ***Tasks*** are assigned to personnel based on operational needs. 2.3 ***Output*** and operational issues are monitored following organizational procedures.	**SCIENCE** 2.1 Principles of task sequencing and resource allocation in agricultural operations 2.2 Impact of environmental factors on daily production activities 2.2.1 Weather 2.2.2 Soil conditions 2.3 Methods for ensuring efficient use of materials and labor in daily tasks **TECHNOLOGY** 2.4 Work scheduling software 2.4.1 Microsoft Project 2.4.2 Google Sheets 2.5 Tools for task assignment and personnel coordination 2.5.1 Team manage-ment apps 2.5.2 Task tracking systems 2.6 Digital platforms for monitoring production output and identifying operational issues	2.1 Applying daily work schedules 2.2 Assigning tasks 2.3 Monitoring output and operational issues

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		ENVIRONMENT AND OTHER RELATED LAWS 2.7 Compliance with RA 7394 (Consumer Act) – ensuring safe and effective use of agricultural resources 2.8 Adherence to workplace safety protocols during daily operations 2.9 Awareness of ISO 9001 standards for task and resource management **MATHEMATICS** 2.10 Calculation of labor requirements and task durations 2.11 Measurement of output performance 2.11.1 Units produced 2.11.2 Hours worked 2.12 Estimation of operational costs and resource consumption **COMMUNICATION** 2.13 Daily work schedules and task assignments to personnel 2.14 Report on output results and operational issues to supervisors 2.15 Documentation of task performance	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		and deviations from the plan	
3. Facilitate routine meetings and logistical arrangements	3.1 ***Meetings*** are scheduled following industry practice. 3.2 Required ***materials and logistics*** are prepared according to industry practice. 3.3 ***Proceedings*** are facilitated in prescribed formats. 3.4 ***Follow-up actions*** are tracked and communicated to relevant staff.	**SCIENCE** 3.1 Importance of effective communication during team meetings 3.2 Understanding the impact of logistical arrangements on work efficiency 3.3 Coordination of materials and resources for optimal use **TECHNOLOGY** 3.4 Tools for scheduling meetings 3.4.1 Google Calendar 3.4.2 Scheduling software 3.5 Logistics management systems for organizing materials and resources 3.6 Software for documenting and sharing meeting minutes and follow-up actions **ENVIRONMENT AND OTHER RELATED LAWS** 3.7 Awareness of RA 7394 (Consumer Act) – ensuring safety and health regulations during meetings and events	3.1 Scheduling meetings 3.2 Preparing required materials and logistics 3.3 Facilitating proceedings 3.4 Tracking follow-up actions

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.8 Compliance with environmental regulations in organizing materials and logistics 3.9 Adherence to ISO 9001 standards in meeting documentation and action tracking **MATHEMATICS** 3.10 Estimation of materials and resources needed for meetings and events 3.11 Calculation of logistics costs and time allocation for activities 3.12 Analysis of task timelines and follow-up actions **COMMUNICATION** 3.13 Communication of meeting agendas and schedules to participants 3.14 Documentation of meeting minutes and action items 3.15 Reporting on follow-up actions and progress updates	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Field conditions	Field conditions may include: 1.1 Soil texture and structure 1.2 Moisture level and drainage 1.3 Crop or vegetation status 1.4 Terrain and accessibility 1.5 Presence of pests or disease
2. Resources	Resources may include: 2.1 Labor and manpower availability 2.2 Materials and supplies (e.g., seeds, fertilizers) 2.3 Tools and equipment 2.4 Fuel, water, and electricity 2.5 Budget or funding support
3. Operational checklists	Operational checklists may include: 3.1 Pre-operation inspection forms 3.2 Daily activity logs 3.3 Resource usage tracking sheets 3.4 Worksite hazard checklists 3.5 Task assignment records
4. Daily work schedules	Daily work schedules may include: 4.1 Time-based activity plans 4.2 Sequence of production tasks 4.3 Labor shifts or assignments 4.4 Task duration estimates 4.5 Output targets per activity
5. Tasks	Tasks may include: 5.1 Task titles or descriptions 5.2 Responsible personnel per task 5.3 Tools and materials needed 5.4 Task priority or deadlines 5.5 Dependencies or prerequisites
6. Output	Output may include: 6.1 Quantity of work completed 6.2 Timeliness of task completion 6.3 Work quality or conformance 6.4 Issues encountered 6.5 Deviation from plans
7. Meetings	Meetings may include: 7.1 Coordination or planning sessions 7.2 Tool and task orientation meetings 7.3 Daily team briefings 7.4 Progress review discussions 7.5 Issue resolution meetings
8. Materials and logistics	Materials and logistics may include: 8.1 Tools and supplies for operations 8.2 Presentation materials 8.3 Venue or meeting space 8.4 Equipment

VARIABLE	RANGE
	8.4.1 Projector 8.4.2 Whiteboard 8.5 Communication devices
9. Proceedings	Proceedings may include: 9.1 Attendance logs or forms 9.2 Meeting minutes 9.3 Summary of discussions 9.4 Decisions and agreed actions 9.5 Assigned responsibilities
10. Follow-up actions	Follow-up actions may include: 10.1 Action item tracking sheets 10.2 Assigned timelines and deadlines 10.3 Status updates and reports 10.4 Responsible persons per action 10.5 Supporting documents

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Inspected work areas and resources. 1.1.1 Checked field conditions and resource availability. 1.1.2 Identified resource gaps and constraints. 1.1.3 Compiled evaluation results into status reports. 1.2 Coordinated day-to-day production activities. 1.2.1 Applied daily work schedules according to production plans. 1.2.2 Assigned tasks to personnel based on operational needs. 1.2.3 Monitored output and operational issues. 1.3 Facilitated routine meetings and logistical arrangements. 1.3.1 Scheduled meetings. 1.3.2 Prepared required materials and logistics. 1.3.3 Facilitated proceedings in prescribed formats. 1.3.4 Tracked and communicated follow-up actions.
2. Resource Implications	The following resources MUST be provided: 2.1 Actual or agricultural workplace reflecting daily operational tasks 2.2 Field equipment and tools for conducting area assessments and task coordination 2.3 Copies of production plans, work schedules, and organizational reporting templates 2.4 Communication devices 2.5 Meeting materials and logistics 2.6 Personal protective equipment (PPE) relevant to the farm setting 2.7 Access to standard formats for reports, meeting minutes, and task logs
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Demonstration with oral questioning 3.3 Written test 3.4 Review of documentation such as status reports, checklists, meeting attendance, and action logs 3.5 Simulation exercises for evaluating field conditions, assigning work tasks, and facilitating a team meeting
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 : **CARRY OUT PRODUCTION MONITORING AND BASIC QUALITY-COST CONTROL**

UNIT CODE : **CS-AFF243312**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required in carrying out production monitoring and basic quality-cost control. This includes monitoring agricultural production operations, applying quality assurance checks, and monitoring input utilization and production costs.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Monitor agricultural production operations	1.1 ***Production processes*** are monitored based on set ***schedules and targets***. 1.2 ***Deviations in productivity and process flow*** are documented following industry practice. 1.3 Reports on production performance are prepared and submitted in accordance with ***reporting protocols***.	**SCIENCE** 1.1 Agricultural production workflow and process flow 1.2 Types of farm inputs and resource categories 1.3 Common issues affecting resource availability **TECHNOLOGY** 1.4 Operational checklists and assessment tools for monitoring production 1.5 Digital tools for compiling and organizing production data 1.6 Performance indicators and output metrics **ENVIRONMENT AND OTHER RELATED LAWS** 1.7 Awareness of RA 7394 (Consumer Act) – ensuring quality and safety in agricultural products	1.1 Monitoring production processes 1.2 Documenting deviations in productivity or process flow 1.3 Preparing and submitting reports

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.8 Compliance with ISO 9001 – standards for production monitoring and documentation 1.9 Environmental regulations for resource usage in agricultural production **MATHEMATICS** 1.10 Estimation of production targets and resource requirements 1.11 Calculation of output performance indicators 1.12 Measuring deviations in productivity and calculating process efficiency **COMMUNICATION** 1.13 Report on field conditions and resource availability 1.14 Communication of resource gaps and constraints to relevant stakeholders 1.15 Documentation of evaluation results and compiling status reports	
2. Apply quality assurance checks	2.1 Agricultural products are inspected in accordance with ***quality standards***. 2.2 ***Non-conforming outputs*** are documented	**SCIENCE** 2.1 Agricultural product quality standards and classifications 2.2 Defect types and non-conformance indicators (e.g.,	2.1 Inspecting agricultural products 2.2 Documenting non-conforming outputs

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	following industry practice. 2.3 Non-conforming outputs are isolated based on procedures. 2.4 Quality issues are recorded for ***corrective action*** in accordance with industry practice.	undersized, damaged, contaminated) 2.3 Methods for inspecting agricultural products for quality assurance **TECHNOLOGY** 2.4 Inspection techniques for agricultural products (e.g., visual inspection, mechanical testing) 2.5 Tools for documenting and tracking quality control 2.5.1 checklists 2.5.2 inspection logs 2.6 Methods for isolating and handling non-conforming products **ENVIRONMENT AND OTHER RELATED LAWS** 2.7 Compliance with RA 7394 (Consumer Act) – ensuring safe and quality agricultural products 2.8 Adherence to ISO 9001 – quality control procedures in agricultural production 2.9 Regulations regarding the disposal and management of	2.3 Isolating non-conforming outputs 2.4 Recording quality issues

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		non-conforming agricultural products **MATHEMATICS** 2.10 Calculating the percentage of non-conforming products based on sample inspections 2.11 Estimation of the cost impact of quality defects 2.12 Measuring quality deviation against set standards 2.12.1 Size 2.12.2 Weight 2.12.3Appearance **COMMUNICATION** 2.13 Documentation of non-conforming outputs with clear descriptions and reasons for isolation 2.14 Reports on quality issues 2.15 Corrective actions and quality assurance protocols	
3. Monitor input utilization and production costs	3.1 ***Input consumption*** is tracked and recorded using approved forms following industry practice. 3.2 Basic ***cost elements*** are computed according to operational data. 3.3 Recommendations for minimizing waste and	**SCIENCE** 3.1 Types and categories of agricultural inputs 3.1.1 Seed 3.1.2 Fertilizers 3.1.3 Water 3.1.4 Labor 3.2 Impact of input usage on overall production efficiency 3.3 Waste management and efficiency	3.1 Tracking and recording input consumption 3.2 Computing basic costs elements 3.3 Preparing recommendations for minimizing waste and improving efficiency

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	improving efficiency are prepared following industry practice.	improvement practices in agricultural production **TECHNOLOGY** 3.4 Forms and systems used for input tracking 3.5 Data collection tools for recording input consumption and costs 3.6 Tools for computing basic cost components **ENVIRONMENT AND OTHER RELATED LAWS** 3.7 Adherence to ISO 9001 for quality assurance in resource utilization 3.8 Compliance with environmental regulations for input usage (e.g., sustainable farming practices) 3.9 Awareness of RA 7394 (Consumer Act) – ensuring that inputs used meet safety and quality standards **MATHEMATICS** 3.10 Basic cost calculations for labor, materials, and utilities 3.11 Estimation of resource usage and cost per unit of output	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.12 Measuring efficiency gains through waste reduction **COMMUNICATION** 3.13 Report on input usage data to management	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Production processes	Production processes May include: 1.1 Land preparation 1.2 Planting or propagation 1.3 Fertilizer and pesticide application 1.4 Irrigation 1.5 Harvesting and postharvest activities
2. Schedules and targets	Schedules and targets May include: 2.1 Daily work schedules 2.2 Weekly or seasonal timelines 2.3 Output quotas 2.4 Time-based benchmarks 2.5 Productivity goals
3. Deviations in productivity and process flow	Deviations in productivity and process flow May include: 3.1 Delay in activities 3.2 Overuse of inputs 3.3 Equipment failure 3.4 Labor shortages 3.5 Crop loss or pest damage
4. Reporting protocols	Reporting protocols may include: 4.1 Status reports 4.2 Daily monitoring logs 4.3 Incident report 4.4 Weekly summaries 4.5 Digital submission forms
5. Quality standards	Quality standards may include: 5.1 Size and weight of produce 5.2 Color, texture, or appearance 5.3 Moisture content 5.4 Maturity or ripeness 5.5 Absence of defects or contamination
6. Non-conforming outputs	Non-conforming outputs may include: 6.1 Undersized or damaged products 6.2 Contaminated or discolored items 6.3 Overripe or immature produce 6.4 Mixed or ungraded batches 6.5 Pest- or disease-affected materials
7. Corrective action	Corrective action may include: 7.1 Re-sorting or re-grading 7.2 Isolation or disposal 7.3 Process adjustment 7.4 Re-inspection 7.5 Supervisor intervention
8. Input consumption	Input consumption may include: 8.1 Seeds or planting materials 8.2 Fertilizers and pesticides 8.3 Fuel and water usage 8.4 Labor hours

VARIABLE	RANGE
	8.5 Packaging materials
9. Cost elements	Cost elements may include: 9.1 Labor cost 9.2 Material cost 9.3 Equipment depreciation 9.4 Utility expenses 9.5 Logistics or transport cost

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Monitored agricultural production operations. 1.1.1 Monitored production processes. 1.1.2 Identified and documented deviations in productivity and process flow. 1.1.3 Prepared and submitted reports on production performance. 1.2 Applied quality assurance checks. 1.2.1 Inspected agricultural products. 1.2.2 Documented and isolated non-conforming outputs. 1.2.3 Recorded quality issues for corrective action. 1.3 Monitored input utilization and production costs. 1.3.1 Tracked and recorded input consumption. 1.3.2 Computed basic cost elements. 1.3.3 Prepared and submitted recommendations for minimizing waste and improving efficiency.
2. Resource Implications	The following resources MUST be provided: 2.1 Actual or simulated agricultural production site that allows monitoring of operations and quality inspection 2.2 Standard tools and equipment for production tracking and inspection 2.3 Forms and documentation templates 2.4 Reference materials 2.5 Personal protective equipment (PPE) suitable for fieldwork and handling products 2.6 Calculators or cost computation tools, and basic data recording devices 2.7 Digital tools for recording and analyzing input consumption and production performance. 2.8 Quality control systems for tracking and verifying product standards. 2.9 Costing and financial tools for estimating resource usage and computing production costs.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Demonstration and oral questioning 3.3 Written test 3.4 Review of completed documentation such as monitoring reports, cost computations, and quality control logs 3.5 Simulation or role-play of production scenarios with deviations, non-conformance handling, and cost issues
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 : ASSESS MARKET OPPORTUNITIES

UNIT CODE : AFF243301

UNIT DESCRIPTOR : The unit deals with the knowledge, skills and attitudes required of farmer owner/ agroentrepreneurs to conduct market visits, determine value adding activities and prepare market plan.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct market visits	1.1 ***Buyers*** are identified in the local market following industry practice. 1.2 Buyers are interviewed according to industry practice. 1.3 Buyers are selected based on result of the interview.	1.1 Marketing and market chain 1.2 Kinds of buyers 1.3 Market mapping 1.4 Procedures in conducting informal interview 1.5 Basis for choosing buyers 1.6 Attitudes 1.6.1 Resourceful 1.6.2 Open-minded 1.6.3 Enthusiastic 1.6.4 Patience	1.1 Drawing a market map 1.2 Identifying buyers 1.3 Conducting buyer interview 1.4 Selecting buyers
2. Determine value adding activities	2.1 Flow of produce from farm to the selected buyer is determined based on the established industry practices. 2.2 ***Value adding*** activities are identified based on requirements of selected buyer requirements. 2.3 Comparative prices and costs of value adding activities are computed based on industry practice. 2.4 Value adding activities are selected based on buyers' requirement.	2.1 Supply and demand 2.2 Product flow and value addition 2.3 Marketing arrangements 2.4 Computation of sales, cost and profit 2.5 Selection of value adding activities 2.6 Attitude: 2.6.1 Business minded 2.6.2 Openness 2.6.3 Practical 2.6.4 Decisive 2.6.5 Enthusiastic	2.1 Determining value adding activities in the product flow 2.2 Computation skills 2.3 Communication skills 2.4 Selecting value adding activities to perform

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Prepare market plan	3.1 Marketing objective is prepared according to the result of market research. 3.2 Steps in the delivery of the product to selected buyers are established based on objective set. 3.3 Targeted sales, costs and marketing profit is estimated based on objective set. 3.4 Contingency plan is formulated based on market risks. 3.5 Details of marketing plan is compiled according to industry procedure.	3.1 Marketing objective 3.2 Procedures in making a marketing objective 3.3 Steps in product delivery 3.4 Computation and estimation of sales, cost and profit 3.5 Procedure in compiling details of marketing plan 3.6 Contingency plan 3.7 Market risks 3.8 Attitude: 3.8.1 Business minded 3.8.2 Diligent for detailed work 3.8.3 Realistic 3.8.4 Motivated 3.8.5 Decisive	3.1 Making marketing objective 3.2 Establishing steps in the delivery of the product to buyers 3.3 Computation skills 3.4 Estimating targeted sales, cost and profit 3.5 Compiling details of marketing plan 3.6 Identifying market risks 3.7 Formulating contingency plan

RANGE OF VARIABLES

VARIABLE	RANGE
1. Buyers	Buyers include traditional buyers such as but not limited to: 1.1 Traders 1.2 Traders agents 1.3 Institutional buyers 1.3.1 Consolidators 1.3.2 Processors 1.4 Wholesaler 1.5 Retailer 1.6 Local/ public market 1.7 Consumers
2. Value adding	Value adding includes but is not limited to: 2.1 Cleaning 2.2 Sorting 2.3 Packaging 2.4 Processing 2.5 Transporting 2.6 Product consolidation

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted market visits. 1.2 Determined value adding activities. 1.3 Prepared market plan.
2. Resource Implications	The following resources MUST be provided: 2.1 Simulated workplace 2.2 Calculator 2.3 Phone Camera 2.4 Portable Speaker with microphone 2.5 Scissor 2.6 Pens (permanent & white board)/Chalk 2.7 Pencils 2.8 Ballpens 2.9 Flip charts 2.10 Manila paper 2.11 Cartolina 2.12 Bond paper 2.13 Stapler 2.14 Staple wire 2.15 Puncher 2.16 Masking tape 2.17 Notebook 2.18 Record book 2.19 White/Black board 2.20 Crayons 2.21 Reference Materials
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written examination 3.2 Oral questioning 3.3 Demonstration
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

UNIT OF COMPETENCY : ESTABLISH FARM PRODUCTION PLAN

UNIT CODE : AFF243302

UNIT DESCRIPTOR : This unit deals with the knowledge, skills and attitudes required to review, prepare and improve farm production plan. It also includes competencies in monitoring activities, record keeping and information gathering.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review farm production plan	1.1 Farm production performance are monitored according to industry standard. 1.2 ***Information*** and feedback are gathered following industry practices. 1.3 Record keeping is practiced following workplace procedures. 1.4 Farm ***records*** are used according to industry procedures. 1.5 ***Improvements*** are selected based on the result of the review.	1.1 Basic self/farm assessment guide 1.2 Importance of gathering feedback 1.3 Types of records 1.4 Importance of record keeping 1.5 Use of records 1.6 Diversification of farm products 1.7 Type of diversification 1.8 Attitudes: 1.8.1 Honesty 1.8.2 Acceptance 1.8.3 Humility 1.8.4 Open-minded	1.1 Monitoring farm production performance 1.2 Gathering information and feedback from buyers, other farmers, old records and other authorities 1.3 Practicing record keeping 1.4 Utilizing farm records 1.5 Selecting improvements on production, post production and other related farm activities
2. Prepare farm production plan	2.1 ***Farm production requirements*** are identified based on market demand. 2.2 ***Farm Production activities*** and cost are determined based on accepted farming practices. 2.3 Volume of harvest is computed according to actual production capacity. 2.4 Alternative ***farm products*** are selected based on market demand.	2.1 Components of farm production plan 2.2 Target volume for succeeding cropping season 2.3 Selection of other appropriate farm product 2.4 Identify different production risk 2.5 Production module concept 2.6 Production risks 2.7 Contingency plan 2.8 Attitude: 2.8.1 Resourceful	2.1 Identifying farm production requirement 2.2 Determining farm production activities and cost 2.3 Estimating volume of harvest in a given season 2.4 Selecting alternative farm products 2.5 Identifying farm production risk

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Contingency plan is formulated based on farm ***production risks***. 2.6 Suppliers and providers are selected based on ***preference/ criteria***.	2.8.2 Creative 2.8.3 Proactive 2.8.4 Information seeking 2.8.5 Patient 2.8.6 Observant	2.6 Computing farm production cost 2.7 Networking 2.8 Selecting Suppliers and Providers 2.9 Analyzing simple criteria 2.10 Making Simple decision
3. Improve farm production plan	3.1 Farm production activities and costing are adjusted based on the result of review. 3.2 Selected improvements are applied based on the result of review. 3.3 Projected volume target is adjusted based on the result of review. 3.4 Corrective measures are applied based on the result of review.	3.1 Result of review 3.2 Adjustment of farm production activities and costing 3.3 Application of selected improvements 3.4 Adjustment of projected volume target 3.5 Application of corrective measures in line with improvement 3.6 Attitude: 3.6.1 Proactive 3.6.2 Information seeking 3.6.3 Patient 3.6.4 Observant	3.1 Adjusting farm production activities 3.2 Applying farm production plan improvements 3.3 Adjusting projected volume target 3.4 Applying corrective measures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	Information may include but not limited to: 1.1 Farm production and income from farm records 1.2 Good farm practices as benchmark from other farmers 1.3 Feedback from buyers 1.4 Information from other authorities (government & non-government)
2. Records	Records includes but not limited to: 2.1 Business records 2.2 Farm production records
3. Improvements	Improvements may include but not limited to: 3.1 Best farm practices 3.2 Product diversification 3.3 Value adding
4. Farm production requirements	Farm production requirements include: 4.1 Inputs 4.2 Labor 4.3 Farm machineries
5. Farm production activities	Farm production activities may include but not limited to: Land preparation 5.1 Planting 5.2 Maintenance 5.3 Harvesting 5.4 Post-harvesting
6. Farm Products	Farm products may include but not limited to: 6.1 Livestock 6.2 Poultry 6.3 Crops 6.4 Fisheries 6.5 Aquatic Resources
7. Production risk	Production risk may include but not limited to: 7.1 Quality risk 7.2 Yield risk 7.3 Contract risk 7.4 Product liability risk 7.5 Relationship risk
8. Criteria	Criteria may include but not limited to: 8.1 Terms of payment 8.2 Cost 8.3 Quality

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Reviewed farm production plan 1.2 Monitored farm production performance 1.3 Gathered information and feedback 1.4 Practiced record keeping 1.5 Prepared farm production plan 1.6 Computed farm production cost 1.7 Computed cost and return 1.8 Computed target volume of harvest 1.9 Improved farm production plan 1.10 Applied corrective measure
2. Resource Implications	The following resources MUST be provided: 2.1 Simulated workplace 2.2 Calculator 2.3 Phone Camera 2.4 Portable Speaker with microphone 2.5 Scissor 2.6 Pens (permanent & white board)/Chalk 2.7 Pencils 2.8 Ballpens 2.9 Flip charts 2.10 Manila paper 2.11 Cartolina 2.12 Bond paper 2.13 Stapler 2.14 Staple wire 2.15 Puncher 2.16 Masking tape 2.17 Notebook 2.18 Record book 2.19 White/Black board 2.20 Crayons 2.21 Reference Materials
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written examination 3.2 Demonstration 3.3 Oral examination
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

UNIT OF COMPETENCY : IMPLEMENT FINANCIAL MANAGEMENT

UNIT CODE : AFF243307

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Facilitate financial plan development	1.1 Computation of ***financial requirements*** are guided according to agro-enterprise activities. 1.2 Selection of ***Sources of Financial services*** is facilitated based on financial requirement. 1.3 ***Data*** for the financial analysis are extracted from agroenterprise activities. 1.4 Computation of break-even price and volume are guided using data extracted from production module. 1.5 Packaging of ***Financial Plan*** is guided based on industry standards.	1.1 Production costs 1.2 Simple analysis 1.3 Simple decision making 1.4 Presentation of Financial Plan 1.5 Attitude: 1.5.1 Patient 1.5.2 Hardworking 1.5.3 Detail oriented 1.5.4 Calculated Risk taker 1.5.5 Discipline 1.5.6 Open minded 1.5.7 Frugal 1.5.8 Systematic	1.1 Identifying the various production cost items 1.2 Computing financial requirements 1.3 Identifying types of financial services 1.4 Selecting appropriate financial services 1.5 Computing break-even price and volume 1.6 Packaging of Financial Plan 1.7 Sourcing and integrating financial requirement 1.8 Providing appropriate data for financial analysis
2. Facilitates loan application and payment	2.1 Farmers are guided to become member of organization based on standard procedures. 2.2 Submission of complete documents for loan availment is	2.1 Filling-up of required loan forms 2.2 Basic loan requirement 2.3 Loan application 2.4 Monitoring of loan 2.5 Loan Payment schedule	2.1 Accomplishing required documents. 2.2 Providing documents for loan approval 2.3 Complying required

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	facilitated based on the requirements of service providers. 2.3 Loan payment is monitored based on approved loan agreement.	2.6 Attitude: 2.6.1 Accurate 2.6.2 Diplomatic 2.6.3 Sense of urgency 2.6.4 Diligent 2.6.5 Hardworking 2.6.6 Open Minded 2.6.7 Detail oriented 2.6.8 Trustworthy 2.6.9 Reliable 2.6.10 Hardwor-king 2.6.11 Patient	documents for loan release 2.4 Complying with the agreed loan payment schedule
3. Promote saving practice	3.1 Saving schemes were promoted following industry practices. 3.2 Savings mobilization and ***utilization*** is guided based on cluster and organization's policies. 3.3 Policy on savings and its utilization are reiterated based on agreed policies. 3.4 Policy amendment is recommended based on existing operation.	3.1 Knowledge on interest earning 3.2 Ability to compare earnings and determine where to deposit 3.3 Basic knowledge on investing 3.4 Computation of dividend, patronage refund, interest on saving 3.5 Attitude: 3.5.1 Patient 3.5.2 Open minded 3.5.3 Business minded 3.5.4 Opportunity Seeker 3.5.5 Detail oriented 3.5.6 Hardworking 3.5.7 Risk taker	3.1 Identifying appropriate financial providers to deposit savings and earnings 3.2 Maximizing the use of resources acquired 3.3 Promoting Voluntary saving Mobilization 3.4 Guiding the utilization of Savings mobilization 3.5 Promoting savings mobilization 3.6 Reiterating policies on savings 3.7 Recommending policy change
4. Monitor and assess implementation of financial plan	4.1 Practice ***record keeping*** following industry requirements. 4.2 ***Financial reports*** are prepared based on industry practice.	4.1 Organize and file reports 4.2 Provide data 4.3 Identify records for updating 4.4 Attitude: 4.4.1 Detail oriented 4.4.2 Diligent	4.1 Checking completeness of records 4.2 Checking the filing of financial records if systematic

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.3 Result of financial performance assessment is used for AE decision making. 4.4 Improvement is implemented based on recommendation.	4.4.3 Reliable 4.4.4 Hardworking 4.4.5 Prompt 4.4.6 Systematic 4.4.7 Efficient	4.3 Monitoring regular updating of records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Financial requirement	Financial Requirement may include: but not limited to: 1.1 Production 1.2 Marketing 1.3 Working capital 1.4 Post-harvest facilities
2. Sources of financial services	Sources of financial services may include but not limited to: 2.1 Wholesalers 2.1.1 government financing institutions (GFI's) 2.1.2 NGA's 2.2 Retailers 2.2.1 Rural Financial Institutions (i.e. rural banks, cooperatives, NGO's) 2.3 Business development providers 2.3.1 trucking service 2.3.2 warehousing service 2.3.3 input suppliers
3. Data	Data may include but not limited to: 3.1 Production costs 3.2 Marketing costs 3.3 Other costs 3.4 Sales 3.5 Price per unit 3.6 Yield 3.7 Expenses 3.8 Income
4. Financial Plan	Financial Plan package may include but not limited to: 4.1 Supply Plan 4.2 Volume 4.3 Marketing Plan 4.4 Working capital requirement 4.5 Post-harvest facilities Plan 4.6 Cash flow
5. Loan application documents	Loan application documents may include but not limited to: 5.1 Production module 5.2 Supply plan commitment 5.3 Cluster Supply Plan 5.4 Barangay clearance 5.5 Cedula 5.6 Proof of billing
6. Utilization	Utilization may include but not limited to: 6.1 Investment 6.2 cluster operation 6.3 operating expenses
7. Recordkeeping	Recordkeeping may include but not limited to: 7.1 Individual financial records

VARIABLE	RANGE
	7.2 Individual financial documents
8. Financial reports	Financial reports may include but not limited to: 8.1 Sales and expenses report 8.2 Inventory of farm inputs 8.3 Inventory of stocks

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Facilitated financial plan development. 1.2 Computed cost and return, break-even price, volume and ROI. 1.3 Facilitated loan application and payment of farmer-members. 1.4 Promoted saving practices. 1.5 Monitored and assessed implementation of financial plan. 1.6 Practiced Record Keeping.
2. Resource Implications	The following resources MUST be provided: 2.1 Work area 2.2 Tools, materials, supplies and equipment to be used to demonstrate required tasks. 2.3 Production inputs (sample) 2.4 Reference materials (manual, guide book)
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written examination 3.2 Oral questioning 3.3 Demonstration
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

UNIT OF COMPETENCY : MONITOR AND EVALUATE AGRONTERPRISE ACTIVITIES

UNIT CODE : AFF242304

UNIT DESCRIPTOR : The unit deals with the knowledge, skills and attitudes required of AE Facilitator to monitor AE development program, assess the development and implementation of AE program, and recommend corrective measures and improvement

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Monitor AE Development Program	1.1 ***Partnership*** Building is monitored according to agreed industry standards. 1.2 ***Farmers organization*** is monitored according to functionality based on industry standards. 1.3 AE Plan Implementation is ***monitored*** based on industry standards. 1.4 Field monitoring report is prepared.	1.1 Partnership Building Concept 1.2 Monitoring & Evaluation tools and processes 1.3 Basic knowledge on computer 1.4 Community organizing 1.5 Types and characteristics of organization 1.6 Components of AE Plan 1.7 Attitude: 1.7.1 Patience 1.7.2 Committed 1.7.3 Resource-fulness 1.7.4 Objective 1.7.5 Pro-active	1.1 Communicating Skills 1.2 Checking partnership building activities 1.3 Checking the functionality of farmers organization 1.4 Gathering of information 1.5 Computing skills 1.6 Data analysis 1.7 Documentation skills 1.8 Utilizing monitoring tools
2. Assess the development and implementation of AE Program	2.1 Partnership Building is assessed according to agreed industry standards. 2.2 Farmers organization is assessed according to functionality based on industry standards. 2.3 AE Plan Implementation is evaluated based on industry practices.	2.1 Compliance to partnership agreement 2.2 Procedures and guidelines in assessing partnership 2.3 Criteria of functional organization 2.4 Evaluation Tools 2.5 Attitude: 2.5.1 Diligent 2.5.2 Hardworking 2.5.3 Committed 2.5.4 Transparent	2.1 Assessing the partnership building 2.2 Evaluating the functionality of the farmers organization 2.3 Assessing the AE Plan implementation 2.4 AE Plan Targets vs Accomplish-ments

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Evaluation report is prepared based on industry procedure.		
3. Recommend corrective measures and improvement	3.1 Preventive, corrective measures and improvement on Partnership is advised based on the monitoring and evaluation results. 3.2 Improvement of ***farmers organization*** is recommended based on the monitoring and evaluation results. 3.3 Enhancement on AE Plan Implementation is recommended based on the monitoring and evaluation results.	3.1 Needs/gaps of partnership 3.2 Appropriate corrective measures 3.3 Improvement on Policies, systems and procedures (PSPs) 3.4 Enhancement of capacity building on organizational development 3.5 Information on future needs of business partners 3.6 Strategies to maintain business relationships 3.7 Attitude: 3.7.1 Diligence 3.7.2 Hardworking 3.7.3 Committed 3.7.4 Transparent 3.7.5 Resourceful 3.7.6 Innovative 3.7.7 Patience	3.1 Recommending corrective measures and improvement (policies, strategies) on partnership 3.2 Recommending improvement of farmers organization 3.3 Recommending the enhancement on AE Plan implementation

RANGE OF VARIABLES

VARIABLE	RANGE
1. Partnership	Partnership includes but not limited to: 1.1 SWG 1.2 LRT 1.3 National/local stakeholders 1.4 Academe 1.5 Financing institutions
2. Farmers Organization	Farmers Organization may include but not limited to: 2.1 Cooperative 2.2 Associations or ARB (Agrarian Reform Beneficiaries) 2.3 Clusters
3. Monitoring activities	Monitoring activities include but not limited to: 3.1 Quality and volume of products 3.2 Product Delivery & sales 3.3 Policies implementation 3.4 Business Financial Performance 3.5 Cluster leaders' monitoring reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Monitored AE Development Program 1.2 Assessed the development and implementation of AE Program 1.3 Recommended corrective measures and improvement
2. Resource Implications	The following resources MUST be provided: 2.1 Actual or simulated workplace 2.2 Training hall 2.3 Tools, materials, supplies and equipment to be used to demonstrate required tasks 2.4 Reference and manuals
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written exam 3.2 Demonstration 3.3 Oral questioning
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center in a simulated workplace setting.

GLOSSARY OF TERMS

1) CONSUMER DEMAND	The level of desire or need for specific agricultural products from consumers in the market, which influences purchasing behavior and pricing.
2) DATA COLLECTION TOOLS	Instruments such as surveys, questionnaires, online platforms, and interviews used to gather quantitative and qualitative data from the target market or consumer groups.
3) DATA PRIVACY REGULATIONS	Legal frameworks, like RA 10173 (Data Privacy Act), that govern the collection, storage, and handling of personal data to ensure privacy and protection during market research.
4) DATA ORGANIZATION FORMATS	Structured ways of arranging collected data, including tables, charts, graphs, and spreadsheets, to facilitate easy analysis and interpretation.
5) DATA NORMALIZATION	The process of adjusting data to eliminate inconsistencies or biases, ensuring it can be compared across different datasets for accuracy and consistency.
6) FORECASTING METHODS	Analytical techniques used to predict future trends and demand based on historical data and market patterns. Methods include historical trend analysis, moving averages, and seasonal indices.
7) MARKET DATA	Information that includes key market variables such as consumer demand, pricing, sales volume, competitor activity, and overall market growth trends, used for decision-making and strategy development.
8) MARKET TREND ANALYSIS	The process of evaluating and interpreting patterns in the market, including shifts in consumer preferences, seasonal behavior, and regional differences, to inform operational planning and strategy.
9) PERFORMANCE INDICATORS	Metrics that assess the success or effectiveness of activities, such as sales targets, production quotas, and operational efficiency measures, which help in monitoring progress toward goals.
10) PRODUCTION INPUTS	The essential resources required for production processes in agriculture, including materials (e.g., seeds, fertilizers), labor, and time needed to achieve production targets.
11) PRODUCTION PLANS	Detailed documents that outline the steps, resources, and activities necessary to achieve the production goals, ensuring alignment with market forecasts and available resources.
12) RESOURCE ESTIMATION	The process of calculating the required amount of materials, labor, and time to complete a production process or task based on forecasted demand.
13) SALES VOLUME	The total quantity of products sold during a specific time period, often used to measure the success of marketing and sales efforts.

14) SEASONAL AND REGIONAL TRENDS	Market patterns influenced by seasonal cycles (e.g., harvest seasons, holidays) or specific geographic regions, which affect demand, pricing, and consumer behavior.
15) SOFTWARE FOR DATA ANALYSIS	Digital tools, such as spreadsheets (Excel, Google Sheets) or specialized software, used for analyzing, processing, and visualizing data for decision-making.
16) STATISTICAL METHODS	Quantitative techniques for analyzing data and identifying trends, including calculating market share, growth rates, and other relevant performance metrics.

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