COMPETENCY STANDARDS

AGRICULTURAL PRODUCT E-COMMERCE OPERATION LEVEL IV

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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AGRICULTURE, FORESTRY AND FISHERY SECTOR

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COMPETENCY STANDARDS FOR

AGRICULTURAL PRODUCT E-COMMERCE OPERATION LEVEL IV

Section 1 AGRICULTURAL PRODUCT E-COMMERCE OPERATION LEVEL IV QUALIFICATION

The **AGRICULTURAL PRODUCT E-COMMERCE OPERATION LEVEL IV** Qualification consists of competencies that a person must achieve to operate agricultural product e-commerce. It includes managing agricultural product e-commerce platforms, operating new media platforms for agricultural product e-commerce, providing customer service for agricultural e-commerce operations, executing agricultural product marketing campaigns, and managing e-commerce data for agricultural products.

The units of competency comprising this qualification include the following:

CODE NO.	BASIC COMPETENCIES
500311401	Utilize specialized communication skills
500311402	Develop and lead teams
500311403	Perform higher-order thinking processes and apply techniques in the workplace
500311404	Contribute to the practice of social justice in the workplace
500311405	Manage innovative work instructions
500311406	Manage and evaluate usage of information
500311407	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures
500311408	Lead towards improvement of environment work programs, policies and procedures
500311409	Sustain entrepreneurial skills

CODE NO.	COMMON COMPETENCIES
AFF321201	Apply Safety Measures in Farm Operations
AFF321203	Perform Estimation and Basic Calculation
HCS421201	Provide Quality Customer Service
HCS315202	Comply with Quality and Ethical Standards

CODE NO.	CORE COMPETENCIES
CS-AFF122304	Manage agricultural product e-commerce platforms
CS-AFF122305	Operate new media platforms for agricultural product e-commerce
CS-AFF122306	Provide customer service for agricultural e-commerce operations
CS-AFF122307	Execute agricultural product marketing campaigns
CS-AFF122308	Manage e-commerce data for agricultural products

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

- Agricultural Products E-Commerce Operation Specialist

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 PRODUCT E-COMMERCE OPERATIONS LEVEL IV**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : **UTILIZE SPECIALIZED COMMUNICATION SKILLS**

UNIT CODE : **500311401**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups, and contribute to the development of communication strategies.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met. 1.2 Different approaches are used to meet communication needs of clients and colleagues. 1.3 Conflict is addressed promptly in a manner which does not compromise the organization.	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/ receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.2 Communication skills required to fulfill job roles as

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			specified by the organization
2. Contribute to the development of communication strategies	2.1 ***Strategies*** for internal and external dissemination of information are developed, promoted, implemented and reviewed as required. 2.2 Channels of communication are established and reviewed regularly. 2.3 Coaching in effective communication is provided. 2.4 Work related network and relationship are maintained. 2.5 Negotiation and conflict resolution strategies are used where required. 2.6 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives.	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership 2.3 Openness and flexibility in communication 2.4 Communication skills relevant to 2.1 client groups	2.1 Full range of communication techniques including: 2.1.1 Effective communication process 2.1.2 Active listening 2.1.3 Giving / Receiving feedback 2.1.4 Interpreting information 2.1.5 Role boundaries setting 2.1.6 Negotiating 2.1.7 Establishing empathy 2.1.8 Communication skills required to fulfill job roles as specified by the organization 2.2 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time. 3.2 Utilize appropriate media to enhance presentation. 3.3 Differences in views/opinions are respected. 3.4 Questions during fora are responded	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	in a manner consistent with organizational standard.		3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and flexibility in communication 3.1.9 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization. 4.2 Presentation is clear and sequential and delivered within a predetermined time. 4.3 Utilize appropriate media to enhance presentation. 4.4 Differences in views are respected. 4.5 Written communication is consistent with organizational standards. 4.6 Inquiries are responded in a manner consistent with organizational standard. 4.7 Consolidate ideas and suggestions. 4.8 Generalize and summarize all ideas and suggestions.	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership 4.3 Openness and flexibility in communication 4.4 Communication skills relevant to client groups	4.1 Full range of communication techniques including: 4.1.1 Effective communication process 4.1.2 Active listening 4.1.3 Giving/ receiving feedback 4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Establishing empathy 4.1.8 Openness and flexibility in communication 4.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Facilitate group discussion	5.1 Mechanisms which enhance ***effective group interaction*** is defined and implemented. 5.2 Strategies which encourage all group members to participate are used routinely. 5.3 Objectives and agenda for meetings and discussions are routinely set and followed. 5.4 Relevant information is provided to group to facilitate outcomes. 5.5 Evaluation of group communication strategies is undertaken to promote participation of all parties. 5.6 Specific communication needs of individuals are identified and addressed.	5.1 Communication process 5.2 Dynamics of groups and different styles of group leadership 5.3 Openness and flexibility in communication 5.4 Communication skills relevant to client groups	5.1 Full range of communication techniques including: 5.1.1 Effective communication process 5.1.2 Active listening 5.1.3Giving/receiving feedback 5.1.4 Interpretation of information 5.1.5 Role boundaries setting 5.1.6 Negotiation 5.1.7 Establishing empathy 5.1.8 Openness and flexibility in communication 5.2 Communication skills required to fulfill job roles as specified by the organization
6. Conduct interview	6.1 A range of appropriate communication strategies are employed in ***interview situations.*** 6.2 Records of interviews are made and maintained in accordance with organizational procedures. 6.3 Effective questioning, listening and	6.1 Communication process 6.2 Dynamics of groups and different styles of group leadership 6.3 Effective questioning techniques 6.4 Communication skills relevant to client groups	6.1 Full range of communication techniques including: 6.1.1 Effective communication process 6.1.2 Active listening 6.1.3 Giving/ receiving feedback 6.1.4 Interpretation of information 6.1.5 Role boundaries setting 6.1.6 Negotiation

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	nonverbal communication techniques are used to ensure that required message is communicated.		6.1.7 Establishing empathy 6.2 Effective clarifying and probing techniques (questioning skills) 6.3 Communication skills required to fulfill job roles as specified by the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include but not limited to: 1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	May include but not limited to: 2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.1 Using active listening 2.1 Making decision about appropriate words, behavior 2.1 Putting together response which is culturally appropriate 2.1 Expressing an individual perspective 2.1 Expressing own philosophy, ideology and background and exploring impact with relevance to communication 2.1 Openness and flexibility in communication
3. Types of Interview	May include: 3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	May include but not limited to: 4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate**: 1.1 Demonstrated effective communication skills with clients accessing service and work colleagues 1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
2. Resource Implications	**The following resources should be provided:** 2.1 Access to appropriate workplace where assessment can take place
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Case Study 3.2 Interview 3.3 Portfolio 3.4 Written Test 3.5 Role Play
4. Context for Assessment	4.1 This unit should be assessed on the job through simulation

UNIT OF COMPETENCY : DEVELOP AND LEAD TEAMS

UNIT CODE : 500311402

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Foster individual growth	1.1 ***Learning and development needs*** of team members are systematically identified in line with ***organizational requirements.*** 1.2 Development plan to meet individual needs is collaboratively developed and implemented. 1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement. 1.4 ***Feedback on performance*** of team members is collected from relevant sources and compared with established team learning process.	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: • Types of Decisions Teams Make • Team Responsibilities • Problems That Affect Teams • Building Strong Team Communication • Expressing Yourself on a Team • Team Problem Solving	1.1 Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds 1.5 Planning skills to organize

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			required resources and equipment to meet learning needs 1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes 1.7 Facilitation skills to conduct small group training sessions
2. Foster individual and team growth	2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards. 2.2 ***Learning delivery methods*** are appropriate to the learning goals, the learning style of participants and availability of equipment and resources. 2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies.	2.1 Advanced coaching and mentoring techniques 2.2 Performance evaluation concepts 2.3 Training and development techniques	2.1 Instructional planning and delivery skills 2.2 Monitoring and evaluating 2.3 Mentoring and coaching skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements.		
3. Monitor and evaluate workplace learning	3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements. 3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support. 3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning. 3.4 Records and reports of competency are maintained within organizational requirement.	3.1 Types and levels of learning evaluation 3.2 Learning styles and strategies 3.3 Training and development approaches	3.1 Instructional planning and delivery skills 3.2 Monitoring and evaluating 3.3 Mentoring and coaching skills
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team. 4.2 Decisions are reached by the team in accordance	4.1 Career development for group members 4.2 Principles of team commitment and cooperation 4.3 Team dynamics and performance	4.1 Instructional planning and delivery skills 4.2 Monitoring and evaluating 4.3 Mentoring and coaching skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	with its agreed roles and responsibilities. 4.3 Mutual concern and camaraderie are developed in the team. 4.4 Career planning for each member are monitored.		
5. Facilitate accomplishment of team goals	5.1 Team members actively participated in team activities and communication processes. 5.2 Teams members developed individual and joint responsibility for their actions. 5.3 Collaborative efforts are sustained to attain organizational goals.	5.1 Group Development Process and Principles as applied in the workplace 5.2 Principles of organizational development 5.3 Collaboration principles and procedures	5.1 Instructional planning and delivery skills 5.2 Monitoring and evaluating 5.3 Mentoring and coaching skills 5.4 Leading and Organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include but not limited to: 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational Requirements	May include but not limited to: 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on Performance	May include but not limited to: 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery Methods	May include but not limited to: 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Identified and implemented learning opportunities for others 1.2 Gave and received feedback constructively 1.3 Facilitated participation of individuals in the work of the team 1.4 Negotiated learning plans to improve the effectiveness of learning 1.5 Prepared learning plans to match skill needs 1.6 Accessed and designated learning opportunities
2. Resource Implications	**The following resources should be provided:** 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Observation of work activities of the individual member in relation to the work activities of the group 3.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
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

UNIT OF COMPETENCY : **PERFORM HIGHER-ORDER THINKING PROCESSES AND APPLY TECHNIQUES IN THE WORKPLACE**

UNIT CODE : **500311403**

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to use fundamental critical thinking skills in the workplace.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.	1.1 ***Effectiveness and efficiency*** of workplace standards and procedures are examined. 1.2 Usage of inquiry and dialogue to communicate evaluation measures and results are implemented. 1.3 Evaluation reports are prepared and communicated to team members.	1.1 Systems, standards, procedures and protocols in the workplace. 1.2 Different methods of critical and appreciative inquiry and their relevance to different situations 1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 1.2 Communicating to active listening and asking questions to others in a constructive way. 1.3 Using critical thinking pathway to formulating and asking relevant questions and coming up with appropriate answers. 1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			processes and procedures in the workplace.
2. Foster the habit of critical inquiry and curiosity in the workplace.	2.1 Issues and situations are reflected on and wondered about. 2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams. 2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams. 2.4 Growth mindset and positive relationship and communication is applied in the context of curiosity and critical inquiry in the workplace.	2.1 Different methods of critical and appreciative inquiry and their relevance to different situations. 2.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 2.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). 2.4 Growth mindset and positive communication and relationship strategies and techniques.	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 2.2 Communicating to active listening and asking questions to others in a constructive way. 2.3 Using critical thinking pathway to formulating and asking relevant questions and coming up with appropriate answers. 2.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 2.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. 2.6 Communicating insights on workplace effectiveness and efficiency.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop practical action plans for improving workplace conditions.	3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders. 3.2 Practical action plans in improving workplace conditions are formulated, presented and negotiated with stakeholders. 3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization. 3.4 Commitment to continuous improvement and change is highlighted. 3.5 Passion and dedication for changing and adapting to the demands of the 21st century workplace are considered.	3.1 Different methods of critical and appreciative inquiry and their relevance to different situations. 3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). 3.4 Growth mindset and positive communication and relationship strategies and techniques. 3.5 Creative negotiation skills. 3.6 Change management and continuous improvement concepts.	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 3.2 Communicating to active listening and asking questions to others in a constructive way. 3.3 Using critical thinking pathway to formulating and asking relevant questions and coming up with appropriate answers. 3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. 3.6 Communicating practical insights on improving workplace conditions.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include but not limited to: 1.1 Developing a more efficient way of doing something 1.2 Developing a new idea 1.3 Developing and improving products and services 1.4 Enhancing skills and career opportunities 1.5 Enhancing the physical environment 1.6 Financial benefit 1.7 Greater personal satisfaction 1.8 Improving interpersonal relationships 1.9 Evaluating overall workplace conditions
2. Curiosity and critical inquiry	May include but not limited to: 2.1 Accuracy 2.2 Breadth 2.3 Clarity 2.4 Depth 2.5 Emotion 2.6 Fairness 2.7 Logic 2.8 Meaning 2.9 Planning 2.10 Attention 2.11 Precision 2.12 Relevance 2.13 Significance 2.14 Social engagement 2.15 Society 2.16 Style 2.17 Growth mindset 2.18 Positive communication 2.19 Positive negotiation 2.20 Workplace conditions 2.21 Appreciative inquiry methods
3. Practical action plans	May include but not limited to: 3.1 Insights on continuous improvement 3.2 Creative strategies and techniques for becoming better at work and real life 3.3 Career plans 3.4 Challenging workplace policies, procedures and protocols 3.5 Specifying plans for change and adapting to the demands of the contemporary workforce 3.6 Challenges in negotiating with stakeholders and teams 3.7 Change management, innovation and knowledge creation 3.8 Contractual agreements 3.9 Extreme time pressure or non-negotiable deadlines

VARIABLE	RANGE
	3.10 Financial limitations 3.11 Procedures determined by laws or other regulations 3.12 Safety issues 3.13 When others are totally closed to new ideas 3.14 Acknowledging shared responsibility 3.15 Adopting a positive 'can do' attitude 3.16 Following up on practical details 3.17 Pro-actively seeking information 3.18 Suggesting a new approach 3.19 Talking to others about possible answers 3.20 Constraints of the broader context and environment 3.21 Overall goal - what needs to be achieved 3.22 Personal hopes and expectations

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures. 1.2 Modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life 1.3 Practiced the habit of critical inquiry and curiosity in the workplace 1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations. 1.5 Developed practical action plans for improving workplace conditions.
2. Resource Implications	2.1 Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate 3.2 Evaluation of a candidate blog exploring different ideas and questions 3.3 Review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts 3.4 Evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives 3.5 Observation of the candidate participating in a group problem- solving session 3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process. 3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.
4. Context for Assessment	4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : CONTRIBUTE TO THE PRACTICE OF SOCIAL JUSTICE IN THE WORKPLACE

UNIT CODE : 500311404

UNIT DESCRIPTOR : This unit covers ways and means to assume active roles in resolving local and global challenges and to become proactive contributors to a more peaceful and sustainable world.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update self on local, national and global trends/ issues in the workplace	1.1 ***Media*** are regularly ***scanned/ monitored*** for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non- violence, global citizenship and appreciation of cultural diversity. 1.2 Knowledge and understanding *of* ***local, national and global issues*** and their interconnectedness and interdependency are acquired. 1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.	1.1 Local, national and global *systems* and structures 1.2 Issues affecting interaction and connectedness of communities at local, national and global levels 1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)	1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms 1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity 1.3 Engaging in discourse about the local, national and global issues
2. Relate local and global trends to workplace context	2.1 Local events are reflected on for implications in one's own situation and in the external global environment. 2.2 Sense of belonging to a common humanity, sharing values and	2.1 Different levels of human identity according to Amber Mayer (2015) 2.2 Different communities people belong to and how these are connected	2.1 Recognizing differences and commonalities among people 2.2 Strengthening attitudes of empathy, solidarity and respect for diversity

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	responsibilities are developed. 2.3 Attitudes of empathy, solidarity and respect for differences and diversity are strengthened.	2.3 Difference and respect for cultural diversity	2.3 Connecting local issues to global trends, and vice versa.
3. Engage and take actions on workplace issues and concerns	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. 3.3 Attitude of "thinking globally and acting locally" is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement 3.4 Strategies and techniques of "thinking globally and acting locally	3.1 Employing appropriate actions to address workplace issues involving national and global trends 3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 3.3 Applying the attitude of "thinking globally and acting locally" in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Media	May include but not limited to: 1.1 Print media 1.2 Broadcast media 1.3 Internet and social media
2. Scanning/Monitoring	May include but not limited to: 2.1 Sourcing from key informants 2.2 Conversation with clients 2.3 Man-on-the-street conversation 2.4 Scanning print and broadcast media
3. Local, national and global issues	May include but not limited to: 3.1 Poverty 3.2 Unemployment 3.3 Global warming 3.4 Safety, security, and well-being

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	**The following resources should be provided:** 2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving global and local issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : MANAGE INNOVATIVE WORK INSTRUCTIONS

UNIT CODE : 500311405

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to sustain and develop a workplace environment in which improvement, innovation and learning are promoted and reinforced.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review and analyze existing workplace practices	1.1 Current instructions and strategies to perform tasks in the workplace are reviewed. 1.2 Climate for innovation at the organizational level is defined. 1.3 Innovation drivers in the workplace are identified.	1.1 Four drivers of innovation according to Gallup Management Journal (2007) 1.2 Contextual variables related to innovative practices in the organization 1.3 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 1.4 Types of Innovation identified by Gopalakrishnan and Damanpour (1997)	1.1 Investigating the organizational needs in the innovation process 1.2 Defining current organizational innovative practices 1.3 Linking innovation to contextual variables in the organization
2. Examine opportunities for continuous improvement and innovation of practices in the workplace	2.1 Effectiveness of innovative practices in the workplace is determined. 2.1 ***Innovative behaviors*** of leaders or managers in the organization are assessed. 2.3 Driving principles of innovation are discussed.	2.1 Determinants of innovative behavior by Scott and Bruce (1992) 2.2 Four principles of innovation according to Gallup Management Journal (2007)	2.1 Evaluating organizational innovative practices 2.2 Gauging innovative behaviors of the leaders and managers in the organization 2.3 Deliberating opportunities and challenges in implementing innovation
3. Implement innovative ways in	3.1 Innovative behaviors in the	3.1 Determinants of innovative	3.1 Developing risk management

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
the conduct of usual workplace practices	workplace are performed. 3.2 Innovative climate in the workplace is maintained. 3.3 Adoption or modification of new ideas relevant to the organizational needs is achieved.	behavior by Scott and Bruce (1992) 3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 3.3 Techniques in implementing innovative change in the workplace	techniques and control systems 3.2 Evaluating impact of changes and developing action plans 3.3 Demonstrating strategies and techniques in managing changes in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovation	May include but not limited to: 1.1 Products versus processes 1.2 Radical versus incremental 1.3 Technical versus administrative
2. Innovative behaviors	May include but not limited to: 2.1 Always generate creative ideas or new solutions 2.1 Exploring and secure funds or resources required for implementing new ideas 2.1 Establishing adequate plans and schedules for implementing new ideas 2.1 Contributing suggestions or approaches for others' creative ideas

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate 1.2 Promoted the value of creativity, innovation and sustainability and recognize successes 1.3 Supported the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options 1.4 Planned for and implemented improvements using organization's processes for approvals, project management and change management 1.5 Facilitated effective contributions to and communications about continuous improvement and innovation 1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization's knowledge management systems and future planning.
2. Resource Implications	**The following resources should be provided:** 2.1 Impact evaluation materials (guide and form)
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Interview 3.2 Written Evaluation 3.3 Case analysis
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 : MANAGE AND EVALUATE USAGE OF INFORMATION

UNIT CODE : 500311406

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes required to support.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review information needs and sources	1.1 The ***information*** needs of individuals/teams are determined and the sources are identified. 1.2 Information held by the organisation is reviewed to determine suitability and accessibility. 1.3 Plans are prepared to obtain information that is not available or accessible within the organization.	1.1 Analysis and display techniques 1.2 Information evaluation issues 1.3 Information storage requirements and methods 1.4 Reporting procedures of the organisation	1.1 Analysing record information 1.2 Communicating effectively 1.3 Disseminating information 1.4 Presenting information
2. Collect and analyze information	2.1 ***Collection*** of information is interpreted timely and relevant to the needs of individuals/teams. 2.2 Information is collected in formal suitable for analysis, interpretation and dissemination. 2.3 Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.	2.1 Information collection, collation 2.2 Analysis and display techniques 2.3 Information evaluation issues 2.4 Information storage requirements and methods 2.5 Reporting procedures of the organisation	2.1 Collecting and collating information 2.2 Analysing record information 2.3 Communicating effectively 2.4 Disseminating information 2.5 Presenting information
3. Use management information systems	3.1 ***Management information systems*** are used to store and retrieve	3.1 Analysis and display techniques	3.1 Analysing record information

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	data for decision making. 3.2 Technology available in the work area/ organisation is used to manage information. 3.3 Recommendations for improving the information system are submitted to designated persons/ groups.	3.2 Information collection, collation 3.3 Information evaluation issues 3.4 Information storage requirements and methods 3.5 Reporting procedures of the organization	3.2 Collecting and collating information 3.3 Communicating effectively 3.4 Disseminating information 3.5 Presenting information 3.6 Using management information systems to store and retrieve data
4. Report and disseminate analyzed information	4.1 The results of information gathering, ***analysis*** and synthesis are reported within specified time frames and to the standard defined by the organisation. 4.2 The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making. 4.3 Information which is gathered is disseminated to appropriate personnel within the specified timeframe.	4.1 Analysis and display techniques 4.2 Information collection, collation 4.3 Information evaluation issues 4.4 Information storage requirements and methods 4.5 Reporting procedures of the organisation	4.1 Analysing record information 4.2 Collecting and collating information 4.3 Communicating effectively 4.4 Disseminating information 4.5 Presenting information 4.6 Using management information systems to store and retrieve data

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include but not limited to: 1.1 Routine and complex reports and submissions 1.2 Briefing notes 1.3 Ministerial 1.4 Proposals 1.5 Project plans 1.6 Articles and promotional material
2. Collection techniques or methods	May include but not limited to: 2.1 Collection techniques may include: 2.1.1 Research 2.1.2 Surveys 2.1.3 Literature search 2.1.4 Interviews 2.1.5 Data bases 2.1.6 Observation 2.2 Collection methods may include: 2.2.1 Indexing 2.2.2 linking 2.2.3 Sorting 2.2.4 Comparing 2.2.5 Categorizing 2.2.6 Integrating
3. Analysis	May include but not limited to: 3.1 application of statistical methods 3.2 mathematical calculations 3.3 critical analysis 3.4 problem solving
4. Management information systems	May include but not limited to: 4.1 Computers 4.2 Communication channels 4.3 Records management 4.4 Procedures 4.5 Manuals 4.6 Protocol 4.7 Legislation 4.8 Guidelines and awards 4.9 Organizational 4.10 Legal and policy materials

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Identified information needs and sources 1.2 Collected and analyzed information 1.2 Determined the correct / preventive action 1.2 Used management information systems 1.2 Record and support information These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
2. Resource Implications	**Specific resources for assessment** 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Written Test 3.2 Interview 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.
4. Context for Assessment	4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : **LEAD IN IMPROVEMENT OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS, POLICIES AND PROCEDURES**

UNIT CODE : **500311407**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess Occupational Safety and Health (OSH) practices and programs, recommend OSH program improvement initiatives, and implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 ***OSH practices and programs*** are reviewed based on workplace policies and procedures. 1.2 Appropriate personnel or ***OSH reference guides*** are consulted for proper guidance based on workplace policies and procedures. 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards.	1.1 OSH practices and programs workplace policies and procedures 1.2 OSH reference guides 1.3 OSH work standards	1.1 Critical thinking skills 1.2 Evaluating skills
2. Recommend OSH program improvement initiatives	2.1 ***OSH work improvement initiatives*** are identified that are relevant with the workplace scenario. 2.2 OSH program improvement plans are organized based on workplace policies and procedures. 2.3 OSH program improvement plans are presented	2.1 OSH Programs 2.2 OSH work improvement initiatives	2.1 Presenting 2.2 Communicating 2.3 Collaborating 2.4 Critical thinking 2.5 Observing

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on workplace policies and procedures.		
3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures. 3.2 Concern personnel are guided in accordance with workplace policies and procedures. 3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures. 3.4 Implementation of approved OSH initiatives are evaluated based on workplace policies and procedures.	3.1 Coaching Concepts 3.2 OSH work improvement initiatives 3.3 Supervisory Concepts	3.1 Monitoring 3.2 Evaluating 3.3 Auditing 3.4 Coaching 3.5 Supervising

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Practices and Programs	May include but not limited to: 1.1 Planning, implementation and maintenance of manufacturing plants 1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs 1.3 First aid within the workplace 1.4 Safety inspection practices
2. OSH Reference Guides	May include but not limited to: 2.1 Occupational Safety and Health Standards Book 2.2 OSHA Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 Established National Safety Management Books 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks
3. OSH Work Improvement Initiatives	May include but not limited to: 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures 1.2 Evaluate current practices and programs based on acceptable level of OSH work standards 1.3 Identify OSH work improvement initiatives that are relevant with the workplace scenario 1.4 Present OSH program improvement plans based on workplace policies and procedures 1.5 Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures 1.6 Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures 1.7 Evaluate implementation of approved OSH initiatives based on workplace policies and procedures
2. Resource Implications	**The following resources should be provided:** 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
3. Methods of Assessment	**Competency may be assessed through**: 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **LEAD TOWARDS IMPROVEMENT OF ENVIRONMENTAL WORK PROGRAMS, POLICIES AND PROCEDURES**

UNIT CODE : **500311408**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes require in assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess environmental work practices and programs	1.1 ***Environmental practices and programs*** are reviewed based on workplace policies. 1.2 Appropriate personnel or ***environmental reference guides*** are consulted for proper guidance based on workplace policies.* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards.*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective 1.4 Action and Follow-up 1.5 Relevant environmental experts 1.6 Re-Training Needs 1.7 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario. 2.2 Environmental program improvement plans are organized based on workplace policies and procedures.* 2.3 Environmental program improvement plans are presented	2.1 Environmental Practices and Standards 2.2 Mitigation Requirements	2.1 Presentation Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.6 Cost-Benefit Analysis

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on workplace policies and procedures.*		
3. Implement recommended improvements on environmental programs, policies and procedures	3.1 Approved improvements on ***environmental work program initiatives*** are promoted based on workplace policies and procedures. 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures. 3.3 Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures.	3.1 Environmental Work Initiatives 3.2 Communication Strategies 3.3 Environmental inspection and Monitoring Techniques 3.4 Notification Requirements	3.1 Inspecting 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include but not limited to: 1.1 Utilization of Energy, Water, Fuel 1.2 Segregation Practices 1.3 Waste Disposal and Reuse 1.4 Saving Resources 1.5 Waste Collection 1.6 Usage of Hazardous Materials 1.7 Chemical Application 1.8 Equipment Operation 1.9 Dewatering and Discharging 1.10 Surface Disturbance 1.11 Periodic Inspection 1.12 Resource Storage and Handling
2. Environmental Reference Guides	May include but not limited to: 2.1 Air Emission and Ambient Air Quality Guidelines 2.2 Energy Conservation Guidelines 2.3 Wastewater and Ambient Water Quality Guidelines 2.4 Water Conservation Guidelines 2.5 Hazardous Materials Management 2.6 Waste Management 2.7 Noise 2.8 Contaminated Land 2.9 Cultural Conservation Guides
3. Environmental Work Program Initiatives	May include but not limited to: 3.1 Low Energy Lighting 3.2 Water Reduction initiatives 3.3 Holding Employee Awareness event 3.4 Recycling Waste Materials 3.5 Unplugging power converters overnight 3.6 Tree-Planting 3.7 Wild-life conservation

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies* 1.2 Evaluated current practices and standards based acceptable level of environmental work standards 1.3 Organized environmental standard improvement plans based on workplace policies and procedures 1.4 Presented environmental standard improvement plans based on workplace policies and procedures* 1.5 Promoted approved environmental work initiatives based on workplace policies and procedures 1.6 Evaluated the implementation of approved environmental improvements based on workplace policies and procedures
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 : SUSTAIN ENTREPRENEURIAL SKILLS

UNIT CODE : 500311409

UNIT DESCRIPTOR : This unit covers the outcomes required to update and continue one's professional development along entrepreneurship, including applying such growth in skills toward expanding the enterprise and developing its work force.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance one's business skills	1.1 ***Entrepreneurial skills*** development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	1.1 Basic bookkeeping/ accounting skills 1.2 Communicating 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise 1.5 Networking and Linkaging skills
2. Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies	2.1 Building customer relations 2.2 Individual marketing 2.3 Using basic advertising (posters/

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	skills development and enhancement. 2.3 A culture of ***continuous improvement*** is fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged.	2.4 Basic business ethics	tarpaulins, flyers, social media, etc.)
3. Expand markets and clientele	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. 3.4 New markets and clients are identified based on current market trends.	3.1 Basic cost-benefit analysis 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. Entrepreneurial skills	May include but not limited to: 1.1 Financial management skills 1.2 People management skills 1.3 Operations management skills 1.4 Business acumen
2. Internal controls	May include but not limited to: 2.1 Accounting systems 2.2 Financial statements/reports 2.3 Cash management 2.4 Managing property, plant and equipment
3. Continuous improvement	May include but not limited to: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: 4.1 Quality management systems (PDCA, ISO 9001,TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 assurance/Quality control systems

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated enhancement of one's entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony
2. Resource Implications	**The following resources should be provided**: 2.1 Interview guide for entrepreneurs, enterprise workers and third parties 2.2 Materials and location relevant to the proposed activity and tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Written report 3.2 Written examination 3.3 Demonstration/observation with oral questioning 3.4 Portfolio assessment with interview 3.5 Third-party report
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT OF COMPETENCY : 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. 2.2 Outfits are worn according to farm requirements. 2.3 Effectivity/shelf life/expiration of	2.1 Uses and functions of tools 2.2 Outfits and how to wear it 2.3 Expiration/shelf life of materials 2.4 Proper disposal of expired materials	2.1 Using tools and materials in the workplace 2.2 Wearing of outfits 2.3 Observing expiration/shelf life of materials 2.4 Disposing of expired materials

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	materials are strictly observed. 2.4 ***Emergency procedures*** are known and followed to ensure a safe work requirement. 2.5 ***Hazards*** in the workplace are identified and reported in line with farm guidelines.	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	2.5 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 : HCS421201

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

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 Introduction to Microfinance 1.2 Terms and definitions 1.3 Organization profile 1.4 MFIs products and services (financial and non-financial): 1.4.1 Loans 1.4.2 Savings 1.4.3 Insurance 1.4.4 Trainings 1.4.5 Marketing Assistance 1.5 MFIs programs 1.6 Organization procedures and processes in providing quality customer service 1.7 Work values and ethics: 1.7.1 Quality consciousness 1.7.1 Proactive 1.7.1 Patience 1.7.1 Information awareness	1.1 Effective oral communication skills 1.2 Listening skills 1.3 Motivational skills 1.4 Interpersonal skills 1.5 Presentation skills 1.6 Demonstrating cost/benefits/ value to clients based on client's expectations and needs 1.7 Generating several alternative solutions that will meet customer's needs 1.8 Data gathering skills 1.9 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.	2.1 Terms and definitions 2.2 Methods of assessing needs of new and existing client's: 2.2.1 Interviewing 2.2.2 Observation	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Identified related or applicable ***needs*** of clients based on the products/services and program being offered. 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.	2.2.3 Focus Group Discussion 2.2.4 Needs Survey 2.3 Procedures in conducting product and service orientation of clients 2.4 Procedures in assessing needs of new and existing client's 2.5 Procedure in innovating products and services 2.6 Guidelines on recording and reporting clients' needs 2.7 Work values and ethics: 2.7.1 Quality consciousness 2.7.2 Proactive 2.7.3 Clients focus 2.7.4 Patience 2.7.5 Vigilance 2.7.6 Sincerity 2.7.7 Integrity 2.7.8 Commitment	
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. 3.4 Negative feedbacks are well addressed immediately through appropriate	3.1 Terms and definitions 3.2 Client satisfaction survey methodologies: 3.2.1 Interviewing 3.2.2 Observation 3.2.3 Focus Group Discussion 3.2.4 Structured Field Survey 3.3 Survey Process:	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	communication strategies.	3.3.1 Purpose of survey 3.3.2 Designing survey instruments 3.3.3 Designing interview and FGD guides 3.3.4 Administering survey instruments 3.3.5 Interviewing target respondents 3.3.6 Conducting FGD 3.3.7 Data processing, analysis and presentation 3.3.8Recommendations 3.4 How feedback from survey results are address 3.5 Work values and ethics: 3.5.1 Quality consciousness 3.5.2 Proactive 3.5.2 Patience 3.5.2 Sincerity 3.5.2 Integrity 3.5.2 Commitment 3.5.2 Courteous 3.5.2 Professional	

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **HCS315202**

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

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 Standard operating procedures on receiving materials 1.2 Material descriptions and specifications 1.3 Proper handling of received materials 1.4 Procedures on assessing quality of received materials 1.5 Material defects and their causes 1.6 Dealing with defective materials 1.7 Reporting defective received materials 1.8 Total Quality Management/Improvement 1.9 Work values and ethics: 1.9.1 Quality consciousness 1.9.2 Honesty 1.9.3 Integrity 1.9.4 Concern for details	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 Organization's vision, mission, goals and objectives 2.2 Organization standards on quality of work/output 2.3 Rights, roles and responsibilities of farmers 2.4 Assessment methods on quality of work/output 2.5 Procedures on assessing quality of work/output 2.6 Procedures on identification of work defects/deviations 2.7 Common work/output defects/deviations from standards 2.8 Ways of rectifying work/output defects/deviations 2.9 Total Quality Management/Improvement 2.10 Work values and ethics: 2.10.1 Honesty 2.10.2 Integrity 2.10.3 Commitment	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	3.1 Organization's vision, mission, goals and objectives 3.2 Performance evaluation system and procedure 3.3 Performance key result areas and indicators 3.4 Procedures on third party	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	are documented and reported in accordance with the workplace's standards operating procedures. 3.3 In cases of objections/ disagreements, reasons are expressed thru written documentation. 3.4 Settlements are sought in accordance with company policies.	assessment of performance 3.5 Documentation of work defects/ deviations 3.6 Rectification of work/output defects/deviations and their causes 3.7 Total Quality Management/Improvement 3.8 Measures to improve work performance 3.9 Work values and ethics: 3.9.1 Humility 3.9.1 Fairness 3.9.1 Integrity 3.9.1 Quality consciousness	
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.	4.1 Total Quality Management/Improvement 4.2 Methods of quality improvement 4.3 Methods of monitoring customer satisfaction 4.4 Procedures in improving quality of customer service: 4.4.1 Assessment of clients' needs 4.4.2 Monitoring quality of service 4.4.3 Identification of needed improvement of quality 4.4.4 Reporting of findings and	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.6 Trainings, orientations, and exposures are rendered to ensure their understanding/ familiarization on products, services.	recommend ations 4.4.5 Intervention to improve quality service to clients 4.5 Professional and ethical standards in delivering services to clients 4.6 Work values and ethics: 4.6.1 Quality consciousne ss 4.6.2 Integrity 4.6.2 Commitment	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	Materials may include but are not limited to: 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	Defects may include but are not limited to: 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	Includes the following but are not limited to: 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	Quality standards may be related but are not limited to the following: 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	Includes the following but are not limited to: 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 Assessment may be conducted in the workplace or in a simulated workplace environment

CORE COMPETENCIES

UNIT OF COMPETENCY : MANAGE AGRICULTURAL PRODUCT E-COMMERCE PLATFORMS

UNIT CODE : CS-AFF122304

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to set up and manage agricultural product e-commerce platforms. This includes setting up e-commerce platform accounts, operating and maintaining e-commerce platform accounts, and monitoring platform performance and troubleshoot.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Set up e-commerce platform accounts	1.1 ***E-commerce platforms*** are selected based on product characteristics and market needs. 1.2 Registration and authentication for platform accounts are completed based on ***platform requirements***. 1.3 ***Product categories*** and ***payment/communication systems*** are organized according to platform specifications.	**SCIENCE** 1.1 Consumer behavior characteristics in agricultural product markets 1.2 Characteristics and growth cycles of agricultural products relevant to online marketing **TECHNOLOGY** 1.3 Types of e-commerce platforms 1.4 E-commerce platform operating rules and system features 1.5 Digital registration, verification, and security procedures for platform compliance 1.6 Payment systems and communication tools integrated into e-commerce platforms	1.1 Selecting e-commerce platforms 1.2 Completing registration and authentication for platform accounts 1.3 Organizing product categories and setting up payment/communication systems

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 Republic Act No. 8792 (E-Commerce Act of 2000) – legal framework for digital transactions and electronic contracts 1.8 Awareness on Republic Act No. 10173 (Data Privacy Act of 2012) – regulation of personal data collection, storage, and usage in digital platforms 1.9 Awareness on Republic Act No. 7394 (Consumer Act of the Philippines) – rules on product labeling, fair trade, warranties, and consumer rights 1.10 Awareness on Republic Act No. 11337 (Innovative Startup Act) – provides incentives and legal support for tech-based and rural e-commerce startups **MATHEMATICS**	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.11 Product pricing computations (cost + markup + platform fees) 1.12 Calculation of shipping costs and total landed cost 1.13 Transaction cost computations 1.14 Interpretation of platform data **COMMUNICATION** 1.15 Online communication tools for customer engagement 1.16 Customer support protocols and escalation handling in digital platforms	
2. Operate and maintain e-commerce platform accounts	2.1 Product listings are updated with accurate descriptions, pricing, and high-quality images according to platform rules. 2.2 Product visibility, pricing, and promotions are monitored according to ***platform policies***. 2.3 Customer interactions and communication with platform support are managed based on platform support protocols.	**SCIENCE** 2.1 Product shelf life and condition for online presentation 2.2 Seasonal demand trends for agricultural products 2.3 Basic consumer preferences related to visual content **TECHNOLOGY** 2.4 Platform procedures for editing product listings (text, images, prices) 2.5 Use of dashboards and analytics tools for monitoring visibility and promotions	2.1 Updating product listings 2.2 Monitoring product visibility, pricing, and promotions 2.3 Managing customer interactions and communication

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.6 Communication tools integrated in e-commerce platforms (chat, inbox, help center) **ENVIRONMENT AND OTHER RELATED LAWS** 2.7 Awareness on RA 8792 (E-Commerce Act of 2000) – rules on electronic transactions and digital records 2.8 Awareness on RA 10173 (Data Privacy Act of 2012) – proper handling of customer messages and information 2.9 Awareness on RA 7394 (Consumer Act of the Philippines) – rules on fair pricing and truthful product listings **MATHEMATICS** 2.10 Calculation of price updates, promo discounts, and bundles 2.11 Monitoring and interpretation of sales data and visibility metrics 2.12 Computation of return on investment (ROI) from promotional activities	
3. Monitor platform performance and	3.1 Platform performance, sales	**SCIENCE**	3.1 Tracking platform

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
troubleshoot issues	trends, and customer feedback are tracked and evaluated based on established performance metrics. 3.2 Operational Issues related to ***product listings***, payment processing, or order fulfillment are addressed according to ***platform troubleshooting*** protocols. 3.3 ***Platform updates*** and rule changes are adapted to operational processes based on new policy releases.	3.1 Customer behavior patterns based on feedback and buying habits 3.2 Factors affecting seasonal sales trends of agricultural products 3.3 Basic knowledge of visual layout and product display impact **TECHNOLOGY** 3.4 Features of platform dashboards and reporting tools 3.5 Common technical issues in product listings, payments, and orders 3.6 Platform troubleshooting procedures and support systems 3.7 Updating workflows and settings based on new platform rules or features **ENVIRONMENT AND OTHER RELATED LAWS** 3.8 Awareness on RA 8792 (E-Commerce Act of 2000) – handling of digital transactions and records 3.9 Awareness on RA 10173 (Data Privacy Act of 2012) – proper response to customer data issues and complaints	performance, sales trends, and customer feedback 3.2 Addressing operational issues 3.3 Adapting to platform updates and changes

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.10 Awareness on RA 7394 (Consumer Act of the Philippines) **MATHEMATICS** 3.11 Sales data, trend analysis, and performance metrics 3.12 Fulfillment rate, return rate, and customer satisfaction calculations 3.13 Platform report and dashboard interpretation **COMMUNICATION** 3.14 Platform performance reporting and data presentation 3.15 Platform issue resolution procedures with support teams 3.16 Explanation of platform updates and policy changes	

RANGE OF VARIABLES

VARIABLE	RANGE
1. E-commerce platforms	E-commerce platforms may include: 1.1 Taobao 1.2 Pinduoduo 1.3 Jingdong 1.4 Shopee
2. Platform requirement	Platform requirements may include: 2.1 Platform registration procedures 2.2 Real-name authentication protocols 2.3 Account verification procedures
3. Product categories	Product categories may include: 3.1 Fresh produce 3.2 Packaged agricultural products 3.3 Processed goods
4. Payment/communication systems	Payment/communication systems may include: 4.1 PayPal 4.2 Bank transfers 4.3 Credit card gateways 4.4 In-app messaging 4.5 Email support systems
5. Platform policies	Platform policies may include: 5.1 Product listing guidelines 5.2 Pricing rules 5.3 Promotion terms 5.4 Advertising regulations
6. Product listings	Product listings may include: 6.1 Descriptions 6.2 Pricing 6.3 Images
7. Pricing and promotions	Pricing and promotions may include: 7.1 Discounts 7.2 Flash sales 7.3 Seasonal promotions
8. Platform troubleshooting	Platform troubleshooting may include: 8.1 Platform troubleshooting protocols 8.2 Addressing product listing issues 8.3 Resolving payment and transaction errors
9. Platform updates	Platform updates may include: 9.1 Updates to platform policies 9.2 Rule changes impacting operational processes

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Set up e-commerce platform accounts. 1.1.1 Selected e-commerce platforms. 1.1.2 Completed registration and authentication for platform accounts. 1.1.3 Organized product categories and payment/communication systems. 1.2 Operated and maintained e-commerce platform accounts. 1.2.1 Updated product listings with accurate descriptions, pricing, and images. 1.2.2 Monitored product visibility, pricing, and promotions. 1.2.3 Managed customer interactions and communication with platform support. 1.3 Monitored platform performance and troubleshot issues. 1.3.1 Tracked platform performance, sales trends, and customer feedback. 1.3.2 Addressed operational issues. 1.3.3 Adapted platform updates and rule changes.
2. Resource Implications	The following resources should be provided: 2.1 Computer hardware with internet connectivity and peripherals 2.2 Registered and demo-accessible e-commerce platforms 2.3 E-commerce operations software including: 2.3.1 Product listing and inventory management tools 2.3.2 Image editing software 2.3.3 Communication tools 2.3.4 Payment simulation or test environments 2.4 Digital dashboard and analytics tools (platform-integrated or third-party) 2.5 Updated copies of applicable legal frameworks, including: 2.5.1 Republic Act No. 8792 (E-Commerce Act of 2000) 2.5.2 Republic Act No. 10173 (Data Privacy Act of 2012) 2.5.3 Republic Act No. 7394 (Consumer Act of the Philippines) 2.5.4 Republic Act No. 11337 (Innovative Startup Act)
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Portfolio 3.3 Demonstration with Oral Questioning 3.4 Written Test
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 : **OPERATE NEW MEDIA PLATFORMS FOR AGRICULTURAL PRODUCT E-COMMERCE**

UNIT CODE : **CS-AFF122305**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in operating new media platforms for agricultural product e-commerce. This includes setting up and managing new media accounts, creating and releasing content across new media platforms, and promoting agricultural products using new media.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Set up and manage new media accounts	1.1 ***New media platforms*** are selected based on ***target market demographics***. 1.2 ***Accounts are set up*** and maintained across new media platforms to maximize visibility and engagement according to marketing objectives. 1.3 ***Profile elements*** are customized to reflect brand identity and improve recognition based on industry practice.	**SCIENCE** 1.1 Consumer behavior by age, location, and interest 1.2 Visual appeal and branding preferences **TECHNOLOGY** 1.3 Features of major new media platforms 1.4 Account setup tools and procedures 1.5 Optimization tools for profile visibility **ENVIRONMENT AND OTHER RELATED LAWS** 1.6 Awareness on RA 10173 (Data Privacy Act) 1.7 Awareness on RA 8792 (E-Commerce Act) **MATHEMATICS** 1.8 Estimation of audience reach potential 1.9 Comparing follower	1.1 Selecting new media platforms 1.2 Setting up and maintaining accounts 1.3 Customizing profile elements

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		engagement rates across platforms **COMMUNICATION** 1.10 Writing effective profile bios and brand descriptions 1.11 Choosing platform-appropriate language and tone 1.12 Consumer behavior on social media 1.13 Product seasonality and shelf life 1.14 Visual impact on buyer decision	
2. Create and release content across new media platforms	2.1 ***Multimedia content*** is developed according to ***platform-specific formats*** and target audiences according to platform guidelines. 2.2 Content is published at optimal times based on audience engagement data to maximize product promotion according to industry practice. 2.3 Captions, hashtags, and tags are written to enhance discoverability based on industry practice.	**SCIENCE** 2.1 Consumer behavior by age, location, and interest 2.2 Visual appeal and branding preferences **TECHNOLOGY** 2.3 Features of major new media platforms 2.4 Account setup tools and procedures 2.5 Optimization tools for profile visibility **ENVIRONMENT AND OTHER RELATED LAWS** 2.6 Awareness on RA 10173 (Data Privacy Act) 2.7 Awareness on RA 8792 (E-Commerce Act) **MATHEMATICS**	2.1 Developing multimedia content 2.2 Publishing content at optimal times 2.3 Writing captions, hashtags, and tags

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.8 Estimating audience reach potential 2.9 Comparing follower engagement rates across platforms **COMMUNICATION** 2.10 Writing effective profile bios and brand descriptions 2.11 Choosing platform-appropriate language and tone	
3. Promote agricultural products using new media	3.1 New media platforms are leveraged for marketing agricultural products, including ads, promotions, and audience interactions according to the marketing plan. 3.2 ***Content performance metrics*** are tracked and optimized based on campaign goals. 3.3 Audience inquiries and comments are responded to sustain interaction and build trust following industry practice.	**SCIENCE** 3.1 Consumer behavior by age, location, and interest 3.2 Visual appeal and branding preferences **TECHNOLOGY** 3.3 Features of major new media platforms 3.4 Account setup tools and procedures 3.5 Optimization tools for profile visibility **ENVIRONMENT AND OTHER RELATED LAWS** 3.6 Awareness on RA 10173 (Data Privacy Act) 3.7 Awareness on RA 8792 (E-Commerce Act) **MATHEMATICS** 3.8 Estimating audience reach potential	3.1 Leveraging new media platforms for promotions 3.2 Tracking and optimizing content performance 3.3 Responding to audience inquiries and comments

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.9 Comparing follower engagement rates across platforms **COMMUNICATION** 3.10 Writing effective profile bios and brand descriptions 3.11 Choosing platform-appropriate language and tone	

RANGE OF VARIABLES

VARIABLE	RANGE
1. New media platforms	New media platforms may include: 1.1 WeChat 1.2 Weibo 1.3 Facebook 1.4 Instagram 1.5 TikTok 1.6 Twitter
2. Target market demographics	Target market demographics may include: 2.1 Age groups 2.2 Gender 2.3 Location 2.4 Interests 2.5 Purchasing behavior
3. Account setup	Account setup may include: 3.1 Platform-specific account setup 3.2 Content optimization strategies 3.3 Audience targeting based on platform algorithms
4. Profile elements	Profile elements may include: 4.1 Name 4.2 Logo 4.3 Bio
5. Multimedia content	Multimedia content may include: 5.1 Text 5.2 Images 5.3 Video 5.4 Infographics 5.5 GIFs
6. Platform-specific formats	Platform-specific formats may include: 6.1 Image size 6.2 Text length 6.3 Video format 6.4 File sizes and types
7. Content performance metrics	Content performance metrics may include: 7.1 Organic reach 7.2 Paid promotions 7.3 Influencer marketing 7.4 Retargeting strategies

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Set up and managed new media accounts. 1.1.1 Selected new media platforms. 1.1.2 Set up and maintained accounts across new media platforms. 1.1.3 Customized profile elements. 1.2 Created and released content across new media platforms. 1.2.1 Developed multimedia content. 1.2.2 Published content at optimal times. 1.2.3 Written captions, hashtags, and tags. 1.3 Promoted agricultural products using new media. 1.3.1 Leveraged new media platforms. 1.3.2 Tracked and optimized content performance metrics. 1.3.3 Responded to audience inquiries and comments.
2. Resource Implications	The following resources should be provided: 2.1 Digital devices (desktop/laptop computers, tablets, or smartphones) with internet access 2.2 Active or mock accounts on at least two new media platforms 2.3 Multimedia content creation tools, such as: 2.3.1 Image and video editing software 2.3.2 Copy writing and post-scheduling tools 2.4 Social media analytics and campaign tools, such as: 2.4.1 Facebook Insights 2.4.2 Instagram Analytics, TikTok Analytics; and 2.4.3 Third-party tools 2.5 Facebook Insights, Instagram Analytics, TikTok Analytics, or third-party tools 2.6 Sample marketing briefs and campaign objectives for agricultural products 2.7 Templates or forms for content plans, posting calendars, and engagement tracking 2.8 Philippine laws and guidelines on digital advertising and data privacy
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Portfolio 3.3 Oral Questioning 3.4 Written Test
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 : **PROVIDE CUSTOMER SERVICE FOR AGRICULTURAL E-COMMERCE OPERATIONS**

UNIT CODE : **CS-AFF122306**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitude required to provide customer service for agricultural e-commerce operations. It includes handling pre-sale and post-sale customer inquiries, managing customer relationships, and resolving customer complaints and disputes.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Handle pre-sale and post-sale customer inquiries	1.1 ***Customer inquiries*** regarding product specifications, availability, and shipping details are responded to according to customer service protocols. 1.2 ***After-sales services*** are provided based on company policies. 1.3 Product-related concerns are clarified following industry practice.	**SCIENCE** 1.1 Product shelf life, weight, and handling properties 1.2 Common agricultural product defects and perishability 1.3 Temperature, packaging, and spoilage risks in shipping **TECHNOLOGY** 1.4 Features of online ordering and tracking systems 1.5 Tools for return and exchange management 1.6 E-commerce customer support platforms **ENVIRONMENT AND OTHER RELATED LAWS** 1.7 Awareness on RA 7394 (Consumer Act) – product warranties and return rights 1.8 Awareness on RA 10173 (Data Privacy Act) – handling customer	1.1 Responding to customer inquiries 1.2 Providing after-sales services 1.3 Clarifying product-related concerns

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		identity and contact information 1.9 Awareness on RA 8792 (E-Commerce Act) – legal validity of digital transactions and communication **MATHEMATICS** 1.10 Calculation of shipping estimates, lead times, and item quantities 1.11 Estimation of refund or exchange value **COMMUNICATION** 1.12 Customer service protocols for handling inquiries 1.13 Providing clear information on product details, shipping, and return procedures 1.14 Tone and language for addressing pre- and post-sale concerns	
2. Manage customer relationships	2.1 ***CRM tools*** are utilized to maintain customer profiles, track orders, and manage ongoing communication according to ***customer relationship management strategies***. 2.2 Personalized marketing strategies are maintained	**SCIENCE** 2.1 Behavior patterns of digital consumers in agriculture-related markets 2.2 Impact of seasonal availability on customer preferences 2.3 Market trends influencing repeat purchases in agri-products	2.1 Utilizing CRM tools 2.2 Maintaining personalized marketing strategies 2.3 Collecting and recording customer feedback

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	based on customer segmentation. 2.3 Customer feedback is collected and recorded to support relationship improvement efforts following industry practice.	**TECHNOLOGY** 2.4 CRM platforms for managing customer interactions and order history 2.5 Tools for automating personalized email or SMS campaigns 2.6 Systems for tagging or segmenting customers by behavior or purchase history **ENVIRONMENT AND OTHER RELATED LAWS** 2.7 Awareness on RA 10173 (Data Privacy Act) – responsible storage and use of customer data 2.8 Awareness on RA 8792 (E-Commerce Act) – digital records of buyer transactions and communications **MATHEMATICS** 2.9 Measurement of customer retention, repeat purchase rate, and lifetime value 2.10 Segmenting customers based on spending or frequency 2.11 Evaluation of promotion performance through conversion tracking	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		COMMUNICATION 2.12 Personalization of marketing messages based on customer data 2.13 Customer updates 2.14 Documentation and summarization of customer preferences and concerns	
3. Resolve customer complaints and disputes	3.1 ***Customer complaints*** are addressed according to ***conflict resolution procedures.*** 3.2 Complaints are followed up based on industry practice. 3.3 Resolutions are provided in line with company policies and customer satisfaction goals based on company procedures. 3.4 Dispute outcomes are communicated ensure customer understanding and closure following industry practice.	**SCIENCE** 3.1 Causes of defects or spoilage in agri-products 3.2 Quality control factors during packaging and delivery 3.3 Environmental factors affecting delivery reliability **TECHNOLOGY** 3.4 Ticketing or support platforms used for complaint logging 3.5 Systems for issuing refunds or replacement documentation 3.6 Data tools for tracking and analyzing recurring complaint issues **ENVIRONMENT AND OTHER RELATED LAWS** 3.7 Awareness on RA 7394 (Consumer Act) – consumer rights for poor-quality or undelivered goods	3.1 Communication skills 3.2 Addressing customer complaints 3.3 Following up on complaints 3.4 Providing resolutions 3.5 Communicating dispute outcomes

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.8 Awareness on RA 10173 (Data Privacy Act) – confidentiality of complaint-related information 3.9 Awareness on RA 8792 (E-Commerce Act) – legal basis for online resolution of transactions **MATHEMATICS** 3.10 Refund computation for partial or full order returns 3.11 Comparison of promised vs. actual delivery time 3.12 Metrics for customer satisfaction scoring and complaint resolution rate **COMMUNICATION** 3.13 Language used for de-escalating complaints and expressing empathy 3.14 Explanation of resolution procedures and outcomes clearly	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Customer inquiries	Customer inquiries may include: 1.1 Product specifications 1.2 Availability 1.3 Shipping details
2. After-sales services	After-sales services may include: 2.1 Returns 2.2 Exchanges 2.3 Assistance with tracking orders
3. CRM tools	CRM tools may include: 3.1 Maintaining customer profiles 3.2 Tracking orders 3.3 Managing ongoing communication
4. Customer relationship management strategies	Customer relationship management strategies may include: 4.1 Personalized marketing strategies 4.2 Customer loyalty 4.3 Customer segmentation
5. Customer complaints	Customer complaints may include: 5.1 Product quality 5.2 Delivery 5.3 Order issues
6. Conflict resolution procedures	Conflict resolution procedures may include: 6.1 Product quality 6.2 Delivery 6.3 Order issues

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Handled pre-sale and post-sale customer inquiries. 1.1.1 Responded to customer inquiries. 1.1.2 Provided after-sales services. 1.1.3 Clarified product-related concerns. 1.2 Managed customer relationships. 1.2.1 Utilized CRM tools. 1.2.2 Maintained personalized marketing strategies. 1.2.3 Collected and recorded customer feedback. 1.3 Resolved customer complaints and disputes. 1.3.1 Addressed customer complaints. 1.3.2 Followed-up complaints. 1.3.3 Provided resolutions. 1.3.4 Communicated dispute outcomes.
2. Resource Implications	The following resources MUST be provided: 2.1 Computer or mobile devices with internet access for simulating e-commerce platforms and communication tools 2.2 CRM software or mock-up systems for managing customer data, order tracking, and communication logs 2.3 E-commerce simulation platforms or sample storefronts for handling mock customer inquiries and transactions 2.4 Sample product catalogs with agricultural item specifications 2.5 Return/refund/exchange policy templates based on actual agricultural e-commerce operations 2.6 Case scenarios or scripted customer interactions for role-playing complaints and resolution 2.7 Reference documents including: 2.7.1 RA 7394 (Consumer Act of the Philippines) 2.7.2 RA 10173 (Data Privacy Act of 2012) 2.7.3 RA 8792 (E-Commerce Act of 2000) 2.8 Standard forms and checklists for logging customer inquiries, feedback, and dispute outcomes
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Demonstration 3.3 Oral questioning 3.4 Written test 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 : **EXECUTE AGRICULTURAL PRODUCT MARKETING CAMPAIGNS**

UNIT CODE : **CS-AFF122307**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to execute e-commerce marketing campaigns for agricultural products. This includes developing e-commerce marketing campaigns, managing social media for product promotion, and conducting live sales and promotional events.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop e-commerce marketing campaigns	1.1 ***Marketing campaigns*** are planned on e-commerce platforms based on discounts, flash sales, and seasonal promotions according to product strategy. 1.2 Campaign objectives are determined based on product positioning and sales targets. 1.3 Campaigns are aligned with the ***target audience's*** needs and platform specifications based on market analysis.	**SCIENCE** 1.1 Seasonal behavior and purchasing patterns of agri-consumers 1.2 Shelf life and perishability of agricultural products in promotions 1.3 Impact of product storage conditions on sales timing **TECHNOLOGY** 1.4 Features of e-commerce platforms for campaign setup and tracking 1.5 Campaign scheduling and automation tools 1.6 Targeting features and segmentation tools available on e-commerce platforms **ENVIRONMENT AND OTHER RELATED LAWS** 1.7 Awareness on RA 8792 (E-	1.1 Planning marketing campaigns 1.2 Determining campaign objectives 1.3 Aligning campaigns

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Commerce Act) – legal compliance for online campaigns 1.8 Awareness on RA 7394 (Consumer Act) – fair advertising and promotion practices 1.9 Awareness on DA and DTI guidelines for price-based promotions **MATHEMATICS** 1.10 Pricing structures and promotional discount calculations 1.11 Forecasting sales targets and break-even points 1.12 Analyzation of historical sales data for campaign planning **COMMUNICATION** 1.13 Structured campaign messages 1.14 Written product-focused promotions	
2. Manage social media for product promotion	2.1 ***Compelling posts*** are created according to ***platform's*** audience and guidelines. 2.2 ***Social media advertising tools*** are utilized to target potential customers	**SCIENCE** 2.1 Visual appeal and content type preference by consumer group 2.2 Timing of product promotions based on harvest or availability	2.1 Creating compelling posts 2.2 Utilizing social media advertising tools 2.3 Maintaining content calendars

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and increase traffic to product listings according to marketing objectives. 2.3 Content calendars are maintained to ensure consistency in posting schedules following industry practice. 2.4 Engagement metrics are tracked to assess reach and effectiveness based on industry practice.	**TECHNOLOGY** 2.3 Social media scheduling, posting, and analytics tools 2.4 Platform-specific advertising systems 2.5 Audience targeting, retargeting, and reach optimization features **ENVIRONMENT AND OTHER RELATED LAWS** 2.6 Awareness on RA 10173 (Data Privacy Act) – managing data from followers and ads 2.7 Awareness on RA 7394 (Consumer Act) – digital advertising content standards 2.8 Platform-specific content restrictions and community guidelines **MATHEMATICS** 2.9 Engagement rate and reach calculation 2.10 Ad spending, cost-per-click (CPC), and return on ad spend (ROAS) 2.11 Frequency and scheduling metrics for optimal posting **COMMUNICATION**	2.4 Tracking engagements metrics

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.12 Caption and tagline creation for social media platforms 2.14 Tracking, responding, and documentation on user interactions	
3. Conduct live sales and promotional events	3.1 Live-streaming events are organized for product demonstrations, allowing real-time customer interaction according to live sales protocols. 3.2 Live session performance is monitored following industry practice. 3.3 Customer inquiries are handled based on live event management practices. 3.4 Follow-up actions are carried-out to convert leads and reinforce engagement following industry practice.	**SCIENCE** 3.1 Physical appearance, freshness, and handling of agricultural products for live demos 3.2 Time-sensitive nature of product availability and customer urgency **TECHNOLOGY** 3.3 Live streaming platform tools and real-time analytics 3.4 Integration of live platforms with inventory or order systems 3.5 Comment moderation and customer interaction features **ENVIRONMENT AND OTHER RELATED LAWS** 3.6 Awareness on RA 8792 (E-Commerce Act) – validity of live digital sales interactions 3.7 Awareness on RA 7394 (Consumer Act) – compliance in live-selling	3.1 Organizing live-streaming events 3.2 Monitoring live session performance 3.3 Handling customer inquiries 3.4 Carrying-out follow-up actions

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		offers and customer rights 3.8 Awareness on RA 10173 (Data Privacy Act) – handling viewer information during live sales **MATHEMATICS** 3.9 Live sale conversions and lead tracking 3.10 Real-time inventory update and adjustment during live sessions 3.11 Monitoring viewer engagement and click-through rate during sessions **COMMUNICATION** 3.12 On-camera communication skills during live sessions 3.13 Answering live customer questions clearly and promptly 3.14 Delivering product pitches and handling objections in real time	

RANGE OF VARIABLES

VARIABLE	RANGE
1. E-commerce marketing campaign	E-commerce marketing campaign may include: 1.1 Discounts 1.2 Promotions 1.3 Seasonal sales
2. Target audience	Target audience may include: 2.1 Demographics 2.1.1 Age 2.1.2 Gender 2.1.3 Location 2.2 Behavioral targeting 2.2.1 Purchase History 2.2.2 Browsing Activity 2.3 Psychographic segmentation 2.3.1 Interests 2.3.2 Lifestyle
3. Compelling posts	Compelling posts may include: 3.1 Images 3.2 Videos 3.3 Text
4. Platform	Platform may include: 4.1 Platform guidelines for campaign execution 4.2 Product placement requirements 4.3 Advertising restrictions
5. Social media advertising tools	Social media advertising tools may include: 5.1 Paid ads 5.2 Sponsored posts 5.3 Retargeting tools

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Developed e-commerce marketing campaigns. 1.1.1 Planned marketing campaigns. 1.1.2 Determined campaign objectives. 1.1.3 Aligned campaigns. 1.2 Managed social media for product promotion. 1.2.1 Created compelling posts. 1.2.2 Utilized social media advertising tools. 1.2.3 Maintained content calendars. 1.2.4 Tracked engagement metrics. 1.3 Conducted live sales and promotional events. 1.3.1 Organized live-streaming events. 1.3.2 Monitored live session performance. 1.3.3 Handled customer inquiries. 1.3.4 Carried-out follow-up actions.
2. Resource Implications	The following resources MUST be provided: 2.1 Computer or mobile devices with internet access to access e-commerce platforms 2.2 Marketing campaign tools, including: 2.2.1 Ad management tools 2.2.2 Social media post scheduling and analytics tools 2.2.3 Influencer marketing platforms (if applicable) 2.3 Design software for creating promotional images and videos 2.4 CRM tools for customer data and engagement tracking 2.5 Live streaming platforms with features for real-time analytics, comment moderation, and customer interactions 2.6 Sample product catalogs with pricing, images, and descriptions of agricultural products 2.7 Campaign templates for structuring promotional events, content calendars, and sales targets 2.8 Legal and compliance reference materials, including: 2.8.1 RA 8792 (E-Commerce Act) 2.8.2 RA 7394 (Consumer Act) 2.8.3 DA and DTI guidelines for price-based promotions 2.9 Case scenarios for role-play exercises in handling live sales, customer interactions, and complaints 2.10 Presentation software for preparing campaign reports and performance visuals
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation 3.2 Demonstration 3.3 Oral questioning 3.4 Written test 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 : **MANAGE E-COMMERCE DATA FOR AGRICULTURAL PRODUCTS**

UNIT CODE : **CS-AFF122308**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitude required in managing e-commerce data for agricultural products. This includes collecting e-commerce operation data, analyzing e-commerce data, and generating data reports and visualizations.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Collect e-commerce operation data	1.1 Data sources are selected following industry practice. 1.2 ***E-commerce data*** are gathered using ***data collection tools*** according to compliance regulations. 1.3 ***Data accuracy, legal compliance***, ***and platform rules*** are verified during the data collection process following industry practice.	**SCIENCE** 1.1 Data integrity and accuracy in e-commerce platforms 1.2 Customer behavior trends in agricultural product purchasing 1.3 Impact of product characteristics on sales data collection **TECHNOLOGY** 1.4 Features of data collection tools 1.5 Integration of e-commerce platforms with data collection systems 1.6 Automation in data gathering for operational efficiency **ENVIRONMENT AND OTHER RELATED LAWS** 1.7 Awareness on RA 10173 (Data Privacy Act) – handling customer data	1.1 Selecting data sources 1.2 Gathering e-commerce data 1.3 Verifying data accuracy, legal compliance and platform rules

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		and compliance in e-commerce 1.8 Awareness on RA 8792 (E-Commerce Act) – digital transaction rules and data protection 1.9 Platform rules on data collection and sharing for transparency and accuracy **MATHEMATICS** 1.10 Basic calculations for sales, traffic, and engagement metrics 1.11 Estimation in the accuracy of collected data based on sample size and sources 1.12 Analyzation and validation of data consistency across different platforms **COMMUNICATION** 1.13 Data findings to team members clearly 1.14 Documentation of data sources and collection methods 1.15 Data collection protocols to non-technical stakeholders	
2. Analyze e-commerce data to improve operations	2.1 ***Data analysis tools*** are utilized to interpret data and provide insights into sales trends,	**SCIENCE** 2.1 Understanding how different variables affect	2.1 Utilizing data analysis tools 2.2 Formulating recommendations

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	customer preferences, and product performance based on key metrics. 2.2 Recommendations are formulated based on data analysis to improve product listings, marketing strategies, and customer service operations. 2.3 Key metrics are evaluated to support data-driven decision-making.	product performance 2.2 Behavioral patterns of consumers when interacting with agricultural products online **TECHNOLOGY** 2.3 Statistical techniques for analyzing trends in customer preferences 2.4 Data analysis tools 2.5 Algorithms for identifying patterns in sales data and customer behavior 2.6 Performance tracking dashboards and their applications for strategic insights **ENVIRONMENT AND OTHER RELATED LAWS** 2.7 Awareness on RA 7394 (Consumer Act) – understanding customer protection laws related to data analysis 2.8 Knowledge of RA 10173 (Data Privacy Act) – maintaining data privacy while analyzing customer and sales data	2.3 Evaluating key metrics

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.9 Awareness of RA 8792 (E-Commerce Act) – ensuring compliance when using data for decision-making **MATHEMATICS** 2.10 Statistical methods for interpreting sales data 2.11 Analyzing data trends to predict future sales or customer behavior 2.12 Calculating KPIs such as conversion rates, customer retention, and average order value **COMMUNICATION** 2.13 Presenting data insights through clear visualizations (charts, graphs) 2.14 Communicating actionable recommendations to team members for strategy improvement 2.15 Writing detailed reports that convey analysis results to decision-makers	
3. Generate data reports and visualizations	3.1 Report content is structured to highlight key performance	**SCIENCE** 3.1 Understanding of key performance indicators (KPIs) relevant to	3.1 Structuring report content 3.2 Preparing performance reports

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	indicators and actionable insights. 3.2 ***Performance reports*** are prepared according to industry practice. 3.3 Data findings are presented based on ***data visualization techniques***.	agricultural e-commerce 3.2 Effects of data presentation methods on stakeholder understanding 3.3 Best practices in presenting large datasets for clarity **TECHNOLOGY** 3.4 Tools for creating data reports 3.5 Visualization techniques for making data accessible 3.6 Report-generation tools integrated with e-commerce platforms **ENVIRONMENT AND OTHER RELATED LAWS** 3.7 Awareness of RA 7394 (Consumer Act) – transparency in reporting consumer-facing data 3.8 Awareness of RA 10173 (Data Privacy Act) – presenting data in a way that protects customer privacy 3.9 Understanding RA 8792 (E-Commerce Act) – compliance when generating digital reports **MATHEMATICS**	3.3 Presenting data findings

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.10 Creation of mathematical models to present performance data 3.11 Calculation of percentages for performance metrics 3.12 Summarization of large datasets into meaningful, actionable information **COMMUNICATION** 3.13 Creation of clear and concise reports with actionable insights for stakeholders 3.14 Tailoring visualizations for different audiences 3.15 Explanation of data and its implications for business decisions	

RANGE OF VARIABLES

VARIABLE	RANGE
1. E-commerce data	E-commerce data may include: 1.1 Sales 1.2 Customer behavior 1.3 Product feedback
2. Data collection tools	Data collection tools may include: 2.1 Google Analytics 2.2 CRM systems
3. Data accuracy, legal compliance, and platform rules	Data accuracy, legal compliance, and platform rules may include: 3.1 Data accuracy 3.2 Legal compliance 3.3 Platform rules
4. Data analysis tools	Data analysis tools may include: 4.1 Excel 4.2 Google Analytics
5. Performance reports	Performance reports may include: 5.1 Sales 5.2 Engagement 5.3 Conversions
6. Data visualization techniques	Data visualization techniques may include: 6.1 Clear 6.2 Understandable 6.3 Data visualization techniques

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Collected e-commerce operation data 1.1.1 Selected data sources 1.1.2 Gathered e-commerce data 1.1.3 Verified data accuracy, legal compliance, and platform rules 1.2 Analyzed e-commerce data to improve operations 1.2.1 Utilized data analysis tools 1.2.2 Formulated recommendations 1.2.3 Evaluated key metrics 1.3 Generated data reports and visualizations 1.3.1 Structured report content 1.3.2 Prepared performance reports 1.3.3 Presented data findings
2. Resource Implications	The following resources MUST be provided: 2.1 Computer units with internet access and spreadsheet software 2.2 Access to or simulation of e-commerce analytics tools, such as: 2.2.1 Google Analytics 2.2.2 CRM systems or sales dashboards 2.2.3 E-commerce platform reports 2.3 Mock data sets representing agricultural product e-commerce metrics 2.4 Templates or tools for: 2.4.1 Data collection logs 2.4.2 KPI tracking 2.4.3 Performance report generation 2.5 Presentation software for data visualization activities 2.6 Reference materials on: 2.6.1 Data privacy regulations 2.6.2 Platform rules on data use and reporting 2.6.3 Report writing and visualization best practices
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation 3.2 Demonstration 3.3 Oral questioning 3.4 Written test 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

GLOSSARY OF TERMS

Term	Definition
1) Agricultural Products	Products derived from agriculture, including raw and processed goods such as crops, fruits, vegetables, and livestock.
2) Customer Behavior	Actions and purchasing patterns exhibited by customers while interacting with products and services on the platform.
3) Customer Relationship Management (CRM)	Systems and strategies used to manage interactions with customers, including maintaining profiles and tracking orders.
4) E-Commerce Platforms	Online platforms that facilitate buying and selling of goods or services, such as Taobao, Pinduoduo, Shopee, and Jingdong.
5) Marketing Campaigns	Structured efforts to promote agricultural products on e-commerce platforms, typically involving discounts, flash sales, or seasonal promotions.
6) Payment/Communication Systems	Systems integrated into e-commerce platforms to handle payments and communication between sellers and buyers.
7) Platform Policies	Guidelines set by the e-commerce platform regarding product listings, pricing, promotions, and other activities conducted on the platform.
8) Platform Troubleshooting	Procedures used to identify and resolve issues with product listings, payment processing, or order fulfillment on e-commerce platforms.
9) Product Categories	Classifications of agricultural products based on their type or processing stage, such as fresh produce, packaged agricultural products, or processed goods.
10) Sales Trends	Patterns observed in sales over time, indicating changes or trends in consumer purchasing behavior.

ACKNOWLEDGEMENTS

The Technical Education and Skills Development Authority (TESDA) is particularly grateful for the valuable technical support provided by the following industry stakeholders for the review and development of this Competency Standards. The time and inputs generously given during this undertaking are also highly appreciated and recognized as they made significant contributions to the constitution of this CS.

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