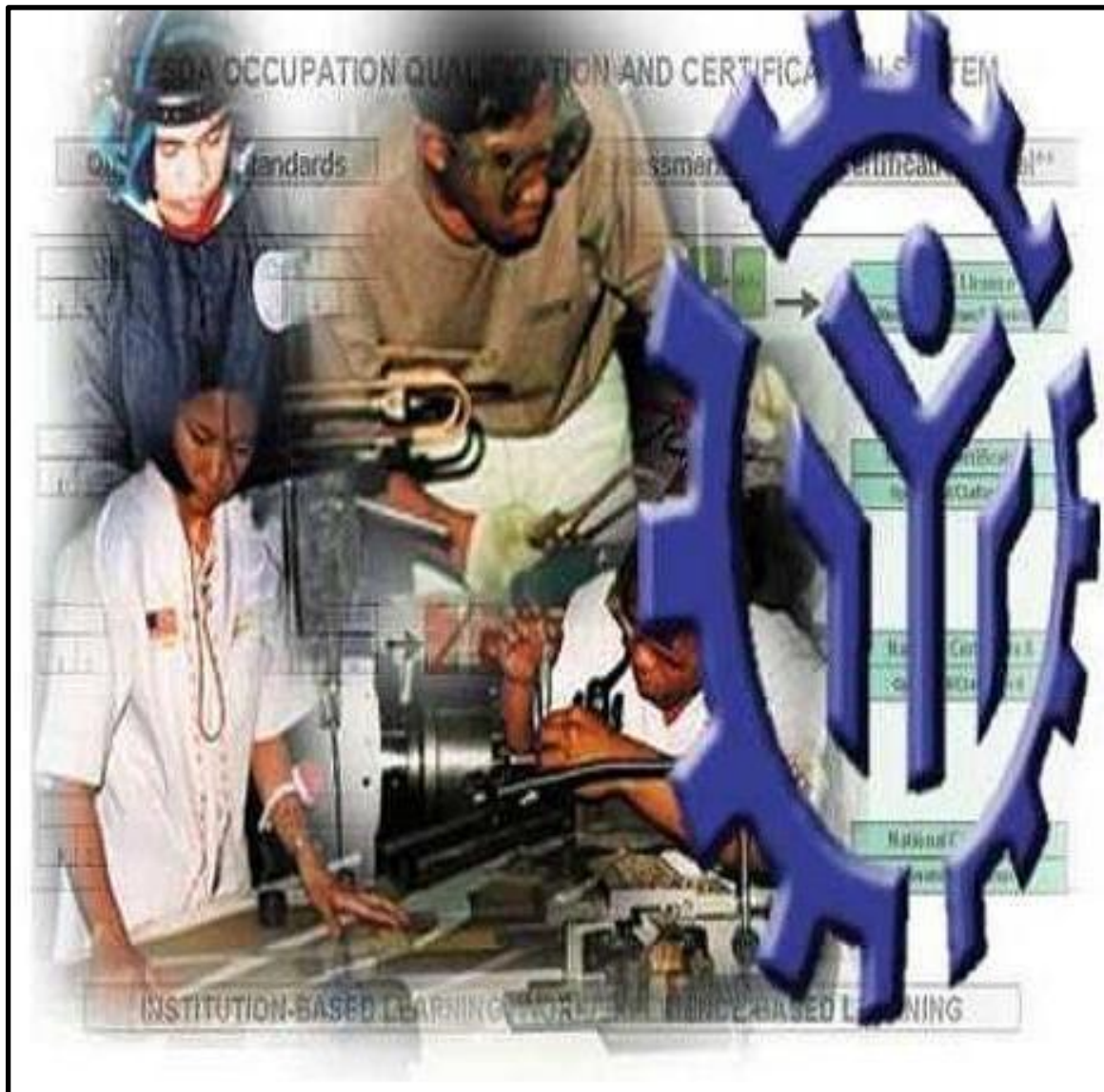


COMPETENCY STANDARDS

AIRCRAFT CABIN SERVICES LEVEL II



TOURISM 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 groups 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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The Competency Standards (CS) serve as basis for the:

1. Registration and delivery of training programs;
2. Development of curriculum and assessment instruments; and
3. Micro-credential programs

The CS has two (2) sections:

- | | |
|-----------|--|
| Section 1 | Definition of Qualification describes the qualification and defines the competencies that comprise the qualification. |
| Section 2 | Competency Standards gives the specifications of competencies required for effective work performance. |

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AIRCRAFT CABIN SERVICES LEVEL II

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COMPETENCY STANDARD FOR AIRCRAFT CABIN SERVICES LEVEL II

SECTION 1 DEFINITION OF QUALIFICATION

The **Aircraft Cabin Services Level II** Qualification consists of competencies that a person must achieve to work effectively as a flight attendant. It emphasizes the application of safety procedures, exceptional customer service, and professional conduct in an aviation environment.

The units of competency comprising this qualification include the following:

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

| Unit Code | COMMON COMPETENCIES |
|-----------|--|
| TRS311201 | Develop and update industry knowledge |
| TRS311202 | Observe workplace hygiene procedures |
| TRS311203 | Perform computer operations |
| TRS311204 | Perform workplace and safety practices |
| TRS311205 | Provide Effective Customer Service |

| Unit Code | CORE COMPETENCIES |
|---------------------|---------------------------------------|
| AB-TRS0403425511301 | Perform pre-flight preparations |
| AB-TRS0403425511302 | Provide in-flight safety and services |
| AB-TRS0403425511303 | Perform landing procedures |
| AB-TRS0403425511304 | Perform post-flight procedures |

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

- **Flight Attendant**
- **Cabin Crew**
- **Steward/Stewardess**
- **Air Host/Hostess**

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 **Aircraft Cabin Services Level II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 400311210

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

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

| | | | |
|--|---|--|--|
| | 1.7 Personal interaction is carried out clearly and concisely. | | workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active listening skills |
| 2. Perform duties following workplace instructions | <p>2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines.</p> <p>2.2 Routine written instruction is followed based on established procedures.</p> <p>2.3 Feedback is given to workplace supervisor-based instructions/ information received.</p> <p>2.4 Workplace interactions are conducted in a courteous manner.</p> <p>2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from appropriate sources.</p> <p>2.6 Meetings outcomes are interpreted and implemented.</p> | <p>2.1 Effective verbal and non-verbal communication</p> <p>2.2 Different modes of communication</p> <p>2.3 Medium of communication in the workplace</p> <p>2.4 Organizational/ Workplace policies</p> <p>2.5 Communication procedures and systems</p> <p>2.6 Lines of communication</p> <p>2.7 Technology relevant to the enterprise and the individual's work responsibilities</p> <p>2.8 Effective questioning techniques (clarifying and probing)</p> <p>2.9 Workplace etiquette</p> | <p>2.1 Following simple spoken instructions</p> <p>2.2 Performing routine workplace duties following simple written notices</p> <p>2.3 Participating in workplace meetings and discussions</p> <p>2.4 Completing work-related documents</p> <p>2.5 Estimating, calculating and recording routine workplace measures</p> <p>2.6 Relating/ Responding to people of various levels in the workplace</p> <p>2.7 Gathering and providing information in response to workplace requirements</p> <p>2.8 Basic questioning/ querying</p> <p>2.9 Skills in reading for information</p> <p>2.10 Skills in locating</p> |

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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|-----------------------------------|--|
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate: 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using workplace communication equipment/systems 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting formal or informal communication |
| 2. Resource Implications | The following resources should be provided: 2.1 Fax machine 2.2 Telephone 2.3 Notebook 2.4 Writing materials 2.5 Computer with Internet connection |
| 3. Methods of Assessment | Competency in this unit may be assessed through: 3.1 Demonstration with oral questioning 3.2 Interview 3.3 Written test 3.4 Third-party report |
| 4. Context for Assessment | 4.1 Competency may be assessed individually in the actual workplace or through an accredited institution |

UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT

UNIT CODE : 400311211

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|---|---|--|---|
| 1. Describe team role and scope | 1.1 The role and objective of the team is identified from available sources of information . 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources. | 1.1 Group structure 1.2 Group development 1.3 Sources of information | 1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization |
| 2. Identify one's role and responsibility within a team | 2.1 Individual roles and responsibilities within the team environment is identified. 2.2 Roles and objectives of the team is identified from available sources of information . 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources. | 2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information | 2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information Instructional planning and delivery skills 2.5 Monitoring and evaluation skills 2.6 Mentoring and coaching skills |

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| <p>3. Work as a team member</p> | <p>3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices.</p> <p>3.2 Effective and appropriate contributions made to complement team activities and objectives, based on workplace context.</p> <p>3.3 Protocols in reporting are observed based on standard company practices.</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives.</p> | <p>3.1 Communication Process</p> <p>3.2 Workplace communication protocol</p> <p>3.3 Team planning and decision making</p> <p>3.4 Team thinking</p> <p>3.5 Team roles</p> <p>3.6 Process of team development</p> <p>3.7 Workplace context</p> | <p>3.1 Communicating appropriately, consistent with the culture of the workplace</p> <p>3.2 Interacting effectively with others</p> <p>3.3 Deciding as an individual and as a group using group think strategies and techniques</p> <p>3.4 Contributing to Resolution of issues and concerns</p> |
|---------------------------------|---|--|--|

RANGE OF VARIABLES

| VARIABLE | RANGE |
|-------------------------------|--|
| 1. Role and objective of team | May include: 1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment |
| 2. Sources of information | May include: 2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards |
| 3. Workplace context | May include: 3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines |

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS

UNIT CODE : 400311212

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|------------------------------|---|--|---|
| 1. Identify routine problems | 1.1 Routine <i>problems or procedural problem</i> areas are identified. 1.2 Problems to be investigated are defined and determined. 1.3 Current conditions of the problem are identified and documented. | 1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions | 1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and help desk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction |

| | | | |
|--|---|---|--|
| <p>2. Look for solutions to routine problems</p> | <p>2.1 Potential solutions to problem are identified.</p> <p>2.2 Recommendations about possible solutions are developed, documented, ranked and presented to appropriate person for decision.</p> | <p>2.1 Current industry hardware and software products and services</p> <p>2.2 Industry service and helpdesk practices, processes and procedures</p> <p>2.3 Operating systems</p> <p>2.4 Industry standard diagnostic tools</p> <p>2.5 Malfunctions and resolutions.</p> <p>2.6 Root cause analysis</p> | <p>2.1 Identifying current industry hardware and software products and services</p> <p>2.2 Identifying services and helpdesk practices, processes and procedures.</p> <p>2.3 Identifying operating system</p> <p>2.4 Identifying current industry standard diagnostic tools</p> <p>2.5 Describing common malfunctions and resolutions</p> <p>2.6 Determining the root cause of a routine malfunction</p> |
| <p>3. Recommend solutions to problems</p> | <p>3.1 Implementation of solutions are planned.</p> <p>3.2 Evaluation of implemented solutions are planned.</p> <p>3.3 Recommended solutions are documented and submit to appropriate person for confirmation.</p> | <p>3.1 Standard procedures</p> <p>3.2 Documentation produce</p> | <p>3.1 Producing documentation that recommends solutions to problems</p> <p>3.2 Following established procedures</p> |

RANGE OF VARIABLES

| VARIABLE | RANGE |
|--------------------------------|---|
| 1. Problems/Procedural Problem | May include but not limited to: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area |
| 2. Appropriate person | May include but not limited to: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization |
| 3. Document | May include but not limited to: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report |
| 4. Plan | May include but not limited to: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements |

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE : 400311213

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|--------------------------------|--|--|---|
| 1. Manage one's emotion | 1.1 <i>Self-management strategies</i> are identified. 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed. 1.3 Techniques for effectively handling negative emotions and <i>unpleasant situation</i> in the workplace are examined. | 1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. | 1.1 Managing properly, one's emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setback and frustrations and other negative emotions and unpleasant situations in the workplace |
| 2. Develop reflective practice | 2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated. 2.2 Progress when seeking and responding to | 2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, | 2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ |

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|--|---|---|--|
| | <p>feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored.</p> <p>2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision-making strategies and feedback from peers and teachers are predicted.</p> | Evaluation, Analysis, Conclusion, and Action plan) | <p>dislikes; through showing of self-confidence</p> <p>2.3 Demonstrating self-acceptance and being able to accept challenges</p> |
| 3. Boost self-confidence and develop self-regulation | <p>3.1 Efforts for continuous self-improvement are demonstrated.</p> <p>3.2 Counter-productive tendencies at work are eliminated.</p> <p>3.3 Positive outlook in life are maintained.</p> | <p>3.1 Four components of self-regulation based on Self-Regulation Theory (SRT)</p> <p>3.2 Personality development concepts</p> <p>3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)</p> | <p>3.1 Performing effective communication skills – reading, writing, conversing skills</p> <p>3.2 Showing affective skills – flexibility, adaptability, etc.</p> <p>3.3 Self-assessment for determining one's strengths and weaknesses</p> |

RANGE OF VARIABLES

| VARIABLE | RANGE |
|-------------------------------|---|
| 1. Self-management strategies | May include but not limited to: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities |
| 2. Unpleasant situation | May include but not limited to: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking |

EVIDENCE GUIDE

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|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline |
| 2. Resource Implications | The following resources should be provided: 2.1. Access to workplace and resource s 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 work improvement and sustainability 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 : CONTRIBUTE TO WORKPLACE INNOVATION

UNIT CODE : 400311214

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

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

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

RANGE OF VARIABLES

| VARIABLE | RANGE |
|-----------------------------------|--|
| 1. Opportunities for improvement | May include: 1.1 Systems 1.2 Processes 1.3 Procedures 1.4 Protocols 1.5 Codes 1.6 Practices |
| 2. Information | May include: 2.1 Workplace communication problems 2.2 Performance evaluation results 2.3 Team dynamics issues and concerns 2.4 Challenges on return of investment 2.5 New tools, processes and procedures 2.6 New people in the organization |
| 3. People who could provide input | May include: 3.1 Leaders 3.2 Managers 3.3 Specialists 3.4 Associates 3.5 Researchers 3.6 Supervisors 3.7 Staff 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry 3.10 Clients |

| VARIABLE | RANGE |
|----------------------------|---|
| 4. Critical inquiry method | May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiate towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication. See our pages Verbal Communication and Effective Speaking 4.8 Listening 4.9 Reducing misunderstandings is a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations |
| 5. Reporting skills | May include: 5.1 Data management 5.2 Coding 5.3 Data analysis and interpretation 5.4 Coherent writing 5.5 Speaking |

EVIDENCE GUIDE

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|-----------------------------------|--|
| 1. Critical Aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified opportunities to do things better 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation 1.3 Integrated ideas for change in the workplace 1.4 Analyzed and reported rooms for innovation and learning in the workplace |
| 2. Resource Implications | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens, papers and writing implements 2.2 White board 2.3 Manila papers |
| 3. Methods of Assessment | <p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied |
| 4. Context for Assessment | <ul style="list-style-type: none"> 4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions |

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|----------------------------|--|--|---|
| 1. Gather data/information | 1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope | 1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct | 1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct |

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|--------------------------------------|--|--|---|
| 2. Assess gathered data/ information | 2.1 Validity of data/ information is assessed 2.2 Analysis techniques are applied to assess data/ information 2.3 Trends and anomalies are identified 2.4 <i>Data analysis techniques</i> and procedures are documented 2.5 Recommendations are made on areas of possible improvement | 2.1 Business mathematics and statistics 2.2 Data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct | 2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organisational values, ethics and codes of conduct |
| 3. Record and present information | 3.1 Studied data/information are recorded 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset 3.4 Findings are presented to stakeholders | 3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organisational values, ethics and codes of conduct | 3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organisational values, ethics and codes of conduct practices |

RANGE OF VARIABLES

| VARIABLE | RANGE |
|-----------------------------|---|
| 1. Data analysis techniques | May include but not limited to: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique |

EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied data/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 3.3 Portfolio 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 : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES

UNIT CODE : 400311216

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|--|---|--|---|
| 1. Identify OSH compliance requirements | <p>1.1 Relevant OSH requirements, regulations, policies and procedures are identified in accordance with workplace policies and procedures.</p> <p>1.2 OSH activity non-conformities are conveyed to appropriate personnel.</p> <p>1.3 OSH preventive and control requirements are identified in accordance with OSH work policies and procedures.</p> | <p>1.1 OSH preventive and control requirements</p> <p>1.2 Hierarchy of Controls</p> <p>1.3 Hazard Prevention and Control</p> <p>1.4 General OSH principles</p> <p>1.5 Work standards and procedures</p> <p>1.6 Safe handling procedures of tools, equipment and materials</p> <p>1.7 Standard emergency plan and procedures in the workplace</p> | <p>1.1 Applying communication skills</p> <p>1.2 Applying interpersonal skills</p> <p>1.3 Applying critical thinking skills</p> <p>1.4 Applying observation skills</p> |
| 2. Prepare OSH requirements for compliance | <p>2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures.</p> <p>2.2 Required OSH materials, tools and equipment are acquired in</p> | <p>2.1 Resources necessary to execute hierarchy of controls</p> <p>2.2 General OSH principles</p> <p>2.3 Work standards and procedures</p> <p>2.4 Safe handling procedures of</p> | <p>2.1 Applying Communication skills</p> <p>2.2 Applying estimation skills</p> <p>2.3 Applying interpersonal skills</p> <p>2.4 Applying critical thinking skills</p> |

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| | <p>accordance with workplace policies and procedures.</p> <p>2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards.</p> | <p>tools, equipment and materials</p> <p>2.5 Different OSH control measures</p> | <p>2.5 Applying observation skills</p> <p>2.6 Identifying material, tool and equipment</p> |
| <p>3. Perform tasks in accordance with relevant OSH policies and procedures</p> | <p>3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures.</p> <p>3.2 Work Activities are executed in accordance with OSH work standards.</p> <p>3.3 Non-compliance work activities are reported to appropriate personnel.</p> | <p>3.1 OSH work standards</p> <p>3.2 Industry related work activities</p> <p>3.3 General OSH principles</p> <p>3.4 OSH Violations</p> <p>3.5 Non-compliance work activities</p> | <p>3.1 Applying communication skills</p> <p>3.2 Applying interpersonal skills</p> <p>3.3 Applying troubleshooting skills</p> <p>3.4 Applying critical thinking skills</p> <p>3.5 Applying observation skills</p> |

RANGE OF VARIABLES

| VARIABLE | RANGE |
|---|--|
| 1. OSH Requirements, Regulations, Policies and Procedures | May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations |
| 2. Appropriate Personnel | May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself |
| 3. OSH Preventive and Control Requirements | May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment |
| 4. Non-OSH Compliance Work Activities | May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements |

EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: 1.1. Conveyed OSH work non-conformities to appropriate personnel 1.2. Identified OSH preventive and control requirements 1.3. Identified OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures 1.4. Arranged/Placed required OSH materials, tools and equipment 1.5. Executed work activities in accordance with OSH work standards 1.6. Reported OSH activity non-compliance work activities to appropriate personnel |
| 2. Resource Implications | The following resources should be provided: 2.1 Facilities, materials tools and equipment necessary for the activity |
| 3. Methods of Assessment | Competency in this unit may be assessed through: 3.1 Observation/Demonstration with oral questioning 3.2 Third party report |
| 4. Context for Assessment | 4.1 Competency may be assessed in the work place or in a simulated work place setting |

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

UNIT CODE : 400311217

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|--|--|--|---|
| 1. Identify the efficiency and effectiveness of resource utilization | 1.1 Required resource utilization in the workplace is measured using appropriate techniques. 1.2 Data are recorded in accordance with workplace protocol. 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <i>environmental work procedures.</i> | 1.1 Importance of Environmental Literacy 1.2 Environmental Work Procedures 1.3 Waste Minimization 1.4 Efficient Energy Consumptions | 1.1 Recording Skills 1.2 Writing Skills 1.3 Applying innovation Skills |
| 2. Determine causes of inefficiency and/or ineffectiveness of resource utilization | 2.1 Potential causes of inefficiency and/or ineffectiveness are listed. 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning. 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures. | 2.1 Causes of environmental inefficiencies and ineffectiveness | 2.1 Applying deductive reasoning skills 2.2 Applying critical thinking 2.3 Applying problem solving skills 2.4 Applying observation Skills |

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|---|--|--|---|
| 3. Convey inefficient and ineffective environmental practices | 3.1 Efficiency and effectiveness of resource utilization are reported to <i>appropriate personnel.</i> 3.2 Concerns related resource utilization are discussed with appropriate personnel. 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel. | 3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions | 3.1 Applying written and oral communication skills 3.2 Applying critical thinking 3.3 Applying problem solving 3.4 Applying observation Skills 3.5 Practicing Environmental Awareness |

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Measured required resource utilization in the workplace using appropriate techniques 1.2 Recorded data in accordance with workplace protocol 1.3 Identified causes of inefficiency and/or ineffectiveness through deductive reasoning 1.4 Validated the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures 1.5 Reported efficiency and effectiveness of resource utilization to appropriate personnel 1.6 Clarified feedback on information/concerns raised with appropriate personnel |
| 2. Resource Implications | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace 2.2 Tools, materials and equipment relevant to the tasks 2.3 PPE 2.4 Manuals and references |
| 3. Methods of Assessment | <p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination |
| 4. Context for Assessment | <ul style="list-style-type: none"> 4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken whether individually or in-group |

UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE

UNIT CODE : 400311218

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|---|--|--|--|
| 1. Apply entrepreneurial workplace best practices | 1.1 Good practices relating to workplace operations are observed and selected following workplace policies. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in resource utilization are applied based on industry standards. | 1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: 1.3.1 Patience 1.3.2 Honesty 1.3.3 Quality-consciousness 1.3.4 Safety-consciousness 1.3.5 Resourcefulness | 1.1 Applying communication skills 1.2 Complying with quality procedures |
| 2. Communicate entrepreneurial workplace best practices | 2.1 Observed good practices relating to workplace operations are communicated to appropriate person . 2.2 Observed quality procedures and practices are communicated to appropriate person. 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards. | 2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: 2.3.1 Patience 2.3.2 Honesty 2.3.3 Quality-consciousness 2.3.4 Safety-consciousness 2.3.5 Resourcefulness | 2.1 Applying communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol |

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| <p>3. Implement cost-effective operations</p> | <p>3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policies.</p> <p>3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements.</p> <p>3.3 Constructive contributions to office operations are made according to enterprise requirements.</p> <p>3.4 Ability to work within one's allotted time and finances is sustained.</p> | <p>3.1 Optimization of workplace resources</p> <p>3.2 5S procedures and concepts</p> <p>3.3 Criteria for cost-effectiveness</p> <p>3.4 Workplace productivity</p> <p>3.5 Impact of entrepreneurial mindset to workplace productivity</p> <p>3.6 Ways in fostering entrepreneurial attitudes:</p> <p>3.6.1 Quality-consciousness</p> <p>3.6.2 Safety-consciousness</p> | <p>3.1 Implementing preservation and optimizing workplace resources</p> <p>3.2 Observing judicious use of workplace tools, equipment and materials</p> <p>3.3 Making constructive contributions to office operations</p> <p>3.4 Sustaining ability to work within allotted time and finances</p> |
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RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

COMMON COMPETENCIES

UNIT OF COMPETENCY : DEVELOP AND UPDATE INDUSTRY KNOWLEDGE

UNIT CODE : TRS311201

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|-------------------------------------|---|---|--|
| 1. Seek information on the industry | 1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities | 1.1 Overview of quality assurance in the industry 1.2 Role of individual staff members 1.3 Industry information sources | 1.1 Time management 1.2 Ready skills needed to access industry information 1.3 Basic competency skills needed to access the internet |

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| 2. Update industry knowledge | <p>2.1 Informal and/or formal research is used to update general knowledge of the industry</p> <p>2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities</p> | <p>2.1 Overview of quality assurance in the industry</p> <p>2.2 Role of individual staff members</p> <p>2.3 Industry information sources</p> | <p>2.1 Time management</p> <p>2.2 Ready skills needed to access industry information</p> <p>2.3 Basic competency skills needed to access the internet.</p> |
| 3. Develop and update local knowledge | <p>3.1 Local knowledge is developed to assist queries on local/national tourism industry</p> <p>3.2 Local knowledge is updated using informal and/or formal research</p> <p>3.3 Contact with local communities is maintained</p> | <p>3.1 Overview of quality assurance in the industry</p> <p>3.2 Role of individual staff members</p> <p>3.3 Industry information sources</p> | <p>3.1 Time management</p> <p>3.2 Ready skills needed to access industry information</p> <p>3.3 Basic competency skills needed to access the internet</p> |
| 4. Promote products and services to customers | <p>4.1. Promotional initiatives are described that may be used to promote products and services</p> <p>4.2. Selling skills are applied according to customer needs</p> | <p>4.1 Overview of quality assurance in the industry</p> <p>4.2 Role of individual staff members</p> <p>4.3 Industry information sources</p> | <p>4.1 Time management</p> <p>4.2 Ready skills needed to access industry information</p> <p>4.3 Basic competency skills needed to access the internet</p> |

RANGE OF VARIABLES

| VARIABLE | RANGE |
|---|--|
| 1. Information sources | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 1.1 media 1.2 reference books 1.3 libraries 1.4 unions 1.5 industry associations 1.6 industry journals 1.7 internet 1.8 personal observation and experience |
| 2. Information to assist effective work performance | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Different sectors of the industry and the service available in each sector 2.2 Relationship between tourism and hospitality 2.3 Relationship between the industry and other industries 2.4 Industry working conditions 2.5 Legislation that affects the industry <ul style="list-style-type: none"> 2.5.1 liquor 2.5.2 health and safety 2.5.3 hygiene 2.5.4 gaming 2.5.5 worker's compensation 2.5.6 consumer protection 2.5.7 duty of care 2.5.8 building regulations 2.6 Trade unions environmental issues and requirements 2.7 Industrial relations issues and major organizations 2.8 Career opportunities within the industry 2.9 Work ethic required to work in the industry and industry expectations of staff 2.10 Quality assurance |

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| 3. Informal and formal research | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 3.1 Discussions with colleagues, management and customers 3.2 Reading internal enterprise material about products and services 3.3 Familiarity with customer comments including complaints 3.4 Reading and researching product data and information 3.5 Conducting internal testing to determine quality and differential 3.6 General media research 3.7 Developing and analyzing responses to questionnaires 3.8 Reading surveys and ratings |
| 4. Promotional initiatives | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 4.1 Media campaigns 4.2 Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events |

EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate/trainee: 1.1 Sought information on the industry 1.2 Updated industry knowledge 1.3 Accessed and used industry information 1.4. Enhanced local knowledge 1.5. Promoted products and services to customers |
| 2. Resource Implications | The following resources should be provided: 2.1 Sources of information on the industry 2.2 Industry knowledge |
| 3. Methods of Assessment | Competency in this unit may be assessed through: 3.1 Interview/questions 3.2 Practical demonstration 3.3 Portfolio of industry information related to trainee's work |
| 4. Context for Assessment | 4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center |

UNIT OF COMPETENCY : OBSERVE WORKPLACE HYGIENE PROCEDURES

UNIT CODE : TRS311202

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|------------------------------|---|--|--|
| 1. Follow hygiene procedures | 1.1 Workplace hygiene procedures are implemented in line with enterprise and legal requirements 1.2 Handling and storage of items are undertaken in line with enterprise and legal requirements | 1.1 Typical hygiene and control procedures in the hospitality and tourism industries 1.2 Overview of legislation and regulation in relation to food handling, personal and general hygiene 1.3 Knowledge on factors which contribute to workplace hygiene problems 1.4 General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection 1.5 Sources of and reasons for food poisoning | 1.1 Ability to follow correct procedures and instructions 1.2 Ability to handle operating tools/ equipment 1.3 Application to hygiene principles |

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| <p>2. Identify and prevent hygiene risks</p> | <p>2.1 Potential hygiene risks are identified in line with enterprise procedures</p> <p>2.2 Action to minimize and remove risks are taken within scope of individual responsibility of enterprise/legal requirements</p> <p>2.3 Hygiene risks beyond the control of individual staff members are reported to the appropriate person for follow up</p> | <p>2.1 Typical hygiene and control procedures in the hospitality and tourism industries</p> <p>2.2 Overview of legislation and regulation in relation to food handling, personal and general hygiene</p> <p>2.3 Knowledge on factors which contribute to workplace hygiene problems</p> <p>2.4 General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection</p> <p>2.5 Sources of and reasons for food poisoning</p> | <p>2.1 Ability to follow correct procedures and instructions</p> <p>2.2 Ability to handle operating tools/ equipment</p> <p>2.3 Application to hygiene principles</p> |
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RANGE OF VARIABLES

| VARIABLE | RANGE |
|--------------------------------|--|
| 1. Hygiene procedures | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 1.1 safe and hygienic handling of food and beverage 1.2 regular hand washing 1.3 correct food storage 1.4 appropriate and clean clothing 1.5 avoidance of cross-contamination 1.6 safe handling disposal of linen and laundry 1.7 appropriate handling and disposal of garbage 1.8 cleaning and sanitizing procedures 1.9 personal hygiene |
| 2. Hygiene risk | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 2.1 bacterial and other contamination arising from poor handling of food 2.2 inappropriate storage of foods 2.3 storage at incorrect temperatures 2.4 foods left uncovered 2.5 poor personal hygiene practices 2.6 poor work practices <ul style="list-style-type: none"> 2.6.1 cleaning 2.6.2 housekeeping 2.6.3 food handling 2.6.4 vermin 2.6.5 airborne dust 2.7 cross-contamination through cleaning inappropriate cleaning practices 2.8 inappropriate handling of potentially infectious linen 2.9 contaminated wastes such as blood and body secretions 2.10 disposal of garbage and contaminated or potentially contaminated wastes |
| 3. Minimizing or removing risk | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 3.1. auditing staff skills and providing training 3.2. ensuring policies and procedures are followed strictly 3.3. audits or incidents with follow up actions |

EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate/trainee: 1.1 Followed hygiene procedures 1.2 Identified and responded to hygiene risk 1.3 Practiced personal grooming and hygiene |
| 2. Resource Implications | The following resources should be provided: 2.1 Hygiene procedures, actual or simulated workplace, products used in hotel/restaurant /tourism workplace |
| 3. Methods of Assessment | Competency in this unit must be assessed through: 3.1 Written examination 3.2 Practical demonstration |
| 4. Context for Assessment | 4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2 Assessment activities are carried out through TESDA's accredited assessment center |

UNIT OF COMPETENCY : PERFORM COMPUTER OPERATIONS

UNIT CODE : TRS311203

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes and values needed to perform computer operations which includes inputting, accessing, producing and transferring data using the appropriate hardware and software.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|---|---|---|--|
| 1. Plan and prepare for task to be undertaken | <p>1.1 Requirements of task are determined</p> <p>1.2 Appropriate hardware and software is selected according to task assigned and required outcome</p> <p>1.3 Task is planned to ensure OH & S guidelines and procedures are followed</p> | <p>1.1 Basic ergonomics of keyboard and computer use</p> <p>1.2 Main types of computers and basic features of different operating systems</p> <p>1.3 Main parts of a computer</p> <p>1.4 Storage devices and basic categories of memory</p> <p>1.5 Relevant types of software</p> <p>1.6 General security</p> <p>1.7 Viruses</p> <p>1.8 OH & S principles and responsibilities</p> <p>1.9 Calculating computer capacity</p> | <p>1.1 Reading skills required to interpret work instruction</p> <p>1.2 Communication skills</p> |

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| 2. Input data into computer | <p>2.1 Data are entered into the computer using appropriate program/application in accordance with company procedures</p> <p>2.2 Accuracy of information is checked and information is saved in accordance with standard operating procedures</p> <p>2.3 Inputted data are stored in storage media according to requirements</p> <p>2.4 Work is performed within ergonomic guidelines</p> | <p>2.1 Basic ergonomics of keyboard and computer use</p> <p>2.2 Main types of computers and basic features of different operating systems</p> <p>2.3 Main parts of a computer</p> <p>2.4 Storage devices and basic categories of memory</p> <p>2.5 Relevant types of software</p> <p>2.6 General security</p> <p>2.7 Viruses</p> <p>2.8 OH & S principles and responsibilities</p> <p>2.9 Calculating computer capacity</p> | <p>2.1 Reading skills required to interpret work instruction</p> <p>2.2 Communication skills</p> |
| 3. Access information using computer | <p>3.1 Correct program/application is selected based on job requirements</p> <p>3.2 Program/application containing the information required is accessed according to company procedures</p> <p>3.3 Desktop icons are correctly selected, opened and closed for</p> | <p>3.1 Basic ergonomics of keyboard and computer use</p> <p>3.2 Main types of computers and basic features of different operating systems</p> <p>3.3 Main parts of a computer</p> <p>3.4 Storage devices and basic categories of memory</p> <p>3.5 Relevant types of software</p> | <p>3.1 Reading skills required to interpret work instruction</p> <p>3.2 Communication skills</p> |

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| | <p>navigation purposes</p> <p>3.4 Keyboard techniques are carried out in line with OH & S requirements for safe use of keyboards</p> | <p>3.6 General security</p> <p>3.7 Viruses</p> <p>3.8 OH & S principles and responsibilities</p> <p>3.9 Calculating computer capacity</p> | |
| 4. Produce/output data using computer system | <p>4.1 Entered data are processed using appropriate software commands</p> <p>4.2 Data are printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures</p> <p>4.3 Files and data are transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures</p> | <p>4.1 Basic ergonomics of keyboard and computer use</p> <p>4.2 Main types of computers and basic features of different operating systems</p> <p>4.3 Main parts of a computer</p> <p>4.4 Storage devices and basic categories of memory</p> <p>4.5 Relevant types of software</p> <p>4.6 General security</p> <p>4.7 Viruses</p> <p>4.8 OH & S principles and responsibilities</p> <p>4.9 Calculating computer capacity</p> | <p>4.1 Reading skills required to interpret work instruction</p> <p>4.2 Communication skills</p> |
| 5. Maintain computer equipment and systems | <p>5.1 Systems for cleaning, minor maintenance and replacement of consumables are implemented</p> <p>5.2 Procedures for ensuring security of data, including</p> | <p>5.1 Basic ergonomics of keyboard and computer use</p> <p>5.2 Main types of computers and basic features of different</p> | <p>5.1 Reading skills required to interpret work instruction</p> <p>5.2 Communication skills</p> |

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| | regular back-ups and virus checks are implemented in accordance with standard operating procedures | operating systems | |
| | 5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures | 5.3 Main parts of a computer | |
| | | 5.4 Storage devices and basic categories of memory | |
| | | 5.5 Relevant types of software | |
| | | 5.6 General security | |
| | | 5.7 Viruses | |
| | 5.4 Document systems are maintained | 5.8 OH & S principles and responsibilities | |
| | | 5.9 Calculating computer capacity | |

RANGE OF VARIABLES

| VARIABLE | RANGE |
|------------------------------------|--|
| 1. Hardware and peripheral devices | May include but not limited to: 1.1 Personal computers 1.2 Networked systems 1.3 Communication equipment 1.4 Printers 1.5 Scanners 1.6 Keyboard 1.7 Mouse |
| 2. Software | May include but not limited to: 2.1 Word processing packages 2.2 Database packages 2.3 Internet 2.4 Spreadsheets |
| 3. OH & S guidelines | May include but not limited to: 3.1 OH & S guidelines 3.2 Enterprise procedures |

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| 4. Storage media | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 4.1 diskettes 4.2 CDs 4.3 zip disks 4.4 hard disk drives, local and remote |
| 5. Ergonomic guidelines | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 5.1 Types of equipment used 5.2 Appropriate furniture 5.3 Seating posture 5.4 Lifting posture 5.5 Visual display unit screen brightness |
| 6. Desktop icons | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Directories/folders 6.2 files 6.3 network devices 6.4 recycle bin |
| 7. Maintenance | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 7.1 Creating more spaces in the hard disk 7.2 Reviewing programs 7.3 Deleting unwanted files 7.4 Backing up files 7.5 Checking hard drive for errors 7.6 Using up to date anti-virus programs 7.7 Cleaning dust from internal and external surfaces |

EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none">1.1 Selected and used hardware components correctly and according to the task requirement1.2 Identified and explain the functions of both hardware and software used, their general features and capabilities1.3 Produced accurate and complete data in accordance with the requirements1.4 Used appropriate devices and procedures to transfer files/data accurately1.5 Maintained computer system |
| 2. Resource Implications | <p>The following resources should be provided:</p> <ul style="list-style-type: none">2.1 Computer hardware with peripherals2.2 Appropriate software |
| 3. Methods of Assessment | <p>The assessor may select two of the following assessment methods to objectively assess the candidate:</p> <ul style="list-style-type: none">3.1 Observation3.2 Questioning3.3 Practical demonstration |
| 4. Context for Assessment | <ul style="list-style-type: none">4.1 Assessment may be conducted in the workplace or in a simulated environment |

UNIT OF COMPETENCY : PERFORM WORKPLACE AND SAFETY PRACTICES

UNIT CODE : TRS311204

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in following health, safety and security practices. It includes dealing with emergency situations and maintaining safe personal presentation standards.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|--|---|---|--|
| 1. Follow workplace procedures for health, safety and security practices | <p>1.1. Health, safety and security procedures are followed in line with legislation, regulations and enterprise procedures</p> <p>1.2. Breaches of health, safety and security procedures are identified and reported in line with enterprise procedure</p> <p>1.3. Suspicious behavior or unusual occurrence are reported in line with enterprise procedure</p> | <p>1.1 Communication</p> <p>1.1.1 Interactive communication with others</p> <p>1.1.2 Interpersonal skills</p> <p>1.1.3 Good working attitude</p> <p>1.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values</p> <p>1.1.5 Ability to focus on task at hand</p> <p>1.2 Systems, Processes and Operations</p> <p>1.2.1 Workplace health, safety and security procedures</p> | <p>1.1 Ability to make decision</p> <p>1.2 Time management</p> <p>1.3 Ability to offer alternative steps</p> <p>1.4 Care in handling and operating equipment</p> <p>1.5 Ability to use observation and monitoring techniques</p> |

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| | | 1.2.2 Emergency procedures 1.2.3 Personal presentation 1.3 Safety Practices 1.3.1 Proper disposal of garbage 1.3.3 Practice safety measures 1.3.3 5S Implementation 1.4 Child protection duties relevant to tourism industry 1.4.1 Rules, regulations, policies and laws | |
| 2. Perform child protection duties relevant to the tourism industry | 2.1 Issue of sexual exploitation of children is identified 2.2 National, regional and international actions are described to prevent the sexual exploitation of children 2.3 Actions that can be taken in the workplace are described to protect children from sexual exploitation | 2.1 Communication 2.1.1 Interactive communication with others 2.1.2 Interpersonal skills 2.1.3 Good working attitude 2.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values | 2.1 Ability to make decision 2.2 Time management 2.3 Ability to offer alternative steps 2.4 Care in handling and operating equipment 2.5 Ability to use observation and monitoring techniques |

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| | | <p>2.1.5 Ability to focus on task at hand</p> <p>2.2 Systems, Processes and Operations</p> <p>2.2.1 Workplace health, safety and security procedures</p> <p>2.2.2 Emergency procedures</p> <p>2.2.3 Personal presentation</p> <p>2.3 Safety Practices</p> <p>2.3.1 Proper disposal of garbage</p> <p>2.3.2 Practice safety measures</p> <p>2.3.3 5S Implementation</p> <p>2.4. Child protection duties relevant to tourism industry</p> <p>2.4.1 Rules, regulations, policies and laws</p> | |
| 3. Observe and monitor people | <p>3.1 Areas and people who require observation and monitoring is prepared</p> <p>3.2 Observation and monitoring</p> | <p>3.1 Communication</p> <p>3.1.1 Interactive communication with others</p> <p>3.1.2 Interpersonal skills</p> | <p>3.1. Ability to make decision</p> <p>3.2. Time management</p> <p>3.3 Ability to offer alternative steps</p> <p>3.4 Care in handling</p> |

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| | activities are implemented | 3.1.3 Good working attitude | and operating equipment |
| | 3.3 Apprehension of offenders are determined | 3.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values | 3.5 Ability to use observation and monitoring techniques |
| | 3.4 Offenders are arrested according to enterprise procedures | 3.1.5 Ability to focus on task at hand | |
| | 3.5 Administrative responsibilities are fulfilled | 3.2 Systems, Processes and Operations | |
| | | 3.2.1 Workplace health, safety and security procedures | |
| | | 3.2.2 Emergency procedures | |
| | | 3.2.3 Personal presentation | |
| | | 3.3 Safety Practices | |
| | | 3.3.1 Proper disposal of garbage | |
| | | 3.3.2 Practice safety measures | |
| | | 3.3.3 5S Implementation | |
| | | 3.4 Child protection duties relevant to tourism industry | |
| | | 3.4.1 Rules, regulations, policies and laws | |

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| <p>4 Deal with emergency situations</p> | <p>4.1 Emergency and potential emergency situations are recognized and appropriate action are taken within individual's scope of responsibility</p> <p>4.2 Emergency procedures are followed in line with enterprise procedures</p> <p>4.3 Assistance is sought from colleagues to resolve or respond to emergency situations</p> <p>4.4 Details of emergency situations are reported in line with enterprise procedures</p> | <p>4.1 Communication</p> <p>4.1.1 Interactive communication with others</p> <p>4.1.2 Interpersonal skills</p> <p>4.1.3 Good working attitude</p> <p>4.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values</p> <p>4.1.5 Ability to focus on task at hand</p> <p>4.2 Systems, Processes and Operations</p> <p>4.2.1 Workplace health, safety and security procedures</p> <p>4.2.2 Emergency procedures</p> <p>4.2.3 Personal presentation</p> <p>4.3 Safety Practices</p> <p>4.3.1 Proper disposal of garbage</p> <p>4.3.2 Practice safety measures</p> <p>4.3.3 5S Implementation</p> <p>4.4 Child protection duties relevant</p> | <p>4.1 Ability to make decision</p> <p>4.2 Time management</p> <p>4.3 Ability to offer alternative steps</p> <p>4.4 Care in handling and operating equipment</p> <p>4.5 Ability to use observation and monitoring techniques</p> |
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| | | to tourism industry 4.4.1 Rules, regulations, policies and laws | |
| 5. Maintain safe personal presentation standards | 5.1 Safe personal standards are identified and followed in line with enterprise requirements | 5.1 Communication 5.1.1 Interactive communication with others 5.1.2 Interpersonal skills 5.1.3 Good working attitude 5.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values 5.1.5 Ability to focus on task at hand 5.2 Systems, Processes and Operations 5.2.1 Workplace health, safety and security procedures 5.2.2 Emergency procedures 5.2.3 Personal presentation 5.3 Safety Practices 5.3.1 Proper disposal of garbage | 5.1 Ability to make decision 5.2 Time management 5.3 Ability to offer alternative steps 5.4 Care in handling and operating equipment 5.5 Ability to use observation and monitoring techniques |

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| | | <p>5.3.2 Practice safety measures</p> <p>5.3.3 5S Implementation</p> <p>5.4 Child protection duties relevant to tourism industry</p> <p>5.4.1 Rules, regulations, policies and laws</p> | |
| 6. Maintain a safe and secure workplace | <p>6.1 Workplace health, safety and security responsibilities are identified</p> <p>6.2 Framework to maintain workplace health, safety and security are and maintained</p> <p>6.3 Procedures for identifying or assessing health, safety and security hazards and risks are implemented</p> <p>6.4 Injuries, illnesses and incidents are investigated</p> <p>6.5 Organization's health, safety and security effectiveness are evaluated</p> | <p>6.1 Communication</p> <p>6.1.1 Interactive communication with others</p> <p>6.1.2 Interpersonal skills</p> <p>6.1.3 Good working attitude</p> <p>6.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values</p> <p>6.1.5 Ability to focus on task at hand</p> <p>6.2 Systems, Processes and Operations</p> <p>6.2.1 Workplace health, safety and security procedures</p> <p>6.2.2 Emergency procedures</p> | <p>6.1 Ability to make decision</p> <p>6.2 Time management</p> <p>6.3 Ability to offer alternative steps</p> <p>6.4 Care in handling and operating equipment</p> <p>6.5 Ability to use observation and monitoring techniques</p> |

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| | | 6.2.3 Personal presentation 6.3 Safety Practices 6.3.1 Proper disposal of garbage 6.3.2 Practice safety measures 6.3.3 5S Implementation 6.4 Child protection duties relevant to tourism industry 6.3.4 Rules, regulations, policies and laws | |
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RANGE OF VARIABLES

| VARIABLE | RANGE |
|---|---|
| 1. Health, safety and security procedures | May include but not limited to: 1.1. Use of personal protective clothing and equipment 1.2. Safe posture including sitting, standing, bending 1.3. Manual handling including lifting, transferring 1.4. Safe work techniques including knives and equipment, handling hot surfaces, computers and electronic equipment 1.5. Safe handling of chemicals, poisons and dangerous materials 1.6. Ergonomically sound furniture and workstations 1.7. Emergency fire and accident 1.8. Hazard identification and control 1.9. Security of documents, cash, equipment, people 1.10. Key control systems |
| 2. Breaches of procedure | May include but not limited to: 2.1. Loss of keys 2.2. Strange or suspicious persons 2.3. Broken or malfunctioning equipment 2.4. Loss of property, goods or materials 2.5. Damaged property or fittings |

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| | 2.6. Lack of suitable signage when required 2.7. Lack of training on health and safety issues 2.8. Unsafe work practices |
| 3. Emergency | May include but not limited to: 3.1 Personal injuries 3.2 Fire 3.3 Electrocution 3.4 Natural calamity i.e. earthquake/flood 3.5 Criminal acts i.e. robbery |

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PROVIDE EFFECTIVE CUSTOMER SERVICE

UNIT CODE : TRS311205

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

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|-------------------|---|--|---|
| 1. Greet customer | 1.1 Customers are greeted according to enterprise procedure 1.2 Verbal and non-verbal communications are appropriate to the given situation 1.3 Non verbal communication are observed when responding to customers 1.4 Sensitivity to cultural and social differences is demonstrated | 1.1. Communication 1.1.1 Interactive communication with others 1.1.2 Interpersonal skills/ social graces with sincerity 1.2 Attitude 1.2.1 Attentive, patient and cordial 1.2.2 Eye-to-eye contact 1.2.3 Maintain teamwork and cooperation | 1.1 Effective communication skills 1.2 Non-verbal communication - body language 1.3 Good time management 1.4 Ability to work calmly and unobtrusively effectively 1.5 Ability to handle telephone inquiries and conversations 1.6 Correct procedure in handling telephone inquiries 1.7 Proper way of handling complaints 1.8 Ability to apply basic principles of conflict resolution and respond to complaints |

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| 2. Identify needs of customers | <p>2.1 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified</p> <p>2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified</p> <p>2.3 Customers are provided with information</p> <p>2.4 Personal limitation in addressing customer and colleague needs is identified and where appropriate, assistance is sought from supervisor</p> | <p>2.1 Communication</p> <p>2.1.1 Interactive communication with others</p> <p>2.1.2 Interpersonal skills/ social graces with sincerity</p> <p>2.2 Attitude</p> <p>2.2.1 Attentive, patient and cordial</p> <p>2.2.2 Eye-to-eye contact</p> <p>2.2.3 Maintain teamwork and cooperation</p> <p>2.3 Safety Practices</p> <p>2.3.1 Safe work practices</p> <p>2.3.2 Personal hygiene</p> | <p>2.1 Effective communication skills</p> <p>2.2 Non-verbal communication - body language</p> <p>2.3 Good time management</p> <p>2.4 Ability to work calmly and unobtrusively effectively</p> <p>2.5 Ability to handle telephone inquiries and conversations</p> <p>2.6 Correct procedure in handling telephone inquiries</p> <p>2.7 Proper way of handling complaints</p> <p>2.8 Ability to apply basic principles of conflict resolution and respond to complaints</p> |
| 3. Deliver service to customer | <p>3.1 Customer needs are promptly attended to in line with enterprise procedure</p> <p>3.2 Appropriate rapport is maintained with customer to enable high quality service delivery</p> <p>3.3 Opportunity to enhance the quality of service and products are</p> | <p>3.1. Communication</p> <p>3.1.1 Interactive communication with others</p> <p>3.1.2 Interpersonal skills/ social graces with sincerity</p> <p>3.2 Attitude</p> <p>3.2.1 Attentive, patient and cordial</p> <p>3.2.2 Eye-to-eye contact</p> | <p>3.1 Effective communication skills</p> <p>3.2 Non-verbal communication - body language</p> <p>3.3 Good time management</p> <p>3.4 Ability to work calmly and unobtrusively effectively</p> <p>3.5 Ability to handle telephone inquiries and conversations</p> |

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| | taken wherever possible | 3.2.3 Maintain teamwork and cooperation | 3.6 Correct procedure in handling telephone inquiries 3.7 Proper way of handling complaints 3.8 Ability to apply basic principles of conflict resolution and respond to complaints |
| 4. Handle queries through use of common business tools and technology | 4.1 Common business tools and technology are used efficiently to determine customer requirements 4.2 Queries/ information are recorded in line with enterprise procedure 4.3 Queries are acted upon promptly and correctly in line with enterprise procedure | 4.1. Communication 4.1.1 Interactive communication with others 4.1.2 Interpersonal skills/ social graces with sincerity 4.2 Attitude 4.2.1 Attentive, patient and cordial 4.2.2 Eye-to-eye contact 4.2.3 Maintain teamwork and cooperation 4.3 Theory 4.3.1 Selling/up selling techniques 4.3.2 Interview techniques 4.3.3 Conflict resolution 4.3.4 Communication process | 4.1 Effective communication skills 4.2 Non-verbal communication - body language 4.3 Good time management 4.4 Ability to work calmly and unobtrusively effectively 4.5 Ability to handle telephone inquiries and conversations 4.6 Correct procedure in handling telephone inquiries 4.7 Proper way of handling complaints 4.8 Ability to apply basic principles of conflict resolution and respond to complaints |

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| | | 4.3.5 Communication barriers | |
| 5. Handle complaints/ conflict situations, evaluation and recommendations | <p>5.1 Guests are greeted with a smile and eye-to-eye contact</p> <p>5.2 Responsibility for resolving the complaint is taken within limit of responsibility and according to enterprise policy</p> <p>5.3 Nature and details of complaint are established and agreed with the customer</p> <p>5.4 Threats to personal safety are identified and managed to personal safety of customers or colleagues and appropriate assistance is organized</p> <p>5.5 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible</p> <p>5.6 Conflict situations are resolved within scope of individual</p> | <p>5.1 Communication</p> <p>5.1.1 Interactive communication with others</p> <p>5.1.2 Interpersonal skills/ social graces with sincerity</p> <p>5.2 Attitude</p> <p>5.2.1 Attentive, patient and cordial</p> <p>5.2.2 Eye-to-eye contact</p> <p>5.2.3 Maintain teamwork and cooperation</p> <p>5.3 Theory</p> <p>5.3.1 Selling/up selling techniques</p> <p>5.3.2 Interview techniques</p> <p>5.3.3 Conflict resolution</p> <p>5.3.4 Communication process</p> <p>5.3.5 Communication barriers</p> | <p>5.1 Effective communication skills</p> <p>5.2 Non-verbal communication - body language</p> <p>5.3 Good time management</p> <p>5.4 Ability to work calmly and unobtrusively effectively</p> <p>5.5 Ability to handle telephone inquiries and conversations</p> <p>5.6 Correct procedure in handling telephone inquiries</p> <p>5.7 Proper way of handling complaints</p> <p>5.8 Ability to apply basic principles of conflict resolution and respond to complaints</p> |

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| | responsibility by applying effective communication skills and according to enterprise policy taken wherever possible | | |
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RANGE OF VARIABLES

| VARIABLE | RANGE |
|------------------------------------|--|
| 1. Customers | May include but not limited to: 1.2 internal 1.2 external |
| 2. Non-verbal communication | May include but not limited to: 2.1. body language 2.2. dress and accessories 2.3 gestures and mannerisms 2.4 voice tonality and volume 2.5 use of space 2.6 culturally specific communication customs and practices |
| 3. Cultural and social differences | May include but not limited to: 3.1. modes of greeting, farewell and conversation 3.2 body language/ use of body gestures 3.3 formality of language |
| 4. Interpersonal skills | May include but not limited to: 4.1. interactive communication 4.2 public relation 4.3 good working attitude 4.4 sincerity 4.5 pleasant disposition 4.6 effective communication skills |
| 5. Customer needs | May include but not limited to: 5.1. those with a disability 5.2 those with special cultural or language needs |

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| | 5.3 unaccompanied children 5.4 parents with young children 5.5 pregnant women 5.6 single women |
| 6. Enterprise procedure | May include but not limited to: 6.1. modes of greeting and farewell 6.2 addressing the person by name 6.3 time-lapse before a response 6.4 style manual requirements 6.5 standard letters and format |
| 7. Business tools and technology | May include but not limited to: 7.1 telephone 7.2 fax machine 7.3 computer equipment 7.4 internet, email |
| 8. Complaint | May include but not limited to: 8.1 level of service 8.2 product standards 8.3 processes 8.4 information given 8.5 charges and fees |
| 9. Threats to personal safety | May include but not limited to: 9.1 violent customers 9.2 drug and alcohol affected customers 9.3 customers fighting amongst themselves |

EVIDENCE GUIDE

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|-----------------------------------|---|
| 1. Critical Aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Complied with industry practices and procedures 1.2. Used interactive communication with others 1.3. Complied with occupational, health and safety practices 1.4. Promoted public relation among others 1.5. Complied with service manual standards 1.6. Demonstrated familiarity with company facilities, products and services 1.7. Demonstrated ability to work effectively with others 1.8. Applied company rules and standards 1.9. Applied telephone ethics 1.10. Applied correct procedure in using telephone, fax machine, internet 1.11. Handled customer complaints within limit of individual responsibility |
| 2. Resource Implications | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Availability of telephone, fax machine, internet, etc. 2.2. Availability of data on projects and services; tariff and rates, promotional activities in place etc. 2.3. Availability of office supplies |
| 3. Methods of Assessment | <p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1. Written examination 3.2. Practical demonstration |
| 4. Context for Assessment | <ul style="list-style-type: none"> 4.1. Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 4.2. Assessment activities are carried out through TESDA's accredited assessment center |

CORE COMPETENCIES

UNIT OF COMPETENCY : PERFORM PRE-FLIGHT PREPARATIONS

UNIT CODE : AB-TRS0403425511301

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to effectively carry out pre-flight preparations in compliance with aviation safety standards and organizational protocols. It focuses on the importance of participating in pre-flight briefings, conducting thorough cabin inspections, and ensuring the overall readiness of the aircraft for a safe and efficient flight.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|--|---|--|--|
| 1. Participate in pre-flight briefings | <p>1.1. Flight details, safety updates, and passenger requirements are discussed during the <i>cabin crew briefing</i> in accordance with established briefing protocols and aircraft Standard Operating Procedures (SOPs)</p> <p>1.2. Individual roles and responsibilities are confirmed with crew members before boarding</p> <p>1.3. <i>Safety and emergency procedures</i> are recited according to Standard</p> | <p>SCIENCE:</p> <p>1.1 Occupational Health, Safety, and Emergency Procedures, which includes Standard First Aid, Basic Life Support, Safety and Emergency Procedures and Emergency Equipment</p> <p>TECHNOLOGY:</p> <p>1.2 Technology relevant to the specific airline and individual work responsibilities</p> <p>COMMUNICATION:</p> <p>1.3 Standard briefing protocols and communication systems</p> | <p>1.1 Time management skills</p> <p>1.2 Safety consciousness skills</p> <p>1.3 Following Protocols</p> <p>1.4 Communication Skills</p> <p>1.5 Assessment Skills</p> <p>1.6 Problem-Solving Skills</p> <p>1.7 Decision-Making Skills</p> <p>1.8 Building Trust and Personal Accountability</p> <p>1.9 Analytical Skills</p> <p>1.10 Providing individual work responsibility</p> |

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| | <p>Operating Procedures (SOP).</p> <p>1.4. Information and special instructions are disseminated per operational requirements.</p> | | |
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| <p>2. Conduct pre-flight safety and service preparations</p> | <p>2.1 Safety equipment and security measures are inspected according to regulatory requirements and standard operating procedures.</p> <p>2.2 The functionality of the in-flight communication and entertainment system is checked.</p> <p>2.3 Cabin is checked for cleanliness, organization, and functionality of cabin fixtures/equipment according to regulatory requirements and standard operating procedures.</p> <p>2.4 The Passenger Service Units (PSU) are checked to ensure functionality.</p> <p>2.5 Lavatories and galleys are checked for operability, cleanliness, and compliance according to safety and hygiene standards.</p> | <p>SCIENCE:</p> <p>2.1. Safety equipment</p> <ul style="list-style-type: none"> -Pre-Flight Check -Operation -Duration (if applicable) -Precaution <p>2.3. Catering and Service Readiness</p> <p>TECHNOLOGY:</p> <p>2.4. Security Screening and Cabin Safety Checks</p> <p>COMMUNICATION:</p> <p>2.5 In-flight communication and entertainment system</p> <p>2.6 Pre-flight services</p> | <p>2.1 Identifying and checking safety equipment and security</p> <p>2.2 Performing a Cabin inspection</p> <p>2.3 Checking the functionality of the in-flight communication and entertainment system</p> <p>2.4 Checking security and passenger briefing/compliance</p> <p>2.5 Performing on-ground services</p> <p>2.6 Checking and Preparing In-Flight Amenities</p> <p>2.7 Coordinating with Crew Members</p> |
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| | <p>2.6 Catering supplies are checked for completeness and quality according to standard operating procedure.</p> <p>2.7 On-ground services are coordinated.</p> | | |
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| <p>3. Perform boarding procedures</p> | <p>3.1. Passengers are assisted with seating, baggage stowage, and general boarding concerns.</p> <p>3.2. Exit row briefing is conducted for able-bodied passengers in accordance with standard safety protocols.</p> <p>3.3 Identified <i>special handling passengers</i> are assisted in accordance with standard safety protocols.</p> <p>3.4. Identified special handling passengers are briefed in accordance with standard safety protocols.</p> <p>3.4. Boarding, security regulations and documentation are complied with before aircraft departure.</p> | <p>SCIENCE: 3.1 Hazard identification and risk assessment</p> <p>COMMUNICATION: 3.2 Passenger Handling Guidelines</p> <p>3.3 Special Handling Passenger Assistance</p> <p>3.4 Boarding, Security Regulations and documentations</p> <p>3.5 Civil Aviation and International Regulations</p> <p>3.6 Exit Row Safety Briefing Protocols</p> <p>ENVIRONMENT: 3.7 Dangerous Goods</p> | <p>3.1 Assisting Passengers with Seating and Baggage Stowage</p> <p>3.2 Checking security and documentation protocols</p> <p>3.3 Identifying and Assisting Special Handling Passengers</p> <p>3.4 Ensuring Compliance with Boarding Regulation</p> <p>3.5 Conducting Exit Row Briefings</p> <p>3.6 Performing emergency exit door procedures</p> |
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| <p>4. Perform pre-flight safety demonstrations</p> | <p>4.1 Safety demonstration kit is checked to ensure functionality and compliance with safety regulations.</p> <p>4.2 Passengers' attention is gathered before delivering the safety demonstration.</p> <p>4.3 Safety demonstrations, including seatbelt use, emergency exits, life vests, oxygen masks, and escape path light systems are conducted following Airline's specific standard safety/security protocols.</p> <p>4.4 Passenger compliance is checked to secure passengers and all cabin areas after the safety demonstration.</p> <p>4.5 Cabin readiness for takeoff is confirmed before reporting "cabin ready" to the pilot in command.</p> | <p>SCIENCE:</p> <p>4.1 Regulatory Compliance – Awareness of aviation regulations (e.g., CAAP, FAA, IATA, ICAO) governing passenger safety briefings</p> <p>TECHNOLOGY</p> <p>4.2 Safety Equipment</p> <p>4.3 Passenger Communication Techniques</p> <p>4.4 Cabin Readiness and Compliance Checks</p> <p>COMMUNICATION:</p> <p>4.5 Airline Safety Demonstration Protocols</p> | <p>4.1 Verbal and Non-Verbal Communication Skills</p> <p>4.2 Performing onboard announcements/public address (PA) and safety demonstrations</p> <p>4.3 Passenger Engagement Skills</p> <p>4.4 Implementing and Monitoring Compliance</p> <p>4.5 Performing Cabin Securing Procedures and Reporting</p> |
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RANGE OF VARIABLES

| VARIABLE | RANGE |
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| 1. Cabin crew briefing | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 1.1 Assignment of take-off/landing positions; 1.2 Review of emergency equipment 1.3 Passengers requiring special attention; 1.4 The silent review process <ul style="list-style-type: none"> 1.4.1 Brace position and Commands 1.4.2 Assess the outside and inside conditions 1.4.3 Emergency Equipment (location and use) 1.4.4 Evacuation procedures 1.5 Review of applicable emergencies; 1.6 Security or service-related topics that may impact passenger or crew safety; and 1.7 Any additional information provided by the airline, including review of new procedures, equipment and systems. |
| 2. Safety and emergency procedures | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 2.1. Crash Land Drills 2.2. Ditching Drills 2.3. Emergency Cabin Preparation 2.4. Flight Deck, Crew and Passenger Incapacitation 2.5. Deportee 2.6. Prisoner onboard 2.7. Bomb Procedure 2.8. Commands Evacuation 2.9. Unruly Passenger 2.10. Exit Row Briefing 2.11. Refueling with passengers onboard 2.12. Medical Emergency 2.13. Turbulence 2.14. Decompression 2.15. Safety equipment 2.16. Planned/Unplanned Emergency Procedures (Evacuation Drill) 2.17. Fire Drill <ul style="list-style-type: none"> 2.17.1 Cabin 2.17.2 Lavatory 2.17.3 Oven 2.17.4 Galley 2.18. Hijack 2.19. Doors / Emergency Exits 2.10. Escape path lighting system |

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| 3.Safety Equipment | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 3.1 Safety Demo Kit (oxygen masks, seatbelt, life vest, Safety Instruction card) 3.2 First Aid Kit 3.3 Medical Kit (optional) 3.4 Universal Precaution Kit (optional) 3.5 Survival Kit 3.6 Halon Fire Extinguisher 3.7 Life Vest (for ditching) 3.8 Smoke Hood/ Portable Breathing Equipment (PBE) 3.9 Emergency Locator Transmitter 3.10 Seatbelts 3.11 Megaphone 3.12 Flashlight 3.13 Portable Oxygen Bottle 3.14 Lavatory Fire Extinguisher (Optional) 3.15 Door (Optional) |
| 6. Communication and entertainment systems | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 6.1 Intercom/interphone system 6.2 Public Address (PA) System 6.3 Flight Attendant Panel |
| 7. Cabin fixtures/equipment | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 7.1 Seat belts 7.2 Tray tables 7.3 Overhead bins 7.4 Window shade |
| 8. The Passenger Service Units (PSU) | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 8.1 Air vents 8.2 Reading lights 8.3 Crew Call button 8.4 Non-smoking and Seatbelt sign |
| 9. Catering supplies | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 9.1 Meals 9.2 Beverages 9.3 Service equipment |
| 10. On-ground services | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 10.1 Passenger boarding 10.2 Baggage handling 10.3 Special assistance requirements 10.4 Special instructions |
| 11. Special handling passengers | <p>May include, but not limited to:</p> <ul style="list-style-type: none"> 11.1 Unaccompanied minors 11.2 Elderly passengers 11.3 Passengers with disabilities 11.4 Pregnant passengers 11.5 Infants |

EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: 1.1. Participated in pre-flight briefings 1.2. Conducted pre-flight safety and service preparations 1.3. Performed boarding procedures 1.4. Performed pre-flight safety demonstrations |
| 2. Resource Implications | The following resources should be provided: 2.1. Simulated Cabin Environment (Mock-up) 2.2. Safety Equipment 2.3. Inflight Service Equipment/Amenities 2.4. Documentation (Manuals, Checklists, Operational Guidelines, etc.) 2.5. Classrooms 2.6. Audio-Visual Systems |
| 3. Methods of Assessment | Competency in this unit may be assessed through: 3.1. Demonstration with oral questioning 3.2. Written Test 3.3. Interview |
| 4. Context for Assessment | 4.1. Competency may be assessed individually in the actual workplace or simulated environment within an Accredited Assessment Center or Designated Assessment Venue (DAV) |

UNIT OF COMPETENCY : PROVIDE INFLIGHT SAFETY AND SERVICES

UNIT CODE : AB-TRS0403425511302

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to ensure in-flight safety and deliver customer service in compliance with aviation regulations and airline standards. It focuses on executing boarding procedures, ensuring passenger safety and comfort throughout the flight, providing exceptional in-flight services, managing in-flight situations effectively, and fostering seamless collaboration with crew members.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
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| 1. Ensure passenger safety during the flight | 1.1. Competence in <i>safety protocols and emergency procedures</i> is demonstrated 1.2. Cabin surveillance / monitoring is conducted 1.3. Inflight emergencies are responded promptly | SCIENCE: 1.1 Occupational Health, Safety, and Emergency Procedures, which includes Standard First Aid, Basic Life Support, Safety and Emergency Procedures and Emergency Equipment 1.2 Major In-Flight Emergencies: 1.2.1 Fire on board procedure 1.2.2 Decompression 1.2.3 Bomb threat 1.2.4 Smoke in the cabin 1.2.5 Dangerous goods 1.2.6 Hijacking incident | 1.1 Recognizing potential inflight emergency hazards and unforeseen situations 1.2 Collaborating with flight crew and co-attendants to apply safety protocols and emergency procedures 1.3 Responding promptly to passenger and crew calls 1.4 Problem-solving and decision-making skills |

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| | | 1.2.7 Pilot incapacitation 1.2.8 Turbulence 1.2.9 Principle of survival 1.2.10 Unconscious COMMUNICATION: 1.3 Extensive understanding of Standard Operating Procedures (SOPs) and airline-specific safety manuals and regulations 1.4 Response to passenger and crew calls | 1.5 Safety consciousness skills |
| 2. Deliver exceptional inflight services | 2.1. The galley is prepared following proper sanitation and safety standards 2.2 Food and beverage services are delivered promptly and professionally according to standard operating procedure. 2.3. Special handling passengers , are assisted 2.4. Passenger inquiries, complaints, and concerns are addressed. | COMMUNICATION: 2.1 Sanitation and safety standards of in-flight services 2.2 Airlines' Inflight services and offerings. 2.3 Special services such as dietary accommodations (food restrictions) and seat upgrades, religious and cultural needs of passengers. 2.4 Inflight Standards | 2.1 Setting up of cart/trolley 2.2 Preparing and checking the Galley and providing food and beverage services 2.3 Assisting special passengers with specific needs 2.4 Addressing passenger inquiries, complaints, and concerns 2.5 Active listening skills 2.6 Good Communication Skills 2.7 Customer service skills |

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| 3. Manage in-flight situations | <p>3.1 Medical emergencies are managed using first-aid procedures and equipment in accordance with safety protocols.</p> <p>3.2 Suspicious, unruly and disruptive passenger behavior is handled professionally.</p> <p>3.3 Calmness and composure are maintained during turbulence and other flight disturbances to provide passenger reassurance and safety.</p> <p>3.4 Cabin conditions are regulated accordingly.</p> | <p>SCIENCE:</p> <p>3.1 First-aid and Standard Emergency Procedures</p> <p>3.2 Evacuation procedure - Ditching and terrain</p> <p>3.3 Proper handling of suspicious, unruly or disruptive passenger behavior</p> <p>3.4 Crew Resource and Crisis Management</p> <p>3.6 Restraining Techniques according to standard airline protocols and aviation security regulations</p> <p>3.7 Evacuation procedure - Ditching and terrain</p> <p>3.8 Major In-Flight Emergencies:</p> <p>3.8.1 Fire on board procedure</p> <p>3.8.2 Decompression</p> <p>3.8.3 Bomb threat</p> <p>3.8.4 Smoke in the cabin</p> <p>3.8.5 Dangerous goods</p> <p>3.8.6 Hijacking incident</p> <p>3.8.7 Pilot incapacitation</p> <p>3.8.8 Turbulence</p> <p>3.8.9 Principle of survival</p> | <p>3.1 Responding to medical emergencies using first aid procedures and equipment</p> <p>3.2 Handling professionally suspicious, unruly or disruptive passenger behavior</p> <p>3.3 Performing in-flight emergency procedures</p> <p>3.4 Communication Skills</p> <p>3.5 Crisis and Stress Management</p> <p>3.6 Monitoring and Assessing Passenger Needs</p> <p>3.7 Applying Crew Resource Management (CRM)</p> |
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| | | 3.8.10 Unconscious | |
| 4. Collaborate with crew members | <p>4.1 Pertinent information is communicated with the flight deck and fellow cabin crew members following the Airline's Standard Operating Procedures (SOP).</p> <p>4.2 Team-based responsibilities, such as meal distribution and cabin checks, are executed in accordance with Standard Operating Procedures (SOP).</p> <p>4.3 Contingency plans and emergency procedures are implemented when necessary.</p> | <p>SCIENCE:</p> <p>4.1 Emergency and Contingency Procedures</p> <p>4.2 Crew Resource Management (CRM)</p> <p>4.3 Airline Standard Operating Procedures (SOPs)</p> <p>4.4 Passenger Handling and Assistance</p> <p>COMMUNICATION:</p> <p>4.5 Customer Service Excellence</p> <p>4.6 Conflict Resolution Strategies</p> <p>4.7 Workload and Time Management</p> | <p>4.1 Listening skills and comprehension of pertinent information</p> <p>4.2 Teamwork Skills</p> <p>4.3 Executing contingency plans as needed</p> <p>4.4. Recognizing Chain of Command</p> <p>4.5 Communication Skills</p> <p>4.6 Time management skills</p> <p>4.7 Resolving Conflicts</p> |

RANGE OF VARIABLES

| VARIABLE | RANGE |
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| 1. Safety protocols and emergency procedures | May include but not limited to: <ul style="list-style-type: none"> 1.1. Planned/Unplanned Emergency Procedures (Evacuation Drill) 1.2. Fire Drill 1.3. Smoke Drill 1.4. Bomb Procedures 1.5. Turbulence 1.6. Hijack 1.7. Decompression 1.8. Medical emergency 1.9. Safety Equipment 1.10. Survival Principles 1.11. Suspicious, Unruly and Disruptive Passengers Management 1.12. Pilot Incapacitation |
| 2. Special handling passengers | May include but not limited to: <ul style="list-style-type: none"> 2.1 Unaccompanied minors 2.2 Elderly individual's passengers 2.3 Persons/passengers with disabilities 2.4 Pregnant passengers 5.5 Infants |
| 3. Medical emergencies | May include but not limited to: <ul style="list-style-type: none"> 3.1. Basic Life Support 3.2. Childbirth 3.3. Major and Minor Medical Emergencies <ul style="list-style-type: none"> 3.3.1 Choking 3.3.2 Hyperventilation 3.3.3 Food poisoning 3.3.4 Motion sickness 3.3.5 Bleeding and Trauma 3.3.6 Shock and Circulatory Problems 3.3.7 Panic attacks and anxiety attacks 3.3.8 Unconscious or unresponsive passenger 3.3.9 Drug or alcohol intoxication 3.3.10 Decompression Sickness (DCS) and Hypoxia 3.3.11 Cardiac Emergencies 3.3.12 Diabetic Emergencies 3.3.13 Allergic Reactions |
| 4. Cabin conditions | May include but not limited to: <ul style="list-style-type: none"> 4.1 Temperature 4.2 Lighting 4.3 Cleanliness |

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| 5. Contingency plans | <p>May include but not limited to:</p> <ul style="list-style-type: none"> 5.1 Medical Assistance 5.2 Evacuation Procedure 5.3 Emergency Landing 5.4 Aircraft Diversion 5.5 Survival procedure 5.6 Security Threats (Hijacking, Bomb Threats, Suspicious Items) 5.7 Aircraft System Failures (Pressurization, Electrical, Engine Malfunction) |
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EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: 1.1. Ensured passenger safety during the flight 1.2. Delivered exceptional inflight services 1.3. Managed in-flight situations 1.4. Collaborated with crew members |
| 2. Resource Implications | The following resources should be provided: 2.1. Uniforms 2.2. Audio-Visual Equipment 2.3. Classroom 2.4. In-flight Service Equipment 2.5. Cabin Simulated Environment (Mock-up) 2.6. Safety Emergency Equipment and Kit |
| 3. Methods of Assessment | Competency in this unit must be assessed through: 3.1. Observation with oral questioning 3.2. Demonstration with oral questioning 3.3. Written test 3.4. Interview |
| 4. Context for Assessment | 4.1. Competency may be assessed individually in the actual workplace or simulated environment within an Accredited Assessment Center or Designated Assessment Venue (DAV) |

UNIT OF COMPETENCY : PERFORM LANDING PROCEDURES

UNIT CODE : AB-TRS0403425511303

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to perform landing procedures as a flight attendant ensuring passenger safety, comfort, and compliance with standard operating procedures during the descent, landing, and post-landing phases of flight. It focuses on preparing for landing, monitoring passenger compliance, executing landing procedures and conducting post- landing activities.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
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| 1. Prepare for landing | <p>1.1. Passengers are informed of the upcoming landing following standard safety protocols</p> <p>1.2. Cabin conditions and compliance with airline policies and safety requirements are verified following standard safety protocols.</p> <p>1.3. Final safety checks on passengers, baggage, overhead bins and equipment are conducted following standard safety protocols.</p> | <p>SCIENCE:</p> <p>1.1 Cabin preparation procedures and landing protocols</p> <p>1.2 Standard Operating Procedures (SOPs) for landing phases, descent and emergency landings</p> <p>1.3 Evacuation Protocols in case of emergency landings</p> <p>1.4 Passenger safety compliance and Special handling passenger protocols (e.g., infants, PWDs, elderly)</p> | <p>1.1. Making a landing announcement</p> <p>1.2. Performing SOPs for landing phases, descent and emergency landings</p> <p>1.3. Conducting comprehensive cabin and passenger checks including assisting passengers with special needs before landing.</p> <p>1.4. Identifying and addressing potential safety hazards in the Cabin, galley, galley equipment, overhead bins, lavatory and exits.</p> <p>1.5. Final Checking and Reporting of cabin safety and security</p> |

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| | <p>1.4. Galleys, lavatories, stowage areas, and other loose items are secured in preparation for landing.</p> <p>1.5. Landing procedures are communicated following communication protocols</p> <p>1.6. All exits are cleared following standard safety protocols.</p> | <p>COMMUNICATION:</p> <p>1.5 Effective communication strategies for passenger compliance</p> <p>1.6 Cabin, galley, galley equipment, overhead bins, lavatory and exits securing procedures</p> <p>1.7 Communication protocols with the flight deck and ground crew</p> | |
| 2. Monitor passenger compliance | <p>2.1 Passenger seat belts, seat adjustments, tray table, window blinds, overhead bins, electronic gadgets, and cabin lighting are checked in compliance with airline's specific standard safety protocols.</p> <p>2.2 Non-compliance and passenger concerns are addressed in accordance with the airline's specific standard safety protocols</p> <p>2.3 Vulnerable passengers, including those with mobility challenges, are</p> | <p>SCIENCE:</p> <p>2.1 Airline's specific Safety Protocols and passenger compliance</p> <p>2.2 Guidelines for managing non-compliance, suspicious, unruly or disruptive passengers, and escalated situations</p> <p>2.3 Passenger Management and Conflict Resolution</p> <p>2.4 Incident Recording and Reporting</p> | <p>2.1 Monitoring passenger compliance</p> <p>2.2 Recording serious incidents to the senior crew members for further action</p> <p>2.3 Reporting serious incidents to the senior crew members for further action</p> <p>2.4 Responding to challenging situations like managing special handling passengers</p> <p>2.5 Communicating Conflicts</p> <p>2.6 Resolving Conflicts</p> <p>2.7 Assisting passengers with special needs</p> <p>2.8 Handling passengers with special needs</p> |

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| | assisted to ensure their safety and comfort. | | |
| 3. Execute landing procedures | <p>3.1 Designated safety positions are assumed in accordance with airline's specific safety protocols.</p> <p>3.2 Vigilance is maintained throughout landing in accordance with airline's specific standard safety protocols.</p> <p>3.3 Cabin conditions during descent and landing are continuously monitored for any disturbances and irregularities.</p> <p>3.4 Flight deck and cabin crew, communication protocols are strictly followed to ensure coordination, awareness, and procedural adherence throughout all <i>phases of flight</i></p> | <p>SCIENCE:</p> <p>3.1 Airline's specific safety protocols for securing the cabin and preparing passengers for landing</p> <p>3.2 Pre-landing, landing and post-landing processes</p> <p>COMMUNICATION:</p> <p>3.3 Coordination of communication protocols and updates with the flight crew</p> | <p>3.1 Performing Airline's specific safety protocols for securing the cabin and preparing passengers for landing</p> <p>3.2 Responding to irregularities, and emergencies</p> <p>3.3 Communicating promptly with the flight crew</p> <p>3.4 Relaying critical updates, concerns, or issues to the flight deck</p> <p>3.5 Observing Sterile Flight Deck</p> |

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| | 3.5 Disembarkation procedures are coordinated with ground personnel to ensure smooth transition and safety. | | |
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RANGE OF VARIABLES

| VARIABLE | RANGE |
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| 1. Communication protocols | May include but not limited to: 2.1 Cabin ready/secure reported/ "Cabin Ready" or "Cabin Secure" report communicated to the flight deck. 2.2 Landing, Post-Landing announcements 2.3 Sterile Flight deck procedure 2.4 Crew and Flight deck communication 2.5 Ground and Crew communication |
| 2. Airline's Specific Safety Protocols | May include but not limited to: 1.1. Seatbelts Securely Fastened 1.2. Seatback in upright position 1.3. Window shades open 1.4. Tray table stowed 1.5. Baggage secure properly/ Cabin baggage securely placed in overhead bins or under the seat 1.6. Overhead bin closed 1.7. Portable Electronic Devices off 1.8. Galley/lavatory secured 1.9. Cabin Lighting adjusted 1.10. All exits must be unobstructed 1.11. Seatbelt and no smoking sign is on |
| 3. Phases of flight | May include but not limited to: 3.1. Taxiing – From pushback until takeoff clearance 3.2. Takeoff and Climb – Up to 10,000 feet 3.3. Cruising 3.4. Descent and Landing – From 10,000 feet until the aircraft is parked at the gate |
| 4. Disembarkation procedures | May include but not limited to: 4.1 Safe and orderly disembarkation of passengers 4.2 Endorse documents to ground staff |

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| | 4.3 Hand over the unaccompanied minor to ground staff 4.4 Special handling passengers disembarking procedure 4.5 Conducting a final cabin walkthrough 4.6 Check for left-behind items |
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EVIDENCE GUIDE

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1. Prepared for landing 1.2. Monitored passenger compliance 1.3. Executed landing procedures |
| 2. Resource Implications | The following resources MUST be provided: <ul style="list-style-type: none"> 2.1. Simulated Cabin Environment (Mock-up) 2.2. Safety Equipment 2.3. Inflight Service Equipment/Amenities 2.4. Documentation (Manuals, Checklists, Operational Guidelines, etc.) 2.5. Classrooms 2.6. Audio-Visual Systems |
| 3. Methods of Assessment | Competency in this unit must be assessed through: <ul style="list-style-type: none"> 3.1. Demonstration with oral questioning 3.2. Written test 3.3. Interview 3.4. Portfolio |
| 4. Context for Assessment | 4.1. Competency may be assessed individually in the actual workplace or simulated environment within an Accredited Assessment Center or Designated Assessment Venue (DAV) |

UNIT OF COMPETENCY : PERFORM POST-FLIGHT PROCEDURES

UNIT CODE : AB-TRS0403425511304

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to perform post-flight procedures as a flight attendant ensuring the completion of operational tasks, passenger safety, and compliance with airline policies after the flight. It focuses on the conduct of post-flight cabin checks, complete post-flight documentation, and preparing the cabin for the next flight.

| ELEMENT | PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables | REQUIRED KNOWLEDGE | REQUIRED SKILLS |
|------------------------------------|--|---|--|
| 1. Conduct post-landing procedures | <p>1.1 Cabin doors are opened in disarmed mode following airline's specific standard operating procedures</p> <p>1.2 Landing announcement is made.</p> <p>1.3 Passengers are directed through disembarkation procedures in an orderly and safe manner</p> <p>1.4 Post-flight checks are performed in compliance with Airline's specific safety protocols</p> <p>1.5 Required documentation and reports on incidents, irregularities,</p> | <p>SCIENCE:</p> <p>1.1 Proper disarming and opening of cabin doors in compliance with airline's specific safety protocols.</p> <p>1.2 Passenger disembarkation procedures, including guidance on safe and orderly exit.</p> <p>1.3 Post-landing activities on airline-specific policies for handling passengers, luggage and cabin inspection</p> <p>1.4 Standard documents, required forms, reports, and</p> | <p>1.1 Performing disarming procedures</p> <p>1.2 Opening of cabin doors</p> <p>1.2 Performing disembarkation procedures, Passenger Assistance and coordination with the ground personnel</p> <p>1.3 Conducting post-landing activities on airline-specific policies for handling passengers, luggage, and cabin inspection</p> <p>1.4 Handling lost and found items</p> <p>1.5 Reporting and Documentation</p> <p>1.6 Discussing any incidents or</p> |

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| | <p>and cabin conditions are completed in accordance with airline policies.</p> <p>1.6 Cabin crew debriefing is facilitated in accordance with the Airline's specific standard operating procedure, as necessary.</p> | <p>operational logs used in flight operations</p> <p>1.5 Debriefing procedure.</p> | <p>unusual situations and sharing of feedback</p> <p>1.7 Proper turnover to the next cabin crew</p> |
| 2. Conduct post-flight cabin checks | <p>2.1 The cabin is inspected to secure any belongings left by passengers.</p> <p>2.2 The condition of equipment, seats, and stowage compartments is checked for cleanliness, serviceability, and compliance with standard operating procedure.</p> <p>2.3 Any damaged or malfunctioning equipment, structural issues, and other irregularities are reported in accordance with standard operating procedure.</p> | <p>SCIENCE:</p> <p>2.1 Airline Protocols for Post-Flight Cabin Checks</p> <p>2.2 Awareness of procedures for identifying and reporting unserviceable equipment or structural issues/problems</p> | <p>2.1 Inspecting seats, stowage, compartments, and other areas for damaged and left-behind items</p> <p>2.2 Coordinating with the maintenance crew or ground staff for immediate concerns and issues</p> <p>2.3 Recording and reporting procedures</p> |

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| 3. Complete post-flight documentation | <p>3.1 List of safety equipment is verified for replacement purposes</p> <p>3.2 Inventory of catering supplies and passenger amenities are conducted for replenishment</p> <p>3.3 Flight details, incidents, irregularities, and passenger feedback are documented</p> <p>3.4 Documentation is submitted on time to the relevant department or personnel in accordance with the Airline's specific protocols.</p> | <p>3.1 Guidelines in post-flight logs and reports</p> <p>3.2 Forms, templates, or digital platforms used for documentation</p> | <p>3.1 Recording information related to flight details, incidents, irregularities, and passengers' feedback</p> <p>3.2 Ensuring the accuracy and completeness of documentation/report before final submission.</p> |
| 4. Prepare the cabin for the next flight | <p>4.1 The cabin is checked to ensure that it is clean, tidy and restocked in accordance with the Airline's specific protocols.</p> <p>4.2 Cabin maintenance issues are reported.</p> <p>4.3. Status of supplies, materials and amenities is coordinated with the ground staff,</p> | <p>SCIENCE:</p> <p>4.1 Standard procedures in cleaning the galley, lavatories, and cabin.</p> <p>4.2 Airline's specific policies for maintenance and service requirements</p> <p>4.3 List of supplies, materials, and amenities</p> <p>4.4 Airlines' specific Operating Protocols for cabin readiness</p> | <p>4.1 Checking for the cleanliness of the cabin for the next flight</p> <p>4.2 Preparing reports for cabin maintenance issues</p> <p>4.3 Checking the supplies, materials and amenities with ground staff, caterers and cleaners to ensure that the cabin meets the prescribed standards</p> |

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| | <p>caterers, and cleaners.</p> <p>4.4. <i>Readiness of the cabin</i> for the next set of passengers or operations is confirmed.</p> | <p>and passenger boarding</p> | <p>4.4 Coordination Skills</p> |
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RANGE OF VARIABLES

| VARIABLE | RANGE |
|-----------------------------|---|
| 1. Feedback | May include but not limited to: 1.1 Complete Post-Flight Reporting 1.2 Crew debriefing |
| 2. Documentation | May include but not limited to: 2.1 Complete post-flight documentation in accordance with airline policies and regulatory requirements 2.2 Accurate logging and timely submission of flight records, reports, and incident logs 2.3 Use of designated forms, templates, or digital platforms for documentation 2.4 Coordination with relevant departments for report verification and endorsement |
| 3. Cabin maintenance issues | May include but not limited to: 3.1 Broken Seats 3.2 Inoperative Overhead Bins 3.3 Malfunctioning Cabin Lighting 3.4 Lavatory And Galley |
| 4. Readiness of the Cabin | May include but not limited to: 4.1 Cabin cleanliness with complete amenities 4.2 Lavatories and galleys restocked and prepared for the next flight 4.3 Proper endorsement of cabin status and concerns to the next crew 4.4 Inventory check of catering supplies and passenger amenities 4.5 Rectification of cabin discrepancies |

EVIDENCE GUIDE

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|-----------------------------------|---|
| 1. Critical aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Conducted post-landing procedures 1.2. Conducted post-flight cabin checks 1.3. Completed post-flight documentation |
| 2. Resource Implications | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Simulated Cabin Environment (Mock-up) 2.2. Safety Equipment 2.3. Inflight Service Equipment/Amenities 2.4. Documentation (Manuals, Checklists, Operational Guidelines, etc.) 2.5. Classrooms 2.6. AV Systems |
| 3. Methods of Assessment | <p>Competency in this unit must be assessed through</p> <ul style="list-style-type: none"> 3.1. Observation with Oral Questioning 3.2. Demonstration with oral questioning 3.3. Written Test 3.4. Interview |
| 4. Context for Assessment | <p>4.1 Competency may be assessed individually in the actual workplace or simulated environment within an Accredited Assessment Center or Designated Assessment Venue (DAV)</p> |

GLOSSARY OF TERMS

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| Aircraft Configuration | The layout and arrangement of seating, galleys, lavatories, and emergency exits in an aircraft. |
| Air Traffic Control (ATC) | A service provided to regulate and manage air traffic to ensure safe flight operations. |
| Alternate Airport | A secondary airport designated for use if landing at the intended destination is not possible. |
| Boarding Process | The procedure through which passengers enter the aircraft and find their seats. |
| Briefing | A pre-flight meeting where flight attendants and crew discuss safety, service, and any flight-specific details. |
| Cabin Crew | The team of flight attendants responsible for passenger safety and service during the flight. |
| Crew Resource Management (CRM) | A set of training procedures designed to improve teamwork, communication, and decision-making among crew members. |
| Carry-on Luggage | Bags or items that passengers bring aboard and store in overhead bins or under the seats. |
| Decompression | A drop in cabin pressure that requires immediate action to ensure passenger and crew safety. |
| Deplane/ disembarkation | Is the act of leaving aircraft after a trip. |
| Duty-Free Sales | The sale of goods onboard an aircraft that are exempt from local taxes or duties. |
| Emergency Evacuation | The procedure of quickly and safely removing passengers from the aircraft in an emergency. |
| Emergency Equipment | Tools and devices such as oxygen masks, fire extinguishers, and life vests provided on board for use in emergencies. |
| Flight Deck | The cockpit area where the pilots operate the aircraft. |
| Flight Time | The total time between the aircraft's takeoff and landing. |

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| First Aid Kit | A set of medical supplies onboard for treating minor injuries or illnesses during a flight |
| Galley | The onboard kitchen area where meals and beverages are prepared and stored. |
| Ground Handling | Services provided at the airport to manage aircraft, passengers, and cargo before takeoff and after landing. |
| Hazardous Materials (Hazmat) | Substances that are potentially dangerous and may pose risks to health, safety, or property. |
| Hijacking | The unlawful seizure of an aircraft. |
| In-flight Entertainment (IFE) | Systems providing movies, music, games, and other entertainment options to passengers during a flight. |
| Inflight Service | Services provided to passengers during the flight, including meals, beverages, and customer care. |
| Life Raft | An inflatable raft used in emergency water landings for passenger and crew safety. |
| Lavatory | The restroom facility onboard the aircraft. |
| Mayday | An international distress signal used in emergency situations. |
| Meal Service | The process of preparing and serving food and beverages during the flight. |
| Passenger Manifest | A document listing all passengers on board the aircraft. |
| Pre-flight Check | A mandatory inspection of safety equipment and aircraft readiness conducted before takeoff. |
| Public address | On board announcements. |
| Ramp Safety | Procedures followed to ensure safety on the airport tarmac where aircraft are parked, loaded, and serviced. |
| Safety Demonstration | A presentation given by flight attendants to instruct passengers on safety procedures and equipment. |

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| Sterile Flight Deck | A mandatory aviation regulation requiring that all non-essential communication between the flight deck and the cabin crew be minimized or eliminated during critical phases of flight. This includes taxi, takeoff, landing, and operations below 10,000 feet to ensure pilots remain focused on flight operations. |
| Turbulence | Irregular airflow causing bumpy conditions during a flight. |
| Training Manual | A reference document outlining the procedures and requirements for flight attendant training. |
| Unaccompanied Minor (UM) | A child traveling alone who is under the supervision of the airline staff. |
| Uniform Standards | Guidelines regarding the attire and presentation of flight attendants while on duty. |
| Weather Briefing | Information provided about current and forecasted weather conditions affecting the flight. |
| Zonal Awareness | Understanding of cabin zones and responsibilities for each section of the aircraft. |

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