

COMPETENCY STANDARDS

COFFEE POST-HARVEST HANDLING AND PROCESSING LEVEL II



AGRICULTURE, FORESTRY AND FISHERY SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

Cordillera Administrative Region (CAR)

132 Magsaysay Drive, Loakan Road, Baguio 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 RA 7796 known as the TESDA Act of 1994 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.

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

- 1 Institutional Competency assessment and training certification;
- 2 Registration and delivery of training programs; and
- 3 Development of curriculum and assessment instruments.

Each CS has two sections:

Section 1 Definition of **Competency Standards** - refers to the group of competencies that describes the different functions of the qualification.

Section 2 The Competency Standards - gives the specifications of competencies required for effective work performance.

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COMPETENCY STANDARDS FOR COFFEE POST-HARVEST HANDLING AND PROCESSING LEVEL II

SECTION 1 COFFEE POST-HARVEST HANDLING AND PROCESSING LEVEL II QUALIFICATION DESCRIPTION

This course is designed to enhance the knowledge, desirable attitudes, and skills in inspecting coffee primary/post-harvest processing facilities, preparing tools, materials, and equipment, and processing coffee cherries/ berries. It also includes competencies in applying quality standards, providing and building quality customer relations, and 21st century skills.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES (21 st Century Skills)
400311210	Participate in workplace communication
400311211	Work in a 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
AB-AFF1401100611201	Apply Quality Standards
AB-AFF1401100611202	Provide and Build Quality Customer Relations
Unit Code	CORE COMPETENCIES
AB-AFF1401100611301	Inspect coffee primary/post-harvest processing facilities
AB-AFF1401100611302	Prepare tools and equipment
AB-AFF1401100611303	Prepare materials
AB-AFF1401100611304	Process coffee cherries/berries

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

- ☐ Green Coffee Beans Processor

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **COFFEE POST-HARVEST HANDLING AND PROCESSING LEVEL II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 400311210

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitude 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	<ul style="list-style-type: none">1.1 Specific and relevant information is accessed from <i>appropriate sources</i>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information1.3 Appropriate <i>medium</i> is used to transfer information and ideas1.4 Appropriate non-verbal communication is used1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed1.6 Defined workplace procedures for the location and <i>storage</i> of information are used1.7 Personal interaction is carried out clearly and concisely	<ul style="list-style-type: none">1.1 Effective verbal and nonverbal communication1.2 Different modes of communication1.3 Medium of communication in the workplace1.4 Organizational policies1.5 Communication procedures and systems1.6 Lines of Communication1.7 Technology relevant to the enterprise and the individual's work responsibilities1.8 Workplace etiquette	<ul style="list-style-type: none">1.1 Following simple spoken language1.2 Performing routine workplace duties following simple written notices1.3 Participating in workplace meetings and discussions1.4 Preparing work-related documents1.5 Estimating, calculating and recording routine workplace measures1.6 Relating/ Interacting with people of various levels in the workplace1.7 Gathering and providing basic information in response to workplace requirements

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

<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 Applying Effective record keeping skills</p>
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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

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 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	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Fax machine 2.2 Telephone 2.3 Notebook 2.4 Writing materials 2.5 Computer with Internet connection
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with oral questioning 3.2 Interview 3.3 Written test 3.4 Third-party report
4. Context for Assessment	<ul style="list-style-type: none"> 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 are 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 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others

	<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>3.4 Team thinking</p> <p>3.5 Team roles</p> <p>3.6 Process of team development</p> <p>3.7 Workplace context</p>	<p>3.3 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>
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include but not limited to: 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgment may be demonstrated on the job, either individually or in a team environment
2. Sources of information	May include but not limited to: 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 but not limited to: 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

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 problems or procedural problem areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

2. Look for solutions to routine problems	<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>2.1 Identifying current industry hardware and software products and services</p> <p>2.2 Identifying services and helpdesk practices, processes and procedures.</p>
		<p>2.5 Industry standard diagnostic tools</p> <p>2.6 Malfunctions and resolutions</p> <p>2.7 Root cause analysis</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>
3. Recommend solutions to problems	<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 Coordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 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	<p>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.</p>
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	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

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, 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 situations 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 feedback from	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation,	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through

	<p>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>	<p>Analysis, Conclusion, and Action plan)</p>	<p>showing of self-confidence</p> <p>2.3 Demonstrating self-acceptance and being able to accept challenges</p>
<p>3. Boost self-confidence and develop self-regulation</p>	<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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

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 proactive 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> are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea	1.1 Roles of individuals in suggesting and making improvements 1.2 Positive impacts and challenges in innovation 1.3 Types of changes and responsibility 1.4 Seven habits of highly effective people	1.1 Identifying opportunities to improve and to do things better involvement 1.2 Identifying the positive impacts and the challenges of change and innovation 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 <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 through small

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

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
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

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 Organizational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organizational values, ethics and codes of conduct	1.1 Describing organizational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organizational values, ethics and codes of conduct

2. Assess gathered data/ information	<p>2.1 Validity of data/ information is assessed</p> <p>2.2 Analysis techniques are applied to assess data/ information</p> <p>2.3 Trends and anomalies are identified</p> <p>2.4 Data analysis techniques and procedures are documented</p> <p>2.5 Recommendations are made on areas of possible improvement</p>	<p>2.1 Business mathematics and statistics</p> <p>2.2 Data analysis techniques/ procedures</p> <p>2.3 Reporting requirements to a range of audiences</p> <p>2.4 Reporting requirements to a range of audiences</p> <p>2.5 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.6 Organizational values, ethics and codes of conduct</p>	<p>2.1 Computing business mathematics and statistics</p> <p>2.2 Describing data analysis techniques/ procedures</p> <p>2.3 Reporting requirements to a range of audiences</p> <p>2.4 Reporting requirements to a range of audiences</p> <p>2.5 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.6 Stating organizational values, ethics and codes of conduct</p>
3. Record and present information	<p>3.1 Studied data/information are recorded</p> <p>3.2 Recommendations are analyzed for action to ensure they are compatible with the project's scope and terms of reference</p> <p>3.3 Interim and final reports are analyzed and outcomes are compared to the criteria established at the outset</p> <p>3.4 Findings are presented to stakeholders</p>	<p>3.1 Data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Organizational values, ethics and codes of conduct</p>	<p>3.1 Describing data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Stating organizational values, ethics and codes of conduct practices</p>

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

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none">1.1 Determine data / information1.2 Studied and applied gathered data/information1.3 Recorded and studied data/information <p>These aspects may be best assessed using a range of scenarios as a stimulus with a walk-through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
2. Resource Implications	<p>Specific resources for assessment</p> <ul style="list-style-type: none">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	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none">3.1 Written Test3.2 Interview3.3 Portfolio <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 In all workplaces, 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, and 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	1.1 Relevant OSH requirements, regulations, policies and procedures are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to appropriate personnel 1.3 OSH preventive and control requirements are identified in accordance with OSH work policies and procedures	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Applying communication skills 1.2 Applying interpersonal skills 1.3 Applying critical thinking skills 1.4 Applying observation skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 Applying Communication skills 2.2 Applying estimation skills 2.3 Applying interpersonal skills 2.4 Applying critical thinking skills 2.5 Applying observation skills 2.6 Identifying material, tool and equipment

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

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

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

ELEMENTS	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 consumption	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
3. Convey inefficient and ineffective	3.1 Efficiency and effectiveness of resource utilization are	3.1 Appropriate Personnel to address the	3.1 Applying written and oral

environmental practices	<p>reported to <i>appropriate personnel</i></p> <p>3.2 Concerns related resource utilization are discussed with appropriate personnel</p> <p>3.3 Feedback on information/ concerns raised are clarified with appropriate personnel</p>	<p>environmental hazards</p> <p>3.2 Environmental corrective actions</p>	<p>communication skills</p> <p>3.2 Applying critical thinking</p> <p>3.3 Applying problem solving</p> <p>3.4 Applying observation skills</p> <p>3.5 Practicing environmental awareness</p>
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RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	<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 Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures 1.5 Report efficiency and effectiveness of resource utilization to appropriate personnel 1.6 Clarify 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	<p>1.1 Good practices relating to workplace operations are observed and selected following workplace policy</p> <p>1.2 Quality procedures and practices are complied with according to workplace requirements</p> <p>1.3 Cost-conscious habits in resource utilization are applied based on industry standards</p>	<p>1.1 Workplace best practices, policies and criteria</p> <p>1.2 Resource utilization</p> <p>1.3 Ways in fostering entrepreneurial attitudes:</p> <p>1.3.1 Patience</p> <p>1.3.2 Honesty</p> <p>1.3.3 Quality-consciousness</p> <p>1.3.4 Safety-consciousness</p> <p>1.3.5 Resourcefulness</p>	<p>1.1 Applying communication skills</p> <p>1.2 Complying with quality procedures</p>
2. Communicate entrepreneurial workplace best practices	<p>2.1 Observed good practices relating to workplace operations are communicated to appropriate person</p> <p>2.2 Observed quality procedures and practices are communicated to appropriate person</p> <p>2.3 Cost-conscious habits in resource utilization are communicated based on industry standards</p>	<p>2.1 Workplace best practices, policies and criteria</p> <p>2.2 Resource utilization</p> <p>2.3 Ways in fostering entrepreneurial attitudes:</p> <p>2.3.1 Patience</p> <p>2.3.2 Honesty</p> <p>2.3.3 Quality-consciousness</p> <p>2.3.4 Safety-consciousness</p> <p>2.3.5 Resourcefulness</p>	<p>2.1 Applying communication skills</p> <p>2.2 Complying with quality procedures</p> <p>2.3 Following workplace communication protocol</p>

<p>3. Implement cost-effective operations</p>	<p>3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy</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

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 : APPLY QUALITY STANDARDS

UNIT CODE : AB-AFF1401100611201

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Inspect quality of received products	1.1 Work instruction is obtained and work is carried out in accordance with standard operating procedures 1.2 Received products are checked against workplace standards and specifications 1.3 Faulty materials related to work are identified and isolated 1.4 Faults and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures. 1.5 Faulty materials are replaced in accordance with workplace procedures.	TECHNOLOGY 1.1 Relevant production processes, materials and products 1.2 Characteristics of materials, software and hardware used in production COMMUNICATION 1.3 Quality checking procedures 1.4 Quality workplace procedures 1.5 Identification of faulty products related to work	1.1 Reading skills required to interpret work instruction 1.2 Critical thinking 1.3 Interpreting work instructions
2. Assess own work	2.1 Documentation relative to quality within the company is	ENVIRONMENTAL 2.1 Safety and environmental	2.1 Carrying out work in accordance

	<p>identified and used in accordance with established procedures</p> <p>2.2 Completed work is checked against workplace standards relevant to the task undertaken</p> <p>2.3 Errors are identified and isolated in accordance with established procedures.</p> <p>2.4 Information on the quality and other indicators or work performance are recorded in accordance with workplace procedures.</p> <p>2.5 In case of deviations from specific quality standards, causes are documented and reported in accordance with the workplace's standard operating procedures</p>	<p>aspects of work processes</p> <p>COMMUNICATION</p> <p>2.2 Fault identification and reporting</p> <p>2.3 Workplace procedure in documenting completed work</p> <p>SCIENCE</p> <p>2.4 Workplace quality indicators</p>	<p>with Occupational Health and Safety (OHS) policies and procedures</p> <p>2.2 Reading skills required to interpret work instruction</p> <p>2.3 Critical thinking</p> <p>2.4 Interpret work instructions</p>
3.Engage in quality improvement	<p>3.1 Process improvement procedures are participated relative to workplace</p> <p>3.2 Work is carried out in accordance with process improvement procedures.</p> <p>3.3 Performance of operation or quality of product to ensure customer satisfaction is monitored in accordance with established procedures.</p>	<p>TECHNOLOGY</p> <p>3.1 Quality improvement processes</p> <p>COMMUNICATION</p> <p>3.2 Company customers defined</p>	<p>3.1 Providing solution and decision-making</p> <p>3.2 Practicing company process improvement procedure</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Faults	May include: 1.1 Product not to specification 1.2 Products contain incorrect/outdated information 1.3 Hardware defects Materials that do not conform with any regulatory agencies
2. Documentation	May include: 2.1 Organization work procedures 2.2 Manufacturer's instruction manual 2.3 Customer requirements 2.4 Forms
3. Errors	May include: 3.1 Deviation from the requirements of the customer 3.2 Deviation from the requirements of the organization
4. Quality Standards	May include: 4.1 Product 4.2 Materials 4.3 Hardware 4.4 Software 4.5 Customer service

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Carried out work in accordance with the company's standard operating procedures 1.2. Performed task according to specification 1.3. Reported defects detected in accordance with standards operating procedures 1.4. Carried out work in accordance with the process improvement procedures
2. Method of Assessment	Competency in this unit must be assessed through: 2.1. Observation with questioning 2.2. Interview 2.3. Demonstration with questioning 2.4. Written test
3. Resource Implication	The following resources should be provided: 3.1. Materials, software and/or hardware to be used in a real or simulated situation 3.2. Tools, materials, and equipment appropriate for the unit of competency 3.3. Workplace environment appropriate for the unit of competency
4. Context of Assessment	4.1. Competency may be assessed in the actual workplace, in a simulated environment or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE AND BUILD QUALITY CUSTOMER RELATIONS

UNIT CODE : AB-AFF1401100611202

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in providing effective and efficient service to customers. It includes personal presentation, knowledge of updated product information, addressing customer needs and building customer relations.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 <i>Personal presence</i> is maintained according to <i>employer standards</i> or venue requirements. 1.2 <i>Interpersonal skills</i> are used to ensure that customer needs are accurately identified. 1.3 Visible work area is kept tidy and uncluttered. 1.4 Equipment and other resources are stored according to assignment requirements.	COMMUNICATION 1.1 Interactive communication with others 1.2 Interpersonal skills/social graces with sincerity 1.3 Eye-to-Eye contact 1.4 Maintain teamwork and cooperation ENVIRONMENTAL 1.5 Safe work practices SCIENCE 1.6 Personal hygiene 1.7 Housekeeping 1.8 Time Management	1.1 Applying effective communication skills 1.2 Applying non-verbal communication 1.2.1 Body language 1.3 Practicing good time management 1.4 Ability to work calmly and unobtrusively effectively 1.5 Ability to be attentive, patient and cordial
2. Update knowledge of products and services	2.1 Products to be marketed are identified, familiarized with and fully understood in accordance with established procedures. 2.2 Information on programs is	SCIENCE 2.1 Customer's nature, motivation, expectations, and needs 2.2 Customer needs and expectations related to the	2.1 Applying effective oral communication skills 2.2 Listening skills 2.3 Motivational skills 2.4 Interpersonal skills 2.5 Presentation skills 2.6 Computer literacy

	<p>accessed in accordance with established procedures.</p> <p>2.3 Additional information on products, services and programs are identified in accordance with established procedures.</p>	<p>product and programs</p> <p>COMMUNICATION</p> <p>2.3 Appropriate marketing and promotional strategies</p> <p>2.4 Company standards on how to interact with customers</p> <p>2.5 Organization's vision, mission</p>	<p>2.7 Understanding customer's nature, motivation, expectations, and needs</p> <p>2.8 Determining customer needs and expectations related to the product and programs</p>
3. Assess needs of new and existing customers	<p>3.1 Active listening is used to gather information from customers in accordance with established procedures.</p> <p>3.2 Orientation on products, programs and policies are conducted in accordance with established procedures.</p> <p>3.3 Provide customers with courteous and professional treatment throughout the interaction using interactive communication.</p> <p>3.4 Inquiries, concerns and comments are responded to promptly and accurately in accordance with organization's policies.</p> <p>3.5 Identified related or applicable needs of clients based on the products being offered.</p>	<p>SCIENCE</p> <p>3.1 Customer's nature, motivation, expectations and needs</p> <p>3.2 Customer needs and expectations related to the products</p> <p>COMMUNICATION</p> <p>3.3 Appropriate marketing and promotional strategies</p> <p>3.4 Company standards on how to interact with customer</p> <p>3.5 Organization's vision, mission, and values</p>	<p>3.1 Applying effective oral communication skills</p> <p>3.2 Listening skills</p> <p>3.3 Motivational skills</p> <p>3.4 Interpersonal skills</p> <p>3.5 Presentation skills</p> <p>3.6 Understanding customer's nature, motivation, expectations and needs</p> <p>3.7 Determining customer needs and expectations related to the products</p> <p>3.8 Applying commitment/dedication, love of work, competence, courtesy, honesty, sincerity, sensitivity to others, sense of responsibility, caring attitude/compassion, and charity</p>

<p>4 Build relations with customers</p>	<p>4.1 Customer expectations on quality, efficiency, punctuality and appearance are met in accordance with established procedures.</p> <p>4.2 Possible causes of customer dissatisfaction are identified, addressed and recorded according to employer policy.</p> <p>4.3 Customers are fully informed of any relevant concerns in a timely manner and according to agreed reporting procedures.</p>	<p>COMMUNICATION</p> <p>4.1 Interactive communication with others</p> <p>4.2 Interpersonal skills/social graces with sincerity</p> <p>4.3 Attitude</p> <p>4.3.1 Attentive, patient and cordial</p> <p>4.3.2 Eye-to-eye contact</p> <p>4.3.3 Maintain teamwork and cooperation</p> <p>TECHNOLOGY</p> <p>4.4 Communication devices</p> <p>ENVIRONMENT</p> <p>4.5 Safety practices</p> <p>4.6 Safe work practices</p> <p>SCIENCE</p> <p>4.7 Personal hygiene</p>	<p>4.1 Applying effective communication skills</p> <p>4.2. Applying non-verbal communication, Body language</p> <p>4.3 Practicing good time management</p> <p>4.4 Ability to work calmly and unobtrusively effectively</p>
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal presence	May include: 1.1 Stance 1.2 Posture 1.3 Body language 1.4 Demeanor 1.5 Grooming 1.6 Dress code/attire
2. Employer standards	May include: 2.1 Organizational policy and procedures 2.2 Common and accepted practices in the industry
3. Interpersonal skills	May include: 3.1 Interactive communication 3.2 Public relations 3.3 Good working attitude 3.4 Sincerity 3.5 Pleasant disposition 3.6 Effective communication skills 3.7 Team player
4. Interactive communication	May include: 4.1 Information is gathered in courteous and professional manner 4.2 Probing skills 4.3 Skills in effective questioning 4.4 Consistent service quality for all types of customers 4.5 Avoiding controversial issues like politics and religion

EVIDENCE GUIDE

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. Promoted public relations 1.4. Complied with service manual standards 1.5. Demonstrated familiarity with company facilities, products and services 1.6. Received, assessed and respondent to customer needs 1.7. Applied organizational quality
2. Methods of assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 2.1 Observation with questioning 2.2 Interview 2.3 Demonstration with questioning 2.4 Written test
3. Resources implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 3.1 Communication devices 3.2 Tools, materials and equipment appropriate for the unit of competency 3.3 Complete information on products 3.4 Product brochures 3.5 Workplace environment appropriate for the unit of competency
4. Context of Assessment	<p>4.1 Competency may be assessed in the actual workplace, in a simulated environment or at the designated TESDA Accredited Assessment Center.</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : INSPECT COFFEE PRIMARY PROCESSING/ POST-HARVEST PROCESSING FACILITIES

UNIT CODE : AB-AFF1401100611301

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes needed to effectively inspect coffee primary processing/post-harvest processing facilities.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Acquire inspection checklist	1.1 <i>Inspection checklist</i> is requested from the appropriate personnel in accordance to the company procedures 1.2 Inspection checklist is received from the appropriate personnel in accordance to company procedures and standard. 1.3 Inspection checklist is reviewed according to company maintenance plan.	COMMUNICATION 1.1 Method of communication. 1.2 Office protocol 1.3. Inspection checklist	1.1 Communication Skills 1.2 Using communication equipment 1.3 Attention to details 1.4 Observing office protocol 1.5 Interpretation of Verbal and Non-Verbal Cues/Skills
2. Conduct Inspection	2.1 <i>Processing room requirements</i> are checked in accordance with company sanitation procedures. 2.2 <i>Equipment</i> is checked in accordance with processing room layout 2.3 Appropriate communication is provided to meet identified needs in accordance with procedures and protocols 2.4 <i>Tools</i> are checked in accordance with the	SCIENCE 2.1 Food Contaminants TECHNOLOGY 2.2 Technical Knowledge in a coffee processing facility 2.3 Requirements for processing room 2.4 Procedure in conducting inspection COMMUNICATION 2.5 Company inspection policy and protocols 2.6 Company inspection policy and protocols	2.1 Identifying food contaminants 2.2 Conducting inspection 2.3 Interpersonal Skills 2.4 Attention to details 2.5 Information gathering 2.6 Effective Communication Skills 2.7 Checking the functionality of equipment/ devices

	<p>processing room requirement</p> <p>2.5 Materials are checked in accordance with the processing room requirement.</p>	2.7 Method of communication	
3. Prepare inspection report	<p>3.1 Inspection report is accomplished based on company format/template</p> <p>3.2 Inspection report is reviewed for completeness in accordance with company format</p> <p>3.3 Inspection report is signed in accordance with company template</p>	<p>COMMUNICATION</p> <p>3.1 Procedure in preparing inspection report</p> <p>3.2 Office protocol</p> <p>3.3 Methods of communication</p> <p>3.4 Inspection report</p> <p>3.5 Office protocol</p>	<p>3.1 Preparing inspection report</p> <p>3.2 Observing office protocol</p> <p>3.3. Interpersonal Skills</p> <p>3.4 Attention to detail</p> <p>3.5 Effective Communication Skills</p> <p>3.6 Using technological equipment/ devices</p>
4. Submit inspection report	<p>4.1 Inspection report is prepared in accordance with company requirements and standards</p> <p>4.2 Inspection report is packaged in accordance with company standards and requirements.</p> <p>4.3 Inspection report is submitted to appropriate personnel in accordance with company protocols.</p>	<p>COMMUNICATION</p> <p>4.1 Office Protocol</p> <p>4.2 Procedure in packaging inspection reports</p> <p>4.3 Method of communication</p> <p>4.4 Inspection report</p> <p>4.5 Inspection protocols</p>	<p>4.1 Observing office protocol</p> <p>4.2 Packaging inspection reports</p> <p>4.3 Interpersonal Skills</p> <p>4.4 Attention to detail</p> <p>4.5 Effective Communication Skills</p> <p>4.6 Using technological equipment/ devices</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Inspection checklist	May include: 1.1 layout 1.2 Inventory of equipment, tools and materials
2. Processing room requirements	May include: 2.1 Physical appearance 2.2 Tools 2.3 Equipment 2.4 Materials
3. Equipment	May include: 3.1 Pulper 3.2 Huller 3.3 Flootation Tank 3.4 Drier 3.5 Wheelbarrow
4. Tools	May include: 4.1 Moisture meter 4.2 Basin 4.3 Drums 4.4 Refractometer 4.5 Ph. meter 4.6 Thermometer 4.7 Storage bags
5. Materials	May include: 5.1 Coffee Cherries/berries 5.2 Water 5.3 Sacks

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Acquired inspection checklist 1.2 Conducted inspection 1.3 Prepared inspection report 1.4 Submitted inspection report
2. Resource Implications	The following resources should be provided: 2.1 Tools, Materials and Equipment appropriate for the unit of competency 2.2 Workplace environment appropriate for the unit of competency
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Interview 3.2 Demonstration with Questioning 3.4 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or in a simulated area in a Training Center.

UNIT OF COMPETENCY : PREPARE TOOLS AND EQUIPMENT

UNIT CODE : AB-AFF1401100611302

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes needed to prepare the tools and equipment required for coffee processing. It includes identifying tools, preparing requisition slips, and setting-up of tools.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify tools and equipment	1.1 List of <i>tools and equipment</i> are secured from the appropriate personnel 1.2 Tools and equipment are identified in accordance with job requirements 1.3 Tools and equipment specifications are identified in accordance to job requirements	SCIENCE 1.1 Types of tools and equipment 1.2 Types and uses of coffee processing equipment TECHNOLOGY 1.3 Tool functions and specifications 1.4 Operation and functions of coffee processing equipment COMMUNICATION 1.5 Communication procedures and protocols LAWS AND ORDINANCES 1.6 Occupational Health and Safety Standards (OSHS)	1.1 Describing tools and equipment and their uses 1.2 Observing communication procedures and protocol 1.3 Interpersonal Skills 1.4 Attention to detail 1.5 Information gathering 1.6 Effective Communication Skills 1.7 Using communication tools 1.8 Following safety procedures

2. Prepare requisition slip	<p>2.1 Requisition slip is filled up using the prescribed form.</p> <p>2.2 Tools and equipment are received in accordance with established procedures</p> <p>2.3 Tools and equipment are checked according to required specifications</p>	<p>TECHNOLOGY</p> <p>2.1 Basic computer knowledge</p> <p>MATHEMATICS</p> <p>2.2 Basic mathematics</p> <p>COMMUNICATION</p> <p>2.3 Requisition Slip forms</p> <p>2.4 Communication procedures</p>	<p>2.1 Preparing requisition slip</p> <p>2.2 Computing number of required materials for requisition</p> <p>2.3 Basic computer operation</p> <p>2.4 Interpersonal Skills</p> <p>2.5 Attention to detail</p> <p>2.6 Effective communication skills</p>
3. Check tools and equipment for functionality	<p>3.1 Tools and equipment are inspected and checked for functionality in accordance to specifications or manufacturer manual</p> <p>3.2 Equipment and tools are checked for cleanliness in accordance to job requirements</p> <p>3.3 Tools and equipment report is prepared and submitted to appropriate personnel for immediate action</p>	<p>SCIENCE</p> <p>3.1 Types of tools and equipment</p> <p>3.2 Ergonomics</p> <p>TECHNOLOGY</p> <p>3.3 Work procedures</p> <p>COMMUNICATION</p> <p>3.4 Protocols</p> <p>3.5 Communication procedures</p> <p>LAWS AND ORDINANCES</p> <p>3.6 Occupational Health and Safety Standards (OSHS)</p>	<p>3.1 Describing functionality of tools and equipment</p> <p>3.2 Observing work procedures in checking tools and equipment</p> <p>3.3 Attention to detail</p> <p>3.4 Effective Communications Skills</p> <p>3.5 Using communication devices</p> <p>3.6 Interpretation of Verbal and Non – Verbal Cues/Skill</p> <p>3.7 Using computing devices</p> <p>3.8 Applying OSH Principle</p>

<p>4. Set-up tools and equipment according to lay-out</p>	<p>4.1 Tools and equipment are arranged in accordance with job requirements</p> <p>4.2 Tools and equipment are secured in accordance with job requirements</p> <p>4.2 Personal protective equipment (PPE) is used in accordance with Occupational Safety and Health Standards</p> <p>4.3 Appropriate Occupational Safety principles are applied in accordance with Occupational Safety and Health Standards</p>	<p>SCIENCE</p> <p>4.1 Lay-out of processing room</p> <p>TECHNOLOGY</p> <p>4.3 Work procedures</p> <p>MATHEMATICS</p> <p>4.4 Basic mathematics</p> <p>COMMUNICATION</p> <p>4.5 Protocols</p> <p>LAWS AND ORDINANCES</p> <p>4.6 Occupational Health and Safety Standards (OSHS)</p>	<p>4.1 Setting up tools and equipment following approved layout</p> <p>4.2 Observing work procedures</p> <p>4.3 Computing space requirements</p> <p>4.4 Interpersonal Skills</p> <p>4.2 Attention to detail</p> <p>4.3 Effective Communications Skills</p> <p>4.4 Using communication devices</p> <p>4.5 Interpretation of Verbal and Non – Verbal Cues/Skill</p> <p>4.6 Applying OSH Principle</p>
<p>5. Determine occupational safety and health standards</p>	<p>5.1 Personal protective equipment is identified in accordance with occupational safety and health standards</p> <p>5.2 Occupational safety principles are applied in accordance with occupational safety and health standards</p> <p>5.3 Required OHS materials, tools and equipment are prepared in accordance with OHS standards</p>	<p>SCIENCE</p> <p>5.1 Types of Personal Protective Equipment's</p> <p>TECHNOLOGY</p> <p>5.2 Use of PPE</p> <p>LAWS and ORDINANCES</p> <p>5.3 Occupational Health and Safety Standards (OSHS)</p>	<p>5.1 Identifying appropriate PPEs</p> <p>5.2 Applying OSH principles</p> <p>5.3 Attention to detail</p> <p>5.4 Effective Communications Skills</p> <p>5.5 Using communication devices</p> <p>5.6 Interpretation of Verbal and Non – Verbal Cues/Skill</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and equipment	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Moisture meter 1.2 Basin 1.3 Drums 1.4 Refractometer 1.5 Ph meter 1.6 Thermometer 1.7 Storage bags 1.8 Pulper 1.9 Huller 1.10 Floatation Tank 1.11 Drier 1.12 Coffee Processing Machine 1.13 Pulper 1.14 Huller 1.15 Floatation Tank 1.16 Drier 1.17 Wheelbarrow
2. Personal Protective Equipment (PPE)	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Rubber boots 2.2 Rubber gloves 2.3 Masks 2.4 Apron 2.5 Hair net

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified appropriate tools and equipment 1.2 Prepared requisition slip 1.3 Set-up tools and equipment according to lay-out
2. Resource Implications	The following resources should be provided: 2.1 Tools, Materials and Equipment appropriate for the unit of competency 2.2 Workplace environment appropriate for the unit of competency
3.Methods of Assessment	Competency in this unit must be assessed through: 3.1 Interview 3.2 Demonstration with Questioning 3.3 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or in a simulated area in a Training Center.

UNIT OF COMPETENCY : PREPARE MATERIALS

UNIT CODE : AB-AFF1401100611303

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes needed to prepare the materials required for coffee processing including assessing and weighing berries/cherries and determining the appropriate coffee processing method.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess berries/cherries	1.1 Berries sample is visually inspected in accordance with established procedures 1.2 Defective cherries are segregated and classify according to GAP for coffee 1.3 Unwanted materials are disposed based on industry practice	SCIENCE 1.1 Types and characteristics of cherries and berries 1.2 Types of defective berries/cherries 1.3 Defective cherries 1.4 Kinds of unwanted materials TECHNOLOGY 1.5 Procedure in assessing cherries and berries 1.6 Procedure in segregating and classifying defective cherries 1.7 Waste disposal system LAWS and ORDINANCES 1.8 Philippine National Standards/ Bureau of Agriculture and Fisheries Standards (PNS/BAFS)	1.1 Identifying types of berries/cherries 1.2 Conducting visual inspection of coffee berries/cherries 1.3 Practicing PNS/BAFS, GAP, for coffee 1.4 Identifying defective berries/cherries 1.5 Segregating and classifying defective cherries 1.6 Disposing unwanted materials 1.7 Implementing waste disposal system

		169:2015- Code of Good Agricultural Practices (GAP) for Coffee	
2. Weigh the berries/cherries	<p>2.1 Appropriate weighing scale is identified in accordance with company requirements</p> <p>2.2 Weighing scale is calibrated according with industry standards</p> <p>2.3 Appropriate weighing scale is used according to job requirements</p>	<p>SCIENCE</p> <p>2.1 Types of weighing scales</p> <p>2.2 Functions of weighing scale</p> <p>TECHNOLOGY</p> <p>2.3 Procedures in calibration of weighing scale</p> <p>MATHEMATICS</p> <p>2.4 Conversion of Units</p>	<p>2.1 Identifying parts and functions of weighing scale</p> <p>2.2 Using weighing scale</p> <p>2.3 Calibrating weighing scale</p> <p>2.4 Converting units To desired weight measure</p> <p>2.5 Attention to detail</p> <p>2.6 Information gathering</p> <p>2.7 Conducting visual inspection of coffee cherries/ berries</p>
3. Determine the coffee processing method	<p>3.1 Market preference is determined in accordance with client requirements</p> <p>3.2 Coffee processing methods are reviewed to identify the most appropriate method based on client requirement</p> <p>3.3 Appropriate coffee processing method is selected in accordance with client requirements</p>	<p>SCIENCE</p> <p>3.1 Coffee processing methods</p> <p>3.2 Market preferences</p> <p>COMMUNICATION</p> <p>3.3 Client requirements</p> <p>3.4 Communication procedures</p>	<p>3.1 Describing the coffee processing methods</p> <p>3.2 Identifying market preferences</p> <p>3.3 Identifying client requirements</p> <p>3.4 Interpersonal Skills</p> <p>3.5 Attention to detail</p> <p>3.6 Effective communication skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Defective cherries/berries	May include: 1.1 Insect damaged 1.2 Mature cherries
2. Weighing scale	May include: 2.1 Bar Scale 2.2 Digital 2.3 Analog
3. Market preference	May include: 3.1 Café 3.2 Restaurant 3.2 Commissary 3.3 Hotels 3.4 Bars 3.5 Wholesalers 3.6. Retailers 3.7. Individual Consumers
4. Coffee processing Methods	May include: 3.1 Dry method 3.2 Wet Method 3.3 Honey Method

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Assessed the berries/cherries 1.2 Disposed unwanted materials 1.3 Weighed the berries/cherries 1.4 Determined the appropriate coffee processing method
2. Resource Implications	The following resources should be provided: 2.1 Tools, Materials and Equipment appropriate for the unit of competency 2.2 Workplace environment appropriate for the unit of competency
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Interview 3.2 Demonstration with Questioning 3.3 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or in a simulated area in a Training Center.

UNIT OF COMPETENCY : PROCESS COFFEE CHERRIES/BERRIES

UNIT CODE : AB-AFF1401100611304

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes needed to process coffee cherries/berries using different methods.

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Process coffee cherries/ berries using dry method	<p>1.1 Appropriate occupational safety principles including PPE are applied in accordance with occupational safety and health standards</p> <p>1.2 Coffee cherries/ berries are floated and sorted in accordance with industry standards</p> <p>1.3 Coffee cherries / berries are dried using various drying methods in accordance with industry standards</p> <p>1.4 Coffee cherries / berries are dehusked / milled in accordance with industry standards</p> <p>1.5 Green Coffee Beans (GCB) are sorted,</p>	<p>SCIENCE</p> <p>1.1 Types and characteristics of coffee cherries / berries</p> <p>1.2 Green Coffee Beans</p> <p>1.3 Temperature</p> <p>1.4 Moisture content</p> <p>1.5 PPE</p> <p>TECHNOLOGY</p> <p>1.6 Drying method of coffee processing</p> <p>1.7 Floatation procedure</p> <p>1.8 Dehusking and milling procedure</p> <p>1.9 Procedure in sorting, grading and storing of Green Coffee Beans</p> <p>COMMUNICATION</p> <p>1.10 Office forms</p> <p>1.11 Recording procedure</p> <p>LAWS AND ORDINANCE</p> <p>1.12 Occupational Safety and Health Standards (OSHS)</p>	<p>1.1 Identifying types of berries/ cherries</p> <p>1.2 Applying dry method technology: floatation, sorting, dehusking/ milling</p> <p>1.3 Applying temperature and moisture content requirements</p> <p>1.4 Attention to details</p> <p>1.5 Information gathering</p> <p>1.6 Using technological equipment/ devices</p> <p>1.7 Using office forms</p> <p>1.8 Following office protocols</p> <p>1.9 Applying safety and Health procedures</p> <p>1.10 Using PPE</p> <p>1.11 Recording processing data in required forms</p> <p>1.12 Practicing Current Good</p>

	<p>graded and stored according to industry standards</p> <p>1.6 Processing data are recorded in required forms in accordance with industry standards</p>	<p>1.13 Solid Waste Management Law</p> <p>1.14 Current good manufacturing practices</p> <p>1.15 HACCP basic principles</p> <p>1.16 7S of good housekeeping</p> <p>1.17 Sanitation standard operating procedure (SSOP)</p> <p>1.18 Philippine National Standard (PNS)</p>	<p>Manufacturing Practices, 7's of good housekeeping, Sanitation Standard Operating Procedures, Philippine National Standard and Hazard Analysis Critical Control Point (HACCP)</p>
<p>2. Process coffee cherries/ berries using wet method</p>	<p>2.1 Appropriate occupational safety standards including PPE are applied in accordance with occupational safety and health standards</p> <p>2.2 Coffee cherries/ berries are floated and sorted in accordance with industry standards</p> <p>2.3 Coffee cherries/ berries are depulped/ pulped in accordance with industry standard</p> <p>2.4 Coffee parchment are soaked for fermentation in accordance with industry standard</p> <p>2.5 Coffee parchment are</p>	<p>SCIENCE</p> <p>2.1 Types and characteristics of coffee cherries / berries</p> <p>2.2 Parchment coffee</p> <p>2.3 Green Coffee Beans</p> <p>2.4 Temperature</p> <p>2.5 Moisture content</p> <p>2.6 Personal Protective Equipment</p> <p>TECHNOLOGY</p> <p>2.7 Wet method coffee processing</p> <p>2.8 Floatation procedure</p> <p>2.9 Sorting procedure</p> <p>2.10 Pulping and depulping procedure</p> <p>2.11 Fermentation process</p> <p>2.12 Procedure in washing and drying coffee parchment</p> <p>2.13 Procedure in dehulling and milling coffee parchment</p>	<p>2.1 Identifying types of berries/ cherries</p> <p>2.2 Applying wet method technology: floating, sorting, pulping/ depulping, fermenting, drying, dehusking/ milling, sorting/ grading/storing of GBC</p> <p>2.3 Applying temperature and moisture content requirement</p> <p>2.4 Attention to details</p> <p>2.5 Information gathering</p> <p>2.6 Using technological equipment/ devices</p> <p>2.7 Applying OSH</p> <p>2.8 Using PPE</p> <p>2.9 Recording processing data in required office forms</p>

	<p>washed and dried in accordance with industry standards</p> <p>2.6 Coffee parchment are dehulled / milled in accordance with industry standards</p> <p>2.7 Green Coffee Beans (GCB) are sorted, graded and stored in accordance with industry standards</p> <p>2.8 Processing data are recorded in required forms in accordance with industry standards</p>	<p>2.14 Procedure in sorting, grading and storing green coffee beans</p> <p>COMMUNICATION</p> <p>2.15 Office forms</p> <p>2.16 Procedure in recording processes in required forms</p> <p>LAWS AND ORDINANCE</p> <p>2.17 Occupational Safety and Health Standards (OSHS)</p> <p>2.18 Solid Waste Management Law</p> <p>2.19 Current good manufacturing practices</p> <p>2.20 HACCP basic principles</p> <p>2.21 7S of good housekeeping</p> <p>2.22 Sanitation standard operating procedure (SSOP)</p> <p>2.23 Philippine National Standard (PNS)</p>	<p>2.10 Following office protocols</p> <p>2.11 Practicing Current Good Manufacturing Practices, 7's of good housekeeping, Sanitation Standard Operating Procedures, Philippine National Standard and Hazard Analysis Critical Control Point (HACCP)</p>
3. Process coffee cherries/ berries using honey method	<p>3.1 Appropriate occupational safety standards including PPE are applied in accordance with occupational safety and health standards</p> <p>3.2 Coffee cherries/ berries are floated and sorted in accordance with industry standards</p>	<p>SCIENCE</p> <p>3.1 Types and characteristics of coffee cherries / berries</p> <p>3.2 Parchment coffee</p> <p>3.3 Green Coffee Beans</p> <p>3.4 Temperature</p> <p>3.5 Moisture content</p> <p>3.6 PPE</p> <p>TECHNOLOGY</p> <p>3.7 Honey method coffee processing</p> <p>3.8 Procedure in measuring temperature</p>	<p>3.1 Identifying types and characteristics of berries/cherries</p> <p>3.2 Applying honey method of processing coffee: floating, sorting, depulping, drying, stirring, dehulling, GCB sorting, grading and storing</p> <p>3.3 Measuring coffee bean temperature</p> <p>3.4 Attention to details</p>

	<p>3.3 Cherry/berry skin and outer layers are depulped or separated from the beans leaving varying amounts of mucilage attached to the beans in accordance with industry standard.</p> <p>3.4 Coffee beans still sticky with mucilage are stored to ferment for 1-3 days based on industry standard.</p> <p>3.5 Coffee parchment is dried at the maximum temperature of 70 degrees centigrade in accordance with industry standard</p> <p>3.6 Sticky beans are stirred or raked every 6 hours until desired moisture is reached following industry standard</p> <p>3.7 Coffee parchment is dehulled or milled to remove the hull or parchment in accordance with</p>	<p>COMMUNICATION</p> <p>3.9 Office forms</p> <p>3.10 Communication processes</p> <p>LAWS AND ORDINANCES</p> <p>3.11 Occupational Safety and Health Standards (OSHS)</p> <p>3.12 Solid Waste Management Law</p>	<p>3.5 Information gathering</p> <p>3.6 Using technological equipment/ devices</p> <p>3.7 Applying Occupational Safety and Health</p> <p>3.8 Using PPE</p> <p>3.9 Using office forms</p> <p>3.10 Following office protocols</p> <p>3.11 Recording processing data in required forms</p>
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	<p>industry standards</p> <p>3.8 Coffee beans are finally dried to attain the maximum moisture allowed per standard of ICO for coffee</p> <p>3.9 Green Coffee Beans (GCB) are sorted, graded and stored in accordance with industry standards</p> <p>3.10 Processing data are recorded in required forms accordance with industry standards</p>		
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Drying method	May include: 1.1 Sun drying or patio drying 1.2 Mechanical drying
2. Fermentation	May include: 1.1 Dry 1.2 Natural 1.3 Wet 1.4 Artificial
3. Forms	May include: 2.1 Monitoring sheet for Fermentation 2.2 Monitoring sheet for Drying

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Processed coffee cherries/ berries using dry method 1.2 Processed coffee cherries/ berries using wet method 1.3 Processed coffee cherries/ berries using honey method
2. Resource Implications	The following resources should be provided: 2.1 Tools, Materials and Equipment appropriate for the unit of competency 2.2 Workplace environment appropriate for the unit of competency
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Interview 3.2 Demonstration with Questioning 3.3 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or in a simulated area in a Training Center.

GLOSSARY OF TERMS

Coffee	: General term for the fruits and seed of plants of the genus <i>Coffea</i> , generally cultivated species, as well as products from these fruits and seeds in different stages of processing and use, intended for consumption.
Coffee cherries	: Fresh, complete fruit of the coffee tree. This is also referred to as “coffee berry”.
Contaminant	: Any substance not intentionally added to food which is present in such food as a result of the production post-harvest handling, manufacturing, processing, preparation, treatment, packing, packaging, transport or holding of such food as a result of environment contamination.
Contamination	: Food safety context: The introduction or transfer of a food safety hazard to produce or to the inputs that contact produce, such as soil, water, chemicals, equipment and people. Environmental context: The introduction or occurrence of a hazard into the environment.
Control measures	: Any action and activity that can be used to prevent or eliminate food safety hazard or to reduce it to an acceptable level.
Dehulling (or hulling)	: Primary processing step to separate the dried pericarp (in dry method) or the dried parchment and silver skin (in wet method) from the green coffee beans. This is also referred to as “dry milling”.
Depulper	: Machine used to remove and separate the soft pulp of ripe coffee cherry without causing any damage to the parchment coffee. This is also referred to as “pulper”.
Depulping	: Operation in wet processing of coffee which removes the pulp (exocarp) and as much as possible the mucilage (mesocarp) through mechanical means. A portion of the mucilaginous mesocarp usually remains adhering to the parchment (endocarp). This is also referred to as “pulping or wet milling”.
Dry process	: Treatment of coffee cherry consists of drying to give husk coffee, followed by mechanical removal of the dried pericarp to produce green coffee beans.

Epicarp or Exocarp	: Scientific word designating the skin of the fruit, a mono-cellular layer covered with a waxy substance ensuring protection of the fruit.
Fertilizer	: Includes any substance -solid or liquid -or any nutrient element or elements -organic or organic - used singly or in combination with other materials, applied directly to the soil/leaves for the purpose of promoting plant growth, increasing crop yield or improving their quality.
Fermentation	: Treatment intended to digest the mucilaginous mesocarp adhering to the parchment of the pulped coffee, thereby, allowing its elimination by washing. The fermentation process can be replaced by a mechanical demucilager system to remove the mucilage by friction.
Floatation	The process of separating ripe, healthy cherries/berries from defective, unripe cherries/berries and foreign objects using water floatation
Food safety hazard	: Any chemical, biological or physical substance or property that can cause coffee to become an unacceptable health risk to consumers.
Green Coffee Beans (GCB)	: Commercial term designating the dried seed of the coffee plant, disengaged from their external envelopes.
Honey Method	: It involves removing skin and pulp of the coffee cherries/berries while allowing some or all of the mucilage to remain on the beans during drying.
Mesocarp	: Intermediate layer of tissues between epicarp and endocarp (parchment). It consists mainly of pertinacious mucilage and pulp.
Moisture content	: Quality of free water in specified material; expressed either as a decimal ratio or as a percentage.
Mucilage	: Common word to describe the slimy layer found between the pulp and adhering to the parchment inside a coffee cherry, but not removed by pulping. Not present in unripe and overripe coffee.
Parchment	: It refers to the protective layer that surrounds the coffee beans after they have been processed and dry.

Parchment Coffee

Process that involves immersing the parchment coffee in water for specific duration to facilitate the fermentation

- Parchment Coffee : It is the stage between the processed coffee cherries/berries and the final green coffee beans.
- Pest : It refers to organisms that can cause damage or harm to the coffee which includes insects, mites, rodents, birds and other animals.
- Primary production : These steps involved in the growing and harvesting of coffee such as planting, water management, nutrient management, pest management and shade management.
- Primary processing : The preparation and/or transformation of raw material for further processing, e.g. dry and wet methods.
- Pulp : Part of the coffee cherry is composed of the external exocarp and most of the internal mesocarp (mucilaginous tissue).
- Soaking : Process that involves immersing the harvested ripe coffee cherries/berries in water for specific duration to facilitate the fermentation.

- : Parchment Coffee
The process of separating the defective and good parchment coffee.

- Sorting : Coffee Cherries/Berries
It involves the separation of ripe, unripe, and defective cherries to ensure that only high quality cherries are used for processing

Green Coffee Beans

It involves inspecting and separating the green coffee beans based on various criteria such as color, shape, and defects.

- Wet process : Treatment of coffee cherry, consisting of mechanical removal of the exocarp in the presence of water, removal of all the mesocarp by fermentation or methods, and washing followed by drying to expose parchment which is subsequently removed from the seed/bean to produce green coffee beans.

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THE TECHNICAL EXPERTS PANEL

MR. BENEDICTO A. BIATO

Supervising TESD Specialist
TESDA -PO Apayao

MS. ANNELYN M. GASPILI

Supervising TESD Specialist
CSITE Main Campus

MR. SHERWIN C. BALI

Sr. TESD Specialist
CSITE Kalinga Campus

MS. CHRISTINE M. OLIQUIANO

Sr. TESD Specialist
TESDA -PO Mt. Province

MS. MADELEINE W. LOMENG

Sr. TESD Specialist
TESDA -PO Kalinga

MS. PRISCILLA A. CALDE

Sr. TESD Specialist
TESDA -PTC Benguet

MR. GREGG Y. BAGTANG

Sr. TESD Specialist
TESDA -PTC Apayao

MR. RICKY C. MAYAT-AN

TESD Specialist II
CSITE Ifugao Campus

MR. LEOMAR S. NEPOMUCENO

Assistant Professor I
CSITE Main Campus

MS. MARY KRISTINE IRIS C. PASION

Assistant Professor III
CSITE Main Campus

MR. FRAZIER N. LUNAG

Sr. TESD Specialist
CSITE Main Campus

MR. ROMEO G. MONGALINI

Assistant Professor I
CSITE Main Campus

MR. NORIEL K. RAMOS

Sr. TESD Specialist
CSITE Main Campus

INDUSTRY EXPERTS/VALIDATORS

MS. CHRISTINE D. ABELLON

Regional Coordinator
ACDIVOCA/PhilCAFE Project

PROF. VALENTINO L. MACANES

University Professor
Benguet State University

MS. SHIRLEY U. TAGTAG

Manager
Hojap Multipurpose Cooperative

MS. ALAINE CHALIPO-BANGGAD

Training Supervisor
ADTEMPCO - Mt. Carmel Agri-
Tourism and Training Center, Inc.

MR. ELI T. NATIVIDAD

Director
Farm to Cup Philippines

MR. DAVID LONGGAWE

Farmer Worker-LGU Kapangan
Farmers Association of LGU-
Kapangan

The MANAGEMENT and STAFF of the TESDA -CAR

ENGR. JOVENCIO M. FERRER JR.

Regional Director
TESDA -CAR

ATTY. BALMYRSON M. VALDEZ

Regional Director
TESDA -CAR

PD JIMMICIO S. DAOATEN

Assistant Regional Director
TESDA -CAR

MS. SUSANA G. CARBONELL

OIC Chief Regional Operation Division
TESDA -CAR

MS. DAISY D. JAMORABON

Sr. TESD Specialist
TESDA -CAR

MR. ALLEN I. YADAO

Sr. TESD Specialist
TESDA -CAR

MS. CAROL JACABAN

Sr. TESD Specialist
TESDA -CAR

MS. MABELLE J. PANGANIBAN

TESD Specialist II
TESDA -CAR