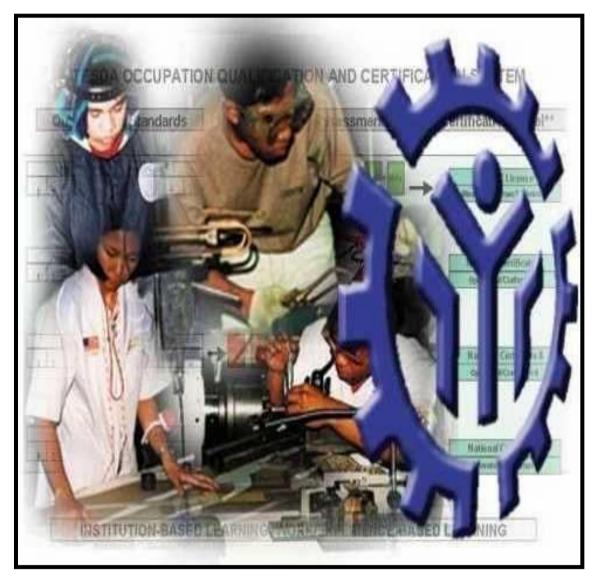# COMPETENCY STANDARDS

FILIPINO SIGN LANGUAGE SERVICES LEVEL II

SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

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**SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR
FILIPINO SIGN LANGUAGE SERVICES LEVEL II**

COMPETENCY STANDARDS FOR
FILIPINO SIGN LANGUAGE SERVICES LEVEL II

SECTION 1   DEFINITION

The **FILIPINO SIGN LANGUAGE SERVICES LEVEL II** consists of competencies that a person must achieve to identify and meet client requirements, perform preparatory activities, set-up team support system, provide communication facilitation, and perform post work activities

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
ELC311203	Perform computer operations
SOC514201	Maintain an effective relationship with client/customer
SOC514202	Manage own performance
SOC514203	Apply quality standards

Unit Code	CORE COMPETENCIES
SOC264301	Identify and meet client requirements
SOC264302	Perform preparatory activities
SOC264303	Set-up team support system
SOC264304	Provide communication facilitation
SOC264305	Perform post work activities

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

❑   Filipino Sign Language Signer

SECTION 2 COMPETENCY STANDARDS

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED 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
3. Complete relevant work related documents	3.1 Range of **forms** relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	workplace forms and documents 3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Applying Effective record keeping skills

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	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 *Italicized terms* 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 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on *workplace context*	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Protocols in reporting are observed based on standard company practices 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives		3.4 Contributing to Resolution of issues and concerns

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 judgement maybe 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	Assessment requires evidence that the candidate: 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	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 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	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 *Italicized terms* 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

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

RANGE OF VARIABLES

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 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	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	Competency in this unit may be assessed through: 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : 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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one's emotion	1.1 *Self-management strategies* 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 *unpleasant situation* 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 feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	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		
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include 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

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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better	1.1 *Opportunities for improvement* are identified proactively in own area of work 1.2 *Information* 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 *People who could provide input* 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 *Critical inquiry method* 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	3.1 Critical inquiry method is used to integrate different ideas for change of key people	3.1 Roles of individuals in suggesting and making improvements	3.1 Identifying opportunities to improve and to do

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
the workplace	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	3.2 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	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
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

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 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	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 White board 2.3 Manila papers
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : **PRESENT RELEVANT INFORMATION**

UNIT CODE : **400311215**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* 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 *Italicized terms* 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 **Data analysis techniques** 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

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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant ***OSH requirements, regulations, policies and procedures*** are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to ***appropriate personnel*** 1.3 ***OSH preventive and control requirements*** are identified in accordance with OSH work policies and procedures	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 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 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 ***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	Assessment requires evidence that the candidate: 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	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.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* 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 ***environmental work procedures***	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
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to	3.1 Appropriate Personnel to address the environmental hazards	3.1 Applying written and oral communication skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	appropriate personnel 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.2 Environmental corrective actions	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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 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 effectives of resource utilization to appropriate personnel 1.6 Clarify feedback on information/concerns raised with appropriate personnel
2. Resource Implications	The following resources should be provided: 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	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken whether individually or in-group

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

UNIT CODE : **400311218**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* 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 policy
	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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

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

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 **:** **PERFORM COMPUTER OPERATIONS**

UNIT CODE **:** **ELC311203**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1. Requirements of task are determined according to job specifications 1.2. Appropriate *hardware* and *software* are selected according to task assigned and required outcome 1.3. Task is planned to ensure *OSH guidelines* and procedures are followed 1.4. Client -specific guidelines and procedures are followed 1.5. Required data security guidelines are applied in accordance with existing procedures	1.1. Main types of computers and basic features of different operating systems 1.2. Main parts of a computer 1.3. Information on hardware and software 1.4. Data security guidelines	1.1. Reading and comprehension skills required to interpret work instruction and to interpret basic user manuals 1.2. Communication skills to identify lines of communication, request advice, follow instructions and receive feedback 1.3. Interpreting user manuals and security guidelines
2. Input data into computer	2.1. Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2. Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3. Inputted data are stored in *storage*	2.1. Basic ergonomics of keyboard and computer user 2.2. Storage devices and basic categories of memory 2.3. Relevant types of software	2.1. Technology skills to use equipment safely including keyboard skills 2.2. Entering data

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	media according to requirements 2.4. Work is performed within *ergonomic guidelines*		
3. Access information using computer	3.1. Correct program/application is selected based on job requirements 3.2. Program/application containing the information required is accessed according to company procedures 3.3. *Desktop icons* are correctly selected, opened and closed for navigation purposes 3.4. Keyboard techniques are carried out in line with OH&S requirements for safe use of keyboards	3.1. General security, privacy legislation and copyright 3.2. Productivity Application 3.3. Business Application	3.1. Accessing information 3.2. Searching and browsing files and data
4. Produce/ output data using computer system	4.1. Entered data are processed using appropriate software commands 4.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3. Files, data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures	4.1 Computer application in printing, scanning and sending facsimile 4.2 Types and function of computer peripheral devices	4.1 Computer data processing 4.2 Printing of data 4.3 Transferring files and data
5. Maintain computer equipment and systems	5.1. Systems for cleaning, minor *maintenance* and replacement of consumables are implemented	5.1 Computer Equipment/ System basic maintenance procedures 5.2 Viruses	5.1 Removing computer viruses from infected machines 5.2 Making backup files

ELEMENT	PERFORMANCE CRITERIA _Italicized_ terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.2. Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures 5.3. Basic file maintenance procedures are implemented in line with the standard operating procedures	5.3 OH&S principles and responsibilities 5.4 Calculating computer capacity 5.5 System Software 5.6 Basic file 5.7 Maintenance procedures	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and Peripheral Devices	May include: 1.1 Personal computers networked 1.2 Systems communication equipment 1.3 Printers 1.4 Scanners Keyboard Mouse
2. Software	May include: 2.1. Word processing packages 2.2. Data base packages 2.3. Internet 2.4. Spreadsheets
3. OSH Guidelines	May include: 3.1. OSH Guidelines 3.2. Enterprise Procedures
4. Storage Media	May include: 4.1. Zip Disks 4.2. Hard disk drives, local and remote
5. Ergonomic Guidelines	May include: 5.1 Types of equipment used 5.2 Appropriate furniture seating posture 5.3 Lifting posture 5.4 Visual display unit screen brightness
6. Desktop Icons	May include: 6.1. Directories/folders 6.2. Files 6.3. Network devices 6.4. Recycle Bin
7. Maintenance	May include: 7.1. Creating more space in the hard disk 7.2. Reviewing programs 7.3. Deleting unwanted files 7.4. Backing up files 7.5. Checking hard drive for errors 7.6. Using up to date anti-virus programs 7.7. Cleaning dust from internal and external surfaces

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Planned and prepared for task to be undertaken 1.2. Inputed data into computer 1.3. Accessed information using computer 1.4. Produced /output data using computer system 1.5. Maintained computer equipment and system
2. Method of Assessment	Competency in this unit may be assessed through: 2.1 Observation with oral questioning 2.2 Demonstration with questioning 2.3 Interview
3. Resource Implication	The following resources should be provided: 3.1. Computer hardware with peripherals 3.2. Appropriate software
4. Context of Assessment	4.1. Assessment may be conducted in the workplace or in a simulated work environment

UNIT OF COMPETENCY : MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENT/CUSTOMER

UNIT CODE : SOC514201

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with client/customers.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 **Personal presence** maintained according to **employer standards** 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	1.1 Stance 1.2 Posture 1.3 Grooming 1.4 Standing Orders 1.5 Company Policy and Procedures 1.6 Role of a massage practitioner in the Philippine healthcare services	1.1 Maintaining uniform and personal grooming in accordance with established policies and procedures 1.2 Maintaining stance, posture, body language, and other personal presence in according to required standards 1.3 Keeping visible work area tidy and uncluttered 1.4 Storing equipment according to assignment requirements
2. Meet client requirements	2.1 **Client requirements** identified and understood by referral to the **assignment instructions** 2.2 Client requirements met according to the assignment instructions 2.3 Changes to **client's needs and requirements** monitored and **appropriate action taken** 2.4 All communication with the **client** or customer is clear and complies with assignment requirements	2.1 Assignment instructions 2.2 Post orders 2.3 Reviewing assignment instructions 2.4 Discussion techniques with client/customer 2.5 Implementing required changes 2.6 Referral to appropriate employer/personnel 2.7 Clarification of client needs and instructions	2.1 Identifying assignment instructions and post orders according to standard procedures 2.2 Accomplishing scope to modify instructions/orders in the light of changed situations 2.3 Meeting client requirements according to the assignment instructions 2.4 Monitoring and appropriating action is taken in

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			changes to client's needs and requirements 2.5 Clearing and complying with assignment requirements of all communications with the client or customer
3. Build credibility with clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client dissatisfaction identified, dealt with and recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures
4. Establish professional relationship with the client	4.1 Establish relationship within appropriate professional boundaries 4.2 Build trust and respect through use of effective communication techniques 4.3 Identify and respond to client special needs 4.4 Communicate in ways that take account of cultural considerations 4.5 Exercise discretion and confidentiality	4.1 Types of client 4.2 Main components of client relationship 4.3 Relative intelligence 4.4 Effect on customer satisfaction 4.5 Benefits of customer relationship management 4.6 Improving client relationship management 4.7 Occupational health and safety	4.1 Demonstrating the ability to establish professional relationship with client 4.2 Demonstrating the ability of genuine concern for the welfare of the clients 4.3 Demonstrating the ability required in handling clients 4.4 Demonstrating the ability required in rendering client service skills

ELEMENT	PERFORMANCE CRITERIA _Italicized terms_ are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Manage client interactions	5.1 Use a collaborative and person-centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately 5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times 5.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral	5.1 Manage client interactions 5.2 Causes of client/customer dissatisfaction 5.3 Assignment Instructions 5.4 Reporting procedures	5.1 Demonstrating ability to do attention to detail when completing client/employer documentation 5.2 Demonstrating the ability to do interpersonal and communication skills required in client contact assignments 5.3 Demonstrating ability to do customer service skills required to meet client/customer needs
6. Provide effective responses to client enquiries	6.1 Select the most appropriate mode of communication for the information being provided 6.2 Use language and terminology that the client will understand 6.3 Present information clearly and with sufficient detail to meet client needs 6.4 Confirm with client that the information has been understood and	6.1 Common industry and company services, problems and solutions 6.2 Legal and ethical company and industry aspects 6.3 Client motivations and expectations 6.4 Effective communication techniques 6.5 Industry ethics and practices 6.6 Detailed product and service	6.1 Using communication skills 6.2 Using language skills 6.3 Using numeracy skills 6.4 Using technology skills 6.5 Relating to people from a range of society, cultural and ethnic backgrounds

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	address any unresolved issues	knowledge	

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
2. Employer Standards	May include: 2.1 Standing Orders 2.2 Efficiency 2.3 Client turn-around time
3. Client Requirements	May include: 3.1 Assignment instructions (e.g. right products) 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May include: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May include: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Clients	May include: 7.1 All members of the public

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate**:** 1.1 Maintained a professional image. 1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client interactions. 1.4 Monitored and acted on varying client or customer needs. 1.5 Met client requirements. 1.6 Built credibility with customers/clients.
2. Resource Implications	The following resources should be provided: 2.1 Assessment centers/venues 2.2 Accredited assessors 2.3 Evaluation reports 2.4 Access to a relevant venue, equipment and materials 2.5 Assignment instructions 2.6 Logbooks 2.7 Operational manuals and makers'/customers' instructions (if relevant) 2.8 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through**:** 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : SOC514202

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in effectively managing own workload and quality of work.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1 ***Tasks*** accurately identified 1.2 Priority allocated to each task 1.3 Time lines allocated to each task or series of tasks 1.4 Tasks deadlines known and complied with whenever possible 1.5 Work schedules are known and completed with agreed time frames 1.6 Work plans developed according to assignment requirements and employer policy 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons	1.1 Assignment instructions 1.2 Verbal instructions 1.3 Policy documents 1.4 Duty statements 1.5 Self-assessment 1.6 Daily tasks 1.7 Weekly tasks 1.8 Regularly or irregularly occurring tasks 1.9 Allocating priority and timelines	1.1 Identifying tasks accurately according to instructions 1.2 Developing work plans according to assignment requirements and employer policy 1.3 Allocating priority and timelines to each task 1.4 Determining tasks deadlines and comply with whenever possible 1.5 Determining and completing work schedules according to agreed time frames
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed ***performance standards*** 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards 2.3 Guidance from management applied to achieve or maintain agreed standards 2.4 Standard of work clarified and agreed according to employer policy and procedures	2.1 Monitoring personal performance 2.2 Determining performance standards 2.3 Interpreting work standards 2.4 Quality of work	2.1 Monitoring personal performance continually against agreed performance standards 2.2 Seeking advice and guidance when necessary to achieve or maintain agreed standards 2.3 Applying guidance from management to achieve or maintain agreed standards

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			2.4 Clarifying and agreeing on standard of work according to employer policy and procedures
3. Build credibility with customers/ clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending with and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures

RANGE OF VARIABLES

VARIABLE	RANGE

1. Tasks	1.1 May be identified through:
	        1.1.1 Assignment Instructions
	        1.1.2 Verbal Instructions by Senior Staff/household members
	        1.1.3 Policy Documents
	        1.1.4 Duty Statements
	        1.1.5 Self-Assessment
	1.2 May be:
	        1.2.1 Daily tasks
	        1.2.2 Weekly tasks
	        1.2.3 Regularly or irregularly occurring tasks

2. Performance Standards	May include: 2.1 Assignment Instructions 2.2 Procedures established in policy documents

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Planned for completion of own workload 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.3 Demonstrated capacity to complete task within specified time frame 1.4 Maintained quality of own performance
2. Resource Implications	The following resources should be provided: 2.1 Assessment Centers/Venues 2.2 Accredited Assessors 2.3 Modes of Assessment 2.4 Evaluation Reports 2.5 Access to relevant venue, equipment and materials 2.6 Assignment Instructions 2.7 Logbooks 2.8 Operational manuals and makers'/customers' instructions 2.9 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Demonstration 3.3 Observation 3.4 Questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or in a simulated work setting

UNIT OF COMPETENCY :   APPLY QUALITY STANDARDS

UNIT CODE   :   SOC514203

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

ELEMENT	PERFORMANCE CRITERIA *Italicized Bold* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess clients service needs	1.1. Work instruction is obtained and work is carried out in accordance with standard operating procedures. 1.2. Clients needs are checked against workplace standards and specifications. 1.3. Faults on clients and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures. 1.4 Clients profile and service extended to them are documented in accordance with workplace procedures.	1.1 Relevant processes 1.2 Quality checking procedures 1.3 Client relations 1.4 Work place procedures 1.5 Safety and environmental aspects of service processes 1.6 Error identification and reporting 1.7 Quality improvement processes	1.1 Reading skills required to interpret work instructions, 1.2 Communication skills needed to interpret and apply defined work procedures 1.3 Carry out work in accordance with OHS policies and procedures 1.4 Critical thinking 1.5 Solution providing and decision making 1.6 Interpersonal skills or dealing with varied type of clients
2. Assess own work	2.1 ***Documentation*** relative to quality within the company is identified and used 2.2 Completed work is checked against workplace standards relevant to the task undertaken 2.3 Information on the quality and other indicators of production performance is recorded in accordance with workplace procedures 2.4 Deviations from specified ***quality***	2.1 Safety and environmental aspects 2.2 Fault identification and reporting 2.3 Workplace procedure in documenting completed work 2.4 Workplace Quality Indicators	2.1 Carry out work in accordance with OHS policies and procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized Bold* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	standards, causes are documented and reported in accordance with the workplace standards operating procedures		
3. Engage in quality improvement	3.1 Process improvement procedures are participated in relation to workplace assignment 3.2 Work is carried out in accordance with process improvement procedures 3.3 Performance of operation or service to ensure ***customer*** satisfaction is monitored	3.1 Quality improvement processes 3.2 Company customers defined	3.1 Solution providing and decision-making 3.2 Practice company process improvement procedure

RANGE OF VARIABLES

VARIABLE	RANGE
1. Documentation	May include: 1.1. Organization work procedures 1.2. Manufacturer's instruction manual 1.3. Customer requirements 1.4. Forms
2. Quality standards	May include: 2.1 Services rendered 2.2 Final product 2.3 Timely Delivery
3 Customer	May include: 3.1 Co-worker 3.2 Client

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 specifications 1.3. Reported defects detected in accordance with standard operating procedures 1.4. Carried out work in accordance with the process improvement procedures
2. Resource Implications	The following resources should be provided: 2.1 Work area appropriate to the unit of competency 2.2 Tools, materials and equipment appropriate to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Observation 3.2. Questioning 3.3. Practical demonstration
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated work environment.

CORE COMPETENCIES

UNIT OF COMPETENCY : **IDENTIFY AND MEET CLIENT REQUIREMENTS**

UNIT CODE : **SOC264301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes needed to identify and meet client requirements. It includes determining client needs, delivering service to clients, and conveying client need within the organization.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine client needs	1.1 **Clients** are identified in accordance with business goals and shared objectives 1.2 Appropriate questioning and active listening are used to fully determine client needs 1.3 **Client needs** are assessed for urgency to identify priorities for service delivery 1.4 **Hazards** are identified, risks assessed and control measures implemented 1.5 Clients are provided with information about available options for meeting their needs and assisted in identifying preferred options 1.6 Personal limitations in addressing client needs are identified and assistance is sought from designated persons as required	1.1 Types of Clients 1.2 Client Needs 1.3 Hazards, Risks and Control Measures	1.1 Interpersonal Skills 1.2 Keen on details 1.3 Information gathering 1.4 Communication Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Deliver service to clients	2.1 ***Communication*** is undertaken with clients in a clear, concise and courteous manner 2.2 Appropriate client service is provided to meet identified needs in accordance with organizational requirements and shared objectives 2.3 Information and follow-up regarding problems and delays are provided within appropriate timeframes 2.4 Opportunities to enhance the quality of service are identified and acted upon	2.1 Communication 2.2 Client Service 2.3 Opportunities for Enhancement	2.1 Interpersonal Skills 2.2 Keen on details 2.3 Information gathering 2.4 Communication Skills
3. Convey client need within the organization	3.1 Outcomes of client service interactions are communicated to appropriate persons in the organization 3.2 Relevant documentation is confirmed, completed and processed 3.3 ***Feedback mechanisms*** are used to ensure continuous improvement of client service outcomes	3.1 Client Service Interactions 3.2 Documentation 3.3 Feedback Mechanisms	3.1 Interpersonal Skills 3.2 Keen on details 3.3 Information gathering 3.4 Communication Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Client	May include: 1.1 Social Events (e.g. Weddings, Baptism, Necrological Service) 1.2 Church (e.g. Mass, Worship, Prayer Gathering) 1.3 Theater 1.4 Police Precincts (Brgy. Lupon)
2. Client Needs	May include: 2.1 Language Modality 2.2 Scope of Event 2.3 Physical Arrangement Requirements

3. Hazards	May include:
	3.1 Physical Hazards
	    3.1.1 Vibration
	    3.1.2 Noise
	    3.1.3 Slips
	    3.1.4 Trips
	    3.1.5 Falls
	3.2 Ergonomic Hazards
	    3.2.1 Repetitive Movement
	    3.2.2 Manual Handling
	    3.2.3 Poor Body Positioning
	3.3 Chemical Hazards – any hazardous substance that can cause harm to your employees;
	3.4 Biological Hazards – bacteria and viruses that can cause health effects
	    3.4.1 Hepatitis
	    3.4.2 HIV/AIDS
	    3.4.3 Corona Virus

4. Communication	May include: 4.1 Linguistic — written and spoken words 4.2 Visual — images (moving or still) 4.3 Aural — sound, music 4.4 Gestural — movement, expression, body language 4.5 Spatial — position, physical arrangement, proximity
5. Feedback Mechanism	May include: 5.1 Forms 5.2 Interviews 5.3 Observations

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined client needs 1.2 Delivered service to clients 1.3 Conveyed client need within the organization
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 Observation with Questioning 3.3 Case Analysis 3.4 Demonstration with Questioning 3.5 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **PERFORM PREPARATORY ACTIVITIES**

UNIT CODE : **SOC264302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes needed to perform preparatory activities. It includes setting-up tools, materials and equipment for remote interpreting and in person arrangements and setting-up of work area.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Set-up tools, materials and equipment in remote interpreting arrangement	1.1 *Audio visual equipment* are set-up in accordance with established procedures 1.2 Appropriate *attire, backdrop and lightings* are set-up in accordance with established procedures 1.3 Appropriate *bandwidth connectivity* is set-up in accordance with established procedures	1.1 Remote Interpreting Arrangement 1.2 Process in setting-up tools and equipment for signing frame/space 1.3 Process in setting-up of backdrop and lightings 1.4 Bandwidth connectivity 1.5 Media platforms	1.1 Interpersonal Skills 1.2 Keen on details 1.3 Ability to adapt to new technologies and applications 1.4 Information Gathering
2. Set-up tools, materials and equipment in person arrangements	2.1 *Audio-visual equipment* needed are set-up in accordance with established procedures 2.2 Appropriate placement of *visual aid tools and audio equipment* vis-à-vis the signer and the Deaf audience are set-up in accordance with established procedures 2.3 Appropriate *backdrop and lightings* are set-up in accordance with established procedures 2.4 Appropriate *attire* is used in accordance with accepted colors, style without print and that are not visually distracting	2.1 Process in setting-up audio-visual tools (e.g. microphones, sound speakers) if necessary 2.2 Process in setting-up placement of visual aid tools and audio equipment 2.3 Process in setting-up of backdrop and lightings 2.4 Process of identifying appropriate attire and accepted colors and style	2.1 Interpersonal Skills 2.2 Keen on details 2.3 Information Gathering

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Set-up work area	3.1 Appropriate *physical arrangement* ideal for the deaf audience/client is set-up in accordance with established procedures 3.2 Ensure *field of vision* of Deaf clients are unobstructed and in accordance with established procedures 3.3 Appropriate response to *environmental, interpersonal, and intrapersonal demands* of Filipino Sign Language) FSL Signing	3.1 Process of arranging the physical environment ideal for the deaf audience/client 3.2 Process in ensuring field of vision of clients are unobstructed 3.3 Process of understanding environmental, interpersonal and intrapersonal demands of FSL signers	3.1 Information Gathering 3.2 Interpersonal Skills 3.3 Intrapersonal Skills 3.4 Assertiveness Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Audio Visual Equipment	May include: 1.1 Camera (e.g. webcam, cellphone, etc.) 1.2 Audio Equipment (e.g. speakers, headsets, etc.) 1.3 Microphone stand
2. Attire	May include: 2.1 Clothing of the interpreter should be predominantly black, though other neutral colors like dark blue, brown, grey etc. can be used as a secondary color underneath black attire. 2.2 Clothing is business/casual and should not have any patterns, prints, shiny buttons/zippers, logos, pictures, letters, numbers, neon or any design that will be visually distracting

3. Backdrop	May include:
	3.1 Backdrop for remote interpreting
	      3.1.1 Plain cloth
	      3.1.2 Plain colored wall
	      3.1.3 Green Screen
	
	3.2 Backdrop specifications
	      3.2.1 Clean
	      3.2.2 Plain
	      3.2.3 Lit Properly
	      3.2.4 size should fit full body signing space of the signer

4. Lightings	May include:
	4.1 Kinds of Lightings
	      4.1.1 Soft Light
	      4.1.2 Ring Light
	4.2 Lighting Characteristics
	      4.2.1 Natural source of light
	      4.2.2 Lighting should be positioned as appropriate

5. Bandwidth Connectivity	May include: 5.1 Network Bandwidth Capacity 5.2 Network Bandwidth Consumption 5.3 Multimedia Bandwidth 5.4 Internet Connection Bandwidth (50 mbps)
6. Physical Arrangement	May include: 6.1 Traditional Rows or Columns 6.2 Theater Style 6.3 Chevron 6.4 Perpendicular 6.2 Horseshoe or U-shape

VARIABLE	RANGE
7. Field of Vision	May include: 7.1 What can be seen above 7.2 What can be seen below 7.3 What can be seen either side of the point the eyes are focused on
8. Environmental demands	May include: 8.1 Understanding physical demands of interpreting 8.2 Preparedness to work in various interpreting settings
9. Interpersonal Demands	May include 9.1 Assessing language mode of deaf consumer 9.2 Ability to adapt to range of consumer communication modes 9.3 Assessing hearing consumer's understanding of interpreting process 9.4 Ability to adapt to hearing consumer's level of understanding of interpreting process 9.5 Ability to educate deaf/hearing consumers about roles/duties/limitations of interpreters
10. Intrapersonal Demands	10.1 Assertiveness skills to advocate for self and one's needs 10.2 Ability to identify "inner noise" and deal with it appropriately

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Set-up tools and equipment in remote interpreting arrangement 1.2 Set-up tools and equipment in remote interpreting arrangement 1.3 Set-up work area
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 Observation with Questioning 3.3 Case Analysis 3.4 Demonstration with Questioning 3.5 Written Examination 3.6 Video Demonstration (part of demonstration with questioning
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **SET-UP TEAM SUPPORT SYSTEM**

UNIT CODE : **SOC264303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to set-up team support. It includes identifying kind of team support, planning team support, setting-up team support system, and monitoring team support.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify kind of team support	1.1 **Information** needed is gathered in accordance with established procedures 1.2 Information needed is processed in accordance with established procedures 1.3 Information needed is used in accordance with established procedures	1.1 Information 1.2 Team Support 1.3 Team Members 1.4 Procedures in gathering information 1.5 Procedures in processing information	1.1 Information gathering 1.2 Collaboration and teamwork skills 1.3 Communication skills 1.4 Keen on details 1.5 Interpersonal Skills
2. Plan team support system	2.1 **Client needs information** are identified in accordance with established procedures 2.2 Client needs information are processed in accordance with established procedures 2.3 Client needs information are processed in accordance with established 2.4 **Materials** needed for team support are prepared in accordance with established procedures	2.1 Client needs 2.2 Roles of team members 2.3 Materials needed for team support 2.4 Planning Process	2.1 Information gathering 2.2 Collaboration and teamwork skills 2.3 Communication skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Set-up team support system	3.1 Specific roles to each ***team member*** are assigned in accordance with established procedures 3.2 Setting-up team support requirements are processed in accordance with established procedures 3.3 Setting-up team support requirements are used in accordance with established procedures	3.1 Process of Setting-up Team Support 3.2 Process of Assigning Specific Roles of Team Members	3.1 Information gathering 3.2 Collaboration and teamwork skills 3.3 Communication skills 3.4 Keen on details 3.5 Interpersonal Skills
4. Monitor team support	4.1 ***Monitoring team support requirements*** are identified in accordance with established procedures 4.2 Monitoring team support requirements are processed in accordance with established procedures 4.3 Monitoring team support requirements are used in accordance with established procedures	4.1 Monitoring team support requirements 4.2 Identification Process 4.3 Processing of information 4.4 Utilization of processed information and team support requirements	4.1 Information gathering 4.2 Monitoring skills 4.3 Collaboration and teamwork skills 4.4 Communication skills 4.5 Keen on details 4.6 Interpersonal Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1 Content 1.2 Language Modality 1.3 Acronyms
2. Client Needs	May include: 2.1 Language Modality 2.2 Scope of Event 2.3 Physical Arrangement Requirements
3. Team Members	May include: 3.1 Partner Signer 3.2 Deaf Client 3.3 Organizer 3.4 Consumer
4. Materials	May include: 4.1 Pen 4.2 Notebook 4.3 Watch 4.4 Cellphone
5. Monitoring team support requirements	May include: 5.1 Turn-Taking (Shifting) 5.2 Feeding of Signs 5.3 Note Taking of Feedbacks

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified kind of team support 1.2 Planned team support system 1.3 Set-up team support system 1.4 Monitored team support
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 Observation with Questioning 3.3 Case Analysis 3.4 Demonstration with Questioning 3.5 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **PROVIDE COMMUNICATION FACILITATION**

UNIT CODE : **SOC264304**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to provide communication facilitation. It includes planning, demonstrating, monitoring and evaluating communication facilitation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan communication facilitation	1.1 *Type of communication facilitation* needed is identified in accordance with established procedures 1.2 *Type of communication modes* are identified in accordance with established procedures 1.3 Type of sign language communication process are processed in accordance with established procedures 1.4 Type of communication facilitation are processed in accordance with established procedures 1.5 Type of communication modes needed is processed in accordance with established procedures 1.6 Type of communication sign language processes needed are processed in accordance with established procedures 1.7 Types of communication facilitation, modes, and sign language processes needed are used in accordance with established procedures	1.1 Types of Communication Facilitation 1.2 Types of Communication Modes 1.3 Types of Sign Language Processes 1.4 Process in Identifying Communication Facilitation 1.5 Process in Identifying Communication Modes 1.6 Process in Identifying Sign Language Communication Process	1.1 Information gathering 1.2 Monitoring skills 1.3 Collaboration and teamwork skills 1.4 Communication skills 1.5 Keen on details 1.6 Interpersonal Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Demonstrate communication facilitation	2.1 **Source language** (spoken or signed) is understood effectively at all times 2.2 Source language is processed into **target language** incorporating **cultural mediation, sign linguistics implied meaning, discourse markers**, etc. at all times 2.3 Target language utterances are produced at all times	2.1 Proficiency in spoken language including, English and/or Tagalog/Filipino, other Philippine languages (i.e. Hiligaynon, Cebuano, Waray) 2.2 Proficiency in Filipino Sign Language including the sign variants within regional communities 2.3 Knowledge in signed linguistics including phonology, morphology, movement, placement, palm orientation and NMS (Non-Manual signs) 2.4 Understanding of Deaf culture, identity and oppression	2.1 Listening Skills 2.2 Communication skills (public speaking) 2.3 Cognitive listening skills, including recognition of non-verbal communication 2.4 Critical thinking skills
3. Monitor communication facilitation	3.1 **Communication facilitation requirements** are identified in accordance with established procedures 3.2 Communication facilitation requirements are processed in accordance with established procedures 3.3 Communication facilitation requirements are used in accordance with established procedures 3.4 Communication facilitation requirements are monitored in accordance with established procedures	3.1 Managing the Interpreting Process 3.2 Emotional Management 3.3 Proper Delivery of Communication Facilitation 3.4 Managing the Demands Communication Facilitation (e.g. environmental, interpersonal, intrapersonal)	3.1 Listening Skills 3.2 Facilitation Skills 3.3. Analytical Skills 3.4 Emotion Regulation Skills 3.5 Communication skills 3.6 Critical thinking skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Evaluate communication facilitation	4.1 ***Communication facilitation requirements*** are identified in accordance with established procedures 4.2 Communication facilitation requirements are processed in accordance with established procedures 4.3 Communication facilitation requirements are used in accordance with established procedures 4.4 Communication facilitation requirements are evaluated in accordance with established procedures	4.1 Self Evaluation 4.2 Peer Evaluation 4.3 Client Evaluation 4.4 Documentation Process	4.1 Information Gathering Skills 4.2 Listening Skills 4.3 Good Written Communication Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Type of Communication Facilitation	May include: 1.1 Sign Language to Spoken Language 1.2 Spoken Language to Sign Language 1.3 Sign Language to Visual Gestural Communication
2. Types of Communication Mode	May include: 2.1 Manually Coded English 2.2 Visual Gestural Communication 2.3 Filipino Sign Language (FSL) and Other Sign Languages
3. Types of Communication Processes	May include: 3.1 Simultaneous Interpreting 3.2 Consecutive Interpreting
4. Source Language	May include: 4.1 Spoken and Written English 4.2 Spoken and Written Filipino 4.3 Other Spoken and Written Philippine Languages 4.4 FSL and Other Signed Languages 4.5 Other Signed Systems
5. Target language	May include: 5.1 Spoken and Written English 5.2 Spoken and Written Filipino 5.3 Other Spoken and Written Philippine Languages 5.4 FSL and Other Signed Languages 5.5 Other Signed Systems
6. Cultural Mediation	May include: 6.1 Deaf Culture 6.2 Deaf Norms and Behavior 6.3 Elements of Visual Language 6.4 Social Inclusion 6.5 Power Dynamics interpreting element that incorporates Audio/visual concepts, and cultural factors in interpreting process

7. Sign Linguistics	May include:
	7.1 Distinction of Spoken and Visual Sign Language
	7.2 Sign Language Families
	7.3 Parameters of Sign Language
	    7.3.1 Hand Shape
	    7.3.2 Location
	    7.3.3 Movement
	    7.3.4 Palm Orientation
	    7.3.5 Non-Manual Hand Signals

VARIABLE	RANGE
8. Implied Meaning	May include: 8.1 Tone of Voice 8.2 Inferencing 8.3 Affect 8.4 Facial Expression
9. Discourse Markers	May include: 9.1 Listing 9.2 Pausing and Phrasing 9.3 Connective Signs

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Planned communication facilitation 1.2 Demonstrated communication facilitation 1.3 Monitored communication facilitation 1.4 Evaluated communication facilitation
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 Observation with Questioning 3.3 Case Analysis 3.4 Demonstration with Questioning 3.5 Written Examination
4. Context of Assessment	4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **PERFORM POST WORK ACTIVITIES**

UNIT CODE : **SOC264305**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in performing post work activities. It includes preparing documentation materials, providing feedback to client, supervisor/mentor, partner, performing housekeeping and safekeeping of tools, materials and equipment

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare documentation materials	1.1 Video sample of work has been stored in accordance with established procedures 1.2 Video sample of work has been evaluated in accordance with established procedures 1.3 Evaluation of sample works has been documented in accordance with established procedures	1.1 Video and audio documentation of work 1.2 Process of video documentation 1.3 Evaluation of sample work 1.4 Documentation of sample Work	1.1 Listening Skills 1.2 Facilitation Skills 1.3 Analytical Skills 1.4 Communication skills 1.5 Critical thinking skills
2. Provide feedback to client	2.1 Information regarding feedback is gathered in accordance with established procedures 2.2 Information regarding feedback is processed in accordance with established procedures 2.3 Information regarding feedback is used to provide feedback to and from clients in accordance with established procedures	2.1 Feedback information 2.2 Process in gathering feedback Information for clients 2.3 Process in evaluating feedback information for clients 2.4 Process in providing feedback information for clients	2.1 Information Gathering skills 2.2 Processing Skills 2.3 Good written communication skills 2.4 Computer Literacy Skills 2.5 Listening Skills 2.6 Facilitation Skills 2.7 Analytical Skills 2.8 Communication skills 2.9 Critical thinking skills
3. Provide feedback to supervisor/mentor	3.1 Information regarding feedback is gathered in accordance with established procedures 3.2 Information regarding feedback is processed in accordance with established procedures 3.3 Information regarding feedback is used to provide feedback from	3.1 Feedback information 3.2 Process in gathering feedback information for supervisor 3.3 Process in evaluating feedback information for supervisor	3.1 Information 3.2 Gathering skills 3.3 Processing Skills 3.4 Good written communication skills 3.5 Computer Literacy Skills 3.6 Listening Skills 3.7 Facilitation Skills 3.8 Analytical Skills

	supervisor in accordance with established procedures	3.4 Process in providing feedback information for supervisor	3.9 Communication skills 3.10 Critical thinking skills
4. Provide feedback to partner	4.1 Information regarding feedback is gathered in accordance with established procedures 4.2 Information regarding feedback is processed in accordance with established procedures 4.3 Information regarding feedback is used to provide feedback from partner in accordance with established procedures	4.1 Feedback information 4.2 Process in gathering feedback information for partner 4.3 Process in evaluating feedback information for partner 4.4 Process in providing feedback information for partner	4.1 Information 4.2 Gathering skills 4.3 Processing skills 4.4 Good written communication skills 4.5 Computer literacy skills 4.6 Listening skills 4.7 Facilitation skills 4.8 Analytical skills 4.9 Communication skills 4.10 Critical thinking skills

5. Provide housekeeping and safekeeping of tools, materials and equipment	5.1 Materials and supplies are maintained, recorded and stored in accordance with remote interpreting and OSH policies/guidelines policies and guidelines
	5.2 Tools are maintained, recorded and stored in accordance with remote interpreting and OSH policies/guidelines policies and guidelines
	5.3 Equipment are inspected, checked, and evaluated for maintenance program in accordance with manufacturer's manual
	5.4 Video booth is cleaned, sanitized and prepared for the next activity
	5.5 Documentation are followed according to housekeeping and safekeeping procedures
		5.1 PD 856 (Sanitation Code of the Philippines)
		5.2 RA 9003 (Ecological Waste management program Act of 2000)
		5.3 OSH policies/guidelines policies and guidelines
		5.4 Environment safety rules and regulations
		5.5 Basic mathematics
		5.6 Housekeeping and safekeeping
		  5.6.1 Maintenance program
		  5.6.2 Inventories procedures
		  5.6.3 5S Principles
		  5.6.4 Kinds of materials, supplies
		  5.6.5 Kinds of products
		  5.6.6 Tools and equipment
		5.7 Storing of supplies, materials, products, tools, and equipment
			5.1 Segregating and disposing waste materials
			5.2 Checking, evaluating and controlling products, tools and equipment for risk and hazardous practices
			5.3 Following, understanding and complying with Environment and Safety rules and Regulations, PD 856, RA 9003, DOH and OSH policies/guidelines policies and guidelines
			5.4 Applying basic mathematics

RANGE OF VARIABLES

VARIABLE	RANGE

1. Information	May include:
	1.1 Client
	    1.1.1 Content Accuracy
	    1.1.2 Process Effectiveness
	    1.1.3 Sign Choices
	1.2 Supervisor/Mentor
	    1.2.1 Work Ethics
	    1.2.2 Program Comprehensiveness
	1.3 Partner
	    1.3.1 Content Accuracy
	    1.3.2 Process Effectiveness
	    1.3.3 Sign Choices
	    1.3.4 Professional Development Strategies

2. Forms of feedback	May include: 2.1 Forms 2.2 Interviews 2.3 Observations

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared documentation materials 1.2 Provided feedback to client 1.3 Provide feedback to supervisor/mentor 1.4 Provide feedback to partner 1.5 Performed housekeeping and safekeeping of tools, materials and equipment
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 Observation with Questioning 3.3 Case Analysis 3.4 Demonstration with Questioning 3.5 Written Examination
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or through an accredited institution

SECTION 3   TRAINEE ENTRY REQUIREMENTS, TRAINER'S QUALIFICATONS, LIST OF TOOLS, MATERIALS AND EQUIPMENT; AND TRAINING FACILITIES

3.1   TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to enroll in this program must possess the following requirements:

- Completed at least 10 years basic education or Holder of Alternative Learning Systems (ALS) certificate of completion with Grade 10 equivalent
- Basic communication skills
- Basic skill in using video technology and applications
- Physical qualification: physical dexterity*
- Screening interview on trainee's level of exposure to the Deaf community, Deaf value system, Deaf culture and Filipino Sign Language*

*Note:

*Physical dexterity

Evidence to be shown during the initial interview with the Deaf teacher/staff at the TESDA Accredited Training Center. Demonstration of task such as:

a. Produce a sign (sample)
b. Involves raising their arms, moving their fingers, rotating their wrists

Applicants that have motor physical barriers or experience chronic pain in joints are not recommended to enroll in a Sign Language Program that will require them to make such movements.

*Screening Interview

The Deaf Faculty of the Training Institution or the TESDA accredited training center that will be part of the teaching staff and invited members of the Deaf Community (PFD Representative)

Applicants must be screened by Deaf people because of a variety of reasons:

- Deaf people need to be the gatekeepers of Filipino Sign Language
- Assessment of the applicant's attitude is essential.
- Deaf people must be present in all stages of training, including the application process

Interviews are required but will not hinder the applicant from passing or being accepted in the program.

Sample questions:
  1. What is your purpose for learning sign language?
  2. Were you able to meet or interact with a Deaf person before?

But what's important is that a Deaf staff (of the Training Center) will handle the interview, to be assisted by the Voice Interpreter.

3.2   TRAINER'S QUALIFICATIONS

- Must be a holder of Trainer's Methodology Certificate (TMC) OR must have experience in teaching Filipino Sign Language for two (2) years for the last five (5) years; and
- Must be college graduate of any course; and
- Must have undergone Training on Sign Language Teaching (FSL Linguistics, Teaching Methodologies); and
- Must have an understanding of the other sign languages and communication modalities;
- **Deaf Trainers:**
  - Must be able to teach Filipino Sign language subjects and is culturally "D" Deaf to ensure that the cultural aspects of language are integrated and the language currently used by the community is being used; and
  - He/she must be involved with the Deaf community for the last five (5) years; and
  - Must have two (2) years of teaching experience for the last five (5) years.
- **Hearing Trainers:**
  - Must be able to teach subjects that require both spoken and visual language proficiency; and
  - Must be done by hearing persons with a background in interpreting for five (5) years; and
  - Must have a recommendation letter from a member of a national or federation of Deaf organizations; and
  - Must have two (2) years of teaching experience for the last five (5) years.

3.3   LIST OF TOOLS, MATERIALS AND EQUIPMENT

Recommended list of tools, equipment and materials for the training of **15 trainees** for Filipino Sign Language Services Level II.

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

Recommendation: maximum of <u>15 students</u> per batch to ensure that interpersonal skills can be developed comprehensively.

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	UNITS	Personal Mobile Devices (cellphone/tablets)
15	UNITS	Computers with webcam
1	UNIT	In the classroom: Remote Interpreting Set-Up (including lights, stands and backdrop)

INSTRUCTIONAL MANUALS/FORMS/READING MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
Videos for FSL learning:		
2	Per interpreting setting	This will be selected by Deaf teacher from videos, vlogs, news casts etc. produced by the Deaf community
Books		
15	PCS	"So you want to be an Interpreter" - Jan Humphries
15	PCS	"Reading Between the Signs" - Anna Mindess
15	PCS	"Mask of Benevolence" - Harlan Lane
15	PCS	Filipino Sign Language – A compilation of signs from regions of the Philippines Part 1 -Philippine Federation of the Deaf
15	PCS	Filipino Sign Language – A compilation of signs from regions of the Philippines Part 2 -Philippine Federation of the Deaf
15	PCS	An Introduction to Filipino Sign Language – Philippine Deaf Resource Center, Philippine Federation of the Deaf
Journal Articles		
15	PCS	Application of Demand-Control Theory to Sign Language Interpreting: Implications for Stress and Interpreter Training, *The Journal of Deaf Studies and Deaf Education*, Volume 6, Issue 1, January 2001, Pages 1–14, https://doi.org/10.1093/deafed/6.1.1 Robyn K. Dean, Robert Q Pollard, Jr.
Relevant Policies and Procedure Manuals:		
15	PCS	RA 11106, 10533, 10410
15	PCS	Magna Carta for People with Disabilities
15	PCS	UNCPRD pdf Article 9, 24, 30
15	PCS	Inclusive Education IRR
15	PCS	FSL Task Force memorandums
15	PCS	ADA (Americans with Disability Act)
15	PCS	RID or AVLIC interpreter Code of Ethics
15	PCS	PNASLI Interpreter Code of Ethics

MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
15	PCS	Ballpen
15	PCS	Pencil
3	REAMS	Coupon Bond / Bond Paper
15	PCS	Logbook
15	PCS	Folder
15	PCS	Fastener
15	PCS	Eraser
15	PCS	Notebook
15	PCS	Ruler, 12 inches
15	PCS	Hand sanitizer, 100 ml
Personal Protective Equipment:		
15	PCS	Face Shield
25	PCS	Surgical Mask (disposable)
Cleaning and Disinfection Materials:		
10	BTLS	Alcohol, 70% Isopropyl content, 500 ml
5	BARS	Hand soap
5	BTLS	Chlorine bleach, 500 ml

EQUIPMENT / FURNITURE & FIXTURES (OFFICE)

QTY	UNIT	DESCRIPTION/SPECIFICATION
2	UNITS	Video Camera
1	UNIT	Video Editing Software
2	UNITS	Soft Light
1	UNIT	Green/Blue Backdrop
1	UNIT	Airconditioning Unit
20	UNITS	Classroom Armchair with Wheels
1	UNIT	Whiteboard
Communication Devices:		
2	UNITS	Cellphone with camera
2	UNITS	Computer Unit with Accessories with following specs: - Windows 8 and higher - At least 8GB RAM - At least 500GB of hard disk space - At least 2.89 ghz processor - At least 5mbps internet connection
2	UNITS	Laptop with following specs: - OS Name- Microsoft Windows 10 Pro - Processor Inter ® Core ™ i7-10510U CPU @1.8 GHz 2.30 GHz - Installed RAM 16.0 GB (15.0GB usable

		- Device DCE 114b8-5AC4-4CB5-8CBE-051F72A148C6 - System Type 64-Bit operating system, x 64-based processor
1	MBPS	Fiber Internet Connection and accessories with above 50 mbps

3.4 TRAINING FACILITIES

Based on a class intake of 15 learners/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Distance Learning (Laboratory/Workshop/Activity area)	3x4	12	12
Video Recording Booth	3x3	9	9
Practical Work Area	5x4	20	20
Contextual Learning Area (Lecture Room)	5x6	30	30
Separate restrooms for female, male and PWD		10	10
Circulation Area (30% of total area)		22	22
Total Workshop Area:			**103 sq. m.**

*__Note: Include Interpreters Staff in the Training Centers__

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