COMPETENCY STANDARDS

CONTENT CREATION
(SOCIAL MEDIA) PQF LEVEL III

INFORMATION AND COMMUNICATION TECHNOLOGY SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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TABLE OF CONTENTS

INFORMATION AND COMMUNICATION TECHNOLOGY SECTOR

CONTENT CREATION (SOCIAL MEDIA) PQF LEVEL III

COMPETENCY STANDARDS FOR
CONTENT CREATION (SOCIAL MEDIA) PQF LEVEL III

SECTION 1 QUALIFICATION DESCRIPTOR

The **CONTENT CREATION (SOCIAL MEDIA) PQF LEVEL III** qualification consists of competencies that a person must achieve to create and share content intended to educate or entertain an audience across social media platforms. It focuses on the creation of concepts for social media posting, translation of concepts into multimedia content, and propagation of content.

The units of competency comprising this qualification include the following:

Code	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
Code	**COMMON COMPETENCIES**
ICT315202	Apply quality standards
ICT311203	Perform Computer Operations
Code	**CORE COMPETENCIES**
AB-1381500000-ICT-251301	Create concepts for social media posting
AB-1381500000-ICT-251302	Translate concepts into multimedia content
AB-1381500000-ICT-251303	Propagate content

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

- ▪ Social Media Content Creator

SECTION 2   COMPETENCY STANDARD

This section gives the details of the contents of the units of competency required in **CONTENT CREATION (SOCIAL MEDIA) PQF LEVEL III.**

BASIC COMPETENCIES

UNIT OF COMPETENCY   :   LEAD WORKPLACE COMMUNICATION

UNIT CODE   :   400311319

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to **workplace discussions** on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.2 Organization requirements for written and electronic communication methods 2.3 Effective verbal communication methods 2.4 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **LEAD SMALL TEAMS**

UNIT CODE : **400311320**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	knowledge and aptitude required to undertake the assigned task based on company policies. 2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	and targets 2.2 Individual and group expectations and assignments 2.3 Ways to improve group leadership and membership	2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 **Performance is monitored** based on defined performance criteria and/or assignment instruction 4.2 Team members	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	are provided with ***feedback,*** positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 ***Performance issues*** which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met 4.6 Follow-up communication is provided on all issues affecting the team		
	4.7 All relevant documentation is completed in accordance with company procedures		

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2 Assessed and monitored team and individual performance against set criteria 1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Resource	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Oral Questioning 3.3 Portfolio
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE : **400311321**

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Examine specific workplace challenges	1.1 Variances are examined from normal operating **parameters;** and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and *analytical techniques*. 1.3 **Problems** are clearly stated and specified.	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges. 1.3 Relevant equipment and operational processes. 1.4 Enterprise goals, targets and measures. 1.5 Enterprise quality OHS and environmental requirement. 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards.	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 1.2 Identifying extent and causes of specific challenges in the workplace.

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Formulate resolutions to specific workplace challenges	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 **Action *plans*** are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 3.2 Identifying extent and causes of specific challenges in the workplace. 3.3 Providing clear-cut findings on the nature of each identified workplace challenges. 3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Implement action plans and communicate results	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.3 Recommendations are presented to appropriate personnel 4.4 Recommendations are followed-up, if required.	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2. Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 4.2 Identifying extent and causes of specific challenges in the workplace. 4.3 Providing clear-cut findings on the nature of each identified workplace challenges. 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY **:** **WORK IN A DIVERSE ENVIRONMENT**

UNIT CODE **:** **400311322**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence
3. Identify common issues in a multicultural and diverse environment	3.1 **Diversity-related conflicts** within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly. 3.3 Change management policies are in place within the organization.	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace

RANGE OF VARIABLE

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY	:	**PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**
UNIT CODE	:	**400311323**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Generate practical action plans for improving work procedures, processes	2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized 2.2 Range of ideas with other team members and colleagues are evaluated and discussed 2.3 Work procedures and processes subject to change are selected based on *workplace requirements* (feasible and innovative). 2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems. 2.5 *Critical inquiry* is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.	2.1 Seven habits of highly effective people. 2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 2.3 Five minds of the future concepts (Gardner, 2007). 2.4 Adaptation concepts in neuroscience (Merzenich, 2013). 2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	2.1 Assessing readiness for change on simple work procedures, processes and systems. 2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation. 2.3 Facilitating action plans on how to apply innovative procedures in the organization.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analyzed to identify the impact of the new work procedures 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure 3.3 Work instruction operational plan of the new work procedure is developed and evaluated. 3.4 Feedback and suggestion are recorded. 3.5 Operational plan is updated. 3.6 Results and impact on the developed work instructions are reviewed 3.7 Results of the new work procedure are evaluated 3.8 Adjustments are recommended based on results gathered	3.1 Five minds of the future concepts (Gardner, 2007). 3.2 Adaptation concepts in neuroscience (Merzenich, 2013). 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation. 3.2 Facilitating action plans on how to apply innovative procedures in the organization. 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems. 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization.

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **USE INFORMATION SYSTEMATICALLY**

UNIT CODE : **400311324**

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

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

ELEMENT	PERFORMANC E CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply information technology (IT)	**2.1. *Technical information*** system is operated using agreed procedures 2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information **2.3. *Software*** required are utilized to execute the project activities 2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external sources 2.5. Information are extracted, entered, and processed to produce the outputs required by customers 2.6. Own skills and understanding are shared to help others 2.7. Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports 2.7. Methods of entering and processing information 2.8. WWW enabled applications	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports 2.7. Describing methods of entering and processing information 2.8. Using WWW applications

ELEMENT	PERFORMANC E CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical information	May include: 2.1. paper based 2.2. electronic
3. Software	May include: 3.1. spreadsheets 3.2. databases 3.3. word processing 3.4. presentation
4. Sources	May include: 4.1. other IT systems 4.2. manually created 4.3. within own organization 4.4. outside own organization 4.5. geographically remote
5. Customers	May include: 5.1. colleagues 5.2. company and project management 5.3. clients

6. Security measures	May include:
	6.1. access rights to input;
	6.2. passwords;
	6.3. access rights to outputs;
	6.4. data consistency and back-up;
	6.5. recovery plans

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

UNIT CODE : **400311325**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret Occupational Safety and Health practices	1.1 ***OSH work practices issues*** are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1. OSH work practices issues 1.2. OSH work standards 1.3. General OSH principles and legislations 1.4. Company/ workplace policies/ guidelines 1.5. Standards and safety requirements of work process and procedures	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Set OSH work targets	2.1 Relevant work information are gathered necessary to determine OSH work targets 2.2 **OSH Indicators** based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 **OSH work instructions** are received in accordance with workplace policies and procedures*	2.1. OSH work targets 2.2. OSH Indicators 2.3. OSH work instructions 2.4. Safety and health requirements of tasks 2.5. Workplace guidelines on providing feedback on OSH and security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	2.1. Communicati on skills 2.2. Collaborating skills 2.3. Critical thinking skills 2.4. Observation skills
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards *3.2* Observed OSH practices are measured against approved **OSH metrics** 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **EVALUATE ENVIRONMENTAL WORK PRACTICES**

UNIT CODE : **400311326**

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : **400311327**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Establish and maintain client-base/ market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/Ince ntives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 *Promotional/advertisi ng initiatives* are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. *3.2* Profitability of enterprise is ensured though appropriate *internal controls*. 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.1 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate :** 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
2. Resource Implications	**The following resources should be provided:** 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	**Competency in this unit may be assessed through :** 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT OF COMPETENCY   :   **APPLY QUALITY STANDARDS**

UNIT CODE   :   **AB-N-ICT315202**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess quality of received materials	1.1. Work instruction is obtained and work is carried out in accordance with standard operating procedures. 1.2. Received **materials** are checked against workplace standards and specifications. 1.3. Faulty materials related to work are identified and isolated. 1.4. **Faults** and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures. 1.5. Faulty materials are replaced in accordance with workplace procedures.	1.1. Relevant production processes, materials and products 1.2. Characteristics of materials, software and hardware used in production processes 1.3. Quality checking procedures 1.4. Quality Workplace procedures 1.5. Identification of faulty materials related to work	1.1. Reading skills required to interpret work instruction 1.2. Critical thinking 1.3. Interpreting work instructions
2. Assess own work	2.1. **Documentation** relative to quality within the company is identified and used. 2.2. Completed work is checked against workplace standards relevant to the task undertaken. 2.3. **Errors** are identified and isolated. 2.4. Information on the quality and other indicators of production performance are recorded in	2.1. Safety and environmental aspects of production processes 2.2. Fault identification and reporting 2.3. Workplace procedure in documenting completed work	2.1. Carry out work in accordance with OHS policies and procedure

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with workplace procedures. 2.5. In cases of deviations from specific *quality standards*, causes are documented and reported in accordance with the workplace's standards operating procedures.	2.4. Workplace Quality Indicators	
3. Engage in quality improvement (Produce)	3.1. Process improvement procedures are participated in relative to workplace assignment. 3.2. Work is carried out in accordance with process improvement procedures. 3.3. Performance of operation or quality of product of 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. Materials	1.1 Materials may include but not limited to:
	    1.1.1. Manuals
	    1.1.2. Job order
	    1.1.3. Instructional videos

0. Faults	2.1 Faults may include but not limited to:
	    2.1.1. Materials not to specification
	    2.1.2. Materials contain incorrect/outdated information
	    2.1.3. Hardware defects
	    2.1.4. Materials that do not conform with any regulatory agencies

0. Documentation	3.1 Organization work procedures 3.2 Manufacturer's instruction manual 3.3 Customer requirements 3.4 Forms

VARIABLE	RANGE

4. Errors	Errors may be related but not limited to the following:
	    4.1.1. Deviation from the requirements of the client
	    4.1.2. Deviation from the requirement of the organization

5. Quality Standards	5.1 Quality standards may be related but not limited to the following:
	    5.1.1. Materials
	    5.1.2. Hardware
	    5.1.3. Final product
	    5.1.4. Production processes
	    5.1.5. Customer service

6. Customer	6.1 Co-worker 6.2 Supplier/Vendor 6.3 Client 6.4 Organization receiving the product or service

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Carried out work in accordance with the company's standard operating procedures 1.2 Performed task according to 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. Methods of Assessment	The assessor must select two of the following to objectively evaluate the candidate: 2.1 Demonstration observation with oral questioning 2.2 Practical demonstration 2.3 Interview
3. Resource Implications	Materials, software and hardware to be used in a real or simulated situation
4. Context of Assessment	Assessment may be conducted in the workplace or in a simulated environment

UNIT OF COMPETENCY : **PERFORM COMPUTER OPERATIONS**

UNIT CODE : **AB-N-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 *OH&S 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	2.1. Basic ergonomics of keyboard and computer user 2.2. Storage devices and basic categories of memory 2.3. Relevant types of software	

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3. Inputted data are stored in *storage 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 file and data

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Maintain computer equipment and systems	5.1. Systems for cleaning, minor **maintenance** and replacement of consumables are implemented 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	5.1 Computer equipment/system basic maintenance procedures 5.2 Viruses 5.3 OH&S principles and responsibilities 5.4 Calculating computer capacity 5.5 System Software 5.6 Basic file maintenance procedures	5.1 Removing computer viruses from infected machines 5.2 Making backup files

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and peripheral devices	1.1. Personal computers 1.2. Networked systems 1.3. Communication equipment 1.4. Printers 1.5. Scanners 1.6. Keyboard 1.7. Mouse
2. Software	Software includes the following but not limited to: 2.1. Word processing packages 2.2. Database packages 2.3. Internet 2.4. Spreadsheets
3. OH & S guidelines	3.1. OHS guidelines 3.2. Enterprise procedures
4. Storage Media	Storage media include the following but not limited to: 4.1. CDs/DVDs 4.2. zip disks 4.3. hard disk drives, local and remote 4.4. USB drives 4.5. Cloud-based
5. Ergonomic Guidelines	5.1 Types of equipment used 5.2 Appropriate furniture 5.3 Seating posture 5.4 Lifting posture 5.5 Visual display unit screen brightness

VARIABLE	RANGE
6. Desktop icons	Icons include the following but not limited to: 6.1 directories/folders 6.2 files 6.3 network devices 6.4 recycle bin
7. Maintenance	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 Selected and used hardware components correctly and according to the task requirement 1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities 1.3. Produced accurate and complete data in accordance with the requirements 1.4. Used appropriate devices and procedures to transfer files/data accurately 1.5. Maintained computer system
2. Methods of Assessment	The assessor must select two of the following to objectively evaluate the candidate: 2.1 Observation 2.1.2. Questioning 2.1.3. Practical demonstration
3. Resource Implications	3.1. Computer hardware with peripherals 3.2. Appropriate software
4. Context of Assessment	Assessment may be conducted in the workplace or in a simulated environment

CORE COMPETENCIES

UNIT OF COMPETENCY : **CREATE CONCEPTS FOR SOCIAL MEDIA**

UNIT CODE : **AB-1381500020-ICT-251301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, (and) attitudes and values needed to create concepts for social media. It includes competencies in conducting research on the latest social media trends and related facts for the content to be created and writing contents for social media.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Conduct research on the latest social media trends and related facts	1.1 *Concepts* are identified based on the clients' needs and/or current *trends* 1.2 *Sources and references* are identified and accessed in accordance with the research activity 1.3 Appropriate representations are established prior to the data gathering 1.4 Data and required materials are *gathered* in accordance with the Data Privacy Act and Anti-Cybercrime Law 1.5 Data gathered are verified and evaluated for authenticity and relevance to the concept	1.1 Research method 1.2 Types of Clients 1.3 Current Trends 1.4 Clients Needs 1.5 Types of Sources/References 1.6 Data Privacy Act (RA 10173) 1.7 Anti-Cybercrime Law (RA 10175) 1.8 Cultural/ Religious beliefs/orientation	1.1 Research Skills 1.2 Communication Skills 1.3 Reading Comprehension Skills 1.4 Interviewing Skills 1.5 Data Gathering Skills 1.6 Internet browsing Skills 1.5 Coordination Skills
2. Write content for social media	2.1 Data gathered are organized according to the needed content 2.2 *Aesthetics* are applied to the organized data/materials 2.3 Data gathered are integrated into the draft script 2.4 Script is finalized based on the concept	2.1 Language/ Dialects 2.2 Word Processing Applications 2.3 Intellectual Property Rights Law	2.1 Organizing Skills 2.2 Writing Skills (news, creatives) 2.3 Proof-reading Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Concepts	Concepts may include but not limited to: 1.1 Skit/Movies 1.2 Monologue 1.3 Song/Dance Performances 1.4 Live Selling/Marketing 1.5 Product Review 1.6 Documentaries 1.7 Life Events 1.8 Personal Development 1.9 Travels 1.10 DIYs/Life Hacks 1.11 Educational/Instructional Advice 1.12 Photo Book 1.13 Podcast 1.15 Digital Radio 1.16 Digital TV 1.17 Interactives 1.18 Memes 1.19 Audio/Music
2. Trends	Trends may include but not limited to: 2.1 Social Media 2.2 News and Current Affairs 2.3 Entertainment 2.4 Sports 2.5 Fashion 2.6 Personalities/Profiles
3. Source and references	Sources and references may include but not limited to: 3.1 Tri-media 3.2 Social Media 3.3 Relevant Personalities/Authorities 3.4 Events 3.5 Places 3.6 Films 3.7 Personal Experiences 3.8 News Articles 3.9 Online Sources
3. Gathering of data and required materials	Gathering of data and required materials may include but not limited to: 4.1 Interviews 4.2 Research 4.3 Internet Browsing 4.4 Photography 4.5 Videography 4.6 Site Visits 4.7 Audio Recording 4.8 CCTV Recording

VARIABLE	RANGE
5. Aesthetics	Aesthetics may include but not limited to: 5.1 Voice over 5.2 Background Music 5.3 Subtitles 5.4 Virtual Backgrounds 5.5 Archived Videos

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Conducted research on the latest social media trends and related facts for the content to be created. 1.2 Wrote content for social media. 1.3 Identified concepts based on the clients' needs and/or current trends 1.4 Identified and accessed sources and references in accordance with the research activity 1.5 Gathered data and required materials in accordance with the Data Privacy Act and Anti-Cybercrime Law 1.6 Verified and evaluated data gathered for authenticity and relevance to the concept 1.7 Organized data gathered according to the needed content 1.8 Applied aesthetics to the organized data/materials 1.9 Integrated data gathered into the draft script 1.10 Finalized script based on the concept
2. Resource Implications	The following resources MUST be provided: 2.1 Required supplies and materials 2.2 Applicable Equipment and tools 2.3 Appropriate software 2.4 Actual or simulated workplace for assessment
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Portfolio Assessment 3.3 Demonstration with oral questioning
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 : **TRANSLATE CONCEPTS INTO MULTIMEDIA CONTENTS**

UNIT CODE : **AB-1381500020-ICT-251302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, (and) attitudes and values needed to translate concepts into multimedia contents. It includes competencies in preparing equipment and peopleware, recording and streaming of content, and performing photo/video/audio editing.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare equipment and peopleware	1.1 Needed *equipment* and staff are identified based on job requirement 1.2 Identified equipment are set-up as designed 1.3 Identified staff are assigned to *respective roles* based on the production requirements 1.4 Required *permits* are secured for the production activities	1.1 Equipment Specifications 1.2 Equipment Setup 1.3 Equipment Operation 1.4 Types of Permits 1.5 Skills Assessment (for peopleware)	1.1 Audio-Visual Manipulation Skills 1.2 Communication Skills 1.3 Good Interpersonal Skills 1.4 Technical Skills 1.5 Housekeeping Skills 1.6 Coordination Skills 1.7 Production Designs Skills
2. Record and Stream content	2.1 *Production mode* is classified based on the script. 2.2 Actual recordings and streaming are executed as planned. 2.3 Storage devices and *streaming platforms* are secured/saved 2.4 Backup data is saved on the designated storage device for post-production and ~~or~~ propagation	2.1 Videography 2.2 Cinematography 2.3 Photography 2.4 Production Modes 2.5 Streaming Platforms 2.6 Storage Devices/Cloud Storage 2.7 Online Streaming Application 2.8 Artificial Intelligence	2.1 Lighting Skills 2.2 Production Designs Skills 2.3 Communication Skills 2.5 Audio-Visual Manipulation Skills 2.6 Broadcasting Skills 2.7 Acting Skills 2.8 Hosting Skills
3. Perform editing	3.1 Needed photos and videos are selected according to the concept 3.2 Needed softwares are identified for *editing*	3.1 Graphic Design 3.2 Video-Editing 3.3 Audio Remastering	3.1 Cinematography 3.2 Musical Scoring Skills 3.3 Color-grading Skills

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Selected pictures and videos are prepared inside the media library on the application software 3.4 Pictures and videos are placed on the timeline for manipulation 3.5 Draft content are produced 3.6 Content is finalized for propagation	3.4 Types of Application Software 3.5 Color-grading	3.4 Photo-Editing Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Equipment	Equipment may include but not limited to: 1.1 Personal Computer/Laptop 1.2 Web Camera 1.3 Professional Camera 1.3 Internet-Capable network 1.5 Smartphone/Android 1.6 Microphone 1.7 Chroma Screen 1.8 Audio Mixers 1.9 Speakers 1.10 Tripod 1.11 Lightings
2. Respective roles	Respective roles may include but not limited to: 2.1 Technical 2.2 Artist/Talent
3. Permits	Permits may include but not limited to: 3.1 Labor Permits 3.2 Animal Welfare Permit 3.3 Permit for the Location
4. Production mode	Production mode may include but not limited to: 4.1 Live 4.2 Recorded
5. Streaming platforms	Streaming platforms may include but not limited to: 5.1 You Tube 5.2 Facebook (Reels) 5.3 Tiktok 5.4 Instagram (Reels) 5.5 Kumu

	5.6 Twitter
6. Editing	Editing may include but not limited to: 6.1 Photo editing 6.2 Audio editing 6.3 Video editing

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Prepared equipment and peopleware 1.2 Recorded and streamed content 1.3 Performed editing 1.4 Identified needed equipment and staff based on job requirement 1.2 Set-up identified equipment as designed 1.3 Assigned identified staff to their respective roles based on the production requirements 1.4 Executed actual recordings/streaming as planned. 1.5 Secured/saved storage devices/streaming platforms 1.6 Saved backup data on the designated storage device for post-production or propagation 1.7 Identified needed software/s for editing 1.8 Prepared selected pictures/videos inside the media library on the application software 1.9 Placed pictures/videos on the timeline for manipulation 1.10 Finalized content for propagation

2. Resource Implications	*The following resources MUST be provided:*
	  2.1 Appropriate supplies and materials
	  2.2 Applicable Equipment and facilities
	  2.3 Appropriate software
	  2.4 Workplace/Assessment Area
	  2.5 Available Talents/Artists

3. Methods of Assessment	Competency in this unit may be assessed through:
	  3.1 Demonstration with Oral Questioning
	  3.2 Portfolio Assessment
	  3.3 Project Output

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 : **PROPAGATE CONTENT**

UNIT CODE : **AB-1381500020-ICT-251303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, (and) attitudes and values needed to propagate content for social media. It includes competencies in marketing content, and performing community management.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Market content	1.1 Target market/audience are identified based on the produced content 1.2 ***Marketing platforms*** are identified based on the target audience's preference 1.3 Marketing ***posters and thumbnails*** are designed based on the needed promotion 1.4 ***Schedule*** for posting are identified based on the marketing demographics 1.5 Content is posted as scheduled* 1.6 Content reach are boosted and optimized based on the required frequency	1.1 Marketing Demographics 1.2 Marketing Platforms 1.3 Marketing Covers/Posters 1.4 Community Management 1.5 Artificial Intelligence 1.6 Advertisement Placement	1.1 Marketing Skills 1.2 Organizing Skills 1.3 Public Relations Skills 1.4 Communication Skills 1.5 Promotional Skills
2. Perform community management	2.1 ***Target communities*** are identified for propagation of the produced content 2.2 Content are shared through reposting to other social media platforms, groups, and pages as needed 2.3 Comments and queries are addressed on time 2.4 Feedbacks are solicited from the target audience 2.5 Analytic reports are generated for evaluation	2.1 Marketing Platforms 2.2 Data Analytics 2.3 Marketing Content 2.4 Online communities 2.5 Data Privacy Act (RA 10173) 2.6 Anti-Cybercrime Law (RA 10175)	2.1 Good interpersonal Skills 2.2 Comment Moderation Skills 2.3 Marketing Skills 2.4 Negotiation Skills 2.5 Analytical Skills 2.6 Browsing Skills 2.6 Communication Skills 2.7 Promotional Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Marketing Platforms	Marketing platforms may include but not limited to: 1.1 YouTube 1.2 Facebook (Reels) 1.3 Tiktok 1.4 Instagram (Reels) 1.5 Twitter 1.6 LinkedIn 1.7 Emails 1.8 Tri-media 1.9 SMS
2. Posters and Thumbnails	Posters and thumbnails may include but not limited to: 2.1 Memes 2.2 Picture 2.3 GIFs 2.4 Movies 2.5 Online Flyers 2.6 Simple Text 2.7 Clickbaits
3. Schedule	Schedule may include but not limited to: 3.1 Prime Time 3.2 Noon Time 3.3 Siesta Time 3.4 Midnight
4. Target communities	Target communities may include but not limited: 4.1 Teens/Minors 4.2 Adult 4.3 Senior 4.4 LGBTQ++ 4.5 Male/Female 4.6 Mothers/Fathers 4.7 OFWs

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Marketed content 1.2 Performed community management 1.3 Identified target market/audience based on the produced content 1.4 Identified marketing platforms based on the target audience's preference 1.5 Identified schedule for posting based on the marketing demographics 1.6 Posted content as scheduled 1.7 Identified target communities for propagation of the produced content 1.8 Generated Analytic Reports for evaluation

2. Resource Implications	*The following resources MUST be provided:*
	   2.1 Appropriate supplies and materials
	   2.2 Applicable Equipment
	   2.3 Appropriate platforms
	   2.4 Workplace/Assessment Area

3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with oral questioning
	     3.2 Portfolio Assessment
	     3.3 Project Output

4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

GLOSSARY OF TERMS

1) Social Media	The interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks.
2) Data	Any information that has been collected, observed, generated or created to validate original research findings.
3) Trend	Any form of collective behavior that develops within a culture, a generation or social group in which a group of people enthusiastically follow an impulse for a short period.
4) Streaming Platform	An on-demand online entertainment source for TV shows, movies and other streaming media
5) Online Community	A group of people with a shared interest or purpose who use the internet to communicate with each other.
6) Boost/Optimize	Help or encourage (something) to increase or improve; make the best or most effective use of (a situation, opportunity, or resource).
7) Social Media Content	Anything you share on social media, whether it's a text update, a photo, graphic, video, link, etc. (visme.co)

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