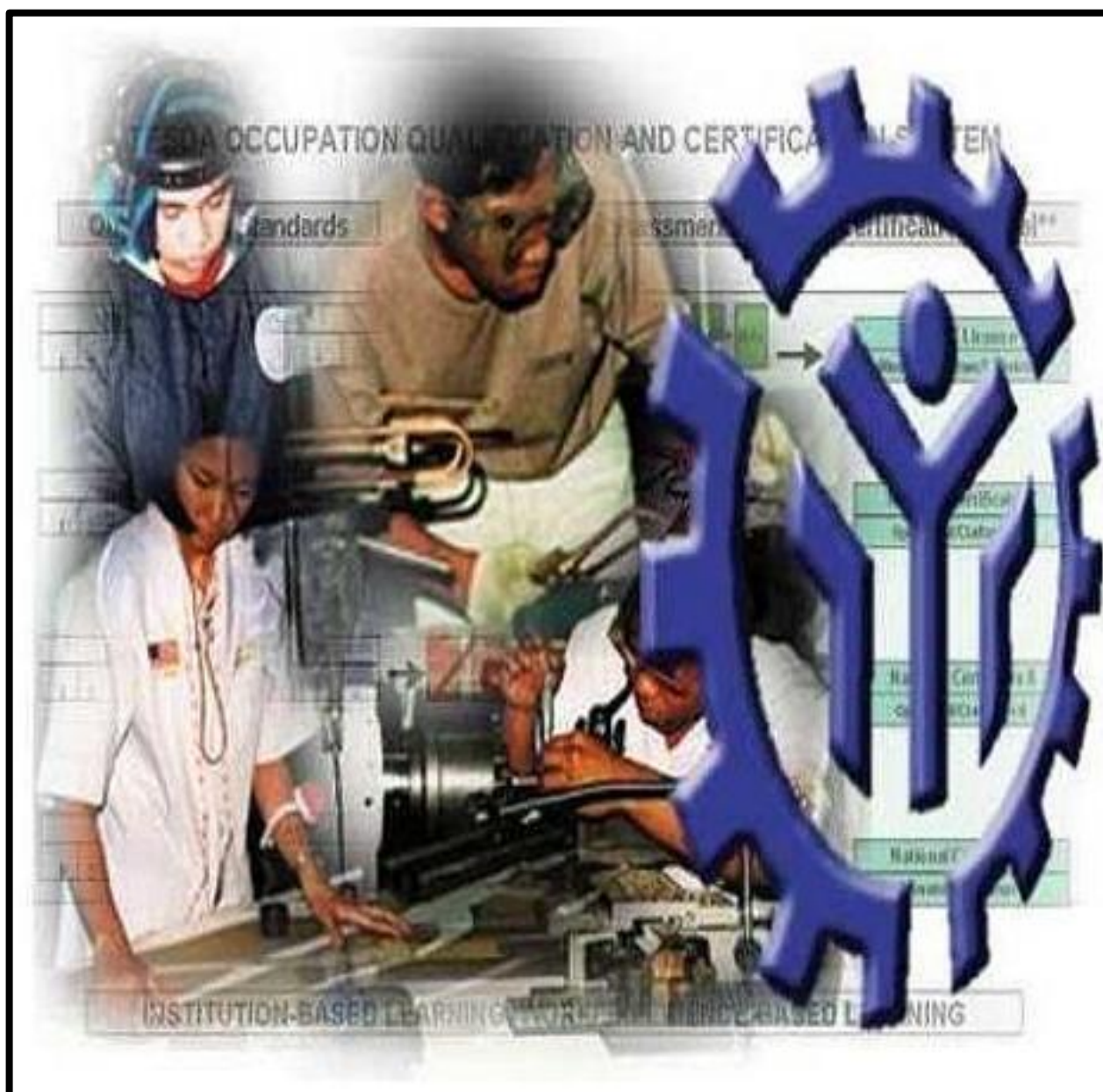


MICRO-CREDENTIAL COURSE

PROMOTING DIVERSITY AND INCLUSION IN THE WORKPLACE LEVEL IV



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TESDA Complex East Service Road, South Luzon Expressway (SLEX), Fort Bonifacio, Taguig City

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

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The Micro-Credential Course (MCC) serves as basis for:

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

Each MCC has two sections:

Section 1 **Definition of Qualification** - describes and defines the competencies that compromise the Competency Standards.

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

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MICRO-CREDENTIAL COURSE FOR

PROMOTING DIVERSITY AND INCLUSION IN THE WORKPLACE LEVEL IV

SECTION 1 PROMOTING DIVERSITY AND INCLUSION IN THE WORKPLACE LEVEL IV QUALIFICATION

The **Promoting Diversity and Inclusion in the Workplace Level IV** micro-credential course equips learners with the essential knowledge and skills to effectively promote diversity, equity, and inclusion (DEI) within organizational settings. This qualification emphasizes recognizing and respecting diversity, implementing inclusive practices, and fostering inclusive decision-making to ensure equal participation and fairness in the workplace.

Learners will acquire competencies in understanding diverse cultural, gender, disability, and social backgrounds, applying inclusive communication strategies, and supporting inclusive practices in decision-making processes. By integrating these DEI strategies into the workplace, the qualification aims to contribute to a more inclusive and equitable work environment that reflects global standards such as the United Nations Sustainable Development Goals (SDGs).

The Unit of Competency comprising this Qualification include the following:

CODE NO.	CORE COMPETENCY
MCC-HDC241302	Promote Diversity and Inclusion in the Workplace

SECTION 2 COMPETENCY STANDARDS

This section details the contents of the units of competency required in **Promoting Diversity and Inclusion in the Workplace Level IV**

CORE COMPETENCY

UNIT OF COMPETENCY : PROMOTE DIVERSITY AND INCLUSION IN THE WORKPLACE

UNIT CODE : MCC-HDC241302

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to implement and manage sustainable practices in design and production processes.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Recognize Diversity in the Workplace	1.1 Diversity dimensions were identified in accordance with organizational values. 1.2 The benefits of workplace diversity were communicated based on the organization's goals. 1.3 Diverse individual and cultural differences were acknowledged following inclusive workplace policies.	1.1 Concepts of diversity and inclusion. 1.2 Organizational diversity policies and values. 1.3 Cultural sensitivity and awareness.	1.1 Analytical Skills 1.2 Communication Skills 1.3 Observational Skills
2. Promote Inclusive Practices in the Workplace	2.1 Inclusive policies and procedures were explained based on legal and organizational standards. 2.2 Barriers to inclusion were addressed in accordance with	2.1 Legal frameworks related to diversity and inclusion. 2.2 Organizational DEI policies. 2.3 Strategies for removing barriers to inclusion.	2.1 Policy explanation 2.2 Communication skills. 2.3 Problem-solving skills 2.4 Implementation skills for inclusive practices. Resource optimization abilities

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	organizational DEI strategies. 2.3 Inclusive practices were implemented following diversity and inclusion frameworks.		
3. Communicate Inclusively in Professional Settings	3.1 Inclusive communication techniques were used based on respect for individual differences. 3.2 Non-discriminatory feedback was provided following inclusive communication guidelines. 3.3 Active listening skills were demonstrated based on inclusive workplace practices.	3.1 Communication techniques for inclusivity. 3.2 Non-discriminatory feedback methods. 3.3 Active listening principles in diverse settings.	3.1 Verbal and non-verbal communication skills. 3.2 Feedback skills based on inclusivity. 3.3 Listening skills 3.4 Interpreting skills.
4. Support Inclusive Decision-Making	4.1 Participation of all individuals was encouraged based on inclusive decision-making models. 4.2 Inclusive behavior was modeled in accordance with organizational practices. 4.3 Decision-making processes were supported following inclusive team collaboration methods.	4.1 Inclusive decision-making models. 4.2 Organizational practices for inclusive behavior. 4.3 Team collaboration techniques.	4.1 Facilitation skills for inclusive participation. 4.2 Modeling inclusive behavior in decision-making. 4.3 Collaborative decision-making skills.

RANGE OF VARIABLES

VARIABLE	Range
1. Diversity Dimensions	May include: 1.1 Gender 1.2 Disability 1.3 Ethnicity 1.4 Culture 1.5 age 1.6 religion 1.7 other factors influencing diversity in the workplace
2. Inclusive Practices	May include: 2.1 Strategies and policies aimed at eliminating discrimination 2.2 promoting fairness 2.3 creating an equitable work environment.
3. Communication Techniques	May include: 3.1 active listening 3.2 inclusive language 3.3 non-discriminatory feedback 3.4 respectful tone.
4. Inclusive Decision-Making Models	May include but not limited to: 4.1 Consensus Decision-Making 4.2 Deliberative Democracy 4.3 Participatory Decision-Making 4.4 Collaborative Decision-Making 4.5 Nominal Group Technique (NGT) 4.6 The "Six Thinking Hats" Approach (Edward de Bono) 4.7 Equity-Oriented Decision-Making

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Recognized Diversity in the Workplace 1.2 Promoted Inclusive Practices in the Workplace 1.3 Communicated Inclusively in Professional Settings 1.4 Supported Inclusive Decision-Making
2. Resource Implications	The following resources should be provided: 2.1 Workplaces or training environments with diverse personnel and organizational structures. 2.2 Access to inclusive workplace policy templates, case studies, and role-play scripts. 2.3 Tools for assessing diversity and inclusion within the workplace (e.g., workplace DEI checklist). 2.4 Resources on gender equality, disability inclusion, and SDG alignment
2 Methods of Assessment	Competency in this unit may be assessed through: 2.2 Practical demonstration 2.3 Project-based assessment

	2.4 Direct observation 2.5 Portfolio review
3 Context for Assessment	3.2 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center

PHILIPPINE QUALIFICATION FRAMEWORK (PQF) LEVEL

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **Promoting Diversity and Inclusion in the Workplace Level IV**.

TOOLS, EQUIPMENT, MATERIALS, and SUPPLIES

TOOLS	
QTY	DESCRIPTION
1 license	Diversity and inclusion assessment tools (such as DEI Workplace Assessment tools or equivalent) for evaluating organizational inclusivity.
1 license	Learning management software for tracking training progress and participant feedback.
1 license	Communication software (e.g., Zoom, Microsoft Teams, or equivalent) for virtual sessions and group discussions.
1 set	Diversity and inclusion policy templates for reference and practice in customizing workplace guidelines.

EQUIPMENT	
QTY	DESCRIPTION
1 unit	Laptop or Desktop Computer for course work, assignments, and online discussions.
1 unit	Audio equipment (e.g., headphones or microphone) for clear communication during online sessions and role-playing.
1 unit	Projector or smart display for use in training environments for group presentations and visual learning.
1 unit	Document camera or digital whiteboard for interactive learning and case study discussions.

MATERIALS	
QTY	DESCRIPTION
1 set	Printed case studies and role-play scripts specific to diversity and inclusion scenarios for practice.
1 copy	Reference book or e-book on diversity, inclusion, and equity practices in the workplace.
1 copy	Local or international DEI legislation documents, such as the Magna Carta for Women, Equality Act, etc.

1 set	Handouts detailing inclusive communication techniques, conflict resolution, and feedback strategies for workplace application.
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SUPPLIES	
QTY	DESCRIPTION
1 set	Workshop kit including markers, sticky notes, flip charts, and whiteboards for brainstorming and action planning.
1 set	Notebook and folder for documenting learning outcomes, reflections, and DEI action plan development.
1 pc	USB drive or cloud storage access (for managing and backing up digital course materials, DEI action plans, and assignments).
1 set	Participant feedback form for self-assessment and course evaluation at the end of the training.

TRAINING DURATION

The training duration for the **Promoting Diversity and Inclusion In the Workplace Level IV** micro-credentials is structured as follows:

Element	<i>Knowledge</i>	<i>Skills Application</i>	<i>Assessment and Reflection</i>	Total Duration
1. Recognize Diversity in the Workplace	1 hour	2 hours	1 hour	4 hours
2. Promote Inclusive Practices in the Workplace	1 hour	2.5 hours	0.5 hour	4 hours
3. Communicate Inclusively in Professional Settings	1 hour	2.5 hours	0.5 hour	4 hours
4. Support Inclusive Decision-Making	1 hour	2.5 hours	0.5 hour	4 hours
			TOTAL:	16 hours (2 days)

TRAINEE ENTRY REQUIREMENTS

The trainees who wish to enter the course should possess the following requirements:

1. Have completed at least 10 years of basic education or possess an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalency;
2. Must be at least 15 years old;

3. Able to read and write;
4. Able to communicate effectively in both oral and written form in Filipino or English; and
5. Have basic computer skills

TRAINING MODALITIES

1. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the- system recognizes various types of training delivery modes, whether on- or off-site, provided that learning is driven by the prescribed competency standards. The following training modalities and their variations may be adopted individually or in combination when designing and delivering the programs:

1.1 Institution- Based:

- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

1.2 Enterprise-Based Education and Training (EBET) Program:

- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

1.3 Community-Based

- Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

DELIVERY MODE

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Blended Learning
(Recommended) ● Other options | <p>: Combination of face-to-face (F2F) sessions for practical skills and online delivery for theoretical content</p> <ul style="list-style-type: none"> ● Full face-to-face (F2F) ● Fully Online (for institutions with LMS and digital assessment systems) |
|---|---|

TRAINER'S QUALIFICATION

- Must hold at least Trainers Methodology Level I or equivalent.

- Possess certification or proven experience in diversity training, human relations, or organizational development.
- Bachelor's degree in Human Resources, Organizational Development, Psychology, Social Work, Education, or a related field. A Master's degree in any of these fields would be an added advantage.
- Certification in Diversity and Inclusion (such as certifications offered by global DEI organizations or training bodies) is highly preferred

INSTITUTIONAL ASSESSMENT

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

CERTIFICATION

Types of Certification to be issued:

- **Certificate of Achievement** Awarded upon institutional assessment
- **Certificate of Training** Granted for completion of micro-credential programs

Recognition of Prior Learning (RPL) is encouraged for learners with existing skills and industry experience.

Vertical Career Pathways		Horizontal Career Pathways	
<i>Career Level</i>	<i>Job Title</i>	<i>Functional Area</i>	<i>Job Title</i>
Entry Level	<ul style="list-style-type: none"> ● DEI Program Assistant ● Inclusion Support Coordinator 	Diversity and Inclusion	<ul style="list-style-type: none"> ● Diversity and Inclusion Specialist ● Inclusion Consultant
Mid-Level	<ul style="list-style-type: none"> ● DEI Trainer ● Diversity Consultant 	Diversity and Inclusion Training	<ul style="list-style-type: none"> ● HR Diversity Manager ● Inclusion Program Manager
Supervisory Level	<ul style="list-style-type: none"> ● DEI Program Supervisor ● Diversity Implementation Lead 	Organizational Development	<ul style="list-style-type: none"> ● HR Manager (Diversity Focus) ● Talent Acquisition Specialist (Inclusive Hiring)
Managerial Level	<ul style="list-style-type: none"> ● Diversity & Inclusion Manager 	Strategic HR Management	<ul style="list-style-type: none"> ● Diversity Strategy Manager

- 11. Intersectionality** The interconnected nature of social categorizations such as race, class, gender, etc., which create overlapping systems of discrimination or disadvantage.
- 12. DEI (Diversity, Equity, and Inclusion)** An integrated approach to creating a workplace that recognizes and addresses diversity, promotes fairness and equal opportunity, and fosters a culture of inclusion.
- 13. Equity-Based Training** Training programs designed to raise awareness about inequality and biases and to promote practices that ensure fair treatment for all individuals