

# COMPETENCY STANDARDS

## FACILITATING LEARNING SESSIONS ON ARTIFICIAL INTELLIGENCE LEVEL II



### INFORMATION AND COMMUNICATION TECHNOLOGY SECTOR

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

*Technical Education and Skills Development Act of 1994  
(Republic Act No. 7796)*

Section 22, "Establishment and Administration of the National Trade Skills Standards" of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry 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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**COMPETENCY STANDARDS FOR  
FACILITATING LEARNING ARTIFICIAL INTELLIGENCE LEVEL III**

**Section 1 FACILITATING LEARNING ARTIFICIAL INTELLIGENCE LEVEL III  
QUALIFICATION**

The **FACILITATING LEARNING ARTIFICIAL INTELLIGENCE LEVEL III** is designed to equip individuals with the knowledge, skills, and values required to facilitate training sessions on Artificial Intelligence (AI) concepts, tools, and applications. It covers the competency necessary to plan, deliver, and assess AI-related training aligned with industry trends and ethical standards.

This Qualification is packaged from the competency map of the Information and Communication Technology Sector as shown in Annex A.

The units of competency comprising the qualification include the following:

<b>CODE NO.</b>	<b>CORE COMPETENCY</b>
MC-TVT232305	Facilitate Learning Sessions on Artificial Intelligence

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

- o AI Trainer
- o Digital Skills Instructor (AI Focused)
- o AI Literacy Facilitator

## SECTION 2

### COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **FACILITATING LEARNING SESSIONS ON ARTIFICIAL INTELLIGENCE III.**

#### CORE COMPETENCY

**UNIT OF COMPETENCY:** FACILITATE LEARNING SESSIONS ON ARTIFICIAL INTELLIGENCE

**UNIT CODE** : MC -TVT232305

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills, and attitudes required to facilitate learning sessions on artificial intelligence. This includes plan AI learning sessions, deliver AI training content and facilitate engagement and assess learning.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGED	REQUIRED SKILLS
1. Plan AI learning sessions	<p>1.1 <b><i>Learner needs, prior knowledge, and industry requirements</i></b> are identified and analyzed based on training specifications.</p> <p>1.2 <b><i>AI training objectives</i></b> were aligned with the curriculum and <b><i>current technology trends</i></b> based on industry standards</p> <p>1.3 <b><i>Training materials</i></b>, case studies, datasets, and tools are selected based on topic relevance and learner level.</p> <p>1.4 <b><i>Session delivery plans</i></b>, including timelines and learning activities, are developed in accordance with workplace procedures</p>	<p><b>SCIENCE</b></p> <p>1.1 Basic concepts of cognitive science relevant to how humans learn and interact with technology</p> <p>1.2 Foundational knowledge in data science, including data types, data structures, and data quality</p> <p>1.3 Basic principles of natural language processing (NLP) and computer vision as AI applications of human perception</p> <p><b>TECHNOLOGY</b></p> <p>1.1 Core concepts in Artificial Intelligence, including machine</p>	<p>1.1 Identifying learner profiles, training needs, and AI-related industry skill demands</p> <p>1.2 Mapping AI training objectives to competency standards, curriculum, and current industry tools and trends</p> <p>1.3 Selecting and adapting appropriate training materials, case studies,</p>

		<p>learning, neural networks, and generative AI</p> <p>1..2 Knowledge of programming languages and libraries used in AI (e.g., Python, TensorFlow, NumPy, Scikit-learn)</p> <p>1.3 Familiarity with training and demonstration platforms such as Jupyter Notebook, Google Colab, and ChatGPT</p> <p>1.4 Basic understanding of instructional delivery tools (e.g., LMS platforms, video conferencing, screen recording tools)</p> <p>1.5 Responsible use of computing and cloud resources in AI training</p> <p><b>ENVIRONMENTAL AND OTHER RELATED LAWS AND REGULATIONS</b></p> <p>1.1 Awareness of the environmental impact of AI, including computational resource consumption and energy use</p> <p>1.2 Understanding of green AI practices, such as model</p>	<p>1.4 datasets, and simulation tools for AI topics</p> <p>1.5 Preparing session delivery plans with aligned timelines, activities, and instructional strategies</p>
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		<p>efficiency and cloud computing optimization</p> <p>1.3 Promotion of sustainable practices when designing and delivering AI training modules</p> <p>1.4 Data Privacy Act of 2012 (RA 10173): Ensuring responsible use and protection of personal data in AI datasets</p> <p>1.5 Cybercrime Prevention Act of 2012 (RA 10175): Promoting safe and ethical use of AI technologies</p> <p>1.6 Intellectual Property Code of the Philippines (RA 8293): Respecting ownership of AI-generated and training materials</p> <p>1.7 Principles of ethical AI: transparency, fairness, accountability, and bias mitigation</p> <p>1.8 TESDA-aligned digital citizenship and responsible use of AI in education and training</p> <p>1,9 Awareness of local and</p>	
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		<p>international AI ethics frameworks (e.g., UNESCO’s Recommendation on the Ethics of AI)</p> <p><b>MATHEMATICS</b></p> <p>1.1 Fundamentals of statistics and probability (e.g., averages, standard deviation, probability distributions)</p> <p>1.2 Introduction to linear algebra used in AI model structures (e.g., vectors, matrices, tensors)</p> <p>1.3 Basic concepts in logic, algorithms, and data patterns (e.g., decision trees, classification logic)</p> <p><b>COMMUNICATION</b></p> <p>1.1 Effective facilitation strategies for delivering complex AI concepts to diverse learners</p> <p>1.2 Use of technical documentation, flowcharts, and visual aids in training</p> <p>1.3 Communication of AI concepts using diagrams, graphs, and model outputs</p> <p>1.4 Giving clear feedback and promoting constructive discussion among learners</p>	
2. Deliver AI training content	2.1 <b>AI concepts</b> and tools are explained using clear, current, and	<b>SCIENCE</b>	2.1 Explaining AI concepts

	<p>appropriate examples as per quality assurance guidelines.  2.2 <b>Learning</b> is facilitated using a variety of training methods to ensure precision of output.  2.3 <b>Training tools</b> are used effectively in line with accuracy standards.  2.4 <b>Feedback</b> is provided to learners in a timely and constructive manner based on identified training needs.</p>	<p>1.1 Basic concepts of cognitive science relevant to how humans learn and interact with technology  1.2 Foundational knowledge in data science, including data types, data structures, and data quality  1.3 Basic principles of natural language processing (NLP) and computer vision as AI applications of human perception</p> <p><b>TECHNOLOGY</b>  1.1 Core concepts in Artificial Intelligence, including machine learning, neural networks, and generative AI  1..2 Knowledge of programming languages and libraries used in AI (e.g., Python, TensorFlow, NumPy, Scikit-learn)  1.3 Familiarity with training and demonstration platforms such as Jupyter Notebook, Google Colab, and ChatGPT</p> <p>1.4 Basic understanding of instructional delivery tools (e.g., LMS platforms, video conferencing, screen recording tools)</p>	<p>clearly using relatable examples and industry-relevant scenarios  2.2 Demonstrating use of AI tools, platforms, and workflows (e.g., supervised learning, prompt engineering, model testing)  2.3 Facilitating training using appropriate methods (e.g., interactive demos, coding exercises, collaborative projects)  2.4 Providing timely, constructive feedback to learners on their AI-related tasks and outputs</p>
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		<p>1.5 Responsible use of computing and cloud resources in AI training</p> <p><b>ENVIRONMENTAL AND OTHER RELATED LAWS AND REGULATIONS</b></p> <p>1.1 Awareness of the environmental impact of AI, including computational resource consumption and energy use</p> <p>1.2 Understanding of green AI practices, such as model efficiency and cloud computing optimization</p> <p>1.3 Promotion of sustainable practices when designing and delivering AI training modules</p> <p>1.4 Data Privacy Act of 2012 (RA 10173): Ensuring responsible use and protection of personal data in AI datasets</p> <p>1.5 Cybercrime Prevention Act of 2012 (RA 10175): Promoting safe and ethical use of AI technologies</p>	
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		<p>1.6 Intellectual Property Code of the Philippines (RA 8293): Respecting ownership of AI-generated and training materials</p> <p>1.7 Principles of ethical AI: transparency, fairness, accountability, and bias mitigation</p> <p>1.8 TESDA-aligned digital citizenship and responsible use of AI in education and training</p> <p>1,9 Awareness of local and international AI ethics frameworks (e.g., UNESCO’s Recommendation on the Ethics of AI)</p> <p><b>MATHEMATICS</b></p> <p>1.1 Fundamentals of statistics and probability (e.g., averages, standard deviation, probability distributions)</p> <p>1.2 Introduction to linear algebra used in AI model structures (e.g., vectors, matrices, tensors)</p> <p>1.3 Basic concepts in logic, algorithms, and data patterns (e.g., decision trees, classification logic)</p> <p><b>COMMUNICATION</b></p>	
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		<p>1.1 Effective facilitation strategies for delivering complex AI concepts to diverse learners</p> <p>1.2 Use of technical documentation, flowcharts, and visual aids in training</p> <p>1.3 Communication of AI concepts using diagrams, graphs, and model outputs</p> <p>1.4 Giving clear feedback and promoting constructive discussion among learners</p>	
<p>3. Facilitate engagement and assess learning</p>	<p>3.1 <b>Learners</b> are encouraged to participate actively and think critically based on the training plan.</p> <p>3.2 <b>Practical AI tasks</b> and mini-projects were integrated into learning sessions according to curriculum requirements</p> <p>3.3 <b>Assessments</b> are administered based on performance criteria and learning outcomes</p> <p>3.4 <b>Session outcomes</b> and learner progress are documented and evaluated for continuous improvement based on identified training needs</p>	<p><b>SCIENCE</b></p> <p>1.1 Basic concepts of cognitive science relevant to how humans learn and interact with technology</p> <p>1.2 Foundational knowledge in data science, including data types, data structures, and data quality</p> <p>1.3 Basic principles of natural language processing (NLP) and computer vision as AI applications of human perception</p> <p><b>TECHNOLOGY</b></p> <p>1.1 Core concepts in Artificial Intelligence, including machine learning, neural networks, and generative AI</p>	<p>3.1 Engaging learners through inquiry-based learning, group discussion, and AI project implementation</p> <p>3.2 Designing and administering practical assessments aligned with AI learning outcomes</p> <p>3.3 Recording learner performance and session observations using digital or manual tools</p>

		<p>1..2 Knowledge of programming languages and libraries used in AI (e.g., Python, TensorFlow, NumPy, Scikit-learn)</p> <p>1.3 Familiarity with training and demonstration platforms such as Jupyter Notebook, Google Colab, and ChatGPT</p> <p>1.4 Basic understanding of instructional delivery tools (e.g., LMS platforms, video conferencing, screen recording tools)</p> <p>1.5 Responsible use of computing and cloud resources in AI training</p> <p><b>ENVIRONMENTAL AND OTHER RELATED LAWS AND REGULATIONS</b></p> <p>1.1 Awareness of the environmental impact of AI, including computational resource consumption and energy use</p> <p>1.2 Understanding of green AI practices, such as model efficiency and cloud computing optimization</p>	<p>3.4 Evaluating session effectiveness and adjusting delivery strategies for continuous improvement</p>
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		<p>1.3 Promotion of sustainable practices when designing and delivering AI training modules</p> <p>1.4 Data Privacy Act of 2012 (RA 10173): Ensuring responsible use and protection of personal data in AI datasets</p> <p>1.5 Cybercrime Prevention Act of 2012 (RA 10175): Promoting safe and ethical use of AI technologies</p> <p>1.6 Intellectual Property Code of the Philippines (RA 8293): Respecting ownership of AI-generated and training materials</p> <p>1.7 Principles of ethical AI: transparency, fairness, accountability, and bias mitigation</p> <p>1.8 TESDA-aligned digital citizenship and responsible use of AI in education and training</p> <p>1,9 Awareness of local and international AI ethics frameworks (e.g., UNESCO's</p>	
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		<p>Recommendation on the Ethics of AI)</p> <p><b>MATHEMATICS</b></p> <p>1.1 Fundamentals of statistics and probability (e.g., averages, standard deviation, probability distributions)</p> <p>1.2 Introduction to linear algebra used in AI model structures (e.g., vectors, matrices, tensors)</p> <p>1.3 Basic concepts in logic, algorithms, and data patterns (e.g., decision trees, classification logic)</p> <p><b>COMMUNICATION</b></p> <p>1.1 Effective facilitation strategies for delivering complex AI concepts to diverse learners</p> <p>1.2 Use of technical documentation, flowcharts, and visual aids in training</p> <p>1.3 Communication of AI concepts using diagrams, graphs, and model outputs</p> <p>1.4 Giving clear feedback and promoting constructive discussion among learners</p>	
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Learner needs	Learner needs may include: <ul style="list-style-type: none"> <li>1.1 Skills gap</li> <li>1.2 Learning goals</li> <li>1.3 Accessibility or support requirements</li> <li>1.4 Motivation and learning preferences</li> <li>1.4 Work or industry-related application</li> </ul>
2. Prior Knowledge	Prior Knowledge may include: <ul style="list-style-type: none"> <li>2.1 Educational background</li> <li>2.2 Existing technical skills in computing or programming</li> <li>2.3 Familiarity with basic AI concepts</li> <li>2.4 Work experience in related domains</li> </ul>
3. Industry Requirements	Industry Requirements may include: <ul style="list-style-type: none"> <li>3.1 Current job market demands</li> <li>3.2 Employer expectations</li> <li>3.3 Occupational standards or roles</li> <li>3.4 Sector-specific AI applications</li> </ul>
4. AI Training Objectives	AI Training Objectives may include: <ul style="list-style-type: none"> <li>4.1 Measurable goals aligned with specific AI skills (e.g., classification models, natural language processing)</li> <li>4.2 Cognitive and practical outcomes</li> <li>4.3 Behavioral indicators of learning progress</li> </ul>
5. Training Materials	Training Materials may include: <ul style="list-style-type: none"> <li>5.1 Textbooks and digital references</li> <li>5.2 Slide decks and visual aids</li> <li>5.3 Worksheets and handouts</li> <li>5.4 Multimedia content</li> </ul>
6. AI Concepts	AI Concepts may include: <ul style="list-style-type: none"> <li>6.1 Machine learning</li> </ul>

	<ul style="list-style-type: none"> <li>6.2 Neural networks</li> <li>6.3 Natural language processing</li> <li>6.4 Computer vision</li> <li>6.5 Generative AI</li> </ul>
7. Learning	<p>Learning may include:</p> <ul style="list-style-type: none"> <li>7.1 Acquisition of knowledge and skills</li> <li>7.2 Individual or group-based learning</li> <li>7.3 Formal or informal learning context</li> <li>7.4 Cognitive, technical, or attitudinal</li> </ul>
8. Training methods	<p>Training methods may include:</p> <ul style="list-style-type: none"> <li>8.1 Lectures</li> <li>8.2 Demonstrations</li> <li>8.3 Hands-on exercises</li> <li>8.4 Group discussions</li> <li>8.5 Case studies</li> </ul>
9. Learners	<p>Learners may include:</p> <ul style="list-style-type: none"> <li>9.1 People attending the training</li> <li>9.2 May have different levels of knowledge and skills</li> </ul>
10. Practical AI Tasks	<p>Practical AI Tasks may include:</p> <ul style="list-style-type: none"> <li>10.1 Hands-on exercises</li> <li>10.2 Using AI tools or writing simple programs</li> </ul>
11. Assessments	<p>Assessments may include:</p> <ul style="list-style-type: none"> <li>11.1 Tests, quizzes, or tasks to check learning</li> <li>11.2 May be written or performance-based</li> </ul>
12. Session Outcomes	<p>Session Outcomes may include:</p> <ul style="list-style-type: none"> <li>12.1 Results of the session</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Plan AI learning sessions</p> <p>1.1.1 Identified and analyzed learner needs, prior knowledge, and industry requirements based on training specifications</p> <p>1.1.2 Aligned AI training objectives with the curriculum and current technology trends based on industry standards</p> <p>1.1.3. Selected training materials, case studies, datasets, and tools based on topic relevance and learner level</p> <p>1.1.4 Developed session delivery plans, including timelines and learning activities, in accordance with workplace procedures</p> <p>2.1 Deliver AI training content</p> <p>2.1.1 Explained AI concepts and tools using clear, current, and appropriate examples as per quality assurance guidelines</p> <p>2.1.2 Facilitated learning using a variety of training methods to ensure precision of output</p> <p>2.1.3 Used training tools effectively in line with accuracy standards</p> <p>2.1.4 Provided feedback to learners in a timely and constructive manner based on identified training needs</p> <p>3.1 Facilitate engagement and assess learning</p> <p>3.1.1 Encouraged learners to participate actively and think critically based on the training plan</p> <p>3.1.2 Integrated practical AI tasks and mini-projects into learning sessions according to curriculum requirements</p> <p>3.1.3 Administered assessments based on performance criteria and learning outcomes</p> <p>3.1.4 Documented and evaluated session outcomes and learner progress for continuous improvement based on identified training needs</p>
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2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Computer (desktop or laptop) or Mobile Device</li> <li>2.2. Internet connection</li> <li>2.3. Access to any generative AI tools and/or application</li> </ul>
3. Methods of Assessment	<p>Competency in this unit must be assessed through but not limited to:</p> <ul style="list-style-type: none"> <li>3.1. Demonstration</li> <li>3.2. Oral questioning</li> <li>3.3. Written test</li> </ul>
4. Context for Assessment	<p>Competency may be assessed in the workplace or in simulated workplace environment</p>

<b>GLOSSARY OF TERMS</b>	
1. AI Ethics	Principles that guide the responsible development and use of AI, including fairness, accountability, transparency, and privacy.
2. Artificial Intelligence (AI)	A field of computer science focused on creating systems that can perform tasks requiring human intelligence, such as learning, reasoning, and problem-solving.
3. Assessment Tool	An instrument or method used to measure learner performance and understanding, such as quizzes, projects, or rubrics.
4. Dataset	A structured collection of data used to train or evaluate AI models.
5. Digital Literacy	The ability to effectively use digital tools, platforms, and resources for learning and communication.
6. Facilitator	A person who supports and guides the learning process rather than simply delivering content.
7. Feedback	Constructive information provided to learners to help them improve performance and understanding.
8. Generative AI	AI systems capable of generating content such as text, images, audio, or video based on training data.
9. Learning Management System (LMS)	A digital platform used to plan, deliver, and assess training programs and educational content.
10. Machine Learning (ML)	A subset of AI that enables computers to learn from data and improve performance without being explicitly programmed.
11. Model Training	The process by which an AI algorithm learns patterns from a dataset to make predictions or decisions.
12. Natural Language Processing (NLP)	A branch of AI that enables computers to understand, interpret, and generate human language.
13. Prompt Engineering	The practice of crafting inputs (prompts) to effectively communicate with AI models and obtain desired outputs.
14. Simulation	A method of training that imitates real-world AI tasks or environments for hands-on learning.
15. Training Facilitation	The process of guiding learners through educational sessions, enabling understanding and skill development.

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### TECHNICAL EXPERT PANEL (TEP)

<b>Guo Feifei</b> Technical Expert Quanzhou Vocational and Technical University	<b>Guo Xiaoyu</b> Technical Expert Quanzhou Vocational and Technical University
<b>Lin Jianghong</b> Technical Expert Quanzhou Vocational and Technical University	<b>Xie Yunxiang</b> Technical Expert Quanzhou Vocational and Technical University

## The PARTICIPANT/S in the National Validation of this Competency Standards

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### **RAQUEL MARASIGAN**

Lecturer, College of Computer Studies  
Department of Computer Technology  
De La Salle University

### **MICHAEL ANGELO V. BELLEN**

Community Leader/ student PMDSA  
Data Engineering Pilipinas

### **MICHEL ONASIS S. OGBINAR**

Data & Analytics Head  
San Miguel Corp.

### **FLORANTE P. SANGRENES**

Computer Engineering Instructor  
Data Science, Analytics and Machine  
Learning Trainer  
PUP Binan, Laguna and DICT-CAR

### **KARENINA MARIE FRANCES M. COMIA**

Data Technical Lead  
Data Engineering Pilipinas

## The MANAGEMENT and STAFF of the TESDA Secretariat

---

Qualifications and Standards Office (QSO)

**DIR. EL CID H. CASTILLO, Executive Director**

**Dir. REDILYN C. AGUB, Assistant Executive Director**

TESDA – QSO Technical Facilitators

**MS. BERNADETTE S. AUDIJE, Division-Chief, CSDD**

**MS. MERCEDES JAVIER, Division- Chief, CPSDD**

**MS. CHERRY L. TORALDE**

**MS. MARISOL V. GALLEGOS**

TESDA – QSO Technical Support Staff

**MR. PAULO GINO A. DELA CRUZ**



