

# TRAINING REGULATIONS

## FOOD AND BEVERAGE SERVICES NC IV



### TOURISM SECTOR (HOTEL AND RESTAURANT)

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

***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.**

The Training Regulations (TR) serves as basis for:

1. Development of curriculum and assessment tools
2. Registration and delivery of training programs; and
3. Establishment of competency assessment and certification arrangements.

Each TR has four sections:

- Section 1      **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.
- Section 2      **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.
- Section 3      **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.
- Section 4      **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

# TABLE OF CONTENTS

## TOURISM SECTOR (HOTEL AND RESTAURANT)

### FOOD AND BEVERAGE SERVICES NC IV

	<b>Page No.</b>
<b>SECTION 1</b> <b>DEFINITION OF QUALIFICATION</b>	<b>1-2</b>
<b>SECTION 2</b> <b>COMPETENCY STANDARDS</b>	<b>3-114</b>
• Basic Competencies	3-44
• Common Competencies	45-94
• Core Competencies	95-114
<b>SECTION 3</b> <b>TRAINING STANDARDS</b>	<b>115-162</b>
<b>3.1</b> <b>Curriculum Design</b>	115-155
<b>3.2</b> <b>Training Delivery</b>	159-157
<b>3.3</b> <b>Trainee Entry Requirements</b>	161
<b>3.4</b> <b>List of Tools, Equipment and Materials</b>	161
<b>3.5</b> <b>Training Facilities</b>	162
<b>3.6</b> <b>Trainer's Qualifications</b>	162
<b>3.7</b> <b>Institutional Assessment</b>	162
<b>SECTION 4</b> <b>NATIONAL ASSESSMENT AND                   CERTIFICATION ARRANGEMENTS</b>	<b>163-164</b>
<b>COMPETENCY MAP</b>	<b>165-167</b>
<b>GLOSSARY OF TERMS</b>	<b>168-171</b>
<b>TRAINING REGULATIONS (TR) DOCUMENT REVISION HISTORY</b>	<b>172</b>
<b>ACKNOWLEDGMENTS</b>	<b>173-174</b>

## TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC IV

### SECTION 1 FOOD AND BEVERAGE SERVICES NC IV QUALIFICATION

The **Food and Beverage Service NC IV** Qualification consists of competencies that a person must achieve to assist in the management of a food and beverage team in a foodservice establishment. The units of competencies will provide the skills necessary in maintaining the smooth and efficient daily operations while assisting in the organization, management and administration of the food and beverage outlet or unit.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotel and Restaurant)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

<b>CODE NO.</b>	<b>BASIC COMPETENCIES</b>
500311401	Utilize specialized communication skills
500311402	Develop and lead teams
500311403	Perform higher-order thinking processes and apply techniques in the workplace
500311404	Contribute to the practice of social justice in the workplace
500311405	Manage innovative work instructions
500311406	Manage and evaluate usage of information
500311407	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures
500311408	Lead towards improvement of environment work programs, policies and procedures
500311409	Sustain entrepreneurial skills

<b>CODE NO.</b>	<b>COMMON COMPETENCIES</b>
TRS141208	Maintain hospitality industry knowledge
TRS141209	Perform child protection duties relevant to the tourism industry
TRS141210	Develop and supervise operational approaches
TRS141211	Manage quality customer service
TRS141212	Manage finances within a budget
TRS141213	Plan and implement a series of training events
TRS141214	Use the assessment system for training outcomes

<b>CODE NO.</b>	<b>CORE COMPETENCIES</b>
TRS513306	Manage food and beverage service team
TRS513307	Oversee dining area operations
TRS513308	Implement food and beverage promotional activities
TRS513309	Organize catering functions

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

- Assistant Restaurant Manager
- Catering Supervisor
- Banquet Supervisor
- F&B Supervisor
- Restaurant Supervisor
- Outlet Supervisor

## SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **FOOD AND BEVERAGE NC IV**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS**

**UNIT CODE : 500311401**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate discussion with groups, and contribute to the development of communication strategies.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly in a manner which does not compromise the organization	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/ receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.2 Communication skills required to fulfill job roles as specified by the organization

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Contribute to the development of communication strategies	2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained 2.5 Negotiation and conflict resolution strategies are used where required 2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership 2.3 Openness and flexibility in communication 2.4 Communication skills relevant to client groups	2.1 Full range of communication techniques including: 2.1.1 Effective communication process 2.1.2 Active listening 2.1.3 Giving/ receiving Feedback 2.1.4 Interpretation of information 2.1.5 Role boundaries setting 2.1.6 Negotiation 2.1.7 Establishing empathy 2.1.8 Openness and flexibility in communication 2.2 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.2 Utilize appropriate media to enhance presentation 3.3 Differences in views/opinions are respected 3.4 Questions during fora are responded in a manner consistent with organizational standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information 3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
			flexibility in communication 3.19 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 4.2 Presentation is clear and sequential and delivered within a predetermined time 4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are respected 4.5 Written communication is consistent with organizational standards 4.6 Inquiries are responded in a manner consistent with organizational standard 4.7 Consolidate ideas and suggestions 4.8 Generalize and summarize all ideas and suggestions	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership 4.3 Openness and flexibility in communication 4.4 Communication skills relevant to client groups	4.1 Full range of communication techniques including: 4.1.1 Effective communication process 4.1.2 Active listening 4.1.3 Giving/ receiving feedback 4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Establishing empathy 4.1.8 Openness and flexibility in communication 4.2 Communication skills required to fulfill job roles as specified by the organization

<p><b>ELEMENTS</b></p>	<p><b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables</p>	<p><b>REQUIRED KNOWLEDGE</b></p>	<p><b>REQUIRED SKILLS</b></p>
<p>5. Facilitate group discussion</p>	<p>5.1 Mechanisms which enhance <b>effective group interaction</b> is defined and implemented</p> <p>5.2 Strategies which encourage all group members to participate are used routinely</p> <p>5.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>5.4 Relevant information is provided to group to facilitate outcomes</p> <p>5.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>5.6 Specific communication needs of individuals are identified and addressed</p>	<p>5.1 Communication process</p> <p>5.2 Dynamics of groups and different styles of group leadership</p> <p>5.3 Openness and flexibility in communication</p> <p>5.4 Communication skills relevant to client groups</p>	<p>5.1 Full range of communication techniques including:</p> <p>5.1.1 Effective communication process</p> <p>5.1.2 Active listening</p> <p>5.1.3 Giving/receiving feedback</p> <p>5.1.4 Interpretation of information</p> <p>5.1.5 Role boundaries setting</p> <p>5.1.6 Negotiation</p> <p>5.1.7 Establishing empathy</p> <p>5.1.8 Openness and flexibility in communication</p> <p>5.2 Communication skills required to fulfill job roles as specified by the organization</p>
<p>6. Conduct interview</p>	<p>6.1 A range of appropriate communication strategies are employed in <b>interview situations</b></p> <p>6.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is</p>	<p>6.1 Communication process</p> <p>6.2 Dynamics of groups and different styles of group leadership</p> <p>6.3 Effective questioning techniques</p> <p>6.3 Communication skills relevant to client groups</p>	<p>6.1 Full range of communication techniques including:</p> <p>6.1.1 Effective communication process</p> <p>6.1.2 Active listening</p> <p>6.1.3 Giving/ receiving feedback</p> <p>6.1.4 Interpretation of information</p> <p>6.1.5 Role boundaries setting</p> <p>6.1.6 Negotiation</p> <p>6.1.7 Establishing empathy</p>

	communicated		<p>6.2 Effective clarifying and probing techniques (questioning skills)</p> <p>6.3 Communication skills required to fulfill job roles as specified by the organization</p>
--	--------------	--	--

**RANGE OF VARIABLES**

VARIABLE	RANGE
1. Strategies	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1 Recognizing own limitations</li> <li>1.2 Referral to specialists</li> <li>1.3 Utilizing techniques and aids</li> <li>1.4 Providing written drafts</li> <li>1.5 Verbal and non verbal communication</li> </ul>
2. Effective group interaction	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way</li> <li>2.2 Using active listening</li> <li>2.3 Making decision about appropriate words, behavior</li> <li>2.4 Putting together response which is culturally appropriate</li> <li>2.5 Expressing an individual perspective</li> <li>2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> <li>2.7 Openness and flexibility in communication</li> </ul>
3. Types of Interview	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1 Related to staff issues</li> <li>3.2 Routine</li> <li>3.3 Confidential</li> <li>3.4 Evidential</li> <li>3.5 Non disclosure</li> <li>3.6 Disclosure</li> </ul>
4. Interview situations	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1 Establish rapport</li> <li>4.2 Elicit facts and information</li> <li>4.3 Facilitate resolution of issues</li> <li>4.4 Develop action plans</li> <li>4.5 Diffuse potentially difficult situation</li> </ul>

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated effective communication skills with clients accessing service and work colleagues</p> <p>1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</p>
2. Resource Implications	2.1 Access to appropriate workplace where assessment can take place
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Case Study</p> <p>3.2 Interview</p> <p>3.3 Portfolio</p> <p>3.4 Written Test</p> <p>3.5 Role Play</p>
4. Context for Assessment	4.1 This unit should be assessed on the job through simulation

**UNIT OF COMPETENCY: DEVELOP AND LEAD TEAMS****UNIT CODE : 500311402****UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Foster Individual growth	1.1 <b><i>Learning and development needs</i></b> of team members are systematically identified in line with <b><i>organizational requirements</i></b> 1.2 Development plan to meet individual needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement 1.4 <b><i>Feedback on performance</i></b> of team members is collected from relevant sources and compared with established team learning process	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: <ul style="list-style-type: none"> <li>• Types of Decisions Teams Make</li> <li>• Team Responsibilities</li> <li>• Problems That Affect Teams</li> <li>• Building Strong Team Communication</li> <li>• Expressing Yourself on a Team</li> <li>• Team Problem Solving</li> </ul>	1.1 Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds 1.5 Planning skills to organize required resources and equipment to meet

			<p>learning needs</p> <p>1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</p> <p>1.7 Facilitation skills to conduct small group training sessions</p>
--	--	--	---

<p><b>ELEMENTS</b></p>	<p><b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables</p>	<p><b>REQUIRED KNOWLEDGE</b></p>	<p><b>REQUIRED SKILLS</b></p>
<p>2. Foster individual and team growth</p>	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2. <b><i>Learning delivery methods</i></b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>	<p>2.1 Advanced coaching and mentoring techniques</p> <p>2.2 Performance evaluation concepts</p> <p>2.3 Training and development techniques</p>	<p>2.1 Instructional planning and delivery skills</p> <p>2.2 Monitoring and evaluation skills</p> <p>2.3 Mentoring and coaching skills</p>

<p><b>ELEMENTS</b></p>	<p><b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables</p>	<p><b>REQUIRED KNOWLEDGE</b></p>	<p><b>REQUIRED SKILLS</b></p>
<p>3. Monitor and evaluate workplace learning</p>	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competency are maintained within organizational requirement</p>	<p>3.1 Types and levels of learning evaluation</p> <p>3.2 Learning styles and strategies</p> <p>3.3 Training and development approaches</p>	<p>3.1 Instructional planning and delivery skills</p> <p>3.2 Monitoring and evaluation skills</p> <p>3.3 Mentoring and coaching skills</p>

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team 4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3 Mutual concern and camaraderie are developed in the team 4.4 Career planning for each member are monitored	4.1 Career development for group members 4.2 Principles of team commitment and cooperation 4.3 Team dynamics and performance	4.1 Instructional planning and delivery skills 4.2 Monitoring and evaluation skills 4.3 Mentoring and coaching skills
5. Facilitate accomplishment of team goals	5.1 Team members actively participated in team activities and communication processes 5.2 Teams members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goals	5.1 Group Development Process and Principles as applied in the workplace 5.2 Principles of organizational development 5.3 Collaboration principles and procedures	5.1 Instructional planning and delivery skills 5.2 Monitoring and evaluation skills 5.3 Mentoring and coaching skills 5.4 Organizational leadership

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Learning and development needs	May include: 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational requirements	May include: 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	May include: 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	May include: 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Identified and implemented learning opportunities for others</li> <li>1.2. Gave and received feedback constructively</li> <li>1.3. Facilitated participation of individuals in the work of the team</li> <li>1.4. Negotiated learning plans to improve the effectiveness of learning</li> <li>1.5. Prepared learning plans to match skill needs</li> <li>1.6. Accessed and designated learning opportunities</li> </ul>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or tasks</li> </ul>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Observation of work activities of the individual member in relation to the work activities of the group</li> <li>3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY : PERFORM HIGHER-ORDER THINKING PROCESSES AND APPLY TECHNIQUES IN THE WORKPLACE**

**UNIT CODE : 500311403**

**UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to use fundamental critical thinking skills in the workplace.**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
<p>1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.</p>	<p>1.1 <b>Effectiveness and efficiency</b> of workplace standards and procedures are examined.</p> <p>1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented.</p> <p>1.3 Evaluation reports are prepared and communicated to team members.</p>	<p>1.1 Systems, standards, procedures and protocols in the workplace.</p> <p>1.2 Different methods of critical and appreciative inquiry and their relevance to different situations</p> <p>1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p>	<p>1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>1.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>1.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p>

<p><b>ELEMENTS</b></p>	<p><b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables</p>	<p><b>REQUIRED KNOWLEDGE</b></p>	<p><b>REQUIRED SKILLS</b></p>
<p>2. Foster the habit of critical inquiry and curiosity in the workplace.</p>	<p>2.1 Issues and situations are reflected on and wondered about.</p> <p>2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams.</p> <p>2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams.</p> <p>2.4 Growth mindset and positive relationship and communication is applied in the context of <b>curiosity and critical inquiry</b> in the workplace.</p>	<p>2.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>2.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>2.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>2.4 Growth mindset and positive communication and relationship strategies and techniques.</p>	<p>2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>2.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>2.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>2.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>2.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>2.6 Communicating insights on workplace effectiveness and efficiency.</p>

<p><b>ELEMENTS</b></p>	<p><b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables</p>	<p><b>REQUIRED KNOWLEDGE</b></p>	<p><b>REQUIRED SKILLS</b></p>
<p>3. Develop practical action plans for improving workplace conditions.</p>	<p>3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders.</p> <p>3.2 <b>Practical action plans</b> in improving workplace conditions are formulated, presented and negotiated with stakeholders.</p> <p>3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization.</p> <p>3.4 Commitment to continuous improvement and change is highlighted.</p> <p>3.5 Passion and dedication for changing and adapting to the demands of the 21<sup>st</sup> century workplace are considered.</p>	<p>3.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>3.4 Growth mindset and positive communication and relationship strategies and techniques.</p> <p>3.5 Creative negotiation skills.</p> <p>3.6 Change management and continuous improvement concepts.</p>	<p>3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>3.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>3.6 Communicating practical insights on improving workplace conditions.</p>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Effectiveness and efficiency	May include; <ul style="list-style-type: none"> <li>1.1 Developing a more efficient way of doing something</li> <li>1.2 Developing a new idea</li> <li>1.3 Developing and improving products and services</li> <li>1.4 Enhancing skills and career opportunities</li> <li>1.5 Enhancing the physical environment</li> <li>1.6 Financial benefit</li> <li>1.7 Greater personal satisfaction</li> <li>1.8 Improving interpersonal relationships</li> <li>1.9 Evaluating overall workplace conditions</li> </ul>
2. Curiosity and critical inquiry	May include: <ul style="list-style-type: none"> <li>2.1 Accuracy</li> <li>2.2 Breadth</li> <li>2.3 Clarity</li> <li>2.4 Depth</li> <li>2.5 Emotion</li> <li>2.6 Fairness</li> <li>2.7 Logic</li> <li>2.8 Meaning</li> <li>2.9 Planning</li> <li>2.10 Attention</li> <li>2.11 Precision</li> <li>2.12 Relevance</li> <li>2.13 Significance</li> <li>2.14 Social engagement</li> <li>2.15 Society</li> <li>2.16 Style</li> <li>2.17 Growth mindset</li> <li>2.18 Positive communication</li> <li>2.19 Positive negotiation</li> <li>2.20 Workplace conditions</li> <li>2.21 Appreciative inquiry methods</li> </ul>

3. Practical action plans	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1 Insights on continuous improvement</li> <li>3.2 Creative strategies and techniques for becoming better at work and real life</li> <li>3.3 Career plans</li> <li>3.4 Challenging workplace policies, procedures and protocols</li> <li>3.5 Specifying plans for change and adapting to the demands of the contemporary workforce</li> <li>3.6 Challenges in negotiating with stakeholders and teams</li> <li>3.7 Change management, innovation and knowledge creation</li> <li>3.8 Contractual agreements</li> <li>3.9 Extreme time pressure or non-negotiable deadlines</li> <li>3.10 Financial limitations</li> <li>3.11 Procedures determined by laws or other regulations</li> <li>3.12 Safety issues</li> <li>3.13 When others are totally closed to new ideas</li> <li>3.14 acknowledging shared responsibility</li> <li>3.15 adopting a positive 'can do' attitude</li> <li>3.16 following up on practical details</li> <li>3.17 pro-actively seeking information</li> <li>3.18 suggesting a new approach</li> <li>3.19 talking to others about possible answers</li> <li>3.20 constraints of the broader context and environment</li> <li>3.21 overall goal - what needs to be achieved</li> <li>3.22 personal hopes and expectations</li> </ul>
---------------------------	--

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures.</p> <p>1.2 Modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life</p> <p>1.3 Practiced the habit of critical inquiry and curiosity in the workplace</p> <p>1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations.</p> <p>1.5 Developed practical action plans for improving workplace conditions.</p>
2. Resource Implications	<p>2.1. Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</p> <p>3.2 Evaluation of a candidate blog exploring different ideas and questions</p> <p>3.3 Review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts</p> <p>3.4 Evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives</p> <p>3.5 Observation of the candidate participating in a group problem-solving session</p> <p>3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process.</p> <p>3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.</p>
4. Context for Assessment	<p>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY : CONTRIBUTE TO THE PRACTICE OF SOCIAL JUSTICE IN THE WORKPLACE****UNIT CODE : 500311404****UNIT DESCRIPTOR :** This unit covers ways and means to assume active roles in resolving local and global challenges and to become proactive contributors to a more peaceful and sustainable world.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Update self on local, national and global trends/ issues in the workplace	<p>1.1 <b>Media</b> are regularly <b>scanned/ monitored</b> for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity.</p> <p>1.2 Knowledge and understanding of <b>local, national and global issues</b> and their interconnectedness and interdependency are acquired.</p> <p>1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.</p>	<p>1.1 Local, national and global systems and structures</p> <p>1.2 Issues affecting interaction and connectedness of communities at local, national and global levels</p> <p>1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)</p>	<p>1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms</p> <p>1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity</p> <p>1.3 Engaging in discourse about the local, national and global issues</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Relate local and global trends to workplace context	2.1 Local events are reflected on for implications in one’s own situation and in the external global environment. 2.2 Sense of belonging to a common humanity, sharing values and responsibilities are developed. 2.3 Attitudes of empathy, solidarity and respect for differences and diversity are strengthened.	2.1 Different levels of human identity according to Amber Mayer (2015) 2.2 Different communities people belong to and how these are connected 2.3 Difference and respect for cultural diversity	2.1 Recognizing differences and commonalities among people 2.2 Strengthening attitudes of empathy, solidarity and respect for diversity 2.3 Connecting local issues to global trends, and vice versa.
3. Engage and take actions on workplace issues and concerns	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. 3.3 Attitude of “thinking globally and acting locally” is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement 3.4 Strategies and techniques of “thinking globally and acting locally”	3.1 Employing appropriate actions to address workplace issues involving national and global trends 3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 3.3 Applying the attitude of “thinking globally and acting locally” in the workplace

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Media	May include: 1.1 Print media 1.2 Broadcast media 1.3 Internet and social media
2. Scanning/Monitoring	May include: 2.1 Sourcing from key informants 2.2 Conversation with clients 2.3 Man-on-the-street conversation 2.4 Scanning print and broadcast media
3. Local, national and global issues	May include: 3.1 Poverty 3.2 Unemployment 3.3 Global warming 3.4 Safety, security, and well-being

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving global and local issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

**UNIT OF COMPETENCY :** **MANAGE INNOVATIVE WORK INSTRUCTIONS**

**UNIT CODE :** **500311405**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to sustain and develop a workplace environment in which improvement, innovation and learning are promoted and reinforced.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Review and analyze existing workplace practices	1.1 Current instructions and strategies to perform tasks in the workplace are reviewed 1.2 Climate for <b>innovation</b> at the organizational level is defined 1.3 Innovation drivers in the workplace are identified	1.1. Four drivers of innovation according to Gallup Management Journal (2007) 1.2. Contextual variables related to innovative practices in the organization 1.3. The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 1.4. Types of Innovation identified by Gopalakrishnan and Damanpour (1997)	1.1 Investigating the organizational needs in the innovation process 1.2 Defining current organizational innovative practices 1.3 Linking innovation to contextual variables in the organization

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Examine opportunities for continuous improvement and innovation of practices in the workplace	2.1. Effectiveness of innovative practices in the workplace is determined 2.2. <b>Innovative behaviors</b> of leaders or managers in the organization are assessed 2.3. Driving principles of innovation are discussed	2.1 Determinants of innovative behavior by Scott and Bruce (1992) 2.2 Four principles of innovation according to Gallup Management Journal (2007)	2.1 Evaluating organizational innovative practices 2.2 Gauging innovative behaviors of the leaders and managers in the organization 2.3 Deliberating opportunities and challenges in implementing innovation
3. Implement innovative ways in the conduct of usual workplace practices	3.1. Innovative behaviors in the workplace are performed 3.2. Innovative climate in the workplace is maintained 3.3. Adoption or modification of new ideas relevant to the organizational needs is achieved	3.1 Determinants of innovative behavior by Scott and Bruce (1992) 3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 3.3 Techniques in implementing innovative change in the workplace	3.1 Developing risk management techniques and control systems 3.2 Evaluating impact of changes and developing action plans 3.3 Demonstrating strategies and techniques in managing changes in the workplace

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Innovation	May include: 1.1 Products versus processes 1.2 Radical versus incremental 1.3. Technical versus administrative
2. Innovative behaviors	May include: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate</p> <p>1.2 Promoted the value of creativity, innovation and sustainability and recognize successes</p> <p>1.3 Supported the testing and trialing of new ideas and undertake risk management and cost-benefit analysis for options</p> <p>1.4 Planned for and implemented improvements using organization's processes for approvals, project management and change management</p> <p>1.5 Facilitated effective contributions to and communications about continuous improvement and innovation</p> <p>1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization's knowledge management systems and future planning.</p>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Impact evaluation materials (guide and form)</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Interview</p> <p>3.2 Written Evaluation</p> <p>3.3 Case analysis</p>
4. Context for Assessment	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>

**UNIT OF COMPETENCY: MANAGE AND EVALUATE USAGE OF INFORMATION****UNIT CODE : 500311406****UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills and attitudes required to support

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Review information needs and sources	<p>1.1. The <b>information</b> needs of individuals/teams are determined and the sources are identified.</p> <p>1.2. Information held by the organisation is reviewed to determine suitability and accessibility.</p> <p>1.3. Plans are prepared to obtain information that is not available or accessible within the organization.</p>	<p>1.1. Analysis and display techniques</p> <p>1.2. Information evaluation issues</p> <p>1.3. Information storage requirements and methods</p> <p>1.4. Reporting procedures of the organisation</p>	<p>1.1. Analysing record information</p> <p>1.2. Communicating effectively</p> <p>1.3. Disseminating information</p> <p>1.4. Presenting information</p>
2. Collect and analyze information	<p>2.1. <b>Collection</b> of information is interpreted timely and relevant to the needs of individuals/teams.</p> <p>2.2. Information is collected in formal suitable for analysis, interpretation and dissemination.</p> <p>2.3. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.</p>	<p>2.1. Information collection, collation</p> <p>2.2. Analysis and display techniques</p> <p>2.3. Information evaluation issues</p> <p>2.4. Information storage requirements and methods</p> <p>2.5. Reporting procedures of the organisation</p>	<p>2.1. Collecting and collating information</p> <p>2.2. Analysing record information</p> <p>2.3. Communicating effectively</p> <p>2.4. Disseminating information</p> <p>2.5. Presenting information</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Use management information systems	<p>3.1. <b>Management information systems</b> are used to store and retrieve data for decision making.</p> <p>3.2. Technology available in the work area/ organisation is used to manage information.</p> <p>3.3. Recommendations for improving the information system are submitted to designated persons/ groups.</p>	<p>3.1. Analysis and display techniques</p> <p>3.2. Information collection, collation</p> <p>3.3. Information evaluation issues</p> <p>3.4. Information storage requirements and methods</p> <p>3.5. Reporting procedures of the organisation</p>	<p>3.1. Analysing record information</p> <p>3.2. Collecting and collating information</p> <p>3.3. Communicating effectively</p> <p>3.4. Disseminating information</p> <p>3.5. Presenting information</p> <p>3.6. Using management information systems to store and retrieve data</p>
4. Report and disseminate analyzed information	<p>4.1. The results of information gathering, <b>analysis</b> and synthesis are reported within specified time frames and to the standard defined by the organisation.</p> <p>4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making.</p> <p>4.3. Information which is gathered is disseminated to appropriate personnel within the specified timeframe</p>	<p>4.1. Analysis and display techniques</p> <p>4.2. Information collection, collation</p> <p>4.3. Information evaluation issues</p> <p>4.4. Information storage requirements and methods</p> <p>4.5. Reporting procedures of the organisation</p>	<p>4.1. Analysing record information</p> <p>4.2. Collecting and collating information</p> <p>4.3. Communicating effectively</p> <p>4.4. Disseminating information</p> <p>4.5. Presenting information</p> <p>4.6. Using management information systems to store and retrieve data</p>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Information	May include: <ul style="list-style-type: none"> <li>1.1 Routine and complex reports and submissions</li> <li>1.2 Briefing notes</li> <li>1.3 Ministerial</li> <li>1.4 Proposals</li> <li>1.5 Project plans</li> <li>1.6 Articles and promotional material</li> </ul>
2. Collection techniques or methods	2.1 Collection techniques may include: <ul style="list-style-type: none"> <li>2.1.1 Research</li> <li>2.1.2 Surveys</li> <li>2.1.3 Literature search</li> <li>2.1.4 Interviews</li> <li>2.1.5 Data bases</li> <li>2.1.6 Observation</li> </ul> 2.2 Collection methods may include: <ul style="list-style-type: none"> <li>2.2.1 Indexing</li> <li>2.2.2 linking</li> <li>2.2.3 Sorting</li> <li>2.2.4 Comparing</li> <li>2.2.5 Categorizing</li> <li>2.2.6 Integrating</li> </ul>
3. Analysis	May include: <ul style="list-style-type: none"> <li>3.1. application of statistical methods</li> <li>3.2. mathematical calculations</li> <li>3.3. critical analysis</li> <li>3.4. problem solving</li> </ul>
4. Management information systems	May include: <ul style="list-style-type: none"> <li>4.1. Computers</li> <li>4.2. Communication channels</li> <li>4.3. Records management</li> <li>4.4. Procedures</li> <li>4.5. Manuals</li> <li>4.6. Protocol</li> <li>4.7. Legislation</li> <li>4.8. Guidelines and awards</li> <li>4.9. Organizational</li> <li>4.10. Legal and policy materials</li> </ul>

**EVIDENCE GUIDE**

1 Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Identified information needs and sources</li> <li>1.2 Collected and analyzed information</li> <li>1.3 Determined the correct / preventive action</li> <li>1.4 Used management information systems</li> <li>1.5 Record and support information</li> </ul> <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
2 Resource Implications	<p><b>Specific resources for assessment</b></p> <ul style="list-style-type: none"> <li>2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.</li> </ul>
3 Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Interview</li> </ul> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4 Context for Assessment	<ul style="list-style-type: none"> <li>4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</li> </ul>

**UNIT OF COMPETENCY : LEAD IN IMPROVEMENT OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS, POLICIES AND PROCEDURES**

**UNIT CODE : 500311407**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to assess Occupational Safety and Health (OSH) practices and programs, recommend OSH program improvement initiatives, and implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 <b><i>OSH practices and programs</i></b> are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or <b><i>OSH reference guides</i></b> are consulted for proper guidance based on workplace policies and procedures 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards	1.1. OSH practices and programs workplace policies and procedures 1.2. OSH reference guides 1.3. OSH work standards	1.1. Critical thinking skills 1.2. Evaluating skills
2. Recommend OSH program improvement initiatives	2.1 OSH work improvement initiatives are identified that are relevant with the workplace scenario 2.2 OSH program improvement plans are organized based on workplace policies and procedures 2.3 OSH program improvement plans are presented based on workplace policies and procedures	2.1. OSH Programs 2.2. OSH work improvement initiatives	2.1. Presentation Skills 2.2. Communication skills 2.3. Collaborating skills 2.4. Critical thinking skills 2.5. Observation skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
<p>3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies</p>	<p>3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures</p> <p>3.2 Concern personnel are guided in accordance with workplace policies and procedures</p> <p>3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures</p> <p>3.4 Implementation of approved OSH initiatives are evaluated based on workplace policies and procedures</p>	<p>3.1. Coaching Concepts</p> <p>3.2. OSH work improvement initiatives</p> <p>3.3. Supervisory Concepts</p>	<p>3.1. Monitoring Skills</p> <p>3.2. Evaluation Skills</p> <p>3.3. Auditing Skills</p> <p>3.4. Coaching Skills</p> <p>3.5. Supervisory Skills</p>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. OSH Practices and Programs	May include: 1.1 Planning, implementation and maintenance of manufacturing plants 1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs 1.3 First aid within the workplace 1.4 Safety inspection practices
2. OSH Reference Guides	May include: 2.1 Occupational Safety and Health Standards Book 2.2 OSHA Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 Established National Safety Management Books 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks
3. OSH Work Improvement Initiatives	May include: 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures</li> <li>1.2. Evaluate current practices and programs based on acceptable level of OSH work standards</li> <li>1.3. Identify OSH work improvement initiatives that are relevant with the workplace scenario</li> <li>1.4. Present OSH program improvement plans based on workplace policies and procedures</li> <li>1.5. Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures</li> <li>1.6. Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures</li> <li>1.7. Evaluate implementation of approved OSH initiatives based on workplace policies and procedures</li> </ul>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 OSH personal records</li> <li>2.3 PPE</li> <li>2.4 Health records</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Case Study/Situation</li> <li>3.4 Observation/Demonstration and oral questioning</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

**UNIT OF COMPETENCY** : **LEAD TOWARDS IMPROVEMENT OF ENVIRONMENTAL WORK PROGRAMS, POLICIES AND PROCEDURES**

**UNIT CODE** : **500311408**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required in assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess environmental work practices and programs	1.1. <b><i>Environmental practices and programs</i></b> are reviewed based on workplace policies 1.2 Appropriate personnel or <b><i>environmental reference guides</i></b> are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2. Mitigation Requirements	2.1. Presentation Skills 2.2 Critical thinking 2.3. Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.6 Cost-Benefit Analysis
3. Implement recommended improvements on environmental programs, policies and procedures	3.1. Approved improvements on <b><i>environmental work program initiatives</i></b> are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques 3.4. Notification Requirements	3.1. Inspection Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Environmental Practices and Programs	May include: <ul style="list-style-type: none"> <li>1.1 Utilization of Energy, Water, Fuel</li> <li>1.2 Segregation Practices</li> <li>1.3 Waste Disposal and Reuse</li> <li>1.4 Saving Resources</li> <li>1.5 Waste Collection</li> <li>1.6 Usage of Hazardous Materials</li> <li>1.7 Chemical Application</li> <li>1.8 Equipment Operation</li> <li>1.9 Dewatering and Discharging</li> <li>1.10 Surface Disturbance</li> <li>1.11 Periodic Inspection</li> <li>1.12 Resource Storage and Handling</li> </ul>
2. Environmental Reference Guides	May include: <ul style="list-style-type: none"> <li>2.1 Air Emission and Ambient Air Quality Guidelines</li> <li>2.2 Energy Conservation Guidelines</li> <li>2.3 Wastewater and Ambient Water Quality Guidelines</li> <li>2.4 Water Conservation Guidelines</li> <li>2.5 Hazardous Materials Management</li> <li>2.6 Waste Management</li> <li>2.7 Noise</li> <li>2.8 Contaminated Land</li> <li>2.9 Cultural Conservation Guides</li> </ul>
3. Environmental Work Program Initiatives	May include: <ul style="list-style-type: none"> <li>3.1 Low Energy Lighting</li> <li>3.2 Water Reduction initiatives</li> <li>3.3 Holding Employee Awareness event</li> <li>3.4 Recycling Waste Materials</li> <li>3.5 Unplugging power converters overnight</li> <li>3.6 Tree-Planting</li> <li>3.7 Wild-life conservation</li> </ul>

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies*</li> <li>1.2. Evaluated current practices and standards based acceptable level of environmental work standards</li> <li>1.3. Organized environmental standard improvement plans based on workplace policies and procedures</li> <li>1.4. Presented environmental standard improvement plans based on workplace policies and procedures*</li> <li>1.5. Promoted approved environmental work initiatives based on workplace policies and procedures</li> <li>1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures</li> </ul>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace/Assessment location</li> <li>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>2.3 Case studies/scenarios relating to environmental protection</li> </ul>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Written/ Oral Examination</li> <li>3.2 Interview/Third Party Reports</li> <li>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>3.4 Simulations and role-plays</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</li> </ul>

**UNIT OF COMPETENCY : SUSTAIN ENTREPRENEURIAL SKILLS**

**UNIT CODE : 500311409**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to update and continue one's professional development along entrepreneurship, including applying such growth in skills toward expanding the enterprise and developing its work force.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Enhance one's business skills	1.1 <b>Entrepreneurial skills</b> development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	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 1.5 Networking and Linkaging skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of <b>continuous improvement</b> is fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged	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. Expand markets and clientele	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate <b>internal controls</b> . 3.3 Unnecessary or lower-priority expenses and purchases are avoided. 3.4 New markets and clients are identified based on current market trends	3.1 Basic cost-benefit analysis 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Entrepreneurial skills	May include: 1.1. Financial management skills 1.2. People management skills 1.3. Operations management skills 1.4. Business acumen
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 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: 4.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 Quality assurance/Quality control systems

**EVIDENCE GUIDE**

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated enhancement of one's entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs, enterprise workers and third parties</p> <p>2.2 Materials and location relevant to the proposed activity and tasks</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through :</b></p> <p>3.1 Written report</p> <p>3.2 Written examination</p> <p>3.3 Demonstration/observation with oral questioning</p> <p>3.4 Portfolio assessment with interview</p> <p>3.5 Third-party report</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

**COMMON COMPETENCIES**

**UNIT OF COMPETENCY :** MAINTAIN HOSPITALITY INDUSTRY KNOWLEDGE

**UNIT CODE :** TRS141208

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required to maintain hospitality industry knowledge in a range of settings within the hotel and travel industries workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the hospitality industry	1.1 <b>Sources of information</b> on the hotel and travel industries are identified and accessed 1.2 <b>Information</b> on the hotel and travel industries to assist effective work performance within the industries are obtained 1.3 Specific information on relevant sector(s) of work are accessed and updated 1.4 Knowledge of the hotel and travel industries in the correct context to enhance quality of work performance are used 1.5 Information on <b>other industries</b> to enhance quality of work performance are obtained	1.1 Basic research 1.2 Sources of industry information 1.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 1.4 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process 1.5 Role of trade unions and employer groups in the industry 1.6 Environmental	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Identifying sources of information

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		responsibilities of the industry, including waste minimization and recycling 1.7 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	
2. Source and apply information on legal and ethical issues for the hospitality industry	2.1 Information <b>on legal issues and ethical issues</b> to assist effective work performance are obtained 2.2 Information on legal ethical issues are reviewed and selected 2.3 Day-to-day hospitality industry activities are conducted in accordance with legal obligations and ethical industry practices	2.1 Basic research 2.2 Sources of Industry information 2.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 2.4 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process 2.5 Role of trade unions and employer groups in the	2.1 Questioning and communication skills 2.2 Analytical skills 2.3 Networking skills 2.4 Ability to research industry information sources 2.5 Obtaining information on legal and ethical issues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		industry 2.6 Environmental responsibilities of the industry, including waste minimization and recycling 2.7 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	
3. Update hospitality industry knowledge	3.1 A range of opportunities to update general knowledge of the hotel and travel industries are identified and used 3.2 Current <b>issues of concern</b> to the industries are monitored 3.3 Knowledge with customers and colleagues as appropriate and incorporate this into day-to-day work activities are shared and updated	4.1 Basic research 4.2 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 4.3 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process 4.4 Role of trade unions and employer groups in the	3.1 Questioning and communication skills 3.2 Analytical skills 3.3 Research skills 3.4 Networking skills 3.5 Monitoring current issues of concern to the industries

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		industry 4.5 Environmental responsibilities of the industry, including waste minimization and recycling 4.6 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Sources of information	May include: 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Information services 1.9 Personal observation and experience 1.10 Colleagues, supervisors and managers 1.11 Industry contacts, mentors and advisors.
2. Information	May include: 2.1 Different sectors of the hospitality industry, their inter-relationships and the services available in each sector 2.2 Relationships between tourism and hospitality 2.3 Relationships between the hospitality industry and other industries 2.4 Industry working conditions 2.5 Environmental issues and requirements 2.6 Industrial relations issues and major organisations 2.7 Career opportunities within the industry 2.8 The work ethic required to work in the industry 2.9 Industry expectations of staff 2.10 Quality assurance.
3. Other industries	May include: 3.1 Entertainment 3.2 Food production 3.3 Wine production 3.4 Recreation 3.5 Meetings and events 3.6 Retail

VARIABLE	RANGE
4. Legal issues:	May include: 4.1 Consumer protection 4.2 Duty of care 4.3 Equal employment opportunity 4.4 Anti-discrimination 4.5 Workplace relations 4.6 Child sex tourism
5. Ethical issues	May include: 5.1 Confidentiality 5.2 Commission procedures 5.3 Overbooking 5.4 Pricing 5.5 Tipping 5.6 Familiarizations 5.7 Gifts and services free of charge 5.8 Product recommendations
6. Issues of concern	May include: 6.1 Government initiatives 6.2 Emerging markets 6.3 Environmental and social issues 6.4 Labour issues 6.5 Industry expansion or retraction

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated ability to source industry information</p> <p>1.2 Demonstrated knowledge of the hospitality industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace</p> <p>1.3 Demonstrated ability in updating hospitality industry knowledge</p>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions Portfolio evidence</p> <p>3.4 Problem solving</p> <p>3.5 Role plays</p> <p>3.6 Third party reports completed by a supervisor</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY :**      **PERFORM CHILD PROTECTION DUTIES  
RELEVANT TO THE TOURISM INDUSTRY**

**UNIT CODE :**                      **TRS141209**

**UNIT DESCRIPTOR :**        This unit deals with skills and knowledge required to understand the issue of child sexual exploitation by tourists and apply simple protective measures which are applicable for staff working in the hotel and travel industries.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the issue of sexual exploitation of children by tourists	1.1 The problem of child sexual exploitation of children by <b>tourists</b> (otherwise known as <b>child-sex tourism</b> ) is defined 1.2 The impact of child sexual exploitation on children, communities and the hotel and travel industries is described 1.3 <b>Suspicious behaviours</b> that may be exhibited by <b>child sex tourists</b> are identified	1.1 Basic research 1.2 Preventive measures for sexual exploitation of children by tourists 1.3 Child sexual exploitation in tourism destinations 1.4 Negative impact of child sexual exploitation in tourism destinations 1.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 1.6 Rules, regulations, policies and laws to protect children from sexual exploitation by tourists	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Identifying suspicious behaviors exhibited by child sex tourist
2 Describe national, regional and international actions to prevent the sexual exploitation of children by tourists	2.1 The United Nations Convention on the Rights (UNCRC) of the Child and the main <b>UN Articles relating to the rights of all children to be safe from sexual exploitation</b> are located and familiarized 2.2 The <b>national, regional and international initiatives</b> to prevent	2.1 Knowledge to communicate to stakeholders 2.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists. 2.3 Child sexual exploitation in	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Networking skills 2.5 Identifying reporting mechanisms

ELEMENT	PERFORMANCE CRITERIA Italicized <i>terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>the sexual exploitation of children by tourists are examined</p> <p>2.3 <b>Reporting mechanisms</b> if suspicious behaviour is observed are identified</p>	<p>tourism destinations</p> <p>2.4 Negative impact of child sexual exploitation in tourism destinations</p> <p>2.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists</p> <p>2.6 Awareness of conventions, rules, regulations, policies and laws to protect children from sexual exploitation by tourists</p>	
<p>3. Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists</p>	<p>3.1 A list of <b>actions</b> that can be taken by staff working in each labor division of the hotel and travel industries are prepared to prevent the sexual exploitation of children by tourists</p> <p>3.2 The best action that can be taken by a staff for particular situations in preventing the sexual exploitation of children by tourists are selected</p> <p>3.3 Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations</p>	<p>3.1 Knowledge to communicate to stakeholders</p> <p>3.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists</p> <p>3.3 Child sexual exploitation in tourism destinations</p> <p>3.4 Negative impact of child sexual exploitation in tourism destinations</p> <p>3.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists</p> <p>3.6 Awareness of conventions, rules, regulations, policies and laws to protect children from sexual exploitation by</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Networking skills</p> <p>3.5 Preparing list of actions to prevent the sexual exploitation of children by tourists</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> Italicized <i>terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		tourists	

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Tourists	May include: 1.1 International tourists 1.2 Domestic tourists 1.3 Business travellers 1.4 Expatriates
2. Child sex tourism	May include: 2.1 Child sex tourism 2.2 Child pornography 2.3 Child prostitution 2.4 Child sexual abuse
3. Suspicious behaviours	May include: 3.1 Tourist taking local children to their hotel room, a restaurant/café/bar, a private place or an excursion/outing 3.2 Tourist being very affectionate with local children 3.3 Tourist touching local children inappropriately 3.4 Tourist giving excessive gifts or money to local children 3.5 Tourist asking hotel and travel staff where they can locate children for sex 3.6 Tourist leaves sexually explicit images of children in their hotel room, or views sexually explicit images of children at an internet café
4. UN Articles relating to the rights of all children to be safe from sexual exploitation	May include: Specific Articles in the United Nations Convention on the Rights of the Child which refer to child sexual abuse including Articles 19, 34 and 36
5. National, regional and international initiatives	May include: 5.1 Tourism policies and codes 5.2 Rules and regulations 5.3 Legal provisions, national legislation, extra-territorial legislation 5.4 Public education campaigns 5.5 Training for the hotel and travel industries

<b>VARIABLE</b>	<b>RANGE</b>
6. Reporting mechanisms	May include: 6.1 Reporting to line management at the place of employment 6.2 Local and national reporting hotline phone numbers 6.3 Local authorities 6.4 International police 6.5 Law enforcement websites 6.6 Non-government organizations
7. Actions	May include: 7.1 Being vigilant and aware of suspicious behaviour 7.2 Reporting suspicious behaviour through the appropriate channels 7.3 Establishing and implementing organizational policies to protect children in the hotel and travel industries 7.4 Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations 7.5 Sharing information about child protection with family, friends and work colleagues

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated understanding of the critical requirement to protect children from sexual exploitation by tourists</p> <p>1.2 Demonstrated ability to articulate those behaviours which could be viewed as suspicious and awareness of appropriate reporting mechanisms</p> <p>1.3 Demonstrated understanding of rules, regulations, legislation, policies and procedures which relate to the prevention of child sexual exploitation in tourism destinations</p> <p>1.4 Demonstrated ability to outline actions that could be taken by tourism staff in particular labour divisions which could protect children from sexual exploitation by tourists</p>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution</p>
3. Method of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Oral and written questions</p> <p>3.2 Case studies</p> <p>3.3 Observation of candidate performance</p> <p>3.4 Simulation exercises and role plays</p> <p>3.5 Problem solving</p> <p>3.6 Third party reports completed by a supervisor</p> <p>3.7 Project and assignment work</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY :**      **DEVELOP AND SUPERVISE OPERATIONAL APPROACHES**

**UNIT CODE :**                      **TRS141210**

**UNIT DESCRIPTOR :**        This unit deals with the skills and knowledge required to develop and supervise operational approaches in a range of settings within the hotel industries.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Communicate work roles	1.1 <b><i>Operational plans and objectives</i></b> to team members are identified, developed and communicated 1.2 Skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines are matched 1.3 Requirements of jobs and tasks clearly to team members are communicated	1.1 Different leadership styles and the characteristics of effective leadership 1.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 1.3 Role and theories of motivation and its application to different workplace contexts 1.4 Organizational structure and group dynamics 1.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 1.6 Performance appraisal systems and procedures 1.7 Principles of time management 1.8 Conflict	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Developing operational plans and objectives

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		management techniques 1.9 Enterprise training requirements and processes	
2 Coordinate activities	2.1 <b>Work plans</b> that establish appropriate <b>targets and task objectives</b> are developed 2.2 Work activities to ensure completion of tasks are prioritized in accordance with work requirements 2.3 <b>Training and learning opportunities</b> into work activities are identified and incorporated 2.4 Clear supervisory and reporting responsibilities in line with organizational requirements are maintained	2.1 Different leadership styles and the characteristics of effective leadership 2.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 2.3 Role and theories of motivation and its application to different workplace contexts 2.4 Organizational structure and group dynamics 2.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 2.6 Performance appraisal systems and procedures 2.7 Principles of time management 2.8 Conflict management techniques 2.9 Enterprise training requirements and processes	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Developing work plans

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
<p>3 Maintain effective working relations</p>	<p>3.1 <b>Problems</b> with team members are recognized and addressed</p> <p>3.2 Assistance of team members when difficulties arise to achieve allocated tasks are sought</p> <p>3.3 Requirements of work activities using a <b>participative approach</b> are communicated</p> <p>3.4 Disagreements and conflicts constructively using appropriate <b>conflict management strategies</b> are managed</p>	<p>3.1 Different leadership styles and the characteristics of effective leadership</p> <p>3.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork</p> <p>3.3 Role and theories of motivation and its application to different workplace contexts</p> <p>3.4 Organizational structure and group dynamics</p> <p>3.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal</p> <p>3.6 Performance appraisal systems and procedures</p> <p>3.7 Principles of time management</p> <p>3.8 Conflict management techniques</p> <p>3.9 Enterprise training requirements and processes</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Networking skills</p> <p>3.5 Managing conflicts</p>
<p>4. Provide feedback</p>	<p>4.1 Clear and constructive <b>feedback</b> to individuals to support achievement of</p>	<p>4.1 Feedback mechanism</p> <p>4.2 Different leadership styles and the</p>	<p>4.1 Questioning and communication skills</p> <p>4.2 Research skills</p> <p>4.3 Analytical skills</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>outcomes are provided</p> <p>4.2 Team and individual performances to ensure team members are able to achieve goals are monitored</p> <p>4.3 <b>Opportunity for individual development</b> is identified</p> <p>4.4 Clear supervisory and reporting responsibilities in line with organizational requirements are maintained</p>	<p>characteristics of effective leadership</p> <p>4.3 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork</p> <p>4.4 Role and theories of motivation and its application to different workplace contexts</p> <p>4.5 Organizational structure and group dynamics</p> <p>4.6 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal</p> <p>4.7 Performance appraisal systems and procedures</p> <p>4.8 Principles of time management</p> <p>4.9 Conflict management techniques</p> <p>4.10 Enterprise training requirements and processes</p>	<p>4.4 Providing feedback</p>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Operational plans and objectives	May include: 1.1 Sales targets 1.2 Performance targets for a particular project 1.3 Increased productivity 1.4 Meeting key performance indicators (KPI) 1.5 Short, medium or long-term goals
2. Team	May include: 2.1 Project-based 2.2 Permanent teams 2.3 Paid workers 2.4 Volunteers 2.5 Work role team 2.6 Peers 2.7 Subordinates
3. Work plans	May include: 3.1 Verbal work plans 3.2 Written work plans 3.3 Daily priorities 3.4 Weekly priorities 3.5 Regular duties and/or work tasks
4. Targets and task objectives	May include: 4.1 Sales targets 4.2 Promotional activities
5. Training and learning opportunities	May include: 5.1 Coaching 5.2 Mentoring 5.3 Structured on-the-job training 5.4 Opportunistic learning 5.5 Modelling
6. Problems	May include: 6.1 Conflicts in priorities 6.2 Resource constraints 6.3 Lack of information 6.4 Supplier delays 6.5 Differences in opinion 6.6 Interpersonal conflict 6.7 Hazardous events 6.8 Time constraints 6.9 Shortfalls in expected outcomes
7. Participative approach	May include: 7.1 Clarity of purpose, including vision, mission, goals 7.2 Communication 7.3 Collaboration

VARIABLE	RANGE
	7.4 Building trust 7.5 Team involvement
8. Conflict management strategies	May include: 8.1 Assertiveness 8.2 Listening 8.3 Non-verbal communication 8.4 Language style 8.5 Problem solving 8.6 Negotiation 8.7 Mediation
9. Feedback	May include: 9.1 Performance 9.2 Service standards 9.3 Skills and knowledge 9.4 Progress
10. Opportunity for individual development	May include: 10.1 Internal training/professional development 10.2 External training/professional development 10.3 Change in job responsibilities 10.4 Opportunity for greater autonomy or responsibility 10.5 Formal promotion 10.6 Allocating responsibility for plans or objectives

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to supervise and instruct staff to achieve work activities</li> <li>1.2 Demonstrated ability to delegate and allocate tasks</li> <li>1.3 Demonstrated ability to assess and evaluate staff competency</li> <li>1.4 Demonstrated ability to identify and provide training requirements</li> <li>1.5 Demonstrated ability to plan and monitor ongoing training needs</li> <li>1.6 Demonstrated ability to plan timesheets and timetables to meet deadlines</li> <li>1.7 Demonstrated ability to achieve effective time management</li> <li>1.8 Demonstrated ability to maintain safe workplace and environmentally responsible practices</li> <li>1.9 Demonstrated ability to solve problems, such as staffing, resources</li> <li>1.10 Demonstrated ability to communicate information and instructions, provided feedback and prepared reports and performance appraisals.</li> </ul>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Training and assessment to include access to a real or simulated workplace that provides the candidate with an opportunity to demonstrate application of knowledge of leadership, motivation and teamwork principles in a specific travel and hotel industry context; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations.</li> </ul>
3. Method of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Case studies</li> <li>3.2 Observation of practical candidate performance</li> <li>3.3 Oral and written questions</li> <li>3.4 Portfolio evidence</li> <li>3.5 Problem solving</li> <li>3.6 Third party reports completed by a supervisor</li> <li>3.7 Project and assignment work</li> </ul>
4. Context of Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ul>

**UNIT OF COMPETENCY : MANAGE QUALITY CUSTOMER SERVICE**

**UNIT CODE : TRS141211**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to manage customer service quality in the workplace within a tourism or hospitality context. It focuses on the need to develop active approaches to service quality issues with some strategic focus.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop approaches to enhance customer service quality	1.1 Information on customer needs, expectations and satisfaction levels is obtained using both <b><i>informal and formal research</i></b> . 1.2 Opportunities are provided for both customers and colleagues to provide feedback on products and services. 1.3 <b><i>Changes in internal and external environments</i></b> are reviewed and findings are integrated into planning for quality service. 1.4 Opportunities are provided for colleagues to participate in the customer service planning process. 1.5 Standards and plans are developed to address key quality service issues.	1.1 Communication techniques 1.2 Informal and formal research 1.3 Customer service relations 1.4 Actions that can be implemented by staff working in the hotel and travel industries 1.5 Quality customer service 1.6 Feedback mechanism	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Manage the delivery of quality service	2.1 <b><i>Customer service standards</i></b> and expectations are clearly communicated to colleagues. 2.2 Access to information	2.1 Communication techniques 2.2 Customer service standards 2.3 Actions that can be implemented by staff	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>on service standards and delivery is provided to colleagues.</p> <p>2.3 Coaching is used to assist colleagues to deal with <b>customer service issues</b> and to take responsibility for service outcomes.</p> <p>2.4 Customer service in the workplace is monitored to ensure standards are met in accordance with enterprise policies and procedures.</p>	<p>working in the hotel and travel industries</p>	<p>sources</p> <p>2.5 Identifying relevant information</p> <p>2.6 Compilation and classification of information and data</p> <p>2.7 Networking skills</p> <p>2.8 Monitoring customer service</p>
<p>3. Monitor and adjust customer service</p>	<p>3.1 Feedback is sought from customers on an ongoing basis and this is used to improve performance where applicable.</p> <p>3.2 Customer service problems are identified and adjustments to standards, systems and procedures are made to ensure continued service quality.</p> <p>3.3 New approaches are communicated to all those involved in service delivery within appropriate timeframes.</p>	<p>2.1 Communication techniques</p> <p>2.2 Customer service standards</p> <p>2.3 Actions that can be implemented by staff working in the hotel and travel industries</p> <p>2.4 Quality customer service</p> <p>2.5 Feedback mechanism</p> <p>2.6 Quality service principles and processes</p>	<p>2.1 Questioning and communication skills</p> <p>2.2 Research skills</p> <p>2.3 Analytical skills</p> <p>2.4 Identifying relevant information</p> <p>2.5 Networking skills</p> <p>2.6 Identifying customer service problems</p>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Informal and formal research	May include: 1.1 Talking to customers 1.2 Qualitative or quantitative research 1.3 Seeking feedback from service delivery colleagues 1.4 Analysis of competitive environment 1.5 Analysis of industry and market trends
2. Changes in internal and external environments	May include: 2.1 Management changes 2.2 Organizational restructuring 2.3 Introduction of new equipment 2.4 Recruitment practices 2.5 Technological changes affecting service delivery 2.6 Changes in the competitive environment 2.7 Economic climate 2.8 Trends in customer preferences 2.9 Advent of E-business
3. Customer service standards	May include: 3.1 Response times 3.2 Service guarantees 3.3 Pricing guarantees 3.4 Product quality 3.5 Document presentation standards 3.6 Personal presentation standards 3.7 Complaint management
4. Customer service issues	May include: 4.1 Response times 4.2 Service guarantees 4.3 Pricing guarantees 4.4 Product quality 4.5 Document presentation standards 4.6 Personal presentation standards 4.7 Complaint management

**EVIDENCE GUIDE**

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated ability to develop proactive approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context</p> <p>2.1 Demonstrated knowledge of quality service principles and processes</p>
2. Resource implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Project or work activities conducted over a period of time to allow the candidate to establish, monitor and evaluate service delivery in a tourism or hospitality context</p> <p>2.2 Involvement of a team for which the candidate is leader</p>
3. Methods of assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Evaluation of projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation</p> <p>3.2 Evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service</p> <p>3.3 Case studies to assess specific service delivery issues in different workplace contexts</p> <p>3.4 Oral or written questions to assess knowledge of quality assurance concepts and principles</p> <p>3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
4. Context of assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : MANAGE FINANCES WITHIN A BUDGET**

**UNIT CODE : TRS141212**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to take responsibility for budget management where others may have developed the budget.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Allocate budget resources	1.1 Funds are allocated according to agreed priorities. 1.2 Changes in income and expenditure priorities are discussed with colleagues prior to implementation 1.3 All relevant personnel are consulted and informed in relation to resource decisions 1.4 Awareness of the importance of budget control is promoted 1.5 Detailed records of resource allocation are maintained in accordance with enterprise control systems	1.1 Basic budget principles 1.2 Budget formulation 1.3 Financial information system 1.4 Managing finances within a budget 1.5 Importance of budget control 1.6 Enterprise control systems 1.7 Standards for organizational recordkeeping and audit requirements 1.8 Recordkeeping	1.1 Analytical skills 1.2 Networking skills 1.3 Allocating funds 1.4 Maintaining records
2 Monitor financial activities against budget	2.1 Actual income and expenditures are checked against <b><i>budget</i></b> and at regular intervals 2.2 Financial commitments are included in all documentation to ensure accurate monitoring	2.1 Basic budget principles 2.2 Budget formulation 2.3 Financial information system 2.4 Income and expenditures 2.5 Managing finances within a budget 2.6 Importance of budget control 2.7 Enterprise control systems	2.1 Analytical skills 2.2 Networking skills 2.3 Monitoring expenditures 2.4 Calculating profit/loss and cash flow

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Deviations are identified and reported according to company policy and significance of deviation 2.6 Options for more effective management of deviations are investigated 2.5 Colleagues are advised of budget status in relation to targets within agreed timeframes	2.8 Standards for organizational recordkeeping and audit requirements 2.9 Company policies and procedures 2.10 Significance of deviation 2.11 Budget monitoring	
3. Identify and evaluate options for improved budget performance	3.1 Existing costs and resources are assessed and areas for improvement are identified 3.2 Desired outcomes are discussed with relevant colleagues 3.3 <b>Research</b> is conducted to investigate new approaches 3.4 Benefits and disadvantages of new approaches are defined and clearly communicated 3.5 Impacts on customer service levels and colleagues are considered when developing new approaches 3.6 Recommendations are presented clearly and logically to the appropriate person/department	1.1 Basic budget principles 1.2 Research 1.3 Budget formulation 1.4 Financial information system 1.5 Income and expenditures 1.6 Managing finances within a budget 1.7 Importance of budget control 1.8 Enterprise control systems 1.9 Standards for organizational recordkeeping and audit requirements	3.1 Research skills 3.2 Analytical skills 3.3 Networking skills 3.4 Monitoring expenditures 3.5 Calculating profit/loss and cash flow 3.6 Restructuring/improving budget

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
4. Complete financial reports	4.1 All required <b><i>financial reports</i></b> are completed within designated timelines 4.2 Clear and concise information are produced to enable informed decision-making 4.3 Reports are promptly forwarded to the appropriate person/department.	4.1 Basic budget principles 4.2 Basic Research 4.3 Budget formulation 4.4 Financial information system 4.5 Income and expenditures 4.6 Budget report preparation 4.7 Standards for organizational recordkeeping and audit requirements	4.1 Research skills 4.2 Analytical skills 4.3 Networking skills 4.4 Monitoring expenditures 4.5 Preparing budget report

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Budget	May include: 1.1 Cash budgets 1.2 Departmental budget 1.3 Wages budget 1.4 Project budget 1.5 Purchasing budget 1.6 Sales budget 1.7 Cashflow budget 1.8 Budget for a small business
2. Research	May include: 2.1 Discussions with existing suppliers 2.2 Sourcing of new suppliers 2.3 Evaluation of staffing/rostering requirements 2.4 Review of operating procedures 2.5 Potential rostering changes
3. Financial reports	May include: 3.1 Daily, weekly, monthly transactions and reports 3.2 Break-up by department 3.3 Occupancy 3.4 Sales performance 3.5 Commission earnings 3.6 Sales returns 3.7 Yield management 3.8 Commercial account activity

**EVIDENCE GUIDE**

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated knowledge of basic budget principles and structures</p> <p>1.2 Knows budgeting terminology relevant to a specific industry context</p> <p>1.3 Demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance</p> <p>1.4 Demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context</p>
2. Resource implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Project or work activities that include the management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed</p> <p>2.2 Use of figures and data that reflect the financial operating conditions of industry</p> <p>2.3 The requirement to evaluate options for improved budget performance</p>
3. Methods of assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate</p> <p>3.2 Evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget</p> <p>3.3 Case studies and problem solving to assess application of the principles of budget management to different situations</p> <p>3.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
4. Context of assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : PLAN AND IMPLEMENT A SERIES OF TRAINING EVENTS**

**UNIT CODE : TRS141213**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and behavior required to plan training events in response to identified workplace need and administer the implementation to optimise training effectiveness. This unit reflects a management function and not a trainer function and is likely to be applicable to an organization that has multiple workplaces/sites.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan a series of training events	1.1 <b>Training needs</b> are identified and verified 1.2 <b>Training needs are identified and prioritized.</b> 1.3 <b>Resources</b> available to support training events to address identified training need are determined 1.4 <b>Training events</b> that will address identified workplace training need are identified. 1.5 <b>Availability of learners to attend and participate</b> in identified training events are determined. 1.6 <b>Stakeholders in planning activities</b> are involved. 1.7 A <b>schedule for implementing identified training events</b> is developed. 1.8 An <b>operational plan</b> to support the implementation of identified training events is developed. 1.9 The <b>implementation</b>	1.1 Communication techniques 1.2 Enterprise policies and procedures 1.3 Training needs 1.4 Events planning	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills 1.6 Planning a training event

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>plan</i> for training events with stakeholders is shared.</p> <p>1.10 Identified learners to engage with established training events are encouraged</p>		
<p>2 Implement a series of training events</p>	<p>2.1 Identified <b>support for learners to attend identified training events</b> is provided</p> <p>2.2 <b>Resources for supervisors to maintain required service levels</b> during identified training events are provided</p> <p>2.3 Learners of <b>attendance requirements</b> as required by the organization are advised</p> <p>2.4 <b>Feedback from learners</b> on individual training events is captured</p> <p>2.5 <b>Planned schedule of training events</b> on the basis of feedback and other issues arising is modified</p> <p>2.6 <b>Training events</b> to monitor and evaluate their implementation are attended</p> <p>2.7 Contact with training event organizers/providers is maintained</p>	<p>2.1 Communication techniques</p> <p>2.2 Enterprise policies and procedures</p> <p>2.3 Events planning</p> <p>2.4 Feedback mechanism</p>	<p>2.1 Questioning and communication skills</p> <p>2.2 Research skills</p> <p>2.3 Analytical skills</p> <p>2.4 Ability to research industry information sources</p> <p>2.5 Networking skills</p> <p>2.6 Implementing a training event</p>
<p>3 Review planning and implementation</p>	<p>3.1 The <b>impact of attendance at training event</b> is</p>	<p>3.1 Communication techniques</p> <p>3.2 Enterprise policies</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
of a series of training events	evaluated 3.2 <b><i>The value-for-money provided by engagement with training events</i></b> is assessed 3.3 <b><i>Ways in which more cost-effective use of training events could be effected</i></b> are identified 3.4 A <b><i>report on the use of training events</i></b> within the organization is prepared	and procedures 3.3 Events planning 3.4 Preparation of report	3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Networking skills 3.6 Preparing report

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Training needs	May include: <ol style="list-style-type: none"> <li>1.1 Reviewing the results of training needs analyses</li> <li>1.2 Reviewing individual input, including requests for training, from staff, co-workers, customers, supervisors, managers and other relevant personnel</li> <li>1.3 Reviewing business plans, directions and objectives</li> <li>1.4 Reviewing existing qualifications, certificates, licenses held by staff</li> <li>1.5 Reviewing changed workplace conditions necessitating staff training, including changes to equipment, procedures, legislation, layout, customer preferences</li> <li>1.6 Clarifying training requirements by site, department, individual worker, workplace teams</li> </ol>
2. Training needs are identified and prioritized	May include: <ol style="list-style-type: none"> <li>2.1 Matching training need against workplace demands, by site, department, individual worker, workplace teams</li> <li>2.2 Factoring in legislated obligations</li> <li>2.3 Determining existing competency levels to cater for anticipated demand</li> <li>2.4 Determining costs associated with immediate and short-term training events to respond to urgent training needs</li> <li>2.5 Identifying the impact of not responding immediately to urgent need</li> <li>2.6 Identifying other priority activities that the organisation is required to accommodate</li> <li>2.7 Integrating complementary imperatives and priorities</li> <li>2.8 Identifying alternative short-term action, other than training events, that can be taken to address immediate priority needs</li> </ol>
3. Resources	May include: <ol style="list-style-type: none"> <li>3.1 Time</li> <li>3.2 Space/location and venues</li> <li>3.3 Human resources</li> <li>3.4 Financial resources</li> <li>3.5 Physical resources</li> <li>3.6 Network of contacts</li> <li>3.7 Externally available training events</li> </ol>
4. Training events	May include: <ol style="list-style-type: none"> <li>4.1 Traditional training sessions</li> </ol>

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>4.2 Computer-based learning</li> <li>4.3 Home study</li> <li>4.4 Correspondence training and education</li> <li>4.5 Conferences, seminars, meetings, exhibitions, trade presentations, workshops, symposiums</li> <li>4.6 Training provided by suppliers, support industries, industry peak bodies and/or government agencies</li> <li>4.7 Generic training courses, including a series of training events, offered by external training providers</li> <li>4.8 Field trips, experiential learning, visits to nominated businesses, sites or venues</li> <li>4.9 Guest speakers</li> <li>4.10 Demonstrations and talks by acknowledged subject specialists</li> <li>4.11 Formal and informal learning opportunities relevant to identified need</li> </ul>
5. Availability of learners to attend and participate	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 Interrogating existing staff rosters to identify flexibility available to accommodate staff absences and attendance at training events</li> <li>5.2 Liaising with supervisors to identify alternative staff to back-fill those attending training events</li> <li>5.3 Liaising with the financial department to calculate staffing costs associated with attendance at training events</li> <li>5.4 Identifying peak and low trading times, days, periods</li> </ul>

VARIABLE	RANGE
<p>6. Stakeholders in planning activities</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 Discussing individual and group preferences for training events</li> <li>6.2 Identifying individual and group barriers to attendance at training events</li> <li>6.3 Identifying learner preferences for training events</li> <li>6.4 Discussing training event options with supervisors, managers and learners</li> <li>6.5 Explaining the need for the training events</li> <li>6.6 Identifying the benefits that will flow from participation in training events</li> <li>6.7 Describing the support available for those who engage with learning events, including travel allowances, payment of fees and charges, per diem allowances, payment for meals and accommodation, where applicable</li> <li>6.8 Discussing time off to engage with training events, including necessary study, practice, and assessment as appropriate to individual training events</li> </ul>
<p>7. Schedule for implementing identified training events</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Accommodating individual workplace operational needs to the greatest extent possible</li> <li>7.2 Accommodating individual learner preferences to the greatest extent possible</li> <li>7.3 Limiting training events and numbers attending to meet imposed budgetary and other operational constraints</li> <li>7.4 Identifying specific days, dates, times and staff for individual training events at each location/venue</li> <li>7.5 Coordinating the attendance of learners from multiple sites/departments at the one training event</li> <li>7.6 Identifying relevant training events that will optimise learning while minimising expenditure, including the need to identify local venues and training events wherever possible</li> <li>7.7 Communicating a draft schedule to learners and management/supervisors</li> <li>7.8 Revising attendance at training events, on the basis of feedback received regarding the draft schedule, to the greatest extent possible commensurate with achieving the necessary training objectives</li> </ul>
<p>8. Operational plan</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Allocating responsibilities for actions within the plan, including delegation of authority and/or the establishment of revised scopes of authority</li> </ul>

VARIABLE	RANGE
	8.2 Enrolling and/or registering learners in training events 8.3 Supplying learners with confirmation of enrolment and/or registration, including details of the training event and any necessary preparations and/or pre-requisites that apply 8.4 Developing a framework within which attendees at training events can pass on knowledge and skills learned to other staff in the workplace/organisation 8.5 Authorising staff back-filling arrangements and extensions to labour budgets as appropriate 8.6 Determining criteria to be used when evaluating post-participation in training events
9. Implementation plan	May include: 9.1 Providing hard-copy information, such as letters to staff, notes in pay envelopes, posters in the workplace 9.2 Mentioning the training events at staff meetings and briefings 9.3 Using electronic communication facilities, including email, intranet and facsimiles 9.4 Conducting training event-specific information sessions
10. Support for learners to attend identified training events	May include: 10.1 Payment, or other arrangements, such as vehicles/per diems, for travel and accommodation 10.2 Supply of pre-training event materials, such as pre-event reading matter 10.3 Identification and/or confirmation of training event venue and attendance times, locations 10.4 Clarification with learners regarding organisational expectations regarding the training event 10.5 Provision of time to allow learners to prepare for, and travel to, the training event 10.6 Changes to rosters
11. Required resources for supervisors to maintain required service levels	May include: 11.1 Authorising and/or arranging for supplementary staff to replace learners who are attending training events 11.2 Modifying normal workloads to factor in the absence of traditional staffing levels 11.3 Revising workplace activities to accommodate reduced staff levels 11.4 Amending trading hours 11.5 Closing sites, where appropriate 11.6 Authorising the payment of overtime to normal staff to enable them to back-fill learners

VARIABLE	RANGE
12. Attendance requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>12.1 Punctuality</li> <li>12.2 Attendance for the duration of nominated aspects of the training event</li> <li>12.3 Active participation in activities</li> <li>12.4 Engagement with all aspects of the training event</li> <li>12.5 Undertaking assessment that comprises part of the training event</li> <li>12.6 Networking with other training event participant/s</li> <li>12.7 Returning to work with copies of materials or resources provided at the training event</li> <li>12.8 Focus on nominated training needs as applicable to individual learners, work sites, departments and/or the organisation as an overall entity</li> <li>12.9 Being able to demonstrate/prove attendance at the training event</li> <li>12.10 Completing an evaluation of the training event</li> <li>12.11 Sharing knowledge, skills and attitudes learned at the training event with other staff</li> </ul>
13. Feedback from learners	<p>May include:</p> <ul style="list-style-type: none"> <li>13.1 Written or verbal feedback</li> <li>13.2 Compulsory feedback on all participation in training events</li> <li>13.3 Comments on relevance of the training event content</li> <li>13.4 Explanation of the extent to which learners believed the training event assisted in addressing identified training needs</li> <li>13.5 Ensuring feedback represents a valid profile of learners who attended the training event</li> <li>13.6 Discussing concerns with training event organizers</li> </ul>
14. Planned schedule of training events	<p>May include:</p> <ul style="list-style-type: none"> <li>14.1 Adding extra learners to nominated training events</li> <li>14.2 Reducing the number of learners initially identified as participants in training events</li> <li>14.3 Asking training event organisers/providers to modify training events on the basis of feedback received, or changing workplace needs</li> <li>14.4 Seeking recompense from training event organisers/providers where the training event failed to deliver as promised</li> <li>14.5 Removing learners from generic training events and working with organisers/providers to create an organisation-specific training event</li> </ul>

VARIABLE	RANGE
	<p>14.6 Altering the style of training event with which learners will engage</p> <p>14.7 Discussing the potential to change facilitators used at training events where learners indicated this was an issue</p> <p>14.8 Advising training event organisers/providers regarding organisational needs/preferences regarding any aspect of the training event, including starting and finishing times, duration of training events, activities, assessment activities, catering arrangements, plenary sessions</p> <p>14.9 Discussing impact of proposed changes on operational issues with supervisors, staff, management, customers</p> <p>14.10 Communicating revisions to schedules to learners and relevant others</p>
15. Training events	<p>May include:</p> <p>15.1 Gathering first-hand opinion regarding applicability of the training event to identified needs, including evaluation of relevance, currency of ideas/information, presentation style and techniques used, value for money provided by the training event, evidence of appropriate planning by organisers/providers for the training event</p> <p>15.2 Monitoring the extent to which learners interacted with the training event</p> <p>15.3 Talking to learners to gain their immediate thoughts on the training event</p> <p>15.4 Monitoring the activities, presenters, trainers, resources used in the training event</p> <p>15.5 Actively networking with participants at the training event</p> <p>15.6 Capturing materials and resources provided at the training event for later use within the organisation</p> <p>15.7 Monitoring content delivered, and/or actions observed, at the training event with a view to using it and/or adapting it for organisational application at a later date</p> <p>15.8 Providing tangible support for learners who have attended the training event</p> <p>15.9 Reaching conclusions about future use of individual training events in addressing identified training needs</p> <p>15.10 Providing input to the training event to optimise the likelihood that the training event will meet the identified objectives for each event</p> <p>15.11 Recording learner participation in, and interaction with, the training event</p>
16. Impact of attendance at training events	<p>May include:</p> <p>16.1 Seeking input from all relevant stakeholders</p>

VARIABLE	RANGE
	<p>16.2 Comparing pre-training event workplace practice, operation, statistics with post-training event workplace practice, operation, statistics</p> <p>16.3 Focusing on the criteria that were identified as being central to evaluating participation in training events in the planning phase</p> <p>16.4 Comparing the outcomes of attending training events with participation in more standard/traditional training delivery</p>
<p>17.The value-for-money provided by engagement with training events</p>	<p>May include:</p> <p>17.1 Undertaking a cost-benefit analysis, including identification and quantification of hidden costs that were unknown prior to actual engagement with training events</p> <p>17.2 Comparing pre-engagement cost-benefit analysis figures with post-participation cost-benefit analysis, including identification of hidden costs that emerged when individual training events were attended</p> <p>17.3 Identifying alternative training that could have been provided at the same actual cost figure involved in participating in training events</p> <p>17.4 Obtaining positive and/or negative emotional issues experienced by learners as a result of engaging with training events</p>
<p>18.Ways in which more cost-effective use of training events could be effected</p>	<p>May include:</p> <p>18.1 Seeking group discounts for participation with future training events</p> <p>18.2 Organizing internal training events and offering these events to internal learners and attendees from other organisations</p> <p>18.3 Undertaking joint venture/cost sharing arrangements with others</p> <p>18.4 Requiring learners to contribute to the cost of the training event, including free-of-charge provision of their time</p> <p>18.5 Working with the organiser/provider to present a shorter duration training event</p> <p>18.6 Developing a more structured internal approach to the sharing of knowledge and skills gained by learners at training events with other employees</p>
<p>19.Report on the use of training events</p>	<p>May include:</p> <p>19.1 An outline and overview of the training events that were used, including rationale for the on-going use of training events</p>

VARIABLE	RANGE
	<p>19.2 Identification of the costs involved and benefits that resulted</p> <p>19.3 Identification of numbers of staff who engaged with training events</p> <p>19.4 An overview of learners' evaluations of participation in training events</p> <p>19.5 Comparative cost analysis of providing leaner training using alternative means</p> <p>19.6 Description of up-coming training events that have been identified as having the potential for future learners, including identification of training events that have already been committed to but not attended</p>

**EVIDENCE GUIDE**

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Understood host enterprise policies and procedures in regard to workplace training and assessment</p> <p>1.2 Demonstrated ability to plan an effective and practical series of at least eight training events for a nominated organization to enable twelve identified learners from multiple departments/sites to attain specified training objectives and outcomes relevant to the industry context in which the candidate is working, including:</p> <ul style="list-style-type: none"> <li>▪ Identified and quantified the complete range of expenses involved</li> <li>▪ Described the training events, including organizers/providers, dates and times, content, nature of the activities within the training events, pre-event preparation that learners are expected to complete prior to attendance</li> <li>▪ Identified back-filling staffing requirements to enable release of learners to attend all the identified (8) training events</li> <li>▪ Prepared an operational plan to guide implementation of the identified training events, including resources allocation and development of criteria that will be used to evaluate the effectiveness of those training events</li> </ul> <p>1.3 Demonstrated ability to implement a nominated series of training events, which may be the ones identified in the above assessment activity, by:</p> <ul style="list-style-type: none"> <li>▪ Evaluated the effectiveness of the training events using pre-determined criteria, which may be the ones developed for the above assessment activity</li> <li>▪ Evaluated the extent of learner satisfaction with the training events</li> <li>▪ Determined: <ul style="list-style-type: none"> <li>Whether or not continued engagement with previous training events is appropriate</li> <li>Whether the training events previously used should be replaced</li> <li>Whether the training events previously used should be modified in some way, and if so, how</li> <li>Possible suitable alternative to using a series of training events to provide workplace training</li> </ul> </li> </ul> <p>1.4 Determined the actual cost of using the identified training events, including all relevant expenses associated with travel, attendance, back-filling</p> <p>1.5 Provided a personal account of attendance at one nominated training event</p>
--	--

	1.6 Developed a report outlining the relevant factors, including costs and benefits, alternatives, future training events relating to the use of training events for the organisation in question
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, Guidelines</p> <p>2.3 Tools and equipment</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

**UNIT OF COMPETENCY : USE THE ASSESSMENT SYSTEM FOR TRAINING OUTCOMES**

**UNIT CODE : TRS141214**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and behavior required to manage an assessment system for employees within a work context**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Communicate the assessment system	1.1 The <b><i>purpose of the assessment system</i></b> is defined 1.2 <b><i>Assessment system features and procedures</i></b> to <b><i>relevant stakeholders</i></b> is documented and circulated 1.3 <b><i>Procedures for keeping relevant stakeholders informed</i></b> about key features of the assessment system are established	1.1 Communication techniques 1.2 Assessment system features and procedures 1.3 Enterprise policies and procedures 1.4 Impact of assessment system for training outcomes	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills 1.6 Defining the purpose of assessment system
2. Provide support for enterprise assessors	2.1 Assessors meet <b><i>required competency standards</i></b> is verified 2.2 <b><i>Required training for assessors</i></b> is identified 2.3 <b><i>Moderation of assessments</i></b> is provided. 2.4 <b><i>Feedback to assessors</i></b> on their performance is provided 2.5 Networking amongst assessors is facilitated	2.1 Communication techniques 2.2 Assessment system features and procedures 2.3 Enterprise policies and procedures 2.4 Moderation of assessment 2.5 Requirements for assessors 2.6 Feedback mechanism	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Providing support for enterprise assessors

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Manage the assessment record keeping system	3.1 The <b><i>internal records required to support the assessment system</i></b> is identified and developed 3.2 The <b><i>requirements for completing the assessment records</i></b> are described 3.3 The <b><i>assessment records</i></b> are filed. 3.4 The assessment record keeping system is reviewed and updated.	3.1 Communication techniques 3.2 Assessment system features and procedures 3.3 Enterprise policies and procedures 3.4 Standards for organizational recordkeeping and audit requirements 3.5 Requirements for completing the assessment records	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Networking skills 3.6 Updating the assessment record keeping system
4. Maintain quality assurance procedures	4.1 <b><i>Quality assurance procedures for the assessment system</i></b> are defined 4.2 <b><i>Internal audits of the assessment system</i></b> are undertaken 4.3 <b><i>The results of quality assurance audits</i></b> to improve the assessment system are used 4.4 The applicability of the existing quality assurance procedures to the dynamic nature of the assessment system is reviewed	4.1 Communication techniques 4.2 Assessment system features and procedures 4.3 Enterprise policies and procedures 4.4 Standards for organizational recordkeeping and audit requirements 4.5 Quality assurance procedures	4.1 Questioning and communication skills 4.2 Research skills 4.3 Analytical skills 4.4 Ability to research industry information sources 4.5 Networking skills 4.6 Defining the quality assurance procedures for the assessment system
5. Report on the contribution made by the assessment system to enterprise training and performance	5.1 The outcomes that the assessment system has produced are identified 5.2 The <b><i>assessment system</i></b> is reviewed 5.3 <b><i>Recommendations for change</i></b> to the assessment system are made	5.1 Communication techniques 5.2 Assessment system features and procedures 5.3 Enterprise policies and procedures 5.4 Standards for organizational recordkeeping and	5.1 Questioning and communication skills 5.2 Research skills 5.3 Analytical skills 5.4 Ability to research industry information sources 5.5 Networking skills 5.6 Reviewing the assessment system

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	5.4 A report is produced and circulated 5.5 The <b><i>existing assessment system</i></b> on the basis of responses to the report is revised	audit requirements 5.5 Quality assurance procedures 5.6 Preparation of report	

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Purpose of the assessment system	May include: <ol style="list-style-type: none"> <li>1.1 Recognizing current competencies</li> <li>1.2 Identifying training needs of staff</li> <li>1.3 Maintaining workplace skill levels</li> <li>1.4 Diagnosing employee workplace performance</li> <li>1.5 Classifying workers in relation to remuneration levels</li> <li>1.6 Assisting in confirming staff competencies in relation to proposed promotion and/or job re-location</li> <li>1.7 Issuing internal certificates/awards</li> <li>1.8 Confirming progress in learning</li> </ol>
2. Assessment system features and procedures	May include: <ol style="list-style-type: none"> <li>2.1 Establishing minimum requirements for competencies and certification of assessors</li> <li>2.2 Record keeping system requirements, including procedures and policies, and the development of supporting documentation</li> <li>2.3 Timing and duration arrangements for assessments, including need to integrate assessment with operational issues while maintaining the flexibility and integrity of the internal training and assessment system</li> <li>2.4 Allowable adjustments to assessments for participants, including language, literacy and innumeracy requirements and the inclusion of candidate assistants</li> <li>2.5 Access and equity considerations</li> <li>2.6 Legislated requirements of the host country in relation to employment, workplace safety, workplace licensing requirements and equal opportunity, where applicable</li> <li>2.7 Arrangements for recognition of competencies gained via other training providers</li> <li>2.8 Location of assessments, including in-house and external assessment, where applicable</li> <li>2.9 Review and evaluation processes for assessment procedures</li> <li>2.10 Enterprise policies and procedures related to assessment, including grievances, re-assessment and the relationship between competency and remuneration</li> </ol>
3. Relevant stakeholders	May include: <ol style="list-style-type: none"> <li>3.1 Trainers and assessors, including external trainers and assessors, where applicable</li> <li>3.2 Team leaders, supervisors, managers and business owners</li> <li>3.3 Training and assessment coordinators, where applicable</li> <li>3.4 Candidates, including a representative sample of past candidates and existing learners</li> </ol>

VARIABLE	RANGE
	3.5 Technical experts, relative to specialist areas in which assessments are conducted
4. Procedures for keeping relevant stakeholders informed	<p>May include:</p> <p>4.1 Regular scheduled meetings specific to assessment issues, including the use of special meetings as the need dictates</p> <p>4.2 Standing agenda item at all staff meetings regarding assessment issues</p> <p>4.3 Preparation of a dedicated newsletter, either paper-based or electronic format</p> <p>4.4 Development of an internal network of assessors</p>
5. Required competency standards	<p>May include:</p> <p>5.1 Externally imposed accredited competency standards as required by training providers and other relevant agencies, where relevant</p> <p>5.2 Internally described competencies, which may or may not include formal assessor qualifications</p> <p>5.3 Currency of qualifications</p> <p>5.4 Relevance of industry experience to the areas being assessed</p>
6. Required training for assessors	<p>May include:</p> <p>6.1 Externally provided accredited training, including initial assessor training and identified additional training, where relevant</p> <p>6.2 Provision of refresher training for assessors who have been identified as requiring such training</p> <p>6.3 Providing gap training for assessors on the basis of identified need</p> <p>6.4 Provision of job-specific training to enable assessors to assess areas with which they are not familiar</p>
7. Moderation of assessments	<p>May include:</p> <p>7.1 Analysing results of assessments with a view to identifying issues that require attention</p> <p>7.2 Developing a standard assessment matrix against which to conduct assessments</p> <p>7.3 Confirming the material that will be counted as evidence for the purpose of making a decision regarding candidate competency</p> <p>7.4 Confirming the operation of internal assessments against external requirements</p> <p>7.5 Evaluating assessment methods and tools</p> <p>7.6 Modifying existing assessment arrangements on the basis of valid conclusions reached as a result of the moderation process</p>

<b>VARIABLE</b>	<b>RANGE</b>
8. Feedback to assessors	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Analysing their assessments, including results and materials/tools as part of the assessment process</li> <li>8.2 Developing feedback instruments for candidates to complete following assessments</li> <li>8.3 Providing observation sessions while assessors conduct assessments</li> <li>8.4 Identifying specific foci for evaluation and feedback</li> <li>8.5 Encouraging self-evaluation as part of the feedback process</li> <li>8.6 Recognising effort and positive outcomes</li> <li>8.7 Supporting assessors where feedback identifies negative outcomes</li> </ul>
9. Internal records required to support the assessment system	<p>May include:</p> <ul style="list-style-type: none"> <li>9.1 Personal information relating to candidates</li> <li>9.2 Evidence that required training has been delivered prior to assessment being attempted</li> <li>9.3 Assessment tools and assessment items</li> <li>9.4 Copies of relevant training curricula/training plans</li> <li>9.5 Training rolls</li> <li>9.6 Evidence captured as part of the assessment process</li> <li>9.7 Documentation used to record the resources used and costs involved as part of the assessment process</li> </ul>
10. The requirements for completing the assessment records	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1 Explaining record keeping requirements to assessors</li> <li>10.2 Providing examples of acceptable records</li> <li>10.3 Monitoring the compilation of records completed by assessors on an on-going basis</li> <li>10.4 Highlighting applicable time-related issues that apply to the completion, collection and forwarding of assessment records, including forwarding to internal locations</li> <li>10.5 Defining the security and confidentiality arrangements that assessors must comply with</li> </ul>
11. Assessment records	<p>May include:</p> <ul style="list-style-type: none"> <li>11.1 Creating a dedicated filing system for assessment records, such as paper-based, electronic or a combination of both</li> <li>11.2 Complying with external requirements relating to filing of assessment records</li> <li>11.3 Maintaining security and confidentiality of assessment records</li> <li>11.4 Enabling easy access to existing records</li> <li>11.5 Enabling easy up-dating of records and files</li> <li>11.6 Integrating assessment records with training records in keeping with identified internal requirements</li> </ul>

VARIABLE	RANGE
	11.7 Establishing processes to enable validation of assessment records
12. Quality assurance procedures for the assessment system	<p>May include:</p> <ul style="list-style-type: none"> <li>12.1 Identification of relevant documentation</li> <li>12.2 Establishment of relevant benchmarks</li> <li>12.3 Identification of appropriate 'best practice' as it applies to the enterprise, including any externally imposed 'best practice' requirements</li> <li>12.4 Nomination of relevant timeframes, including timelines for remitting results, forwarding documentation, undertaking reviews, conducting audits</li> <li>12.5 Identification of specific quality assurance procedures that apply to assessments, including development of a formal quality assurance section dedicated to assessment and training, where appropriate</li> <li>12.6 Communication to assessors of the quality assurance requirements, including training relevant to the implementation of identified procedures</li> </ul>
13. Internal audits of the assessment system	<p>May include:</p> <ul style="list-style-type: none"> <li>13.1 Scheduling audits</li> <li>13.2 Defining the topics that will be addressed at each audit, including the possibility of cyclical audits and full audits</li> <li>13.3 Training staff in undertaking audits</li> <li>13.4 Allocating resources for the conduct of audits</li> <li>13.5 Designing and/or obtaining necessary documentation to record audit information/data</li> <li>13.6 Capturing audit information</li> <li>13.7 Ensuring captured data allows satisfactory analysis and evaluation of identified topics/areas, including the gathering of supplementary information as necessary</li> </ul>
14. The results of quality assurance audits	<p>May include:</p> <ul style="list-style-type: none"> <li>14.1 Ensuring recommendations for change are based on hard evidence</li> <li>14.2 Applying audit results to all aspects of the assessment system, including documentation and record keeping, assessment methods and tools, assessors, timing and duration of assessments, locations used for assessments</li> <li>14.3 Revising written policies and procedures to reflect changes, including confirming changes with management, and advising trainers and assessors as appropriate in relation to the changes.</li> <li>14.4 Identify the outcomes that the assessment system has produced may relate to:</li> <li>14.5 Aligning outcomes with identified purposes of the assessment</li> </ul>

VARIABLE	RANGE
	<p>system</p> <p>14.6 Quantifying the benefits that the assessment system has brought to the enterprise, including identification of competencies attained, certificates issued, examples of flexibility and options that assessment has provided to the business.</p>
15. Assessment system	<p>15.1 May include:</p> <p>15.2 Comparing actual outcomes with identified key performance indicators established for the assessment system, where applicable</p> <p>15.3 Reviewing performance of assessors</p> <p>15.4 Reviewing effectiveness of assessment tools and methods</p> <p>15.5 Detailing the expenses that were incurred in implementing the assessment system</p> <p>15.6 Reviewing complaints and grievances lodged by candidates</p> <p>15.7 Quantifying and evaluating the number of reassessments required</p> <p>15.8 Integrating qualitative feedback from assessors and candidates on the operation of the assessment system</p>
16. Recommendations for change	<p>16.1 May include:</p> <p>16.2 Continuing with the existing assessment system, including implementation of minor modifications to accommodate identified issues</p> <p>16.3 Expanding the existing assessment system</p> <p>16.4 Reducing the scope of the existing assessment system</p> <p>16.5 Winding up the existing assessment system, including movement to total assessment service provision by external providers</p>
17. Existing assessment system	<p>17.1 May include:</p> <p>17.2 Revising assessment-related policies and procedures</p> <p>17.3 Revising assessment tools</p> <p>17.4 Revising assessment times and locations</p> <p>17.5 Communicating changes to the assessment system to relevant stakeholders, including the provision of training, as appropriate</p>

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Understood host enterprise policies and procedures in regard to training and assessment</p> <p>1.2 Demonstrated ability to identify the purpose(s), features and procedures for a nominated assessment system</p> <p>1.3 Demonstrated ability to generate effective procedures to enable communication of key features of a nominated assessment system with relevant stakeholders</p> <p>1.4 Demonstrated ability to provide support for assessors in a nominated workplace context, including:</p> <ul style="list-style-type: none"> <li>▪ Verified assessors meet stated competency requirements</li> <li>▪ Identified whether training assessors may need to attain required assessor competencies</li> <li>▪ Arranged and supervised an identified moderation session of the candidate's choosing</li> <li>▪ Provided verbal feedback to one assessor on their work-related assessment performance</li> </ul> <p>1.5 Demonstrated ability to identify and develop appropriate, effective and comprehensive internal assessment records for a nominated workplace context, including:</p> <ul style="list-style-type: none"> <li>▪ Description of how assessors would be advised on how to complete and maintain such records</li> <li>▪ Description of the filing system to be used by assessors to store such records</li> </ul> <p>1.6 Demonstrated ability to identify and apply quality assurance procedures to a nominated workplace assessment system</p> <p>1.7 Demonstrated ability to prepare a comprehensive report that outlines the contribution that a nominated workplace assessment system has made to enterprise training and overall business performance</p>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines,</p> <p>2.3 tools and equipment.</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Observation of practical candidate performance</p> <p>3.2 Oral and written questions</p> <p>3.3 Portfolio evidence, including copies of assessment and training policies and procedures, assessment tools, assessment records, feedback forms relating to assessment, samples of evidence captured, reports and recommendations on the assessment system</p> <p>3.4 Third party reports completed by a supervisor</p> <p>3.5 Project and assignment work</p>
4. Context for Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**CORE COMPETENCIES****UNIT OF COMPETENCY :** **MANAGE FOOD AND BEVERAGE SERVICE TEAM****UNIT CODE :** **TRS513306****UNIT DESCRIPTOR :** This unit covers the knowledge and skills in providing direction to foodservice staff for the smooth flow of service in the dining or restaurant area.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Organize service staff	<p>1.1 Duty/shift schedules are prepared and approved in accordance with staff requirements.</p> <p>1.2 Roles and responsibilities are identified.*</p> <p>1.3 Performance objectives are established and discussed with staff.</p>	<p>1.1 Dissemination of established standard operating procedures</p> <p>1.2 Management Function: Organizing</p> <p>1.3 Job Description</p> <p>1.4 Restaurant operations</p> <ul style="list-style-type: none"> <li>- Type of Food service operation</li> <li>- Work schedule</li> <li>- Workflow plan</li> <li>- Specific staff duties/tasks</li> <li>- Service standards</li> </ul> <p>1.5 Prescribed duty hours of staff</p> <p>1.6 Employee relations</p> <p>1.7 Number of staff per shift</p> <p>1.8 Number of working hours per staff</p>	<p>1.1 Effective communication skills</p> <p>1.2 Designing work schedule and workflow plan</p> <p>1.3 Technology Skill</p> <ul style="list-style-type: none"> <li>- Computer Operation</li> </ul> <p>1.4 Management skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Enforce company policies in the food service establishments	2.1 Punctuality and attendance of staff is checked. 2.2 Company policies and <b>standards of service</b> are implemented and monitored to ensure the deliverance of consistent quality service and products* 2.3 <b>Workplace discipline</b> is properly administered and documented when <b>employee misconducts</b> are reported	2.1 Dissemination of established standard operating procedures 2.2 Standards of service based on the type of food service operation. 2.3 HACCP standards 2.4 Risk management 2.5 Management functions: leading and controlling 2.6 Employee rights and obligations 2.7 Basic Labor laws and regulations 2.8 Equipment requirements for the dissemination of establishment standards and policies.	2.1 Effective communication skills 2.2 Management skills 2.3 Computer operation skills
3. Develop staff	3.1 New hires are oriented and <b>trained</b> in accordance with enterprise standards.* 3.2 <b>Employee weaknesses</b> are identified and measurable goals for improvement are planned 3.3 Employees' progress are tracked and checked for the purpose of performance appraisal. 3.4 <b>Employee feedback</b> is conducted regularly to motivate and re-	3.1 Dissemination of established standard operating procedures 3.2 Functions of Management 3.3 Working in team 3.4 Different types of Assessment 3.5 Motivation 3.6 Employee Performance evaluation 3.7 Employee rights and obligations 3.8 Basic Labor laws and regulations 3.9 Equipment requirements for training, promoting,	3.1 Effective communication skills 3.2 Computer operation skills 3.3 Performance evaluation application 3.4 Coaching, mentoring and motivating skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	direct staff.* 3.5 Staff <b>performance assessment targets</b> are prepared for next rating period.	staff appraisal process and feedbacking or evaluating.	
4. Monitor payroll data	4.1 Number of hours rendered by staff is consolidated for payroll 4.2 Payroll data are provided to payroll processor for calculation within designated timelines.	4.1 Dissemination of established standard operating procedures 4.2 Employee rights and obligations 4.3 Basic Labor laws and regulations 4.4 Payroll processing 4.5 Basic accounting principles 4.6 Equipment requirements for payroll consolidation	4.1 Effective communication skills 4.2 Computer operation skills (payroll software)

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Standards of service	May include: 1.1 Type food service styles 1.2 Customer service and care (Meeting guest needs) 1.3 Sequence of service 1.4 Service culture 1.5 Telephone courtesy 1.6 Food safety and handling 1.7 Grooming and hygiene
2. Workplace discipline	May include: 2.1 Verbal counseling 2.2 Written warning 2.3 Suspension 2.4 Termination
3. Employee misconducts	May include: 3.1 Insubordination 3.2 Absenteeism 3.3 Perennial tardiness 3.4 Dishonesty 3.5 Theft/Pilferage
4. Training	Employees could be considered trained with: 4.1 Company standards 4.2 Service procedures 4.3 Interpersonal skills 4.4 Handling guest complaint 4.5 Telephone courtesy 4.6 Work ethics 4.7 Hygiene and sanitation 4.8 Energy and water conservation and waste disposal policies 4.9 Policies on sexual harassments
5. Employee weaknesses	May include: 5.1 Technical skills 5.2 Communication problems 5.3 Difficulty in getting along with other people 5.4 Lack of enthusiasm 5.5 Unassertiveness 5.6 Procrastination 5.7 Mediocrity
6. Employee feedback	May include: 6.1 Superior's/Supervisor's performance assessment 6.2 Customer satisfaction/Guest complaints 6.3 Training evaluation 6.4 Compensation

VARIABLE	RANGE
	6.5 Recognitions/Commendations 6.6 Counseling
7. Performance assessment targets	May include: 7.1 Job knowledge 7.2 Quality of work 7.3 Attendance and punctuality 7.4 Work attitude 7.5 Grooming and proper hygiene 7.6 Customer relations 7.7 Teamwork

**EVIDENCE GUIDE**

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified roles and responsibilities of service team</li> <li>1.2 Implemented and monitored company policies and standards of service</li> <li>1.3 Administered workplace discipline and documented employee infractions</li> <li>1.4 Oriented and trained new hires</li> <li>1.5 Conducted employee feedback</li> <li>1.6 Provided payroll data for calculation within designated timelines</li> </ul>
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Actual or sample workplace forms e.g. staff weekly schedules, staff performance assessment forms, payroll processing form and alike</li> <li>2.2 Actual or sample HR and employee records e.g. Employee handbook; company policies; memos</li> </ul>
3. Methods of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with Oral questioning</li> <li>3.2 Portfolio</li> </ul>
4. Context for assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ul>

**UNIT OF COMPETENCY : OVERSEE DINING AREA OPERATIONS**

**UNIT CODE : TRS513307**

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required in monitoring daily dining area operations to ensure high quality service and guest satisfaction.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Ensure quality control	<p>1.1 <b>Service levels</b> are regularly monitored to determine if objectives are met and quality service is consistently achieved.</p> <p>1.2 <b>Consistent quality</b> products and services are ensured. *</p> <p>1.3 <b>Service failures</b> and issues are identified and appropriate adjustments are made.</p> <p>1.4 <b>Food safety practices</b> of employees are closely monitored to reduce potential adverse health risks of guests.</p>	<p>1.1 Service styles and service level</p> <p>1.2 Leadership and management roles</p> <p>1.3 Concepts of Quality Assurance</p> <p>1.4 Food safety and sanitation standards</p>	<p>1.1 Effective communication skills</p> <p>1.2 Implementing quality control procedures</p> <p>1.3 Critical-thinking skills</p> <ul style="list-style-type: none"> <li>- Analyze and adjust operational procedures to ensure a more efficient and effective process and/or service</li> </ul>
2. Plan and organize service workflow	<p>2.1 Work schedules are prepared in a manner that enhances efficiency and customer service quality.</p> <p>2.2 Liaison with the kitchen and the service areas is facilitated.</p> <p>2.3 Staff meetings and daily shift briefings are carried out in the absence of the higher manager. *</p>	<p>2.1 Management Functions: Organizing the staff</p> <p>2.2 Knowledge of key concepts of quality assurance and how this is managed and implemented in the workplace</p> <p>2.3 Type of Food service operation</p> <p>2.4 Work schedule</p> <p>2.5 Workflow plan</p> <p>2.6 Food safety and sanitation standards</p>	<p>2.1 Effective communication skills</p> <p>2.2 Management skills</p> <ul style="list-style-type: none"> <li>- Delegating</li> <li>- Motivating</li> <li>- Feed backing</li> <li>- Coaching</li> <li>- Planning skills</li> <li>- Delegating skills</li> <li>- Monitoring skills</li> </ul> <p>2.3 Numeracy skills</p> <ul style="list-style-type: none"> <li>- Assigning work hours per staff</li> <li>- Measuring efficiency and</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>2.4 Service points are monitored to reduce service delays and ensure standards of food quality, safety and cleanliness are achieved.</p> <p>2.5 <b>Operational forms</b> and records are accurately completed and reviewed prior to submission within required timeframes.</p> <p>2.6 Policies on energy and water conservation and waste disposal are regularly monitored and implemented.</p> <p>2.7 Policies on sexual harassments are regularly communicated and applied.</p>	<p>2.7 Sequence of service</p> <p>2.8 Service points</p> <p>2.9 Operational forms</p> <p>2.10 Amount of workload of the staff</p> <p>2.11 Policies on sexual harassment cases</p> <p>2.12 Number of staff per shift</p> <p>2.13 Number of working hours per staff</p> <p>2.14 Equipment requirements for staff scheduling and for accomplishing various operational forms and for energy and water conservation together with waste disposal.</p>	<p>productivity</p> <p>2.4 Technology skills</p> <ul style="list-style-type: none"> <li>- Use current progress management systems</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
<p>3. Monitor the delivery of high level customer service</p>	<p>3.1 Guest feedback is solicited to understand their needs and expectations.</p> <p>3.2 Operation performance is regularly reviewed to obtain data on how well the operation is meeting the goals</p> <p>3.3 Regular <b>feedback to staff and management</b> is provided to determine the level of customer service as well as areas for improvement.</p> <p>3.4 Staff are properly trained or coached on the principles of guest service.</p> <p>3.5 Assistance is given when staffing constraints require so that service will not be hampered.</p>	<p>3.1 Customer Service Principles and procedures</p> <p>3.2 Management Functions</p> <ul style="list-style-type: none"> <li>- Staff Training</li> <li>- Staff Motivating</li> <li>- Staff Coaching</li> </ul>	<p>3.1 Management skills</p> <ul style="list-style-type: none"> <li>- On training/ mentoring</li> <li>- Coaching</li> <li>- Leading/ Motivating</li> </ul> <p>3.2 Effective Communication Skill</p> <p>3.3 Multi-tasking Skill</p>
<p>4. Supervise service recovery procedures</p>	<p>4.1 Company <b>service recovery strategies</b> are discussed with the staff</p> <p>4.2 Effective <b>collecting tools</b> for customer feedback are applied and discussed with the staff.</p> <p>4.3 The importance of service recovery in achieving loyalty and satisfaction is communicated to the staff.</p> <p>4.4 The effectiveness of solutions in the workplace is</p>	<p>4.1 Knowledge of key concepts of quality assurance and how this is managed and implemented in the workplace</p> <p>4.2 Principles of Problem solving</p> <p>4.3 Anger Management</p> <p>4.4 Service recovery strategies</p> <p>4.5 Total Quality Management</p> <p>4.6 Business policies</p> <p>4.7 Consumer rights</p>	<p>4.1 Effective communication skills</p> <ul style="list-style-type: none"> <li>- Motivating team members to participate in solving problems.</li> <li>- Anger management techniques</li> </ul> <p>4.2 Critical Thinking skills</p> <ul style="list-style-type: none"> <li>- Identify/analyze problems</li> <li>- Identify possible course of action.</li> </ul> <p>4.3 Problem-solving skills</p> <ul style="list-style-type: none"> <li>- Solving problems proactively</li> <li>- Service recovery</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	monitored. 4.5 Guest concerns and incident reports are properly documented		strategies 4.4 Self-management skill
5. Monitor sales and expenses	5.1 <b>MICROS POS system</b> is monitored and maintained to keep track of the food and beverage sales. 5.2 Inventory and ordering of food supplies are controlled within the enterprise budget. 5.3 Sales are accounted and costs are controlled as per enterprise standards.	5.1 Established standard operating procedures 5.2 Food and Beverage Cost control 5.3 Basic Accounting 5.4 Microsoft Office 5.5 POS software	5.1 Basic Accounting Skills 5.2 Forecasting 5.3 Management Skills 5.4 Analytical Skills

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Service levels	May include: 1.1 Monitoring and measuring performance 1.2 Monitoring customer service satisfaction 1.3 Monitoring costs 1.4 Quality control 1.5 Employee turnovers 1.6 Customer loyalty
2. Consistent quality	May include. 2.1 Food portion size 2.2 Taste 2.3 Service 2.4 Presentation 2.5 Beverage
3. Service failures	May include: 3.1 Difficult customer service situations 3.2 Equipment breakdown/technical failure 3.3 Failure to deliver promised service to customers 3.4 Procedural inadequacies or failure 3.5 Unrealistic or impractical product development or marketing resulting in operational difficulties 3.6 Poor rosters giving rise to inadequate/inappropriate staffing levels 3.7 Inadequate financial resources 3.8 Delays and time difficulties
4. Food safety practices	May include: 4.1 Handling perishable items 4.2 Washing of hands 4.3 Personal hygiene 4.4 Keeping foods away from the danger zone
5. Work schedules	May include: 5.1 Meal breaks 5.2 Shift allocations 5.3 Recreational leaves 5.4 Sick leaves 5.5 Operating hours
6. Service points	May include: 6.1 Waiting stations 6.2 Buffet areas 6.3 Kitchen service area 6.4 Room service collection 6.5 Bar

<b>VARIABLE</b>	<b>RANGE</b>
7. Operational forms and records	Operational forms may include: 7.1 Requisition forms 7.2 Duty schedules 7.3 Spoilage reports 7.4 Breakage reports 7.5 Inter department/outlet transfers
8. Feedback to staff and management	Feedback and coaching to staff may include: 8.1 Quality of work 8.2 Performance appraisal results 8.3 Commendation 8.4 Memorandum 8.5 New company policies 8.6 Guest feedback 8.7 Attendance  Feedback to Management may include: 8.8 Sales/financial report 8.9 Customer feedback 8.10 Expenses 8.11 Guest complaints
9. Service Recovery strategies	May include: 9.1 Being pro active 9.2 Empowering employees to solve complaints 9.3 Communicating to the guest immediately 9.4 Collecting customer feedback 9.5 Defining service standards 9.6 Compensation strategies (free food, discount or coupon) 9.7 Assistance strategies e.g. management intervention, replacement ,apology or correction
10. Collecting tools	May include: 10.1 Social media monitoring 10.2 Survey and Feedback forms 10.3 Mystery shoppers 10.4 Critical incident reports 10.5 Complaints survey
11. MICROS POS System monitoring	May include: 11.1 Inventory levels 11.2 Streamline ordering and receiving processes 11.3 Customized reporting and analysis tools 11.4 Comparison of operational conditions against established standards 11.5 Guest waitlists and reservations

**EVIDENCE GUIDE**

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Ensured consistent quality products and services</li> <li>1.2 Carried out staff meetings and daily shift briefings in the absence of higher manager</li> <li>1.3 Monitored and implemented policies on energy and water conservation and waste</li> <li>1.4 Monitored service points and ensured that standards of food quality, safety and cleanliness are achieved</li> <li>1.5 Trained or coached staff on the principles of guest service</li> <li>1.6 Discussed company service recovery strategies with staff</li> <li>1.7 Applied effective collecting tools for customer feedback</li> <li>1.8 Monitored and maintained MICROS POS system to keep track of the food and beverage sales</li> </ul>
2.Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to a real or simulated workplace;</li> <li>2.2 Availability of actual or sample operational forms and records</li> </ul>
3.Methods of Assessment	<p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with Oral questions</li> <li>3.2 Portfolio evidence</li> </ul>
4.Context of Assessment	<p>Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY :** **IMPLEMENT FOOD AND BEVERAGE PROMOTIONAL ACTIVITIES**

**UNIT CODE :** **TRS513308**

**UNIT DESCRIPTOR :** This unit describes the performance outcomes, skills and knowledge required to execute food and beverage promotional activities to increase sales.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan food and beverage sales activities	1.1 Potential customers are identified and <b>profiles</b> are created and updated 1.2 <b>Sales Promotional activities</b> for existing and potential customers are identified according to marketing plan of the establishment* 1.3 <b>Eco-friendly promotional materials</b> are identified and recommended	1.1 Principles of Sales 1.2 Sales planning process 1.3 Sales Tactics 1.4 Marketing for food and beverage industry 1.5 Marketing plans and marketing mix 1.6 Ethics <ul style="list-style-type: none"> <li>- Considerations for Sales personnel, including truth and honesty in sales targeting of particular market.</li> </ul> 1.7 Sustainability <ul style="list-style-type: none"> <li>- Considerations for sales activities, including reducing waste of printed materials</li> <li>- Sustainability as a sales tool</li> </ul> 1.8 Impact on sales personnel, including consumer protection provisions	1.1 Planning skills for food and beverage sales activities and processes <ul style="list-style-type: none"> <li>- Prospecting</li> <li>- Sales planning</li> <li>- Setting objectives</li> <li>- Strategizing</li> <li>- Organizing</li> <li>- Implementing</li> <li>- Evaluating</li> </ul>
2. Enforce promotional activities	2.1 <b>Details of</b> the upcoming promotional activity are explained to the staff 2.2 Strategies to upsell and do promotional activities are	2.1 Principles of Sales and Marketing 2.2 Sales communication and relationship building 2.3 Ethics <ul style="list-style-type: none"> <li>- Considerations</li> </ul>	2.1 Effective communication skills 2.2 Organizing skills 2.3 Monitoring skills 2.4 Motivating skills 2.5 Sales skills 2.6 Computer skill

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>demonstrated to staff</p> <p>2.3 Promotional activity is monitored based on the details set by the establishment</p> <p>2.4 Feedback are collected and summarized before submitting to higher management for analysis.</p>	<p>for sales personnel, including truth and honesty in sales targeting of particular groups in the community</p> <p>2.4 Information technology</p> <p>2.5 Software for monitoring the promotional activity and for collecting and summarizing</p>	
<p>3. Evaluate food and beverage promotional activities</p>	<p>2.1 Results of promotional activity is reviewed</p> <p>2.2 Promotional activity reports/documents are prepared according to required timeframes and enterprise standards.</p> <p>2.3 The concluded promotional activities are <b>evaluated</b> to determine its effectiveness for future sales planning</p>	<p>2.1 Marketing plans</p> <p>2.2 Marketing mix</p> <p>2.3 Sales Record /Documentation</p>	<p>2.1 Effective communication skills</p> <p>2.2 Critical thinking skills</p> <ul style="list-style-type: none"> <li>- Evaluate marketing activities</li> <li>- Analyze and interpret information for sales opportunities</li> </ul> <p>2.3 Technology skills</p> <ul style="list-style-type: none"> <li>- Use current sales management systems to review and interpret</li> <li>- marketing activity result</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Profiles	Customers' profiles may be derived from these: 1.1 Personal information forms 1.1 Customer questionnaire/surveys 1.3 Casual conversations 1.4 Personal observation 1.5 Interactive surveys
2. Sales promotional activities	May include: 2.1 Advertising (advertising product, service or brand in newspapers, radio, television, magazines, outdoor signage, online and social media) 2.2 Personal selling or telemarketing 2.3 Publicity (sending media releases to print and broadcasting media, giving interviews to the media and from word-of-mouth) 2.4 Short-term sales promotions (use of coupons, competitions and contests) 2.5 Direct marketing (involves sending letters, emails, pamphlets and brochures to individual target clients, often followed by personal selling or telemarketing) 2.6 Product Giveaways (Product giveaways through sampling a product) 2.7 Customer Referral Incentive Program 2.8 Sponsorships, causes and charity events 2.9 Branded Promotional Gifts (key chains, shirts, coasters, pens, etc.)
3. Eco-friendly promotional materials	May include: 3.1 Online platforms 3.2 Reusable materials 3.3 Compostable materials
4. Details	May include: 4.1 Objectives/targets 4.2 Staff involved 4.3 Duration
5. Evaluation of activities	May include: 5.1 Financial performance 5.2 Effectiveness and environmental impact of the promotional activity 5.3 Social compliance

**EVIDENCE GUIDE**

1. Critical aspects of Competency	Assessment requires evidence that the candidate showed the ability to: 1.1 Identified sales promotional activities for existing and potential customers according to marketing plan of the establishment. 1.2 Demonstrated ways to perform promotional activities. 1.3 Evaluated the concluded promotional activities to determine its effectiveness for future sales planning
2. Resource Implications	The following resources should be provided: 2.1 Training and assessment to include access to a real or simulated workplace 2.2 Access to workplace standards, procedures, policies, guidelines, tools and equipment.
3. Methods of Assessment	Competency in this unit may be assessed through practical skills and knowledge. The following examples are appropriate for this unit: 3.1 Demonstration with Oral Questioning 3.2 Portfolio evidence
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY** : **ORGANIZE CATERING FUNCTIONS**

**UNIT CODE** : **TRS513309**

**UNIT DESCRIPTOR** : This unit deals with the skills and knowledge required in preparing for an off premise catering functions in a range of settings within the Food Service industries.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Determine proposal requirements and conditions	1.1 Catering requirements are identified 1.2 Details of the catering are liaised with pertinent departments 1.3 Contingency measures are developed to ensure overall service preparedness	1.1 Established standard operating procedures 1.2 Business Writing 1.3 Contract preparation 1.4 Types of Catering 1.5 Types of Service 1.6 Costing of catering packages 1.7 Microsoft Office	1.1 Analytical skills in terms of identifying needs, wants and requirements of guests 1.2 Ability to analyze the costing elements 1.3 Analyze standards and specifications relating to products and services required to proposal
2. Monitor the catering function	2.1 <b>Running sheet</b> for function is checked for the execution of the catering function 2.2 Customer feedback are obtained. 2.3 Safety and security of the guests, staff and property are ensured throughout the catering function	2.1 Established standard operating procedures 2.2 Duties and responsibilities of food and beverage service personnel 2.3 Functions of Management 2.4 Costing of catering packages 2.5 Video and Power point presentation of proposal	2.1 Ability to analyze catering requirements as stated in a specified contract. 2.2 Analytical skills on identifying the appropriate type of service, set up, menu, required and equipment. 2.3 Analyze unique necessities in the conduct of catering
3. Manage the shutdown activities	3.1 <b>Payment and other incidental fees</b> are handled and collected from the host 3.2 De-briefing of staff is conducted. 3.3 Disposal of garbage and left over food are monitored 3.4 Inventory of tools and equipment are monitored	3.1 Established standard operating procedures 3.2 Types of Service 3.3 Types of Catering Functions 3.4 Costing of catering packages 3.5 Food Costing 3.6 Basic Accounting 3.7 Microsoft Office	3.1 Ability to cost all requirement for catering: food and beverage, labor, equipment and special services 3.2 Analyze different costs related to the conduct of catering function.

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>SCOPE</b>
1. Catering Requirements	May include: 1.1 Type of Service 1.2 Type of Set up 1.3 Equipment 1.4 Number of guests 1.5 Staffing 1.6 Venue 1.7 Additional components requested by client.
2. Running Sheet	May include details: 2.1 Sequence of Service 2.2 Person Concerned 2.3 Time 2.4 Menu Line up 2.5 Dinning Staff assignment
3. Payment and other incidental fees	May include details on: 3.1 Breakages 3.2 Cash Bar 3.3 Excess in the guaranteed number of guest

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified catering requirements</li> <li>1.2 Developed contingency measures to ensure overall service preparedness</li> <li>1.3 Checked running sheet for function for the execution of the catering function</li> <li>1.4 Ensured safety and security of the guests, staff and property throughout the catering function</li> <li>1.5 Handled and collected payment and other incidental fees from the host</li> <li>1.6 Monitored the proper disposal of garbage and left over food</li> </ul>
2. Resource Implications	<p>The following resources MUST be provided:          Training and assessment must include the use of an actual computerized system and software, and access to workplace standards, procedures, policies, guidelines, tools and equipment</p>
3. Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration with Oral questioning</li> <li>3.2 Portfolio evidence</li> </ul>
4. Context for Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

## **SECTION 3 TRAINING ARRANGEMENTS**

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 **FOOD AND BEVERAGE SERVICES NC IV**.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification.

### **3.1 CURRICULUM DESIGN**

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

**Course Title: FOOD AND BEVERAGE SERVICES NC Level: IV**

**Nominal Training Duration:** 47 Hours (Basic)  
190 Hours (Common)  
155 Hours (Core)  
392 Hours

#### **Course Description:**

This course is designed to enhance the knowledge, skills, and attitudes in accordance with industry standards. This covers competencies that a person must achieve in performing task such as managing food and beverage service team, overseeing dining area operations, implementing food and beverage promotional activities and organizing catering functions.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

**BASIC COMPETENCIES  
(47 Hours)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
1. Utilize specialized communication skills	1.1 Meet common and specific communication needs of clients and colleagues	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>➤ Communication process</li> <li>➤ Dynamics of groups and different styles of group leadership</li> </ul> </li> <li>• Identify different approaches to meet the needs of clients and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	1 Hour
	1.2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> <li>• Apply communication skills to fulfill job roles as specified by the organization</li> <li>• Apply communication techniques in communicating with clients and colleagues               <ul style="list-style-type: none"> <li>➤ Active listening</li> <li>➤ Feedback</li> <li>➤ Interpretation</li> <li>➤ Role boundaries setting</li> <li>➤ Negotiation</li> <li>➤ Establishing empathy</li> </ul> </li> <li>• Describe strategies for internal and external dissemination of information</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral evaluation</li> </ul>	1 Hour
	1.3. Deliver a technical presentation	<ul style="list-style-type: none"> <li>• Enhance the presentation using appropriate media</li> <li>• Deliver a clear and sequential presentation within given time</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	1 Hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	1.2. Represent the organization	<ul style="list-style-type: none"> <li>• Describe criteria for a good presentation</li> <li>• Prepare presentation material for internal or external forums to promote the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	1 Hour
	1.3. Facilitate group discussion	<ul style="list-style-type: none"> <li>• Gather relevant information</li> <li>• Apply values in facilitating differences in views</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	1 Hour
	1.4. Conduct interview	<ul style="list-style-type: none"> <li>• Describe communication strategies employed in interview situations</li> <li>• Conduct interview</li> <li>• Apply organizations procedure in maintaining records of interviews</li> <li>• Use questioning, listening and nonverbal communication techniques to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Observation</li> </ul>	1 Hour
2. Develop and lead teams	2.1 Foster individual growth	<ul style="list-style-type: none"> <li>• Discussion on Team Leadership and expectation from team leaders</li> <li>• Case study on learning and development needs of team members</li> <li>• Discussion on organizational requirements from team members</li> <li>• Role play on coaching and mentoring</li> <li>• Discussion on preparation of team members development plan</li> <li>• Role Play on providing feedback on performance</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>▪ Written Test</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.2 Foster individual and team growth	<ul style="list-style-type: none"> <li>• Discussion on learning and development program goal setting</li> <li>• Preparation of learning and development program goals</li> <li>• Discussion on learning delivery methods</li> <li>• Role play on the different learning delivery methods</li> <li>• Discussion on workplace learning opportunities</li> <li>• Role play on coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	2 Hours
	2.3 Monitor and evaluate workplace learning	<ul style="list-style-type: none"> <li>• Discussion on the different levels of learning evaluation.</li> <li>• Discussion on the different methods used to evaluate learning</li> <li>• Develop reporting system for monitoring of performance attributed to learning programs</li> <li>• Gathering of information to evaluate individual performance attributed to learning programs</li> <li>• Case study on modification of learning plan based on performance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	2 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	2.4 Develop team commitment and cooperation	<ul style="list-style-type: none"> <li>• Discussion on team commitment and cooperation and its impact to attainment of goals</li> <li>• Play games on team commitment and cooperation</li> <li>• Discussion on team dynamics and its relation to team performance</li> <li>• Play games on team dynamics and performance</li> <li>• Development of career plans</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	1 Hour
	2.5 Facilitate accomplishment of team goals	<ul style="list-style-type: none"> <li>• Perform team building activities towards improving communication among team members, goal setting and improving performance</li> <li>• Case studies involving collaborative activities to improve attainment of group goals</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Case Study</li> <li>• Observation</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
3. Perform higher-order thinking processes and apply techniques in the workplace	3.1 Evaluate effectiveness and efficiency of the workplace systems, processes and procedures	<ul style="list-style-type: none"> <li>• Examine current systems, standards, procedures and protocols in the workplace</li> <li>• Discuss different methods of critical and appreciative inquiry and their relevance to different situations</li> <li>• Form habit of asking questions and taking responsibility for answers</li> <li>• Appreciate importance of why questions for individuals, businesses and communities</li> <li>• Use range of analytical techniques</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Foster the habit of critical inquiry and curiosity in the workplace	<ul style="list-style-type: none"> <li>• Discuss different methods of critical and appreciative inquiry and their relevance to different situations</li> <li>• Form habit of asking questions and taking responsibility for answers</li> <li>• Appreciate importance of why questions for individuals, businesses and communities</li> <li>• Use range of analytical techniques, growth mindset and positive communication strategies</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> <li>• Discuss insights on workplace effectiveness and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour
	3.3 Develop practical action plans for improving workplace conditions	<ul style="list-style-type: none"> <li>• Use range of analytical techniques, growth mindset and positive communication strategies in developing action plans for efficiency and effectiveness</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> <li>• Discuss concepts creative negotiation skills, change management and improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> <li>• Project-based learning</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
4. Contribute to the practice of social justice in the workplace	4.1 Update self on local, national and global trends/ issues in the workplace	<ul style="list-style-type: none"> <li>• Explain the local, national and global systems and structures</li> <li>• Discuss issues affecting interaction and connectedness of communities at local, national and global levels</li> <li>• Explain underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)</li> <li>• Monitor trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms</li> <li>• Analyze trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity</li> <li>• Engage in discourse about the local, national and global issues</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/ problems involving workplace diversity issues</li> <li>• Written examination (Essay)</li> <li>• Role Playing</li> </ul>	1 Hour
	4.2 Relate local and global trends to workplace context	<ul style="list-style-type: none"> <li>• Discuss the different levels of human identity according to Amber Mayer (2015)</li> <li>• Explain different communities people belong to and how these are connected</li> <li>• Recognize cultural differences and respect for cultural diversity</li> <li>• Recognize differences and commonalities among people</li> <li>• Demonstrate attitudes of empathy, solidarity and respect for diversity</li> <li>• Connect local issues to global trends, and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/ problems involving workplace diversity issues</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				<ul style="list-style-type: none"> <li>• Written examination (Essay)</li> </ul>	
	4.3 Engage and take actions on workplace issues and concerns	<ul style="list-style-type: none"> <li>• Identify the actions that can be taken individually and collectively</li> <li>• Describe ethically responsible behaviour</li> <li>• Explain the importance and benefits of civic engagement</li> <li>• Employ appropriate actions to address workplace issues involving national and global trends</li> <li>• Show concern and willingness to take part in the development efforts to discuss workplace issues and concerns</li> <li>• Apply the attitude of “thinking globally and acting locally” in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/problems involving workplace diversity issues</li> <li>• Written examination (Essay)</li> <li>• Role Playing</li> </ul>	1 Hour
5. Manage innovative work instructions	5.1 Review and analyze existing workplace practices	<ul style="list-style-type: none"> <li>• Show mastery of basic management concepts according to Gallup, nine dimensions of innovative practices and climate; and different types of innovation</li> <li>• Contextualize innovation to different variables in the organization</li> <li>• Review current organizational practices where innovation is contextualized</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				reports of on-the-job performance. <ul style="list-style-type: none"> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	
	5.2 Examine opportunities for continuous improvement and innovation of practices in the workplace	<ul style="list-style-type: none"> <li>• Show mastery of the determinants of innovative behaviors and principles of innovation</li> <li>• Review current organizational practices where innovation is contextualized</li> <li>• Evaluate innovative practices in the organization</li> <li>• Assess innovative behaviors for promoting innovation and learning in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour
	5.3 Implement innovative ways in the conduct of usual workplace	<ul style="list-style-type: none"> <li>• Show mastery of the determinants of innovative behaviors, principles of innovation; and dimensions of innovation climate and strategies and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance</li> </ul>	1 Hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	practices	<p>for implementing innovation in the workplace</p> <ul style="list-style-type: none"> <li>• Evaluate impact of innovative practices in the organization</li> <li>• Demonstrate skills in managing changes in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<p>Evaluation</p> <ul style="list-style-type: none"> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	
6. Manage and evaluate usage of information	6.1 Review information needs and sources	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>○ Kinds of information</li> <li>○ Information evaluation issues</li> <li>○ Information storage requirements and methods</li> </ul> </li> <li>• Analysing record information</li> <li>• Identification of information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Hands on</li> <li>• Demonstration</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours
	6.2 Collect and analyze information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>○ Information collection and collation</li> <li>○ Relevant trends and developments</li> </ul> </li> <li>• Collection of information</li> <li>• Analyzation of information</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Hands on</li> <li>• Demonstration</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours
	6.3 Use management information systems	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>○ Management information systems</li> <li>○ Available technology in information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Hands on</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>management <ul style="list-style-type: none"> <li>○ Advance strategies for customer service excellence</li> </ul> </li> <li>● Use of available technology in information management</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> <li>● Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation</li> </ul>	
	6.4 Report and disseminate analyzed information	<ul style="list-style-type: none"> <li>● Lecture and discussion on: <ul style="list-style-type: none"> <li>○ Reporting procedures of the organisation</li> <li>○ Analysis and display techniques</li> </ul> </li> <li>● Using management information systems to store and retrieve data</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Hands on</li> <li>● Demonstration</li> <li>● Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Oral evaluation</li> <li>● Written Test</li> <li>● Observation</li> <li>● Presentation</li> </ul>	2 Hours
7. Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures	7.1 Assess Occupational Safety and Health (OSH) practices and programs	<ul style="list-style-type: none"> <li>● Case Study in evaluating current OSH programs effectiveness</li> <li>● Practice auditing the workplace</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Case Study</li> <li>● Group Project</li> </ul>	<ul style="list-style-type: none"> <li>● Written Exam</li> <li>● Demonstration</li> <li>● Observation</li> <li>● Interviews / Questioning Portfolio</li> </ul>	1 Hours
	7.2 Recommend OSH program improvement initiatives	<ul style="list-style-type: none"> <li>● Writing and Presenting Action Plans to improve OSH compliance in the workplace and/or increase effectiveness of OSH Programs</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Case Study</li> <li>● Group Project</li> </ul>	<ul style="list-style-type: none"> <li>● Written Exam</li> <li>● Demonstration</li> <li>● Observation</li> <li>● Interviews / Questioning Portfolio</li> </ul>	4 Hours
	7.3 Implement recommended improvements on Occupational Safety and Health (OSH) Programs,	<ul style="list-style-type: none"> <li>● Role play in increasing the OSH awareness</li> <li>● Measuring the impact of the new OHS program or initiative</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Group Discussion</li> <li>● Case Study</li> <li>● Group Project</li> </ul>	<ul style="list-style-type: none"> <li>● Written Exam</li> <li>● Demonstration</li> <li>● Observation</li> <li>● Interviews / Questioning</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	Procedures and Policies			Portfolio	
8. Lead towards improvement of environmental work programs, policies and procedures	8.1 Assess environmental work practices and programs	<ul style="list-style-type: none"> <li>• Discussion of Green structural change and retraining needs               <ul style="list-style-type: none"> <li>- What is green structural change and where is it happening</li> <li>- Workforce restructuring and adjustment</li> <li>- Employment effects of Environment</li> <li>- Sectors most affected by green restructuring</li> <li>- Retraining and skills upgrading</li> <li>- Effective and equitable restructuring: Good practices and programs by public and private sector actors</li> </ul> </li> <li>• Perform Impact Assessment</li> <li>• Discussions of Gender Implications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 Hour
	8.2 Recommend environmental program improvement initiatives	<ul style="list-style-type: none"> <li>• Practicing Leadership skills: The biggest challenge in transition to a low-carbon economy or environment friendly activities</li> <li>• Practicing Basic Business planning</li> <li>• Opportunities Management - Identification of low-carbon and Resource scarcity risks</li> <li>• Perform Cost-benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 Hour
	8.3 Implement recommended improvements on environmental	<ul style="list-style-type: none"> <li>• Practicing Environmental Awareness Raising (Communication/ Implementation campaigns)</li> <li>• Teaching and training personnel -</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> </ul>	1 Hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	programs, policies and procedures	necessary skills and methods to impart environmental knowledge, to create awareness and to react flexibly to ever-changing labor market needs.	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	
9. Sustain entrepreneurial skills	9.1 Enhance one's business skills	<ul style="list-style-type: none"> <li>• Discussion on entrepreneurial skills</li> <li>• Identifying market trends</li> <li>• Case studies on new technologies, products and processes</li> <li>• Practice gathering information on new trends</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case study</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Report</li> <li>• Case problem</li> </ul>	2 Hours
	4. Manage entrepreneurial practices	<ul style="list-style-type: none"> <li>• Discussion on continuous improvement</li> <li>• Presentation of plans for continuous improvement</li> <li>• Evaluation of new products and services</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Report</li> <li>• Case problem</li> </ul>	1 Hour
	9.2 Expand markets and clientele	<ul style="list-style-type: none"> <li>• Prepare business plan and proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>	1 Hour

**COMMON COMPETENCIES  
(190 Hours)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
1. Maintain hospitality industry knowledge	1.1 Seek information on the hospitality industry	<ul style="list-style-type: none"> <li>Identify and access sources of information on the hotel and travel industries, appropriately and correctly</li> <li>Obtain information on the hotel and travel industries to assist effective work performance within the industries</li> <li>Access and update specific information on relevant sector(s) of work</li> <li>Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance</li> <li>Obtain information on other industries to enhance quality of work performance</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	5 Hours
	1.2 Source and apply information on legal and ethical issues for the hospitality industry	<ul style="list-style-type: none"> <li>Obtain information on legal issues and ethical issues to assist effective work performance</li> <li>Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	5 Hours
	1.3 Update hospitality industry knowledge	<ul style="list-style-type: none"> <li>Identify and use a range of opportunities to update general knowledge of the hotel and travel industries</li> <li>Monitor current issues of concern to the industries</li> <li>Share updated knowledge with customers and colleagues as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		and incorporate this knowledge into day-to-day work activities			
2. Perform child protection duties relevant to the tourism industry	2.1 Identify the issue of sexual exploitation of children by tourists	<ul style="list-style-type: none"> <li>• Define the problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism)               <ul style="list-style-type: none"> <li>• Describe the impact of child sexual exploitation on children, communities and the hotel and travel industries</li> </ul> </li> <li>• Identify suspicious behaviors that may be exhibited by child sex tourists</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Interview</li> </ul>	5 Hours
	2.2 Describe national, regional and international actions to prevent the sexual exploitation of children by tourists	<ul style="list-style-type: none"> <li>• Locate and become familiar with the United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation</li> <li>• Examine national, regional and international initiatives to prevent the sexual exploitation of children by tourists</li> <li>• Identify reporting mechanisms if suspicious behaviors is observed</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Interview</li> <li>•</li> </ul>	5 Hours
	2.3 Describe actions that can be taken in the workplace to protect children from sexual exploitation by	<ul style="list-style-type: none"> <li>• Prepare a list of actions that can be taken by staff working in each labor division of the hotel and travel industries to prevent the sexual exploitation of children by tourists</li> <li>• Select the best action to take by a staff for particular situations in preventing the sexual exploitation of children by</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Interview</li> </ul>	5 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
	tourists	tourists <ul style="list-style-type: none"> <li>Participate in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations</li> </ul>			
3. Develop and supervise operational approaches	3.1 Communicate work roles	<ul style="list-style-type: none"> <li>Identify, develop and communicate operational plans and objectives to team members               <ul style="list-style-type: none"> <li>Match skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines</li> </ul> </li> <li>Communicate requirements of jobs and tasks clearly to team members</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	10 Hours
	3.2 Coordinate activities	<ul style="list-style-type: none"> <li>Develop work plans that establish appropriate targets and task objectives               <ul style="list-style-type: none"> <li>Prioritize work activities to ensure completion of tasks in accordance with work requirements</li> <li>Identify and incorporate training and learning opportunities into work activities</li> </ul> </li> <li>Maintain clear supervisory and reporting responsibilities in line with organizational requirements</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	10 Hours
	3.3 Maintain effective working relations	<ul style="list-style-type: none"> <li>Recognize and address problems with team members               <ul style="list-style-type: none"> <li>Seek assistance of team members when difficulties arise to achieve allocated tasks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> </ul>	10 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>Communicate requirements of work activities using a participative approach</li> <li>Manage disagreements and conflicts constructively using appropriate conflict management strategies</li> </ul>	<ul style="list-style-type: none"> <li>discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> </ul>	
	3.4 Provide feedback	<ul style="list-style-type: none"> <li>Provide clear, constructive feedback to individuals to support achievement of outcomes <ul style="list-style-type: none"> <li>Monitor team and individual performances to ensure team members are able to achieve goals</li> <li>Identify opportunity for individual development</li> </ul> </li> <li>Maintain clear supervisory and reporting responsibilities in line with organizational requirements</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	10 Hours
4. Manage quality customer service	4.3 Develop approaches to enhance customer service quality	<ul style="list-style-type: none"> <li>Identify options to improve service levels</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	6 Hours
	4.4 Manage the delivery of quality service	<ul style="list-style-type: none"> <li>Assist colleagues to meet and exceed customer service standards by providing appropriate professional development</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written Examination</li> <li>Interview</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
			<ul style="list-style-type: none"> <li>• Simulation</li> </ul>		
	4.5 Monitor and adjust customer service	<ul style="list-style-type: none"> <li>• Compare systems, records and reporting procedures in order to identify and report on any changes in customer satisfaction</li> <li>• Evaluate and report on customer service evaluation outcomes to designated groups or individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Interview</li> </ul>	5 Hours
5. Manage finances within a budget	5.7 Allocate budget resources	<ul style="list-style-type: none"> <li>• Funds are allocated according to agreed priorities.</li> <li>• Changes in income and expenditure priorities are discussed with appropriate colleagues prior to implementation</li> <li>• All relevant personnel are consulted and informed in relation to resource decisions</li> <li>• Awareness of the importance of budget control is promoted</li> <li>• Detailed records of resource allocation are maintained in accordance with enterprise control systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	6 Hours
	5.8 Monitor financial activities against budget	<ul style="list-style-type: none"> <li>• Actual income and expenditure are checked against budgets accurately and at regular intervals.</li> <li>• Financial commitments are included in all documentation to ensure accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>monitoring.</li> <li>• Deviations are identified and reported according to company policy and significance of deviation.</li> <li>• Appropriate options for more effective management of deviations are investigated.</li> <li>• Appropriate colleagues are advised of budget status in relation to targets within agreed timeframes.</li> </ul>	<ul style="list-style-type: none"> <li>discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	
	5.9 Identify and evaluate options for improved budget performance	<ul style="list-style-type: none"> <li>• Existing costs and resources are assessed and areas for improvement are identified.</li> <li>• Desired outcomes are discussed with relevant colleagues.</li> <li>• Appropriate <i>research</i> is conducted to investigate new approaches.</li> <li>• Benefits and disadvantages of new approaches are defined and clearly communicated.</li> <li>• Impacts on customer service levels and colleagues are considered when developing new approaches.</li> <li>• Recommendations are presented clearly and logically to the appropriate person/ department.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	5 Hours
	5.4 Complete financial reports	<ul style="list-style-type: none"> <li>• All required financial reports are completed accurately and within designated timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written</li> </ul>	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Clear and concise information are produced to enable informed decision-making.</li> <li>• Reports are promptly forwarded to the appropriate person/department.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<p>Examination</p> <ul style="list-style-type: none"> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	
6. Plan and implement a series of training events	6.1 Plan a series of training events	<ul style="list-style-type: none"> <li>• Verify identified training need</li> <li>• Prioritize identified training need</li> <li>• Determine resources available to support training events to address identified training need</li> <li>• Identify training events that will address identified workplace training need</li> <li>• Determine availability of learners to attend and participate in identified training events</li> <li>• Involve stakeholders in planning activities</li> <li>• Develop a schedule for implementing identified training events</li> <li>• Develop an operational plan to support the implementation of identified training events</li> <li>• Share the implementation plan for training events with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Encourage identified learners to engage with established training events</li> </ul>			
	6.2 Implement a series of training events	<ul style="list-style-type: none"> <li>• Provide identified support for learners to attend identified training events.</li> <li>• Provide required resources for supervisors to maintain required service levels during identified training events</li> <li>• Advise learners of attendance requirements as required by the organization</li> <li>• Capture feedback from learners on individual training events.</li> <li>• Modify planned schedule of training events on the basis of feedback and other issues arising</li> <li>• Attend training events to monitor and evaluate their implementation</li> <li>• Maintain contact with training event organizers/providers</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours
	6.3 Review planning and implementation of a series of training events	<ul style="list-style-type: none"> <li>• Evaluate the impact of attendance at training event.</li> <li>• Assess the value-for-money provided by engagement with training events</li> <li>• Identify ways in which more cost-effective use of training events could be effected</li> <li>• Prepare a report on the use of training events within the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
			handouts or module <ul style="list-style-type: none"> <li>• Group reporting</li> </ul>		
7. Use the assessment system for training outcomes	7.1 Communicate the assessment system	<ul style="list-style-type: none"> <li>• Define the purpose of the assessment system</li> <li>• Document and circulate assessment system features and procedures to relevant stakeholders</li> <li>• Establish procedures for keeping relevant stakeholders informed about key features of the assessment system</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours
	7.2 Provide support for enterprise assessors	<ul style="list-style-type: none"> <li>• Verify assessors meet required competency standards</li> <li>• Identify required training for assessors</li> <li>• Provide for moderation of assessments</li> <li>• Provide feedback to assessors on their performance</li> <li>• Facilitate networking amongst assessors</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
			handouts or module <ul style="list-style-type: none"> <li>• Group reporting</li> </ul>		
	7.3 Manage the assessment record keeping system	<ul style="list-style-type: none"> <li>• Identify and develop the internal records required to support the assessment system</li> <li>• Describe the requirements for completing the assessment records</li> <li>• File the assessment records</li> <li>• Review and up-date the assessment record keeping system</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours
	7.4 Maintain quality assurance procedures	<ul style="list-style-type: none"> <li>• Define quality assurance procedures for the assessment system</li> <li>• Undertake internal audits of the assessment system</li> <li>• Use the results of quality assurance audits to improve the assessment system</li> <li>• Review the applicability of the existing quality assurance procedures to the dynamic nature of the assessment system</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
			module <ul style="list-style-type: none"> <li>• Group reporting</li> </ul>		
	7.5 Report on the contribution made by the assessment system to enterprise training and performance	<ul style="list-style-type: none"> <li>• Identify the outcomes that the assessment system has produced</li> <li>• Review the assessment system</li> <li>• Make recommendations for change to the assessment system</li> <li>• Produce and circulate a report</li> <li>• Revise the existing assessment system on the basis of responses to the report</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Power Point presentation</li> <li>• Simulation</li> <li>• Video presentation</li> <li>• Self-paced handouts or module</li> <li>• Group reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written Examination</li> <li>• Oral Examination</li> <li>• Practical Examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	10 Hours

**CORE COMPETENCIES  
(155 hours)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Contents Practical Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
1. Manage food and beverage service team	1.1 Organize service staff	<ul style="list-style-type: none"> <li>• Prepare and approve duty/shift schedules in accordance with staff requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Portfolio assessment</li> </ul>	8 Hours
		<ul style="list-style-type: none"> <li>• Identify roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Assign authority and responsibility to employees on the basis of their skills and capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Establish and discuss performance objectives with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Contents Practical Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
	1.2 Enforce company policies in the food service establishment	<ul style="list-style-type: none"> <li>• Check punctuality and attendance of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Portfolio assessment</li> </ul>	6 Hours
		<ul style="list-style-type: none"> <li>• Implement and monitor company policies and standards of service to ensure the deliverance of consistent quality service and products</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Administer and document workplace discipline properly when employee misconducts are reported</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	
	1.3 Develop staff	<ul style="list-style-type: none"> <li>• Orient and train new hires in accordance with enterprise standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	15 Hours

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify employee weaknesses and plan measurable goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Group activity</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Track and check employees' progress for the purpose of performance appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Conduct employee feedback regularly to motivate and re-direct staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Prepare staff performance assessment targets for next rating period</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Contents Practical Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
	1.4 Monitor payroll data	<ul style="list-style-type: none"> <li>Consolidate number of hours for payroll</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Hands-on</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	4 Hours
		<ul style="list-style-type: none"> <li>Provide payroll data to payroll processor for calculation within designated timelines</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> <li>Hands-on</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> <li>Simulation</li> </ul>	
2. Oversee dining area operations	2.1. Ensure Quality Control	<ul style="list-style-type: none"> <li>Monitor service levels regularly to determine if objectives are met and quality service is consistently achieved</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	15 Hours
		<ul style="list-style-type: none"> <li>Identify service failures and issues and make appropriate adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>Monitor food safety practices of employees closely to reduce potential adverse health risks of guests</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> <li>Hands-on</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Maintain overall cleanliness and sanitation of the front and back of the house areas of the enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Implement good grooming and hygiene among employees strictly</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	2.2 Plan and organize service workflow	<ul style="list-style-type: none"> <li>Prepare work schedules in a manner that enhances efficiency and customer service quality</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	16 Hours
		<ul style="list-style-type: none"> <li>Facilitate liaison with the kitchen and the service areas to have a close working relationship between people within the operation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Carry out staff meetings and daily shift briefings in the absence of the higher manager</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> <li>Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>Monitor service points to reduce service delays and ensure standards of food quality, safety and cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
				assessment	
		<ul style="list-style-type: none"> <li>Complete and review operational forms and records accurately prior to submission within required timeframes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Monitor and implement * policies on energy and water conservation and waste disposal on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Communicate and apply policies on sexual harassments consistently</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
	2.3. Monitor the delivery of high level customer service	<ul style="list-style-type: none"> <li>Solicit guest feedback to understand their needs and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	15 Hours

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
				<ul style="list-style-type: none"> <li>• Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Review operation performance regularly to obtain data on how well the operation is meeting the goals</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Provide regular feedback to staff and management to determine the level of customer service as well as areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Train staff properly or coach them on the principles of guest service</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Give assistance when staffing constraints require so that service will not be hampered</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	
	2.4. Supervise service recovery procedures	<ul style="list-style-type: none"> <li>• Discuss company service recovery strategies with the staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	15 Hours
		<ul style="list-style-type: none"> <li>• Apply effective collecting tools for customer feedback and make the staff aware about these</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>Communicate to the staff the importance of service recovery in achieving loyalty and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> <li>Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>Monitor the effectiveness of solutions in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Document guest concerns and incident reports properly</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
	2.5. Monitor sales and expenses	<ul style="list-style-type: none"> <li>Monitor and maintain MICROS POS system to keep track of the food and beverage sales.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> <li>Simulation</li> </ul>	6 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Contents Practical Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>Control inventory and ordering of food supplies within the enterprise budget</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Account sales and control costs as per enterprise standards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
3. Implement food and beverage promotional activities	3.1. Plan food and beverage sales activities	<ul style="list-style-type: none"> <li>Identify potential customers, create and update profiles with the use of establishment's database system</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	7 Hours
		<ul style="list-style-type: none"> <li>Identify sales promotional activities for existing and potential customers according to marketing plan of the establishment.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify and recommend eco-friendly promotional materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	3.2.Enforce promotional activities	<ul style="list-style-type: none"> <li>• Explain the details of the upcoming promotional activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	12 Hours
		<ul style="list-style-type: none"> <li>• Demonstrate to the staff the strategies to upsell and how promotional activities are performed</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Monitor the promotional activity based on the details set by the establishment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Collect and summarize feedback before submitting to higher management for analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Contents Practical Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
	3.3. Evaluate food and beverage promotional activities	<ul style="list-style-type: none"> <li>Review the results of the promotional activity</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	9 Hours
		<ul style="list-style-type: none"> <li>Prepare promotional activity reports/documents according to required timeframes and enterprise standards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>Evaluate the effectiveness of the concluded promotional activity for future sales planning</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
4. Organize catering functions	4.1 Determine proposal requirements and conditions	<ul style="list-style-type: none"> <li>Identify catering requirements</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	6 Hours

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Liaise the details of the catering with pertinent departments</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>Develop contingency measures to ensure overall service preparedness</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	
	4.2 Monitor the catering function	<ul style="list-style-type: none"> <li>Check running sheet for function for the execution of the catering function</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>	9 Hours
<ul style="list-style-type: none"> <li>Obtain customer feedback</li> </ul>		<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Demonstration</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Observation</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> <li>Simulation</li> </ul>		
<ul style="list-style-type: none"> <li>Ensure safety and security of the guests, staff and property throughout the catering function</li> </ul>		<ul style="list-style-type: none"> <li>Lecture-Discussion</li> <li>Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written Examination</li> <li>Oral Questioning</li> <li>Third Party report</li> <li>Portfolio assessment</li> </ul>		

Unit of Competency	Learning Outcomes	Learning Contents Practical Activities	Methodologies	Assessment Methods	Nominal Duration
	4.3. Manage the shutdown activities	<ul style="list-style-type: none"> <li>• Payment and other incidental fees are handled and collected from the host</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	12 Hours
		<ul style="list-style-type: none"> <li>• Conduct de-briefing of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Demonstration</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> <li>• Simulation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Monitor the proper disposal of garbage and left over food</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Monitor inventory of tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Power Point Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Observation</li> <li>• Oral Questioning</li> <li>• Third Party report</li> <li>• Portfolio assessment</li> </ul>	

## 3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
  - a. Course design is based on competency standards set by the industry or recognized industry sector; **(Learning system is driven by competencies written to industry standards)**
  - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
  - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
  - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
  - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
  - f. Training program allows for recognition of prior learning (RPL) or current competencies;
  - g. Training completion is based on satisfactory completion of all specified competencies not on the specified nominal duration of learning.
2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

### 2.1 Institution- Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.
- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

## **2.2 Enterprise-Based:**

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsman wherein the agreement may be written or oral and the master craftsman commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsman.
- 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.

**2.3 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).

### 3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who wish to enter this training should possess the following requirements:

- Must have completed at least 10 years basic education or an Alternative Learning System (ALS) Certificate of Completion with grade 10 equivalent holder
- Can communicate in basic English in both oral and written form
- Must be competent in the entire Food and Beverage Service NC III qualification either through training, experience or certification

### 3.4 LIST OF TOOLS AND EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for FOOD AND BEVERAGE SERVICES NC IV are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
	N/A	5	Computer unit	5 pcs	White Board Marker
		1	Printer Unit	2	Eraser
		1	LCD Projector	25	Banquet Event Order Form
		1	White Board	25	Running Sheet
		1	Point Of Sale Computer System	25	Scheduling Form
		1	Touch Screen Computer Monitor	25	Payroll Form
		1	Speaker for video presentation	25	Sample Performance Appraisal Forms

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

<b>Space Requirement</b>	<b>Size in Meters</b>	<b>Area in Sq. Meters</b>	<b>Total Area in Sq. Meters</b>
Lecture/Laboratory Area	5 x 10	50	50
Wash Room	2 x 5	10	10
Tool Room/Supply Room	5 x 4	20	20
Circulation Area	5 x 5	25	25
<b>Total Workshop Area :</b>			<b><u>105</u></b>

### 3.6 TRAINER'S QUALIFICATIONS

- Must be a college degree holder of HRM or any management related course
- Must be a holder of National TVET Trainer's Certificate (NTTC) Level I in Food and Beverage Services NC IV
- Must have at least 3 years supervisory level work experience in the food and beverage industry or has taught or has experience in delivering educational and training programs related to food and beverage services for at least 3 years

### 3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

## SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

*Competency Assessment* is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

### 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 A National Certificate (NC) is issued to a candidate after a successful full qualification assessment covering all the units of competency that comprise the Training Regulations for **Food and Beverage Services NC IV** as stated in Section 1.
- 4.1.2 Candidates wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.
- 4.1.3 Candidates applying for competency assessment and certification for Food and Beverage Services NC IV:
  - 4.1.3.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs related to food and beverage;
  - 4.1.3.2 Industry workers (employed, self-employed or owners/ proprietors)
- 4.1.4 Portfolio assessment may be applicable for industry workers with at least five (5) years of experience as headwaiter / captain waiter or its equivalent.
- 4.14 Conduct of assessment and issuance of certificates shall follow the procedures manual and implementing guidelines developed for the purpose.

## 4.2 COMPETENCY ASSESSMENT REQUISITE

4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

- a. Identify the candidate's skills and knowledge
- b. Highlight gaps in candidate's skills and knowledge
- c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior `

4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

**COMPETENCY MAP - TOURISM Sector  
(Hotel and Restaurant)  
FOOD AND BEVERAGE SERVICES NC IV**

ANNEX A

<b>BASIC COMPETENCIES</b>	Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
	Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
	Participate in workplace communication	Work in Team Environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace

**BASIC COMPETENCIES**

<b>Utilize specialize specialized communication skill</b>	<b>Develop and lead teams</b>	<b>Perform higher order thinking processes and apply techniques in the workplace</b>	<b>Contribute to the practice of social justice in the workplace</b>	<b>Manage innovative work instructions</b>	<b>Manage evaluate usage of information</b>	<b>Lead in improvement of Occupational Safety and Health Program, Policies and Procedures</b>	<b>Lead towards improvement of environmental work programs, policies and procedures</b>	<b>Sustain entrepreneurial skills</b>
Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing, and maintaining information	Manage Implementation of OSH programs in the workplace	Manage implementation of environmental program in the workplace	Develop and sustain a high-performing enterprise

**COMMON COMPETENCIES**

Receive and resolve customer complaints	Work cooperatively in a general administration environment	Maintain quality customer/ guest service	Roster staff	Control and Order stock*	Prepare and deliver training sessions	Plan, conduct and evaluate staff performance assessment		
<b>Maintain hospitality industry knowledge</b>	<b>Perform child protection duties relevant to the tourism industry</b>	<b>Develop and supervise operational approaches</b>	<b>Manage quality customer service</b>	<b>Manage finances within a budget</b>	<b>Plan and implement a series of training events</b>	<b>Use the assessment system for training outcome</b>		
Develop and update tourism industry knowledge	Develop protective environments for children in tourism destinations	Establish and maintain a business relationship	Gather and present product information	Maintain quality customer/guest service	Manage and resolve conflict situations	Manage financial performance within a budget	Monitor and evaluate the effectiveness of training outcome	Evaluate the effectiveness of assessment system

<b>CORE COMPETENCIES</b>	Direct and lead service team in the dining area/ restaurant	Promote and prepare extensive range of food and beverage products for table side service requirements	Organize functions <u>related to Food and Beverage Service</u> at a hotel or restaurant	Process financial sale transactions	Monitor and maintain stock
	<b>Manage food and beverage service team</b>	<b>Oversee dining area operations</b>	<b>Implement food and beverage promotional activities</b>	<b>Organize catering functions</b>	
	Manage a Food and Beverage Operation	Develop Entrepreneurial Opportunities for the Food and Beverage Operations	Monitor Food and Beverage Revenues and Expenditures	Manage the Effective Use of Human Resources in Food and Beverage Operations	

## GLOSSARY OF TERMS

1. **Anger Management**- the process of learning to recognize signs of becoming angry, and taking action to calm down and deal with the situation in a positive way.
2. **Banquet** – a function held inside a hotel.
3. **Break Even Analysis** – the point at which revenue received equals the costs associated with receiving the revenue
4. **Complaints**-products and services that give dissatisfaction to customers.
5. **Corrective action**-improvements to an organization's processes taken to eliminate causes of non-conformities or other undesirable situations.
6. **Cost estimates**- the approximation of the cost of a program, project, or operation; the cost estimate is the product of the cost estimating process.
7. **Critical thinking skill**- the ability to actively conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
8. **Cross-training**-training in two or more related tasks, jobs or skills to enhance job performance
9. **Delegation**- the assignment of responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities.
10. **Employee feedback**-either positive or negative comments from the superior
11. **English language proficiency**- a high degree of competence or skill in communicating in English language.
12. **Ethics**- standards of behavior or moral principles that govern a person's or group's behavior
13. **Fixed costs** - costs which remain constant regardless of production volumes
14. **Food safety**- the principle which involves proper table ware handling, food handling and employee hygiene practices
15. **Function book**- in a hotel or conference center, the official record that controls room assignments for meetings and other events
16. **Function costs**-the cost or value of supplies for a certain event

17. **Function sheet**- document that outlines the details of an event ; it serves as a guideline for the hotel or restaurant to execute and communicate logistics to all necessary departments.
18. **Function style**-the nature of event or banquet that requires food and beverage service.
19. **Informal feedback**- the in-the moment advice outside of the formal performance review.
20. **Liase**- establish a working relationship, typically in order to cooperate on a matter of mutual concern.
21. **Literacy skill**- the skills needed for reading and writing. They include such things as awareness of the sounds of language, awareness of print and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension
22. **Marketing**- the action or business of promoting and selling products or services, including market research and advertising.
23. **Market intelligence**- the information relevant to a company's markets, gathered and analyzed specifically for the purpose of accurate and confident decision-making in determining strategy in areas such as market opportunity, market penetration strategy, and market development.
24. **Marketing plan**- is a comprehensive blueprint which outlines an organization's overall marketing efforts.
25. **On-Premise**-refers to the venue of the function that is usually inside a hotel.
26. **Off-Premise**-refers to the venue of the function that is usually in any available area except inside the hotel.
27. **POS (Point of Sale)**-a computer software that is used in processing food and beverage orders, bills and other necessary reports essential in managing an outlet.
28. **Potential revenue**- the possible amount of money that a company actually receives during a specific period; possible gross income
29. **Proposal** - a formal offer to do work/provide products & services for someone or a business
30. **Prospects**- people who are potential customer, client, etc
31. **Request for Tender/Proposal** - a document from a person or business asking you to tender for the provision of identified products and services

32. **Risk management standards**- the standards in forecasting and evaluating the financial risks together with the identification of procedures to avoid or minimize their impact
33. **Roster**-list of employees with their assigned job or task schedules.
34. **Running sheet**- a list of every task that needs to be done for an event: it is set up in the order the tasks will begin.
35. **Sales activities**- initiatives and actions to increase the revenue of a food service facility.
36. **Sales calls**- pre-arranged and face-to-face meeting between a salesperson and a customer or prospect for the purpose of generating a sale.
37. **Sales meeting**- gathering in which a product or service is being discussed, and the benefits are outlined to the potential buyer; not always a presentation format; it can sometimes be an informal conversation, phone call or online affair to promote products and services to prospects.
38. **Sales report**- record of calls made and products sold during a particular time frame kept by a salesperson or their management.
39. **Self-management skill**- defined as the personal application of behavior change tactics that produces a desired change in behavior. The term self-control is also used to refer to this type of behavior change program.
40. **Service levels**- measure the performance of a system; certain goals are defined and the service level gives the percentage to which those goals should be achieved
41. **Service points**-areas where the actual pick-up of food after production are located
42. **Service stations**-the areas where the wait staff place the necessary and extra supplies such as table wares for re-setting and sometimes beverages for re-filling.
43. **Service style**-the manner of serving food from the production area to dining area.
44. **Sustainability issues**-issues on activities in meeting the present and future business supplies of products or services, including reducing waste, reusing supplies or recycling.
45. **Tender** - proposal

46. **Training skill**- teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies usually to improving one's capability, capacity, productivity and performance.
47. **Variable Costs** - costs associated with expenditure which varies with levels/volume of production

***Other Terms Used :***

- **Assistant Restaurant Manager**- responsible for managing the daily operations of our restaurant, including the selection, development and performance management of employees.
- **Captain Waiter** – Chef de Rang
- **Chef** – a person who prepares food as an occupation in restaurant, private house, hotel
- **Commis debarasseur** -busboy
- **Director of Service** – Chef de Service
- **Restaurant manager** - responsible for overseeing the efficient running and profitability of restaurants and for managing and leading their employees.
- **Waiter** – Demi Chef de Rang
- **Wine Steward** – Chef de Vin/Chef Sommelier



**TRAINING REGULATIONS (TR)  
DOCUMENT REVISION HISTORY**

**Qualification Title:** Food and Beverage Services NC IV

**Qualification Code:** TRSFBS418

<b>Revision No.</b>	<b>Document Description Types*</b>	<b>Replaces Version (TESDA Board Resolution No./ Date)</b>	<b>New Version (TESDA Board Resolution No./ Date)</b>	<b>Deployment (TESDA Circular/ Implementing Guidelines)</b>
<b>00</b>	Document Created Food and Beverage Services NC IV	2007-13 / 04/20/07	N/A	
<b>01</b>	Document Amended Food and Beverage Services NC IV	2007-13 / 04/20/07	2018-30 / 10/29/18	

**Legend:** \*Description Types

- Document Created
- Document Amended

## **ACKNOWLEDGEMENTS**

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development and validation of these Training Regulations.

### **TECHNICAL EXPERTS REVIEW PANEL**

**MARIA SUSANNA F. EDILO**

ASEAN Master Assessor;  
Marketing Director for International  
Affairs  
BRYDGE Philippines Inc.

**SHEILA B. DAWANG**

ASEAN Master Trainer  
Professor, Lyceum of the Philippines  
University-Manila

**NOEMI TERESA J. CANCIO**

ASEAN Master Trainer;  
Hospitality Management  
Education Consultant

**MAUREEN D. PEREZ**

ASEAN Master Trainer;  
Dean, Lyceum of the Philippines  
University-Laguna

**RHEA CORINA B. MEJIA**

ASEAN Master Trainer  
Dean, Center for Technical Education  
Manager, LPU-B Assessment Center  
Lyceum of the Philippines University-  
Batangas

**RYAN L. MEJIA**

ASEAN Master Assessor  
Department Chair-Cruise Line  
Management  
Lyceum of the Philippines University-  
Batangas

## **The Participants in the Validation of this Training Regulations**

Mr. Rico A. Manlangit  
Philippine Bartenders League

Ma. Grace L. Villadolid  
LJC Group of Companies (Restaurants)

Kathleen Kay Mascardo  
Island Cove

Percie Ann D. Pajutining  
The Cravings Group

Mr. Florentino Matilla, Jr.  
Philippine Bartenders League

Ma. Afrecita D. Nieva  
AIM Conference Center Manila  
Faculty, College of Home Economics  
University of the Philippines, Diliman

## **Tourism Industry Board Foundation, Inc. (TIBFI)**

### **The MEMBERS of the TESDA Board and Secretariat**

### **The MANAGEMENT and STAFF of the TESDA Secretariat**

- Qualifications and Standards Office (QSO)
- TR Development Team/Facilitators
  - Ma. Isabel G. Gamurot
  - Howard Mark N. Plete
  - Evangeline A. Cosep

*Training Regulation are available in both printed and electronic copies  
For more information please contact:*

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA)**

*Telephone Nos.:817-4076 to 82 loc. 163 / 164 Tele Fax No.:818-7728*

*or visit our website: [www.tesda.gov.ph](http://www.tesda.gov.ph)*