

# TRAINING REGULATIONS

## MULTIMODAL TRANSPORT OPERATIONS AND LOGISTICS (SEAFREIGHT IMPORT) SERVICES NC IV



## TRANSPORT AND LOGISTICS SECTOR

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

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

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

The Training Regulations (TR) serve as basis for the:

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

Each TR has four sections:

Section 1        Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.

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

Section 3 Training Arrangements - contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.

Section 4        Assessment and Certification Arrangements - describes the policies governing assessment and certification procedures.

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**TRAINING REGULATIONS FOR  
MULTIMODAL TRANSPORT OPERATION AND LOGISTICS (SEAFREIGHT IMPORT)  
SERVICES NC IV**

**SECTION 1 MULTIMODAL TRANSPORT OPERATION AND LOGISTICS  
(SEAFREIGHT IMPORT) SERVICES NC IV QUALIFICATION**

The **MULTIMODAL TRANSPORT OPERATION AND LOGISTICS (SEAFREIGHT IMPORT) SERVICES NC IV** Qualification consists of competencies that a person must achieve to supervise activities involving import seafreight, oversee the import seafreight team's performance, oversee the coordination with overseas agents on shipment status particularly on any irregularity, control shipping documents, ensure that claims arising from cargo losses, damages, theft and other irregularities are processed and prepare reports required to support business decisions and comply with government requirements.

The Units of Competency comprising this Qualification include the following:

| <b>UNIT CODE</b> | <b>BASIC COMPETENCIES</b>   |
|------------------|---|
| 500311401        | Utilize specialized communication skill   |
| 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 environmental work programs, policies and procedures              |
| 500311409        | Sustain entrepreneurial skills  |

  

| <b>UNIT CODE</b> | <b>COMMON COMPETENCIES</b>   |
|------------------|--|
| MTO432201        | Apply freight forwarding and documentation service operations and workplace procedures |
| MTO432202        | Perform workplace security and safety  |
| MTO432203        | Provide effective customer service   |
| MTO432204        | Contribute to quality system   |
| MTO432205        | Perform computer operations  |

  

| <b>UNIT CODE</b> | <b>CORE COMPETENCIES</b>  |
|------------------|---|
| MTO132301        | Supervise/ manage activities involving import sea freight   |
| MTO132302        | Oversee the import seafreight team's performance  |
| MTO132303        | Oversee the coordination with overseas agents on shipment status particularly on any irregularity     |
| MTO132304        | Control shipping documents  |
| MTO132305        | Ensure that claims arising from cargo losses, damages, theft, and other irregularities are processed. |
| MTO132306        | Prepare reports required to support business decisions and comply with government requirements        |

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

- Seafreight Import Supervisor**

## SECTION 2: COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common, and core units of competency required for Multimodal Transport Operations and Logistics Services 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><br><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<br>1.2 Different approaches are used to meet communication needs of clients and colleagues<br>1.3 Conflict is addressed promptly in a manner which does not compromise the organization | 1.1 Communication processes<br>1.2 Dynamics of groups and different styles of group leadership<br>1.3 Communication skills relevant to client groups<br>1.4 Flexibility in communication | 1.1 Full range of communication techniques including:<br>1.1.1 Effective communication process<br>1.1.2 Active listening<br>1.1.3 Giving/ receiving feedback<br>1.1.4 Interpretation of information<br>1.1.5 Role boundaries setting<br>1.1.6 Negotiation<br>1.1.7 Establishing empathy<br>1.1.8 Conduct seminars<br>1.1.9 Public speaking<br>1.2 Communication skills required to fulfill job roles as specified by the organization |

| <b>ELEMENTS</b>  | <b>PERFORMANCE CRITERIA</b><br><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<br>2.2 Channels of communication are established and reviewed regularly<br>2.3 Coaching in effective communication is provided<br>2.4 Work related network and relationship are maintained<br>2.5 Negotiation and conflict resolution strategies are used where required<br>2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives | 2.1 Communication process<br>2.2 Dynamics of groups and different styles of group leadership<br>2.3 Openness and flexibility in communication<br>2.4 Communication skills relevant to client groups | 2.1 Full range of communication techniques including:<br>2.1.1 Effective communication process<br>2.1.2 Active listening<br>2.1.3 Giving/ receiving Feedback<br>2.1.4 Interpretation of information<br>2.1.5 Role boundaries setting<br>2.1.6 Negotiation<br>2.1.7 Establishing empathy<br>2.1.8 Openness and flexibility in communication<br>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<br>3.3 Utilize appropriate media to enhance presentation<br>3.4 Differences in views/opinions are respected<br>3.5 Questions during fora are responded in a manner consistent with organizational standard   | 3.1 Communication process<br>3.2 Dynamics of groups and different styles of group leadership<br>3.3 Openness and flexibility in communication<br>3.4 Communication skills relevant to client groups | 3.1 Full range of communication techniques including:<br>3.1.1 Effective communication process<br>3.1.2 Active listening<br>3.1.3 Giving/receiving feedback<br>3.1.4 Interpretation of information<br>3.1.5 Role boundaries setting<br>3.1.6 Negotiation<br>3.1.7 Establishing empathy<br>3.1.8 Openness and flexibility in communication<br>3.1.9 Communication skills required to fulfill job roles as specified by the organization |



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

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

## RANGE OF VARIABLES

| VARIABLE                       | RANGE  |
|--------------------------------|--|
| 1. Strategies                  | May include:<br>1.1 Recognizing own limitations<br>1.2 Referral to specialists<br>1.3 Utilizing techniques and aids<br>1.4 Providing written drafts<br>1.5 Verbal and non verbal communication   |
| 2. Effective group interaction | May include:<br>2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way<br>2.2 Using active listening<br>2.3 Making decision about appropriate words, behavior<br>2.4 Putting together response which is culturally appropriate<br>2.5 Expressing an individual perspective<br>2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication<br>2.7 Openness and flexibility in communication |
| 3. Types of Interview          | May include:<br>3.1 Related to staff issues<br>3.2 Routine<br>3.3 Confidential<br>3.4 Evidential<br>3.5 Non disclosure<br>3.6 Disclosure   |
| 4. Interview situations        | May include:<br>4.1 Establish rapport<br>4.2 Elicit facts and information<br>4.3 Facilitate resolution of issues<br>4.4 Develop action plans<br>4.5 Diffuse potentially difficult situation  |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical aspects of Competency | <b>Assessment requires evidence that the candidate:</b><br>1.1 Demonstrated effective communication skills with clients accessing service and work colleagues<br>1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties |
| 2. Resource Implications          | 2.1 Access to appropriate workplace where assessment can take place  |
| 3. Methods of Assessment          | <b>Competency in this unit may be assessed through:</b><br>3.1 Case Study<br>3.2 Interview<br>3.3 Portfolio<br>3.4 Written Test<br>3.5 Role Play   |
| 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><br><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>Learning and development needs</b> of team members are systematically identified in line with <b>organizational requirements</b><br>1.2 Development plan to meet individual needs is collaboratively developed and implemented<br>1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement<br>1.4 <b>Feedback on performance</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<br>1.2 Feedback principles and procedures<br>1.3 Working interdependentl y: strategies and techniques<br>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 effectively<br>1.2 Coaching and mentoring skills to provide support to colleagues<br>1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management<br>1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds<br>1.5 Planning skills to organize required resources and equipment to meet learning needs |

| <b>ELEMENTS</b>                      | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>   |
|--------------------------------------|---|--|--|
|                                      |   |  | 1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes<br>1.7 Facilitation skills to conduct small group training sessions |
| 2. Foster individual and team growth | 2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards<br>2.2. <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources<br>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies<br>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements | 2.1 Advanced coaching and mentoring techniques<br>2.2 Performance evaluation concepts<br>2.3 Training and development techniques | 2.1 Instructional planning and delivery skills<br>2.2 Monitoring and evaluation skills<br>2.3 Mentoring and coaching skills  |

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

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



## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

|  |  |
|--|--|
| <p>1. Critical aspects of Competency</p> | <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> |
| <p>2. Resource Implications</p>          | <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>  |
| <p>3. Methods of Assessment</p>          | <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>   |
| <p>4. Context for Assessment</p>         | <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><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|--|--|--|---|
| 1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures. | 1.1 <b>Effectiveness and efficiency</b> of workplace standards and procedures are examined.<br>1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented.<br>1.3 Evaluation reports are prepared and communicated to team members. | 1.1 Systems, standards, procedures and protocols in the workplace.<br>1.2 Different methods of critical and appreciative inquiry and their relevance to different situations<br>1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.<br>1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). | 1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).<br>1.2 Communicating to actively listen and to ask questions of others in a constructive way.<br>1.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.<br>1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.<br>1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. |

| <b>ELEMENTS</b>   | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>  |
|---|--|---|---|
| 2. Foster the habit of critical inquiry and curiosity in the workplace. | <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> |

| ELEMENTS   | PERFORMANCE CRITERIA<br><i>Italicized terms</i> are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE  | REQUIRED SKILLS   |
|--|--|---|---|
| <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

| VARIABLE                          | RANGE  |
|-----------------------------------|--|
| 1. Effectiveness and efficiency   | May include;<br>1.1 Developing a more efficient way of doing something<br>1.2 Developing a new idea<br>1.3 Developing and improving products and services<br>1.4 Enhancing skills and career opportunities<br>1.5 Enhancing the physical environment<br>1.6 Financial benefit<br>1.7 Greater personal satisfaction<br>1.8 Improving interpersonal relationships<br>1.9 Evaluating overall workplace conditions                             |
| 2. Curiosity and critical inquiry | May include:<br>2.1 Accuracy<br>2.2 Breadth<br>2.3 Clarity<br>2.4 Depth<br>2.5 Emotion<br>2.6 Fairness<br>2.7 Logic<br>2.8 Meaning<br>2.9 Planning<br>2.10 Attention<br>2.11 Precision<br>2.12 Relevance<br>2.13 Significance<br>2.14 Social engagement<br>2.15 Society<br>2.16 Style<br>2.17 Growth mindset<br>2.18 Positive communication<br>2.19 Positive negotiation<br>2.20 Workplace conditions<br>2.21 Appreciative inquiry methods |

| <b>VARIABLE</b>           | <b>RANGE</b>  |
|---------------------------|---|
| 3. Practical action plans | May include: <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

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|--|--|
| <p>1. Critical aspects of Competency</p> | <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>   |
| <p>2. Resource Implications</p>          | <p>2.1. Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).</p>  |
| <p>3. Methods of Assessment</p>          | <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> |
| <p>4. Context for Assessment</p>         | <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><br><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 | 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.<br>1.2 Knowledge and understanding of <b>local, national and global issues</b> and their interconnectedness and interdependency are acquired.<br>1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members. | 1.1 Local, national and global systems and structures<br>1.2 Issues affecting interaction and connectedness of communities at local, national and global levels<br>1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right) | 1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms<br>1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity<br>1.3 Engaging in discourse about the local, national and global issues |

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><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.<br>2.2 Sense of belonging to a common humanity, sharing values and responsibilities are developed.<br>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)<br>2.2 Different communities people belong to and how these are connected<br>2.3 Difference and respect for cultural diversity                            | 2.1 Recognizing differences and commonalities among people<br>2.2 Strengthening attitudes of empathy, solidarity and respect for diversity<br>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.<br>3.2 Motivation and willingness to take necessary actions are developed.<br>3.3 Attitude of “thinking globally and acting locally” is practiced.  | 3.1 Actions that can be taken individually and collectively<br>3.2 Ethically responsible behaviour<br>3.3 Importance and benefits of civic engagement<br>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<br>3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns<br>3.3 Applying the attitude of “thinking globally and acting locally” in the workplace |

## RANGE OF VARIABLES

| VARIABLE                             | RANGE  |
|--------------------------------------|--|
| 1. Media                             | May include but not limited to:<br>1.1 Print media<br>1.2 Broadcast media<br>1.3 Internet and social media   |
| 2. Scanning/Monitoring               | May include but not limited to:<br>2.1 Sourcing from key informants<br>2.2 Conversation with clients<br>2.3 Man-on-the-street conversation<br>2.4 Scanning print and broadcast media |
| 3. Local, national and global issues | May include but not limited to:<br>3.1 Poverty<br>3.2 Unemployment<br>3.3 Global warming<br>3.4 Safety, security, and well-being   |

## EVIDENCE GUIDE

|                                   |   |
|-----------------------------------|---|
| 1. Critical aspects of Competency | <b>Assessment requires evidence that the candidate:</b><br>1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends<br>1.2 Demonstrated ability to think and act based on one's principles and values<br>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><br>2.1 Access to workplace and resources<br>2.2 Case studies   |
| 3. Methods of Assessment          | <b>Competency in this unit may be assessed through:</b><br>3.1 Demonstration or simulation with oral questioning<br>3.2 Case problems involving global and local issues<br>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><br><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<br>1.2 Climate for <b>innovation</b> at the organizational level is defined<br>1.3 Innovation drivers in the workplace are identified | 1.1. Four drivers of innovation according to Gallup Management Journal (2007)<br>1.2. Contextual variables related to innovative practices in the organization<br>1.3. The nine dimensions of innovation climate (Isaksen & Isaksen, 2018)<br>1.4. Types of Innovation identified by Gopalakrishnan and Damanpour (1997) | 1.1 Investigating the organizational needs in the innovation process<br>1.2 Defining current organizational innovative practices<br>1.3 Linking innovation to contextual variables in the organization |

| <b>ELEMENTS</b>  | <b>PERFORMANCE CRITERIA</b><br><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<br>2.2. <b>Innovative behaviors</b> of leaders or managers in the organization are assessed<br>2.3. Driving principles of innovation are discussed | 2.1 Determinants of innovative behavior by Scott and Bruce (1992)<br>2.2 Four principles of innovation according to Gallup Management Journal (2007)  | 2.1 Evaluating organizational innovative practices<br>2.2 Gauging innovative behaviors of the leaders and managers in the organization<br>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<br>3.2. Innovative climate in the workplace is maintained<br>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)<br>3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018)<br>3.3 Techniques in implementing innovative change in the workplace | 3.1 Developing risk management techniques and control systems<br>3.2 Evaluating impact of changes and developing action plans<br>3.3 Demonstrating strategies and techniques in managing changes in the workplace  |

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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|--|--|
| <p>1. Critical aspects of Competency</p> | <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> |
| <p>2. Resource Implications</p>          | <p><b>The following resources should be provided:</b></p> <p>2.1 Impact evaluation materials (guide and form)</p>  |
| <p>3. Methods of Assessment</p>          | <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>   |
| <p>4. Context for Assessment</p>         | <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 evaluate and manage usage of available information for purposes of making the best decisions to benefit both the customer and the enterprise.

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



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

**RANGE OF VARIABLES**

| VARIABLE                            | RANGE  |
|-------------------------------------|--|
| 1. Information                      | May include:<br>1.1 Routine and complex reports and submissions<br>1.2 Briefing notes<br>1.3 Ministerial<br>1.4 Proposals<br>1.5 Project plans<br>1.6 Articles and promotional material  |
| 2. Collection techniques or methods | 2.1 Collection techniques may include:<br>2.1.1 Research<br>2.1.2 Surveys<br>2.1.3 Literature search<br>2.1.4 Interviews<br>2.1.5 Data bases<br>2.1.6 Observation<br>2.2 Collection methods may include:<br>2.2.1 Indexing<br>2.2.2 linking<br>2.2.3 Sorting<br>2.2.4 Comparing<br>2.2.5 Categorizing<br>2.2.6 Integrating |
| 3. Analysis                         | May include:<br>3.1. application of statistical methods<br>3.2. mathematical calculations<br>3.3. critical analysis<br>3.4. problem solving  |
| 4. Management information systems   | May include:<br>4.1. Computers<br>4.2. Communication channels<br>4.3. Records management<br>4.4. Procedures<br>4.5. Manuals<br>4.6. Protocol<br>4.7. Legislation<br>4.8. Guidelines and awards<br>4.9. Organizational<br>4.10. Legal and policy materials  |

## EVIDENCE GUIDE

|   |   |
|---|---|
| <p>1 Critical aspects of Competency</p> | <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> |
| <p>2 Resource Implications</p>          | <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>   |
| <p>3 Methods of Assessment</p>          | <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>      |
| <p>4 Context for Assessment</p>         | <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><br><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<br>1.2 Appropriate personnel or <b><i>OSH reference guides</i></b> are consulted for proper guidance based on workplace policies and procedures<br>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<br>1.2. OSH reference guides<br>1.3. OSH work standards | 1.1. Critical thinking skills<br>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<br>2.2 OSH program improvement plans are organized based on workplace policies and procedures<br>2.3 OSH program improvement plans are presented based on workplace policies and procedures  | 2.1. OSH Programs<br>2.2. OSH work improvement initiatives  | 2.1. Presentation Skills<br>2.2. Communication skills<br>2.3. Collaborating skills<br>2.4. Critical thinking skills<br>2.5. Observation skills |

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

## RANGE OF VARIABLES

| VARIABLE                            | RANGE   |
|-------------------------------------|---|
| 1. OSH Practices and Programs       | May include: <ul style="list-style-type: none"> <li>1.1 Planning, implementation and maintenance of manufacturing plants</li> <li>1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs</li> <li>1.3 First aid within the workplace</li> <li>1.4 Safety inspection practices</li> </ul>  |
| 2. OSH Reference Guides             | May include: <ul style="list-style-type: none"> <li>2.1 Occupational Safety and Health Standards Book</li> <li>2.2 OSHA Safety Bulletins and Magazines</li> <li>2.3 Equipment Safety Operating Instructions</li> <li>2.4 Established National Safety Management Books</li> <li>2.5 Credible OSH Web-sites</li> <li>2.6 Safety Solution Guide Books and Handbooks</li> </ul>   |
| 3. OSH Work Improvement Initiatives | May include: <ul style="list-style-type: none"> <li>3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</li> <li>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)</li> <li>3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>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)</li> <li>3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</li> <li>3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</li> </ul> |

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of Competency</p> | <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> |
| <p>2. Resource Implications</p>          | <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>   |
| <p>3. Methods of Assessment</p>          | <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>  |
| <p>4. Context for Assessment</p>         | <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 attitude required in assessing environmental work practices against standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements.

| <b>ELEMENTS</b>   | <b>PERFORMANCE CRITERIA</b><br><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>Environmental practices and programs</b> are reviewed based on workplace policies<br>1.2 Appropriate personnel or <b>environmental reference guides</b> are consulted for proper guidance based on workplace policies*<br>1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards* | 1.1 Environmental Practices<br>1.2 Environmental Reference Guides<br>1.3 Corrective Action and Follow-up<br>1.4 Relevant environmental experts<br>1.5 Re-Training Needs<br>1.6 Energy and Healthy Habits | 1.1 Critical thinking<br>1.2 Problem solving<br>1.3 Observation Skills<br>1.4 Training Delivery Skills   |
| 2. Recommend environmental program improvements initiatives | 2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario<br>2.2 Environmental program improvement plans are organized based on workplace policies and procedures*<br>2.3 Environmental program improvement plans are presented based on workplace policies and procedures*                        | 2.1 Environmental Practices and Standards<br>2.2. Mitigation Requirements  | 2.1. Presentation Skills<br>2.2 Critical thinking<br>2.3. Problem Solving<br>2.4 Observation Skills<br>2.5 Training Delivery Skills<br>2.6 Cost-Benefit Analysis |



| <b>ELEMENTS</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized terms</i> are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|--|---|---|--|
| 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<br>3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures<br>3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures | 3.1. Environmental Work Initiatives<br>3.2. Communication Strategies<br>3.3. Environmental inspection and Monitoring Techniques<br>3.4. Notification Requirements | 3.1. Inspection Skills<br>3.2 Critical thinking<br>3.3 Problem Solving<br>3.4 Observation Skills |

**RANGE OF VARIABLES**

| <b>VARIABLE</b>                           | <b>RANGE</b>   |
|---|--|
| 1. Environmental Practices and Programs   | May include:<br>3.1 Utilization of Energy, Water, Fuel<br>3.2 Segregation Practices<br>3.3 Waste Disposal and Reuse<br>3.4 Saving Resources<br>3.5 Waste Collection<br>3.6 Usage of Hazardous Materials<br>3.7 Chemical Application<br>3.8 Equipment Operation<br>3.9 Dewatering and Discharging<br>3.10 Surface Disturbance<br>3.11 Periodic Inspection<br>3.12 Resource Storage and Handling |
| 2. Environmental Reference Guides         | May include:<br>2.1 Air Emission and Ambient Air Quality Guidelines<br>2.2 Energy Conservation Guidelines<br>2.3 Wastewater and Ambient Water Quality Guidelines<br>2.4 Water Conservation Guidelines<br>2.5 Hazardous Materials Management<br>2.6 Waste Management<br>2.7 Noise<br>2.8 Contaminated Land<br>2.9 Cultural Conservation Guides  |
| 3. Environmental Work Program Initiatives | May include:<br>3.1 Low Energy Lighting<br>3.2 Water Reduction initiatives<br>3.3 Holding Employee Awareness event<br>3.4 Recycling Waste Materials<br>3.5 Unplugging power converters overnight<br>3.6 Tree-Planting<br>3.7 Wild-life conservation  |

## EVIDENCE GUIDE

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|--|--|
| <p>1. Critical aspects of Competency</p> | <p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies*</p> <p>1.2. Evaluated current practices and standards based acceptable level of environmental work standards</p> <p>1.3. Organized environmental standard improvement plans based on workplace policies and procedures</p> <p>1.4. Presented environmental standard improvement plans based on workplace policies and procedures*</p> <p>1.5. Promoted approved environmental work initiatives based on workplace policies and procedures</p> <p>1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures</p> |
| <p>2. Resource Implications</p>          | <p><b>The following resources should be provided:</b></p> <p>2.1 Workplace/Assessment location</p> <p>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.3 Case studies/scenarios relating to environmental protection</p>  |
| <p>3. Methods of Assessment</p>          | <p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Written/ Oral Examination</p> <p>3.2 Interview/Third Party Reports</p> <p>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</p> <p>3.4 Simulations and role-plays</p>   |
| <p>4. Context for Assessment</p>         | <p>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</p>   |

**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><br><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.<br>1.2 Market trends are monitored, anticipated and taken advantage of where feasible.<br>1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise.<br>1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained<br>1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained. | 1.1 Business models and strategies<br>1.2 Types and categories of businesses<br>1.3 Business internal controls<br>1.4 Market Trends<br>1.5 Relevant national and local legislation and regulations<br>1.6 Basic quality control and assurance concepts | 1.1 Basic bookkeeping/ accounting skills<br>1.2 Communication skills<br>1.3 Building relations with customer and employees<br>1.4 Building competitive advantage of the enterprise<br>1.5 Networking skills |

| <b>ELEMENTS</b>                    | <b>PERFORMANCE CRITERIA</b><br><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.<br>2.2 Staff/workers are encouraged and supported in their skills development and enhancement.<br>2.3 A culture of <b><i>continuous improvement</i></b> is fostered within the enterprise.<br>2.4 Innovations on the existing lines of products and services are encouraged | 2.1 Public relations concepts<br>2.2 Basic product promotion strategies<br>2.3 Basic market and feasibility studies<br>2.4 Basic business ethics | 2.1 Building customer relations<br>2.2 Individual marketing skills<br>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.<br>3.2 Profitability of enterprise is ensured through appropriate <b><i>internal controls</i></b> .<br>3.3 Unnecessary or lower-priority expenses and purchases are avoided.<br>3.4 New markets and clients are identified based on current market trends              | 3.1 Basic cost-benefit analysis<br>3.2 Basic financial management<br>3.3 Basic financial accounting<br>3.4 Business internal controls            | 3.1 Setting business priorities and strategies<br>3.2 Interpreting basic financial statements<br>3.3 Preparing business plans                       |

## RANGE OF VARIABLES

| VARIABLE                  | RANGE   |
|---------------------------|---|
| 1. Entrepreneurial skills | May include:<br>1.1 Financial management skills<br>1.2 People management skills<br>1.3 Operations management skills<br>1.4 Business acumen                            |
| 2. Business operations    | May include:<br>2.1 Purchasing<br>2.2 Accounting/Administrative work<br>2.3 Production/Operations/Sales   |
| 3. Internal controls      | May include:<br>3.1 Accounting systems<br>3.2 Financial statements/reports<br>3.3 Cash management<br>3.4 Managing property, plant and equipment                       |
| 4. Continuous improvement | May include:<br>4.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.)<br>4.2 Client feedback systems<br>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>4.1 Written report</p> <p>4.2 Written examination</p> <p>4.3 Demonstration/observation with oral questioning</p> <p>4.4 Portfolio assessment with interview</p> <p>4.5 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** : **APPLY FREIGHT FORWARDING DOCUMENTATION SERVICES AND WORKPLACE PROCEDURES**

**UNIT CODE** : **MTO432201**

**UNIT DESCRIPTOR** : This unit involves the skills and knowledge required to apply freight forwarding documentation services and workplace procedures. It includes identifying major areas of the workplace in terms of workload, ethical practices and personal daily routine.

| <b>ELEMENT</b>                           | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|--|--|---|--|
| 1. Identify major areas of the workplace | 1.1 The layout of the workplace, the flow of materials and goods/stocks (where relevant) and the <b>workplace procedures</b> in each work area are identified<br>1.2 Organizational structure of the workplace and the relationship of structure to each occupation and classification grouping is outlined<br>1.3 Individual responsibilities under agents, vendors, & clients agreements are identified and acted on in the conduct of assigned duties<br>1.4 Workplace <b>hazards</b> are identified and related hazard minimization procedures followed<br>1.5 Relevant <b>personal protective equipment (PPE)</b> are identified and correctly used in accordance with regulations and workplace requirements | 1.1 Site or workplace lay-out<br>1.2 Flow of materials and goods/stocks<br>1.3 Workplace procedures in each work area<br>1.4 Workplace structures and the roles and responsibilities of team/group members<br>1.5 Conditions of service including employer and employee obligations, employment contract<br>1.6 Emergency procedures<br>1.7 Workplace hazards and related hazard minimization procedures<br>1.8 Personal protective equipment (PPE) and instructions of its use<br>1.9 Basic Mathematics<br>1.10 Operation of computer and appropriate software | 1.1 Communicating effectively with others when completing workplace orientation and induction procedures<br>1.2 Interpreting instructions, procedures, information and signs relevant to work activities<br>1.3 Working collaboratively with others when completing workplace orientation and induction procedures<br>1.4 Risk management<br>1.5 Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment<br>1.6 Identifying and correctly using equipment, processes and procedures |



| ELEMENT  | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variable   | REQUIRED KNOWLEDGE   | REQUIRED SKILLS   |
|--|---|--|---|
|  | 1.6 Workplace emergency procedures are identified and followed in real and simulated situation  |  | 1.7 Selecting and using required personal protective equipment conforming to industry and OS&H standards  |
| 2. Plan and organize an assigned daily routine               | 2.1 Daily routine is planned to take into account rosters, industrial agreements, agents, vendors, client's agreements, and workplace procedures<br>2.2 Clarification of requirements of tasks is sought when appropriate<br>2.3 Achievable time and other performance measures/criteria are agreed   | 2.1 Ways of planning daily routine to take into account rosters, industrial agreements and workplace procedures<br>2.2 Techniques of clarifying requirements of tasks<br>2.3 Relevant OS&H and environmental protection procedures and guidelines<br>2.4 Basic Mathematics<br>2.5 Operation of computer and appropriate software                 | 2.1 Planning daily routine taking into account rosters, industrial agreements and workplace procedures<br>2.2 Seeking clarification of requirements of tasks when appropriate<br>2.3 Agreeing achievable time and other performance measures  |
| 3.1 Organize and accept responsibility for assigned workload | 3.1 Priorities, schedules and deadlines are established in consultation with concerned parties<br>3.2 Work activities are planned and progress of work is communicated to others whose personal work plans and timelines may be affected<br>3.3 Work is completed to the standard expected in the workplace and in accordance with any guidelines, directions or <b><i>instructions/information</i></b> | 3.1 Ways of establishing priorities and deadlines<br>3.2 Work planning and method of communicating work progress to others<br>3.3 Company work guidelines, directions or instructions<br>3.4 Workplace structures and the roles and responsibilities of team/group members<br>3.5 Leadership Concepts:<br>3.5.1 Types of Decisions<br>Teams Make | 3.1 Prioritizing and meeting deadlines<br>3.2 Planning and communicating work progress to others<br>3.2 Completing work to the expected standard in the workplace and in accordance with any guidelines, directions<br>3.3 Leading<br>3.4 Communicating additional support to improve work to appropriate personnel |

| ELEMENT                   | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variable  | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|---------------------------|--|---|--|
|                           | 3.4 Additional support to improve work is communicated clearly to <b>appropriate personnel</b>   | 3.5.2 Team Responsibilities<br>3.5.3 Problems That Affect Teams<br>3.5.4 Building Strong Team Communication<br>3.5.5 Team Problem-Solving<br>3.6 Relevant OS&H and environmental practices and guidelines<br>3.7 Basic Mathematics<br>3.8 Work Planning<br>3.9 Workplace structures and roles and responsibilities of team members<br>3.10 Operation of computer and appropriate software   |  |
| 4 Apply ethical practices | 4.1 Workplace procedures, regulations and legislation appropriate to the position are identified and followed<br>4.2 Commitments and undertakings to clients, colleagues and supervisors are met<br>4.3 Required confidentiality is maintained<br>4.4 Appropriate codes of acceptable and ethical work practices are applied<br>4.5 Workplace security policies are identified | 4.1 Workplace procedures, regulations and legislation<br>4.2 Company enterprise policy on commitments and undertakings to clients, colleagues and supervisors are met<br>4.3 Techniques of maintaining company confidentiality<br>4.4 Company work ethics<br>4.5 Workplace security policies<br>4.6 Relevant OS&H and environmental protection procedures and guidelines<br>4.7 Basic Mathematics<br>4.8 Operation of computer and appropriate software | 4.1 Identifying and following workplace procedures, regulations and legislation<br>4.2 Meeting commitments and undertakings to clients, colleagues and supervisors<br>4.3 Maintaining required confidentiality<br>4.4 Applying appropriate codes of acceptable and ethical work practices<br>4.5 Following workplace security policies |

## RANGE OF VARIABLES

| VARIABLE                               | RANGE   |
|--|---|
| 1. Workplace Procedures                | May include:<br>1.1 Company procedures<br>1.2 Enterprise procedures<br>1.3 Organizational procedures<br>1.4 Established departmental procedures<br>1.5 Work Procedure / Processes Flow  |
| 2. Hazards                             | May include:<br>2.1 Vehicular traffic and pedestrians<br>2.2 Uneven ground, steps, road surfaces, work surfaces<br>2.3 Dust and vapors<br>2.4 Hazardous or dangerous materials<br>2.5 Humidity, air temperature and radiant heat<br>2.6 Light including UV rays<br>2.7 Noise<br>2.8 Working at heights  |
| 3. Personal Protective Equipment (PPE) | May include:<br>3.1 Dust mask<br>3.2 Hard Hat<br>3.3 Safety shoes<br>3.4 Gloves<br>3.5 Safety goggles<br>3.6 Ear muff/ear plug<br>3.7 Sunscreen<br>3.8 High visibility clothing<br>3.9 Cover all Thermal jacket/pants<br>3.10 Harness   |
| 4. Instructions/information            | May include:<br>4.1 Workplace procedures, checklists and instructions<br>4.2 Operations manuals<br>4.3 Induction/orientation documentation<br>4.4 Competency standards and training materials<br>4.5 Job specification, site/workplace map and details of organization structure<br>4.6 Conditions of service, relevant legislation, regulations and related documentation<br>4.7 Award, enterprise bargaining agreement, agents, vendors, & clients agreements<br>4.8 Relevant codes of practice including the national standards for manual handling and the industry safety code<br>4.9 Supplier and/or client instructions<br>4.10 Manifests, bar codes, goods and container identification<br>4.11 Goods identification numbers and codes<br>4.12 Manufacturers specifications<br>4.13 Material safety data sheets<br>4.14 Quality assurance procedures<br>4.15 Emergency procedures<br>4.16 Accident procedures<br>4.17 Security procedures |

| <b>VARIABLE</b>          | <b>RANGE</b>  |
|--------------------------|---|
| 5. Appropriate Personnel | May include: <ul style="list-style-type: none"> <li>5.1 Managers</li> <li>5.2 Supervisors/team leaders</li> <li>5.3 Workplace personnel</li> <li>5.4 Contractors</li> <li>5.5 Official representatives</li> <li>5.6 Industrial relations</li> <li>5.7 OS&amp;H specialists</li> <li>5.8 Support staff</li> <li>5.9 Emergency response team</li> <li>5.10 Other professional or technical staff</li> </ul> |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Identified the layout of the workplace, the flow of materials and goods (where relevant) and the workplace procedures in each work area</li> <li>1.2 Identified and followed workplace emergency procedures in real and simulated emergency situation</li> <li>1.3 Planned work activities and communicated progress of work to others whose personal work plans and timelines may be affected</li> <li>1.4 Completed work to the standard expected in the workplace and in accordance with any guidelines, directions or instructions/information</li> <li>1.5 Identified and followed workplace procedures, regulations and legislation appropriate to the position</li> <li>1.6 Applied appropriate codes of acceptable and ethical work practices</li> <li>1.7 Planned daily routine to take into account rosters, agents, vendors, clients agreements and workplace procedures</li> <li>1.8 Applied appropriate codes of acceptable and ethical work practices</li> </ul> |
| 2. Resource Implications          | The following resources should be provided: <ul style="list-style-type: none"> <li>2.1 Workplace location</li> <li>2.2 Materials and new technologies relevant to the unit of competency</li> <li>2.3 Technical plans, drawings and specifications relevant to the activities</li> </ul>   |
| 3. Methods of Assessment          | Competency in this unit may be assessed through: <ul style="list-style-type: none"> <li>3.1 Written test</li> <li>3.2 Direct observation and oral questioning</li> <li>3.3 Interview</li> </ul>  |
| 4. Context of Assessment          | 4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.   |

**UNIT OF COMPETENCY : PERFORM WORKPLACE SECURITY AND SAFETY**

**UNIT CODE : MTO432202**

**UNIT DESCRIPTOR :** This unit involves the skills and knowledge required to follow security procedures in the freight forwarding and documentation services. It includes checking and maintaining the security the workplace, identifying security threats or situations, and responding to a security threat or situation.

| <b>ELEMENT</b>                        | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>  |
|---------------------------------------|--|---|---|
| 1. Maintain security of the workplace | 1.1 Workplace is secured within specified locations in accordance with workplace security procedures and applicable security regulations<br>1.2 <b>Security measures</b> are checked and maintained in accordance with workplace safety and security procedures<br>1.3 Signs of potential hazards and interferences are recognized and reported in accordance with <b>workplace security procedures</b><br>1.4 Any breach of security requirements are reported promptly to designated personnel in accordance with workplace safety and security procedures | 1.1 Applicable transport security legislation including relevant international, national, state and territory acts, regulations codes and/or guidelines<br>1.2 Relevant workplace security program and policies and procedures for responding to security threats, situations and emergencies<br>1.3 Relevant quarantine and bond regulations and requirements<br>1.4 Common security threats and incidents that may occur in the workplace and related roles and responsibilities of personnel when reporting them and responding to them<br>1.5 OSH and environmental protection procedures<br>1.6 Basic mathematical operations<br>1.7 Locks and other security measures<br>1.8 Common security problems that may occur when carrying out operations in the transport and logistics industries | 1.1 Communicating effectively with concerned parties when following security procedures<br>1.2 Interpreting instructions, procedures, applicable regulatory requirements, labels, markings, ID cards and other information relevant to workplace safety and security<br>1.3 Completing required documentation and reports related to safety and security procedures<br>1.4 Applying procedures for safety, security checks and precautions as per limits of role and responsibilities |

| <b>ELEMENT</b>                             | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|--|--|---|--|
| 2. Identify a security threat or situation | <p>2.1 Security threat or situation is promptly identified and assessed</p> <p>2.2 Response is prioritized in accordance with the workplace security program and procedures</p> <p>2.3 Implications of the security threat or situation are evaluated in accordance with workplace security program and procedures</p> | <p>2.1 Applicable transport security legislation including relevant international, national, state and territory acts, regulations codes and/or guidelines</p> <p>2.2 Relevant workplace security program and policies and procedures for responding to security threats, situations and emergencies</p> <p>2.3 Relevant quarantine and bond regulations and requirements</p> <p>2.4 Common security threats and incidents that may occur in the workplace and related roles and responsibilities of personnel when reporting them and responding to them</p> <p>2.5 Signs of pillaging, theft and interference with goods, cargo and mail</p> <p>2.6 Relevant OS&amp;H and environmental protection procedures and guidelines</p> <p>2.7 Basic mathematical operations</p> <p>2.8 Security threat</p> <p>2.9 Types of Security Threat</p> <p>2.10 Implications of security threat</p> <p>2.11 Workplace security program and procedures</p> <p>2.12 Common security problems that may occur when carrying out operations in the transport and logistics industries</p> | <p>2.1 Identifying, solving, and/or reporting problems that arise when following security procedures</p> <p>2.2 Recognizing signs of security threats and situations</p> |

| <b>ELEMENT</b>                               | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|--|---|---|--|
| 3. Respond to a security threat or situation | <p>3.1 Response to an identified security threat or situation is done in accordance with workplace security procedures, regulatory requirements, and emergency response plan</p> <p>3.2 Security threats or incidents are handled appropriately in accordance with established response plan and within limits of responsibility using available <b>communications</b> in the work area</p> | <p>3.1 Common security problems that may occur when carrying out operations in the workplace to address and resolve the problems</p> <p>3.2 Relevant documentation and reporting requirements</p> <p>3.3 Relevant OS&amp;H and environmental protection procedures and guidelines</p> <p>3.4 Basic mathematical operations</p> <p>3.5 Security threat</p> <p>3.6 Types of Security Threat</p> <p>3.7 Implications of security threat</p> <p>3.8 Workplace security program and procedures</p> <p>3.9 Common security problems that may occur when carrying out operations in the transport and logistics industries</p> | <p>3.1 Completing required documentation and reports related to security procedures</p> <p>3.2 Working collaboratively with others when following security procedures</p> <p>3.3 Modifying activities depending on differing workplace contexts risk situations and environments</p> <p>3.4 Applying security programs and procedures in response to identified security threats</p> <p>3.5 Promptly reporting and/or rectifying any identified problems that may arise when following security procedures in accordance with regulatory requirements and workplace procedures</p> |

## RANGE OF VARIABLES

| VARIABLE                         | RANGE  |
|----------------------------------|--|
| 1. Security Measures             | May include:<br>1.1 Security guards at access points and gates to secured areas<br>1.2 Locked doors, gates and fences<br>1.3 Use of personal electronic access cards<br>1.4 Recording of carrier and vehicle registration details at gates and checkpoints<br>1.5 Bag check points<br>1.6 Escorts for visitors in restricted areas<br>1.7 Access control in and out of restricted security areas<br>1.8 Use of ID cards<br>1.9 Video surveillance equipment<br>1.10 Explosives detection screening of personnel<br>1.11 Screening of personnel using hand-held and walk through magnetometers<br>1.12 Frisking |
| 2. Workplace Security Procedures | May include:<br>2.1 Established security procedures<br>2.2 Standard operating procedures<br>2.3 Company procedures<br>2.4 Enterprise procedures<br>2.5 Organizational procedures   |
| 3. Communications                | May include:<br>3.1 Phone<br>3.2 Radio<br>3.3 Fax<br>3.4 Email<br>3.5 Electronic data transfer (EDI)<br>3.6 Internet<br>3.7 Oral, aural or signed communications   |



## EVIDENCE GUIDE

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|--|--|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Implemented workplace security procedures and applicable security regulations</li> <li>1.2 Adopted security measures in accordance with workplace security procedures</li> <li>1.3 Identified and assessed security threat or situation in accordance with the workplace security program and procedures</li> <li>1.4 Responded to an identified security threat or situation in accordance with workplace security procedures, received instructions, regulatory requirements and emergency response plan</li> <li>1.5 Handled appropriately any security threats or incidents in accordance with established response plan and within limits of responsibility</li> </ul> |
| <p>2. Resource Implications</p>          | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace location</li> <li>2.2 Materials and new technologies relevant to the unit of competency</li> <li>2.3 Technical plans, drawings and specifications relevant to the activities</li> </ul>  |
| <p>3. Methods of Assessment</p>          | <p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written test</li> <li>3.2 Direct observation and oral questioning</li> <li>3.3 Demonstration with questioning</li> <li>3.4 Interview</li> </ul>   |
| <p>4. Context of Assessment</p>          | <p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>  |

**UNIT OF COMPETENCY : PROVIDE EFFECTIVE CUSTOMER SERVICE**

**UNIT CODE : MTO432203**

**UNIT DESCRIPTOR :** This unit involves the skills, knowledge, and attitudes required to provide effective customer service skills relevant to the relevant workplace operations. It includes dealing with customer inquiries/concerns and monitoring customer satisfaction.

| <b>ELEMENT</b>                               | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|--|--|---|--|
| 1. Deal with customer inquiries and concerns | 1.1 <b>Customer</b> inquiries and concerns are dealt with courteously and efficiently thru phone, e-mail and face to face.<br>1.2 Questions are used to clarify the customer's needs or concerns<br>1.3 Assistance from other staff is sought when a customer's inquiry cannot be fully answered<br>1.4 Knowledge of products, services and/or operations is used to answer customer queries or requirements | 1.1 Techniques in dealing with customer inquiries and concerns both by phone and face to face<br>1.2 Ways of dealing with customer requirements<br>1.3 Appropriate methods of providing feedback to managers and internal and/or external customers<br>1.4 Sources of information and documentation needed to assess customer satisfaction<br>1.5 Workplace procedures relevant to work activities<br>1.6 Customer service policies and procedures<br>1.7 Products and/or services provided by the workplace concerned<br>1.8 Types of operations carried out in the workplace concerned<br>1.9 Relevant OSH and environmental procedures and regulations | 1.1 Dealing with customer inquiries courteously and efficiently thru phone, e-mail and face to face.<br>1.2 Seeking assistance from other staff or superior when a customer's inquiry cannot be fully answered<br>1.3 Communicating effectively with others when providing customer service, including the use of telephone techniques<br>1.4 Handling and understanding customer queries and complaints |

| <b>ELEMENT</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b> |
|----------------|--|--|------------------------|
|                |  | 1.10 Ways of recording customer inquiries and associated action<br>1.11 Techniques in dealing with customer inquiries both by phone and face to face<br>1.12 Ways of dealing with customer requirements<br>1.13 Appropriate methods of providing feedback to managers and internal and/or external customers<br>1.14 Sources of information and documentation needed to assess customer satisfaction<br>1.15 Workplace procedures relevant to work activities<br>1.16 Customer service policies and procedures<br>1.17 Products and/or services provided by the workplace concerned<br>1.18 Types of operations carried out in the workplace |                        |

| ELEMENT                          | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variable  | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|----------------------------------|--|---|--|
| 2. Monitor customer satisfaction | 2.1 Customer requirements are dealt with according to workplace procedures<br>2.2 Appropriate feedback is provided to managers and internal and/or external customers<br>2.3 Customer inquiries and associated action are recorded and reported in accordance with <b>workplace procedures</b> | 2.1 Techniques in dealing with customer inquiries both by phone and face to face<br>2.2 Ways of dealing with customer requirements<br>2.3 Appropriate methods of providing feedback to managers and internal and/or external customers<br>2.4 Sources of information and documentation needed to assess customer satisfaction<br>2.5 Workplace procedures relevant to work activities<br>2.6 Customer service policies and procedures<br>2.7 Products and/or services provided by the workplace concerned<br>2.8 Types of operations carried out in the workplace concerned<br>2.9 Ways of recording customer inquiries and associated action<br>2.10 Techniques in dealing with customer inquiries both by phone and face to face<br>2.11 Ways of dealing with customer requirements | 2.1 Providing appropriate feedback to managers and internal and/or external customers<br>2.2 Recording and reporting of customer inquiries and associated action<br>2.3 Completing documentation related to the provision of customer service<br>2.4 Writing simple reports and records of inquiries<br>2.5 Communicating regularly with the clients to stay on top of the situation<br>2.6 Conducting customer survey |

| <b>ELEMENT</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b> |
|----------------|--|--|------------------------|
|                |  | 2.12 Appropriate methods of providing feedback to managers and internal and/or external customers<br>2.13 Sources of information and documentation needed to assess customer satisfaction<br>2.14 Customer service policies and procedures<br>2.15 Products and/or services provided by the workplace concerned<br>2.16 Types of operations carried out in the workplace concerned |                        |

## RANGE OF VARIABLES

| VARIABLE                | RANGE  |
|-------------------------|--|
| 1. Customer             | May include:<br>1.1 Internal or<br>1.2 External<br>1.3   |
| 2. Workplace procedures | May include:<br>2.1 Established security procedures<br>2.2 Standard operating procedures<br>2.3 Company procedures<br>2.4 Organizational procedures<br>2.5 |

## EVIDENCE GUIDE

|                                   |  |
|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:<br>1.1 Dealt with customer inquiries courteously and efficiently both by phone, email, social media and face to face<br>1.2 Used knowledge of products, services and/or operations to answer customer queries or to respond to customers' needs<br>1.3 Provided appropriate feedback to managers and internal and/or external customers<br>1.4 Recorded and reported customer inquiries and associated action are in accordance with workplace procedures |
| 2. Resource Implications          | The following resources should be provided:<br>2.1 Workplace location<br>2.2 Materials and new technologies relevant to the unit of competency<br>2.3 Technical plans, drawings and specifications relevant to the activities  |
| 3. Methods of Assessment          | Competency in this unit may be assessed through:<br>3.1 Written test<br>3.2 Direct observation and oral questioning<br>3.3 Demonstration with questioning<br>3.4 Interview   |
| 4. Context of Assessment          | 4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.   |

**UNIT OF COMPETENCY : CONTRIBUTE TO QUALITY SYSTEMS**

**UNIT CODE : MTO432204**

**UNIT DESCRIPTOR :** This unit involves the skills and knowledge required to contribute quality procedures within work activities. It includes applying quality concepts to work, planning and evaluating improvements in work processes and implementing improvements confirmed through tests and evaluation.

| <b>ELEMENT</b>                       | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|--------------------------------------|---|---|--|
| 1. Apply quality system and concepts | 1.1 Responsibility is taken for quality of own work when providing services or products to meet <b>customer needs</b><br>1.2 Work is completed in accordance with workplace standards as defined in enterprise policies and procedures<br>1.3 Basic quality concepts are applied to work activities | 1.1 Ways of meeting external and internal customer needs in providing quality services or products<br>1.2 Workplace quality assurance and improvement principles and procedures<br>1.3 Typical quality-related problems that may arise in work operations and products, and related options for action and solutions<br>1.4 Means of completing work<br>1.5 Basic quality concepts applied to work activities | 1.1 Providing quality work/services or products to meet external and internal customer needs<br>1.2 Completing work in accordance with workplace standards as defined in enterprise policies and procedure<br>1.3 Applying basic quality concepts to work activities<br>1.4 Reading and interpreting instructions and information relevant to quality procedures and standards<br>1.5 Completing documentation related to quality procedures and standards<br>1.6 Working collaboratively with others when applying quality procedures and standards |

| ELEMENT                           | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variable  | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|-----------------------------------|---|---|--|
| 2. Test and evaluate improvements | 2.1 Improvements to work processes are tested and evaluated<br>2.2 Evaluation of improvements to work processes are checked for improvement outcomes and compliance with workplace requirements | 2.1 Typical quality-related problems that may arise in work operations and products, and related options for action and solutions<br>2.2 Methods of testing and evaluating improvements to work processes<br>2.3 Steps and procedures of checking for improvement outcomes and compliance with workplace requirements | 2.1 Test against agreed key performance indicators<br>2.2 Evaluating improvements to work processes<br>2.3 Checking for improvement outcomes and compliance with workplace requirements<br>2.4 Reporting and/or rectifying any identified quality-related problems in accordance with workplace procedures |
| 3. Implement improvements         | 3.1 Improvement initiatives tested and confirmed as successful are implemented in accordance with enterprise procedures<br>3.2 Work is completed in accordance with <b>workplace procedure</b>  | 3.1 Methods of implementing a tested and confirmed Improvement initiative<br>3.2 Ways of completing work in accordance with workplace procedure<br>3.3 Quality assurance and improvement principles and procedures<br>3.4 Impact of job on enterprise and individual performance                                      | 3.1 Implementing a tested and confirmed improvement initiative in accordance with company procedures<br>3.2 Completing documentation related to quality procedures and standards<br>3.3 Reporting and/or rectifying any identified quality-related problems in accordance with workplace procedures        |



## RANGE OF VARIABLES

| VARIABLE               | RANGE   |
|------------------------|---|
| 1. Customer needs      | May include:<br>1.1 External<br>1.2 Internal  |
| 2. Workplace procedure | May include:<br>2.1 Established security procedures<br>2.2 Standard operating procedures<br>2.3 Company procedures<br>2.4 Organizational procedures |

## EVIDENCE GUIDE

|                                   |   |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:<br>1.1 Completed work in accordance with workplace standards as defined in enterprise policies and procedures<br>1.2 Applied basic quality concepts to work activities<br>1.3 Tested and evaluated improvements to work processes<br>1.4 Checked evaluation of improvements for outcomes and compliance with workplace requirements<br>1.5 Implemented the tested and confirmed improvement initiatives in accordance with enterprise procedures |
| 2. Resource Implications          | The following resources should be provided:<br>2.1 Workplace location<br>2.2 Materials and new technologies relevant to the unit of competency<br>2.3 Technical plans, drawings and specifications relevant to the activities   |
| 3. Methods of Assessment          | Competency in this unit must be assessed through:<br>3.1 Written test<br>3.2 Direct observation and oral questioning  |
| 4. Context of Assessment          | 4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.  |

**UNIT OF COMPETENCY : PERFORM COMPUTER OPERATIONS**

**UNIT CODE : MTO432205**

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

| <b>ELEMENT</b>                                | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|---|--|---|--|
| 1. Plan and prepare for task to be undertaken | 1.1. Requirements of task are determined<br>1.2. Appropriate hardware and <b>software</b> are selected according to task assigned and required outcome<br>1.3. Task is planned to ensure <b>OSH guidelines</b> and procedures are followed | 1.1 Means of determining requirements of task<br>1.2 Manner of planning task to ensure OSH guidelines and procedures are followed<br>1.3 Method of selecting appropriate hardware and software according to task assigned and required outcome<br>1.4 Basic ergonomics of computer use<br>1.5 Main types of computers and basic features of different operating systems<br>1.6 Main parts of a computer<br>1.7 Relevant types of software<br>1.8 Storage devices and basic categories of memory | 1.1 Determining requirements of task<br>1.2 Selecting appropriate hardware and software according to task assigned and required outcome<br>1.3 Planning task to ensure OS & H guidelines and procedures are followed<br>1.4 Reading skills required to interpret work instruction<br>1.5 Communication |
| 2. Input data into computer                   | 2.1 Data are entered into the computer using appropriate program/ application in accordance with company procedures<br>2.2 Accuracy of information is checked and information is saved   | 2.1 Method of entering data into the computer using appropriate program/application in accordance with company procedures<br>2.2 Accuracy of information is checked and information is  | 2.1 Entering data into the computer using appropriate program/ application in accordance with company procedures<br>2.2 Checking accuracy of information and saving in   |

| ELEMENT                                     | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|---|--|---|--|
|   | <p>in accordance with standard operating procedures</p> <p>2.3 Inputted data are stored in <b>storage media</b> according to requirements</p> <p>2.4 Work is performed within <b>ergonomic guidelines</b></p>  | <p>saved in accordance with standard operating procedures</p> <p>2.1 Means of storing inputted data in storage media according to requirements</p> <p>2.2 Technique of performing work within ergonomic guidelines</p> <p>2.3 Identifying general computer viruses</p> <p>2.4 OS &amp; H principles and responsibilities</p> <p>2.5 Calculating computer capacity</p>   | <p>accordance with standard operating procedures</p> <p>2.3 Storing inputted data in storage media according to requirements</p> <p>2.4 Performing work within ergonomic guidelines</p>  |
| 3. Access information using computer        | <p>3.1 Correct program application is selected based on job requirements</p> <p>3.2 Program application containing the information required is accessed according to company procedures</p> <p>3.3 <b>Desktop icons</b> are correctly selected, opened and closed for navigation purposes</p> <p>3.4 Keyboard techniques are carried out in line with OSH requirements for safe use of keyboards</p> | <p>3.1 Means of selecting Correct program/application is based on job requirements</p> <p>3.2 Manner of accessing program/application containing the information required according to company procedures</p> <p>3.3 Ways of selecting, opening and closing desktop icons correctly for navigation purposes</p> <p>3.4 Carrying out keyboard techniques in line with OSH requirements for safe use of keyboards</p> | <p>3.1 Selecting correct program/<br/>3.2 Application based on job requirements</p> <p>3.3 Using application containing the information required according to company procedures</p> <p>3.4 Selecting, opening and closing desktop icons correctly for navigation purposes</p> <p>3.5 Carrying out keyboard techniques in line with OSH requirements for safe use of keyboards</p> |
| 4 Produce/output data using computer system | <p>4.1 Entered data are processed using appropriate software commands</p> <p>4.2 Data are printed out as required</p>  | <p>4.1 Procedure of processing entered data using appropriate software commands</p> <p>4.2 Method of printing out data as required</p>  | <p>4.1 Processing entered data using appropriate software commands</p> <p>4.2 Printing out data as required using</p>  |

| ELEMENT                                   | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|---|---|--|---|
|   | using computer hardware/peripheral devices in accordance with standard operating procedures<br>4.3 Files and data are transferred between compatible systems using computer software, <b>hardware and peripheral devices</b> in accordance with standard operating procedures   | using computer hardware/peripheral devices in accordance with standard operating procedures<br>4.3 Techniques of transferring data between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures  | computer hardware/peripheral devices in accordance with standard operating procedures<br>4.3 Transferring files and data between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures   |
| 5 Maintain computer equipment and systems | 5.1 Systems for cleaning, minor <b>maintenance</b> and replacement of consumables are implemented<br>5.2 Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures<br>5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures | 5.1 Method of implementing systems for cleaning, minor maintenance, and replacement of consumables.<br>5.2 Implementing procedures for ensuring security of data, including regular back-ups and virus checks in accordance with standard operating procedures<br>5.3 Technique of implementing basic file maintenance procedures in line with the standard operating procedures | 5.1 Implementing systems for cleaning, minor maintenance and replacement of consumables<br>5.2 Implementing procedures for ensuring security of data, including regular back-ups and virus checks in accordance with standard operating procedures<br>5.3 Implementing basic file maintenance procedures in line with the standard operating procedures |

## RANGE OF VARIABLES

| VARIABLE                           | RANGE  |
|------------------------------------|--|
| 1. Software                        | May includes:<br>1.1. Word processing packages<br>1.2. Data base packages<br>1.3. Internet<br>1.4. Spreadsheets  |
| 2. OSH guidelines                  | May include:<br>2.1. OSH guidelines<br>2.2. Enterprise procedures  |
| 3. Storage media                   | May include:<br>3.1. CDs<br>3.2. hard disk drives, local and remote<br>3.3. flash drive<br>3.4. External drive   |
| 4. Ergonomic guidelines            | May include:<br>4.1. Types of equipment used<br>4.2. Appropriate furniture<br>4.3. Seating posture<br>4.4. Lifting posture<br>4.5. Visual display unit screen brightness   |
| 5. Desktop icons                   | May include:<br>5.1. Directories/folders<br>5.2. Files<br>5.3. Network devices<br>5.4. Recycle bin   |
| 6. Hardware and peripheral devices | May include:<br>6.1. Personal computers<br>6.2. Networked systems<br>6.3. Communication equipment<br>6.4. Printers and scanners<br>6.5. Keyboard<br>6.6. Mouse   |
| 7. Maintenance                     | May include:<br>7.1. Creating more space in the hard disk<br>7.2. Deleting unwanted files<br>7.3. Backing up files<br>7.4. Checking hard drive for errors<br>7.5. Using up to date anti-virus programs<br>7.6. Cleaning dust from internal and external surfaces |

## EVIDENCE GUIDE

|  |  |
|--|--|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Selected and used hardware components correctly and according to the task requirement</li> <li>1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities</li> <li>1.3. Produced accurate and complete data in accordance with the requirements</li> <li>1.4. Used appropriate devices and procedures to transfer files/data accurately</li> <li>1.5. Maintained computer system</li> </ol> |
| <p>2. Resource Implications</p>          | <p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 Workplace location</li> <li>2.2 Materials and new technologies relevant to the unit of competency</li> <li>2.3 Technical plans, drawings and specifications relevant to the activities</li> </ol>  |
| <p>3. Methods of Assessment</p>          | <p>Competency in this unit must be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Written test</li> <li>3.2 Direct observation and oral questioning</li> </ol>   |
| <p>4. Context of Assessment</p>          | <p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>  |

## CORE COMPETENCIES

**UNIT OF COMPETENCY** : **SUPERVISE/ MANAGE ACTIVITIES INVOLVING IMPORT SEAFREIGHT OPERATION DEPARTMENT**

**UNIT CODE** : **MTO132301**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to ensure the effective and efficient flow of seafreight import operations.

| <b>ELEMENT</b>                         | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>  |
|--|---|---|---|
| 1. Familiarize with business processes | 1.1 Coordinate with administration on orientation regarding <b>business process manuals</b> in accordance with company policies and procedures<br>1.2 Study the <b>business process</b> standard operating procedure, <b>forms and materials</b> in accordance with company procedures and government regulations.<br>1.3 Arrange schedule to observe actual implementation of processes in accordance with company policies and programs.<br>1.4 Record observation of any <b>irregularities</b> in the business process in accordance with company policies and procedures. | 1.1 Business Etiquette<br>1.2 Business Writing<br>1.1 Obligations and Contracts<br>1.2 Negotiable Instruments<br>1.3 Business process standard operating procedure, forms and materials<br>1.4 Occupational Safety and Health Requirements<br>1.5 Environmental Laws<br>1.6 Units of Measurement<br>1.7 Conversions of Measurement<br>1.8 Calculation of Charges<br>1.9 Currency Conversion<br>1.10 Commodity characteristics, prohibitions and restrictions<br>1.11 Weight and balance<br>1.12 Geography<br>1.13 Computer operations<br>1.14 Quality Management System<br>1.15 Standard Operating Procedures | 1.1 Problem-solving skills<br>1.2 Time management skills<br>1.3 Work planning and organizational skills<br>1.4 Interpersonal skills<br>1.5 Negotiation skills<br>1.6 Results Orientation skills<br>1.7 Communication skills |

| ELEMENT   | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE  | REQUIRED SKILLS   |
|---|---|---|---|
|   |   | 1.16 Key Performance Indicators<br>1.17 Anti-trust regulations<br>1.18 Anti-corruption policies<br>1.19 Anti-piracy Act<br>1.20 Non-disclosure Agreement<br>1.21 Data privacy Act<br>1.22 Quality Operations Manual   |   |
| 2. Disseminate information about seafreight import policies, procedures and regulations | 2.1 <b><i>Policies and regulations on seafreight import</i></b> are communicated to employees through orientation activities in accordance with company procedures.<br>2.2 Disseminated <b><i>information</i></b> are confirmed understood and properly interpreted in accordance with company policies.<br>2.3 Implementation of policies and procedures are monitored in accordance with company requirements and government regulations.<br>2.4 Result of orientation and work instructions are recorded in accordance with quality management system. | 2.1 Business Etiquette<br>2.2 Business Writing<br>2.3 Obligations and Contracts<br>2.4 Negotiable Instruments<br>2.5 Policies and regulations on sea freight imports<br>2.6 Units of Measurement<br>2.7 Conversions of Measurement<br>2.8 Calculation of Charges<br>2.9 Currency Conversion<br>2.10 Commodity prohibitions and restrictions<br>2.11 Weight and balance<br>2.12 Geography<br>2.13 Tools and Material Handling Equipment<br>2.14 Computer operations<br>2.15 Quality Management System<br>2.16 Standard Operating Procedures<br>2.17 Key Performance Indicators<br>2.18 Anti-trust regulations<br>2.19 Anti-corruption policies | 2.1 Problem-solving skills<br>2.2 Time management skills<br>2.3 Work planning and organizational skills<br>2.4 Interpersonal skills<br>2.5 Negotiation skills<br>2.6 Result Oriented skills<br>2.7 Communication skills |



| <b>ELEMENT</b>                  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>  |
|---------------------------------|--|---|---|
|                                 |  | 2.20 Data privacy Act<br>2.21 Non-Disclosure Agreement<br>2.22 Quality Manual   |   |
| 3. Implement business processes | 3.1 Initial hands on training & observation of the process for all sea freight import employees are arranged in accordance to company requirements<br>3.2 Employees are motivated for positive results<br>3.3 Processes implemented are evaluated for continuous improvement in accordance with established quality management system. | 3.1 Business Etiquette<br>3.2 Business Writing<br>3.3 Obligations and Contracts<br>3.4 Negotiable Instruments<br>3.5 Occupational Safety and Health Requirements<br>3.6 Environmental Laws<br>3.7 Units of Measurements<br>3.8 Conversion of Measurements<br>3.9 Calculation of Charges<br>3.10 Currency Conversion<br>3.11 Commodity characteristics, prohibitions and restrictions<br>3.12 Weight and balance<br>3.13 Tools, and Material Handling Equipment<br>3.14 Quality Management System<br>3.15 Standard Operating Procedures<br>3.16 Key Performance Indicators<br>3.17 Quality Operation Manuals<br>3.18 Anti-trust regulations<br>3.19 Anti-corruption policies<br>3.20 Anti-piracy Act<br>3.21 Non-disclosure Agreement<br>3.22 Data privacy Act | 3.1 Problem-solving skills<br>3.2 Time management skills<br>3.3 Work planning and organizational skills<br>3.4 Interpersonal skills<br>3.5 Negotiation skills<br>3.6 Result Oriented skills<br>3.7 Communication skills |

| ELEMENT   | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE   | REQUIRED SKILLS   |
|---|--|--|---|
| 4. Monitor implementation of business processes | <p>4.1 Business processes are reviewed in accordance with existing policies and procedures.</p> <p>4.2 Unsatisfactory performances are analyzed and <b>corrective measures</b> are recommended in accordance with existing policies</p> <p>4.3 <b>Discrepancies / deviations</b> in the output are identified based on business process standards in accordance with existing policies and procedures.</p> | <p>4.1 Business Etiquette</p> <p>4.2 Business Writing</p> <p>4.3 Obligations and Contracts</p> <p>4.4 Negotiable Instruments</p> <p>4.5 Business Processes</p> <p>4.6 Occupational Safety and Health Requirements</p> <p>4.7 Environmental Laws</p> <p>4.8 Units of Measurement</p> <p>4.9 Conversions of Measurement</p> <p>4.10 Calculation of Charges</p> <p>4.11 Currency Conversion</p> <p>4.12 Commodity classification, prohibitions and restrictions</p> <p>4.13 Weight and balance</p> <p>4.14 Geography</p> <p>4.15 Tools and Material Handling Equipment</p> <p>4.16 Standard Operating Procedures</p> <p>4.17 Key Result Areas and Key Performance Indicators</p> <p>4.18 Quality Manual</p> <p>4.19 Anti-trust regulations</p> <p>4.20 Anti-corruption policies</p> <p>4.21 Anti-piracy Act</p> <p>4.22 Non-disclosure Agreement</p> <p>4.23 Data privacy Act</p> | <p>4.1 Problem-solving skills</p> <p>4.2 Time management skills</p> <p>4.3 Work planning and organizational skills</p> <p>4.4 Interpersonal skills</p> <p>4.5 Negotiation skills</p> <p>4.6 Result Oriented</p> <p>4.7 Communication skills</p> |

| ELEMENT  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|--|--|--|---|
| 5. Evaluate business processes and staff performance | 5.1 Performance review of employees is regularly conducted in accordance with company policies and standards<br>5.2 Outcomes of <b>Performance review results</b> of employees are communicated in accordance to company policy.<br>5.3 Improvement of business processes are discussed and agreed upon by the import seafreight team in accordance with company policy and procedure.<br>5.4 Update company procedures based on government rules and new business practices | 5.1 Business Etiquette<br>5.2 Business Writing<br>5.3 Obligations and Contracts<br>5.4 Negotiable Instruments<br>5.5 Performance Review Guidelines and Procedures<br>5.6 Occupational Safety and Health Requirements<br>5.7 Environmental Laws<br>5.8 Units of Measurement<br>5.9 Conversions of Measurement<br>5.10 Calculation of Charges<br>5.11 Estimation of Measurements<br>5.12 Currency Conversion<br>5.13 Commodity characteristics, prohibitions and restrictions<br>5.14 Weight and balance<br>5.15 Geography<br>5.16 Computer operations<br>5.17 Quality Management System<br>5.18 Standard Operating Procedures<br>5.19 Key Results Areas and Key Performance Indicators<br>5.20 Business Processes<br>5.21 Quality Operations Manual<br>5.22 Anti-trust regulations<br>5.23 Anti-corruption policies | 5.1 Problem-solving skills<br>5.2 Time management skills<br>5.3 Work planning and organizational skills<br>5.4 Interpersonal skills<br>5.5 Negotiation skills<br>5.6 Result Oriented skills<br>5.7 Communication skills |

| <b>ELEMENT</b>                      | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|-------------------------------------|---|--|---|
|                                     |   | 5.24 Anti-piracy Act<br>5.25 Non-disclosure Agreement<br>5.26 Data privacy Act   |   |
| 6. Pre-evaluate potential suppliers | 6.1 Suppliers of required goods/materials/services are identified in accordance with workplace requirements and regulatory procedures<br>6.2 Comparative costing for required goods/materials/services are obtained in accordance with workplace and regulatory procedures<br>6.3 Supplier's ability to provide a consistent level of performance is assessed in accordance with workplace and regulatory procedures<br>6.4 Suppliers are evaluated in relation to performance, price, and established criteria in accordance with workplace and regulatory procedures<br>6.5 Supplier selection process outcomes are documented including recommendations for action on agreements with selected suppliers in accordance with workplace and regulatory procedures<br>6.7 Data generated during selection process is filed and maintained in accordance with workplace procedures | 6.1 Business Etiquette<br>6.2 Business Writing<br>6.3 Obligations and Contracts<br>6.4 Negotiable Instruments<br>6.5 Occupational Safety and Health Requirements<br>6.6 Environmental Laws<br>6.7 Units of Measurements<br>6.8 Conversions of Measurement<br>6.9 Calculation of Charges<br>6.10 Currency Conversion<br>6.11 Commodity classification, characteristics, prohibitions and restrictions<br>6.12 Weight and balance<br>6.13 Geography<br>6.14 Tools and Material Handling Equipment<br>6.15 Computer operations<br>6.16 Quality Management System<br>6.17 Standard Operating Procedures<br>6.18 Key Performance Indicators<br>6.19 Quality Operations Manual | 6.1 Problem-solving skills<br>6.2 Time management skills<br>6.3 Work planning and organizational skills<br>6.4 Interpersonal skills<br>6.5 Negotiation skills<br>6.6 Result Oriented skills<br>6.7 Communication skills |

## RANGE OF VARIABLES

| VARIABLE   | RANGE  |
|--|--|
| 1. Business process manuals                      | May include:<br>1.1. Personnel Handbook<br>1.2. Process Manual<br>1.3. Government Regulations; Policies and Guidelines<br>1.4. Safety Manual<br>1.5. Industry Regulations; policies and guidelines |
| 2. Business process                              | May include:<br>2.1. Import Seafreight Process<br>2.2. Import Cargo Handling Process<br>2.3. Import Documentation Process  |
| 3. Forms and materials                           | May include:<br>3.1. Transport Documents<br>3.2. Import Documents<br>3.3. Import Manifest<br>3.4. Corporate Document<br>3.5. Negotiable Instrument   |
| 4. Irregularities                                | May include:<br>4.1. Over and Undercharging<br>4.2. Errors and omissions<br>4.3. Connivance and collusion  |
| 5. Policies and regulations on seafreight import | May include:<br>5.1. Automated process of documentation<br>5.2. Late submission of manifest and amendment<br>5.3. Misrouting, erroneous documentation  |
| 6. Information                                   | May include :<br>6.1. New regulation<br>6.2. New procedure<br>6.3. Current applicable Rates<br>6.4. New Business Practices   |
| 7. Rewards, recognition and sanctions            | May include:<br>7.1. Penalty<br>7.2. Fringe Benefit<br>7.3. Promotion<br>7.4. Incentives<br>7.5. Perks<br>7.6. Awards  |
| 8. Corrective measures                           | May include:<br>8.1. Scrapping of obsolete procedures<br>8.2. Introduction of more affective system<br>8.3. SWOT analysis  |
| 9. Discrepancies / deviations                    | May include:<br>9.1. Non-conforming activities<br>9.2. Unproductive activities<br>9.3. Redundant process   |
| 10. Performance review result and outcome        | May include:<br>10.1. Focused interview<br>10.2. Written<br>10.3. Actual   |

## EVIDENCE GUIDE

|  |  |
|--|--|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Study the business process standard operating procedure, forms and materials in accordance with company policies and procedures</li> <li>1.2 Policies and regulations on sea freight import are communicated with employees through orientation activities.</li> <li>1.3 Poor performances are analyzed and corrective measures are introduced.</li> <li>1.4 Discrepancies / deviations in the output are identified based on business process</li> <li>1.5 Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures</li> <li>1.6 Contractor selection process outcomes are documented including recommendations for actions on agreements/contracts with selected contractors</li> </ul> |
| <p>2. Resource Implications</p>          | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Fax machine</li> <li>2.2. Telephone</li> <li>2.3. Writing materials</li> <li>2.4. Internet</li> <li>2.5. Forms</li> <li>2.6. Computer</li> </ul>  |
| <p>3. Methods of Assessment</p>          | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Written test</li> <li>3.2. Demonstration with questioning</li> <li>3.3. Interview</li> <li>3.4. Observation</li> </ul>  |
| <p>4. Context of Assessment</p>          | <p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>   |

**UNIT OF COMPETENCY : OVERSEE THE IMPORT SEAFREIGHT TEAM'S PERFORMANCE**

**UNIT CODE : MTO132302**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to oversee the import seafreight team's performance..

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>  |
|--|--|---|---|
| 1. Familiarize with company protocols  | 1.1 <b>Reporting Lines</b> are identified according to Company's organizational structure<br>1.2 <b>Reporting methods</b> are learned and complied with in accordance with the company standards<br>1.3 <b>Standard Operating procedures, forms and materials</b> are observed in accordance with Quality management systems.  | 1.1 Business Etiquette<br>1.2 Business Writing and Verbal communication<br>1.3 Reporting lines, methods and style<br>1.4 Quality management systems<br>1.5 Occupational Safety and Health Requirements<br>1.6 Environmental Laws<br>1.7 Quality Management System<br>1.8 Standard Operating Procedures<br>1.9 Business Processes<br>1.10 Quality Manual                                       | 1.1 Problem-solving skills<br>1.2 Time management skills<br>1.3 Work planning and organizational skills<br>1.4 Interpersonal skills<br>1.5 Negotiation skills<br>1.6 Result Oriented skills<br>1.7 Communication skills |
| 2. Familiarize oneself with the functions and responsibilities of the Import supervisor/ Manager | 2.1 <b>Job Description</b> of import manager is familiarized in accordance with company policy<br>2.2 <b>Business process manual</b> of import manager is studied in accordance with company rules and regulations.<br>2.3 The <b>methods and applications</b> of import supervisor's/ manager's responsibilities and functions are observed in accordance with company rules and regulations. | 2.1 Business Etiquette<br>2.2 Business Writing and verbal communication<br>2.3 Obligations and Contracts<br>2.4 Negotiable Instruments<br>2.5 Job Description of Import Manager<br>2.6 Occupational Safety and Health Requirements<br>2.7 Environmental Laws<br>2.8 Units of Measurements<br>2.9 Conversions of Measurement<br>2.10 Calculation of Charges<br>2.11 Estimation of Measurements | 2.1 Time management skills<br>2.2 Result oriented<br>2.3 Work planning and organizational skills<br>2.4 Interpersonal skills<br>2.5 Negotiation skills<br>2.6 Communication skills                                      |

| ELEMENT   | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE  | REQUIRED SKILLS   |
|---|---|---|---|
|   |   | 2.12 Currency Conversion<br>2.13 Commodity classification, prohibitions and restrictions<br>2.14 Weight and balance<br>2.15 Geography<br>2.16 Tools, and Material Handling Equipment<br>2.17 Quality Management System<br>2.18 Standard Operating Procedures<br>2.19 Key Results Areas and Key Performance Indicators<br>2.20 Quality Operation Manuals<br>2.21 Anti-trust regulations<br>2.22 Anti-corruption policies<br>2.23 Anti-piracy Act<br>2.24 Non-disclosure Agreement<br>2.25 Data privacy Act |   |
| 3. Participate in planning and organizing activities of import seafreight department. | 3.1 <b>Work processes</b> of all import seafreight staff are reviewed in accordance to company policy and procedures.<br>3.2 <b>Coaching and training</b> of all import seafreight staffs are organized in accordance to company scheduled trainings and skill enhancement activities.<br>3.3 Recommend staff qualification, substitution, and assignments where necessary in | 3.1 Business Etiquette<br>3.2 Business Writing and verbal communication<br>3.3 Work processes<br>3.4 Coaching and training<br>3.5 SWOT Concept<br>3.6 Performance Evaluation<br>3.7 Environmental Law<br>3.8 Quality Management System<br>3.9 Standard Operating Procedures<br>3.10 Key Results Areas and Key   | 3.1 Problem-solving skills<br>3.2 Time management skills<br>3.3 Work planning and organizational skills<br>3.4 Interpersonal skills<br>3.5 Result Oriented skills<br>3.6 Communication skills<br>3.7 Critical Thinking skills |



| ELEMENT   | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|---|--|---|--|
|   | <p>accordance with company standards</p> <p>3.4 <b>Performance criteria</b> of all import sea freight staff are observed and evaluated in accordance to company.</p>   | <p>Performance Indicators</p> <p>3.11 Quality Manual</p>  | <p>3.8 Risk Management skills</p>  |
| <p>4. Disseminate work instructions for proper implementation</p> | <p>4.1 <b>Work instruction</b> is disseminated in accordance with company policy and procedure</p> <p>4.2 <b>Method</b> of completion of work instruction is monitored in accordance with company work procedure</p> <p>4.3 Accuracy and timeliness of implementation are measured in accordance with Key Performance Indicators</p> | <p>4.1 Business Etiquette</p> <p>4.2 Business Writing and verbal communication</p> <p>4.3 Work processes and methods</p> <p>4.4 Performance Evaluation</p> <p>4.5 Occupational Safety and Health Requirements</p> <p>4.6 Environmental Laws</p> <p>4.7 Units of Measurements</p> <p>4.8 Conversions of Measurement</p> <p>4.9 Calculation of Charges</p> <p>4.10 Currency Conversion</p> <p>4.11 Commodity characteristics, prohibitions and restrictions</p> <p>4.12 Weight and balance</p> <p>4.13 Geography</p> <p>4.14 Tools and Material Handling Equipment</p> <p>4.15 Computer operation</p> <p>4.16 Quality Management System</p> <p>4.17 Standard Operating Procedures</p> <p>4.18 Key Performance Indicators</p> <p>4.19 Quality Manual</p> | <p>4.1 Problem-solving skills</p> <p>4.2 Time management skills</p> <p>4.3 Work planning and organizational skills</p> <p>4.4 Interpersonal skills</p> <p>4.5 Negotiation skills</p> <p>4.6 Result Oriented skills</p> <p>4.7 Communication skills</p> |

| ELEMENT   | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE   | REQUIRED SKILLS  |
|---|---|--|--|
| <p>5. Gather and validate data in setting up budgets and KPI's of import seafreight department.</p> | <p>5.1 Import seafreight shipment <b>transaction data</b> is gathered in accordance with company procedures</p> <p>5.2 Data gathered are validated based on established checklist</p> <p>5.3 Data are analyzed in relation to <b>current market trends, business practices, and new industry regulations.</b></p> <p>5.4 <b>Improvements and strategies</b> are implemented in accordance with established guidelines</p> | <p>5.1 Business Etiquette</p> <p>5.2 Business Writing and verbal communication</p> <p>5.3 Obligations and Contracts</p> <p>5.4 Negotiable Instruments</p> <p>5.5 Import transactional data</p> <p>5.6 Relevant business practices</p> <p>5.7 New Industry Regulations</p> <p>5.8 Occupational Safety and Health Requirements</p> <p>5.9 Environmental Laws</p> <p>5.10 Units of Measurements</p> <p>5.11 Conversions of Measurement</p> <p>5.12 Calculation of Charges</p> <p>5.13 Currency Conversion</p> <p>5.14 Commodity characteristics, prohibitions and restrictions</p> <p>5.15 Computer</p> <p>5.16 Weight and balance</p> <p>5.17 Geography</p> <p>5.18 Tools and Material Handling Equipment</p> <p>5.19 Quality Management System</p> <p>5.20 Standard Operating Procedures</p> <p>5.21 Key Performance Indicators</p> <p>5.22 Quality Operations Manual</p> <p>5.23 Anti-trust regulations</p> <p>5.24 Anti-corruption policies</p> | <p>5.1 Problem-solving skills</p> <p>5.2 Time management skills</p> <p>5.3 Work planning and organizational skills</p> <p>5.4 Interpersonal skills</p> <p>5.5 Negotiation skills</p> <p>5.6 Result Oriented skills</p> <p>5.7 Communication skills</p> |

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|---|--|--|---|
|   |  | 5.25 Anti-piracy Act<br>5.26 Non-disclosure Agreement<br>5.27 Data privacy Act   |   |
| 6. Record and analyze irregularities in business process. | 6.1 <b><i>Irregularities and deviations</i></b> in the business process are recorded in accordance with company policies.<br>6.2 Root cause of deviations are analyzed in accordance with company parameters<br>6.3 Preventive and corrective measures are recommended and implemented | 6.1 Business Etiquette<br>6.2 Business Writing<br>6.3 Obligations and Contracts<br>6.4 Negotiable Instruments<br>6.5 Standard Operating Procedures, Forms and Materials<br>6.6 Best Practices<br>6.7 Occupational Safety and Health Requirements<br>6.8 Environmental Laws<br>6.9 Units of Measurements<br>6.10 Conversions of Measurement<br>6.11 Calculation of Charges<br>6.12 Estimation of Measurements<br>6.13 Currency Conversion<br>6.14 Commodity characteristics, prohibitions and restrictions<br>6.15 Weight and balance<br>6.16 Quality Management System<br>6.17 Standard Operating Procedures<br>6.18 Key Results Areas and Key Performance Indicators<br>6.19 Quality Manual | 6.1 Problem-solving skills<br>6.2 Time management skills<br>6.3 Work planning and organizational skills<br>6.4 Result Oriented skills<br>6.5 Communication skills<br>6.6 Statistical analysis skills<br>6.7 Root cause analysis |

## RANGE OF VARIABLES

| VARIABLE  | RANGE  |
|---|--|
| 1. Reporting lines                                    | May include:<br>1.1. Organizational chart<br>1.2. Process flow chart<br>1.3. Employees manual / handbook   |
| 2. Reporting methods and style                        | May include:<br>2.1. Periodic performance review<br>2.2. Executive reporting format<br>2.3. Management review meeting<br>2.4. Incident report  |
| 3. Standard operating procedures, forms and materials | May include:<br>3.1. Quality Management System<br>3.2. Operating manual / business process manual<br>3.3. Work instructions manual<br>3.4. Company Standard Forms<br>3.5. Letter Head<br>3.6. Booking Memo<br>3.7. Logos and templates |
| 4. Job description                                    | May include :<br>4.1. Duties and responsibilities<br>4.2. Schedule of activities<br>4.3. Employee handbook   |
| 5. Business process manual                            | May include: :<br>5.1. Personnel Handbook<br>5.2. Process Manual<br>5.3. Government Regulations; Policies and Guidelines<br>5.4. Safety Manual<br>5.5. OSHA guidelines<br>5.6. Industry Regulations; policies and guidelines           |
| 6. Methods and applications                           | May include:<br>6.1. Meeting<br>6.2. Reporting<br>6.3. Problem solving approach<br>6.4. Strategy formulation<br>6.5. Time management<br>6.6. People management   |
| 7. Work processes                                     | May include:<br>7.1. Billing process<br>7.2. Documentation process   |
| 8. Coaching and training                              | May include:<br>8.1. One on one coaching<br>8.2. Hands on training<br>8.3. Focus group discussion training<br>8.4. Cross functional training<br>8.5. Seminars<br>8.6. Workshops  |
| 9. Performance criteria                               | May include:<br>9.1. Evaluation system, rating, and ranking<br>9.2. Standard Operating Procedure<br>9.3. Behavioral and Job knowledge<br>9.4. Key Performance Indicators   |

| <b>VARIABLE</b>  | <b>RANGE</b>   |
|--|--|
| 10. Work instruction   | May include:<br>10.1. Specific exceptions<br>10.2. Proper handling and use of Office tools and equipment   |
| 11. Method   | May include:<br>11.1. Business process manual<br>11.2. Work instructions<br>11.3. Standard operating procedure   |
| 12. Transaction data   | May include:<br>12.1. Volume and frequency of shipment<br>12.2. Profit and loss analysis<br>12.3. Errors and omissions<br>12.4. Key performance Indicators   |
| 13. Current market trends, business practices, and new industry regulations. | May include:<br>13.1. Trade statistics<br>13.2. New government regulations<br>13.3. Automated processes<br>13.4. Regulatory and statutory requirement<br>13.5. Outsourcing and offshoring                          |
| 14. Improvements and strategies  | May include:<br>14.1. Law and government<br>14.2. Fishbone analysis<br>14.3. Six sigma<br>14.4. Certifications<br>14.5. Right-sizing of manpower<br>14.6. Human resource development<br>14.7. Business development |

## EVIDENCE GUIDE

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| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <p>1.1 Standard Operating procedures, forms and materials are studied in accordance with Quality management systems.</p> <p>1.2 Business process manual of import manager is studied.</p> <p>1.3 Improvements and strategies are recommended to import manager.</p> <p>1.4 Root cause /deviations are analyzed and classified in accordance with company parameters</p> <p>1.5 Preventive and corrective measures are recommended for implementation</p> |
| <p>2. Resource Implications</p>          | <p>The following resources should be provided:</p> <p>2.1. Fax machine</p> <p>2.2. Telephone</p> <p>2.3. Writing materials</p> <p>2.4. Internet</p> <p>2.5. Computer</p> <p>2.6. Printer</p> <p>2.7. Scanner</p> <p>2.8. Calculator</p> <p>2.9. Office Supplies</p> <p>2.10. Copier</p> <p>2.11. Mobile phone</p>  |
| <p>3. Methods of Assessment</p>          | <p>Competency may be assessed through:</p> <p>3.1. Written test</p> <p>3.2. Case analysis</p> <p>3.3. Demonstration with questioning</p> <p>3.4. Interview</p> <p>3.5. Observation</p>   |
| <p>4. Context of Assessment</p>          | <p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>   |

**UNIT OF COMPETENCY : OVERSEE THE COORDINATION WITH OVERSEAS AGENTS ON SHIPMENT STATUS PARTICULARLY ON ANY IRREGULARITY**

**UNIT CODE : MTO132303**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to ensure the proper coordination with overseas agents with regard to status and disposition of shipments, charges, and special handling requirements including handling of any irregularity.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|---|--|--|---|
| 2. Review for accuracy and completeness of shipping documents | 2.1 <b>Discrepancies</b> in the shipping documents are verified and corrected with the <b>overseas agent</b> .<br>2.2 Details of discrepancy are resolved and approved within the specified time of submission of <b>e-manifest</b> with the Bureau of Customs.<br>2.3 Applicable <b>Charges, fees, and penalties</b> as a result of discrepancy are communicated and agreed upon with overseas agent. | 2.1 Business Etiquette<br>2.2 Business Writing<br>2.3 Obligations and Contracts<br>2.4 Negotiable Instruments<br>2.5 Discrepancies and inconsistencies<br>2.6 E-manifest penalties<br>2.7 Units of Measurement<br>2.8 Conversions of Measurement<br>2.9 Calculation of Charges<br>2.10 Currency Conversion<br>2.11 Commodity characteristics, prohibitions and restrictions<br>2.12 Weight and balance<br>2.13 Geography<br>2.14 Tools and Material Handling Equipment<br>2.15 Quality Management System<br>2.16 Standard Operating Procedures<br>2.17 Key Results Areas and Key Performance Indicators<br>2.18 Quality Manual | 2.1 Problem-solving skills<br>2.2 Time management skills<br>2.3 Work planning and organizational skills<br>2.4 Negotiation skills<br>2.5 Communication skills |

| ELEMENT  | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|--|--|---|--|
| 3. Ensure correct processing and handling of transport documents           | <p>3.1 Type of <b>bill of lading</b> is determined in accordance with client's requirement.</p> <p>3.2 <b>Requirements</b> for the release of delivery order are complied with in accordance with company procedures.</p> <p>3.3 <b>Import records</b> are kept and retained for a prescribed period for reportorial purposes.</p> | <p>3.1 Business Etiquette</p> <p>3.2 Business Writing</p> <p>3.3 Obligations and Contracts</p> <p>3.4 Negotiable Instruments</p> <p>3.5 Types of Bills of Lading</p> <p>3.6 Requirements for release of Delivery Order</p> <p>3.7 Import records</p> <p>3.8 Units of Measurements</p> <p>3.9 Conversions of Measurement</p> <p>3.10 Calculation of Charges</p> <p>3.11 Currency Conversion</p> <p>3.12 Commodity characteristics, prohibitions and restrictions</p> <p>3.13 Geography</p> <p>3.14 Cargo handling tools</p> <p>3.15 Computer operation</p> <p>3.16 Quality Management System</p> <p>3.17 Standard Operating Procedures</p> <p>3.18 Key Results Areas and Key Performance Indicators</p> <p>3.19 Quality Manual</p> | <p>3.1 Problem-solving skills</p> <p>3.2 Time management skills</p> <p>3.3 Work planning and organizational skills</p> <p>3.4 Interpersonal skills</p> <p>3.5 Result Oriented skills</p> <p>3.6 Communication skills</p> <p>3.7 Critical Thinking skills</p> <p>3.8 Risk Management skills</p> |
| 4. Review the accuracy of invoices / billing statements of overseas agent. | <p>4.1 Ensure that a <b>debit note or a credit note</b> is received or sent before a billing statement to importer is made in accordance with company's accounting standards and procedure.</p>  | <p>4.1 Business Etiquette</p> <p>4.2 Business Writing</p> <p>4.3 Obligations and Contracts</p> <p>4.4 Negotiable Instruments</p> <p>4.5 Debit note</p> <p>4.6 Credit Note</p> <p>4.7 Billing Statement</p> <p>4.8 Profit and Loss Statement</p> <p>4.9 Billing Invoice</p> <p>4.10 Units of Measurement</p>   | <p>4.1 Problem-solving skills</p> <p>4.2 Time management skills</p> <p>4.3 Work planning and organizational skills</p> <p>4.4 Interpersonal skills</p> <p>4.5 Negotiation skills</p> <p>4.6 Result Oriented skills</p> <p>4.7 Communication skills</p>   |



| <b>ELEMENT</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b> |
|----------------|--|--|------------------------|
|                | <p>4.2 The profit and loss statement is approved in accordance with company policies.</p> <p>4.3 The billing to consignee is prepared and approved in accordance with established rates and charges.</p> | <p>4.11 Conversions of Measurement</p> <p>4.12 Calculation of Charges</p> <p>4.13 Currency Conversion</p> <p>4.14 Commodity characteristics, prohibitions and restrictions</p> <p>4.15 Computer operations</p> <p>4.16 Quality Management System</p> <p>4.17 Standard Operating Procedures</p> <p>4.18 Key Performance Indicators</p> <p>4.19 Quality Manual</p> |                        |

## RANGE OF VARIABLES

| VARIABLE                           | RANGE  |
|------------------------------------|--|
| 1. Pre-alerts and shipment notices | May include:<br>1.1 Notice of arrival<br>1.2 Estimated time of arrival / actual time of arrival<br>1.3 Clients order notice<br>1.4 Routing order<br>1.5 Nomination letter<br>1.6 Contract<br>1.7 Notice to proceed   |
| 2. Incoming shipments              | May include:<br>2.1 Full container load<br>2.2 Less than container load<br>2.3 Breakbulk<br>2.4 Bulk<br>2.5 Project cargo<br>2.6 Perishable cargo<br>2.7 Dangerous goods cargo<br>2.8 ISO Tank<br>2.9 Roll on roll off<br>2.10 Live animals  |
| 3. Shipping documents              | May include:<br>3.1 Master bill of lading<br>3.2 House bill of lading<br>3.3 Letter of credit<br>3.4 Delivery receipt<br>3.5 Routing Order<br>3.6 Forwarders cargo receipt<br>3.7 Cargo manifest<br>3.8 Invoice / packing list<br>3.9 Certificate of origin<br>3.10 Certificate of loading<br>3.11 Dangerous goods declaration<br>3.12 Commodity clearance |
| 4. Overseas agents                 | May include:<br>4.1 Sister company<br>4.2 Branch office<br>4.3 Foreign agent<br>4.4 Third party<br>4.5 International freight forwarders<br>4.6 Agency agreement<br>4.7 Standard terms and condition  |

| VARIABLE                             | RANGE   |
|--------------------------------------|---|
|                                      | 4.8 Principal<br>4.9 Foreign counterpart<br>4.10 Affiliate  |
| 5. Discrepancies and inconsistencies | May include:<br>5.1 Volume and weight<br>5.2 Description of goods<br>5.3 Number of packages<br>5.4 Container number<br>5.5 Port of discharge<br>5.6 Short-shipped shipments<br>5.7 Bill of lading number<br>5.8 Importer / shipper / notify party<br>5.9 Manner and Type of packaging<br>5.10 Seal, Marks and number<br>5.11 Typo error<br>5.12 Freight terms<br>5.13 Final Destination |
| 6. E-manifest                        | May include:<br>6.1 Tariff and Customs Code of the Philippines<br>6.2 Electronic interface<br>6.3 Legal requirements<br>6.4 Value added service provider<br>6.5 Customs manifest<br>6.6 Submission time<br>6.7 Penalties  |
| 7. Charges, fees, and penalties      | May include :<br>7.1 Unmanifested cargo<br>7.2 Incorrect manifest<br>7.3 Late manifest<br>7.4 Fines and surcharges<br>7.5 Criminal and civil liabilities<br>7.6 Violation of customs rules and regulation   |
| 8. Bill of lading                    | May include:<br>8.1 Contract of carriage<br>8.2 Negotiable instruments'<br>8.3 Receipt<br>8.4 Bank guarantee<br>8.5 Bill of lading endorsement<br>8.6 Record keeping  |

| VARIABLE                      | RANGE   |
|-------------------------------|---|
| 9. Requirements               | May include:<br>9.1 Bank guarantee<br>9.2 Bank endorsement<br>9.3 Letter of Indemnity<br>9.4 Telex release confirmation<br>9.5 Company guarantee<br>9.6 Original bill of lading duly endorsed |
| 10. Import records            | May include:<br>10.1 Bill of lading<br>10.2 Invoices<br>10.3 Import documents<br>10.4 Authorization<br>10.5 Copy of bank guarantee<br>10.6 Container Guarantee<br>10.7 Company guarantee      |
| 11. Debit note or credit note | May include:<br>11.1 Freight bill<br>11.2 Payments and receivables<br>11.3 Profit and loss statement<br>11.4 Financial statements<br>11.5 Statement of account<br>11.6 Spreadsheet            |

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate understands:</p> <ul style="list-style-type: none"> <li>1.1 Pre-alerts and shipment notices are monitored regularly as to cargo departures, routings and arrivals.</li> <li>1.2 Incoming shipments are checked according to accuracy of information and details of shipments based on the shipping documents</li> <li>1.3 Discrepancies and inconsistencies on the shipping documents are verified and corrected with the overseas agents.</li> <li>1.4 Details of discrepancy is resolved and approved within the specified time of submission of e-manifest with the Bureau of Customs.</li> <li>1.5 Applicable Charges, fees, and penalties as a result of discrepancy are communicated and agreed upon with overseas agent.</li> <li>1.6 Type of bill of lading is determined.</li> <li>1.7 Requirements for the release of delivery order are complied with.</li> </ul> |
| <p>2. Resource Implications</p>          | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Fax machine</li> <li>2.2 Telephone</li> <li>2.3 Writing materials</li> <li>2.4 Internet</li> <li>2.5 Computer</li> </ul>  |
| <p>3. Methods of Assessment</p>          | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written test</li> <li>3.2 Case analysis</li> <li>3.3 Demonstration with questioning</li> <li>3.4 Interview</li> <li>3.5 Observation</li> </ul>  |
| <p>4. Context of Assessment</p>          | <p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>   |

**UNIT OF COMPETENCY : CONTROL SHIPPING DOCUMENTS**

**UNIT CODE : MTO132304**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes required to ensure the proper handling, distribution, and control of shipping documents involved in seafreight Import operations.

| <b>ELEMENTS</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|--|---|--|---|
| 1. Receive all relevant import sea freight information and documents | 1.1 All initial details, documents & special instructions of import sea freight shipments are received<br>1.2 All import sea freight documents from agents are checked upon receipt<br>1.3 <b>Advance import sea freight documents</b> are verified for completeness and accuracy | 1.1 Business Etiquette<br>1.2 Business Writing<br>1.3 Obligations and Contracts<br>1.4 Negotiable Instruments<br>1.5 Units of Measurements<br>1.6 Conversions of Measurement<br>1.7 Calculation of Charges<br>1.8 Currency Conversion<br>1.9 Weight<br>1.10 Quantity or number of packages<br>1.11 Commodity characteristics, prohibitions and restrictions<br>1.12 Cargo Weight and required equipment capacity<br>1.13 Geography<br>1.14 Cargo handling tools<br>1.15 Computer<br>1.16 Quality Management System<br>1.17 Standard Operating Procedures<br>1.18 Key Results Areas and Key Performance Indicators<br>1.19 Quality Manual | 1.1 Problem-solving skills<br>1.2 Time management skills<br>1.3 Work planning and organizational skills<br>1.4 Interpersonal skills<br>1.5 Negotiation skills<br>1.6 Result Oriented<br>1.7 Communication skills<br>1.8 Analytical skills |

| ELEMENTS  | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE   | REQUIRED SKILLS   |
|---|--|--|---|
| 2. Approve charges for billing                  | <p>2.1 Charges in the billing statement are checked according to agreed charges with the customer and <b><i>standard import tariff and other charges.</i></b></p> <p>2.2 Applicable foreign exchange rate is checked and applied in accordance with Philippine guiding rates.</p> <p>2.3 Billing is approved for release to consignee or authorized representative within the required timeline.</p> | <p>2.1 Business Etiquette</p> <p>2.2 Business Writing</p> <p>2.3 Obligations and Contracts</p> <p>2.4 Negotiable Instruments</p> <p>2.5 Sea freight import standard local charges</p> <p>2.6 Billing Processes</p> <p>2.7 Units of Measurement</p> <p>2.8 Conversions of Measurement</p> <p>2.9 Calculation of Charges</p> <p>2.10 Currency Conversion</p> <p>2.11 Quantity or number of packages</p> <p>2.12 Commodity characteristics, prohibitions and restrictions</p> <p>2.13 Cargo Weight</p> <p>2.14 Geography</p> <p>2.15 Computer</p> <p>2.16 Quality Management System</p> <p>2.17 Standard Operating Procedures</p> <p>2.18 Key Performance Indicators</p> <p>2.19 Quality Manual</p> | <p>2.1 Problem-solving skills</p> <p>2.2 Time management skills</p> <p>2.3 Work planning and organizational skills</p> <p>2.4 Interpersonal skills</p> <p>2.5 Negotiation skills</p> <p>2.6 Result Oriented</p> <p>2.7 Communication skills</p> |
| 3. Request for payment is reviewed and approved | <p>3.1 Request for payment is checked in accordance with carrier's standard tariff</p> <p>3.2 Request for payment is approved in accordance with company procedures.</p>   | <p>3.1 Business Etiquette</p> <p>3.2 Business Writing</p> <p>3.3 Obligations and Contracts</p> <p>3.4 Negotiable Instruments</p> <p>3.5 Shipping Documents</p> <p>3.6 Delivery Order</p> <p>3.7 Units of Measurements</p>  | <p>3.1 Problem-solving skills</p> <p>3.2 Time management skills</p> <p>3.3 Work planning and organizational skills</p> <p>3.4 Interpersonal skills</p> <p>3.5 Negotiation skills</p> <p>3.6 Result Oriented</p> <p>3.7 Communication skills</p> |

| ELEMENTS   | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables   | REQUIRED KNOWLEDGE  | REQUIRED SKILLS  |
|--|--|---|--|
|  | 3.3 Work instruction is issued to liaison personnel for settlement of carrier's charges in accordance with company procedures  | 3.8 Conversions of Measurement<br>3.9 Calculation of Charges<br>3.10 Currency Conversion<br>3.11 Quantity<br>3.12 Commodity characteristics, prohibitions and restrictions<br>3.13 Cargo Weight<br>3.14 Geography<br>3.15 Computer<br>3.16 Standard Operating Procedures<br>3.17 Key Performance Indicators<br>3.18 Business Processes<br>3.19 Quality Manual |  |
| 4. Monitor proper handling of seafreight import documents                    | 4.1 Regular audit of documentation is conducted according to company procedures.<br>4.2 Deviations from <b>Standard Operating Procedures</b> on seafreight import documentation are identified in accordance with established company procedures.<br>4.3 Corrective and preventive measures are adapted in accordance with company policies. | 4.1 Business Etiquette<br>4.2 Business Writing<br>4.3 Obligations and Contracts<br>4.4 Performance Audit<br>4.5 Sea freight import documentation<br>4.6 Occupational Safety and Health Requirements<br>4.7 Environmental Laws<br>4.8 Computer operation<br>4.9 Standard Operating Procedures<br>4.10 Key performance Indicators<br>4.11 Quality Manual        | 4.1 Problem-solving skills<br>4.2 Time management skills<br>4.3 Work planning and organizational skills<br>4.4 Interpersonal skills<br>4.5 Negotiation skills<br>4.6 Result Oriented<br>4.7 Communication skills |
| 5. Organize and preserve relevant documents for future reportorial purposes. | 5.1 Relevant documents are identified for safe keeping in accordance with  | 5.1 Business Etiquette<br>5.2 Business Writing<br>5.3 Performance Review  | 5.1 Problem-solving skills<br>5.2 Time management skills<br>5.3 Work planning and organizational skills<br>5.4 Interpersonal skills  |



| <b>ELEMENTS</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|-----------------|--|---|--|
|                 | <p>company procedures</p> <p>5.2 Relevant documents are sorted out in accordance with company procedures.</p> <p>5.3 Relevant documents are stored in accordance with the retention policy of the company.</p> | <p>5.4 Occupational Safety and Health Requirements</p> <p>5.5 Environmental Laws</p> <p>5.14 Computer operation</p> <p>5.15 Quality Management System</p> <p>5.16 Standard Operating Procedures</p> <p>5.17 Key Performance Indicators</p> <p>5.18 Business Processes</p> | <p>5.5 Negotiation skills</p> <p>5.6 Result Oriented</p> <p>5.7 Communication skills</p> |

## RANGE OF VARIABLES

| VARIABLES                                     | RANGE  |
|---|--|
| 1. Pre-alert documents                        | May include:<br>1.1. Master Bill of Lading<br>1.2. House Bill of Lading<br>1.3. Covering Letter Pre-advise details<br>1.4. Agent's Billing Statements (If Collect)<br>1.5. Inward foreign manifest<br>1.6. Special instructions  |
| 2. Discrepancy                                | May include:<br>2.1. Weight Discrepancy (Master vs. House Bill of Lading)<br>2.2. Measurement Discrepancy (Master vs. House Bill of Lading)<br>2.3. Other Details do not tally (Master vs. House Bill of Lading)<br>2.4. Expenses vs. Selling charges<br>2.5. Inconsistencies on Freight Term and Charges<br>2.6. Description of commodity |
| 3. Standard import tariff - and other-charges | May include:<br>3.1 Turnover Fee<br>3.2 Handling Fee<br>3.3 Manifest Fee<br>3.4 Bill of Lading Fee<br>3.5 Docs Fee<br>3.6 Terminal Handling<br>3.7 Container Imbalance Charge<br>3.8 ERS (emergency recovery surcharge)<br>3.9 Less Than Container Load Fee  |
| 4. Documentary requirement                    | May include:<br>4.1 Container Guarantee<br>4.2 Bill of Lading<br>4.3 Bank Guarantee<br>4.4 Authorization letter / special power of attorney<br>4.5 Company Guarantee   |
| 5. Standard Operating Procedures (SOPs)       | May include :<br>5.1 Electronic Processes<br>5.2 Timely submission of manifest and amendment, if any<br>5.3 Business Process Manual<br>5.4 Reportorial requirements  |
| 6. Key Performance Indicators (KPI's)         | May include :<br>6.1 Timely Manifest Filing<br>6.2 Timely Rider Manifest Submission<br>6.3 Adherence to service level agreement  |
| 7. Quarterly Performance Review               | May include but not limited to:<br>7.1 Focused Interview<br>7.2 Written<br>7.3 Actual  |

## EVIDENCE GUIDE

|  |  |
|--|--|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Pre-alert documents are verified for completeness and accuracy</li> <li>1.2 All charges in the billing statement and payment request are checked for accuracy based on sea freight import standard local charges, collect charges from origin as instructed by foreign agents, Any special additional billing &amp; miscellaneous are double checked if included in the final billing, carriers billing.</li> <li>1.3 Details on shipping documents are checked before the final issuance of delivery order.</li> <li>1.4 All details in the delivery order &amp; container guarantee are checked for accuracy.</li> <li>1.5 Regular audit of actual performance with reference to SOPs in documentation procedure based on agreed KPI's are performed</li> </ul> |
| <p>2. Resource Implications</p>          | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1. Fax machine</li> <li>2.2. Telephone</li> <li>2.3. Writing materials</li> <li>2.4. Computer</li> <li>2.5. Internet</li> </ul>  |
| <p>3. Methods of Assessment</p>          | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Written test</li> <li>3.2. Case analysis</li> <li>3.3. Demonstration with questioning</li> <li>3.4. Interview</li> <li>3.5. Observation</li> </ul>  |
| <p>4. Context of Assessment</p>          | <p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>   |

**UNIT OF COMPETENCY : ENSURE THAT CLAIMS ARISING FROM CARGO LOSSES, DAMAGES, THEFT, AND OTHER IRREGULARITIES ARE PROCESSED.**

**UNIT CODE : MTO132305**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to ensure the proper processing of claims arising from losses, damages, theft and other irregularities.

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|--|--|--|---|
| 1. Gather and analyze documentary evidences of irregularity. | 1.1 Notice of claim is received in accordance with established procedures.<br>1.2 Complaints or claims are evaluated in accordance with contract of carriage<br>1.3 <b>Initial report</b> is prepared based on documents and result of investigation.    | 1.1 Business Etiquette<br>1.2 Legal Documents<br>1.3 Units of Measurement<br>1.4 Conversions of Measurement<br>1.5 Calculation of Charges<br>1.6 Currency Conversion<br>1.7 Commodity characteristics, prohibitions and restrictions<br>1.8 Weight and balance<br>1.9 Computer operation<br>1.10 Quality Management System<br>1.11 Standard Operating Procedures<br>1.12 Key Performance Indicators<br>1.13 Quality Manual | 1.1 Time management skills<br>1.2 Communication skills<br>1.3 Analytical thinking skills  |
| 2. Investigate the nature of claim                           | 2.1 All <b>legal documents</b> involved in the discrepancy are collated in accordance with conditions of carriage.<br>2.2 The services of the <b>certified cargo surveyor</b> are engaged to conduct ocular inspection where the damages are discovered. | 2.1 Business Etiquette<br>2.2 Business Writing<br>2.3 Obligations and Contracts<br>2.4 Claims procedures<br>2.5 Ocular inspection<br>2.6 Investigation Documentation<br>2.7 Report Writing<br>2.8 Occupational Safety and Health Requirements  | 2.1 Problem-solving skills<br>2.2 Time management skills<br>2.3 Work planning and organizational skills<br>2.4 Negotiation skills<br>2.5 Communication skills<br>2.6 Investigating skills |

| ELEMENT  | PERFORMANCE CRITERIA<br><i>Italicized</i> terms are elaborated in the Range of Variables  | REQUIRED KNOWLEDGE   | REQUIRED SKILLS   |
|--|---|--|---|
|  | 2.3 The preliminary report is prepared stating the <b><i>nature of identified and alleged discrepancy.</i></b>  | 2.9 Environmental Laws<br>2.10 Units of Measurements<br>2.11 Conversions of Measurement<br>2.12 Calculation of Charges<br>2.13 Currency Conversion<br>2.14 Commodity characteristics, prohibitions and restrictions<br>2.15 Weight and balance<br>2.16 Geography<br>2.17 Computer<br>2.18 Standard Operating Procedures<br>2.19 Key Performance Indicators<br>2.20 Business Processes<br>2.21 Quality Manual |   |
| 3. Report the incident of damages and losses to all concerned parties. | 3.1 The incident of claim is reported to admin / legal department<br>3.2 The claim Incidence is reported to <b><i>foreign agent.</i></b><br>3.3 Consignee on record is informed about the incident including all <b><i>aggrieved parties.</i></b> | 3.1 Obligations and Contracts<br>3.2 Claims procedures<br>3.3 Ocular inspection<br>3.4 Investigation Documentation<br>3.5 Report Writing<br>3.6 Computer<br>3.7 Standard Operating Procedures<br>3.8 Key Performance Indicators<br>3.9 Business Processes<br>3.10 Quality Manual   | 3.1 Problem-solving skills<br>3.2 Time management skills<br>3.3 Work planning and organizational skills<br>3.4 Interpersonal skills<br>3.5 Result Oriented<br>3.6 Communication skills<br>3.7 Critical Thinking skills<br>3.8 Risk Management |
| 4. Process the cargo claim.  | 4.1 The <b><i>prescription period</i></b> is identified in accordance with time bar stipulated in the transport contract  | 4.1 Business Etiquette<br>4.2 Business Writing<br>4.3 Obligations and Contracts<br>4.4 Units of Measurements<br>4.5 Conversions of Measurement   | 4.1 Problem-solving skills<br>4.2 Time management skills<br>4.3 Work planning and organizational skills<br>4.4 Interpersonal skills<br>4.5 Negotiation skills   |

| <b>ELEMENT</b> | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>                                     |
|----------------|---|--|--|
|                | <p>4.2 Pertinent documents and supporting records are attached to the notice of claim in accordance with standard claims procedures.</p> <p>4.3 The formal notice of claim to all concerned parties is recorded in accordance with standard claims procedures</p> | <p>4.6 Calculation of Charges</p> <p>4.7 Currency Conversion</p> <p>4.8 Commodity characteristics, prohibitions and restrictions</p> <p>4.9 Weight and balance</p> <p>4.10 Computer operation</p> <p>4.11 Quality Management System</p> <p>4.12 Standard Operating Procedures</p> <p>4.13 Quality Manual</p> | <p>4.6 Result Oriented</p> <p>4.7 Communication Skills</p> |

## RANGE OF VARIABLES

| VARIABLE                                    | RANGE  |
|---|--|
| 1. Legal documents                          | May include :<br>1.1 Bill of lading<br>1.2 Commercial invoice with Incoterms<br>1.3 Packing list<br>1.4 Insurance policies<br>1.5 Affidavits<br>1.6 Obligations and Contracts<br>1.7 Delivery Receipts<br>1.8 Purchase Order Form / Sales Contract<br>1.9 Incident Report<br>1.10 Claim letter |
| 2. Certified surveyor                       | May include :<br>2.1 Ocular inspection<br>2.2 Material Evidence<br>2.3 Legal requirement<br>2.4 Terms of payment<br>2.5 Survey Report<br>2.6 Photographs and videos<br>2.7 Observation<br>2.8 Manifestation<br>2.9 Bad Order Report  |
| 3. Nature of identified damages and losses. | May include:<br>3.1 Loss<br>3.2 Deterioration or obsolescence<br>3.3 Dents, scratches, or breakage<br>3.4 Pilferage<br>3.6 Shortshipped or shortlanded shipments<br>3.7 Wet and moisture damage<br>3.8 Contamination   |
| 4. Initial report                           | May include:<br>4.1 Provisional claim<br>4.2 SOPs<br>4.3 Liability Insurance Policy<br>4.5 Bad Order Report<br>4.6 Incident report   |
| 5. Administrative and legal departments     | May include :<br>5.1 Rules and regulations<br>5.2 Protocol<br>5.3 Procedural<br>5.4 Corporate Document<br>5.4 References<br>5.5 Civil cases<br>5.6 Court cases   |
| 6. Foreign agents                           | May include:<br>6.1 Agency agreement<br>6.2 Service Contract<br>6.3 Standard Trading Conditions<br>6.5 Special Instructions<br>6.6 Shipping Instructions   |

| VARIABLE                 | RANGE  |
|--------------------------|--|
| 7. Aggrieved parties     | May include:<br>7.1 Shipper<br>7.2 Consignee<br>7.3 Shipping Line<br>7.4 Freight forwarder<br>7.5 Customs broker<br>7.6 Trucker  |
| 8. Prescription period   | May include:<br>8.1 Validity of Insurance Coverage<br>8.2 Inclusion and Exclusion<br>8.3 Extensions and amendments<br>8.4 Time-bar                                     |
| 9. Final notice of claim | May include:<br>9.1 Business Consideration<br>9.2 Customer satisfaction<br>9.3 Liability Insurance Policy<br>9.4 Claims Procedure and Guidelines<br>9.5 Damage Control |



## EVIDENCE GUIDE

|  |  |
|--|--|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 All legal documents involved in the discrepancy are collated</li> <li>1.2 All documents gathered are validated.</li> <li>1.3 Initial report is prepared based on documents and result of investigation</li> <li>1.4 The claim Incidence is reported to foreign agents</li> <li>1.5 The importer of record is informed about the incident including all aggrieved parties.</li> <li>1.6 The prescription period is identified in accordance with time bar stipulated in the transport contract.</li> </ul> |
| <p>2. Resource Implications</p>          | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Fax machine</li> <li>2.2 Telephone</li> <li>2.3 Writing materials</li> <li>2.4 Computer with Internet connection</li> </ul>  |
| <p>3. Methods of Assessment</p>          | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written test</li> <li>3.2 Case analysis</li> <li>3.3 Demonstration with questioning</li> <li>3.4 Interview</li> <li>3.5 Observation</li> </ul>   |
| <p>4. Context of Assessment</p>          | <p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>  |

**UNIT OF COMPETENCY : EVALUATE REPORTS REQUIRED TO SUPPORT BUSINESS DECISIONS AND COMPLY WITH GOVERNMENT REQUIREMENTS**

**UNIT CODE : MTO132306**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to ensure the integrity and completeness of reports derived from the data gathered for reportorial requirements and business decisions.

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables   | <b>REQUIRED KNOWLEDGE</b>   | <b>REQUIRED SKILLS</b>   |
|---|---|---|--|
| 1. Familiarize with reports for internal use and for statutory purposes.    | 1.1 <b><i>Different types of internal reports</i></b> are identified in accordance with the company policies<br>1.2 <b><i>Standard operating procedures, forms, and materials</i></b> in accordance with company policies are studied.<br>1.3 Schedule to observe actual preparation of reports in accordance with company policies and procedures is arranged. | 1.1 Business Etiquette<br>1.2 Business Writing<br>1.3 Standard Operating Procedures, Forms, and Materials<br>1.4 Units of Measurements<br>1.5 Graphs<br>1.6 Statistical data<br>1.7 Chronology<br>1.8 Quality Management System<br>1.9 Standard Operating Procedures<br>1.10 Key Performance Indicators<br>1.11 Business Processes              | 1.1 Time management skills<br>1.2 Work planning and organizational skills<br>1.3 Interpersonal skills<br>1.4 Result Oriented<br>1.5 Communication skills<br>1.6 Analytical thinking    |
| 2. Identify and organize the kind of data required for report preparations. | 2.1 <b><i>Sources and types of information</i></b> needed with all seafreight import employees is identified<br>2.2 <b><i>Checklist</i></b> for the data required is prepared based on report needed.   | 2.1 Business Etiquette<br>2.2 Business Writing<br>2.3 Standard Operating Procedures, Forms and Materials<br>2.4 Occupational Safety and Health Requirements<br>2.5 Units of Measurements<br>2.6 Conversions of Measurement<br>2.7 Commodity characteristics, prohibitions, and restrictions<br>2.8 Weight and balance<br>2.9 Computer operation | 2.1 Problem-solving skills<br>2.2 Time management skills<br>2.3 Work planning and organizational skills<br>2.4 Interpersonal skills<br>2.5 Result Oriented<br>2.6 Communication skills |

| <b>ELEMENT</b>            | <b>PERFORMANCE CRITERIA</b><br><i>Italicized</i> terms are elaborated in the Range of Variables  | <b>REQUIRED KNOWLEDGE</b>  | <b>REQUIRED SKILLS</b>  |
|---------------------------|--|--|---|
|                           | 2.3 <b>Timeline, methodology, and sources of data</b> are communicated to import sea freight staff in accordance with the checklist.   | 2.10 Quality Management System<br>2.11 Standard Operating Procedures<br>2.12 Key Result Areas Indicators<br>2.13 Data privacy Act  |   |
| 3. Conduct data gathering | 3.1 Data to be gathered is assigned to import sea freight staff in accordance with their respective function.<br>3.2 <b>Data gathering</b> is monitored based on company policies.<br>3.3 Data gathered is reviewed in accordance with established procedures.                                 | 3.1 Business Etiquette<br>3.2 Business Writing<br>3.3 Standard Operating Procedures, Forms and Materials<br>3.4 Units of Measurements<br>3.5 Conversions of Measurement<br>3.6 Calculation of Charges<br>3.7 Commodity characteristics, prohibitions and restrictions<br>3.8 Computer operation<br>3.9 Quality Management System<br>3.10 Key Performance Indicators  | 3.1 Problem-solving skills<br>3.2 Time management skills<br>3.3 Work planning and organizational skills<br>3.4 Interpersonal skills<br>3.5 Result Oriented<br>3.6 Communication<br>3.7 Critical Thinking<br>3.8 Risk Management |
| 4. Evaluate report        | 4.1 Data gathered is validated for accuracy and completeness based on required report<br>4.2 Data gathered is segregated according to report requirement<br>4.3 Recommendation/s based on the analysis of data is presented to superior authority in accordance with reportorial requirements. | 4.1 Business Etiquette<br>4.2 Business Writing<br>4.3 Standard Operating Procedures, Forms and Materials<br>4.4 Units of Measurement<br>4.5 Conversions of Measurement<br>4.6 Declared Value of goods<br>4.7 Commodity characteristics, prohibitions and restrictions<br>4.8 Computer operation<br>4.9 Quality Management System<br>4.10 Standard Operating Procedures<br>4.11 Key Performance Indicators<br>4.12 Business Processes | 4.1 Problem-solving<br>4.2 Time management<br>4.3 Work planning and organizational skills<br>4.4 Interpersonal skills<br>4.5 Negotiation skills<br>4.6 Result Oriented<br>4.7 Communication skills                              |

**RANGE OF VARIABLES**

| VARIABLE   | RANGE  |
|--|--|
| 1. Different types of internal reports               | May include:<br>1.1. Cargo Statistics<br>1.2. Production/ performance reports<br>1.3. Key performance indicators<br>1.4. Incident Reports<br>1.5. Corrective Action Plan   |
| 2. Standard operating procedure, forms and materials | May include :<br>2.1. Quality Management System<br>2.2. Operating manual / business process manual<br>2.3. Work instructions manual<br>2.4. Company Standard Forms<br>2.5. Letter Head<br>2.6. Logos and templates   |
| 3. Irregularities                                    | May include:<br>3.1. Volume and weight<br>3.2. Port of discharge<br>3.3. Shortshipped or shortlanded shipments<br>3.4. Bill of lading number<br>3.5. Importer / shipper / notify party<br>3.6. Manner of packaging<br>3.7. Marks and number<br>3.8. Typographical error<br>3.9. Freight terms  |
| 4. Action plan                                       | May include:<br>4.1. Preventive Action<br>4.2. Corrective Action Plan<br>4.3. Risk Management<br>4.4. Cost Reduction Program<br>4.5. Environment Protection Program  |
| 5. Sources and types of information                  | May include:<br>5.1. Manifest<br>5.2. Bill of lading<br>5.3. Invoice<br>5.4. Packing list<br>5.5. Delivery order / delivery receipt<br>5.6. Certificate of origin<br>5.7. Safety data sheet<br>5.8. Dangerous goods declaration<br>5.9. Import permits<br>5.10. Load port survey report / discharge port survey report<br>5.11. Tariff and customs code of the Philippine<br>5.12. Import entry and internal revenue declaration<br>5.13. Value added service provider<br>5.14. Government agencies related to import and export trade transaction |

| VARIABLE                                      | RANGE  |
|---|--|
| 6. Timeline, methodology, and sources of data | May include:<br>6.1. Deadline<br>6.2. Prescription<br>6.3. Gantt chart for various activities<br>6.4. Root cause analysis<br>6.5. Strategic planning<br>6.6. Management review<br>6.7. Audit plan and schedule |
| 7. Data gathering                             | May include:<br>7.1. Survey<br>7.2. Observation and audit results<br>7.3. Questionnaire<br>7.4. Focus group discussion<br>7.5. Records<br>7.6. Literatures<br>7.7. Advisories, memos, and circulars            |
| 8. Checklist                                  | May include :<br>8.1. Audit checklist<br>8.2. Document checklist<br>8.3. Guidelines<br>8.4. Standard forms<br>8.5. Documented procedure<br>8.6. Preventive maintenance checklist                               |

## EVIDENCE GUIDE

|                                   |   |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:<br>1.1. Timeline, methodology, and sources of data are familiarized to all import staff.                             |
| 2. Resource Implications          | The following resources should be provided:<br>2.1. Fax machine<br>2.2. Telephone<br>2.3. Writing materials<br>2.4. Computer with Internet                            |
| 3. Methods of Assessment          | Competency in this unit may be assessed through:<br>3.1. Written test<br>3.2. Case study<br>3.3. Demonstration with questioning<br>3.4. Interview<br>3.5. Observation |
| 4. Context of Assessment          | 4.1. Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.   |

## SECTION 3 TRAINING ARRANGEMENT

These set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **MULTIMODAL TRANSPORT OPERATIONS AND LOGISTICS (SEAFREIGHT IMPORT) SERVICES NC IV**.

This includes information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification and institutional assessment.

### 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, environment and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to include Technology, Science, Math, English/Communication and Safety to Environment. Includes also green technology, issues on health and drugs and cater to person with disabilities (PWD's)

Course Title: **MULTIMODAL TRANSPORT OPERATIONS AND LOGISTICS (SEAFREIGHT IMPORT) SERVICES**

NC Level: **NC IV**

Nominal Training Duration:

| No. of Hours   | Coverage            |
|----------------|---------------------|
| 47 Hrs.        | Basic Competencies  |
| 48 Hrs.        | Common Competencies |
| <u>58 Hrs.</u> | Core Competencies   |
| 153 Hrs.       |                     |
| <u>82 Hrs.</u> | SIL                 |
| 205 Hrs.       | Total               |

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in supervising/managing activities involving import seafreight, overseeing the import seafreight team's performance, coordinating with overseas agents on shipment status particularly on any irregularity, controlling shipping documents, ensuring that claims arising from cargo losses, damages, theft and other irregularities are processed, evaluating reports required to support business decisions and complying with government requirements. This include classroom learning activities and practical work in actual work site or simulation area.

The training institution has the option to introduce other methodologies to deliver the program or the course and to partner with other individuals/organizations that would be able to provide training resources in the conduct of the course.

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                  |
|   | 1.4 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                  |

| <b>Unit of Competency</b> | <b>Learning Outcomes</b>        | <b>Learning Activities</b>  | <b>Methodology</b>   | <b>Assessment Method</b>   | <b>Nominal Duration</b> |
|---------------------------|---------------------------------|---|--|--|-------------------------|
|                           | 1.5 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                  |
|                           | 1.6 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                  |

| <b>Unit of Competency</b>  | <b>Learning Outcomes</b>   | <b>Learning Activities</b>   | <b>Methodology</b>   | <b>Assessment Method</b>  | <b>Nominal Duration</b> |
|--|--|--|--|---|-------------------------|
| 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          |

| <b>Unit of Competency</b>  | <b>Learning Outcomes</b>  | <b>Learning Activities</b>  | <b>Methodology</b>   | <b>Assessment Method</b>   | <b>Nominal Duration</b> |
|--|---|---|--|--|-------------------------|
| 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</li> </ul>  | 1 hour           |



| Unit of Competency | Learning Outcomes   | Learning Activities  | Methodology  | Assessment Method  | Nominal Duration |
|--------------------|---|--|--|--|------------------|
|                    |   |  |  | workplace 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           |

| <b>Unit of Competency</b>                   | <b>Learning Outcomes</b>  | <b>Learning Activities</b>  | <b>Methodology</b>  | <b>Assessment Method</b>   | <b>Nominal Duration</b> |
|---|---|---|---|--|-------------------------|
|   | 5.3 Implement innovative ways in the conduct of usual workplace practices | <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 for implementing innovation in the workplace</li> <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>• 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                  |
| 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> </ul>                                | <ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>   | 2 Hours                 |

| Unit of Competency   | Learning Outcomes  | Learning Activities   | Methodology   | Assessment Method  | Nominal Duration |
|--|--|---|---|--|------------------|
|  |  |   | <ul style="list-style-type: none"> <li>• Practical exercises</li> </ul>   |  |                  |
|  | 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 management</li> <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>• 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          |
|  | 6.4 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          |

| <b>Unit of Competency</b>   | <b>Learning Outcomes</b>   | <b>Learning Activities</b>   | <b>Methodology</b>  | <b>Assessment Method</b>  | <b>Nominal Duration</b> |
|---|--|--|---|---|-------------------------|
|   | 7.3 Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies | <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 Portfolio</li> </ul>                      | 2 hours                 |
| 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                  |

| <b>Unit of Competency</b>         | <b>Learning Outcomes</b>  | <b>Learning Activities</b>   | <b>Methodology</b>  | <b>Assessment Method</b>  | <b>Nominal Duration</b> |
|-----------------------------------|---|--|---|---|-------------------------|
|                                   | 8.3 Implement recommended improvements on environmental programs, policies and procedures | <ul style="list-style-type: none"> <li>• Practicing Environmental Awareness Raising (Communication/ Implementation campaigns)</li> <li>• Teaching and training personnel - necessary skills and methods to impart environmental knowledge, to create awareness and to react flexibly to ever-changing labor market needs.</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                  |
| 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                 |
|                                   | 9.2 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  
(48) hours**

| Unit of Competency  | Learning Outcomes                          | Learning Activities  | Methodology   | Assessment Approach   | Nominal Duration |
|---|--|--|---|---|------------------|
| 1. Apply freight forwarding documentation services and workplace procedures | 1.1. Identify major areas of the workplace | <ul style="list-style-type: none"> <li>• Describe:               <ul style="list-style-type: none"> <li>○ workplace procedures and standards and duty of care requirements including OH&amp;S and environmental protection responsibilities</li> </ul> </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> </ul> | 4 hours          |
|   |  | <ul style="list-style-type: none"> <li>○ conditions of service including: employer and employee obligations, employment contract, OH&amp;S and other regulations</li> </ul>  |   |   |                  |
|   |  | <ul style="list-style-type: none"> <li>○ Emergency procedures</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>                 |                  |
|   |  | <ul style="list-style-type: none"> <li>• Prepare site or workplace layout</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>                             | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |
|   |  | <ul style="list-style-type: none"> <li>• Read and interpret instructions, procedures, information and signs relevant to work activities</li> </ul>   | <ul style="list-style-type: none"> <li>• Self-learning</li> </ul>                             | <ul style="list-style-type: none"> <li>• Written Test</li> </ul>    |                  |
|   |  | <ul style="list-style-type: none"> <li>• Read workplace structures and the roles and responsibilities of team/group members</li> </ul>   |   |   |                  |
|   |  | <ul style="list-style-type: none"> <li>• Interpret and follow operational instructions and prioritize work</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>                             | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |
|   |  | <ul style="list-style-type: none"> <li>• Identify and correctly use equipment, processes and procedures</li> </ul>   |   |   |                  |
|   |  | <ul style="list-style-type: none"> <li>• Select and use required personal protective equipment conforming to industry and OH&amp;S standards</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>                             | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |

| Unit of Competency | Learning Outcomes  | Learning Activities  | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|--|--|--|---|------------------|
|                    |  | <ul style="list-style-type: none"> <li>Prepare personal protective equipment and read instructions of its use</li> </ul>   |  |   |                  |
|                    |  | <ul style="list-style-type: none"> <li>Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities</li> </ul>  |  |   |                  |
|                    |  | <ul style="list-style-type: none"> <li>Practice in-house safety procedures on emergency and workplace hazards and related hazard minimization</li> </ul>   | <ul style="list-style-type: none"> <li>Role Play</li> </ul>        | <ul style="list-style-type: none"> <li>Observation</li> </ul>         |                  |
|                    |  | <ul style="list-style-type: none"> <li>Demonstrate ability to: <ul style="list-style-type: none"> <li>work collaboratively with others in completing workplace orientation and induction procedures</li> </ul> </li> </ul> |  |   |                  |
|                    |  | <ul style="list-style-type: none"> <li>work systematically with required attention to detail without injury to self or others, or damage to goods or equipment</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>Observation</li> </ul>         |                  |
|                    | 1.2. Organize and accept responsibility for own workload | <ul style="list-style-type: none"> <li>Describe <ul style="list-style-type: none"> <li>enterprise work guidelines, directions or instructions</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>     | 2 hours          |
|                    |  | <ul style="list-style-type: none"> <li>Read work planning and method of communicating work progress to others</li> </ul>   | <ul style="list-style-type: none"> <li>Self-learning</li> </ul>    | <ul style="list-style-type: none"> <li>Written Test</li> </ul>        |                  |
|                    |  | <ul style="list-style-type: none"> <li>Identify ways of establishing priorities and deadlines</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> </ul>          | <ul style="list-style-type: none"> <li>Written examination</li> </ul> |                  |

| Unit of Competency | Learning Outcomes            | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|------------------------------|---|--|---|------------------|
|                    |                              | <ul style="list-style-type: none"> <li>• Demonstrate ability to               <ul style="list-style-type: none"> <li>○ plan and communicate work progress to others</li> </ul> </li> <li>○ complete work to the expected standard in the workplace and in accordance with any guidelines, directions</li> <li>○ communicate additional support to improve work to appropriate personnel</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> </ul>   |                  |
|                    | 1.3. Apply ethical practices | <ul style="list-style-type: none"> <li>• Describe:               <ul style="list-style-type: none"> <li>○ workplace procedures, regulations and legislation</li> <li>○ Enterprise policy on commitments and undertakings to clients, colleagues and supervisors are met</li> <li>○ Workplace security policies</li> </ul> </li> <li>• Read and follow workplace procedures, regulations and legislation</li> <li>• Read codes company ethics</li> <li>• Apply appropriate codes of acceptable and ethical work practices</li> <li>• Identify techniques of maintaining company confidentiality</li> </ul> | <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Self-learning</li> <li>• Self-learning</li> <li>• Demonstration</li> <li>• Lecture</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Written Test</li> <li>• Observation</li> <li>• Written examination</li> </ul> | 2 hours          |



| Unit of Competency   | Learning Outcomes                               | Learning Activities  | Methodology   | Assessment Approach   | Nominal Duration |
|--|---|--|---|---|------------------|
|  |   | <ul style="list-style-type: none"> <li>• Apply enterprise policy on commitments and undertakings to clients, colleagues and supervisors</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>       | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |
|  | 1.4. Plan and organize a personal daily routine | <ul style="list-style-type: none"> <li>• Describe company standard time and other performance measures of work activities</li> </ul>               | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul>    | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul> | 2 hours          |
| <ul style="list-style-type: none"> <li>• Identify               <ul style="list-style-type: none"> <li>○ techniques of clarifying requirements of tasks</li> </ul> </li> </ul> |   | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>  | <ul style="list-style-type: none"> <li>• Written examination</li> </ul> |   |                  |
| <ul style="list-style-type: none"> <li>○ ways of planning daily routine to take into account rosters, industrial agreements and workplace procedures</li> </ul>                |   |  |   |   |                  |
| <ul style="list-style-type: none"> <li>• Select requirements of tasks appropriate to work activity</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |   |                  |
| <ul style="list-style-type: none"> <li>• Follow tasks agreeing achievable time and other performance measures</li> </ul>   |   |  |   |   |                  |
| <ul style="list-style-type: none"> <li>• Prepare daily routine plan taking into account rosters, industrial agreements and workplace procedures</li> </ul>                     |   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |   |                  |

| Unit of Competency                       | Learning Outcomes                        | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|--|--|---|--|---|------------------|
| 2. Perform workplace security and safety | 2.1 Maintain security of goods and cargo | 2.1 Describe:<br>a. Transport security legislation including relevant international, national laws, regulations, codes and/or guidelines  | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul> | 4 hours          |
|  |  | b. Workplace security program and policies and procedures for responding to security threats, situations and emergencies  |  |   |                  |
|  |  | c. Quarantine and bond regulations and requirements   | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul> |                  |
|  |  | d. Common security threats and incidents that may occur in transport, logistics and allied industries, and related roles and responsibilities of personnel when reporting them and responding to them | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul> |                  |
|  |  | <ul style="list-style-type: none"> <li>• Practice OH &amp; S and environmental protection, procedures and guidelines</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |

| Unit of Competency | Learning Outcomes                           | Learning Activities   | Methodology   | Assessment Approach   | Nominal Duration |
|--------------------|---|---|---|---|------------------|
|                    |   | <ul style="list-style-type: none"> <li>• Read and interpret instructions, procedures, applicable regulatory requirements, labels, markings, ID cards and other information relevant to workplace security in the transport and logistics industries.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>                             | <ul style="list-style-type: none"> <li>• Written examination</li> </ul> |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Apply procedures for security checks and precautions as per limits of role and responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulation</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Prepare documentation and reports related to security procedures</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>                       | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Demonstrate ability to communicate effectively with others when following security procedures</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>                       | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |
|                    | 2.2 Identify a security threat or situation | 2.2.1 Describe: <ol style="list-style-type: none"> <li>a. Transport security legislation including relevant international, national, state and territory acts, regulations codes and/or guidelines</li> </ol>   | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul>                    | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>     | 2 hours          |

| Unit of Competency | Learning Outcomes                                    | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |  |  |  |
|--------------------|--|---|--|---|------------------|--|--|--|
|                    |  | <p>b. Workplace security program and policies and procedures for responding to security threats, situations and emergencies</p>   |  |   |                  |  |  |  |
|                    |  | <ul style="list-style-type: none"> <li>• Identify and follow security procedures to solve and/or report problems that may arise</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>          | <ul style="list-style-type: none"> <li>• Written examination</li> </ul> |                  |  |  |  |
|                    |  | <ul style="list-style-type: none"> <li>• Identify signs of security threats and situations</li> </ul>   |  |   |                  |  |  |  |
|                    |  | <ul style="list-style-type: none"> <li>• Identify signs of pillage, theft and interference with goods, cargo and mail</li> </ul>  |  |   |                  |  |  |  |
|                    |  | <ul style="list-style-type: none"> <li>• Demonstrate inspection of signs of pillage, theft and interference with goods, cargo and mail</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |  |  |  |
|                    |  | <ul style="list-style-type: none"> <li>• Practice OH &amp; S and environmental protection, procedures and guidelines</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |  |  |  |
|                    | <p>2.3 Respond to a security threat or situation</p> | <ul style="list-style-type: none"> <li>• Describe: <ul style="list-style-type: none"> <li>○ Adapting to differences in equipment, facilities, cargo and passengers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>     | <p>2 hours</p>   |  |  |  |

| Unit of Competency                    | Learning Outcomes                | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|---------------------------------------|----------------------------------|---|--|---|------------------|
|                                       |                                  | <ul style="list-style-type: none"> <li>○ Modifying activities depending on differing workplace contexts risk situations and environments</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>                  | <ul style="list-style-type: none"> <li>•</li> </ul>                     |                  |
|                                       |                                  | <ul style="list-style-type: none"> <li>• Report and/or rectify identified problems that arises following security procedures in accordance with regulatory requirements and workplace procedures</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |
|                                       |                                  | <ul style="list-style-type: none"> <li>• Demonstrate ability to work collaboratively with others in completing workplace orientation and induction procedures</li> </ul>  | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>     |                  |
|                                       |                                  | <ul style="list-style-type: none"> <li>• Identify common security problems that may occur when carrying out operations in the transport and logistics industries, and action that can be taken to address and resolve the problems</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>          | <ul style="list-style-type: none"> <li>• Written examination</li> </ul> |                  |
|                                       |                                  | <ul style="list-style-type: none"> <li>• Apply procedures for security checks and precautions as per limits of role and responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |
|                                       |                                  | <ul style="list-style-type: none"> <li>• Apply documentation and reporting requirements</li> </ul>  |  |   |                  |
|                                       |                                  | <ul style="list-style-type: none"> <li>• Prepare documentation and reports related to security procedures</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |
| 3. Provide effective customer service | 3.1 Deal with customer inquiries | <ul style="list-style-type: none"> <li>• Describe: <ul style="list-style-type: none"> <li>○ Workplace procedures relevant to work activities</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>     | 4 hours          |

| Unit of Competency | Learning Outcomes | Learning Activities   | Methodology   | Assessment Approach   | Nominal Duration |
|--------------------|-------------------|---|---|---|------------------|
|                    |                   | <ul style="list-style-type: none"> <li>○ Customer service policies and procedures</li> </ul>  |   |   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>○ Products and/or services provided by the workplace concerned</li> </ul>  |   |   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>○ Types of operations carried out in the workplace concerned</li> </ul>  |   |   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>● Identify techniques in dealing with customer inquiries both by phone and face to face</li> </ul>                             | <ul style="list-style-type: none"> <li>● Lecture</li> </ul>       | <ul style="list-style-type: none"> <li>● Written examination</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>● Demonstrate handling customer queries and complaints</li> </ul>  | <ul style="list-style-type: none"> <li>● Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>● Observation</li> </ul>         |                  |
|                    |                   | <ul style="list-style-type: none"> <li>● Demonstrate ability to communicate effectively with others in providing customer service</li> </ul>                          |   |   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>● Apply telephone techniques in answering telephone calls</li> </ul>   | <ul style="list-style-type: none"> <li>● Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>● Observation</li> </ul>         |                  |
|                    |                   | <ul style="list-style-type: none"> <li>● Practice OH &amp; S and environmental protection, procedures and guidelines</li> </ul>                                       |   |   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>● Demonstrate ability in dealing with customer inquiries courteously and efficiently both by phone and face to face</li> </ul> |   |   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>● Demonstrate ability in seeking assistance from other staff when a customer' s inquiry cannot be fully answered</li> </ul>    |   |   |                  |

| Unit of Competency | Learning Outcomes                 | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|-----------------------------------|---|--|---|------------------|
|                    | 3.2 Monitor customer satisfaction | <ul style="list-style-type: none"> <li>• Describe:               <ul style="list-style-type: none"> <li>○ Ways of dealing with Customer requirements</li> <li>○ Methods of providing feedback to managers and internal and/or external customers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>   | 4 hours          |
|                    |                                   | <ul style="list-style-type: none"> <li>• Identify sources of information and documentation needed for work place operations</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>          | <ul style="list-style-type: none"> <li>• Written examination</li> </ul>   |                  |
|                    |                                   | <ul style="list-style-type: none"> <li>• Apply ways of recording customer inquiries and associated action in accordance with workplace procedures</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>   |                  |
|                    |                                   | 3.1 Prepare documentation related to the provision of customer service  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>   |                  |
|                    |                                   | 3.2 Demonstrate ability to provide appropriate feedback to managers and internal and/or external customers  | <ul style="list-style-type: none"> <li>• Role play</li> </ul>        | <ul style="list-style-type: none"> <li>• Observation</li> </ul>   |                  |
|                    |                                   | 3.3 Record and report customer inquiries and associated action  |  |   |                  |
|                    |                                   | 3.4 Prepare reports and records of inquiries  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>   |                  |
|                    |                                   | 4. Contribute to quality systems  | 4.1 Apply quality concepts   | 4.1.1 Describe: <ul style="list-style-type: none"> <li>a. Means of completing work in accordance with workplace standards as defined in enterprise policies and procedures</li> </ul> |                  |

| Unit of Competency | Learning Outcomes | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|-------------------|---|--|---|------------------|
|                    |                   | b. Basic quality concepts applied to work activities  | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> |   |                  |
|                    |                   | c. Typical quality-related problems that may arise in work operations and products, and related options for action and solutions      | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>          |   |                  |
|                    |                   | d. Identify ways of meeting external and internal customer needs in providing quality services or products                            | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>          | <ul style="list-style-type: none"> <li>• Written examination</li> </ul> |                  |
|                    |                   | e. Read typical quality-related problems that may arise in work operations and products, and related options for action and solutions | <ul style="list-style-type: none"> <li>• Self-learning</li> </ul>    | <ul style="list-style-type: none"> <li>• Written Test</li> </ul>        |                  |
|                    |                   | 4.2 Practice quality work/ services or products to meet external and internal customer needs  | <ul style="list-style-type: none"> <li>• Role play</li> </ul>        | <ul style="list-style-type: none"> <li>• Observation</li> </ul>         |                  |
|                    |                   | 4.3 Demonstrate ability:<br>4.4 Complete work in accordance with workplace standards as defined in enterprise policies and procedure  |  |   |                  |
|                    |                   | 4.5 Work collaboratively with others when applying quality procedures and standards   |  |   |                  |



| Unit of Competency | Learning Outcomes                  | Learning Activities  | Methodology        | Assessment Approach   | Nominal Duration |
|--------------------|------------------------------------|--|--------------------|-----------------------|------------------|
|                    |                                    | 4.6 Applying basic quality concepts to work activities   | • Demonstration    | • Observation         |                  |
|                    |                                    | 4.7 Apply workplace quality assurance and improvement principles and procedures                                    | • Demonstration    | • Observation         |                  |
|                    |                                    | 4.8 Read and interpret instructions and information relevant to quality procedures and standards                   | • Self-learning    | • Written Test        |                  |
|                    |                                    | 4.9 Prepare documentation related to quality procedures and standards  | • Demonstration    | • Observation         |                  |
|                    | 5.4 Test and evaluate improvements | 4.10 Describe: Test Improvements to work processes   | • Group discussion | • Oral evaluation     | 3 hours          |
|                    |                                    | 4.11 Evaluating improvements to work processes   |                    |                       |                  |
|                    |                                    | 4.12 Identify steps and procedures of checking for improvement outcomes and compliance with workplace requirements | • Lecture          | • Written examination |                  |
|                    |                                    | 4.13 Apply methods of testing and evaluating improvements to work processes  | • Demonstration    | • Observation         |                  |
|                    |                                    | 4.14 Read typical quality-related problems that may arise in work operations and products,                         | • Self-learning    | • Written Test        |                  |

| Unit of Competency | Learning Outcomes         | Learning Activities  | Methodology        | Assessment Approach   | Nominal Duration |
|--------------------|---------------------------|--|--------------------|-----------------------|------------------|
|                    |                           | and related options for action and solutions   |                    |                       |                  |
|                    |                           | 4.15 Check for improvement outcomes and compliance with workplace requirements                                     | • Demonstration    | • Observation         |                  |
|                    |                           | 4.16 Prepare report and/or rectify any identified quality-related problems in accordance with workplace procedures | • Demonstration    | • Observation         |                  |
|                    | 4. Implement improvements | 4.17 Describe: Ways of completing work in accordance with workplace procedure                                      | • Group discussion | • Oral evaluation     | 2 hours          |
|                    |                           | 4.18 Workplace quality assurance and improvement principles and procedures   | •                  | •                     |                  |
|                    |                           | 4.19 Impact of job on enterprise and individual performance  | • Group discussion | • Oral evaluation     |                  |
|                    |                           | 4.20 Implement a successful tested and confirmed Improvement initiatives in accordance with enterprise procedures  | • Lecture          | • Written examination |                  |
|                    |                           | 4.21 Apply enterprise procedures in testing and improvement initiatives  | • Demonstration    | • Observation         |                  |
|                    |                           | 4.22 Practice completing work in accordance with workplace procedure   | • Demonstration    | • Observation         |                  |

| Unit of Competency             | Learning Outcomes                              | Learning Activities  | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------------------|--|--|--|---|------------------|
|                                |  | 4.23 Identify methods of implementing a tested and confirmed Improvement initiatives   | <ul style="list-style-type: none"> <li>Lecture</li> </ul>          | <ul style="list-style-type: none"> <li>Written examination</li> </ul> |                  |
|                                |  | 4.24 Prepare documentation related to quality procedures and standards   |  |   |                  |
|                                |  | 4.25 Prepare report and/or rectifying any identified quality-related problems in accordance with workplace procedures  | <ul style="list-style-type: none"> <li>Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>Observation</li> </ul>         |                  |
| 5. Perform computer operations | 5.1 Plan and prepare for task to be undertaken | 5.1 Describe: <ul style="list-style-type: none"> <li>a. Means of determining requirements of task</li> <li>b. Method of selecting appropriate hardware and software according to task assigned and required outcome</li> <li>c. Manner of planning task to ensure oh &amp; s guidelines and procedures are followed</li> </ul> | <ul style="list-style-type: none"> <li>Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>     | 4 hours          |
|                                |  | 5.2 Practice OH & S guidelines and procedures  | <ul style="list-style-type: none"> <li>Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>Observation</li> </ul>         |                  |
|                                |  | 5.3 Apply task requirements in performing work activity  | <ul style="list-style-type: none"> <li>Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>Observation</li> </ul>         |                  |
|                                |  | 5.4 Describe basic ergonomics of keyboard and computer use   | <ul style="list-style-type: none"> <li>Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>     |                  |
|                                |  | 5.5 Read:  |  |   |                  |
|                                |  |  |  |   |                  |
|                                |  |  |  |   |                  |

| Unit of Competency | Learning Outcomes            | Learning Activities  | Methodology        | Assessment Approach   | Nominal Duration |
|--------------------|------------------------------|--|--------------------|-----------------------|------------------|
|                    |                              | a. Main types of computers and basic features of different operating systems   | • Self-learning    | • Written Test        |                  |
|                    |                              | b. Main parts of a computer  |                    |                       |                  |
|                    |                              | c. Storage devices and basic categories of memory  |                    |                       |                  |
|                    |                              | 5.6 Identify relevant types of software  | • Lecture          | • Written examination |                  |
|                    |                              | 5.7 Demonstrate ability to:<br>a. select appropriate hardware and software according to task assigned and required outcome             | • Demonstration    | • Observation         |                  |
|                    |                              | b. Read and interpret work instruction   | • Self-learning    | • Written Test        |                  |
|                    |                              | 5.8 Practice communication skills  | • Demonstration    | • Observation         |                  |
|                    | 5.2 Input data into computer | 5.9 Describe:<br>Method of entering data into the computer using appropriate program/application in accordance with company procedures | • Group discussion | • Oral evaluation     |                  |
|                    |                              | 5.10 Technique of performing work within ergonomic guidelines  |                    |                       |                  |
|                    |                              | 5.11 Identify means of storing inputted data in storage media according to requirements  | • Lecture          | • Written examination |                  |

| Unit of Competency   | Learning Outcomes | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|--|-------------------|---|--|---|------------------|
|  |                   | 5.12 Practice checking and saving information following standard operating procedures   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     | 3 hours          |
|  |                   | 5.13 Read general security viruses  | <ul style="list-style-type: none"> <li>• Self-learning</li> </ul>    | <ul style="list-style-type: none"> <li>• Written Test</li> </ul>    |                  |
|  |                   | 5.14 Practice calculating computer capacity   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |
|  |                   | 5.15 Practice OH & S principles and responsibilities  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |
|  |                   | 5.16 Perform work within ergonomic guidelines   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |
|  |                   | 5.17 Demonstrate ability to: <ul style="list-style-type: none"> <li>• Store inputted data in storage media according to requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>     |                  |
|  |                   | <ul style="list-style-type: none"> <li>• Enter data into the computer and</li> </ul>  |  |   |                  |
| <ul style="list-style-type: none"> <li>• Select application program in accordance with company procedures</li> </ul> |                   |   |  |   |                  |
| 5.3 Access information using management information systems  |                   | 5.18 Describe: <ul style="list-style-type: none"> <li>• Means of selecting correct program/ application is based on job requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul> | 2 hours          |
|  |                   | <ul style="list-style-type: none"> <li>• Manner of accessing program/application containing the information required</li> </ul>                 |  |   |                  |

| Unit of Competency | Learning Outcomes                              | Learning Activities   | Methodology        | Assessment Approach   | Nominal Duration |
|--------------------|--|---|--------------------|-----------------------|------------------|
|                    |  | according to company procedures   |                    |                       |                  |
|                    |  | 5.19 Identify ways of selecting, opening and closing desktop icons correctly for navigation purposes  | • Lecture          | • Written examination |                  |
|                    |  | 5.20 Apply keyboard techniques in line with oh & s requirements for safe use of keyboards   | • Demonstration    | • Observation         |                  |
|                    |  | 5.21 Demonstrate ability to:<br>5.22 Select, open and close desktop icons correctly for navigation purposes   |                    |                       |                  |
|                    |  | 5.23 Select correct program/application based on job requirements   | • Demonstration    | • Observation         |                  |
|                    |  | 5.24 Access program/application containing the information required according to company procedures   |                    |                       |                  |
|                    | 5.4 Produce/ output data using computer system | 5.25 Describe:<br>Method of printing out data as required using computer hardware/ peripheral devices in accordance with standard operating procedures. | • Group discussion | • Oral evaluation     | 2 hours          |

| Unit of Competency | Learning Outcomes                           | Learning Activities   | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|---|---|--|--|------------------|
|                    |   | 5.26 Read procedure of processing entered data using appropriate software commands  | <ul style="list-style-type: none"> <li>• Self-learning</li> </ul>    | <ul style="list-style-type: none"> <li>• Written Test</li> </ul> |                  |
|                    |   | 5.27 Demonstrate ability to: <ul style="list-style-type: none"> <li>• Process entered data using appropriate software commands</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>  |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Apply techniques of transferring files and data between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>  |                  |
|                    |   | 5.28 Print out data as required using computer hardware/ peripheral devices in accordance with standard operating procedures  | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation</li> </ul>  |                  |
|                    |   | 5.29 Transfer files and data between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures  |  |  |                  |
|                    | 5.5 Maintain computer equipment and systems | 5.30 Describe: <ul style="list-style-type: none"> <li>• Method of implementing Systems for cleaning, minor maintenance and replacement of consumables</li> </ul>  | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> |  | 2 hours          |

| Unit of Competency | Learning Outcomes | Learning Activities  | Methodology   | Assessment Approach   | Nominal Duration |
|--------------------|-------------------|--|---|---|------------------|
|                    |                   | <ul style="list-style-type: none"> <li>• Procedure of implementing procedures for ensuring security of data, including regular back-ups and virus checks in accordance with standard operating procedures</li> </ul> |   |   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Apply technique of implementing basic file maintenance procedures in line with the standard operating procedures</li> </ul>   |   |   |                  |
|                    |                   | <p>6. Follow standard operating procedures in:</p> <p>6.1 Cleaning, minor maintenance and replacement of consumables</p>   | <ul style="list-style-type: none"> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> </ul> |                  |
|                    |                   | <p>6.2 Security of data, including regular back-ups and virus checks</p>   |   |   |                  |
|                    |                   | <p>6.3 Basic file maintenance procedures</p>   |   |   |                  |



**CORE COMPETENCIES**

**(58) hours**

| <b>Unit of Competency</b>                                   | <b>Learning Outcomes</b>                | <b>Learning Activities</b>  | <b>Methodology</b>   | <b>Assessment Approach</b>   | <b>Nominal Duration</b> |
|---|---|---|--|--|-------------------------|
| 1. Supervise/ manage activities involving import seafreight | 1.1 Familiarize with business processes | 1.1 Introduce business process<br>1.2 Discuss and explain concepts on business processes, forms and materials<br>1.3 Discuss and explain policies and regulations on sea freight import<br>1.4 Demonstrate knowledge and skills on how to introduce business processes<br>1.5 Demonstrate knowledge and skills in using forms and materials<br>1.6 Demonstrate knowledge and skills in applying and following policies and regulations on sea freight imports | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> | 4 hours                 |
|   |   | 1.7 Interpret business process<br>1.8 Discuss and explain concepts on business processes, forms and materials<br>1.9 Discuss and explain policies and regulations on sea freight import<br>1.10 Demonstrate knowledge and skills on how to introduce business processes   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                         |

| Unit of Competency | Learning Outcomes | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|-------------------|--|--|--|------------------|
|                    |                   | 1.11 Demonstrate knowledge and skills in using forms and materials<br>1.12 Demonstrate knowledge and skills in applying and following policies and regulations on sea freight imports  |  |  |                  |
|                    |                   | 1.13 Provide samples<br>1.14 Discuss and explain business processes, forms and materials<br>1.15 Discuss and explain policies and regulations on sea freight import<br>1.16 Demonstrate knowledge and skills on how to introduce business processes<br>1.17 Demonstrate knowledge and skills in using forms and materials<br>1.18 Demonstrate knowledge and skills in applying and following policies and regulations on sea freight imports | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |                   | 1.19 Observe actual implementation<br>1.20 Discuss and explain concepts on business processes, forms and materials   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> </ul>                             | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> </ul>                      |                  |

| Unit of Competency | Learning Outcomes | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|-------------------|--|--|--|------------------|
|                    |                   | 1.21 Discuss and explain policies and regulations on sea freight import<br>1.22 Demonstrate knowledge and skills on how to introduce business processes<br>1.23 Demonstrate knowledge and skills in using forms and materials<br>1.24 Demonstrate knowledge and skills in applying and following policies and regulations on sea freight imports   | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Interview</li> </ul>  |                  |
|                    |                   | 1.25 Conduct hands on training<br>1.26 Discuss and explain concepts on business processes, forms and materials<br>1.27 Discuss and explain policies and regulations on sea freight import<br>1.28 Demonstrate knowledge and skills on how to introduce business processes<br>1.29 Demonstrate knowledge and skills in using forms and materials<br>1.30 Demonstrate knowledge and skills in applying and following policies and regulations on sea freight imports | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |

| Unit of Competency | Learning Outcomes  | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|--|---|--|---|------------------|
|                    | 1.2 Disseminate information about policies, seafreight import procedures and regulations | 1.1 Discuss and explain policies on sea freight import procedures and regulations<br>1.2 provide copies of the following documents:<br>a. work instructions<br>b. manuals<br>c. handbook<br>d. hand outs<br>e. soft / hard copies<br>f. audio visual presentation | <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 Examination</li> </ul>   | 3 hours          |
|                    |  | 1.3 Discuss the documents disseminated<br>1.4 Demonstrate the knowledge and skills in following document dissemination  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video presentation</li> <li>• Group discussion</li> <li>• demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>   |                  |
|                    |  | 1.5 Discuss and explain documents on sea freight import<br>1.6 Identify each documents  | <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 Examination</li> </ul>   |                  |
|                    | 1.3 Implement Business Processes   | 1.1 Discuss and explain business processes<br>1.2 Demonstrate implementation of business process  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> </ul> | 2 hours          |

| Unit of Competency | Learning Outcomes | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|-------------------|--|--|--|------------------|
|                    |                   | 1.3 Discuss and explain business process implementation<br>1.4 Conduct implementation of business process                | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>                               | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> <li>•</li> </ul>                                  |                  |
|                    |                   | 1.5 Discuss and explain business process implementation<br>1.6 Assess implementation of business process                 | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> <li>•</li> </ul> |                  |
|                    |                   | 1.7 Discuss and explain evaluation of business process implementation<br>1.8 Evaluate implementation of business process | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> <li>•</li> </ul> |                  |
|                    |                   | 1.9 Discuss and explain validation of business implementation<br>1.10 Validate implementation of business process        | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> </ul>            |                  |

| Unit of Competency | Learning Outcomes                                | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|--|--|--|--|------------------|
|                    | 1.4 Monitor implementation of business processes | <ul style="list-style-type: none"> <li>• Discuss and explain monitoring of business implementation</li> <li>• Observe implementation of business process</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> <li>•</li> </ul> | 1 hour           |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain assessment of business process</li> <li>• Assess implementation of business process</li> </ul>          | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> <li>•</li> </ul>                                  |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain monitoring of business implementation</li> <li>• Evaluate implementation of business process</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>                               | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written Examination</li> <li>•</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain validation of business process</li> <li>• Validate implementation of business process</li> </ul>        | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>   | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul>   |                  |

| Unit of Competency | Learning Outcomes                                    | Learning Activities   | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|--|---|--|--|------------------|
|                    |  |   |  | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>  |                  |
|                    | .5 Evaluate business processes and staff performance | <ul style="list-style-type: none"> <li>• Discuss and explain review actual business process and employee performance review</li> <li>• Review actual business process and employee performance review</li> </ul>          | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> | 2 hours          |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain assessment of actual business process and employee performance review</li> <li>• Assess actual business process and employee performance review</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul>   |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain evaluation of actual business process and employee performance review</li> <li>• Evaluate actual business process and employee performance review</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain validation of actual business process and employee performance review</li> <li>• Validate actual business process and employee performance review</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul>   |                  |

| <b>Unit of Competency</b>                           | <b>Learning Outcomes</b>                   | <b>Learning Activities</b>   | <b>Methodology</b>   | <b>Assessment Approach</b>  | <b>Nominal Duration</b> |
|---|--|--|--|---|-------------------------|
| 2. Oversee the import seafreight team's performance | 2.1 Familiarize with the company protocols | <ul style="list-style-type: none"> <li>• Discuss and explain HR and Admin protocols, rules and regulations</li> <li>• Coordinate with HR and admin, get copies of business protocols, rules and regulations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> </ul>                       | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Written Examination</li> </ul>   | 2 hours                 |
|   |  | <ul style="list-style-type: none"> <li>• Discuss and explain business protocol</li> <li>• Study and review the business protocol alone, by group, and with the assistance of HR/Admin</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> </ul>                       | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Written Examination</li> </ul>   |                         |
|   |  | <ul style="list-style-type: none"> <li>• Discuss and explain principles and concepts on focus group discussion</li> <li>• Write down possible areas of concern and ask questions from the group and HR/Admin</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> <li>• Group discussion</li> <li>• Role play</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Written Examination</li> </ul>                      |                         |
|   |  | <ul style="list-style-type: none"> <li>• Discuss and explain HR and Admin, operations group protocols, rules and regulations</li> <li>• Observe and understand the regular business updates from HR and the operations group and get opinions and ideas from peers.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> </ul>                       | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Written Examination</li> <li>• Interview</li> </ul> |                         |



| Unit of Competency  | Learning Outcomes   | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|---|---|---|--|---|------------------|
|   |   |   |  |   |                  |
|   |   | <ul style="list-style-type: none"> <li>• Discuss and explain application of business protocols in workplace at sea freight department and discrepancy reporting</li> <li>• Observe application of business protocols in workplace at sea freight department and report discrepancies to the Manager.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> </ul>   | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Written Examination</li> <li>• Interview</li> </ul> |                  |
|   | 2.2 Familiarize with the functions and responsibilities of the supervisor/ import manager | <ul style="list-style-type: none"> <li>• Discuss and explain functions and responsibilities of the supervisor/ import manager</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration with questioning</li> </ul>   | 2 hours          |
| <ul style="list-style-type: none"> <li>• Discuss and explain documentation</li> <li>• Take down notes and try to study and evaluate said functions in the operations department.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>  | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |   |                  |
| <ul style="list-style-type: none"> <li>• Discuss and explain of benchmarking of import manager</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>  | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>  |   |                  |

| Unit of Competency  | Learning Outcomes   | Learning Activities   | Methodology  | Assessment Approach  | Nominal Duration |
|---|---|---|--|--|------------------|
|   |   | vis-à-vis company rules and procedures <ul style="list-style-type: none"> <li>• Evaluate the functions in accordance with the company rules and procedures.</li> </ul>  | <ul style="list-style-type: none"> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|   |   | <ul style="list-style-type: none"> <li>• Discuss and explain functions and responsibilities of import manager within workplace</li> </ul><br><ul style="list-style-type: none"> <li>• Apply the functions and responsibilities within the workplace in the absence of the Manager</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration with questioning</li> </ul>                        |                  |
|   | 2.3 Participate in planning and organizing activities of                  | <ul style="list-style-type: none"> <li>• Discuss and explain variances and differences of functions vis-à-vis actual implementation</li> <li>• Discuss and explain documentation and reporting</li> <li>• Observe variances and differences of functions as per the written rules against actual application and report same to the manager for possible modification and improvement.</li> </ul><br><ul style="list-style-type: none"> <li>• Discuss and explain departmental meetings, proceedings and documentation</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul>   | 4 hours          |
| <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> </ul> |   |  |  |                  |

| Unit of Competency | Learning Outcomes              | Learning Activities  | Methodology   | Assessment Approach  | Nominal Duration |
|--------------------|--------------------------------|--|---|--|------------------|
|                    | import sea freight department. | <ul style="list-style-type: none"> <li>Always join the departmental meetings with the group and observe the proceedings.</li> </ul>  | <ul style="list-style-type: none"> <li>Role play</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstration with questioning</li> <li>Interview</li> <li>Written exam</li> </ul>                                |                  |
|                    |                                | <ul style="list-style-type: none"> <li>Discuss and explain participation in planning and organization of activities within the import sea freight department</li> <li>Be pro-active to participate in planning and organization of activities within the import sea freight department.</li> </ul> | <ul style="list-style-type: none"> <li>Re-Orientation</li> <li>Group discussion</li> <li>Role play</li> </ul> | <ul style="list-style-type: none"> <li>Experiential learning</li> <li>Demonstration with questioning</li> <li>Interview</li> <li>Written exam</li> </ul> |                  |
|                    |                                | <ul style="list-style-type: none"> <li>Discuss and explain planning strategies and actual application</li> <li>Observe the proceedings of the planning strategies and its actual application within the workplace.</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture</li> <li>Group discussion</li> <li>Role play</li> </ul>        | <ul style="list-style-type: none"> <li>Demonstration with questioning</li> <li>Interview</li> <li>Written exam</li> </ul>                                |                  |
|                    |                                | <ul style="list-style-type: none"> <li>Discuss and explain strategies</li> <li>Test the strategies if it is workable or not. If yes, improve it further. If no, modify or delete the planned strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture</li> <li>Group discussion</li> <li>Role play</li> </ul>        | <ul style="list-style-type: none"> <li>Experiential learning</li> <li>Demonstration with questioning</li> <li>Interview</li> <li>Written exam</li> </ul> |                  |
|                    |                                | <ul style="list-style-type: none"> <li>Discuss and explain data gathering, its effect and implication to department</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> <li>Group discussion</li> <li>Role play</li> </ul>        | <ul style="list-style-type: none"> <li>Interview</li> <li>Written exam</li> </ul>  |                  |

| Unit of Competency | Learning Outcomes  | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|--|--|--|--|------------------|
|                    |  | <ul style="list-style-type: none"> <li>• Gather all data and study how all these data are further improved to benefit the department.</li> <li>• Report the detailed proceeding of the planning and organizing activities that were done to the higher management.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Role play</li> </ul>  | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written exam</li> </ul>   |                  |
|                    | 2.4 Disseminate work instructions for implementation in accordance with established work procedures. | <ul style="list-style-type: none"> <li>• Discuss and explain work instructions</li> <li>• Ensure that all work instructions received are properly documented and in accordance with the processes.</li> <li>• Discuss and explain work instruction</li> <li>• Discuss and legal ethics and standards of company</li> <li>• Study and evaluate the work instructions if it is legally in</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written exam</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written exam</li> </ul> | 1 hour           |

| Unit of Competency | Learning Outcomes | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|-------------------|--|--|--|------------------|
|                    |                   | <p>accordance with the standards of the company.</p> <ul style="list-style-type: none"> <li>• Discuss and explain variances and differences in implementation</li> <li>• Discuss and explain protocol</li> <li>• If there are variances and differences in its implementation, discuss such variances with the higher management without delay.</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written exam</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain work instructions</li> <li>• Discuss and explain work dissemination and guidance of staffs concerned</li> <li>• If work instructions are in proper form, disseminate the instructions to the corresponding staff and guide the staff in his/her workplace.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>                       | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Written exam</li> </ul>   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain mentoring of staffs</li> <li>• Discuss and explain documentation and reporting</li> <li>• Mentor the staff properly until said instructions from management is completely understood and compliant in accordance with standards.</li> <li>• Report the activity to higher management</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>                       | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written exam</li> </ul> |                  |

| Unit of Competency | Learning Outcomes   | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|---|--|--|--|------------------|
|                    | 2.5 Validate data for setting up budgets and targets of import seafreight department. | 3. Discuss and explain data gathering<br>4. Discuss and explain budgets and targets set-up<br>5. Gather all data in relation to setting up of budgets and targets for the department.  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written exam</li> </ul>   | 2 hours          |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain evaluation of data</li> <li>• Evaluate and study all data for the whole year and make comparison with the previous years.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul>                          | <ul style="list-style-type: none"> <li>• Written exam</li> </ul>   |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain assessment of performance</li> <li>• Take into consideration what will take place for the next years to come and the outcome of the current year performance.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul>                          | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written exam</li> </ul> |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain validation or reports</li> <li>• Discuss and explain documentation and reporting of suggestions and recommendations</li> <li>• Validate all the report and prepare a summary of suggestions and recommendations.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>  | <ul style="list-style-type: none"> <li>• Written exam</li> </ul>   |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain budget forecast</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>  | <ul style="list-style-type: none"> <li>• Written exam</li> </ul>   |                  |

| Unit of Competency  | Learning Outcomes                        | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|---|--|---|--|---|------------------|
|   |  | <ul style="list-style-type: none"> <li>• Discuss and explain documentation and reporting</li> <li>• Submit the report and assist the Manager to finalize and conclude the budget forecast for the preceding year.</li> </ul>  |  |   |                  |
|   |  | <ul style="list-style-type: none"> <li>• Discuss and explain filing of documents</li> <li>• Discuss and explain forecasting</li> <li>• File all working documents and the final report as a reference for the next year conduct of department forecast.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written exam</li> </ul>             |                  |
| <p>3. Oversee the coordination with overseas agents on shipment status particularly on any irregularity</p> | <p>3.1 Monitor every import shipment</p> | <ul style="list-style-type: none"> <li>• Discuss and explain computer operation</li> <li>• Open incoming emails regularly for any pre-alerts coming from foreign agents</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video presentation</li> </ul>                  | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Written exam</li> </ul> | <p>4 hours</p>   |
|   |  | <ul style="list-style-type: none"> <li>• Discuss and explain postal mails</li> <li>• Discuss and explain pre-alerts from shipping lines, shippers, consignees and third parties</li> <li>• Check postal mails everyday and check incoming facsimile transmissions for any pre-alerts coming from shipping lines, shippers, consignees, and other third parties</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video presentation</li> </ul>                  | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written exam</li> </ul>             |                  |

| Unit of Competency | Learning Outcomes  | Learning Activities  | Methodology   | Assessment Approach   | Nominal Duration |
|--------------------|--|--|---|---|------------------|
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain type, mode and use of communications</li> <li>• Discuss and explain documentation</li> <li>• Record all incoming calls from international and domestic phones calls, mobile phones, social media nets, and other sources of information for a possible incoming shipment from abroad</li> </ul>     | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>                               | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> <li>• Interview</li> <li>• Written exam</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain information gathering</li> <li>• Discuss and explain documentation and filing</li> <li>• Gather all information pertaining to import shipments and collate all details available and put in one single job file for each transaction</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Written exam</li> </ul>  |                  |
|                    | 3.2 Check and investigate any discrepancy and/or inconsistency on shipping documents | <ul style="list-style-type: none"> <li>• Discuss and explain Bill of Lading</li> <li>• Compare details of the house BL against the master BL: <ul style="list-style-type: none"> <li>-Name of Consignee</li> <li>- Container number</li> <li>- Commodity description</li> <li>-Number of packages</li> <li>-measurement</li> <li>- weight</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul>         | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul>      | 3 hours          |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain coordination</li> <li>• Discuss and explain time calculation</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul>         | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> </ul>  |                  |



| Unit of Competency | Learning Outcomes | Learning Activities   | Methodology   | Assessment Approach  | Nominal Duration |
|--------------------|-------------------|---|---|--|------------------|
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain fees (ports of discharge and destination charges)</li> <li>• Coordinate with shipping lines to know estimated time of arrival of vessel, calculate the exact time when to lodge import manifest and inquire ports of discharge and destination charges if there is any</li> </ul>          |   | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> </ul>   |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain Bill of Lading</li> <li>• If there is discrepancy found in either Master and/or House BL, communicate and coordinate with shipping Lines and foreign agents, and begin to investigate to ensure correctness and similarity of entries of both BIs prior to lodging the manifest</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain evaluation</li> <li>• If discrepancies in both B/L's are already corrected, review and re-evaluate the documents to finalize the documents for manifest</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain import documents</li> <li>• Discuss and explain BOC policies</li> <li>• Manifest the corrected import documents with the BOC</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain HBL</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> </ul>   | 1 hour           |

| Unit of Competency | Learning Outcomes                            | Learning Activities   | Methodology   | Assessment Approach  | Nominal Duration |
|--------------------|--|---|---|--|------------------|
|                    | 3.3 Ensure proper handling of bill of lading | <ul style="list-style-type: none"> <li>• Send pre-alerts to consignees with copy of the HBL, stating the following:               <ul style="list-style-type: none"> <li>-estimated time of arrival</li> <li>-Port of discharge</li> <li>-Billing statements</li> <li>-other special instructions in the HBL</li> </ul> </li> </ul> |   | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> </ul>   |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain verification of HBL</li> <li>• Verify type of HBL issued by foreign agents:               <ul style="list-style-type: none"> <li>-Through BL</li> <li>-Surrendered BL</li> <li>-Waybill</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain collection of HBL</li> <li>• Discuss and explain Delivery Order</li> <li>• Ensure collection of original HBL with endorsement from consignee on presentation before Delivery Order is issued</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain HBL</li> <li>• If there is no need to collect original HBL, release the DO after payment of all destination charges</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain documentation</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> </ul>   |                  |

| Unit of Competency | Learning Outcomes   | Learning Activities  | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|---|--|--|--|------------------|
|                    |   | <ul style="list-style-type: none"> <li>• .Keep original HBL and/or copies inside file for future reference and advice foreign agents that shipment is to be released.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Demonstration with questioning</li> </ul>   |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain documentation</li> <li>• Discuss and explain MBL</li> <li>• Discuss and explain destination charges</li> <li>• Surrender original and endorsed MBL to shipping lines and pay destination charges</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> </ul>    | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul> |                  |
|                    | 3.4 Check the accuracy of invoices/billing statement of overseas agents | <ul style="list-style-type: none"> <li>• Discuss and explain debit/credit notes</li> <li>• Check if the accompanying documents coming from foreign agents have debit notes and/or credit notes or other accounting information</li> </ul>                                | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written exam</li> </ul>   | 1 hour           |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain invoices</li> <li>• Discuss and explain evaluation of invoices</li> <li>• Evaluate the corresponding invoices in relation to the terms of shipment shown in the HBL and MBL</li> </ul>                      | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written exam</li> </ul>   |                  |

| Unit of Competency               | Learning Outcomes  | Learning Activities  | Methodology  | Assessment Approach   | Nominal Duration |
|----------------------------------|--|--|--|---|------------------|
|                                  |  | <ul style="list-style-type: none"> <li>Discuss and explain documentation</li> <li>If HBL is properly presented and all destination charges are paid, release the DO to consignee for customs clearance.</li> </ul> | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Written exam</li> </ul>        |                  |
|                                  |  | <ul style="list-style-type: none"> <li>Discuss and explain documentation and filing</li> <li>Keep photocopies of all documents inside file.</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Written exam</li> </ul>        |                  |
|                                  |  | <ul style="list-style-type: none"> <li>Discuss and explain coordination</li> <li>Inform and advice foreign agents that shipment has been released to consignee.</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Written examination</li> </ul> |                  |
|                                  |  | <ul style="list-style-type: none"> <li>Discuss and explain profit and loss statement</li> <li>Prepare the profit and loss statement of that file and submit to accounting office. Close the file.</li> </ul>       | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Written examination</li> </ul> |                  |
| 4. Control of shipping Documents | 4.1 Monitor, check & forward all relevant import information & documents to the person in charge | <ul style="list-style-type: none"> <li>Discuss and explain pre-alert documents and agent's special instructions</li> <li>Introduce Pre-alert documents &amp; possible agent's special instructions</li> </ul>      | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Written Examination</li> </ul> | 2 hours          |
|                                  |  | <ul style="list-style-type: none"> <li>Discuss and explain interpretation of pre-alert documents and agent's special instructions</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Written Examination</li> </ul> |                  |

| Unit of Competency | Learning Outcomes   | Learning Activities  | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|---|--|--|---|------------------|
|                    |   | <ul style="list-style-type: none"> <li>• Interpret Pre-alert documents &amp; possible agent's special instructions</li> </ul>  |  |   |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain pre-alert documents and agent's special instruction</li> <li>• Provide samples of Pre-alert documents &amp; agent's special instructions</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>                   |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain implementation</li> <li>• Observe actual implementation</li> <li>• Conduct hands-on training</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> </ul>          |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Oral Examination</li> </ul> |                  |
|                    | 4.2 Approve all final billing charges related to individual shipments | <ul style="list-style-type: none"> <li>• Discuss and explain company billing statement, carriers billing statement, standard local charges &amp; payment request form related to individual shipments &amp; companies billing statement</li> <li>• Introduce company billing statement, carriers billing statement, standard local charges &amp; payment request form related to individual shipments &amp; companies billing statement</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>                   | 1 hour           |

| Unit of Competency | Learning Outcomes | Learning Activities  | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|-------------------|--|--|---|------------------|
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain how to interpret company billing statement, carriers billing statement, standard local charges &amp; payment request form related to individual shipments &amp; companies billing statement</li> <li>• Interpret company billing statement, carriers billing statement, standard local charges &amp; payment request form related to individual shipments &amp; companies billing statement</li> </ul>    | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain samples of company billing statement, carriers billing statement, standard local charges &amp; payment request form related to individual shipments &amp; companies billing statement</li> <li>• Provide samples of company billing statement, carriers billing statement, standard local charges &amp; payment request form related to individual shipments &amp; companies billing statement</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain actual implementation</li> <li>• Observe actual implementation</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |

| Unit of Competency | Learning Outcomes   | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration |
|--------------------|---|---|--|---|------------------|
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain hands-on training</li> <li>• Conduct hands-on training</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |
|                    | 4.2 Approve all required documents for customs clearance of broker / consignee's representative | <ul style="list-style-type: none"> <li>• Discuss and explain bank guarantee, delivery order &amp; Import documentary requirements</li> <li>• Introduce bank guarantee, delivery order &amp; Import documentary requirements</li> </ul>            | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> | 1 hour           |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain bank guarantee, delivery order &amp; Import documentary requirements</li> <li>• Interpret bank guarantee, delivery order &amp; Import documentary requirements</li> </ul>            | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain provision of bank guarantee, delivery order &amp; Import documentary requirements</li> <li>• Provide bank guarantee, delivery order &amp; Import documentary requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain actual implementation</li> <li>• Observe actual implementation</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |
|                    |   | <ul style="list-style-type: none"> <li>• Discuss and explain hands-on training</li> <li>• Conduct hands-on training</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> |                  |

| Unit of Competency           | Learning Outcomes  | Learning Activities  | Methodology   | Assessment Approach   | Nominal Duration |
|------------------------------|--|--|---|---|------------------|
|                              | 4.3 Monitor smooth facilitation of all sea freight import documents  | <ul style="list-style-type: none"> <li>Discuss and explain business process and employee performance review</li> <li>Review actual business process and employee performance review</li> </ul> | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>Written and oral Examination</li> </ul>  | 4 hours          |
|                              |  | <ul style="list-style-type: none"> <li>Discuss and explain assessment of business process</li> <li>Assess actual business process</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> </ul>    | <ul style="list-style-type: none"> <li>Written and oral Examination</li> <li>Demonstration with questioning</li> <li>Interview</li> </ul> |                  |
|                              |  | <ul style="list-style-type: none"> <li>Discuss and explain validation of business process</li> <li>Validate actual business process</li> </ul>   |   |   |                  |
|                              | 4.4 Evaluate Key Performance Indicators on Standard Operating Procedures of communication and documentation of all staff | <ul style="list-style-type: none"> <li>Discuss and explain employee performance review</li> <li>Review employee performance review</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture</li> <li>Case study</li> </ul>       | <ul style="list-style-type: none"> <li>Written Examination</li> <li>Demonstration with questioning</li> </ul>                             | 2 hours          |
|                              |  | <ul style="list-style-type: none"> <li>Discuss and explain validation of employee performance</li> <li>Validate employee performance review</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> <li>Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>Demonstration with questioning</li> <li>Interview</li> </ul>                                       |                  |
| 5 Ensure that claims arising | 5.1 Gather and analyze   | <ul style="list-style-type: none"> <li>Discuss and explain legal documents</li> </ul>  | <ul style="list-style-type: none"> <li>Lecture</li> <li>Case study</li> </ul>       | <ul style="list-style-type: none"> <li>Written Examination</li> </ul>   | 2 hours          |



| <b>Unit of Competency</b>  | <b>Learning Outcomes</b>  | <b>Learning Activities</b>  | <b>Methodology</b>  | <b>Assessment Approach</b>  | <b>Nominal Duration</b> |
|--|---|---|---|---|-------------------------|
| from cargo losses, damages, theft, and other irregularities are processed. | documentary evidences   | <ul style="list-style-type: none"> <li>• Discuss and explain cases and situations related to legal documents</li> <li>• Demonstrate knowledge and skills in gathering and analyzing documentary evidences</li> <li>• Demonstrate knowledge and skills in evaluating cases and situations</li> <li>• Demonstrate knowledge and skills in validating documents</li> </ul>   | <ul style="list-style-type: none"> <li>• Video presentation</li> </ul>  |   |                         |
|  | 5.2 Investigate the nature of claim                                     | <ul style="list-style-type: none"> <li>• Discuss and explain claims</li> <li>• Discuss and explain the conduct of inspection</li> <li>• Discuss and explain preliminary report preparation</li> <li>• Demonstrate knowledge and skills in discussing nature of claim</li> <li>• Demonstrate knowledge and skills in conducting ocular inspection</li> <li>• Demonstrate knowledge and skills in preparing preliminary report</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> <li>• Video presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> | 2 hours                 |
|  | 5.3 Report the incident of damages and losses to all concerned parties. | <ul style="list-style-type: none"> <li>• Discuss and explain manner of reporting to admin/legal department</li> <li>• Discuss and explain manner of reporting to foreign agents and all aggrieved parties</li> <li>• Demonstrate knowledge and skills in reporting to admin/legal department</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> <li>• Video presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul> | 2 hours                 |

| Unit of Competency  | Learning Outcomes   | Learning Activities   | Methodology   | Assessment Approach   | Nominal Duration |
|---|---|---|---|---|------------------|
|   |   | <ul style="list-style-type: none"> <li>• Demonstrate knowledge and skills in reporting to foreign agents and all aggrieved parties</li> </ul>   |   |   |                  |
|   | 5.4 Process the claim.  | <ul style="list-style-type: none"> <li>• Discuss and explain prescription period</li> <li>• Discuss and explain pertinent documents and supporting records</li> <li>• Discuss and explain preparation of notice of claim</li> <li>• Discuss and explain documentation and records keeping</li> <li>• Demonstrate knowledge and skills in identifying prescription period</li> <li>• Demonstrate knowledge and skills in documentation</li> <li>• Demonstrate knowledge and skills in preparing notice of claim</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> <li>• Video presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>   | 2 hours          |
| 6 Evaluate reports required to support business decisions and comply with government requirements | 6.1 Familiarize with reports for internal use and for statutory purposes. | <ul style="list-style-type: none"> <li>• Discuss and explain purpose of reports</li> <li>• Introduce reports for statutory purposes</li> <li>• Introduce reports for internal use</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• demonstration</li> </ul>                            | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>   | 2 hours          |
|   |   | <ul style="list-style-type: none"> <li>• Discuss and explain interpretation of business reports</li> <li>• Interpret different types of reports</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> </ul>      | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> </ul> |                  |

| Unit of Competency | Learning Outcomes  | Learning Activities   | Methodology   | Assessment Approach  | Nominal Duration |
|--------------------|--|---|---|--|------------------|
|                    |  |   |   | <ul style="list-style-type: none"> <li>• Interview</li> </ul>  |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain samples</li> <li>• Discuss and explain reports in providing samples</li> <li>• Provide samples</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain implementation</li> <li>• Observe actual implementation</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul>                       | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |  | <ul style="list-style-type: none"> <li>• Discuss and explain hands-on training</li> <li>• Conduct hands-on training</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul>                       | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    | 6.2 Identify and organize the kind of data required for analysis | <ul style="list-style-type: none"> <li>• Discuss and explain analysis of the following documents: <ul style="list-style-type: none"> <li>- work instructions</li> <li>- manuals</li> <li>- Handbook</li> <li>- hand outs</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>   | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>  | 2 hours          |

| Unit of Competency | Learning Outcomes            | Learning Activities   | Methodology  | Assessment Approach   | Nominal Duration  |
|--------------------|------------------------------|---|--|---|---|
|                    |                              | <ul style="list-style-type: none"> <li>- soft / hard copies</li> <li>- audio visual presentation</li> <li>• Establish the kind of data required for analysis of the following documents:               <ul style="list-style-type: none"> <li>• work instructions</li> <li>• manuals</li> <li>• handbook</li> <li>• hand outs</li> <li>• soft / hard copies</li> <li>• audio visual presentation</li> </ul> </li> </ul> |  |   |   |
|                    |                              | <ul style="list-style-type: none"> <li>• Discuss and explain how to classify documents according to the required analysis</li> <li>• Classify the documents according to the required analysis</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• interview</li> </ul>        |   |
|                    |                              | <ul style="list-style-type: none"> <li>• Discuss and explain preparation of documents according to the required data analysis for presentation</li> <li>• Prepare each documents according to the required data analysis for presentation</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> <li>• interview</li> </ul> |   |
|                    | 6.3 Implement data gathering | <ul style="list-style-type: none"> <li>• Discuss and explain implementation of data gathering</li> <li>• Demonstrate implementation of data gathering</li> </ul>  | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• demonstration</li> </ul>   | <ul style="list-style-type: none"> <li>• Written Examination</li> </ul>   | <ul style="list-style-type: none"> <li>• Hours</li> </ul> |

| Unit of Competency | Learning Outcomes | Learning Activities   | Methodology  | Assessment Approach  | Nominal Duration |
|--------------------|-------------------|---|--|--|------------------|
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain implementation of data gathering</li> <li>• Conduct implementation of data gathering</li> </ul>                | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain assessment of implementation of data gathering</li> <li>• Assess implementation of data gathering</li> </ul>   | <ul style="list-style-type: none"> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain evaluation of implementation of data gathering</li> <li>• Evaluate implementation of data gathering</li> </ul> | <ul style="list-style-type: none"> <li>• Case study</li> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |                   | <ul style="list-style-type: none"> <li>• Discuss and explain validation of implementation of data gathering</li> <li>• Validate implementation of data gathering</li> </ul> | <ul style="list-style-type: none"> <li>• Case study</li> <li>• Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |

| Unit of Competency | Learning Outcomes         | Learning Activities   | Methodology   | Assessment Approach  | Nominal Duration |
|--------------------|---------------------------|---|---|--|------------------|
|                    | 6.4 Analyze data gathered | <ul style="list-style-type: none"> <li>• Discuss and explain review implementation of data gathered</li> <li>• Review implementation of data gathered</li> </ul>          | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Group discussion</li> </ul>                            | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Demonstration with questioning</li> </ul>   | 2 hours          |
|                    |                           | <ul style="list-style-type: none"> <li>• Discuss and explain assessment of implementation of data gathered</li> <li>• Assess implementation of data gathered</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case study</li> <li>• Group discussion</li> </ul>      | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |                           | <ul style="list-style-type: none"> <li>• Discuss and explain evaluation of implementation of data gathered</li> <li>• Evaluate implementation of data gathered</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |
|                    |                           | <ul style="list-style-type: none"> <li>• Discuss and explain validation implementation of data gathered</li> <li>• Validate implementation of data gathered</li> </ul>    | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case study</li> <li>• Video presentation</li> <li>• Group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Written and oral Examination</li> <li>• Experiential learning</li> <li>• Demonstration with questioning</li> <li>• Interview</li> </ul> |                  |

### 3.1 TRAINING DELIVERY

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 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 performance of all specified competencies.
1. 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 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 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 traditional classroom-based or in-center instruction may be enhanced through use 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 training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson 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 craftsperson.
- 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** – 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 Programs (MTP).

## **3.3 TRAINEE ENTRY REQUIREMENTS**

Trainees who want to enroll in this qualification must possess the following requirements:

- Must have completed the ten (10) year basic education or an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder
- Must possess good communication skills
- Must be computer literate



### 3.2 TOOLS, EQUIPMENT AND MATERIALS

#### MULTIMODAL TRANSPORT OPERATIONS AND LOGISTICS (SEAFREIGHT IMPORT) SERVICES NC IV

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for **Multimodal Transport Operations and Logistics Services NC IV** are as follows:

| QTY.    | EQUIPMENT   | QTY.   | TOOLS/MATERIALS                         | QTY.   | REFERENCES                                      |
|---------|---|--------|---|--------|---|
| 1 unit  | Executive Table   | 1 unit | Forms and Materials                     | 1 unit | Business Process Manual                         |
|         | Tables and Chairs for 25 students                               | 1 unit | Calculator                              | 1 unit | Harmonize Systems Code and Trade Agreements     |
| 1 unit  | Clerical Table  | 1 unit | Internet Connection                     | 1 unit | Dictionary of Shipping Terms                    |
| 1 pc.   | Whiteboard  | 1 unit | Training Handouts                       | 1 unit | Employees Manuals / Handbook                    |
| 1 unit  | USB of PowerPoint presentation                                  | 1 unit | Business Cards                          | 1 unit | Employee Profiles / Terms of Reference          |
| 1 unit  | LCD Projector   | 1 unit | Stationaries / Business Letterheads     | 1 unit | TACT Rules Book                                 |
| 1 unit  | Laptop (for lecturer)   | 1 unit | Logbook / Master files                  | 1 unit | ICC Incoterms                                   |
| 1 unit  | Computer for administrative and clerical work                   | 1 unit | Certificates                            | 1 unit | DG Books  |
| 5 units | Computer for technology resource center and class demonstration | 1 unit | Forms (Report and Evaluation)           | 1 unit | Work Instructions                               |
| 1 unit  | Different media Channels (telephone, emails, viber, skype)      | 1 unit | World Map                               | 1 unit | Basic Occupational Safety and Health            |
| 1 unit  | Laser pointer   | 1 unit | Table of Measurement / Conversion Table | 1 unit | Foreign Exchange Rates                          |
| 1 unit  | Air-conditioning Unit   | 1 unit | Quality Management Systems              | 1 unit | Quality Operation Manuals                       |
| 1 unit  | AV Equipment  | 1 unit | Shipping lines schedule                 | 1 unit | Environmental Laws                              |
| 1 unit  | Sound System  |        |   | 1 unit | Local Regulations (BOC, DENR, LTFRB, DTI, etc.) |
|         |   |        |   | 1 unit | Agency contracts / agreements                   |
|         |   |        |   | 1 unit | Transport Tariff (e.g. Destination, Origin)     |

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees

| Space Requirement  | Size in Meters  | Area in Sq. Meters |
|--|---|--------------------|
| Student/Trainee Performance Space (S/TPS)                      | 5 x 8 m.  | 43 sq. m.          |
| Technology Resource Center (TRC)                               | 2 x 5 m.  | 10 sq. m.          |
| Circulation Area   | (S/TPS+PSR+TRC+CR) X 30%<br>(40+6+10+10) X 30%=19.8sq.m.) | 23sq. m.           |
| Separate Restrooms for Male and Female Trainees/ Students (CR) | 2 x 5 m.  | 10 sq. m.          |
|  | Total Workshop Area                                       | 86 sq. m.          |

### 3.6 TRAINER'S QUALIFICATIONS FOR MULTIMODAL TRANSPORT OPERATIONS AND LOGISTICS (SEAFREIGHT IMPORT) SERVICES NC IV

- Must be a holder of NTTC I in Multimodal Transport Operations and Logistics Services ( Seafreight Import) NC IV
- Must have at least 4 years job / freight forwarding documentation services experience

### 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 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 when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.

4.1.2 Individuals 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 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.

4.1.4 The following are qualified to apply for assessment:

4.1.4.1 Graduating students/trainees of NTR programs or graduates of formal/non-formal/informal including enterprise-based trainings related to multimodal transport operations and logistics services.

1.1.4.2 Industry workers in the multimodal transport operations and logistics services.

4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:

- a. Entry requirements for candidates
- b. Evidence gathering methods
- c. Qualification requirements of competency assessors
- d. Specific assessment and certification arrangements as identified by industry

## **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 – TRANSPORT AND LOGISTICS SECTOR  
(MULTIMODAL TRANSPORT OPERATIONS AND LOGISTICS SERVICES NCIV)**

**BASIC COMPETENCIES**

|  |                          |   |   |   |  |   |  |  |
|--|--------------------------|---|---|---|--|---|--|--|
| 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                             |
| Utilize specialized communication skill        | Develop and lead teams   | Perform higher-order thinking processes and apply techniques in the workplace | Contribute to the practice of social justice in the workplace | Manage innovative work instructions                                     | Manage and evaluate usage of information | Lead in improvement of occupational safety and health (OSH) programs, policies and procedures | Lead towards improvement of environmental work programs, policies and procedures | Sustain entrepreneurial skills   |

## COMMON COMPETENCIES

|  |                                       |                                    |                              |                             |
|--|---------------------------------------|------------------------------------|------------------------------|-----------------------------|
| Apply freight forwarding documentation services and workplace procedures | Perform workplace security and safety | Provide effective customer service | Contribute to quality system | Perform computer operations |
|--|---------------------------------------|------------------------------------|------------------------------|-----------------------------|

## CORE COMPETENCIES

|  |   |   |                               |  |  |
|--|---|---|-------------------------------|--|--|
| Supervise/ manage activities involving import sea freight operations | Oversee import sea freight team's performance | Oversee the coordination with overseas agents on shipment status particularly on any irregularity | Control of shipping documents | Ensure that claims arising from cargo losses, damages, theft, and other irregularities are processed | Prepare reports required to support business decisions and comply with government requirements |
|--|---|---|-------------------------------|--|--|

## ACRONYMS NC IV

|       |  |
|-------|--|
| 3R    | Reduce, Reuse, Recycle                               |
| 5S    | Sort, Set in order, Shine, Standardize and Sustain   |
| CD    | Compact Disc   |
| CLM   | Contextual Learning Matrix                           |
| DACUM | Developing A Curriculum                              |
| ECC   | Environmental Compliance Certificate                 |
| EDI   | Electronic Data Interchange                          |
| EMS   | Environmental Management Systems                     |
| ERS   | Emergency Recovery Surcharge                         |
| GOs   | Government Organizations                             |
| ID    | Identification                                       |
| ISO   | International Organization for Standardization       |
| KPI   | Key Performance Indicator                            |
| MSME  | Micro-Small-Medium Enterprises                       |
| NGOs  | Non-Government Organizations                         |
| OHS   | Occupational Health and Safety                       |
| OSHA  | Occupational Safety and Health Association           |
| PDCA  | Plan-Do-Check-Act                                    |
| PPE   | Personal Protective Equipment                        |
| PWD   | Person With Disability                               |
| SOP   | Standard Operating Procedure                         |
| SWOT  | Strengths, Weaknesses, Opportunities and Threats     |
| TESDA | Technical Education and Skills Development Authority |
| TNA   | Training Needs Analysis                              |
| TQM   | Total Quality Management                             |
| TR    | Training Regulation                                  |
| TVET  | Technical and Vocational Education and Training      |
| UV    | Ultra Violet   |

## GLOSSARY OF TERMS

|                       |  |
|-----------------------|--|
| Analytical techniques | A method involving the careful, systematic study of something  |
| Aural                 | Relating to the ear or sense of hearing  |
| Blueprint             | An early plan or design that explains how something might be achieved  |
| Career path           | The way you progress in your work, either in one job or series of jobs                                       |
| Coherent              | Logical, clear, and consistent   |
| Collaborative         | Involving two or more people working together for a special purpose  |
| Collate               | The grouping together of related items to provide a record of events and facilitate further processing       |
| Collusion             | A secret agreement or cooperation especially for an illegal or deceitful purpose                             |
| Connivance            | Willingness to secretly allow or be involved in wrongdoing especially an immoral or illegal act              |
| Constructively        | In a way that has or is intended to have a useful or beneficial purpose                                      |
| Conventions           | An agreement between countries particularly matters, especially one less formal than a treaty                |
| Denudation            | The act of stripping (something) of its covering, possession or assets; make bare ie. denudation of a forest |
| Diffuse               | Spread out over a large area   |
| Domain                | A specified sphere of activity or knowledge  |
| Dynamics              | Forces or processes that produce change inside a group or system   |
| Eliciting             | To get or produce something, especially information or reaction  |
| Empathy               | The ability to understand and share the feelings of others   |
| Entrepreneurial       | having to do with the creation and development of economic ventures  |
| Ergonomics            | Relating to or designed for efficiency and comfort in the working environment                                |



|                       |  |
|-----------------------|--|
| Escalation procedures | Steps to be taken when service levels do not meet with contractual requirement such as reporting to higher authorities for disposition   |
| Ethical standards     | Standard principles that encourage the greater values of trust, fairness and benevolence   |
| Fishbone analysis     | A business tool that is used to conduct a cause and effect analysis for a particular problem that needs a solution   |
| Foster                | Encourage or promote the development of something regarded as good   |
| Frisking              | Body search as in a search for hidden weapons, drugs, explosives or other deadly items   |
| Front-end analysis    | A process that clearly defines the objectives of training  |
| Gantt chart           | A chart in which a series of horizontal lines shows the amount of work done or production completed in a certain period of time in relation to the amount planned for those period |
| Ideology              | The ideas and manner of thinking characteristic of a group, social class or individual   |
| Interpersonal         | Quality of proper behavior in relation to others   |
| Judicious             | Having, showing or done with good judgment, sense, or fairness   |
| Magnetometers         | An instrument used to detect the presence of metallic object   |
| Mechanism             | A natural or established process by which something takes place or is brought about  |
| Methodology           | A system of methods used in a particular area or study or activity   |
| Parameters            | A numerical or other measurable factor forming one of a set that defines a system or sets the conditions of its operation  |
| Peripheral            | Of secondary or minor importance; on the sidelines of a major object or concept  |
| Perks                 | Special benefits that are given to people who have particular job or belong to a particular group  |
| Perspective           | A particular way of considering something  |
| Philosophy            | A theory or attitude held by a person or organization that acts as a guiding principle for behavior  |

|                 |  |
|-----------------|--|
| Portfolio       | A compilation of materials that exemplifies your beliefs, skills, qualifications, education, training and experiences. It provides insight into your personality and work ethic. |
| Predetermined   | Established or decided in advance  |
| Protocols       | Attitudes, etiquette rules and guidelines for behaviour that encompass the best way to act at work   |
| Rapport         | In a good understanding of someone and an ability to communicate well with them  |
| Roster          | List of people's name, often with the jobs they were given to do   |
| Salient         | Most noticeable or important   |
| Sequential      | Forming or following in a logical order or sequence  |
| Simulated       | Imitating the conditions of something  |
| Six-Sigma       | Set of management techniques intended to improve business processes greatly<br>reducing the probability that an error or defect will occur                                       |
| Statutory       | Decided, regulated, or controlled by law   |
| Systematically  | In a way that is done according to an agreed sets of methods or organized  |
| Time management | The ability to use one's time effectively or productively especially at work   |
| Underpinning    | A set of ideas, motives or devices that justify or form the basis for something  |

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