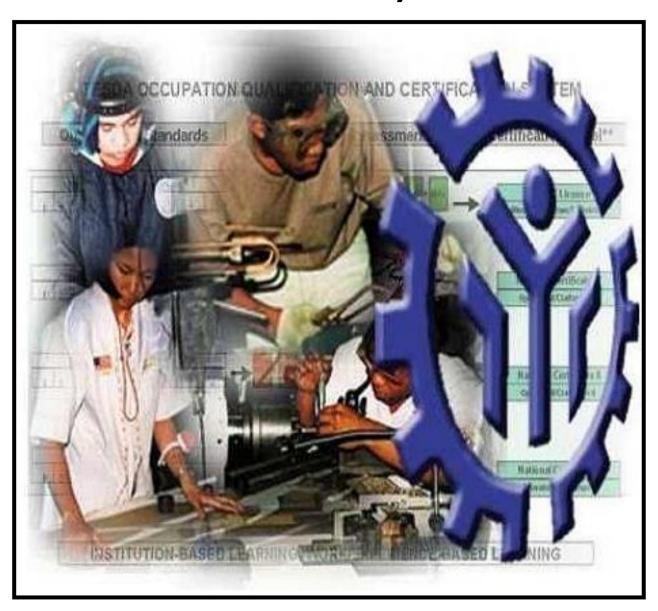# TRAINING REGULATIONS

TOUR PACKAGING
(FIT AD HOC DOMESTIC) SERVICES NC II

TOURISM SECTOR
(TRAVEL AND TOUR)

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

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

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

The Training Regulations (TR) serves as basis for:

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

Each TR has four sections:

Section 1 **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.

Section 2 **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.

Section 3 **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.

Section 4 **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

TABLE OF CONTENTS

TOURISM SECTOR

TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES NC II

TRAINING REGULATIONS FOR
TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES NC II

SECTION 1 TOUR PACKAGING (Free Individual/Independent Traveler (FIT) AD HOC DOMESTIC) SERVICES NC II QUALIFICATION

The TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES NC II Qualification consists of competencies that a person must achieve to receive, process and respond to requests for independent tour arrangements in the Philippines. It designs and develops tour itineraries, costs and prices the tour components; and prepares and provides/sends appropriate responses for tour arrangements.

This Qualification is packaged from the competency map of the **Tourism Sector** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in a team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

CODE NO.	COMMON COMPETENCIES
TRS311201	Develop and update industry knowledge
TRS311202	Observe workplace hygiene procedures
TRS311203	Perform computer operations
TRS311204	Perform workplace and safety practices
TRS311205	Provide effective customer service

CODE NO.	CORE COMPETENCIES
TRS422305	Interpret and respond to request for individual/ independent tour services
TRS422306	Design and develop a tour package itinerary
TRS422307	Determine tour package cost and selling price

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

- ❑ Tour Packaging Staff
- ❑ Tour Operations Costing Staff
- ❑ Staff Assistant for Tours

SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES NC II.**

BASIC COMPETENCIES

UNIT OF COMPETENCY :   PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE   :   400311210

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from ***appropriate sources*** 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate ***medium*** is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and ***storage*** of information are used	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 1.10 Active-listening skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.7 Personal interaction is carried out clearly and concisely		
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines 2.2 Routine written instruction are followed based on established procedures 2.3 Feedback is given to workplace supervisor based instructions/ information received 2.4 **Workplace interactions** are conducted in a courteous manner 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from **appropriate sources** 2.6 Meetings outcomes are interpreted and implemented	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ Workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Basic questioning/querying 2.9 Skills in reading for information 2.10 Skills in locating

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Complete relevant work-related documents	3.1 Range of *forms* relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction, division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Effective record keeping skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Supervisor/Department Head 1.3. Suppliers 1.4. Trade personnel 1.5. Local government 1.6. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information dissemination 2.5. Follow-up or verbal instructions 2.6. Face-to-face communication 2.7. Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system
4. Workplace interactions	May include: 4.1. Face-to-face 4.2. Telephone 4.3. Electronic and two-way radio 4.4. Written including electronic means, memos, instruction and forms 4.5. Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1. HR/Personnel forms, telephone message forms, safety reports

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Prepared written communication following standard format of the organization 1.2. Accessed information using workplace communication equipment/systems 1.3. Made use of relevant terms as an aid to transfer information effectively 1.4. Conveyed information effectively adopting formal or informal communication
2. Resource Implications	**The following resources should be provided:** 2.1. Fax machine 2.2. Telephone 2.3. Notebook 2.4. Writing materials 2.5. Computer with Internet connection
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Demonstration with oral questioning 3.2. Interview 3.3. Written test 3.4. Third-party report
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through an accredited institution

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

UNIT CODE **:** **400311211**

UNIT DESCRIPTOR **:** This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The *role and objective of the team* is identified from available *sources of information* 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available *sources of information* 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on *workplace context* 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: 1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: 2.1. Standard operating and/or other workplace procedures 2.2. Job procedures 2.3. Machine/equipment manufacturer's specifications and instructions 2.4. Organizational or external personnel 2.5. Client/supplier instructions 2.6. Quality standards 2.7. OHS and environmental standards
3. Workplace context	May include: 3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Worked in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job
2. Resource Implications	**The following resources should be provided:** 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork 3.4 Socio-drama and socio-metric methods 3.5 Sensitivity techniques 3.6 Written Test
4. Context for Assessment	4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : **SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS**

UNIT CODE : **400311212**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of problems and plan for their resolution. It also includes addressing procedural problems through documentation, and referral.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1 Routine **problems or procedural problem** areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, **documented**, ranked and presented to *appropriate person* for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are **planned** 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Determined the root cause of a routine problem 1.2 Identified solutions to procedural problems. 1.3 Produced documentation that recommends solutions to problems. 1.4 Followed established procedures. 1.5 Referred unresolved problems to support persons.
2. Resource Implications	2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY :   DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE   :   400311213

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills, and attitudes in managing one's emotions, developing reflective practice, and boosting self-confidence and developing self-regulation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one's emotion	1.1 **Self-management strategies** are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and **unpleasant situation i**n the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one's emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision making strategies and feedback from peers and teachers are predicted	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	**The following resources should be provided:** 2.1. Access to workplace and resource s 2.2. Case studies
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Demonstration or simulation with oral questioning 3.2. Case problems involving work improvement and sustainability issues 3.3. Third-party report
4. Context for Assessment	4.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION

UNIT CODE : 400311214

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to make a pro-active and positive contribution to workplace innovation.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better	1.1 **Opportunities for improvement** are identified proactively in own area of work. 1.2 **Information** are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea.	1.1 Roles of individuals in suggesting and making improvements. 1.2 Positive impacts and challenges in innovation. 1.3 Types of changes and responsibility. 1.4 Seven habits of highly effective people.	1.1 Identifying opportunities to improve and to do things better. Involvement. 1.2 Identifying the positive impacts and the challenges of change and innovation. 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 **People who could provide input** to ideas for improvements are identified. 2.2 Ways of approaching people to begin sharing ideas are selected. 2.3 Meeting is set with relevant people. 2.4 Ideas for follow up are review and selected based on feedback. 2.5 **Critical inquiry method** is used to discuss and develop ideas with others.	2.1 Roles of individuals in suggesting and making improvements. 2.2 Positive impacts and challenges in innovation. 2.3 Types of changes and responsibility. 2.4 Seven habits of highly effective people.	2.1 Identifying opportunities to improve and to do things better. Involvement. 2.2 Identifying the positive impacts and the challenges of change and innovation. 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Integrate ideas for change in the workplace	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas. 3.3 ***Reporting skills*** are likewise used to communicate results. 3.4 ***Current Issues and concerns*** on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.1 Roles of individuals in suggesting and making improvements. 3.2 Positive impacts and challenges in innovation. 3.3 Types of changes and responsibility. 3.4 Seven habits of highly effective people. 3.5 Basic research skills.	3.1 Identifying opportunities to improve and to do things better. Involvement. 3.2 Identifying the positive impacts and the challenges of change and innovation. 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems. 1.2 Processes. 1.3 Procedures. 1.4 Protocols. 1.5 Codes. 1.6 Practices.
2. Information	May include: 2.1 Workplace communication problems. 2.2 Performance evaluation results. 2.3 Team dynamics issues and concerns. 2.4 Challenges on return of investment 2.5 New tools, processes and procedures. 2.6 New people in the organization.
3. People who could provide input	May include: 3.1 Leaders. 3.2 Managers. 3.3 Specialists. 3.4 Associates. 3.5 Researchers. 3.6 Supervisors. 3.7 Staff. 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry. 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

5. Reporting skills	May include: 5.1 Data management. 5.2 Coding. 5.3 Data analysis and interpretation. 5.4 Coherent writing. 5.5 Speaking.

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified opportunities to do things better. 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation. 1.3 Integrated ideas for change in the workplace. 1.4 Analyzed and reported rooms for innovation and learning in the workplace.
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements. 2.2 Cartolina. 2.3 Manila papers.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral Interviews. 3.2 Performance Evaluation. 3.3 Life Narrative Inquiry. 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis. 3.6 Organizational analysis. 3.7 Standardized assessment of character strengths and virtues applied.
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY :   PRESENT RELEVANT INFORMATION

UNIT CODE   :   400311215

UNIT DESCRIPTOR   :   This unit of covers the knowledge, skills and attitudes required to present data/information appropriately.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather data/ information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/ procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess gathered data/ information	2.1 Validity of data/ information is assessed 2.2 Analysis techniques are applied to assess data/ information. 2.3 Trends and anomalies are identified 2.4 *Data analysis techniques* and procedures are documented 2.5 Recommendations are made on areas of possible improvement.	2.1 Business mathematics and statistics 2.2 Data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organisational values, ethics and codes of conduct
3. Record and present information	3.1 Studied data/information are recorded. 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset. 3.4 Findings are presented to stakeholders.	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organisational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organisational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Data analysis techniques	May include: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied studied data/information 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.
2. Resource Implications	**Specific resources for assessment** 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.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Written Test 3.2. Interview 3.3. Portfolio 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.
4. Context for Assessment	4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES

UNIT CODE : 400311216

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, perform tasks in accordance with relevant OSH policies and procedures

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant ***OSH requirements, regulations, policies and procedures*** are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to ***appropriate personnel*** 1.3 ***OSH preventive and control requirements*** are identified in accordance with OSH work policies and procedures	1.1. OSH preventive and control requirements 1.2. Hierarchy of Controls 1.3. Hazard Prevention and Control 1.4. General OSH principles 1.5. Work standards and procedures 1.6. Safe handling procedures of tools, equipment and materials 1.7. Standard emergency plan and procedures in the workplace	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2. Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3. Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1. Resources necessary to execute hierarchy of controls 2.2. General OSH principles 2.3. Work standards and procedures 2.4. Safe handling procedures of tools, equipment and materials 2.5. Different OSH control measures	2.1. Communication skills 2.2. Estimation skills 2.3. Interpersonal skills 2.4. Critical thinking skills 2.5. Observation skills 2.6. Material, tool and equipment identification skills
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 *Non-compliance work activities* are reported to *appropriate personnel*	3.1. OSH work standards 3.2. Industry related work activities 3.3. General OSH principles 3.4. OSH Violations Non-compliance work activities	3.1 Communication skills 3.3 Interpersonal skills 3.4 Troubleshooting skills 3.5 Critical thinking skills 3.6 Observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself
3. OSH Preventive and Control Requirements	May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Convey OSH work non-conformities to appropriate personnel 1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures 1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures 1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards 1.5. Execute work activities in accordance with OSH work standards 1.6. Report OSH activity non-compliance work activities to appropriate personnel
2. Resource Implications	**The following resources should be provided:** 2.1 Facilities, materials tools and equipment necessary for the activity
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Observation/Demonstration with oral questioning 3.2 Third party report
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **EXERCISE EFFICIENT AND EFFECTIVE SUSTAINABLE PRACTICES IN THE WORKPLACE**

UNIT CODE : **400311217**

UNIT DESCRIPTOR : This unit covers knowledge, skills and attitude to identify the efficiency and effectiveness of resource utilization, determine causes of inefficiency and/or ineffectiveness of resource utilization and Convey inefficient and ineffective environmental practices

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established *environmental work procedures*	1.1. Importance of Environmental Literacy 1.2. Environmental Work Procedures 1.3. Waste Minimization 1.4. Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	ineffectiveness are validated thru established environmental procedures		
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to *appropriate personnel* 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Written and Oral Communication Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills 3.5 Practice Environmental Awareness

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster Segregation Procedures 1.3 Waste Disposal and Reuse Procedures 1.4 Waste Collection Procedures 1.5 Usage of Hazardous Materials Procedures 1.6 Chemical Application Procedures 1.7 Labeling Procedures
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders

	2.6 Administrators
	2.7 Stakeholders
	2.8 Government Official
	2.9 Key Personnel
	2.10 Specialists
	2.11 Himself

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	1.1. Measured required resource utilization in the workplace using appropriate techniques
	1.2. Recorded data in accordance with workplace protocol
	1.3. Identified causes of inefficiency and/or ineffectiveness through deductive reasoning
	1.4. Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures
	1.5. Report efficiency and effectives of resource utilization to appropriate personnel
	1.6. Clarify feedback on information/concerns raised with appropriate personnel
2. Resource Implications	**The following resources should be provided:**
	2.1 Workplace
	2.2 Tools, materials and equipment relevant to the tasks
	2.3 PPE
	2.4 Manuals and references
3. Methods of Assessment	**Competency in this unit may be assessed through:**
	3.1 Demonstration
	3.2 Oral questioning
	3.3 Written examination
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment
	4.2 Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT OF COMPETENCY   **:**   **PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

UNIT CODE   **:**   **400311218**

UNIT DESCRIPTOR   **:**   This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply entrepreneurial workplace best practices	1.1 **Good practices** relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in **resource utilization** are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: 1.3.1 Patience 1.3.2 Honesty 1.3.3 Quality-consciousness 1.3.4 Safety-consciousness 1.3.5 Resourcefulness	1.1 Communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed Good practices relating to workplace operations are communicated to **appropriate person**. 2.2 Observed quality procedures and practices are communicated to	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: 2.3.1 Patience 2.3.2 Honesty 2.3.3 Quality-consciousness	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol

| | appropriate person | 2.3.4 Safety-consciousness | |
| | 2.3 Cost-conscious habits in *resource utilization* are communicated based on industry standards. | 2.3.5 Resourcefulnes s | |

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy 3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements. 3.3 Constructive contributions to office operations are made according to enterprise requirements. 3.4 Ability to work within one's allotted time and finances is sustained.	3.1 Optimization of workplace resources 3.2 5S procedures and concepts 3.3 Criteria for cost-effectiveness 3.4 Workplace productivity 3.5 Impact of entrepreneurial mindset to workplace productivity 3.6 Ways in fostering entrepreneurial attitudes: 3.6.1 Quality-consciousness 3.6.2 Safety-consciousness	3.1 Implementing preservation and optimizing workplace resources 3.2 Observing judicious use of workplace tools, equipment and materials 3.3 Making constructive contributions to office operations 3.4 Sustaining ability to work within allotted time and finances

RANGE OF VARIABLES

VARIABLE	RANGE
1.Good practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2.Resources utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.3.1 Enterprise procedures manuals 2.3.2 Company quality policy
3. Methods of Assessment	**Competency in this unit should be assessed through:** 3.1 Interview 3.2 Third-party report
4.Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT OF COMPETENCY : DEVELOP AND UPDATE INDUSTRY KNOWLEDGE

UNIT CODE   **: TRS311201**

UNIT DESCRIPTOR   :   This unit of competency deals with the knowledge, skills required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the industry	1.1 ***Sources of information*** on the industry are correctly identified and accessed 1.2 ***Information to assist effective work performance*** is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities	1.1 Overview of quality assurance in the industry 1.2 Role of individual staff members 1.3 Industry information sources	1.1 Ready skills needed to access industry information 1.2 Basic competency skills needed to access the internet
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	2.1 Role of individual staff members 2.2 Industry information sources	2.1 Time management 2.2 Ready skills needed to access industry information

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using ***informal and/or formal research*** 3.3 Contact with local communities is maintained	3.1 Role of individual staff members 3.2 Industry information sources	3.1 Time management 3.2 Ready skills needed to access industry information
4. Promote products and services to customer	4.1 ***Promotional initiatives*** are described that maybe used to promote products and services 4.2 Selling skills are applied according to customer needs	4.1 Promotional initiatives	4.1 Applying selling skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information sources	May include : 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Personal observation and experience

2. Information to assist effective work performance	May include:
	2.1 Different sectors of the industry and the services available in each sector
	2.2 Relationship between tourism and hospitality
	2.3 Relationship between the industry and other industries
	2.4 Industry working conditions
	2.5 Legislation that affects the industry
	    2.5.1 Liquor
	    2.5.2 Health and safety
	    2.5.3 Hygiene
	    2.5.4 Gaming
	    2.5.5 Workers compensation
	    2.5.6 Consumer protection
	    2.5.7 Duty of care
	    2.5.8 Building regulations
	2.6 Trade unions
	2.7 Environmental issues and requirements
	2.8 Industrial relations issues and major organizations
	2.9 Career opportunities within the industry
	2.10 Work ethic required to work in the industry and industry expectations of staff
	2.11 Quality assurance

3. Informal and formal research	May include: 3.1 Discussions with colleagues, management and customers 3.2 Reading internal enterprise material about products and services 3.3 Familiarity with customer comments including complaints 3.4 Reading and researching product data and information

VARIABLE	RANGE
	3.5 Conducting internal testing to determine quality and differentials 3.6 General media research 3.7 Developing and analyzing responses to questionnaires 3.8 Reading surveys and ratings
4. Promotional initiatives	May include: 4.1 Media campaigns 4.2 Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Knew key sources of information on the industry 1.2 Updated industry knowledge 1.3 Accessed and used industry information 1.4 Developed and updated local knowledge 1.5 Promoted products and services
2. Resource implications	**The following resources should be provided:** 2.1 Sources of information on the industry 2.2 Industry knowledge
3. Methods of assessment	**Competency in this unit may be assessed through:** 3.1 Interview/questions 3.2 Practical demonstration 3.3 Portfolio of industry information related to trainee's work
4. Context for assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

UNIT OF COMPETENCY :   OBSERVE WORKPLACE HYGIENE PROCEDURES

UNIT CODE   :   TRS311202

UNIT DESCRIPTOR   :   This unit of competency deals with the knowledge, skills and attitudes in observing workplace hygiene procedures. It includes following hygiene procedures and identifying and preventing hygiene risks.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Follow hygiene procedures	1.1 Workplace *hygiene procedures* are implemented in line with enterprise and legal requirements 1.2 Handling and storage of items are undertaken in line with enterprise and legal requirements	1.1 Typical hygiene and control procedures in the hospitality and tourism industries 1.2 Overview of legislation and regulation in relation to food handling, personal and general hygiene 1.3 Knowledge on factors which contribute to workplace hygiene problems 1.4 General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection	1.1 Ability to follow correct procedures and instructions 1.2 Ability to handle operating tools/ equipment 1.3 Application to hygiene principles

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Identify and prevent hygiene risks	2.1 Potential *hygiene risks* are identified in line with enterprise procedures 2.2 Action to *minimize* and *remove risks* are taken within scope of individual responsibility of enterprise/legal requirements 2.3 Hygiene risks beyond the control of individual staff members are reported to the appropriate person for follow up	2.1 Typical hygiene and control procedures in the hospitality and tourism industries 2.2 Overview of legislation and regulation in relation to food handling, personal and general hygiene 2.3 Knowledge on factors which contribute to workplace hygiene problems 2.4 General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection 2.5 Sources of and reasons for food poisoning	2.1 Ability to follow correct procedures and instructions 2.2 Application to hygiene principles

RAGE OF VARIABLES

VARIABLE	RANGE
1. Hygiene procedures	May include: 1.1 Safe and hygienic handling of food and beverage 1.2 Regular hand washing 1.3 Correct food storage 1.4 Appropriate and clean clothing 1.5 Avoidance of cross-contamination 1.6 Safe handling disposal of linen and laundry 1.7 Appropriate handling and disposal of garbage 1.8 Cleaning and sanitizing procedures 1.9 Personal hygiene 1.10 Proper grooming

2. Hygiene risk	May include:
	2.1 Bacterial and other contamination arising from poor handling of food
	2.2 Inappropriate storage of foods
	2.3 Storage at incorrect temperatures
	2.4 Foods left uncovered
	2.5 Poor personal hygiene practices
	2.6 Poor work practices
	    2.6.1 Cleaning
	    2.6.2 Housekeeping
	    2.6.3 Food handling
	    2.6.4 Vermin
	    2.6.5 airborne dust
	2.7 Cross-contamination through cleaning inappropriate cleaning practices
	2.8 Inappropriate handling of potentially infectious linen
	
	2.9 Contaminated wastes such as blood and body secretions
	2.10 Disposal of garbage and contaminated or potentially contaminated wastes

3. Minimizing or removing risk	May include: 3.1 Auditing staff skills and providing training 3.2 Ensuring policies and procedures are followed strictly 3.3 Audits or incidents with follow up actions

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Followed hygiene procedures 1.2 Identified and responded to hygiene risk 1.3 Practiced personal grooming and hygiene
2. Resource implications	**The following resources should be provided:** 2.1 Hygiene procedures, actual or simulated workplace, products used in hotel/restaurant /tourism workplace
3. Methods of assessment	**Competency in this unit may be assessed through:** 3.1 Written examination 3.2 Practical demonstration
4. Context for assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

UNIT OF COMPETENCY: **PERFORM COMPUTER OPERATIONS**

UNIT CODE   **:**   **TRS311203**

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1 Requirements of task are determined 1.2 Appropriate ***hardware and software* is** selected according to task assigned and required outcome 1.3 Task is planned to ensure ***OH & S guidelines*** and procedures are followed	1.1 Basic ergonomics of keyboard and computer use 1.2 Main types of computers and basic features of different operating systems 1.3 Main parts of a computer 1.4 Storage devices and basic categories of memory 1.5 Relevant types of software 1.6 General security 1.7 Viruses 1.8 OH & S principles and responsibilities 1.9 Calculating computer capacity	1.1 Reading skills required to interpret work instruction 1.2 Communication skills
2. Input data into computer	2.1 Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2 Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3 Inputted data are stored in ***storage media*** according to requirements	2.1 Storage devices and basic categories of memory 2.2 Relevant types of software 2.3 General security 2.4 Viruses 2.5 OH & S principles and responsibilities 2.6 Calculating computer capacity	2.1 Reading skills required to interpret work instruction 2.2 Communication skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Work is performed within *ergonomic guidelines*		
3. Access information using computer	3.1 Correct program/ application is selected based on job requirements 3.2 Program/application containing the information required is accessed according to company procedures 3.3 *Desktop icons* are correctly selected, opened and closed for navigation purposes 3.4 Keyboard techniques are carried out in line with OH & S requirements for safe use of keyboards	3.1 Relevant types of software 3.2 OH & S principles and responsibilities 3.3 Calculating computer capacity	3.1 Reading skills required to interpret work instruction 3.2 Communication skills
4. Produce/output data using computer system	4.1 Entered data are processed using appropriate software commands 4.2 Data are printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3 Files and data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures	4.1 Relevant types of software 4.2 General security 4.3 Viruses 4.4 OH & S principles and responsibilities 4.5 Calculating computer capacity	4.1 Reading skills required to interpret work instruction 4.2 Communication skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Maintain computer equipment and systems	5.1 Systems for cleaning, minor *maintenance* and replacement of consumables are implemented 5.2 Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures 5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures	5.1 General security 5.2 Viruses 5.3 OH & S principles and responsibilities 5.4 Calculating computer capacity 5.5 Maintenance procedures for computer	5.1 Applying maintenance procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and peripheral devices	May include: 1.1. Personal computers 1.2. Networked systems 1.3. Communication equipment 1.4. Printers 1.5. Scanners 1.6. Keyboard 1.7. Mouse
2. Software	May include: 2.1. Word processing packages 2.2. Data base packages 2.3. Internet 2.4. Spreadsheets
3. OH & S guidelines	May include but are not limited to: 3.1. OHS guidelines 3.2. Enterprise procedures
4. Storage media	May include: 4.1. Diskettes 4.2. CDs 4.3. Zip disks 4.4. Hard disk drives, local and remote
5. Ergonomic guidelines	May include: 5.1. Types of equipment used 5.2. Appropriate furniture 5.3. Seating posture 5.4. Lifting posture 5.5. Visual display unit screen brightness
6. Desktop icons	May include: 6.1. Directories/folders 6.2. Files 6.3. Network devices 6.4. Recycle bin
7. Maintenance	May include: 7.1. Creating more space in the hard disk 7.2. Reviewing programs 7.3. Deleting unwanted files 7.4. Backing up files 7.5. Checking hard drive for errors 7.6. Using up to date anti-virus programs 7.7. Cleaning dust from internal and external surfaces

EVIDENCE GUIDE

1. Critical aspect of competency	**Assessment requires evidence that the candidate:** 1.1. Selected and used hardware components correctly and according to the task requirement 1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities 1.3. Produced accurate and complete data in accordance with the requirements 1.4. Used appropriate devices and procedures to transfer files/data accurately 1.5. Maintained computer system
2. Resource implications	**The following resources should be provided:** 2.1. Computer hardware with peripherals 2.2. Appropriate software
3. Methods of assessment	**Competency in this unit may be assessed through:** 3.1. Observation 3.2. Questioning 3.3. Practical demonstration
4. Context for assessment	4.1. Competency assessment may occur in workplace or any appropriately simulated environment. 4.2. Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

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

UNIT CODE   **:**   **TRS311204**

UNIT DESCRIPTOR   **:**   This unit of competency deals with the knowledge, skills and attitudes in following health, safety and security practices. It includes dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Follow workplace procedures for health, safety and security practices	1.1 Correct *health, safety and security procedures* are followed in line with legislation, regulations and enterprise procedures
	1.2 *Breaches* of health, safety and security procedures are identified and reported in line with enterprise procedure
	1.3 Suspicious behavior or unusual occurrence are reported in line with enterprise procedure
		1.1 Communication
		  1.1.1 Interactive communication with others
		  1.1.2 Interpersonal skills
		  1.1.3 Good working attitude
		  1.1.4 Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values
		  1.1.5 Ability to focus on task at hand
		1.2 Systems, Processes and Operations
		  1.2.1 Workplace health, safety and security procedures
		  1.2.2 Emergency procedures
		  1.2.3 Personal presentation
		1.3 Safety Practices
		  1.3.1 Proper disposal of garbage
		  1.3.2 Practice safety measures
		  1. 3.3 5S Implementation
			1.1 Ability to make decision
			1.2 Time management
			1.3 Ability to offer alternative steps
			1.4 Care in handling and operating equipment

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Perform child protection duties relevant to the tourism industry	2.1 Issue of sexual exploitation of children is identified 2.2 National, regional and international actions are described to prevent the sexual exploitation of children 2.3 Actions that can be taken in the workplace are described to protect children from sexual exploitation	2.1 Child protection duties relevant to tourism industry 2.1.1 Rules, regulations, policies and laws	2.1 Ability to make decision 2.2 Time management 2.3 Ability to use observation and monitoring techniques
3. Observe and monitor people	3.1 Areas and people who require observation and monitoring is prepared 3.2 Observation and monitoring activities are implemented 3.3 Apprehension of offenders are determined 3.4 Offenders are arrested according to enterprise procedures 3.5 Administrative responsibilities are fulfilled	3.1 Observation and monitoring techniques	2.1 Ability to make decision 2.2 Time management 2.3 Ability to use observation and monitoring techniques

4. Deal with emergency situations	4.1 *Emergency* and potential emergency situations are recognized and appropriate action are taken within individual's scope of responsibility
	4.2 Emergency procedures are followed in line with enterprise procedures
	4.3 Assistance is sought from colleagues to resolve or respond to emergency situations
		2.1 Systems, Processes and Operations
		  2.1.1 Workplace health, safety and security procedures
		  2.1.2 Emergency procedures
		  2.1.3 Personal presentation
		2.2 Safety Practices
		  2.2.1 Practice safety measures
		  2.2.2 5S Implementation
			2.1 Ability to make decision
			2.2 Time management
			2.3 Ability to offer alternative steps
			2.4 Applying emergency procedures

	4.4 Details of emergency situations are reported in line with enterprise procedures		

5. Maintain safe personal presentation standards	5.1 Safe personal standards are identified and followed in line with enterprise requirements	5.1 Personal presentation
		5.2 Safety Practices
		  3.2.1 Practice safety measures
		  3.2.2 5S Implementation
			5.1 Following safe personal standards

6. Maintain a safe and secure workplace	6.1 Workplace health, safety and security responsibilities are identified 6.2 Framework to maintain workplace health, safety and security are maintained 6.3 Procedures for identifying and assessing health, safety and security hazards and risks are implemented 6.4 Injuries, illnesses and incidents are investigated 6.5 Organization's health, safety and security effectiveness are evaluated	6.1 Workplace health, safety and security procedures	6.1 Ability to make decision 6.2 Ability to use observation and monitoring techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Health, safety and security procedures	May include : 1.1 Use of personal protective clothing and equipment 1.2 Safe posture including sitting, standing, bending 1.3 Manual handling including lifting, transferring 1.4 Safe work techniques including knives and equipment, handling hot surfaces, computers and electronic equipment 1.5 Safe handling of chemicals, poisons and dangerous materials 1.6 Ergonomically sound furniture and work stations 1.7 Emergency fire and accident 1.8 Hazard identification and control 1.9 Security of documents, cash, equipment, people 1.10 Key control systems
2. Breaches of procedure	May include: 2.1 Loss of keys 2.2 Strange or suspicious persons 2.3 Broken or malfunctioning equipment 2.4 Loss of property, goods or materials 2.5 Damaged property or fittings 2.6 Lack of suitable signage when required 2.7 Lack of training on health and safety issues 2.8 Unsafe work practices
3. Emergency	May include: 3.1 Personal injuries 3.2 Fire 3.3 Electrocution 3.4 Natural calamity i.e. earthquake/flood 3.5 Criminal acts i.e. robbery

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate :** 1.1 Complied with industry practices and procedures 1.2 Used interactive communication with others 1.3 Complied with workplace safety, security and hygiene practices 1.4 Identified faults & problems and the necessary corrective action 1.5 Demonstrated ability to perform child production duties relevant to the tourism industry 1.6 Demonstrated ability to prepare for observation and monitoring activities relevant to designated situations 1.7 Promoted public relation among others 1.8 Complied with quality standards 1.9 Responded to emergency situations in line with enterprise guidelines 1.10 Complied with proper dress code
2. Resource implications	**The following resources should be provided:** 2.1 Procedures Manual on safety, security, health and emergency 2.2 Availability of tools, equipment, supplies and materials
3. Methods of assessment	**Competency in this unit may be assessed through**: 3.1 Written examination 3.2 Practical demonstration 3.3 Interview
4. Context for assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

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

UNIT CODE : **TRS311205**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in providing effective customer service. It includes greeting customer, identifying customer needs, delivering service to customer, handling queries through telephone, fax machine, internet and email and handling complaints, evaluation and recommendation.

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Greet customer	1.1 *Customers* are greeted in line with enterprise procedure 1.2 Verbal and non-verbal communications are appropriate to the given situation 1.3 *Non-verbal communication* of customer is observed responding to customer 1.4 Sensitivity to *cultural and social differences* is demonstrated	1.1 Communication 1.1.1 Interactive communication with others 1.1.2 Interpersonal skills/ social graces with sincerity 1.2 Attitude 1.2.1 Attentive, patient and cordial 1.2.2 Eye-to-eye contact 1.2.3 Maintain teamwork and cooperation 1.3 Theory 1.3.1 Interview techniques 1.3.2 Communication process 1.3.3 Communication barriers	1.1 Effective communication skills 1.2 Non-verbal communication - body language 1.3 Good time management 1.4 Ability to work calmly and unobtrusively effectively
2. Identify customer needs	2.1 Appropriate *interpersonal skills* are used to ensure that customer needs are accurately identified 2.2 *Customer needs* are assessed for urgency so that priority for service delivery can be identified 2.3 Customers are provided with information	2.1 Communication 2.1.1 Interactive communication with others 2.1.2 Interpersonal skills/ social graces with sincerity 2.2 Safety Practices 2.2.1 Safe work practices 2.2.2 Personal hygiene 2.3 Attitude 2.3.1 Attentive, patient and cordial 2.3.2 Eye-to-eye contact 2.3.3 Maintain teamwork and cooperation	2.1 Effective communication skills 2.2 Non-verbal communication - body language 2.3 Good time management 2.4 Ability to work calmly and unobtrusively effectively

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

	2.4 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor	2.4 Theory
		  2.4.1 Selling/upselling techniques
		  2.4.2 Interview techniques
		  2.4.3 Conflict resolution
		  2.4.4 Communication process
		  2.4.5 Communication barriers	

3. Deliver service to customer	3.1 Customer needs are promptly attended to in line with *enterprise procedure*
	3.2 Appropriate rapport is maintained with customer to enable high quality service delivery
	3.3 Opportunity to enhance the quality of service and products are taken wherever possible
		3.1 Communication
		  3.1. Interactive communication with others
		  3.1.2 Interpersonal skills/ social graces with sincerity
		3.2 Safety Practices
		  3.2.1 Safe work practices
		  3.2.2 Personal hygiene
		3.3 Attitude
		  3.3.1 Attentive, patient and cordial
		  3.3.2 Eye-to-eye contact
		  3.3.3 Maintain teamwork and cooperation
		3.4 Theory
		  3.4.1 Selling/upselling techniques
		  3.4.2 Interview techniques
		  3.4.3 Conflict resolution
		  3.4.4 Communication process
		  3.4.5 Communication Barriers
			3.1 Effective communication skills
			3.2 Non-verbal communication - body language
			3.3 Good time management
			3.4 Ability to work calmly and unobtrusively effectively

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

4. Handle queries through use of common business tools and technology	4.1 Use telephone, computer, fax machine, internet efficiently to determine customer requirements
	4.2 Queries/ information are recorded in line with enterprise procedure
	4.3 Queries are acted upon promptly and correctly in line with enterprise procedure
		4.1 Communication
		  4.1.1 Interactive communication with others
		  4.1.2 Interpersonal skills/ social graces with sincerity
		4.2 Attitude
		  4.2.1 Attentive, patient and cordial
		  4.2.2 Maintain teamwork and cooperation
		4.3 Theory
		  4.3.1 Interview techniques
		  4.3.2 Communication process
		  4.3.3 Communication barriers
			4.1 Effective communication skills
			4.2 Non-verbal communication - body language
			4.3 Good time management
			4.4 Ability to work calmly and unobtrusively effectively

5. Handle complaints, evaluation and recommendations	5.1 Guests are greeted with a smile and eye-to-eye contact
	5.2 Responsibility for resolving the complaint is taken within limit of responsibility
	5.3 Nature and details of complaint are established and agreed with the customer
	5.4 Threats to personal safety are identified and managed to personal safety of customers or colleagues and appropriate assistance is organized
	5.5 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible
	5.6 Conflict situations are resolved within scope of individual responsibility by applying effective communication skills
		5.1 Communication
		  5.1.1 Interactive communication with others
		  5.1.2 Interpersonal skills/ social graces with sincerity
		5.2 Attitude
		  5.2.1 Attentive, patient and cordial
		  5.2.2 Eye-to-eye contact
		  5.2.3 Maintain teamwork and cooperation
		5.3 Theory
		  5.3.1 Interview techniques
		  5.3.2 Conflict resolution
		  5.3.3 Communication process
		  5.3.4 Communication barriers
			5.1 Effective communication skills
			5.2 Non-verbal communication - body language
			5.3 Good time management
			5.4 Ability to work calmly and unobtrusively effectively
			5.5 Proper way of handling complaints

	and according to enterprise policy		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Customers	May include: 1.1 Internal 1.2 External
2. Non-verbal communication	May include: 2.1 Body language 2.2 Dress and accessories 2.3 Gestures and mannerisms 2.4 Voice tonality and volume 2.5 Use of space 2.6 Culturally specific communication customs and practices
3. Cultural and social differences	May include: 3.1 Modes of greeting, farewelling and conversation 3.2 Body language/ use of body gestures 3.3 Formality of language
4. Interpersonal skills	May include: 4.1 Interactive communication 4.2 Public relation 4.3 Good working attitude 4.4 Sincerity 4.5 Pleasant disposition 4.6 Effective communication skills
5. Customer and colleagues needs	May include: 5.1 Those with a disability 5.2 Those with special cultural or language needs 5.3 Unaccompanied children 5.4 Parents with young children 5.5 Pregnant women 5.6 Single women
6. Enterprise procedure	May include: 6.1 Modes of greeting and farewelling 6.2 Addressing the person by name 6.3 Time-lapse before a response 6.4 Style manual requirements 6.5 Standard letters and proformas
7. Business tools and technology	May include: 7.1 Telephone 7.2 Fax machine 7.3 Computer equipment 7.4 Internet, email

VARIABLE	RANGE
8. Complaint	May include: 8.1 Level of service 8.2 Product standards 8.3 Processes 8.4 Information given 8.5 Charges and fees
9. Threats to personal safety	May include: 9.1 Violent customers 9.2 Drug and alcohol affected customers 9.3 Customers fighting amongst themselves

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Complied with industry practices and procedures 1.2 Used interactive communication with others 1.3 Complied with occupational, health and safety practices 1.4 Promoted public relation among others 1.5 Complied with service manual standards 1.6 Demonstrated familiarity with company facilities, products and services 1.7 Demonstrated ability to work effectively with others 1.8 Applied company rules and standards 1.9 Applied telephone ethics 1.10 Applied correct procedure in using telephone, fax machine, internet 1.11 Handled customer complaints within limit of individual responsibility
2. Resource implications	**The following resources should be provided:** 2.1 Availability of telephone, fax machine, internet, etc. 2.2 Availability of data on projects and services; tariff and rates, promotional activities in place etc. 2.3 Availability of office supplies
3. Methods of assessment	**Competency in this unit may be assessed through:** 3.1 Written examination 3.2 Practical demonstration
4. Context for assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

CORE COMPETENCIES

UNIT OF COMPETENCY   :   INTERPRET AND RESPOND TO REQUESTS FOR INDIVIDUAL/INDEPENDENT TOUR SERVICES

UNIT CODE   :   TRS422305

UNIT DESCRIPTOR   :   This unit deals with the knowledge and skills required to interpret and respond to requests for individual/ independent tour arrangements to Philippines destinations.

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Receive and record the tour requirements of the client	1.1 ***Client details*** are recorded 1.2 ***Client profile*** is determined 1.3 ***Individual/Independent tour requirements*** are recorded 1.4 ***Client special requests*** are noted 1.5 All information is recorded and reviewed according to enterprise procedures	1.1 Effective communication - verbal and non-verbal 1.2 Market classifications 1.3 Database management	1.1 Communication Skills 1.2 Active listening 1.3 Questioning techniques 1.4 Understanding market classifications 1.5 Ability to gather and note correct and complete information 1.6 Computer Literacy
2. Analyze tour requirements of client	2.1 Client profile is analyzed and ***classified*** 2.2 Requested destination and activities are matched with client requirements 2.3 Special needs and interests are interpreted and incorporated 2.4 ***Tour objectives*** are determined	2.1 Philippine Geography 2.2 Philippine Destinations 2.3 Special Interests Locations 2.4 Online resources (e.g. DOT, LGU, National Library websites)	2.1 Ability to analyze and understand market segments/profile 2,2, Ability to understand special needs/interests 2.3. Ability to select suitable Philippines destinations and activities

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Prepare and deliver response	3.1. ***Type and mode of response,*** in verbal or written form is determined 3.2 Content is constructed according to enterprise standards 3.3 Response is delivered in a timely manner 3.4 Clarifications, revisions and additional requests are addressed and responded to	3.1 Business writing principles 3.2 Technical writing 3.3 Enterprise documents - forms and templates 3.4 Updated Software Application	3.1 Communication Skills 3.2 Use of Information and Communication Technology equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Client details	May include: 1.1. Names/s 1.2. Contact Number – Mobile and Landline 1.3. Address – Email and Home 1.4. Contact Person and details
2. Client profile	May include: 2.1 Solo/couple 2.2 Family and friends 2.3 Budget/Backpacker 2.4 Mid-ranged traveler 2.5 High-end traveler 2.6 FIT/ Corporate 2.7 Other special interests (e.g. Pilgrims, Adventures, Eco-tourists)
3. Individual/Independent tour requirements	May include: 3.1. Transportation to and from destinations and on-sites 3.2. Accommodations 3.3. Sightseeing tours and entertainment 3.4. Tour guide/escort services 3.5. Cruises 3.6. Meal Plan 3.7. Insurance and/or miscellaneous services 3.8. Other requirements of the client
4. Client special requests	May include: 4.1. Dietary Requirements 4.2. People with Different Ability (PWDA) 4.3. Senior citizens 4.4. Transportation Preferences 4.5. Rooming Preference 4.6. Religious /Cultural Considerations and sensitivities 4.7. Extra-ordinary Services
5. Client classification	May include: 5.1. Leisure/holiday 5.2. Adventure/sports 5.3. Historical/heritage 5.4. Eco-tourism 5.5. Culinary tourism 5.6. Educational/agricultural tours/farm tourism
6. Tour objectives	May include: 6.1. Satisfaction of Client's needs and wants 6.2. Destination promotions 6.3. Enterprise enhancement 6.4. Financial gain

VARIABLE	RANGE
7. Type and mode of response	May include: **Type of response:** 7.1.1 inquiry 7.1.2 acknowledgement 7.1.3 proposal 7.1.4 clarification 7.1.5 amendment 7.1.6 confirmation 7.1.7 re-confirmation 7.1.8 cancellation. 7.1.9 terms and conditions **Mode of response:** 7.2.1 Face-to-face (counter) 7.2.2 Telephone – (voice) Landline / Mobile 7.2.3 SMS 7.2.4 Fax 7.2.5 Internet – Email / Social Media 7.2.6 Mail/courier service

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Took the client's requirements according to the specifics provided 1.2 Interpreted the client's requirements correctly and confirmed specific services, and special requirements, if any 1.3 Analyzed the client's requirements according to the requests and special needs 1.4 Communicated effectively with others to ensure effective work operation
2. Resource implications	The following resources should be provided: 2.1 Telephone, fax and email 2.2 Computer with internet connection 2.3 Writing materials
3. Methods of assessment	Competency in this unit may be assessed through: 3.1 Review of actual written assessment output based on a scenario related to tour packaging (proposal, itinerary, suggestions) 3.2. Review of portfolios done in the workplace pertaining to tour packaging (proposal, bids, e-mails) 3.4 Demonstration/ Observation with Oral Questioning
4. Context for assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY: DESIGN AND DEVELOP A TOUR PACKAGE ITINERARY

UNIT CODE : **TRS422306**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to design and develop a tour itinerary according to the clients requirements and/or interests.

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare the tour package itinerary	1.1 *Tour itinerary destinations* are determined based on the client's requirements 1.2 *Tour duration* is determined based on the client's requirements 1.3 A skeletal itinerary is drafted based on the client's requirements	1.1 Basic itinerary planning rules 1.2 Different types and characteristics of Philippine destinations 1.3 Suitability of the duration of tour package	1.1 Application of itinerary planning rules 1.2 Mapping and plotting tour route and itinerary 1.3 Alternative routing planning 1.4 Analyze of Philippine destination attributes 1.5 Ability to determine duration 1.6 Computer literacy and use of information and communication technology

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Determine the tour components and the services required	2.1. ***Tour components*** and services are arranged in chronological order 2.2. ***Mode of transportation*** is determined 2.3. ***Hotel /lodging category*** is determined 2.4 Sightseeing and activities are scheduled 2.6. Tour guides and tour director services are determined 2.7. ***Ancillary Services*** are incorporated	2.1. Basic Tour Package components 2.2. Tour Package variable elements 2.3. Ancillary Products and Services	2.1 Differentiating tour activities, facilities, attractions and services 2.2 Differentiating lodging facilities and meal plans 2.3 Determining tour guide /escort requirements 2.4 Determining ancillary and/or extraordinary services
3. Select the suppliers best suited to provide the components/ services required	3.1. Tour package component are identified 3.2. Suppliers best suited for the tour service required are selected 3.3. Technical Itinerary based on selected suppliers is completed	3.1 Classification and characteristics of appropriate suppliers 3.2 Directory of Suppliers	3.1 Selecting appropriate suppliers 3.2 Accessing Directory of suppliers according to enterprise procedures 3.3 Computer literacy

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tour itinerary destinations	May include: Tour destination depend on: 1.1 Client profile 1.1. Client interest 1.2. Destination attributes 1.3. Destination accessibility
2. Tour duration	May include: Tour duration may depend on: 2.1 Number of nights 2.1. Number of destinations 2.2. In-transit overnights
3. Tour components	May include : 3.1 Transportation to and from destinations and on-sites 3.2 Accommodations 3.3 Sightseeing tours and entertainment 3.4 Tour guide/escort services 3.5 Cruises 3.6 Food and Beverage 3.7 Insurance and/or miscellaneous services 3.8 Other requirements of the client ***(Prioritize DOT Accredited establishments)***
4. Mode of transportation	May include: 4.1. Air – fixed or rotary wing 4.1. Land – rail or road 4.2. Water – salt or fresh/brackish water
5. Hotel /lodging category	May include: 5.1. Hotel in urban setting 5.1. Resort in non-urban setting 5.2. Dormitory-type 5.3. Guest house/pension 5.4. Campsite
6. Meal plan	May include: 6.1. Full-board 6.2. Half-board 6.3. Bed and breakfast 6.4. European plan
7. Ancillary Services	May include: 7.1. Special meals and other dietary requirements 7.1. Equipment for PWDA 7.2. Facilities for Senior Citizens 7.3. Special transportation preferences 7.4. Special rooming arrangements 7.5. Special Religious /Cultural arrangements

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidences that the candidate:** 1.1. Designed a tour itinerary that incorporates the client's requirements 1.2. Identified the tour components required and the special services, if any 1.3 Identified and selected the suppliers best suited to provide the client's requirements and special needs 1.4 Communicated effectively with others to ensure effective work operation

2. Resource implications	The following resources should be provided:
	2.1. Rates and information of the following suppliers:
	    2.1.1 air, sea & land transportation
	    2.1.2 accommodation establishments
	    2.1.3 attractions and activities enterprises
	    2.1.4 tour guide & escort
	    2.1.5 other ancillary services
	2.2. Telephone/Fax OR Email
	2.3. Computer with internet connection
	2.4. Writing materials

3. Methods of assessment	Competency in this unit may be assessed through: 3.1 Review of actual written assessment output based on a scenario related to tour packaging (proposal, itinerary, suggestions) 3.2. Review of portfolios done in the workplace pertaining to tour packaging (proposal, bids, e-mails) 3.4 Demonstration/ Observation with Oral Questioning
4. Context for assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY   :   DETERMINE TOUR PACKAGE COST AND SELLING PRICE

UNIT CODE   :   TRS422307

UNIT DESCRIPTOR   :   This unit deals with the skills and knowledge required to calculate a tour package cost and determine the selling price to/for independent tour arrangements to Philippines destinations.

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine type of tour component cost	1.1 Tour itinerary components are analyzed to determine the fixed and variable costs 1.2 **Contracted rates** of elected suppliers are reviewed to determine **terms and conditions** and **validity**	1.1. Difference between fixed and variable costs 1.2 Rates, terms, conditions and validity of negotiated contracts with suppliers	1.1 Differentiating ordinary and extraordinary requirements and/or ancillary or auxiliary services 1.2 Computer literacy (Word / Excel / Powerpoint)
2. Calculate tour component costs	2 .1 Tour components costs are calculated based on the contracted rates of suppliers (FIT) and type of cost, on a per person basis 2.2. Lodging cost components are determined by **type of room** and number of clients per room on a per person basis 2.3. **Supplements** and **reductions** are determined based on lodging cost components 2.4. Costing sheet templates are used to calculate the tour component costs according to enterprise format	2.1 Negotiate terms and conditions and validity and contracted rates from suppliers 2.2 Basic tour package components, fixed and variable elements and ancillary products 2.3 Fixed and variable costing rules 2.4 Formula to determine the twin-share, single-room supplement and triple room reduction or 1/3 triple costs 2.6 High/shoulder/low season differentiation 2.7 Applicability of FIT rates	2.1 Computer literacy (Word / Excel / Powerpoint) 2.2 Application of mathematical equations

ELEMENTS	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Calculate tour package selling price	3.1 Mark-up based on market trends, current industry practices and/or enterprise policies is added to the ***tour cost*** 3.2. Government taxes are calculated and added based on the ***tour cost with mark-up*** 3.3. Mark-up and government taxes calculations are reflected in the enterprise Costing Sheet Template	2.1. Formula for mark up 2.2. Formula for government taxes	3.1 Computer literacy (Word / Excel / Powerpoint) 3.2 Application of mathematical equations

RANGE OF VARIABLES

VARIABLE	RANGE
1. Contracted rates	May include: 1.1. Peak/shoulder/lean season rates 1.2. Room supplements/reduction 1.3. Rate, rate + tax, rate + tax and fees
2. Terms and conditions	May include: 2.1. Payment upon confirmation 2.2. Payment upon check-out 2.3. 15-day or 30-day credit facility
3. Validity	May include: Any of the following: 3.1. January 1 to December 31 3.2. April 1 to March 31 3.3. October 1 to March 31 3.4. Ad Hoc or One-off (valid only on dates/segments indicated) 3.5. Year-round
4. Type of room	May include: 4.1. Twin room 4.2. Double room 4.3. Single room occupancy 4.4. Triple room 4.5. Twin room with extra bed 4.6. Quad room 4.7. Dormitory-type
5. Supplements and reductions	May include: 5.1. Supplement for porter fees 5.2. Supplement for single-room occupancy 5.3. Supplement for foreign-language-speaking tour guide 5.4. Supplement for transport fares 5.5. Supplement for half-board/full-board 5.6. Supplement for arrival/departure transfers 5.7. Triple room reduction 5.8. Child rate reduction
6. Tour Cost	May include: 6.1 Tour cost is the sum total of all cost per person based on tour components included in the tour package 6.2 It represents all payments due to suppliers 6.3 Enterprise develop their own respective templates, however the foregoing must be clearly indicated
7. Tour Cost with mark-up	May include: 7.1 Tour cost plus mark-up (profit) is the sum total price to be collected from the client on a per person basis 7.2 It must include all government taxes due 7.3 Enterprise develop their own respective templates, however the cost, mark-up and taxes due must be clearly indicated

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Determined the type of tour component cost – fixed and variable and selected the most suitable service providers 1.2 Selected the contract rates and calculated the tour component costs 1.3 Used an accepted tour costing sheet format indicating tour cost, profit or mark-up and applicable government taxes due 1.6 Communicated effectively with others to ensure effective work operation
2. Resource implications	**The following resources should be provided:** 2.1 Contracted rates of suppliers from, air, sea & land transportation, taxes, parking fees, toll fees and other surcharges 2.2 Accommodations rates including taxes, meal rates including taxes services charges Entrance fees, taxes, tour guide & escort fees including, meals, accommodations and other expenses, ancillary services
3. Methods of assessment	**Competency in this unit may be assessed through:** 3.1 Competency in this unit may be assessed through: 3.1 Review of actual written assessment output based on a scenario related to tour packaging (proposal, itinerary, suggestions) 3.2. Observation with oral Questioning 3.3. Review of portfolios done in the workplace pertaining to tour packaging tour costing calculation, calculation of mark-up based on tour objectives and calculation of government taxes due 3.4 Demonstration with Oral Questioning
4. Context for assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES NC II**.

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

3.1   CURRICULUM DESIGN

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

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

Course Title: **TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES**
NC Level: II

Nominal Training Duration: 37 Hours (Basic)
                                   28 Hours (Common)
                                   <u>72</u> Hours (Core)
                                  137 Hours

                              200 Hours - Supervised Industry Training (SIT)

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in interpreting and responding to requests for independent tour services, designing and developing tour package itinerary, and determining tour package cost and selling price. This includes classroom learning activities and practical work in actual work site or simulation area.

To complete the course, all units prescribed for this qualification must be achieved.
.

BASIC COMPETENCIES
(37 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Participate in workplace communication	1.1. Obtain and convey workplace information	• Describe Organizational policies
		• Read:
		  o Effective communication
		  o Written communication
		  o Communication procedures and systems
		• Identify:
		  o Different modes of communication
		  o Medium of communication
		  o Flow of communication
		  o Available technology relevant to the enterprise and the individual's work responsibilities
		• Prepare different Types of question
		• Gather different sources of information
		• Apply storage system in establishing workplace information
		• Demonstrate Telephone courtesy
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	1.2. Perform duties following workplace instructions	• Read:
		  o Written notices and instructions
		  o Workplace interactions and procedures
		• Read instructions on work related forms/documents
		• Perform workplace duties scenario following workplace instructions
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

	1.3. Complete relevant work related documents	• Describe Communication procedures and systems
		 • Read:
		    o Meeting protocols
		    o Nature of workplace meetings
		    o Workplace interactions
		    o Barriers of communication
		 • Read instructions on work related forms/documents
		 • Practice:
		    o Estimate, calculate and record routine workplace measures
		    o Basic mathematical processes of addition, subtraction, division and multiplication
		 • Demonstrate office activities in:
		    o workplace meetings and discussions scenario
		 • Perform workplace duties scenario following simple written notices
		 • Follow simple spoken language
		 • Identify the different Non-verbal communication
		 • Demonstrate ability to relate to people of social range in the workplace
		 • Gather and provide information in response to workplace requirements
		 • Complete work related documents
			• Group discussion
			 • Lecture
			 • Demonstration
			 • Role play
				• Oral evaluation
				 • Written examination
				 • Observation
					2 hours

2. Work in a team environment	2.1 Describe team role and scope	• Discussion on team roles and scope
		 • Participate in the discussion:
		    o Definition of Team
		    o Difference between team and group
		    o Objectives and goals of team
		 • Locate needed information from the different sources of information
			• Lecture/ Discussion
			 • Group Work
			 • Individual Work
			 • Role Play
				• Role Play
				 • Case Study
				 • Written Test
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Identify one's role and responsibility within a team	• Role play : 　○ individual role and responsibility • Role Play 　○ Understanding Individual differences • Discussion on gender sensitivity	• Role Play • Lecture/ Discussion	• Role Play • Written Test	1 hour
	2.3 Work as a team member	• Participate in group planning activities • Role play : Communication protocols • Participate in the discussion of standard work procedures and practices	• Group work • Role Play • Lecture/ Discussion	• Role Play • Written Test	1 hour
3. Solve/address general workplace problems	3.1 Identify routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Analyze routine/procedural problems	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.2 Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.1 Recommend solutions to problems	• Discuss standard operating procedures and documentation processes	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
4. Develop career and life decisions	4.1 Manage one's emotion	• Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals • Explain enablers and barriers in achieving personal and career goals • Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. • Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional • Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals • Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace	• Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
	4.2 Develop reflective practice	• Enumerate strategies to improve one's attitude in the workplace • Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) • Use basic SWOT analysis as self-assessment strategy	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • 5 Role-playing	• Demonstration or simulation with oral questioning • Case problems involving	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence • Demonstrate self-acceptance and being able to accept challenges		workplace diversity issues	
	4.3 Boost self-confidence and develop self-regulation	• Describe the components of self-regulation based on Self-Regulation Theory (SRT) • Explain personality development concepts • Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts) • Perform effective communication skills – reading, writing, conversing skills • Show affective skills – flexibility, adaptability, etc. • Determine strengths and weaknesses	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				strengths and virtues applied	
	5.2 Discuss and develop ideas with others	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour
	5.3 Integrate ideas for change in the workplace	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Communicate ideas through small group discussions and meetings • Demonstrate basic skills in data analysis		evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	

6. Present relevant information	6.1 Gather data/ information	• Lecture and discussion on:
		  o Organisational protocols
		  o Confidentiality and accuracy
		  o Business mathematics and statistics
		  o Legislation, policy and procedures relating to the conduct of evaluations
		• Reviewing data/ information
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 hours

	6.2 Assess gathered data/ information	• Lecture and discussion on:
		  o Data analysis techniques/ procedures
		  o Organisational values, ethics and codes of conduct
		  o Trends and anomalies
		• Computing business mathematics and statistics
		• Application of data analysis techniques
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
			• Practical exercises
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					3 hours

	6.3 Record and present information	• Lecture and discussion on:
		  o Reporting requirements to a range of audiences
		  o Recommendations for possible improvements
		• Analysis and comparison of interim and final reports' outcomes
		• Reporting of data findings
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
			• Practical exercises
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
7. Practice Occupational Safety and Health Policies and Procedures	7.1 Identify OSH compliance requirements	• Discussion regarding: - Hierarchy of Controls - Hazard Prevention and Controls - Work Standards and Procedures - Personal Protective Equipment	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	7.2 Prepare OSH requirements for compliance	• Identification of required safety materials, tools and equipment • Handling of safety control resources	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	• Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	2 hours

8. Exercise efficient and effective sustainable practices in the workplace	8.1 Identify the efficiency and effectiveness of resource utilization	- Discussion on the process how Environmental Policies coherence is achieved
		• Discussion on Necessary Skills in response to changing environmental policies needs
		  - Waste Skills
		  - Energy Skills
		  - Water Skills
		  - Building Skills
		  - Transport Skills
		  - Material Skills
			• Lecture
			• Group Discussion
			• Simulation
			• Demonstration
				• Written Exam
				• Demonstration
				• Observation
				• Interviews /
				Questioning
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	8.2 Determine causes of inefficiency of resource utilization	• Discussion of Environmental Protection and Resource Efficiency Targets • Analysis on the Relevant Work Procedure	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour
	8.3 Convey inefficient and ineffective environmental practices	• Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing Environment Awareness	• Lecture • Group Discussion • Role Play • Demonstration	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour
9. Practice entrepreneurial skills in the workplace	9.1 Apply entrepreneurial workplace best practices	• Case studies on Best entrepreneurial practices • Discussion on Quality procedures and practices • Case studies on Cost consciousness in resource utilization	• Case Study • Lecture/Discussion	• Case Study • Written Test • Interview	1 hour
	9.2 Communicate entrepreneurial workplace best practices	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/Discussion	• Written Test • Interview	1 hour
	9.3 Implement cost-effective operations	• Case studies on Preservation, optimization and judicious use of workplace resources	• Case Study • Lecture/Discussion	• Case Study • Written Test • Interview	2 hours

COMMON COMPETENCIES
(28 Hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Develop and update industry knowledge	1.1 Identify and access key sources of information on the industry	• Industry information sources - Media - Reference book - Libraries - Union - Industry association - Internet - Personal observation • Time management • Ready skills needed to access industry information • Basic competency skills needed to access the internet	• Lecture • Group Discussion • Demonstration	• Interview/ Questioning	5 hours
	1.2 Access, apply and share industry information	• Overview of quality assurance in the industry • Role of individual staff members • Industry information sources • Time management • Ready skills needed to access industry information • Basic competency skills needed to access the internet	• Individual/ Group Assignment • Demonstration	• Individual/ Group Project or Report	
	1.3 Update continuously relevant industry knowledge	• Information sources - Media - Libraries/reference book - Union/industry association - Internet • Legislation that affects the industry • Time management • Ready skills needed to access industry information	• Individual/ Group Assignment • Demonstration	• Individual/ Group Project or Report	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Basic competency skills needed to access the internet			
2. Observe workplace hygiene procedures	2.1 Practice personal grooming and hygiene	• Typical hygiene and control procedures in the hospitality and tourism industries • Overview of legislation and regulation in relation to food handling, personal and general hygiene • Ability to follow correct procedures and instructions • Application to hygiene principles	• Lecture • Demonstration • Role-play	• Demonstration • Written Examination • Interview/ Questioning	5 hours
	2.2 Practice safe and hygienic handling, storage and disposal of food, beverage and materials	• Knowledge on factors which contribute to workplace hygiene problems • General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection • Sources of and reasons for food poisoning • Ability to follow correct procedures and instructions • Ability to handle operating tools/ equipment • Application to hygiene principles	• Lecture • Demonstration • Role-play	• Demonstration • Written Examination • Interview/ Questioning	
3. Perform computer operations	3.1 Identify and explain the functions, general features and capabilities of both hardware and software	• Main types of computers and basic features of different operating systems • Main parts of a computer • Storage devices and basic categories of memory • Reading skills required to interpret work instruction • Communication skills	• Lecture • Group Discussion • Tutorial or self-pace	• Interview/ Questioning • Demonstration • Observation	6 hours
	3.2 Prepare and use appropriate hardware and software according to task requirement	• Basic ergonomics of keyboard and computer use • Relevant types of software • Reading skills required to interpret work instruction	• Lecture • Tutorial or self-pace	• Interview/ Questioning • Demonstration • Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Communication skills • Calculating computer capacity			
	3.3 Use appropriate devices and procedures to transfer files/data	• Procedures/techniques in accessing Information • Desktop Icons • Keyboard techniques based on OHS requirements • Reading skills required to interpret work instruction • Communication skills	• Lecture • Group Discussion • Tutorial or self-pace	• Interviews/ Questioning • Demonstration • Observation	
	3.4 Produce accurate and complete data according to the requirements	• Software commands • Operation and use of peripheral devices • Procedures in transferring files/data • Reading skills required to interpret work instruction • Communication skills	• Lecture • Group Discussion • Tutorial or self-pace	• Interviews/ Questioning • Demonstration • Observation	
	3.5 Maintain computer system	• Software commands • Operation and use of peripheral devices • Procedures in transferring files/data • General security • Viruses • OH & S principles and responsibilities • Cleaning, Minor Maintenance and Replacements of Consumables • Creating More Space in the Hard Disk • Reviewing Programs • Deleting Unwanted Files • Checking Hard Disk for Errors • Viruses and Up to Date Anti-Virus Programs	• Lecture • Group Discussion • Tutorial or self-pace	• Interviews/ Questioning • Demonstration • Observation	

4. Perform workplace and safety practices	4.1 Practice workplace safety, security and hygiene systems,	• Communication
		  - Interactive communication with others
		  - Interpersonal skills
		  - Good working attitude
			• Lecture
			• Demonstration
			• Role-play
			• Simulation
				• Demonstration
				• Interviews/ Questioning
					6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration

	processes and operations	• Systems, Processes and Operations
		  - Workplace health, safety and security procedures
		  - Emergency procedures
		  - Personal presentation
		• Safety Practices
		  - Proper disposal of garbage
		  - Practice safety measures
		  - 5S Implementation
		• Ability to work quietly; with cooperation; patience, carefulness, cleanliness and aesthetic values
		• Ability to focus on task at hand
				• Written Examination	

	4.2 Respond appropriately to faults, problems and emergency situations in line with enterprise guidelines	• Communication
		  - Interactive communication with others
		  - Interpersonal skills
		  - Good working attitude
		• Systems, Processes and Operations
		  - Workplace health, safety and security procedures
		  - Emergency procedures
		  - Personal presentation
		• Safety Practices
		  - Proper disposal of garbage
		  - Practice safety measures
		• 5S Implementation
		• Ability to make decision
		• Time management
		• Ability to offer alternative steps
		• Care in handling and operating equipment
			• Lecture
			• Demonstration
			• Role-play
			• Simulation
				• Demonstration
				• Interviews/ Questioning
				• Written Examination	

	4.3 Maintain safe personal presentation standards	• Proper use of personal protective equipment • Waste management • Pollution control • Effect of pollution	• Lecture • Demonstration • Role-play • Simulation	• Demonstration • Interviews/ Questioning • Written Examination	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Types of pollutants • Ability to make decision • Time management • Ability to offer alternative steps • Care in handling and operating equipment			

5. Provide effective customer service	5.1 Apply effective verbal and non-verbal communication skills to respond to customer needs	• Communication
		  - Interactive communication with others
		  - Interpersonal skills/ social graces with sincerity
		• Preparing job documentation
		  - Following instructions
		  - Filling-out forms
			• Lecture
			• Demonstration
			• Role-play
			• Simulation
				• Demonstration
				• Interviews/ Questioning
				• Observation
					6 hours

	5.2 Provide prompt and quality service to customer	• Attitude - Attentive, patient and cordial - Eye-to-eye contact - Maintain teamwork and cooperation • Communication barriers • Ability to work calmly and unobtrusively effectively	• Lecture • Demonstration • Role-play • Simulation	• Demonstration • Interviews/ Questioning • Observation	
	5.3 Handle queries promptly and correctly in line with enterprise procedures	• Theory - Interview techniques - Communication process • Telephone and electronic mail ethics • Uses of telephone, fax machine, internet and e-mail • Handling queries	• Lecture • Demonstration • Role-play • Simulation	• Demonstration • Interviews/ Questioning • Observation	
	5.4 Handle customer complaints, evaluation and recommendations	• Guidelines in handling complaints • Procedures in responding and resolving complaints • Responding to and resolving complaints	• Lecture • Demonstration • Role-play • Simulation	• Demonstration • Interviews/ Questioning • Observation	

CORE COMPETENCIES
(72 Hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Approach	Nominal Duration
1. Interpret and respond to request for individual/ independent tour services	1.1 Receive and record the tour requirements of the client	• Record the client's details and determined the clients' profile • Note and record the independent tour requirements/requests of the client • Review all recorded information of the client	• Lecture • Demonstration • Discussion • Practical skill exercises • Role-play	• Written examination • Observation/ Demonstration with oral questioning	8 hours
	1.2 Analyze tour requirements of the client	• Analyze and classify client's profile • Match requested destination and activities with client's classification • Interpret and incorporate special needs and interests • Determine tour objectives	• Lecture • Demonstration • Discussion • Practical skill exercises • Role-play	• Written examination • Observation/ Demonstration with oral questioning	
	1.3 Prepare and deliver response	• Determine type and mode of response in verbal or written form • Construct response content according to enterprise standards • Deliver appropriate response • Address and respond to clarifications, revisions and additional requests	• Lecture • Demonstration • Discussion • Practical skill exercises • Role-play	• Written examination • Observation/ Demonstration with oral questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Approach	Nominal Duration
2. Design and develop tour package itinerary	2.1 Prepare the tour package itinerary	• Determine tour itinerary destinations and tour duration based on the client's requirements • Draft skeletal itinerary based on client's requirements • Understand types and characteristics of Philippine destinations	• Lecture with Demonstration • Hands-on	• Written examination • Observation/ Demonstration with oral questioning	8 Hours
	2.2 Determine the tour components and the services required	• Determine tour components required to meet the client's requirements • Arrange tour components and services in chronological order • Determine mode of transportation, hotel/lodging category, meal plan, tour guides and tour escorts services • Incorporate ancillary services • Understand basic tour package components and tour package variable elements	• Lecture with demonstration • Hands-on	• Written examination • Observation/ Demonstration with oral questioning	12 Hours
	2.3 Select the suppliers best suited to provide the components/ services required	• Identify tour package component • Select suppliers best suited for the tour service required • Prepare and complete technical itinerary based on selected suppliers	• Lecture with demonstration Hands-on	• Written examination • Observation/ Demonstration with oral questioning	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Approach	Nominal Duration
3. Determine tour package cost and selling price	3.1 Determine type of tour component cost	• Understand fixed and variable costs	• Discussion • Interaction • Power point Presentation • Computer Workshop • Role-play	• Observation/ Demonstration with oral questioning	16 Hours
		• Lift available rates from preferred suppliers on file			
		• Contract rates from other suppliers for tour components and ancillary products and services **not** on file;			
		• Identify applicable terms, conditions and concessions based on type and inclusions of tour package			
	3.2 Calculate tour component costs	• Calculate fixed and variable costs based on itinerary components	• Discussion • Interaction • Hands-on exercises • Computer Workshop	• Observation/ Demonstration with oral questioning	20 Hours
		• Determine supplements and reductions based on lodging cost components			
		• Incorporate costs for tour guide			
	3.3 Calculate tour package selling price	• Calculate desired mark-up/profit margins	• Discussion • Interaction • Hands-on exercises • Computer Workshop	• Observation/ Demonstration with oral questioning	4 Hours
		• Calculate applicable government taxes			
		• Calculate commission schemes including commissions			

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

   a. Course design is based on competency standards set by the industry or recognized industry sector; (**Learning system is driven by competencies written to industry standards**)

   b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

   c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.

   d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;

   e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.

   f. Training program allows for recognition of prior learning (RPL) or current competencies;

   g. Training completion is based on satisfactory completion of all specified competencies not on the specified nominal duration of learning.

2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

   ### 2.1 Institution- Based:

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

- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

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

3.3   TRAINEE ENTRY REQUIREMENTS

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

- Must have completed the 10-year basic education or an Alternative Learning System (ALS) Certificate of Completion with grade 10 equivalent holder
- Able to communicate in verbal and written form

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES NC II are as follows:

FACILITIES		EQUIPMENT			SUPPLIES AND MATERIALS	
QTY		QTY		QTY		
					SUPPLIES	
	Workshop	1 unit	Projector screen	25 pcs	Writing materials	
	Laboratory	1 unit	Overhead projector	25 pcs	Sample itinerary forms	
	Audio-visual room	1 unit	Electric fan	25 pcs	Sample costing sheets	
	Lecture room	1 set	First aid cabinet with updated medical supplies	25 pcs	Sample supplier's rate and validity sheets	
	Storage/ stock room	1 pc	Filing cabinet	25 pcs	Sample supplier's terms and conditions	
		1 unit	Fire extinguisher	25 pcs	Record books/Notebooks	
		1 unit	Emergency light	25 pcs	Envelopes/file folders	
		1 unit	Directional signage			
		1 unit	Air condition	**Accessories**		
		1 unit	Telephones	25 pcs	Calculator	
		1 unit	GDS Computer with internet connection	**References**		
		1 unit	TV	25 pcs	Supplier's Brochures	
		1 unit	Video player	25 pcs	Sample SOP Manuals	
		1 unit	LCD	25 pcs	Sample flowcharts	
		1 unit	Licensed Software on Global Distribution System (GDS)	25 pcs	Relevant Maps	
		1 unit	Licensed Software	-	Updated Video Clips	
				-	Pictures	

3.5   TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
Student/Trainee Working Space	1m x 1m	1 sq. m	25 sq. m
Contextual Learning Laboratory	8m x 5m	40 sq. m	40 sq. m
Lecture Room	8m x 5m	40 sq. m	40 sq. m
Learning Resource Center	3m x 5m	15 sq. m	15 sq. m
Facilities/Equipment/ Circulation Area	3m x 5m	15 sq. m	15 sq. m
Total workshop area:			135 sq. m.

3.6   TRAINER'S QUALIFICATIONS

- Holder of National TVET Trainer Certificate (NTTC) Level I in Tour Packaging (FIT ADHOC DOMESTIC) Services NC II
- Must have at least three (3) years industry experience in Tour Operations

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   ASSESSSMENT AND CERTIFICATION ARRANGEMENT

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 Assessment shall cover all the competencies of the qualification with the basic and common units integrated or assessed concurrently with the core units of competency.

4.1.2 A National Certificate (NC) shall be issued when a candidate has demonstrated competence in all the units of competency that comprised the Training Regulations for Tour Packaging (FIT Ad Hoc Domestic) Services NC II.

4.1.3 The following are qualified to apply for **assessment and certification**:

4.1.3.1   Candidates and/or graduates of tourism and hospitality degree programs;

4.1.3.2   Completed the Tour Packaging (FIT Ad Hoc Domestic) Services NC II (consisting of 120 lecture hours + 200 hours of supervised industry training).

4.1.3.3   Industry practitioner with at least two (2) years of work experience in tour packaging.

COMPETENCY ASSESSMENT REQUISITE

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

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

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

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

COMPETENCY MAP - TOURISM Sector
(Hotel and Restaurant)
TOUR PACKAGING (FIT AD HOC DOMESTIC) SERVICES NC II

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

BASIC COMPETENCIES	Utilize specialize 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 Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
	Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing, and maintaining information	Manage implementation of OSH programs in the workplace	Manage implementation of environmental program in the workplace	Develop and sustain a high-performing enterprise

COMMON COMPETENCIES	Develop and update tourism industry knowledge	Observe workplace hygiene knowledge	Perform computer operations	Perform workplace and safety practices	Provide effective customer service

CORE COMPETENCIES	Interpret and respond to request for individual/ independent tour services	Design and develop a tour package itinerary	Determine tour package cost and selling price	Operate technology-based information system	Provide information and advice on a destination, product or service
	Promote tourism products and services	Research information relevant to locality and tour Itinerary	Coordinate tour arrangements for clients	Accompany and guide clients in accordance with the tour itinerary	Accompany and guide clients in accordance with the tour itinerary
	Receive and process reservations	Operate computerized reservations system	Provide accommodation reception	Conduct night audit	Provide club reception services
	Provide porter services	Plan and develop event proposal and bid	Develop an event concept	Develop event program	Select event venue and site
	Develop and update event industry	Provide on-site event management	Manage contractors for indoor events	Develop and update knowledge on	Provide on-site information and assistance
	Monitor entry to venue	Provide a site briefing or scripted	Operate a ride location	Load and unload a ride	Maintain safety in water-based rides
	Operate a games location	Promote at a games location	Operate animal enclosure exhibit	Provide general animal care	Rescue animals

GLOSSARY OF TERMS

1. ADHOC PACKAGE	A tour package assembled based on the specific requirements of a client
2. COSTING SHEET	an enterprise generated spread sheet that details the per person cost of the components of a tour package and reflect the total cost, mark-up and taxes due
3. DOT	Department of Tourism
4. FIT	**FREE/FOREIGN** in the acronym FIT the letter F refers to FREE or not a participant in an inclusive tour group; FOREIGN refers to the international (foreign) or domestic (local) traveler **INDIVIDUAL/INDEPENDENT** arrangements that are not part of a tour package and **TRAVELLER** Person availing of the travel / tour services
5. GATEWAY	entry/exit point of a destination
6. GOVERNMENT TAX	share of collected amount due to the government
7. INDIVIDUAL/INDEPENDENT	in the acronym FIT the letter I refers to an INDIVIDUAL or INDEPENDENT travelers who is not part of a tour group and whose tour requirements and arrangements are not bound by tour group restrictions
8. INTERNET	electronic information distribution system
9. ITINERARY	a schedule of products, services and activities arranged in a chronological order
10. ITINERARY – SKELETAL	a general day-to-day schedule of products, services and activities arranged in a chronological order
11. ITINERARY – TECHNICAL	a specific schedule detailing transportation modes, times, location and duration of products, services and activities arranged in a chronological order
12. LGU	Local Government Unit

13. MARK UP	a percentage of tour costs or fixed amount that is added to the tour costs and reflects the profit of the enterprise
14. OHS OPERATIONS MANAGER	Occupational Health and Safety head of the operations department that coordinates all activities pertaining to the services of all tour groups and individual travelers
15. PTQCS	Philippine T-VET Quality Certification System
16. PRICE	the sum total amount to be collected from the client on a per person basis that comprises the tour cost, mark-up, and government taxes
17. REGULAR PACKAGE	A tour package assembled based on the interests of target market
18. RESERVATION	refers to an advance request for a product or service
19. SUPPLIER	refers to hotels, restaurants, resorts, transportation operators and other entities that supplies and accommodates travelers/tourists
20. TOUR COSTS	the sum total of all cost per person based on tour components included in the tour package; it represents all payments due to suppliers
21. TOUR COORDINATOR	an enterprise employee who assist the tour guide and the travelers on arrival, during and on departure for all scheduled activities in the itinerary
22. TOUR GUIDE	an individual duly trained and licensed by the LGU and accredited with the DOT who manages and accompanies local or foreign travelers within a destination to provide information and oversee the delivery the tour components by the suppliers

Qualification Title: <u>Tour Packaging (FIT AD HOC DOMESTIC) Services NC II</u>
Qualification Code: <u>TRSTOP219</u>

Revision No.	Document Types*	Qualification Title	TESDA Board Resolution No./ Date	Deployment (TESDA Circular/ Implementing Guidelines)
00	Document Created	Tour Packaging (FIT AD HOC DOMESTIC) Services NC II	2019-11 / 01/11/19	No. 028 series of 2019

Legend: *Description Types
         - **Document Created**

ACKNOWLEDGEMENTS

The Participants in the Validation of this Training Regulations

NAME	COMPANY/INDUSTRY
1. Amie P. Demapindan	APD Travel and Tours
2. Fe Abling Yu	Arfel Travel & Tours Paranaque City
3. Michael A. Roxas	EMC One Tours Co Ltd.
4. Maria Imelda Favi	Athena Travel Tours & Events Inc. Dagupan City
5. Alma M. Ronquillo	ASM Travel and Tours Services
6. Susan A. Virtucio	Guru's Guides Travel Management
7. Beverly Khay Mateo	Prime Travel & Leisure Quezon City
8. Eunice Espia	SHLT High Light Tours Quezon City
9. Sandra Juguan	Steadfast Tours & Travel Corp. Ermita Manila
10. Noel Tito A. Mora	Swift Travel and Tours Cagayan De Oro
11. Rodrinel H. Romero	House of Travel, Inc.
12. Lea C. Maac	JP Fourseasons Travel and Tours
13. Merlita V. Nario	Lakbaykabayan Tours & Travel Services
14. Lenelyn G. Herradura	Navieslane Travel and Tours
15. Adelle B. Paala	Peak Travel & Tours Int'l.
16. Christopher S. Garais	St. Williams Tours and Transport Services
17. Katreena Villanueva	Travel People Ltd., Inc.

.

DANIEL L. EDRALIN
Board of Director
Tourism Industry Board Foundation, Inc.
   (TIBFI)
National Union of Workers in Hotels and
   Restaurant and Allied Industries
   (NEWHRAIN-APL)

Tourism Industry Board Foundation, Inc. (TIBFI)

The TESDA Board Members and Secretariat

The MANAGEMENT and STAFF of the TESDA Secretariat

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