

TRAINING REGULATIONS



WAREHOUSING SERVICES NC IV

LOGISTICS AND TRANSPORT SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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TABLE OF CONTENTS

LOGISTICS AND TRANSPORT SECTOR

WAREHOUSING SERVICES NC IV

	Page No.
Section 1 WAREHOUSING SERVICES NC IV	1
Section 2 COMPETENCY STANDARDS	2
• Basic Competencies	3
• Common Competencies	40
• Core Competencies	59
Section 3 TRAINING ARRANGEMENTS	74
3.1 Curriculum Design	74
3.2 Training Delivery	110
3.3 Trainee Entry Requirements	112
3.4 List of Equipment and Materials	112
3.5 Training Facilities	114
3.6 Trainer's Qualifications	114
3.7 Institutional Assessment	114
Section 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS	115
COMPETENCY MAP	117
GLOSSARY	119
ACRONYMS	124
DOCUMENT REVISION HISTORY	125
ACKNOWLEDGMENTS	126

SECTION 1 WAREHOUSING SERVICES NC IV QUALIFICATION

The **WAREHOUSING SERVICES NC IV** Qualification consists of competencies needed to supervise a warehouse team or workgroup, oversee the warehouse facilities and equipment, supervise warehouse operations and implement process improvement system.

These documents must conform to workplace requirements in the transport and logistics industry to ensure customer satisfaction.

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

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
500311401	Utilize specialized communication skills
500311402	Develop and lead teams
500311403	Perform higher-order thinking processes and apply techniques in the workplace
500311404	Contribute to the practice of social justice in the workplace
500311405	Manage innovative work instructions
500311406	Manage and evaluate usage of information
500311407	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures
500311408	Lead towards improvement of environment work programs, policies and procedures
500311409	Sustain entrepreneurial skills
UNIT CODE	COMMON COMPETENCIES
LOG493201	Apply workplace procedures in warehousing operations
LOG493202	Perform industry calculations in warehousing operations
LOG493203	Ensure security of stocks and cargo
LOG493204	Provide efficient customer service
LOG493205	Contribute to quality systems
LOG493206	Comply with workplace procedures in handling stocks
LOG493207	Maintain warehouse records
UNIT CODE	CORE COMPETENCIES
LOG333312	Supervise a warehouse team or workgroup
LOG333313	Oversee warehouse facilities and equipment
LOG333314	Supervise warehouse operations
LOG333315	Implement process improvement system

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

- Warehouse Supervisor**
- Logistics Supervisor**
- Distribution Supervisor**
- Supply Chain Supervisor**
- Materials Supervisor**
- Supply Chain Officer**
- Materials Management Supervisor**
- Inventory Planning and Control Officer**
- Supply Chain Team Leader**
- Inbound Supervisor**
- Transport Supervisor**
- Outbound Supervisor**

The above-mentioned job titles are used interchangeably in the Logistics and Transport industry. Likewise, the list may not be inclusive of job titles. On this premise, clustering will not be applied.

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **WAREHOUSING SERVICES NC IV**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS

UNIT CODE : 500311401

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly in a manner which does not compromise the organization	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership	1.1 Full range of communication techniques including: 1.1.1 Communicating effectively 1.1.2 Active listening 1.1.3 Giving / receiving feedback 1.1.4 Interpreting information 1.1.5 Role boundaries setting 1.1.6 Negotiating 1.1.7 Establishing empathy 1.1.8 Conducting seminars 1.1.9 Public speaking 1.1.10 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership	2.1 Full range of communication techniques including: 2.1.1 Communicating effectively 2.1.2 Active listening 2.1.3 Giving / receiving feedback 2.1.4 Interpreting information 2.1.5 Role boundaries setting 2.1.6 Negotiating 2.1.7 Establishing empathy 2.1.8 Communicating with openness and flexibility 2.1.9 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.2 Utilize appropriate media to enhance presentation 3.3 Differences in views/opinions are respected 3.4 Questions during fora are responded in a manner consistent with organizational standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership	3.1 Full range of communication techniques including: 3.1.1 Communicating effectively 3.1.2 Active listening 3.1.3 Giving / receiving feedback 3.1.4 Interpreting information 3.1.5 Role boundaries setting 3.1.6 Negotiating 3.1.7 Establishing empathy 3.1.8 Communicating with openness and flexibility 3.1.9 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 4.2 Presentation is clear and sequential and delivered within a predetermined time 4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are respected 4.5 Written communication is consistent with organizational standards 4.6 Inquiries are responded in a manner consistent with organizational standard 4.7 Consolidate ideas and suggestions 4.8 Generalize and summarize all ideas and suggestions	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership	4.1 Full range of communication techniques including: 4.1.1 Communicating effectively 4.1.2 Public speaking 4.1.3 Active listening 4.1.4 Giving / receiving feedback 4.1.5 Interpreting information 4.1.6 Role boundaries setting 4.1.7 Negotiating 4.1.8 Establishing empathy 4.1.9 Communicating with openness and flexibility 4.1.10 Communication skills required to fulfill job roles as specified by the organization
5. Facilitate group discussion	5.1 Mechanisms which enhance effective group interaction is defined and implemented 5.2 Strategies which encourage all group members to participate are used routinely 5.3 Objectives and agenda for meetings and discussions are routinely set and followed 5.4 Relevant information is provided to group to facilitate outcomes 5.5 Evaluation of group communication	5.1 Communication process 5.2 Dynamics of groups and different styles of group leadership 5.3 How to facilitate a group discussion or meeting	5.1 Full range of communication techniques including: 5.1.1 Communicating effectively 5.1.2 Active listening 5.1.3 Facilitating a meeting 5.1.4 Giving / receiving feedback 5.1.5 Interpreting information 5.1.6 Role boundaries setting 5.1.7 Negotiating 5.1.8 Establishing empathy 5.1.9 Communicating with

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>strategies is undertaken to promote participation of all parties</p> <p>5.6 Specific communication needs of individuals are identified and addressed</p>		<p>openness and flexibility</p> <p>5.1.10 Communication skills required to fulfill job roles as specified by the organization</p>
6. Conduct interview	<p>6.1 A range of appropriate communication strategies are employed in <i>interview situations</i></p> <p>6.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>	<p>6.1 Communication process</p> <p>6.2 Dynamics of groups and different styles of group leadership</p> <p>6.3 Effective questioning techniques</p> <p>6.4 Communication skills relevant to client groups</p>	<p>6.1 Full range of communication techniques including:</p> <p>6.1.1 Communicating effectively</p> <p>6.1.2 Active listening</p> <p>6.1.3 Giving/ receiving feedback</p> <p>6.1.4 Conducting interview</p> <p>6.1.5 Role boundaries setting</p> <p>6.1.6 Negotiating</p> <p>6.1.7 Establishing empathy</p> <p>6.1.8 Questioning skills (Effective clarifying and probing techniques)</p> <p>6.1.9 Communication skills required to fulfill job roles as specified by the organization</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include but not limited to: 1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	May include but not limited to: 2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication 2.7 Openness and flexibility in communication
3. Interview situations	May include but not limited to: 3.1 Establish rapport 3.2 Elicit facts and information 3.3 Facilitate resolution of issues 3.4 Develop action plans 3.5 Diffuse potentially difficult situation

EVIDENCE GUIDE

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

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Foster individual growth	1.1 Learning and development needs of team members are systematically identified in line with organizational requirements 1.2 Development plan to meet individual needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement 1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning process	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: <ul style="list-style-type: none"> • Types of Decisions Teams Make • Team Responsibilities • Problems That Affect Teams • Building Strong Team Communication • Expressing Yourself on a Team • Team Problem Solving 	1.1 Reading and understanding a variety of texts, preparing general information and documenting according to target audience; spelling with accuracy; using grammar and punctuation 1.2 Effectively managing relationships and conflict 1.3 Coaching and mentoring skills to provide support to colleagues 1.4 Communicating including receiving feedback and reporting 1.5 Relating to people from a range of social, cultural, physical and mental backgrounds 1.6 Planning to organizing resources and equipment to meet learning needs 1.7 Reporting skills to organize information; assessing information for relevance and accuracy;

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			identifying and elaborating on learning outcomes 1.8 Facilitating small group training sessions
2. Foster individual and team growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2. Learning delivery methods are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>	<p>2.1 Advanced coaching and mentoring techniques</p> <p>2.2 Performance evaluation concepts</p> <p>2.3 Training and development techniques</p>	<p>2.1 Instructional planning and delivery skills</p> <p>2.2 Monitoring and evaluating</p> <p>2.3 Mentoring and coaching skills</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of</p>	<p>3.1 Types and levels of learning evaluation</p> <p>3.2 Learning styles and strategies</p> <p>3.3 Training and development approaches</p>	<p>3.1 Instructional planning and delivery skills</p> <p>3.2 Monitoring and evaluating</p> <p>3.3 Mentoring and coaching skills</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competency are maintained within organizational requirement</p>		
4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities</p> <p>4.3 Mutual concern and camaraderie are developed in the team</p> <p>4.4 Career planning for each member are monitored</p>	<p>4.1 Career development for group members</p> <p>4.2 Principles of team commitment and cooperation</p> <p>4.3 Team dynamics and performance</p>	<p>4.1 Instructional planning and delivery skills</p> <p>4.2 Monitoring and evaluating</p> <p>4.3 Mentoring and coaching skills</p>
5. Facilitate accomplishment of team goals	<p>5.1 Team members actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>	<p>5.1 Group Development Process and Principles as applied in the workplace</p> <p>5.2 Principles of organizational development</p> <p>5.3 Collaboration principles and procedures</p>	<p>5.1 Instructional planning and delivery skills</p> <p>5.2 Monitoring and evaluating</p> <p>5.3 Mentoring and coaching skills</p> <p>5.4 Leading an Organization</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include but not limited to: 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational Requirements	May include but not limited to: 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on Performance	May include but not limited to: 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery Methods	May include but not limited to: 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified and implemented learning opportunities for others 1.2. Gave and received feedback constructively 1.3. Facilitated participation of individuals in the work of the team 1.4. Negotiated learning plans to improve the effectiveness of learning 1.5. Prepared learning plans to match skill needs 1.6. Accessed and designated learning opportunities
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 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	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation of work activities of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or 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
4. Context for Assessment	<ul style="list-style-type: none"> 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

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

UNIT CODE : 500311403

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

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include but not limited to: 1.1 Developing a more efficient way of doing something 1.2 Developing a new idea 1.3 Developing and improving products and services 1.4 Enhancing skills and career opportunities 1.5 Enhancing the physical environment 1.6 Financial benefit 1.7 Greater personal satisfaction 1.8 Improving interpersonal relationships 1.9 Evaluating overall workplace conditions
2. Curiosity and critical inquiry	May include but not limited to: 2.1 Accuracy 2.2 Breadth 2.3 Clarity 2.4 Depth 2.5 Emotion 2.6 Fairness 2.7 Logic 2.8 Meaning 2.9 Planning 2.10 Attention 2.11 Precision 2.12 Relevance 2.13 Significance 2.14 Social engagement 2.15 Society 2.16 Style 2.17 Growth mindset 2.18 Positive communication 2.19 Positive negotiation 2.20 Workplace conditions 2.21 Appreciative inquiry methods

VARIABLE	RANGE
3. Practical action plans	May include but not limited to: <ul style="list-style-type: none"> 3.1 Insights on continuous improvement 3.2 Creative strategies and techniques for becoming better at work and real life 3.3 Career plans 3.4 Challenging workplace policies, procedures and protocols 3.5 Specifying plans for change and adapting to the demands of the contemporary workforce 3.6 Challenges in negotiating with stakeholders and teams 3.7 Change management, innovation and knowledge creation 3.8 Contractual agreements 3.9 Extreme time pressure or non-negotiable deadlines 3.10 Financial limitations 3.11 Procedures determined by laws or other regulations 3.12 Safety issues 3.13 When others are totally closed to new ideas 3.14 acknowledging shared responsibility 3.15 adopting a positive 'can do' attitude 3.16 following up on practical details 3.17 pro-actively seeking information 3.18 suggesting a new approach 3.19 talking to others about possible answers 3.20 constraints of the broader context and environment 3.21 overall goal - what needs to be achieved 3.22 personal hopes and expectations

EVIDENCE GUIDE

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

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 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 global and local issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : MANAGE INNOVATIVE WORK INSTRUCTIONS

UNIT CODE : 500311405

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovation	May include but not limited to: 1.1 Products versus processes 1.2 Radical versus incremental 1.3 Technical versus administrative
2. Innovative behaviors	May include but not limited to: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate 1.2 Promoted the value of creativity, innovation and sustainability and recognize successes 1.3 Supported the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options 1.4 Planned for and implemented improvements using organization's processes for approvals, project management and change management 1.5 Facilitated effective contributions to and communications about continuous improvement and innovation 1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization's knowledge management systems and future planning.
2. Resource Implications	The following resources should be provided: 2.1 Impact evaluation materials (guide and form)
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Interview 3.2 Written Evaluation 3.3 Case analysis
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 : MANAGE AND EVALUATE USAGE OF INFORMATION**UNIT CODE : 500311406****UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes required to support.**

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review information needs and sources	1.1. The information needs of individuals/teams are determined and the sources are identified. 1.2. Information held by the organisation is reviewed to determine suitability and accessibility. 1.3. Plans are prepared to obtain information that is not available or accessible within the organization.	1.1. Analysis and display techniques 1.2. Information evaluation issues 1.3. Information storage requirements and methods 1.4. Reporting procedures of the organisation	1.1. Analysing record information 1.2. Communicating effectively 1.3. Disseminating information 1.4. Presenting information
2. Collect and analyze information	2.1. Collection of information is interpreted timely and relevant to the needs of individuals/teams. 2.2. Information is collected in formal suitable for analysis, interpretation and dissemination. 2.3. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.	2.1. Information collection, collation 2.2. Analysis and display techniques 2.3. Information evaluation issues 2.4. Information storage requirements and methods 2.5. Reporting procedures of the organisation	2.1. Collecting and collating information 2.2. Analysing record information 2.3. Communicating effectively 2.4. Disseminating information 2.5. Presenting information
3. Use management information systems	3.1. Management information systems are used to store and retrieve data for decision making. 3.2. Technology available in the work area/ organisation is used to manage information. 3.3. Recommendations for improving the information system are submitted to designated persons/ groups.	3.1. Analysis and display techniques 3.2. Information collection, collation 3.3. Information evaluation issues 3.4. Information storage requirements and methods 3.5. Reporting procedures of the organization	3.1. Analysing record information 3.2. Collecting and collating information 3.3. Communicating effectively 3.4. Disseminating information 3.5. Presenting information 3.6. Using management information systems to store and retrieve data

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Report and disseminate analyzed information	<p>4.1. The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation.</p> <p>4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making.</p> <p>4.3. Information which is gathered is disseminated to appropriate personnel within the specified timeframe</p>	<p>4.1. Analysis and display techniques</p> <p>4.2. Information collection, collation</p> <p>4.3. Information evaluation issues</p> <p>4.4. Information storage requirements and methods</p> <p>4.5. Reporting procedures of the organisation</p>	<p>4.1. Analysing record information</p> <p>4.2. Collecting and collating information</p> <p>4.3. Communicating effectively</p> <p>4.4. Disseminating information</p> <p>4.5. Presenting information</p> <p>4.6. Using management information systems to store and retrieve data</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include but not limited to: 1.1 Routine and complex reports and submissions 1.2 Briefing notes 1.3 Ministerial 1.4 Proposals 1.5 Project plans 1.6 Articles and promotional material
2. Collection techniques or methods	May include but not limited to: 2.1 Collection techniques may include: 2.1.1 Research 2.1.2 Surveys 2.1.3 Literature search 2.1.4 Interviews 2.1.5 Data bases 2.1.6 Observation 2.2 Collection methods may include: 2.2.1 Indexing 2.2.2 linking 2.2.3 Sorting 2.2.4 Comparing 2.2.5 Categorizing 2.2.6 Integrating
3. Analysis	May include but not limited to: 3.1. application of statistical methods 3.2. mathematical calculations 3.3. critical analysis 3.4. problem solving
4. Management information systems	May include but not limited to: 4.1. Computers 4.2. Communication channels 4.3. Records management 4.4. Procedures 4.5. Manuals 4.6. Protocol 4.7. Legislation 4.8. Guidelines and awards 4.9. Organizational 4.10. Legal and policy materials

EVIDENCE GUIDE

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

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

UNIT CODE : 500311407

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Practices and Programs	May include but not limited to: 1.1 Planning, implementation and maintenance of manufacturing plants 1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs 1.3 First aid within the workplace 1.4 Safety inspection practices
2. OSH Reference Guides	May include but not limited to: 2.1 Occupational Safety and Health Standards Book 2.2 OSHA Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 Established National Safety Management Books 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks
3. OSH Work Improvement Initiatives	May include but not limited to: 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

EVIDENCE GUIDE

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

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

UNIT CODE : **500311408**

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess environmental work practices and programs	1.1. <i>Environmental practices and programs</i> are reviewed based on workplace policies 1.2 Appropriate personnel or <i>environmental reference guides</i> are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observing 1.4 Conducting trainings
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2. Mitigation Requirements	2.1 Presentation Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observing 2.5 Conducting trainings 2.6 Analyzing cost-benefit

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement recommended improvements on environmental programs, policies and procedures	3.1. Approved improvements on <i>environmental work program initiatives</i> are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques 3.4. Notification Requirements	3.1. Inspecting 3.2 Critical thinking 3.3 Problem Solving 3.4 Observing

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include but not limited to: 1.1 Utilization of Energy, Water, Fuel 1.2 Segregation Practices 1.3 Waste Disposal and Reuse 1.4 Saving Resources 1.5 Waste Collection 1.6 Usage of Hazardous Materials 1.7 Chemical Application 1.8 Equipment Operation 1.9 Dewatering and Discharging 1.10 Surface Disturbance 1.11 Periodic Inspection 1.12 Resource Storage and Handling
2. Environmental Reference Guides	May include but not limited to: 2.1 Air Emission and Ambient Air Quality Guidelines 2.2 Energy Conservation Guidelines 2.3 Wastewater and Ambient Water Quality Guidelines 2.4 Water Conservation Guidelines 2.5 Hazardous Materials Management 2.6 Waste Management 2.7 Noise 2.8 Contaminated Land 2.9 Cultural Conservation Guides
3. Environmental Work Program Initiatives	May include but not limited to: 3.1 Low Energy Lighting 3.2 Water Reduction initiatives 3.3 Holding Employee Awareness event 3.4 Recycling Waste Materials 3.5 Unplugging power converters overnight 3.6 Tree-Planting 3.7 Wild-life conservation

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : SUSTAIN ENTREPRENEURIAL SKILLS

UNIT CODE : 500311409

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance one's business skills	1.1 <i>Entrepreneurial skills</i> development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained. 1.6	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	1.1 Basic bookkeeping/ accounting skills 1.2 Communicating 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise 1.5 Networking and Linkaging skills
2. Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of <i>continuous improvement</i> is	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>fostered within the enterprise.</p> <p>2.4 Innovations on the existing lines of products and services are encouraged</p>		
3. Expand markets and clientele	<p>3.1 Enterprise is built up and sustained through judicious control of cash flows.</p> <p>3.2 Profitability of enterprise is ensured through appropriate <i>internal controls</i>.</p> <p>3.3 Unnecessary or lower-priority expenses and purchases are avoided.</p> <p>3.4 New markets and clients are identified based on current market trends</p>	<p>3.1 Basic cost-benefit analysis</p> <p>3.2 Basic financial management</p> <p>3.3 Basic financial accounting</p> <p>3.4 Business internal controls</p>	<p>3.1 Setting business priorities and strategies</p> <p>3.2 Interpreting basic financial statements</p> <p>3.3 Preparing business plans</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial skills	May include but not limited to: 1.1. Financial management skills 1.2. People management skills 1.3. Operations management skills 1.4. Business acumen
2. Internal controls	May include but not limited to: 2.1 Accounting systems 2.2 Financial statements/reports 2.3 Cash management 2.4 Managing property, plant and equipment
3. Continuous improvement	May include but not limited to: 3.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.) 3.2 Client feedback systems 3.3 Quality assurance/Quality control systems

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated enhancement of one's entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony
2. Resource Implications	The following resources should be provided: 2.1 Interview guide for entrepreneurs, enterprise workers and third parties 2.2 Materials and location relevant to the proposed activity and tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written report 3.2 Written examination 3.3 Demonstration/observation with oral questioning 3.4 Portfolio assessment with interview 3.5 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: **APPLY WORKPLACE PROCEDURES IN WAREHOUSING OPERATIONS**

UNIT CODE : **LOG432201**

UNIT DESCRIPTOR : This unit involves the skills and knowledge required to apply workplace procedures in warehousing operations. It includes identifying critical aspects of warehousing operations, performing workload, and applying ethical practices.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify critical aspects of the warehousing operations	1.1 The layout of the workplace, the flow of materials and goods/stocks (where relevant) and the workplace procedures in each work area are identified 1.2 Organizational structure and working relationship is identified 1.3 Individual responsibilities under employment contracts are adhered to. 1.4 Workplace hazards are identified and eliminated. 1.5 Appropriate personal protective equipment (PPE) are identified and used in accordance with safety regulations and workplace requirements. 1.6 Workplace emergency procedures are identified and followed in real and simulated emergency situation	1.1 Site or workplace layout 1.2 Workplace procedures and standards 1.3 OS&H and environmental protection responsibilities 1.4 Company rules and regulations 1.5 Organizational and workplace structure 1.6 Roles and responsibilities of individuals in the workplace 1.7 Workplace hazards handling procedures 1.8 Personal protective equipment and instructions of its use 1.9 Emergency procedures	1.1 Completing workplace orientation and induction procedures 1.2 Comprehending workplace information, and procedures 1.3 Following operational instructions 1.4 Working collaboratively with others 1.5 Applying precautionary measures to eliminate workplace hazards 1.6 Identifying and using appropriate personal protective equipment 1.7 Working safely to avoid inflicting injury to self and others, or damage to goods or property and equipment

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Perform assigned workload	2.1 Priorities, schedules and deadlines are agreed with stakeholders 2.2 Work activities are planned and work progress is communicated 2.3 Work is completed in accordance with workplace procedures and standards. 2.4 Work improvement is discussed with <i>appropriate personnel</i> prior to implementation	2.1 System of establishing priorities and deadlines 2.2 Work plan and method of monitoring work progress 2.3 Workplace metrics 2.4 Innovation techniques	2.1 Establishing priorities and deadlines 2.2 Work planning 2.3 Monitoring work progress 2.4 Completing work within the acceptable standards 2.5 Brainstorming
3. Apply ethical practices	3.1 Relevant regulations and legislation are identified and complied 3.2 Code of ethics is observed 3.3 Deadlines and commitments are met 3.4 Required confidentiality is maintained 3.5 Workplace security policies are followed	3.1 Relevant regulations and legislation 3.2 Code of Ethics 3.3 Work ethics 3.4 Commitment Dates 3.5 Timelines 3.6 Contract "confidentiality" clause 3.7 Data privacy act 3.8 Workplace security policies 3.9 Gender Sensitivity Policy	3.1 Identifying relevant regulations and legislation 3.2 Applying code of ethics 3.3 Meeting deadlines and commitments 3.4 Maintaining required confidentiality 3.5 Following workplace security policies

RANGE OF VARIABLES

VARIABLE	RANGE
1. Workplace Procedures	May include: 1.1 Company procedures 1.2 Established departmental procedures 1.3 Work Instructions/ Process Flows 1.4 Security and safety procedures
2. Hazards	May include: 2.1 Vehicular traffic and pedestrians 2.2 Uneven ground, steps, roads, and work surfaces 2.3 Dust and vapors 2.4 Hazardous or dangerous materials 2.5 Humidity and extreme temperatures 2.6 Light including UV rays 2.7 Noise 2.8 Working at heights
3. Personal Protective Equipment (PPE)	May include: 3.1 Dust mask 3.2 Hard Hat 3.3 Hairnet/Head Cap 3.4 Safety shoes 3.5 Gloves 3.6 Safety goggles 3.7 Ear muff/ear plug 3.8 Sunscreen 3.9 High visibility clothing 3.10 Thermal jacket/pants 3.11 Harness
4. Appropriate Personnel	May include: 4.1 Managers 4.2 Supervisors/team leaders 4.3 Workplace personnel 4.4 Contractors 4.5 Official representatives 4.6 Union representatives 4.7 Industrial relations 4.8 OS&H specialists 4.9 Other professional or technical staff

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Identified the layout of the workplace, the flow of materials and goods and the workplace procedures in each work area</p> <p>1.2 Identified and followed workplace emergency procedures in real and simulated emergency situation</p> <p>1.3 Planned work activities and prepared work progress report</p> <p>1.4 Completed work in accordance with the workplace procedures and standards</p> <p>1.5 Identified relevant regulations and legislation</p> <p>1.6 Applied appropriate code of ethics</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Workplace location</p> <p>2.2 Materials relevant to the unit of competency</p> <p>2.3 Technical plans, drawings and specifications relevant to the activities</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written Test</p> <p>3.2 Direct observation and oral questioning</p> <p>3.3 Interview</p>
4. Context of Assessment	<p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>

UNIT OF COMPETENCY: PERFORM INDUSTRY CALCULATIONS IN WAREHOUSING OPERATIONS

UNIT CODE : LOG432202

UNIT DESCRIPTOR : This unit involves the skills and knowledge required to carry out basic routine workplace calculations. It specifically includes carrying out required mathematical operations; preparing basic estimates of mass, size and volume; and interpreting basic graphical representations of data.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variable</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Carry out calculations	1.1 Items are counted singly and in batches and sorted numerically, as required in workplace tasks 1.2 Calculations needed to complete work tasks are performed using the mathematical operations in accordance with workplace procedures. 1.3 Results of calculations are validated.	1.1 Mathematical operations and techniques 1.2 Procedures in using relevant workplace technology in carrying out calculations 1.3 Problem analysis and solving	1.1 Counting of items singly and in batches and storing numerically as required in workplace tasks 1.2 Performing needed calculations in accordance with workplace procedures 1.3 Validating results of calculations
2. Prepare estimates	2.1 Materials and resources that require estimates are identified 2.2 Estimates on materials and resources are prepared in accordance with workplace requirements 2.3 Adjustment is made for any discrepancy between the estimates and actual materials and resources	2.1 Classification of materials and resources 2.2 Materials and resource planning 2.3 Techniques in preparing estimates 2.4 Analysis of deviation versus standards	2.1 Preparing estimates on materials and resources 2.2 Analyzing deviation 2.3 Preparing adjustment for discrepancies
3. Interpret graphical representations of data	3.1 Data are collated. 3.2 Data are translated into graphical representations 3.3 Graphical representations are interpreted in accordance with workplace requirements	3.1 Data analysis 3.2 Graphical representations 3.3 Methods of interpreting graphs	3.1 Collating data 3.2 Analyzing data 3.3 Interpreting graphs

RANGE OF VARIABLES

VARIABLE	RANGE
1. Calculations	May include: 1.1 Money 1.2 Volume 1.3 Width 1.4 Height 1.5 Weight 1.6 Time 1.7 Dimensions 1.8 Length and distance 1.9 Area 1.10 Perimeter 1.11 Capacity
2. Mathematical Operations	May include: 2.1 Multiplication 2.2 Division 2.3 Addition 2.4 Subtraction 2.5 Fraction 2.6 Percentages 2.7 Ratio and proportion 2.8 Conversion
3. Materials and Resources	May include: 3.1 Raw materials 3.2 Packaging materials 3.3 Finished goods 3.4 Work-in process 3.5 Promo items 3.6 Manpower 3.7 Man hours 3.8 Pallet 3.9 Pallet spaces 3.10 Collaterals

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed calculations in accordance with workplace procedures 1.2 Made accurate estimates to complete assigned work activities 1.3 Recognized, interpreted and acted upon graphical information
2. Resource Implications	The following resources should be provided: 2.1 Workplace location 2.2 Materials relevant to the unit of competency 2.3 Technical plans, drawings and specifications relevant to the activities
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Direct observation and oral questioning 3.3 Demonstration with questioning
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY: ENSURE SECURITY OF STOCKS AND CARGO**UNIT CODE : LOG493203****UNIT DESCRIPTOR :** This unit involves the skills and knowledge required to comply with the security procedures in the transport and logistics industry. It includes maintaining the security of stocks and cargo, identifying security threats and responding to a security threat.

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain security of stocks and cargo	1.1 Stocks and cargo are secured in accordance with workplace procedures 1.2 Security measures on stocks and cargo are maintained in accordance with workplace procedures 1.3 Signs of pilferage, theft and interference are reported in accordance with workplace procedures 1.4 Suspicious stocks and cargo are reported promptly to appropriate personnel 1.5 Any breach of security is reported promptly to appropriate personnel	1.1 Applicable transport security legislation both local and international 1.2 Workplace procedures 1.3 Security threats and incidents	1.1 Understanding security regulations both local and international 1.2 Observing security signs and procedures 1.3 Reporting security related incidents
2. Identify a security threat	2.1 Information on security threats is disseminated 2.2 Simulation of security threat is conducted 2.3 Actual security threat is identified 2.4 Security threat is assessed	2.1 Applicable transport security legislation both local and international 2.2 Workplace procedures 2.3 Security threats and incidents	2.1 Identifying applicable transport security legislation both local and international 2.2 Reporting problems that arise when following security procedures 2.3 Recognizing signs of pillage, theft and interference with stocks and goods 2.4 Recognizing signs of security threats and situations

ELEMENT	PERFORMANCE CRITERIA Italicized terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Respond to a security threat	3.1 Response to an identified security threat is in accordance with workplace procedures 3.2 Security threats are handled within limits of responsibility using available <i>communications systems</i> in the workplace 3.3 Documentation of security threat is prepared	3.1 Common security problems that may occur when carrying out operations in the workplace and action that can be taken to address and resolve the problems 3.2 Relevant documentation and reporting requirements	3.1 Completing required documentation and reports related to security procedures 3.2 Working collaboratively with others when following security procedures 3.3 Modifying activities depending on differing workplace contexts risk situations and environments 3.4 Applying security programs and procedures in-response to identified security threats 3.5 Promptly reporting and/or rectifying any identified problems that may arise when following security procedures in accordance with regulatory requirements and workplace procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Security Measures	May include: 1.1 security guards at access points and gates to secured areas 1.2 locked doors, gates and fences 1.3 use of personal electronic access cards 1.4 recording of carrier and vehicle registration details at gates and checkpoints 1.5 bag check points 1.6 escorts for visitors in restricted areas 1.7 access control in and out of restricted security areas 1.8 use of ID cards 1.9 video surveillance equipment 1.10 X-ray screening of baggage, cargo and goods 1.11 explosives trace detection (ETD) screening of passengers, baggage, cargo and goods 1.12 screening of passengers using hand-held and walk through magnetometers
2. Security Threats	May include: 2.1 Explosive devices 2.2 Terrorist attack 2.3 Piracy 2.4 Robbery 2.5 Hostage 2.6 Cyber attack 2.7 Pillaging
3. Communications Systems	May include: 3.1 Phone 3.2 Radio 3.3 Email 3.4 Internet 3.5 SMS

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Secured goods and stocks in accordance with workplace security procedures and applicable security regulations</p> <p>1.2 Checked and maintained seals, tamper proof packaging, locks and other security measures on goods or cargo in accordance with workplace security procedures</p> <p>1.3 Identified and assessed security threat or situation in accordance with the workplace security program and procedures</p> <p>1.4 Responded to an identified security threat or situation in accordance with workplace security procedures, received instructions, regulatory requirements and emergency response plan</p> <p>1.5 Handled appropriately any security threats or incidents in accordance with established response plan and within limits of responsibility</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Workplace location</p> <p>2.2 Materials relevant to the unit of competency</p> <p>2.3 Technical plans, drawings and specifications relevant to the activities</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Direct observation and oral questioning</p> <p>3.3 Demonstration with questioning</p> <p>3.4 Interview</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>

UNIT OF COMPETENCY: PROVIDE EFFICIENT CUSTOMER SERVICE**UNIT CODE : LOG493204****UNIT DESCRIPTOR :** This unit involves the skills and knowledge required to provide efficient customer service. It includes defining customer service requirements, rendering customer service, and monitoring customer satisfaction.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variable</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Define customer service requirements	1.1 Products and services are understood 1.2 Customers are identified 1.3 Customer service requirements are determined	1.1 Products and Services 1.2 Type of Customers 1.3 Customer service requirements	1.1 Knowing products and services 1.2 Communicating Skills 1.3 Applying interpersonal skills
2. Render customer service	2.1 Workplace standards on customer service are disseminated 2.2 Customer inquiries and complaints are dealt with in accordance with workplace procedures 2.3 Customer service is delivered efficiently.	2.1 Customer service 2.2 Workplace procedures 2.3 Techniques in handling customer inquiries and complaints 2.4 Phone etiquette	2.1 Handling customer inquiries and complaints 2.2 Communicating skills 2.3 Problem solving skills 2.4 Rendering customer service
3. Monitor customer satisfaction	3.1 Customer feedback mechanism is in place 3.2 Customer satisfaction is monitored 3.3 Reports are analyzed for customer service improvement	3.1 Customer Feedback Mechanism 3.2 Customer feedback reports 3.3 Data analysis	3.1 Soliciting Feedback 3.2 Analyzing data 3.3 Documenting Skills 3.4 Monitoring customer satisfaction 3.5 Negotiating Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Customers	May include: 1.1 Internal 1.2 External
2. Customer Service Requirements	May include: 2.1 Transport mode 2.2 Packaging configuration 2.3 Delivery instructions
3. Workplace standards on customer service	May include: 3.1 Prompt delivery 3.2 Correct delivery 3.3 Zero damage 3.4 Zero complaint

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determined customer service requirements 1.2 Rendered customer service 1.3 Monitored customer satisfaction 1.4 Prepared reports on customer satisfaction
2. Resource Implications	The following resources should be provided: 2.1 Workplace location 2.2 Materials relevant to the unit of competency 2.3 Technical plans, drawings and specifications relevant to the activities
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Direct observation and oral questioning 3.3 Demonstration with questioning 3.4 Interview
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY: CONTRIBUTE TO QUALITY SYSTEMS**UNIT CODE : LOG493205****UNIT DESCRIPTOR :** This unit involves the skills and knowledge required to contribute to quality systems within the workplace. It includes applying quality concepts to work, evaluating proposed work process improvements and implementing work process improvements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variable</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply quality concepts	1.1 Workplace quality concepts are identified 1.2 Responsibility for quality of work is assumed 1.3 Quality concepts are applied at work	1.1 Quality concepts 1.2 Workplace procedures 1.3 Job roles and responsibilities	1.1 Communicating skills 1.2 Documenting skills 1.3 Applying basic quality concepts at work 1.4 Comprehending information and work instructions 1.5 Working collaboratively with others
2. Evaluate proposed work process improvements	2.1 Proposed work process improvements are drafted 2.2 Proposed process improvements are shortlisted 2.3 Probable work process improvements are evaluated	2.1 Work process improvement concepts 2.2 Methods of evaluating work process improvements	2.1 Analyzing skills 2.2 Evaluating work process improvements
3. Implement work process improvements	3.1 Feasible work process improvements are selected 3.2 Work process improvement is implemented 3.3 Work process improvements are monitored	3.1 Methods of implementing work process improvements 3.2 Work process improvement metrics	3.1 Selecting feasible work process improvement 3.2 Monitoring work process improvement

RANGE OF VARIABLES

VARIABLE	RANGE
1. Quality Concepts	May include: 1.1 Stocks rotation policy 1.2 Guidelines on stocks identification 1.3 Policy on stocks segregation 1.4 Guidelines on handling hazardous materials
2. Work Process Improvements	May include: 2.1 Process simplification 2.2 Cost reduction 2.3 Computerization 2.4 Accounting of documents 2.5 Technology advancement

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Applied workplace quality concepts 1.2 Evaluated proposed work process improvements 1.3 Implemented work process improvements
2. Resource Implications	The following resources should be provided: 2.1 Workplace location 2.2 Materials relevant to the unit of competency 2.3 Technical plans, drawings and specifications relevant to the activities
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Written test 3.2 Direct observation and oral questioning
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY: COMPLY WITH WORKPLACE PROCEDURES IN HANDLING STOCKS

UNIT CODE : LOG493206

UNIT DESCRIPTOR : This unit involves the skills and knowledge required to comply with workplace procedures in handling stocks. It includes categorizing stocks, identifying storage locations and handling stocks.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variable</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Categorize stocks	1.1 Warehouse personnel is required to attend product orientation 1.2 Stocks are grouped according to classification 1.3 Stock movements are considered in stocks classification	1.1 Stocks Classification 1.2 Sources of product information 1.3 Organizational Chart 1.4 Product codes 1.5 Barcode structure 1.6 Shelf life 1.7 Batch number 1.8 Quality status 1.9 Inventory reports	1.1 Identifying stocks 1.2 Classifying stocks 1.3 Interpreting codes
2. Identify storage locations	2.1 Stocks storage requirements are identified. 2.2 Stocks storage locations are assigned based on product storage requirements, volume, movements, and available space 2.3 Stock locator chart is designed for efficient stock movements	2.1 Warehouse layout 2.2 Stock locator chart 2.3 Stocks storage Requirements 2.4 Inventory reports 2.5 Stock movement reports 2.6 Stacking height 2.7 Palletizing scheme	2.1 Determining storage locations 2.2 Interpreting barcodes
3. Follow stocks handling procedures	3.1 Orientation on stock handling procedures is undertaken 3.2 Stock handling procedures are observed 3.3 Stock handling procedures are updated as necessary	3.1 Stocks handling procedures 3.2 Workplace procedures 3.3 Deviations from procedures	3.1 Handling stocks 3.2 Reporting skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Stocks Classification	May include: 1.1 Flammable 1.2 Hazardous 1.3 Perishable 1.4 Temperature controlled 1.5 Premium items
2. Stocks Storage Locations	May include: 2.1 Raw and Packaging Materials 2.2 Work-in-process 2.3 Finished Products 2.4 Damaged stocks/Returned stocks 2.5 Loose items
3. Stocks Handling Procedure	May include: 3.1 Stock rotation procedures 3.2 Flammable stocks 3.3 Hazardous stocks 3.4 Damaged/returned stocks 3.5 Promo bundling

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Categorized stocks according to stocks classification 1.2 Identified storage locations according to product storage requirements, volume, movements, and available space 1.3 Followed stocks handling procedures
2. Resource Implications	The following resources should be provided: 2.1 Workplace location 2.2 Materials relevant to the unit of competency 2.3 Technical plans, drawings and specifications relevant to the activities
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Test 3.2 Direct observation and oral questioning 3.3 Demonstration with questioning 3.4 Interview
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY: MAINTAIN WAREHOUSE RECORDS**UNIT CODE : LOG493207****UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes and values needed to maintain warehouse records. This includes data recording, document control and preparing reports.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variable</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Record warehouse data	1.1. Sources of data are collected 1.2. Warehouse data are classified 1.3. Data are recorded either manually or electronically 1.4. Proof-reading is done to ensure data accuracy	1.1 Types and uses of warehouse documents 1.2 Ways of recording data 1.3 Computer operation	1.1 Collecting data 1.2 Encoding data 1.3 Recording data 1.4 Proof-reading
2. Control document	2.1 Records are maintained based on workplace procedures 2.2 Access to documents is limited to authorized personnel 2.3 Records are disposed based on workplace procedures	2.1 Warehouse documents 2.2 Document control procedures 2.3 Document disposal procedures 2.4 Organizational chart	2.1 Controlling documents 2.2 Organizing skills 2.3 Record-keeping
3. Prepare reports	3.1 Relevant warehouse reports are identified 3.2 Warehouse reports are prepared based on workplace procedures 3.3 Reports are distributed to stakeholders	3.1 Warehouse reports 3.2 Workplace procedures	3.1 Preparing reports

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sources of Data	May include: 1.1. Supplier delivery receipts 1.2. Production transfer reports 1.3. Damage reports 1.4. Stock return reports 1.5. Customer delivery receipts 1.6. Shipment reports 1.7. Pilferage reports
2. Warehouse Data	May include: 2.1 Customer deliveries 2.2 Production transfers 2.3 Returns 2.4 Supplier deliveries 2.5 Damages
3. Warehouse Reports	May include: 3.1. Productivity reports 3.2. On-time delivery 3.3. Line item fill rate reports 3.4. Inventory movement reports 3.5. Customer feedback reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Recorded warehouse data accurately 1.2 Controlled document effectively 1.3 Prepared timely warehouse reports
2. Resource Implications	The following resources should be provided: 2.1 Workplace location 2.2 Materials relevant to the unit of competency 2.3 Technical plans, drawings and specifications relevant to the activities
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Written Test 3.2 Direct observation and oral questioning
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

CORE COMPETENCIES

UNIT OF COMPETENCY: SUPERVISE A WAREHOUSE TEAM OR WORKGROUP

UNIT CODE : LOG333312

UNIT DESCRIPTOR : This unit involves the skills and knowledge required to organize, train and supervise a warehouse team or workgroup to maximize operational efficiency. This also involves the skills and knowledge to conduct performance appraisals and to upgrade competencies.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE as	REQUIRED SKILLS
1. Determine appropriate staffing levels and assign workload	1.1 Competencies and skills requirements for warehouse tasks are determined in accordance with the workplace requirements 1.2 Job descriptions , roles and responsibilities for each position are prepared accordingly 1.3 Tasks, roles and responsibilities are concurred and documented with the warehouse staff. 1.4 Additional warehouse staff are hired as needed	1.1 Oral and written Communication 1.2 Company Code of Ethics 1.3 Personnel Management 1.4 Organizational Development 1.5 Warehouse positions, roles, tasks and responsibilities 1.6 Competencies and Skills for warehouse positions 1.7 Workplace hiring and selection process 1.8 Preparing Job Description 1.9 Labor Code of the Phils.	1.1 Practising excellent communication and interpersonal skills 1.2 Supervising Skills 1.3 Practising code of ethics 1.4 Determining warehouse tasks, roles and Responsibilities 1.5 Screening and Interviewing 1.6 Hiring and selecting warehouse staff 1.7 Exercising Good judgment 1.8 Writing job description 1.9 Decision-Making 1.10 Assigning workloads

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE as	REQUIRED SKILLS
2. Mentor warehouse staff	2.1 Goals and targets are discussed with the warehouse staff. 2.2 Warehouse staff are trained and re-trained on new developments 2.3 Coaching and mentoring are applied as needed 2.4 Cross-posting is done when feasible	2.1 Warehouse goals and targets 2.2 Personnel training and development 2.3 Leadership 2.4 Coaching and Mentoring 2.5 Negotiation 2.6 Cross-posting	2.1 Setting goals and targets 2.2 Conducting personnel training 2.3 Leading a team 2.4 Coaching 2.5 Mentoring 2.6 Implementing cross-posting
3. Conduct performance appraisal of warehouse staff.	3.1 Performances of warehouse staff are assessed on regular intervals . 3.2 Results of performance appraisal of warehouse staff are documented and concurred. 3.3 Assists in the development of Personnel performance improvement plans (PPIP) through Training Needs Analysis (TNA) 3.4 Commendations and disciplinary actions are given as necessary	3.1 Performance Appraisal 3.2 Personnel Performance Improvement Plan 3.3 Company Code of Conduct 3.4 Training Needs Analysis (TNA)	3.1 Conducting performance Appraisal 3.2 Developing personnel performance improvement plan 3.3 Implementing code of conduct 3.4 Analyzing training needs
4. Enhance warehouse staff skills	4.1 Assists in the preparation of the competencies and skills inventory of each warehouse staff 4.2 Personnel Performance Improvement plan (PPIP) is concurred 4.3 Training programs are implemented to support PPIP	4.1 Skills enhancement 4.2 Competencies and Skills Inventory 4.3 Training program	4.1 Enhancing Skills 4.2 Concurring performance improvement plan 4.3 Assessing competencies and skills 4.4 Implementing Training programs

RANGE OF VARIABLES

VARIABLE	RANGE
1. Warehouse Tasks	May include: 1.1 Receiving 1.2 Storing 1.3 Picking 1.4 Put-away 1.5 Issuing 1.6 Dispatching 1.7 Transferring 1.8 Encoding 1.9 Documentation 1.10 Loading 1.11 Attend to customer queries/complaints 1.12 Physical Count 1.13 Reverse logistics
2. Job Description	May include: 2.1 Job Title 2.2 Position Description 2.3 Job Qualifications 2.4 Skills and Competencies 2.5 Scope of Work 2.6 Roles and Responsibilities 2.7 Reporting /Accountabilities 2.8 Performance Appraisal Schedule 2.9 Authority Limits (if applicable)
3. Goals and Targets	May include: 3.1 Company goals 3.2 Sales targets 3.3 Performance targets 3.4 Productivity targets 3.5 Safety targets 3.6 Cost Efficiency targets
4. Cross-posting	May include: 4.1 Inter-department 4.2 Intra-department 4.3 Company subsidiary 4.4 Inter-branch
5. Regular Intervals	May include: 5.1 Quarterly 5.2 Semi-Annually 5.3 Annually
6. Personnel Performance Improvement Plans (PPIP)	May include: 6.1 On the job training 6.2 Mentoring 6.3 Coaching 6.4 Seminars or workshops 6.5 Web-based/E-learning 6.6 Diploma course 6.7 Values Formation/Enhancement 6.8 Cross-posting 6.9 Special projects

VARIABLE	RANGE
	6.10 Task–force membership 6.11 Field work 6.12 Post Training Evaluation
7. Commendations	May include: 7.1 Promotion Letter 7.2 Letter of Merit 7.3 Recognition Award 7.4 Letter of Commendation from Customers 7.5 Monetary incentives 7.6 Productivity Bonus
8. Competencies and Skills Inventory	May include: 8.1 Knowledge in Forklift Operations 8.2 Proficient in Microsoft Office software 8.3 IM/WM software 8.4 Administrative skills 8.5 Occupational Safety and Health Standards 8.6 Customer Service 8.7 Warehouse Operation 8.8 Materials handling equipment 8.9 Driving Skills

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Followed proper hiring and staffing procedures 1.2 Applied coaching and mentoring techniques in developing staff 1.3 Conducted performance appraisal 1.4 Developed training program
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Documents and forms relevant to the proposed activity or task 2.3 Company Standard Operating Procedures 2.4 Company Code of Conduct 2.5 Applicable Government Labor Laws
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Examination 3.2 Oral Examination 3.3 Interview 3.4 Demonstration
4. Context of Assessment	<ul style="list-style-type: none"> 4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY: OVERSEE WAREHOUSE FACILITIES AND EQUIPMENT

UNIT CODE : LOG333313

UNIT DESCRIPTOR : This unit involves the skills and knowledge required to oversee the safe, secured and efficient operation of warehouse facilities and equipment for the seamless flow of goods in accordance with workplace requirements and in compliance with applicable Occupational Safety and Health Standards (OSHS), environment, and other government regulatory requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Comply with the standards of a safe and secured warehouse facility and equipment	1.1 Good warehousing practices on facility and equipment are implemented and monitored in accordance with workplace procedures 1.2 Applicable OSHS, environment, and other government regulatory requirements are complied with. 1.3 A security system is established for controlling access to the facility and equipment	1.1 Material handling equipment and its uses 1.2 Safety standards of a warehouse facility and equipment 1.3 Fire Protection Equipment 1.4 Security system 1.5 Uses and maintenance of different security and surveillance equipment 1.6 Safety management 1.7 Good Warehousing Practices (GWP) 1.8 Occupational Safety and Health Standards (OSHS) on warehousing operations 1.9 Relevant government regulatory requirements on warehouse facility and equipment 1.10 5S 1.11 Ergonomics 1.12 Storage and racking system	1.1 Maintaining warehouse facility and equipment 1.2 Complying to requirements of government agencies pertaining to warehouse facility and equipment 1.3 Maintaining Security system 1.4 Implementing good warehousing practices 1.5 Implementing 5S

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Contribute in the design of the warehouse storage facility	2.1 A warehouse lay-out is drawn based on flow of goods 2.2 Storage requirements and relevant government regulatory requirements are considered in warehouse design 2.3 Capacity requirements is factored in the design 2.4 Stock Locator Map and visual cues are prominently displayed at strategic areas.	2.1 Warehouse Lay-out 2.2 Different product storage requirements 2.3 Relevant government regulatory requirements pertaining to warehouse design 2.4 Stock Locator Map And visual cues 2.5 Capacity requirements planning 2.6 Stock keeping unit (SKU) 2.7 Stacking height and palletizing scheme	2.1 Lay-outing a warehouse 2.2 Handling products with different storage requirements 2.3 Calculating stock capacity requirements 2.4 Designing a stock locator map and visual cues
3. Maintain warehouse facility and equipment	3.1 A warehouse maintenance checklist is made available 3.2 Warehouse facility and equipment are assessed to maximize operational efficiency 3.3 Warehouse facility and equipment are upgraded as necessary	3.1 Warehouse Facility and Equipment Maintenance 3.2 Factors to consider in upgrading warehouse facility and equipment 3.3 Preventive maintenance program	3.1 Maintaining warehouse facility and equipment 3.2 Upgrading facility and equipment 3.3 Sourcing warehouse facility and equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Good Warehousing Practices	May include: 1.1 Good Housekeeping 1.2 Materials segregation and identification 1.3 Preventive maintenance and equipment calibration 1.4 Hazardous and flammable materials handling 1.5 Pest Control 1.6 Environment protection 1.7 Safety and security 1.8 5S 1.9 Document control
2. Storage Requirements	May include: 2.1 Temperature-controlled 2.2 Ambient storage 2.3 Flammable storage area 2.4 Humidity Controlled 2.5 Hazardous storage area 2.6 Perishable/non-perishable 2.7 High valued items
3. Government Regulatory Requirements	May include: 3.1 Dangerous Drugs Board requirements 3.2 Food and Drug Administration regulations 3.3 Source and receiving country regulatory requirements 3.4 Department of Environment and Natural Resources regulations 3.5 Occupational Safety and Health Standards 3.6 Philippine National Police requirements 3.7 Bureau of Fire Protection 3.8 National Meat Inspection Services 3.9 Philippine Economic Zone Authority 3.10 Bureau of Customs (for bonded warehouse) 3.11 Philippine Ports Authority 3.12 Philippine Drug Enforcement Agency
4. Security System	May include: 4.1 Surveillance camera 4.2 Security personnel 4.3 Biometrics 4.4 Burglar alarm 4.5 Security risk protocol
5. Capacity Requirements	May include: 5.1 Stock level 5.2 Racking system 5.3 Stacking height 5.4 Pallet space

VARIABLE	RANGE
6. Visual Cues	May include: 6.1 Stock Locator chart 6.2 Rack signages 6.3 Bin signages 6.4 Room signages 6.5 Safety and security signages

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified standards of safe and secured warehouse facility and equipment 1.2 Contributed to the design of an efficient warehouse lay-out with stock locator system 1.3 Determined applicable storage requirements for materials stored in a warehouse 1.4 Identified applicable DOLE OSHS, environment and government regulations in the workplace
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, supplies, tools and equipment relevant to the proposed activity or task 2.3 Warehouse stock locator system 2.4 Work instructions and Manuals 2.5 Standard Operating Procedures 2.6 Internet connectivity 2.7 Computer and appropriate warehouse management system
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Observation 3.3 Oral Examination 3.4 Demonstration with questioning
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY: SUPERVISE WAREHOUSE OPERATIONS**UNIT CODE : LOG333314**

UNIT DESCRIPTOR : This unit involves the skills and knowledge required to supervise the warehouse operations from receiving of stocks, order processing to dispatching using cost efficient transport and logistics resources.

This also involves the skills and knowledge required to apply warehouse management systems in managing stocks.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Organize warehouse operations	1.1 Warehouse activities are executed to meet objectives 1.2 Operational resources are made available 1.3 Work schedules and cut-offs are observed 1.4 Warehouse policies and procedures are complied with 1.5 Key performance indicators are put in place to measure effectiveness of warehouse operations	1.1 Warehouse Operations 1.2 Warehouse policies and procedures 1.3 Warehouse Operational Resources 1.4 Workplace Schedules and Cut-offs 1.5 Warehouse key performance indicators	1.1 Organizing warehouse operations 1.2 Delegating tasks 1.3 Scheduling activities and tasks 1.4 Implementing workplace policies and procedures 1.5 Using key performance indicators
2. Supervise warehouse inventory activities	2.1 Inventory Management and Warehouse Management (IM/WM) system is adapted 2.2 Stock inventory control policies are reinforced 2.3 Physical counts are conducted to validate inventory records accuracy	2.1 Inventory Management/Warehouse Management System 2.2 Personnel Management 2.3 Stock inventory control policies 2.4 Cycle counts 2.5 Physical counts 2.6 Problem solving 2.7 Decision-making 2.8 Occupational Safety and Health Standards (OSHS) on warehousing operations 2.9 Relevant government regulatory requirements on warehousing operations 2.10 Report writing	2.1 Supervising skills 2.2 Working collaboratively with others 2.3 Coordinating activities 2.4 Conducting Physical counts 2.5 Reinforcing inventory control policies 2.6 Dealing with complexity 2.7 Implementing workplace policies and procedures 2.8 Preparing warehouse and inventory reports 2.9 Resolving conflicts

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Engage with efficient transport and logistics service providers	3.1 Customer transport requirements are identified 3.2 Services of efficient transport providers are engaged with 3.3 Transport planning system is utilized 3.4 Conducts a review of performance with transport and logistics service providers	3.1 Different transport Mode 3.2 Third Party Logistics Service Providers service management 3.3 Cost-Budget Analysis 3.4 Negotiation 3.5 Relevant Government Regulations on Transport and Logistics 3.6 Fleet Management 3.7 Safety Management 3.8 Transport Planning	3.1 Selecting and hiring logistics service providers 3.2 Dealing with logistics service providers 3.3 Assessing performance of service providers 3.4 Negotiating 3.5 Transport Planning

RANGE OF VARIABLES

VARIABLE	RANGE
1. Operational Resources	May include: 1.1 Tools 1.2 Material Handling Equipment 1.3 Dock leveler 1.4 Pallets 1.5 Office Equipment 1.6 Hardware and Software
2. Work schedules and cut-offs	May include: 2.1 Staff schedules 2.1.1 Day Shift 2.1.2 Mid Shift 2.1.3 Night Shift 2.1.4 Flexi-time 2.2 Other schedules and cut-offs 2.2.1 Transfer and Document cut-off 2.2.1.1 Raw & Packaging Materials 2.2.1.2 Work-in-Process 2.2.1.3 Finished Goods Transfer 2.2.2 Supplier delivery schedule 2.2.3 Sales order processing cut-off 2.2.4 Trade returns receiving schedule 2.2.5 Shipping cut-off

VARIABLE	RANGE
3. Stock Inventory Control Policies	May include: 3.1 Buffer stock 3.2 Inventory level 3.3 Forward Days cover stock 3.4 Slow moving stocks 3.5 Obsolete and expired stocks 3.6 Stock disposal
4. Efficient Transport Providers	May include: 4.1 Road worthiness of trucks 4.2 Preferred trucker 4.3 Track record 4.4 Multiple fleet size 4.5 Preventive maintenance 4.6 Updated technology

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Organized warehouse activities 1.2 Identified warehouse operational resources 1.3 Adapted inventory and warehouse management system 1.4 Determined selection criteria for transport providers
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, supplies, tools and equipment relevant to the
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written Examination 3.2 Observation 3.3 Oral Examination 3.4 Demonstration with questioning
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY: IMPLEMENT PROCESS IMPROVEMENT SYSTEM

UNIT CODE : LOG333315

UNIT DESCRIPTOR : This unit involves skills and knowledge required to measure, analyze and evaluate performance results against targets.

This unit also involves knowledge and skills to implement sustainable process improvement system.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate operational performance	1.1 Key Performance Indicators are identified 1.2 Operational performance is measured 1.3 Current performance results are analysed	1.1 Warehouse operational key performance 1.2 Key performance Indicators 1.3 Performance measurement 1.4 Customer service	1.1 Establishing Key Performance Indicators 1.2 Measuring operational performance 1.3 Analyzing data and information 1.4 Making sound Judgment
2. Adapt process improvement	2.1 Process improvement programs are implemented 2.2 Results of process improvements are regularly reviewed 2.3 Benchmarking with best industry practices is done	2.1 Process Improvement Programs 2.2 Change Management 2.3 Benchmarking 2.4 Time management 2.5 Cause and effect 2.6 Cost- Budget Analysis	2.1 Implementing process improvement 2.2 Benchmarking 2.3 Reviewing process Improvements
3. Calibrate targets based on historical performance results	3.1 Performance results are reviewed at regular intervals 3.2 Key performance targets are reviewed against historical performance results 3.3 Adjust performance targets as necessary	3.1 Change Management 3.2 Key performance targets 3.2 Data analysis	3.1 Practicing excellent communication and interpersonal skills 3.2 Reviewing historical data 3.3 Analyzing data

RANGE OF VARIABLES

VARIABLE	RANGE
1. Key Performance Targets	May include: <ul style="list-style-type: none"> 1.1 Inventory Record Accuracy (IRA) 1.2 Inventory turnover 1.3 Receiving efficiency 1.4 Put-away efficiency 1.5 Order picking/packing 1.6 Cost of carrying inventory
2. Key Performance Indicators	May include: <ul style="list-style-type: none"> 2.1 Inventory Record Accuracy (IRA) 2.2 Truck turn-around time 2.3 Order fill-rate 2.4 Line Item Fill Rate 2.5 Delivery lead time 2.6 Cost and Budget
3. Process Improvement Programs	May include: <ul style="list-style-type: none"> 3.1 Cost Control / Reduction Program 3.2 Productivity Improvement Program 3.3 Total Quality Management 3.4 GWP Awareness (Good Warehousing Practices) 3.5 Employee Wellness Program 3.6 Process Re-engineering 3.7 Technology Integration 3.8 Work simplification 3.9 Process mapping

EVIDENCE GUIDE

1.Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified the operational efficiency standards 1.2 Established the key performance indicators 1.3 Adapted process improvement programs 1.4 Benchmarked with best industry practices
2.Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Access to relevant workplace data and information (previous and current) 2.3 Materials, supplies, tools and equipment relevant to the proposed activity or task 2.4 Standard Operating Procedures on warehousing 2.5 Policies and Procedures 2.6 Applicable government regulations 2.7 Internet connectivity 2.8 Appropriate hardware and software
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Examination 3.2 Observation 3.3 Oral Examination 3.4 Demonstration
4 Context of Assessment	<p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **WAREHOUSING SERVICES NC IV**.

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

3.1 CURRICULUM DESIGN

TESDA shall provide 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 include Technology, Science, Math, English/Communication, Safety and Environment concerns. Also included would be green technology, issues on health and drugs and catering to persons with disabilities (PWD's).

Course Title: **WAREHOUSING SERVICES**

NC Level : **NC IV**

Nominal Training Duration :

	47 hrs	Basic Competencies
	82 hrs	Common Competencies
	168 hrs	Core Competencies
Total	297 hrs	

240 hrs. SIL

Course Description:

This course is designed to enhance the knowledge, skills and attitude of trainees in **WAREHOUSING SERVICES NC IV** in accordance with industry standards. This covers competencies that a person must achieve supervise a warehouse team or workgroup, oversee warehouse facilities and equipment, supervise warehouse operations and implement process improvement system.

This course is also designed to enhance the knowledge, skills and attitudes/values* of an individual in the field of warehousing/logistics.

*** Values Integration:**

At the end of the course, the trainee is expected to live by the following values:

- 2.3.1.1.1.1.1 Concern and respect for others - being fair and considerate
- 2.3.1.1.1.1.2 Honesty and Integrity – being trustworthy and ethical
- 2.3.1.1.1.1.3 Responsibility and Accountability – accepts work willingly and Cheerfully
- 2.3.1.1.1.1.4 Perseverance - continued effort and determination in doing something despite obstacles; takes delight in accomplishing a task
- 2.3.1.1.1.1.5 Self-control - maintaining composure; keeping emotions in control especially in challenging and difficult situations
- 2.3.1.1.1.1.6 Lead by Example - becoming the person others want to follow
- 2.3.1.1.1.1.7 Customer service - commitment beyond own self-interest
- 2.3.1.1.1.1.8 Humility - open to other's perspective; awareness of one's own limitation

This course also includes on-the-job training for the hands-on application of warehousing concepts.

To obtain this, all units prescribed for this qualification must be achieved.

**BASIC COMPETENCIES – NATIONAL CERTIFICATE NC IV
(47 Hours)**

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	1.5 Facilitate group discussion	<ul style="list-style-type: none"> Gather relevant information Apply values in facilitating differences in views 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> Observation 	1 hour
	1.6 Conduct interview	<ul style="list-style-type: none"> Describe communication strategies employed in interview situations Conduct interview Apply organizations procedure in maintaining records of interviews Use questioning, listening and nonverbal communication techniques to client groups 	<ul style="list-style-type: none"> Group discussion Demonstration 	<ul style="list-style-type: none"> Oral evaluation Observation 	1 hour
2. Develop and lead teams	2.1 Foster individual growth	<ul style="list-style-type: none"> Discussion on Team Leadership and expectation from team leaders Case study on learning and development needs of team members Discussion on organizational requirements from team members Role play on coaching and mentoring Discussion on preparation of team members' development plan Role Play on providing feedback on performance 	<ul style="list-style-type: none"> Observation Lecture/ Discussion Case Study Role Play Written Test 	<ul style="list-style-type: none"> Observation Role Play Case Study Written Test 	2 hours
	2.2 Foster individual and team growth	<ul style="list-style-type: none"> Discussion on learning and development program goal setting Preparation of learning and development program goals Discussion on learning delivery methods Role play on the different learning delivery methods Discussion on workplace learning opportunities Role play on coaching and mentoring 	<ul style="list-style-type: none"> Lecture/ Discussion Case Study Role Play 	<ul style="list-style-type: none"> Observation Role Play Case Study Written Test 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.3 Monitor and evaluate workplace learning	<ul style="list-style-type: none"> • Discussion on the different levels of learning evaluation. • Discussion on the different methods used to evaluate learning • Develop reporting system for monitoring of performance attributed to learning programs • Gathering of information to evaluate individual performance attributed to learning programs • Case study on modification of learning plan based on performance 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 hours
	2.4 Develop team commitment and cooperation	<ul style="list-style-type: none"> • Discussion on team commitment and cooperation and its impact to attainment of goals • Play games on team commitment and cooperation • Discussion on team dynamics and its relation to team performance • Play games on team dynamics and performance • Development of career plans 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	1 hour
	2.5 Facilitate accomplishment of team goals	<ul style="list-style-type: none"> • Perform team building activities towards improving communication among team members, goal setting and improving performance • Case studies involving collaborative activities to improve attainment of group goals 	<ul style="list-style-type: none"> • Group Activity • Case Study 	<ul style="list-style-type: none"> • Role Play • Case Study • Observation 	1 hour

<p>3. Perform higher-order thinking processes and apply techniques in the workplace</p>	<p>3.1 Evaluate effectiveness and efficiency of the workplace systems, processes and procedures</p>	<ul style="list-style-type: none"> • Examine current systems, standards, procedures and protocols in the workplace • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	<p>1 hour</p>
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Foster the habit of critical inquiry and curiosity in the workplace	<ul style="list-style-type: none"> • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques, growth mindset and positive communication strategies • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss insights on workplace effectiveness and efficiency 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 hour
	3.3 Develop practical action plans for improving workplace conditions	<ul style="list-style-type: none"> • Use range of analytical techniques, growth mindset and positive communication strategies in developing action plans for efficiency and effectiveness • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss concepts creative negotiation skills, change management and improvement strategies 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test • Project-based learning 	2 hours

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

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				<ul style="list-style-type: none"> Standardized assessment of character strengths and virtues applied 	
6. Manage and evaluate usage of information	6.1 Review information needs and sources	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Kinds of information Information evaluation issues Information storage requirements and methods Analyzing record information Identification of information sources 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours
	6.2 Collect and analyze information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Information collection and collation Relevant trends and developments Collection of information Analyzing information 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours
	6.3 Use management information systems	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Management information systems Available technology in information management Advance strategies for customer service excellence Use of available technology in information management 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours
	6.4 Report and disseminate analyzed information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Reporting procedures of the organisation Analysis and display techniques Using management information systems to store and retrieve data 	<ul style="list-style-type: none"> Lecture Group Discussion Hands on Demonstration Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
7. Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures	7.1 Assess Occupational Safety and Health (OSH) practices and programs	<ul style="list-style-type: none"> • Case Study in evaluating current OSH programs effectiveness • Practice auditing the workplace 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	2 hours
	7.2 Recommend OSH program improvement initiatives	<ul style="list-style-type: none"> • Writing and Presenting Action Plans to improve OSH compliance in the workplace and/or increase effectiveness of OSH Programs 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	1 Hours
	7.3 Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<ul style="list-style-type: none"> • Role play in increasing the OSH awareness • Measuring the impact of the new OHS program or initiative 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	1 Hours
8. Lead towards improvement of environmental work programs, policies and procedures	8.1 Assess environmental work practices and programs	<ul style="list-style-type: none"> • Discussion of Green structural change and retraining needs <ul style="list-style-type: none"> ○ What is green structural change and where is it happening ○ Workforce restructuring and adjustment ○ Employment effects of Environment 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> ○ Sectors most affected by green restructuring ○ Retraining and skills upgrading ○ Effective and equitable restructuring: Good practices and programs by public and private sector actors ● Perform Impact Assessment ● Discussions of Gender Implications 			
	8.2 Recommend environmental program improvement initiatives	<ul style="list-style-type: none"> ● Practicing Leadership skills: The biggest challenge in transition to a low-carbon economy or environment friendly activities ● Practicing Basic Business planning ● Opportunities Management - Identification of low-carbon and Resource scarcity risks ● Perform Cost–benefit Analysis 	<ul style="list-style-type: none"> ● Lecture ● Group Discussion ● Demonstration ● Case Study ● Reporting 	<ul style="list-style-type: none"> ● Written Exam ● Demonstration ● Observation ● Interviews / Questioning ● Third Party Reports 	1 hour
	8.3 Implement recommended improvements on environmental programs, policies and procedures	<ul style="list-style-type: none"> ● Practicing Environmental Awareness Raising (Communication/ Implementation campaigns) ● Teaching and training personnel - necessary skills and methods to impart environmental knowledge, to create awareness and to react flexibly to ever-changing labor market needs. 	<ul style="list-style-type: none"> ● Lecture ● Group Discussion ● Demonstration ● Case Study ● Reporting 	<ul style="list-style-type: none"> ● Written Exam ● Demonstration ● Observation ● Interviews / Questioning ● Third Party Reports 	1 hour
9. Sustain entrepreneurial skills	9.1 Enhance one's business skills	<ul style="list-style-type: none"> ● Discussion on entrepreneurial skills ● Identifying market trends ● Case studies on new technologies, products and processes ● Practice gathering information on new trends 	<ul style="list-style-type: none"> ● Lecture/ Discussion ● Case study ● Group work 	<ul style="list-style-type: none"> ● Written Report ● Case problem 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	9.2 Manage entrepreneurial practices	<ul style="list-style-type: none"> • Discussion on continuous improvement • Presentation of plans for continuous improvement • Evaluation of new products and services 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Written Report • Case problem 	1 hour
	9.2 Expand markets and clientele	<ul style="list-style-type: none"> • Prepare business plan and proposal 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Portfolio 	1 hour

COMMON COMPETENCIES
(82 hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1 Apply workplace procedures in warehousing operations	1.1 Identify critical aspects of warehousing operations	<ul style="list-style-type: none"> ○ Read and understand <ul style="list-style-type: none"> ○ Occupational Safety and Health standards relevant to warehousing operations 	<ul style="list-style-type: none"> ● Lecture ● Group discussion 	<ul style="list-style-type: none"> ● Oral evaluation ● Written exam 	24 hours
		<ul style="list-style-type: none"> ● Discuss the following: <ul style="list-style-type: none"> ● Warehouse layout ● Flow of materials ● Workplace procedures ● Organizational structure ● Tasks, roles and responsibilities 			
		<ul style="list-style-type: none"> ● Discuss the following: <ul style="list-style-type: none"> ○ Workplace hazards ○ Emergency procedures ○ Personal protective equipment 	<ul style="list-style-type: none"> ● Lecture ● Group discussion 	<ul style="list-style-type: none"> ● Oral evaluation ● Written exam 	
		<ul style="list-style-type: none"> ● Demonstrate ability to discuss <ul style="list-style-type: none"> ○ Tasks included in warehousing operations ○ Workplace hazards and personal protective equipment ○ Illustrate Warehouse lay out with major areas 	<ul style="list-style-type: none"> ● Group discussion ● Demonstration 	<ul style="list-style-type: none"> ● Oral evaluation ● Written exam ● Demonstration 	
	1.2 Perform assigned workload	<ul style="list-style-type: none"> ● Discuss the following: <ul style="list-style-type: none"> ○ Planning work activities in warehousing operations ○ Workplace procedures ○ Project management ○ Work improvement strategies 	<ul style="list-style-type: none"> ● Lecture ● Group discussion 	<ul style="list-style-type: none"> ● Oral evaluation ● Written exam 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate ability to <ul style="list-style-type: none"> ○ Identify ways of establishing priorities and deadlines ○ Discuss how to optimize work schedule during peak season 	<ul style="list-style-type: none"> • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written exam • Demonstration 	
	1.3 Apply ethical practices	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Core values of employees ○ Company Code of Ethics ○ Regulations and legislation on gender sensitivity, sexual harassment, data privacy act ○ Confidentiality Clause for employees ○ Workplace security policies ○ Obligations and contracts • Demonstrate ability to <ul style="list-style-type: none"> ○ Settle an incident of overage during delivery ○ Handle confidentiality of information prior to new product launch 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Demonstration • Written exam 	
2. Perform industry calculations in warehousing operations	2.1 Carry out calculations	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Different warehousing activities requiring calculations ○ Conversions ○ Units of measure for materials ○ Ways of ensuring accuracy of calculations 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written exam 	8 hours
	2.2 Prepare estimates	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Techniques of estimating quantities of materials and resources ○ Job Estimates • Demonstrate ability to: 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> ○ Written exam ○ Demonstration 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Prepare estimates for crating of goods for export 			
	2.3 Interpret graphical representations of data	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Different types of graphical representations ○ How to use and interpret graphs • Demonstrate ability to: <ul style="list-style-type: none"> ○ Translate inventory level data into graphical representation ○ Prepare graph for the ff. inventory movements in 12 months-time <ul style="list-style-type: none"> ✓ Receipts ✓ Sales ✓ Returns 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written exam • Oral evaluation 	
3. Ensure security of stocks and cargo	3.1 Maintain security of stocks and cargo	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Transport security legislation including relevant international, national laws, regulations, codes and/or guidelines ○ Quarantine and bond regulations and requirements • Discuss the following: <ul style="list-style-type: none"> ○ Workplace policies and procedures concerning security of stocks and cargo ○ Signs of pilferage and thefts ○ Understanding instructions / information concerning security issues in transport and logistics 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Role Play 	<ul style="list-style-type: none"> • Written exam • Oral evaluation • Demonstration • Role Play 	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate ability to: <ul style="list-style-type: none"> ○ Handle a theft incident in the loading dock ○ Report pilferages and thefts pertaining to stocks and cargo 			
	3.2 Identify a security threat or situation	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Security threats, incidents, situations and emergencies pertaining to transport and logistics • Demonstrate ability to <ul style="list-style-type: none"> ○ Detect security threats concerning stocks and cargo ○ Report incident of suspicious cargo ○ Handle bomb threat calls 	<ul style="list-style-type: none"> • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Demonstration 	
	3.3 Respond to a security threat or situation	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ How to report security threats and emergencies ○ How to respond to emergency situations concerning security threats ○ Types of communication systems in case of emergency situations • Demonstrate ability to <ul style="list-style-type: none"> ○ Handle evacuation procedure ○ Contact government agencies for emergency situation 	<ul style="list-style-type: none"> • Group discussion • Demonstration 	<ul style="list-style-type: none"> ○ Oral evaluation ○ Written exam 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Provide efficient customer service	4.1 Define customer service requirements	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Scope of products and services being offered ○ Customer Profile ○ Customer Service Requirements • Demonstrate ability to: <ul style="list-style-type: none"> ○ Prepare a customer profile with service requirements through a mock interview 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written exam 	10 hours
	4.2 Render customer Service	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Workplace standards on customers' service ○ How to deal with customer's inquiries and/or complaints ○ Extra Mile Customer service 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> ○ Oral evaluation ○ Written exam 	
		<ul style="list-style-type: none"> • Demonstrate ability to <ul style="list-style-type: none"> ○ Handle customer inquiry on a product feature ○ Settle customer complaint ○ issue 			
	4.3 Monitor customer satisfaction	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Definition of customer satisfaction ○ Methods of monitoring customer satisfaction ○ Customer feedback reports ○ Common approaches to improve customer satisfaction 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation • Demonstration • Written exam 	
<ul style="list-style-type: none"> • Demonstrate ability to <ul style="list-style-type: none"> ○ Develop a customer satisfaction rating sheet ○ Use the customer satisfaction rating sheet in conducting a 		<ul style="list-style-type: none"> • Demonstration • Role Play 	<ul style="list-style-type: none"> • Oral evaluation • Demonstration 		

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		survey for a previous delivery made <ul style="list-style-type: none"> ○ Handle a dissatisfied customer 			
5. Contribute to quality systems	5.1 Apply quality concepts	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Basic quality concepts applicable to warehousing operations ○ Roles and responsibilities to ensure quality of work • Demonstrate ability to perform <ul style="list-style-type: none"> ○ Problem-solving techniques used in addressing quality issues on warehousing operations ○ Orient a co-worker on documenting a product return applying quality concept 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Demonstration 	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Evaluate proposed work process improvements	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Definition of work process improvement ○ Importance of work process improvement ○ How to prepare a work process improvement proposal ○ Different methods on work process improvement ○ Cost Benefit analysis ○ Ishikawa diagram on cause and effect on quality issue ○ Factors to consider in evaluating a work process improvement • Demonstrate ability to: <ul style="list-style-type: none"> ○ Give an example of work process improvement for warehouse operation. ○ Evaluate the proposed process improvement ○ Explain the selection process of the work process improvement that best fit the work situation 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Demonstration • Written exam 	
	5.3 Implement work process improvements	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Guidelines in implementing work process improvement ○ Monitoring progress and impact of work process improvement • Demonstrate ability to <ul style="list-style-type: none"> ○ Enumerate and explain process prior to implementing a work process improvement 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	Oral evaluation Written Exam	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
6. Comply with workplace procedures in handling products	6.1 Categorize products	<p>Read and understand</p> <ul style="list-style-type: none"> ○ Government agencies regulating product storage and handling <ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Factors in identifying and categorizing products <ul style="list-style-type: none"> ➤ product information ➤ storage requirements • Demonstrate ability to: <ul style="list-style-type: none"> ○ Differentiate stocks by category 	<ul style="list-style-type: none"> • Lecture and Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written exam • Demonstration 	8 hours
	6.2 Identify storage locations	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Factors in identifying storage locations and labeling <ul style="list-style-type: none"> • products storage requirements • available warehouse space ○ Different storage locations ○ Stock storage requirements ○ Stock Storage location ○ Inventory Management/ Warehouse Management systems ○ Stock movements and stock rotation affecting storage locations ○ Picking strategy Demonstrate ability to <ul style="list-style-type: none"> ○ Identify the stock storage location using the stock locator chart 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Oral Evaluation • Written exam 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.3 Follow stocks handling procedures	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Different stock handling requirements ○ Different types of material handling equipment ○ Stock handling procedures • Demonstrate ability to <ul style="list-style-type: none"> • Explain stock handling procedures 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written exam • Demonstration 	
7.Maintain warehouse records	7.1 Record warehouse data	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Government agencies requiring records retention • Discuss the following: <ul style="list-style-type: none"> ○ Importance of records management ○ Relevant software ○ Recording system ○ Filing system ○ Different types of document ○ Important warehouse and inventory data • Demonstrate ability to <ul style="list-style-type: none"> ○ Explain the importance of records management ○ Identify warehouse and inventory documents requiring retention by the government 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written exam • Demonstration 	16 hours
	7.2 Control document	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Document control procedures ○ Risks in records management ○ Cyber attack ○ Hacking ○ Virus 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written exam • Oral evaluation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Data storage and retrieval system ○ Backup system for storage data ○ Restricted access/custodian ○ Records retention period ○ Confidentiality and Information security ● Demonstrate the ability to <ul style="list-style-type: none"> ○ Explain document control procedures for warehouse records ○ Ways of preventing risks in document control 			
	7.3 Prepare reports	<ul style="list-style-type: none"> ● Discuss the following: <ul style="list-style-type: none"> ○ Different types of warehouse reports ○ Workplace procedures in preparing reports ○ Reporting protocol ● Demonstrate ability to <ul style="list-style-type: none"> ○ Explain different warehouse and inventory reports and its uses 	<ul style="list-style-type: none"> ● Lecture ● Group discussion ● Demonstration 	<ul style="list-style-type: none"> ● Oral evaluation ● Written exam 	

CORE COMPETENCIES
(168 Hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Supervise a warehouse team or workgroup	1.1 Determine appropriate staffing levels and assign workload	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Relevant regulations in the Labor Code of the Philippines ○ Applicable DOLE- Occupational Safety and Health Standards (OSHS) ○ Manpower Resource Planning • Discuss the following: <ul style="list-style-type: none"> ○ Leadership Concepts ○ Roles and functions of a warehouse supervisor ○ Tasks, Roles and Responsibilities of different warehouse positions ○ How to prepare job description ○ How to assign workloads • Discuss the following: <ul style="list-style-type: none"> ○ Warehouse Manpower Complement ○ Concepts on Hiring and selection • Demonstrate ability to <ul style="list-style-type: none"> ○ Enumerate roles of a warehouse supervisor ○ Conduct preliminary interviews for warehouse positions 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Exam 	16 hrs.

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.2 Mentor warehouse staff	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Training Methodologies ○ Personnel Development ○ Goals and targets ○ New developments ○ Coaching and mentoring <ul style="list-style-type: none"> ➤ Definition ➤ Differentiation Techniques ○ Cross-posting <ul style="list-style-type: none"> ➤ Advantages • Demonstrate ability to do a role play on <ul style="list-style-type: none"> ○ Application of coaching techniques ○ Application of mentoring techniques 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Exam • Case Study 	8 hrs
	1.3 Conduct performance appraisal of warehouse staff	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Performance appraisal <ul style="list-style-type: none"> ➤ Importance ➤ Process ➤ Frequency ➤ Different approaches ➤ Acknowledgement ○ Personnel Performance Improvement Plan <ul style="list-style-type: none"> ➤ Importance ➤ Process ➤ Frequency ➤ Different approaches ➤ Acknowledgement ○ Training Needs Analysis <ul style="list-style-type: none"> ➤ Importance ➤ Process 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Interview 	8 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ➤ Frequency ➤ Different approaches ➤ Acknowledgement • Discuss the following: <ul style="list-style-type: none"> ○ When to give rewards and recognition ○ When to impose disciplinary action • Illustrate <ul style="list-style-type: none"> ○ Performance Appraisal Process • Demonstrate ability to handle <ul style="list-style-type: none"> ○ Possible scenarios when conducting performance appraisal ○ How to do the employee performance improvement plan 			
	1.4 Enhance warehouse staff skills	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Warehouse competencies and skills inventory <ul style="list-style-type: none"> ➤ Importance ➤ Process ➤ Frequency ○ Personnel Performance Improvement Plan <ul style="list-style-type: none"> ➤ Importance ➤ Process ➤ Frequency ➤ Different approaches 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Exam 	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ➤ Acknowledgement ○ Skills enhancement ○ Developing personnel potential ○ Training programs for skills upgrading <ul style="list-style-type: none"> ➤ Inter-company training ➤ Post-graduate studies • Demonstrate through role play • Ways of enhancing warehouse staff skills 			
2. Oversee the warehouse facilities and equipment	2.1 Comply with the standards of safe and secured warehouse facility and equipment	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Applicable government regulatory standards <ul style="list-style-type: none"> ✓ OSHS ✓ FDA registration ✓ Fire protection ✓ Environmental compliance • Discuss the following: <ul style="list-style-type: none"> ○ Good Warehousing Practices on facility and equipment <ul style="list-style-type: none"> ➤ Importance ➤ Audit checklist ○ Different warehouse equipment and its uses ○ Security system <ul style="list-style-type: none"> ➤ Importance ➤ Surveillance equipment ➤ Restricted access ➤ Security personnel 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Exam 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate ability to <ul style="list-style-type: none"> ○ Discuss Good Warehousing Practices on facility and equipment ○ Identify OSHS relevant to warehousing 			
	2.2. Contribute in the design of the warehouse storage facility	<ul style="list-style-type: none"> • Read and Understand <ul style="list-style-type: none"> ○ Relevant government regulatory requirements <ul style="list-style-type: none"> ➢ Building permit ➢ Fire protection • Discuss the following: <ul style="list-style-type: none"> ○ Warehouse layout based on ○ Stocks storage requirements ○ Flow of goods ○ Capacity requirements <ul style="list-style-type: none"> ➢ Pallet space ➢ Standard pallet height ○ Stock keeping units ○ Stock locator map <ul style="list-style-type: none"> ➢ Importance ➢ Strategic location ➢ Storage Bins ➢ Storage racks ➢ Visual cues ➢ Racking systems ➢ Benefits ➢ Types • Demonstrate ability to 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Exam • Demonstration 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Design a sample warehouse lay-out with Stock Locator map 			
	2.3 Maintain warehouse facility and equipment	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Warehouse facility <ul style="list-style-type: none"> ➢ Different areas and its uses ➢ Maintenance ➢ Importance ➢ Inspection checklist ○ Warehouse equipment <ul style="list-style-type: none"> ➢ Types and uses ➢ Maintenance ➢ Importance ➢ Handling Procedures ➢ Inspection Checklist ○ Upgrade of facility and equipment <ul style="list-style-type: none"> • Importance • When to upgrade • Budget allocation • Demonstrate ability to <ul style="list-style-type: none"> ○ Prepare an Inspection checklist of warehouse facility and equipment • Demonstrate ability to do a role play on <ul style="list-style-type: none"> ○ Problem solving techniques when there is equipment breakdown 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Role Play 	<ul style="list-style-type: none"> • Written Exam • Oral Exam 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Supervise warehouse operations	3.1 Organize Warehouse operation	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Warehouse Operations <ul style="list-style-type: none"> ➤ Scope and objectives ➤ Goals and targets ➤ Warehouse policies and procedures ➤ Different activities ➤ Objectives ➤ Schedules ➤ Cut-offs ○ Operational resources <ul style="list-style-type: none"> ➤ Importance ➤ Availability ○ Common warehouse issues ○ Customer Service ○ Handling customer complaints • Key performance indicators <ul style="list-style-type: none"> ○ Definition ○ Importance ○ Metrics ○ Reports • Demonstrate ability to discuss <ul style="list-style-type: none"> ○ Different warehouse operations and performance metrics • Demonstrate through role play <ul style="list-style-type: none"> ○ Scenario on solving a warehouse problem related to warehouse damages 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Role Play 	<ul style="list-style-type: none"> • Oral Exam • Written Exam • Case study • Demonstration • Role Play 	24 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.2 Supervise warehouse inventory activities	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Inventory Management and Warehouse management <ul style="list-style-type: none"> ➤ Inter-relationship ➤ Importance ➤ Software ○ Inventory <ul style="list-style-type: none"> ➤ Importance ➤ Different inventory transactions ➤ Processes and controls ➤ Policies and procedures ➤ Reports ○ Inventory Count <ul style="list-style-type: none"> ➤ Importance ➤ Types ➤ Process ➤ Frequency ➤ Analysis and Reconciliation ➤ Inventory Count Reports • Demonstrate ability to <ul style="list-style-type: none"> ○ Explain the importance of conducting an inventory count ○ Enumerate the steps to be taken when conducting an inventory count ○ Prepare a sample report on the results of the inventory count 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Oral Examination • Written Examination • Case study • Demonstration 	24 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.3 Engage with efficient transport and logistics service providers	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Local geographical /territorial mapping ○ Applicable transport government regulatory requirements • Discuss the following: <ul style="list-style-type: none"> ○ Customer transport requirements ○ Transport planning system <ul style="list-style-type: none"> ➤ Definition ➤ Advantages ➤ Truck Capacity ➤ Various transport modes and criteria for its utilization ➤ Route planning ➤ Metrics ○ Efficient transport and logistics providers <ul style="list-style-type: none"> ➤ Third party contract management ➤ Selection process ➤ Awarding Contract ➤ Terms and Conditions ➤ Service and freight rates negotiation ➤ Metrics ➤ Performance review ➤ Delivery Efficiency ➤ Customer feedback ➤ Performance results ➤ Regular Updates 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Oral Examination • Written Examination 	8 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate the ability to <ul style="list-style-type: none"> ○ Select the efficient transport mode and provider to meet customer requirements • Demonstrate the ability to compute for <ul style="list-style-type: none"> ○ Space capacity for different transport units ○ Freight charges for air shipments ○ Weight limit for trucks ○ Freight rate estimates for transport routes from warehouse location to a particular delivery point 			
4. Implement process improvement system	4.1 Evaluate operational performance	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> ○ Warehousing Operations and Transport Logistics Key Performance Indicators <ul style="list-style-type: none"> ➤ Importance ➤ Metrics ➤ How to measure performance using KPI's ➤ Analysing performance results ➤ • Demonstrate the ability to perform <ul style="list-style-type: none"> ○ Assess performance using KPI's ○ Analyze results and make recommendations 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Examination 	8 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Adapt process improvement	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Change management • Discuss the following: <ul style="list-style-type: none"> ○ Process improvement program <ul style="list-style-type: none"> ➤ Concepts and Importance ➤ Types of process improvement ➤ Warehouse and logistics process analysis ➤ How to develop process improvements ➤ Select and adapt process improvement ➤ Review process improvement results ○ Benchmarking <ul style="list-style-type: none"> ➤ Concepts and importance ➤ How to do benchmark with best industry practices • Demonstrate the ability to <ul style="list-style-type: none"> ○ Develop a process improvement based on a scenario to streamline receiving lead –time 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Examination 	16 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Calibrate targets based on historical performance results	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Supply Chain Operational Reference Model (SCOR) ○ Warehouse and logistics analytics • Discuss the following: <ul style="list-style-type: none"> ○ Calibration of targets ○ When to consider calibration ○ Factors to consider prior to calibration <ul style="list-style-type: none"> ➢ Timing ➢ Historical and current data ➢ Effect on stakeholders ○ Monitor performance results ○ Reviews key performance targets against historical performance ○ Adjust performance targets • Demonstrate ability to perform <ul style="list-style-type: none"> ○ How to analyze historical data ○ How to prepare performance report 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Oral Examination 	16

3.2 TRAINING DELIVERY (TO BE REVISED)

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 meet 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 traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on 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 wants to enroll in this course must possess the following requirements:

- Must have completed the ten (10) year basic education or an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder
- Must possess good communication skills
- Must be computer literate
- Must be knowledgeable in Inventory Management/Warehouse Management System
- Must have an experience in supervising people

3.4 EQUIPMENT

LIST OF EQUIPMENT AND MATERIALS WAREHOUSING SERVICES NC IV

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for **WAREHOUSING SERVICES NC IV** are as follows:

EQUIPMENT *		
Qty	Unit	Specification/s /Description
1	Pc	Desktop Computer Internet connection capability
1	Pc	Laptop With compatible printer
1	Pc	Multi-media projector
1	Set	Audio Equipment

Note:

* The above equipment can be available on site.

SAFETY/PPEs	
Qty	Specification/s
1 set	Safety gloves
	Reflectorized Vest
	Hard hat
	Safety goggles
	Safety shoes. Steel toed
	Dust Mask
	Apron

ROOM FURNITURES		
Qty	Unit	Specification/s
25	pcs	Arm chair, plastic 17 ½" seat height
1	set	Teacher's table and chair Single pedestal, 48" W x 30" D x 29-1/2" H
1	pc	Projector overhead stand
1	pc	White board, wall mounted. 4 ft. x 8 ft.
1	pc	Flip board (foldable), flip chart
1	pc	Corkboard

SUPPLIES / MATERIALS	
Qty	Specification/s
3 pcs	White Board Markers
1 pc	White Board Eraser
25 pcs	Kraft Paper
2 pcs each	Scanned Sample Forms – Sales Order, Purchase Order, Delivery Order, Transfer Order, Bad Order Form, Count Tags, Count Sheets ,Performance Appraisal forms

LIBRARY HOLDINGS / REFERENCE MATERIALS	
Qty	Specification/s
1	101 Thoughts on Supply Chain Management
1	Reference materials on Warehousing Management Journals/Magazines
1	Basic Supervisory Skills handbook
1	Video on warehouse equipment /racks
1	Labor Code of the Philippines
1	OSHS Manual
1	Customer Response System Manual
1	Count Manuals
1	Company Policies
1	Company Procedure Manuals

* **NOTE:** The Training Center has the option to partner with a private/public establishment that has the capability to conduct warehousing services training.

3.5 TRAINING FACILITIES

The areas indicated here are indicative for a class size of 25 trainees. For a smaller class size, they may be reduced, provided that there should be at least 1.0 sq. m. or more space per trainee.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Lecture Room	8 x 5 m.	40 sq. m.	40 sq. m.
Warehouse Facility (hands-on purposes)	Actual Size	Actual Size	Actual Size
Learning Resource Center	4 x 5 m.	20 sq. m.	20 sq. m.
Wash room/Comfort Room (Male and Female)	3 x 4 m.	12 sq. m.	12 sq. m.
Total workshop area:			72 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR WAREHOUSING SERVICES NC IV

Trainers who will deliver the training on Warehousing Services NC IV should possess the following qualifications:

- Must be a holder of NTTC Level I in Warehousing Services NC IV
- Must possess good communication skills
- Must have at least 5 years' experience as supervisor with knowledge in Inventory Management –Warehouse Management (IM-WM) system

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees in a structured learning program to determine their achievement of units of competencies. It is administered by the trainer/assessor at end of each learning module.

SECTION 4 ASSESSMENT 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 the workplace requirements based on the relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 The full National Qualification of **WAREHOUSING SERVICES NC IV** shall be obtained when a candidate demonstrates competence in all units of competency listed in Section 1. A successful candidate shall be awarded a National Certificate signed by the TESDA Director General.
- 4.1.2 Assessment shall focus on the core units of competency. The basic and common units are assessed concurrently with the core units.
- 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, and work or life experiences may apply for recognition in a particular qualification through competency assessment.
- 4.1.4 The following are qualified to apply for assessment for certification for **WAREHOUSING SERVICES NC IV**:
- 4.1.4.1 Graduating students/trainees of with Training Regulation (WTR)-registered programs, graduates of No-Training Regulation (NTR) programs or graduates of formal/non-formal/informal including enterprise based training programs related to warehousing services Industry workers in warehousing operations.
- 4.1.4.2 Experienced workers in warehousing and logistics
- 4.1.5 Re-assessment shall focus only on the specific areas/where the candidate has not satisfactorily achieved the required level of competence AND must be undertaken within two (2) months during the period of validity of the Training Regulations
- 4.1.6 A candidate who fails the assessment for two (2) consecutive times shall be advised to go through a refresher course (on failed competencies) before taking another assessment.

4.2 COMPETENCY ASSESSMENT REQUISITE

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

4.2.2 **Accredited Assessment Center.** Only a TESDA-accredited assessment center is authorized to conduct competency assessment. The center has to undergo a quality assured procedure for accreditation before it is authorized by TESDA to manage the assessment for National Certification. It shall enter into a Memorandum of Agreement with a company that has warehousing facility and other requirements that maybe deemed necessary in the conduct of assessment.

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

4.2.3.1. Qualification of Competency Assessors

For Trainer-Assessor

- Holder of National TVET Trainer Certificate Level 1 (NTTC) on Warehousing Services NC III with at least three (3) years work experience in warehousing/logistics industry.
- Knowledgeable in Inventory Management / Warehouse Management System
- Have assisted in the actual conduct of assessment to at least two (2) candidates.

For Industry Assessor

- Holder of National Certificate in Warehousing Services NC IV
- Holder of Certificate of Competency (COC) in Conduct Competency Assessment under the Trainers Methodology Level 1 (TM 1
- Have at least three (3) years work experience in warehousing/logistics industry
- Knowledgeable in Inventory Management / Warehouse Management System
- Have assisted in the actual conduct of assessment to at least two (2) candidates

COMPETENCY MAP – LOGISTICS TRANSPORT SECTOR (WAREHOUSING SERVICES NC IV)

BASIC COMPETENCIES

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

COMMON COMPETENCIES

Apply workplace procedures in warehousing operations	Perform industry calculations in warehousing operations	Ensure security of stocks and cargo	Provide efficient customer service	Contribute to quality systems	Comply with workplace procedures in handling stocks
Maintain warehouse records					

CORE COMPETENCIES

Supervise a warehouse team or workgroup	Oversee the warehouse facilities and equipment	Supervise warehouse operations	Implement process improvement system
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GLOSSARY OF TERMS:

Barcode	Optical machine-readable representation of data relating to the object to which it is attached. It is a small image of lines (bars) and spaces that is affixed to store items identification cards, and etc. to identify a particular product number, person, or location.
Benchmarking	Process of comparing business performance against best practices of other businesses in the industry
Best Industry Practice	Method that has been generally accepted as superior and is used as a benchmark
Capacity Planning	Identifying how much space is needed in order to maximize productivity, reduce costs, and support sales growth.
Certificate of Compliance	Document certified by a competent authority that the supplied good or service meets the required specifications.
Coaching	process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future.
Code of Ethics	outlines the mission and values of the business or organization. It lays out the rules of behavior and provides groundwork for ethical conduct of employees to follow
Competency	ability to do something successfully or efficiently
Count sheet	form used to record physical inventory
Count team	group of people who conducts physical inventory
Cross-posting	management initiative wherein employee is transferred to another department for a defined period of time
Customer	person that buys goods or services from a business
Customer service	process of ensuring <u>customer</u> satisfaction with a product or service.
Cut-off	point or level that is a designated limit of something
Cycle count	inventory auditing procedure where a small subset of inventory in a specific location is counted on a specific date
Document control policy	regulates documents by number, name, version, effective date, review date and history of amendments..
Dispatch	sending something to a destination with promptness and speed
Entrepreneurial skills	combine a range of technical management and personal skills vital to promoting innovation, competitiveness and economic growth

Ergonomics	scientific discipline concerned with the understanding of interactions among humans and other elements of a system.
Feedback mechanism	an effective way to gather, learn, and apply your customer suggestions in order to enhance product or service
Forklift	a powered industrial truck (usually engine, hydraulics or electricity used to lift and move materials in short distances
Goal	an idea of the future or desired result that a group of people plans and commits to achieve
Good warehousing practices	a list of principles applied in warehousing operations to optimize cost so that products are always available, accessible and in good condition
Government regulatory	laws passed by legislative bodies to conform to rules, policies, specifications and standards requirements
Inventory	total amount of goods and/or materials contained in a warehouse, store or factory at any given time.
Inventory count	a carefully coordinated counting process for an actual count of goods in stock compared to the quantities reported on the detailed inventory records
Inventory record accuracy (IRA)	a measure of how closely inventory records match the physical
Job description	an informative documentation that describes the general tasks or other related duties and responsibilities expected to be done at work
Key Performance Indicators	a type of performance measurement. It demonstrates how effectively a company is achieving key business objectives. It is use to evaluate business' success at reaching targets
Key Performance Target	desired level of performance as measured by indicators
Lift truck	a vehicle used to lift, move, stack, rack, or otherwise manipulate loads.
Lay-out	the manner in which parts of the warehouse are arranged or laid-out
Lift truck	a vehicle used to lift, move, stack, rack, or otherwise manipulate loads.
Load	describes the materials being handled by a piece of equipment.
Loading Dock	also called loading bay is an area of a warehouse building where goods vehicles (usually road or rail) are loaded and unloaded.

Logistics Provider	a company that provides management over the flow of goods and materials between points of origin to end-use destination. The provider will often handle shipping, inventory, warehousing, packaging and security functions for shipment
Maintenance checklist	tool commonly used to keep building and equipment safe by periodical planning, checkups and maintenance activities
Mentoring	an experienced person assist a mentee in developing specific skills and knowledge that will enhance professional and personal growth
Negotiation	discussion aimed at reaching an agreement.
Objectives	a result that a company aims to achieve within a time frame and resources available
Order	a request by one party to another to make, supply, deliver, transfer or receive goods and services.
Order fulfillment	complete process from point of sales inquiry to a delivery of product to the customer
Outbound	managing and controlling outgoing materials starting from the download of materials to the shipping of products from the warehouse
Pallet loader	a warehousing or manufacturing equipment designed to lift and move load on a pallet
Pallet truck	an equipment used to lift and move pallets are either manually operated or powered by means of electricity and hydraulics
Palletizing scheme	create a number of alternative patterns or arrangement which ensures cargo stability, taking into account pallet and box volumes
Performance appraisal	regular review of an employee's job performance and overall contribution to a company.
Performance metrics	measures an organization to assess how well workers are doing their tasks and how companies are accomplishing their objectives
Personnel management	an administrative specialization that focuses on hiring and development of employees to become more valuable to the company
Pest control	the regulation or management of a species defined as a pest
Pilferage	theft of part of the contents of a package in small amounts
Preventive maintenance	maintenance regularly performed on a piece of equipment to lessen the likelihood of breakdown

Project management	practice of initiating, planning, executing, controlling, closing the work of a team to achieve specific goals and meet success criteria within a specified time
Process improvement program	process of identifying, analyzing, improving existing business processes to eliminate weak points or bottlenecks in operations
Purchase Order	a document used to approve, track, and process purchased items
Racking system storage	system designed to stack materials in horizontal rows with multiple levels
Receipt	involves the transfer of ownership of incoming goods ensuring that the documentation is accurate, correct and allows the goods to be made available as soon as possible
Reconciliation	a process where a company balances its physical inventory with the figures in its accounting books.
Reverse logistics	process of moving goods beyond their typical final destination for re-use, capturing value or proper disposal
Shelf Life	length of time that a product maybe stored without becoming unfit for use, consumption or for sale
Signages and visual cues	information or instruction on a signboard
Skills	type of work and activity which requires special training and knowledge
Skills inventory	report containing information on knowledge skills abilities and experiences of current employees
Stacking height	an orderly pile of stocks/goods, especially one arranged in layers.
Stock level	quantity of stocks kept on the warehouse required for efficient and effective control
Stock Locator System	a system with the capability of tracking supplies and inventory during transport and storage.
Storage location	a place where stock is physically kept
Strategies	plans of action designed to achieve over-all aim
Surveillance Equipment	system to monitor activities, behavior or information for the purpose of managing operations
Tactics	conceptual action aiming at the achievement of a goal

Transport provider	a company that provides management over the flow of goods and materials between points of origin to end-use destination. The provider will often handle shipping, inventory, warehousing, packaging and security functions for shipment
Transport-Route planning	process to plan for the most cost-effective route by minimizing the distance traveled and time taken in the delivery process
Truck turnaround	process of readying a transport vehicle for departure after its arrival
Warehouse Facility	a facility where raw materials and manufactured goods materials are stored before distribution.
Work-in-Process	part of manufacturer's inventory that has not yet been completed and transferred as finished goods inventory

ACRONYMS:

BFP	Bureau of Fire Protection
BIR	Bureau of Internal Revenues
DA	Department of Agriculture
DENR	Department of Environment and Natural Resources
DOLE – OSHS	Department of Labor and Employment – Occupational Safety and Health Standards
DTI	Department of Trade and Industry
FDA	Food and Drug Administration
FIFO	First in First Out
GPS	Global Positioning System
GWP	Good Warehousing Practices
IM	Inventory Management
IMWM	Inventory Management Warehouse Management
IRA	Inventory Records Accuracy
KPI	Key Performance Indicators
LIFO	Last In First Out
LIFR	Line Item Fill Rate
MSME	Micro Small Medium Enterprise
OFR	Order Fill Rate
PDEA	Philippine Drug Enforcement Agency
PPIP	Personnel Performance Improvement Plan
RFID	Radio Frequency Identification
SCMAP	Supply Chain Management Association of the Philippines
SCOR	Supply Chain Operations Reference
SKU	Stock Keeping Unit
SWOT	Strengths Weaknesses Opportunities Threats
TNA	Training Needs Analysis
TPLP	Third Party Logistics Provider
WMS	Warehouse Management System
5S	Sort, Set, Shine, Standardize, Sustain, - A system organizing spaces so work can be performed efficiently, effectively and safely



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