COMPETENCY STANDARDS

COMMUNITY PROGRAM DEVELOPMENT SERVICES LEVEL IV

SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICE SECTOR

COMMUNITY PROGRAM DEVELOPMENT SERVICES LEVEL IV

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COMPETENCY STANDARDS FOR
COMMUNITY PROGRAM DEVELOPMENT SERVICES NCIV

Section 1   COMMUNITY PROGRAM DEVELOPMENT SERVICES LEVEL IV

The **COMMUNITY PROGRAM DEVELOPMENT SERVICES LEVEL IV** Qualification consists of competencies that a person must achieve to conduct planning activities, coordinate program, facilitate program implementation, generate resources and monitor and evaluate program. It particularly focuses on competencies relating to training for employment.

The units of competency comprising this qualification includes the following:

Code	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

Code	COMMON COMPETENCIES
HCS421201	Provide Quality Customer Service
HCS315202	Comply with Quality and Ethical Standards
HCS311201	Perform Computer Operations

Code	CORE COMPETENCIES
HCSXXXX	Develop Program
HCSXXXX	Coordinate Program
HCSXXXX	Facilitate Program Implementation
HCSXXXX	Source Out Resources
HCSXXXX	Monitor and Evaluate Program

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

- Community Training and Employment Coordinator
- Community Development Facilitator
- Community Development Coordinator
- Community Organizer
- Community TVET development officer

SECTION 2   COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **COMMUNITY PROGRAM DEVELOPMENT SERVICES LEVEL IV**.

BASIC COMPETENCIES

UNIT OF COMPETENCY :   UTILIZE SPECIALIZED COMMUNICATION SKILLS

UNIT CODE   :   500311401

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* 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 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/ receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* 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 2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership 2.3 Openness and flexibility in communication 2.4 Communication skills relevant to client groups	2.1 Full range of communication techniques including: 2.1.1 Effective communication process 2.1.2 Active listening 2.1.3 Giving/ receiving Feedback 2.1.4 Interpretation of information 2.1.5 Role boundaries setting 2.1.6 Negotiation 2.1.7 Establishing empathy 2.1.8 Openness and flexibility in communication 2.2 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views/opinions are respected 3.5 Questions during fora are responded in a manner consistent with organizational standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information 3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			flexibility in communication 3.1.9 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 4.2 Presentation is clear and sequential and delivered within a predetermined time 4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are respected 4.5 Written communication is consistent with organizational standards 4.6 Inquiries are responded in a manner consistent with organizational standard 4.7 Consolidate ideas and suggestions 4.8 Generalize and summarize all ideas and suggestions	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership 4.3 Openness and flexibility in communication 4.4 Communication skills relevant to client groups	4.1 Full range of communication techniques including: 4.1.1 Effective communication process 4.1.2 Active listening 4.1.3 Giving/ receiving feedback 4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Establishing empathy 4.1.8 Openness and flexibility in communication 4.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA _Italicized terms_ are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 strategies is undertaken to promote participation of all parties 5.6 Specific communication needs of individuals are identified and addressed	5.1 Communication process 5.2 Dynamics of groups and different styles of group leadership 5.3 Openness and flexibility in communication 5.4 Communication skills relevant to client groups	5.1 Full range of communication techniques including: 5.1.1 Effective communication process 5.1.2 Active listening 5.1.3 Giving/receiving feedback 5.1.4 Interpretation of information 5.1.5 Role boundaries setting 5.1.6 Negotiation 5.1.7 Establishing empathy 5.1.8 Openness and flexibility in communication 5.2 Communication skills required to fulfill job roles as specified by the organization
6. Conduct interview	6.1 A range of appropriate communication strategies are employed in **interview situations** 6.2 Records of interviews are made and maintained in accordance with organizational procedures 6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated	6.1 Communication process 6.2 Dynamics of groups and different styles of group leadership 6.3 Effective questioning techniques 6.3 Communication skills relevant to client groups	6.1 Full range of communication techniques including: 6.1.1 Effective communication process 6.1.2 Active listening 6.1.3 Giving/ receiving feedback 6.1.4 Interpretation of information 6.1.5 Role boundaries setting 6.1.6 Negotiation

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			6.1.7 Establishing empathy 6.2 Effective clarifying and probing techniques (questioning skills) 6.3 Communication skills required to fulfill job roles as specified by the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 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: 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. Types of Interview	May include: 3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	May include: 4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 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	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 *Italicized terms* 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: • 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 Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds 1.5 Planning skills to organize required resources and equipment to meet learning needs 1.6 Reporting skills to organize

			information; assess information for relevance and accuracy; identify and elaborate on learning outcomes 1.7 Facilitation skills to conduct small group training sessions
2. Foster individual and team growth	2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards 2.2. ***Learning delivery methods*** are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements	2.1 Advanced coaching and mentoring techniques 2.2 Performance evaluation concepts 2.3 Training and development techniques	2.1 Instructional planning and delivery skills 2.2 Monitoring and evaluation skills 2.3 Mentoring and coaching skills
3. Monitor and evaluate workplace learning	3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of	3.1 Types and levels of learning evaluation 3.2 Learning styles and strategies 3.3 Training and development approaches	3.1 Instructional planning and delivery skills 3.2 Monitoring and evaluation skills 3.3 Mentoring and coaching skills

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 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	**The following resources should be provided:** 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. 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	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 *Italicized terms* 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 actively listen and to ask questions of others in a constructive way. 1.3 Using critical thinking pathway to formulate and ask relevant questions and come 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 *Italicized terms* 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 actively listen and to ask questions of others in a constructive way. 2.3 Using critical thinking pathway to formulate and ask relevant questions and come 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 *Italicized terms* 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 **Practical action plans** 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 21st 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 actively listen and to ask questions of others in a constructive way. 3.3 Using critical thinking pathway to formulate and ask relevant questions and come 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 insightson improving workplace conditions.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include; 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: 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: 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	**Assessment requires evidence that the candidate:**
	1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures.
	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
	1.3 Practiced the habit of critical inquiry and curiosity in the workplace
	1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations.
	1.5 Developed practical action plans for improving workplace conditions.
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	**Competency in this unit may be assessed through:**
	3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
	3.2 Evaluation of a candidate blog exploring different ideas and questions
	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
	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
	3.5 Observation of the candidate participating in a group problem-solving session
	3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process.
	3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.
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 *Italicized terms* 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
2. Engage and take actions on workplace issues and concerns	2.1 Effective and responsible actions at local, national and global levels are identified. 2.2 Motivation and willingness to take necessary actions are developed. 2.3 Attitude of "thinking globally and acting locally" is practiced.	2.1 Actions that can be taken individually and collectively 2.2 Ethically responsible behaviour 2.3 Importance and benefits of civic engagement 2.4 Strategies and techniques of "thinking globally and acting locally"	2.1 Employing appropriate actions to address workplace issues involving national and global trends 2.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 2.3 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 *Italicized terms* 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
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	3.1. Innovative behaviors in the workplace are performed	3.1 Determinants of innovative behavior by	3.1 Developing risk management

| of usual workplace practices | 3.2. Innovative climate in the workplace is maintained
3.3. Adoption or modification of new ideas relevant to the organizational needs is achieved | 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 | 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: 1.1 Products versus processes 1.2 Radical versus incremental 1.3. Technical versus administrative
2. Innovative behaviors	May include: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

EVIDENCE GUIDE

1. Critical aspects of Competency	**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 trialing 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 *Italicized terms* 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	3.1. Analysis and display techniques 3.2. Information collection, collation 3.3. Information evaluation issues 3.4. Information storage requirements and methods	3.1. Analysing record information 3.2. Collecting and collating information 3.3. Communicating effectively 3.4. Disseminating information 3.5. Presenting information

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 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	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: 3.1. application of statistical methods 3.2. mathematical calculations 3.3. critical analysis 3.4. problem solving
4. Management information systems	May include: 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	**Assessment requires evidence that the candidate:** 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 These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
2	Resource Implications	**Specific resources for assessment** 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3	Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Written Test 3.2 Interview The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.
4	Context for Assessment	4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : **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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 ***OSH practices and programs*** are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or ***OSH reference guides*** are consulted for proper guidance based on workplace policies and procedures 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards	1.1. OSH practices and programs workplace policies and procedures 1.2. OSH reference guides 1.3. OSH work standards	1.1. Critical thinking skills 1.2. Evaluating skills
2. Recommend OSH program improvement initiatives	2.1 OSH work improvement initiatives are identified that are relevant with the workplace scenario 2.2 OSH program improvement plans are organized based on workplace policies and procedures 2.3 OSH program improvement plans are presented based on workplace policies and procedures	2.1. OSH Programs 2.2. OSH work improvement initiatives	2.1. Presentation Skills 2.2. Communication skills 2.3. Collaborating skills 2.4. Critical thinking skills 2.5. Observation skills
3. Implement recommended	3.1 Approved improvements on	3.1. Coaching Concepts	3.1. Monitoring Skills 3.2. Evaluation Skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	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	3.2. OSH work improvement initiatives 3.3. Supervisory Concepts	3.3. Auditing Skills 3.4. Coaching Skills 3.5. Supervisory Skills

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	**Assessment requires evidence that the candidate:** 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	**The following resources should be provided:** 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
3. Methods of Assessment	Competency may be assessed through: 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
4. Context for Assessment	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 attitude required in assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess environmental work practices and programs	1.1. ***Environmental practices and programs*** are reviewed based on workplace policies 1.2 Appropriate personnel or ***environmental reference guides*** are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2. Mitigation Requirements	2.1. Presentation Skills 2.2 Critical thinking 2.3. Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.6 Cost-Benefit Analysis
3. Implement recommended improvements on	3.1. Approved improvements on ***environmental work program initiatives*** are promoted based on	3.1. Environmental Work Initiatives 3.2. Communication Strategies	3.1. Inspection Skills 3.2 Critical thinking

environmental programs, policies and procedures	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	3.3. Environmental inspection and Monitoring Techniques 3.4. Notification Requirements	3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	R A N G E
1. Environmental Practices and Programs	May include: 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: 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: 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	**Assessment requires evidence that the candidate:**
	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	**The following resources should be provided:**
	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	**Competency in this unit may be assessed through:**
	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	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 *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance one's business skills	1.1 **Entrepreneurial skills** development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise 1.5 Networking and Linkaging skills
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 *continuous improvement 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 skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)

	fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged		
3. Expand markets and clientele	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured though appropriate **internal controls.** 3.3 Unnecessary or lower-priority expenses and purchases are avoided. 3.4 New markets and clients are identified based on current market trends	3.1 Basic cost-benefit analysis 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial skills	May include: 1.1. Financial management skills 1.2. People management skills 1.3. Operations management skills 1.4. Business acumen
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: 4.1 Quality management systems (PDCA, ISO 9001,TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 Quality assurance/Quality control systems

EVIDENCE GUIDE

1. Critical aspects of competency	**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 COMPETENCY

UNIT OF COMPETENCY: PROVIDE QUALITY CUSTOMER SERVICE

UNIT CODE   : **HCS421201**

UNIT DESCRIPTOR   : This unit covers the knowledge, skill and attitudes required to provide effective and efficient services to the clients of the   microfinance industry.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update knowledge of products and services	1.1 Products and/or services to be marketed are identified, familiarized with and fully understood 1.2 Information on programs is accessed 1.3 Knowledge on **products, services and programs** are updated 1.4 Additional information on products, services and programs are prepared	3.1 Understanding client's nature, motivation, expectations and needs 3.2 Knowledge of how to determine client needs and expectations related to the product/services and programs 3.3 Knowledge of appropriate marketing and promotional strategies 3.4 Knowledge of organization's vision, mission and values 3.5 Commitment/dedication, love of work, competence, courteous, honesty, sincerity, sensitivity to others, sense of responsibility, caring attitude/compassion, and charity	1.1 Effective oral communication skills 1.2 Listening skills 1.3 Motivational skills 1.4 Interpersonal skills 1.5 Presentation skills 1.6 Skill in demonstrating cost/benefits/value to clients based on client's expectations and needs 1.7 Skill in generating several alternative solutions that will meet customer's needs 1.8 Data gathering skills 1.9 Computer literacy

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess needs of new and existing clients	2.1 Active listening is used to gather information from *clients* 2.2 Provided clients with courteous and professional treatment throughout the interaction using *interactive communication* 2.3 Inquiries, concerns and comments are responded to promptly and accurately in accordance with organization's policies 2.4 Recorded all the gathered information given by the clients 2.5 Identified related or applicable *needs* of clients based on the products/services and program being offered 2.6 Orientation on products/services, program and policies are conducted	3.1 Understanding client's nature, motivation, expectations and needs 3.2 Knowledge of how to determine client needs and expectations related to the product/services and programs 3.3 Knowledge of appropriate marketing and promotional strategies 3.4 Knowledge of organization's vision, mission and values 3.5 Commitment/dedication, love of work, competence, courteous, honesty, sincerity, sensitivity to others, sense of responsibility, caring attitude/compassion, and charity	2.1 Effective oral communication skills 2.2 Listening skills 2.3 Motivational skills 2.4 Interpersonal skills 2.5 Presentation skills 2.6 Skill in demonstrating cost/benefits/value to clients based on client's expectations and needs 2.7 Skill in generating several alternative solutions that will meet customer's needs 2.8 Data gathering skills Computer literacy
3 Conduct client satisfaction survey	3.1 Client satisfaction survey is administered 3.2 Survey results are collated and analyzed 3.3 Positive and negative results are defined 3.4 Negative feedbacks are well addressed immediately through appropriate	3.1 Knowledge of designing, administering and processing clients' satisfaction survey 3.2 Knowledge of confidentiality and company standards for obtaining, using and protecting	3.1 Effective oral communication skills 3.2 Listening skills 3.3 Motivational skills 3.4 Interpersonal skills 3.5 Presentation skills 3.6 Skill in demonstrating cost/benefits/value to clients based on

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	communication strategies	information obtained from clients 3.3 Knowledge of company standards on how to interact with clients	client's expectations and needs 3.7 Skill in generating several alternative solutions that will meet customer's needs 3.8 Data gathering skills Computer literacy

RANGE OF VARIABLES

VARIABLE	RANGE
1. Product, services and programs	Includes the following but are not limited to: 1.1 Financial services 1.2 Non-financial services
2. Clients	2.1 Entrepreneurial poor
3. Interactive communication	3.1 Information is gathered in a courteous and professional manner 3.2 Probing skills 3.3 Skills in effective questioning 3.4 Consistent service quality for all types of customers 3.5 Avoiding controversial issues like politics and religion
4. Needs	4.1 Designing clients satisfaction survey instruments 4.2 Procedure in administering clients satisfaction survey 4.3 Processing clients satisfaction survey data 4.4 Product/service knowledge 4.5 Knowledge of programs
5. Communication strategies	5.1 One-on-one interaction 5.2 Group meetings

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:	
	1.1	Received, assessed and responded to client needs
	1.2	Applied organizational quality procedures and processes in providing quality service
2. Resource implications	The following resources **MUST** be provided:	
	4.1	Meeting venue/s
	4.2	Equipment and furnishings appropriate to a microfinance set-up
	4.3	Complete information on products, services and programs
	4.4	Products, services and programs brochures
	4.5	Organization's standard forms for clients
3. Method of assessment	Competency may be assessed through:	
	3.1	Oral questioning
	3.2	Written test
	3.3	Practical demonstration
4. Context for assessment	6.1	Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : **COMPLY WITH QUALITY AND ETHICAL STANDARDS**

UNIT CODE : **HCS315202**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes needed to apply quality and ethical standards in the workplace. The unit also includes the application of relevant safety procedures and regulations, organization procedures, client and industry requirements.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess quality of received materials	1.1 Work instruction is obtained and carried out in accordance with standard operating procedures 1.2 Received materials are checked against workplace standards and specifications 1.3 Defective *materials* are identified, reported and isolated 1.4 Defective materials are repaired/replaced in accordance with workplace procedures 1.5 *Defects* and any identified causes are recorded and/or reported to the concerned personnel in accordance with workplace procedures	1.1 Knowledge of organization's vision, mission and values 1.2 Knowledge of product, services and programs 1.3 Operational standards and procedures 1.4 Quality checking procedures 1.5 Workplace procedures 1.6 Occupational health and safety procedures 1.7 Characteristics of hardware, software and materials used in rendering quality service 1.8 Defect/irregularities identification and reporting	1.1 Comprehension skills 1.2 Communication skills 1.3 Critical thinking, problem solving and decision-making skills 1.4 Technical skills 1.5 Interpersonal skills 1.6 Community organizing skills 1.7 Analytical skills 1.8 Quantitative skills 1.9 Qualitative skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.9 Quality improvement processes 1.10 Quality consciousness 1.11 Values orientation 1.12 Market-driven/client-focused	
2 Assess own work/output	2.1 **Documentation** relative to quality within the company is identified and used 2.2 Completed work is checked against workplace standards 2.3 Defects are identified and corrected in accordance with the company **quality standards**	2.1 Workplace procedures 2.2 Defect/irregularities identification and reporting 2.3 Quality improvement processes 2.4 Quality checking procedures 2.5 Quality consciousness 2.6 Quality improvement processes	2.1 Comprehension skills 2.2 Communication skills 2.3 Critical thinking, problem solving and decision-making skills 2.4 Technical skills 2.5 Interpersonal skills 2.6 Community organizing skills 2.7 Analytical skills 2.8 Quantitative skills
3 Submit oneself to third party assessment	3.1 Information on the quality and other indicators of performance are recorded in accordance with workplace procedures 3.2 In cases of deviations from specific quality standards, causes are documented and reported in accordance with the workplace's standards operating procedures 3.3 In cases of objections/disagreements, reasons are	3.1 Knowledge of organization's vision, mission and values 3.2 Knowledge of product, services and programs 3.3 Operational standards and procedures 3.4 Workplace procedures 3.5 Documentation and reporting procedures	3.1 Comprehension skills 3.2 Communication skills 3.3 Critical thinking, problem solving and decision-making skills 3.4 Technical skills 3.5 Interpersonal skills 3.6 Community organizing skills 3.7 Analytical skills 3.8 Quantitative skills Qualitative skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	expressed thru written documentation 3.4 Settlements are sought in accordance with company policies		
4 Engage in quality improvement	4.1 Process improvement procedures are participated in relative to workplace assignment 4.2 Work is carried out in accordance with process improvement procedures 4.3 Services are delivered in accordance with ethical standards 4.4 Quality service is monitored to ensure *client* satisfaction 4.5 Client's needs are assessed through conduct of researches, focus group discussions, and satisfaction surveys/interviews 4.6 Trainings, orientations, and exposures are rendered to ensure their understanding/ familiarization on products, services and programs	4.1 Operational standards and procedures 4.2 Quality checking procedures 4.3 Workplace procedures 4.4 Occupational health and safety procedures 4.5 Process improvement procedures 4.6 Characteristics of hardware, software and materials used in rendering quality service	4.1 Comprehension skills 4.2 Communication skills 4.3 Critical thinking, problem solving and decision-making skills 4.4 Technical skills 4.5 Interpersonal skills 4.6 Community organizing skills 4.7 Analytical skills 4.8 Quantitative skills Qualitative skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	Materials may include but are not limited to: 1.1 Manuals, brochures, flyers, flipcharts, signages and tarpaulin 1.2 Work orders 1.3 Standard forms 1.4 Recorded voice files/audio video presentations 1.5 PowerPoint presentation materials 1.6 Documentations 1.7 Software 1.8 Hardware 1.9 Office supplies 1.10 Office equipment 1.11 Holy Scriptures
2. Defects	Defects may include but are not limited to: 2.1 Deviation from the requirements of the client 2.2 Deviation from the requirements and standard operating procedures of the organization/institution 2.3 Manuals containing incorrect/outdated information 2.4 Software/hardware defects 2.5 Poor employee interpersonal relationships/conflicts among employees 2.6 Loose implementation of organizational policies and procedures 2.7 Poor/inappropriate training designs 2.8 Non-compliance of selection and recruitment procedures of employees 2.9 Work fatigue and lost of interest to work being experience by the employee/s 2.10 Lack of clear understanding about one's role and responsibilities 2.11 Non-compliance of selection and recruitment procedures of clients 2.12 Undesirable work behavior of employees 2.13 Breakdown of/barriers to communication 2.14 Outdated work plans and schedules
3. Documentation	Includes the following but are not limited to: 3.1 Standard Operating Procedures 3.2 Quality checklist 3.3 Monitoring feedback sheet

VARIABLE	RANGE
	3.4 Forms such as Loan Applications, CCI/BI, Cash Flows, Loan Utilization Checks, Client Exits/Withdrawals, Work/Job Order, Client Feedback Notice, Material Requisition Form, Performance Appraisal Report, Training Evaluation Forms
	3.5 Reports such as Financial Statements, Operational Assessments/Highlights and Plans, Cash Position Reports
	3.6 Minutes of meetings (Board, Branch, Department/Units/Groups)
	3.7 Special orders, memorandums, notices, announcements
	3.8 Employee movements (promotion, demotion, discharge, termination, suspension)
	3.9 Linkages such as Loan Verification, SSS and Philhealth dues.
	3.10 Organizational Profile (Vision, Mission, Goals and Objectives)
	3.11 Electronic documentations e.g. Website
	3.12 Files/Employees' Profile
4. Quality standards	Quality standards may be related but are not limited to the following:
	4.1 Materials
	4.2 Software
	4.3 Office supplies
	4.4 Office facilities
	4.5 Office equipment
	4.6 Office standard forms
	4.7 Work processes
	4.8 Customer service
	4.9 Products and services
	4.10 Work outputs
	4.11 Communication process
	4.12 Ethical and professional ethics
	4.13 Training program design and delivery
	4.14 Value added services/product innovations
	4.15 Organization's policies and procedures manual

VARIABLE	RANGE
5. Client	Includes the following but are not limited to: 5.1 External clients (customer, partners, members, subscribers, end users, investors/funders, service providers, agencies) 5.2 Internal clients (within the organization/co-employees, immediate superiors, board of trustees)

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Performed work in accordance with the organization's standard operating procedures and specifications 1.2 Identified and reported defects in accordance with standard operating procedures 1.3 Carried out work in accordance with the process improvement procedures
2. Resource implications	The following resources **MUST** be provided: 2.1 Product manuals and brochures 2.2 Marketing and promotional materials 2.3 Orientation and presentation materials 2.4 Office standard forms and documentation 2.5 Operational handbook/manuals 2.6 Work plans and schedules 2.7 Hardware 2.8 Software
3. Method of assessment	Competency may be assessed through: 3.1 Written examination 3.2 Interviews 3.3 Audit report 3.4 Monthly reports 3.5 Practical demonstration 3.6 Performance evaluation
4. Context for assessment	4.1 Assessment may be conducted in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : **PERFORM COMPUTER OPERATIONS**

UNIT CODE : **HCS311201**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes needed to perform computer operations which include encoding, accessing, decoding, transferring and storing data and information using the appropriate hardware and software.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for assigned task	1.1 Tasks are determined according to required output 1.2 Appropriate *hardware* and *software* are selected 1.3 OHS standards are complied with appropriate guidelines and procedures are identified 1.4 Required data security guidelines are determined	1.1 Basic fundamentals for computer use 1.2 Basic knowledge of computer system 1.3 Basics of computer operating system 1.4 Categories of storage devices and memories 1.5 Types and uses of software applications 1.6 Intellectual property rights 1.7 Virus information, detection and elimination 1.8 OHS principles and practices 1.9 Concern for details in accordance with organization's guidelines 1.10 Patience in handling challenging/difficult tasks 1.11 Quality consciousness 1.12 Safety consciousness	1.1 Computer keyboarding skills 1.2 Internet browsing/networking skills 1.3 Skill in English grammar 1.4 Basic computer software and hardware maintenance/troubleshooting skills 1.5 Analytical skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Encode data	2.1 Accuracy of data/information is validated 2.2 Data are encoded using appropriate application 2.3 Information is saved in ***storage devices*** according to requirements 2.4 Work is performed within ***OHS guidelines***	2.1 Basic fundamentals for computer use 2.2 Basic knowledge of computer system 2.3 Basics of computer operating system 2.4 Categories of storage devices and memories 2.5 Types and uses of software applications 2.6 Intellectual property rights 2.7 Virus information, detection and elimination 2.8 OHS principles and practices 2.9 Concern for details in accordance with organization's guidelines 2.10 Patience in handling challenging/difficult tasks 2.11 Quality consciousness 2.12 Safety consciousness	2.1 Computer keyboarding skills 2.2 Internet browsing/networking skills 2.3 Skill in English grammar 2.4 Basic computer software and hardware maintenance/troubleshooting skills 2.5 Analytical skills
3. Access information	3.1 Appropriate application is selected based on job requirements 3.2 Proper use of navigation keys and icons is observed 3.3 Proper use of computer and other peripherals is observed	3.1 Basic fundamentals for computer use 3.2 Basic knowledge of computer system 3.3 Basics of computer operating system	3.1 Computer keyboarding skills 3.2 Internet browsing/networking skills 3.3 Skill in English grammar 3.4 Basic computer software and hardware

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.4 Categories of storage devices and memories 3.5 Types and uses of software applications 3.6 Intellectual property rights 3.7 Virus information, detection and elimination 3.8 OHS principles and practices 3.9 Concern for details in accordance with organization's guidelines 3.10 Patience in handling challenging/difficult tasks 3.11 Quality consciousness 3.12 Safety consciousness	maintenance/trouble shooting skills Analytical skills
4. Produce data	4.1 Processed data using appropriate applications by authorized personnel 4.2 Data are printed according to standard operating procedures 4.3 Data are analyzed 4.4 Files and data are transferred according to standard operating procedures 4.5 Files and data are securely stored	4.1 Basic fundamentals for computer use 4.2 Basic knowledge of computer system 4.3 Basics of computer operating system 4.4 Categories of storage devices and memories 4.5 Types and uses of software applications 4.6 Intellectual property rights	4.1 Computer keyboarding skills 4.2 Internet browsing/networking skills 4.3 Skill in English grammar 4.4 Basic computer software and hardware maintenance/troubleshooting skills 4.5 Analytical skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.7 Virus information, detection and elimination 4.8 OHS principles and practices 4.9 Concern for details in accordance with organization's guidelines 4.10 Patience in handling challenging/difficult tasks 4.11 Quality consciousness 4.12 Safety consciousness	
5. Use the internet to access information	5.1 Required information is identified 5.2 Appropriate browser and search engine are used in accordance with the organization's standards and procedures 5.3 Relevant links are utilized to access information	5.1 Basic fundamentals for computer use 5.2 Basic knowledge of computer system 5.3 Basics of computer operating system 5.4 Categories of storage devices and memories 5.5 Types and uses of software applications 5.6 Intellectual property rights 5.7 Virus information, detection and elimination 5.8 OHS principles and practices 5.9 Concern for details in accordance with organization's guidelines	5.1 Computer keyboarding skills 5.2 Internet browsing/networking skills 5.3 Skill in English grammar 5.4 Basic computer software and hardware maintenance/troubleshooting skills Analytical skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		5.10 Patience in handling challenging/difficult tasks 5.11 Quality consciousness 5.12 Safety consciousness	
6. Maintain computer equipment and systems	6.1 Procedures for system security such as virus check, data back-up, and system defragmentation are implemented 6.2 Appropriate *basic equipment maintenance* procedures and *Management Information System* requirements are implemented	6.1 Basic fundamentals for computer use 6.2 Basic knowledge of computer system 6.3 Basics of computer operating system 6.4 Categories of storage devices and memories 6.5 Types and uses of software applications 6.6 Intellectual property rights 6.7 Virus information, detection and elimination 6.8 OHS principles and practices 6.9 Concern for details in accordance with organization's guidelines 6.10 Patience in handling challenging/difficult tasks 6.11 Quality consciousness 6.12 Safety consciousness	6.1 Computer keyboarding skills 6.2 Internet browsing/networking skills 6.3 Skill in English grammar 6.4 Basic computer software and hardware maintenance/troubleshooting skills 6.5 Analytical skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware	Hardware includes the following but are not limited to: 1.1 Computer set-up 1.2 Network systems 1.3 Communication equipment 1.4 Printer and scanner 1.5 Built-in cameras 1.6 Multimedia projector
2. Software	Software includes the following but are not limited to : 2.1 Microsoft Office applications 2.2 Database applications 2.3 Web browser 2.4 Client specific software
3. Storage devices	Storage devices include the following but are not limited to : 3.1 Diskettes 3.2 Zip disks 3.3 Local and remote hard disk drives 3.4 Optical drives (CDs) 3.5 USB flash drives
4. OHS guidelines	4.1 Types of equipment used 4.2 Ergonomic furniture 4.3 Radiation barrier for monitors 4.4 Sitting posture 4.5 Lifting posture
5. Basic equipment maintenance	6.1 Conducting file management 6.2 Updating of applications 6.3 Storing back up files 6.4 Maintaining equipment cleanliness 6.5 Security system/password
6. Management Information System	7.1 Authorized IT security officer 7.2 Updating of programs/systems

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that candidate has:
	1.1 Used appropriate hardware
	1.2 Used appropriate software applications
	1.3 Processed required data
	1.4 Maintained security measures, e.g., passwords
	1.5 Practiced troubleshooting procedures
	1.6 Applied basic computer maintenance activities
2. Resource implications	The following resources **MUST** be provided:
	2.1 Computer hardware and peripherals
	2.2 Appropriate software applications
	2.3 Computer printer/scanner ink
	2.4 Stationeries
	2.5 CDs, DVDs and USBs
3. Method of assessment	Competency may be assessed through:
	3.1 Direct observation
	3.2 Oral questioning
	3.3 Written test
	3.4 Practical demonstration
	3.5 Work outputs
4. Context for assessment	4.1 The Assessment may be conducted in the workplace or in a simulated workplace environment

CORE COMPETENCIES

UNIT OF COMPETENCY : DEVELOP PROGRAM

UNIT CODE   : HSCXXXXXX

UNIT DESCRIPTOR   : The unit deals with the knowledge, skills and attitudes required to gather and analyze data, prepare plan, and develop programs

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. 1. Gather data	1.1 Data sets required are identified according to the needs of the community 1.2 ***Data gathering methods*** are identified following program objectives 1.3 ***Data*** are gathered from partner agencies and stakeholders 1.4 Validated data are filed following standard procedures 1.5 ***Community consultation*** is facilitated following industry procedures	1.1 Different communication strategies 1.2 Different data related to skills inventory 1.3 Record keeping 1.4 Data Privacy Act 1.5 Attitudes: • Resourceful • Committed • Hard Working • Flexible • Diligence • Patience • Systematic • Integrity	1.1 Communication and active listening skills 1.2 Utilizing communication technologies 1.3 Filing validated data 1.4 Keeping and saving records 1.5 Facilitating community consultation skills
2. Analyze data	2.1 Appropriate statistical tools are applied in accordance with the identified data gathering method 2.2 Organized data are analyzed using appropriate ***statistical tools*** 2.3 Results are translated into findings and recommendations	2.1 Types of data 2.2 Research Design 2.3 Standard research procedures 2.4 Methods of research 2.5 Data, analysis, conclusion and interpretation 2.6 Research documentation format 2.7 Technical writing	2.1 Analytical Skill 2.2 Use of ICT (Use of Office productivity tools)

	2.4 Results of data interpretation are referred to proper authority for review and validation when necessary	2.8 Attitudes: • Analytical • Focused • Committed • Innovative • Meticulous • Objective • Organized • Persevering • Proactive • Resourceful • Reliable • Systematic	
3. Prepare program plan	3.1 Preparation of program plan is carried out based on gathered and analyzed data. 3.2 Program priorities, timelines and responsibilities are identified and documented following organizational procedures. 3.3 Financial, human and physical resource requirements are determined according to goal. 3.4 Financial plans are clarified with appropriate personnel within the organization 3.5 Any changes required to be made to financial plans are negotiated with relevant personnel within the organization 3.6 Contingency plans are prepared in the event that initial plans need to be varied.	3.1 Preparation of plan 3.2 Identification and documentation of program priorities, timeliness and responsibilities 3.3 Financial, human and physical resource requirements 3.4 Preparation of contingency plans 3.5 Financial plans 3.6 Communication Process 3.7 Changes on financial plans 3.8 Mathematical operations 3.9 Attitudes: • Patience • Commitment • Dedication • Passion • Flexibility • Integrity • Resourcefulness	3.1 Communication Skills 3.2 Negotiating Skills 3.3 Technical writing skills 3.4 Mathematical skills 3.5 Clarifying financials plans 3.6 Preparing contingency plans 3.7 Determining financial, human and physical resource requirements 3.8 Identifying and documenting program priorities, timeliness and responsibilities 3.9 Carrying out preparation of action plan

| 4. Conduct networking and linkaging | 4.1 Programs on accessing people are engaged in development of formal arrangements according to intended goals.
4.2 Individual differences, rights, needs and preferences are considered and incorporated in the planning processes. | 4.1 Inputs from internal and external stakeholders
4.2 Programs on accessing people
4.3 Engagement of programs to development of formal arrangements.
4.4 Individual differences, rights, needs and preferences
4.5 Planning processes
4.6 Attitudes:
• Patience
• Commitment
• Dedication
• Passion
• Flexibility
• Integrity
• Resourcefulness | 4.1 Communication Skills
4.2 Negotiating Skills
4.3 Technical writing skills
4.4 Facilitating internal and external inputs
4.5 Engaging internal and external stakeholders
4.6 Considering and incorporating individual differences, rights, needs and preferences in program development
4.7 Carrying out of action plan |

RANGE OF VARIABLES

VARIABLE	RANGE
1. Data gathering methods	Strategies may include: 1.1 Identification of leaders 1.2 Identification of beneficiaries 1.3 Training Needs Assessment (TNA) 1.4 Training Needs Opportunities (TNO)
2. Data	Data may include: 2.1 Rapid Community Based Monitoring System(CBMS) 2.2 PESO Employment Information System 2.3 Barangay Skills Needs Survey (BSNS) 2.4 T2MIS Database 2.5 Data from partner agencies 2.6 Labor Market Information
3. Community consultation	Community consultation may include: 2.1 Focus Group Discussion (FGD) 2.2 Survey (online, 2.3 Voting 2.4 Fora 2.5 Formal Discussion
4. Statistical Tools	Statistical may include: 4.1 Trending 4.2 Correlation 4.3 Regression 4.4 Standard Deviation

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Gathered Data 1.2 Analyzed Data 1.3 Prepared plan 1.4 Developed programs
2. Resource Implications	The following resources MUST be provided: 1. Actual and simulated workplace 2. Materials, tools, and equipment needed to perform the required task 3. References and manuals 4. PPEs 5. First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio 3.4 Third party report
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 : **COORDINATE PROGRAM**

UNIT CODE : **HSCXXXXXX**

UNIT DESCRIPTOR : The unit deals with the knowledge, skills and attitudes required to develop others within the team, communicate with people from diverse backgrounds and situations, organize community and formalize engagement with the stakeholders.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. Develop potential Civil Society Organization's (CSOs)	1.1 Positive image of the organization to other volunteers are presented. 1.2 Induction of new volunteers into the organization's mission, purpose, procedures, expectations is conducted. 1.3 Induction processes are followed up to ensure adherence to organization policies and procedures	1.1 Presentation of positive image of organization 1.2 Induction process 1.3 Organization's mission and purpose. 1.4 Organizational policies and procedures 1.5 Communication skills 1.6 Attitudes: • Patience • Commitment • Dedication • Passion • Flexibility • Open-mindedness • Integrity	1.1 Presenting positive image of the organization 1.2 Conducting induction of new volunteers 1.3 Conducting follow up induction process 1.4 Communication skills
2. Communicate with people from diverse backgrounds and situations	2.1 Respect for diversity in *communication* with all people is practiced following industry procedures 2.2 *Communication* is used constructively to establish, develop and maintain effective relationships, mutual trust and confidence	2.1 Diversity in communication 2.2 Communication skills 2.3 Sourcing of interpreters 2.4 Attitudes: • Patience • Commitment • Dedication • Passion • Flexibility • Open-mindedness • Integrity	2.1 Practicing respect for diverse way of communication 2.2 Using verbal and non-verbal communication 2.3 Seeking assistance of interpreter 2.4 Identifying strategies 2.5 Communication skills

	2.3 Strategies are used to communicate in the most efficient way possible to eliminate barriers. 2.4 Assistance from interpreters or other persons are sought according to communication needs	• Empathetic	
3. Recognize community	3.1 Leaders and core group members are identified 3.2 Strategies are selected for implementing the program based on the action plan. 3.3 Community is directed based on established vision.	3.1 Effective Leadership 3.2 Effective Leader 3.3 Communication skills 3.4 Flexibility 3.5 Learning Agility 3.6 Recognize dynamics of the community 3.7 Conflict management 3.8 Community organizing strategy 3.9 Selection of strategy for implementing program 3.10 Attitudes: • Analytical • Focused • Committed • Innovative • Meticulous • Objective • Organized • Persevering • Proactive • Resourceful • Reliable • Systematic • Empathetic • Motivator	3.1 Leadership skills 3.2 Self-awareness 3.3 Communication 3.4 Influence 3.5 Learning agility 3.6 Negotiation and mediation skills 3.7 Listening skills
4. Formalize engagement with the stakeholders	4.1 MOU with beneficiaries is executed based on agreement 4.2 Memorandum of Agreement (MOA) is formulated based on	4.1 Writing and Communication Skills 4.2 AU/MOA/MOU Preparation 4.3 Workplace documentation 4.4 Attitude	4.1 Performing documentation 4.2 Drafting of AU/MOA/MOU 4.3 Communication Skills

	organizational requirements 4.3 Workplace documentation is performed following workplace requirement	• Perseverance • Dedicated • Multi-tasking	

RANGE OF VARIABLES

VARIABLE	RANGE
Communication	Communication include: • Verbal • Non-verbal

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Developed potential CSO's within the team 1.2 Communicated with people from diverse backgrounds and situations 1.3 Recognized community organizations 1.4 Formalized engagement with the stakeholders/ industry players
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio 3.4 Third party report
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 :   FACILITATE PROGRAM IMPLEMENTATION

UNIT CODE   :   HSCXXXXXX

UNIT DESCRIPTOR   :   The unit deals with the knowledge, skills and attitudes required to implement financial management approaches, utilize all levels of partners for community development activities and projects, manage implementation of programs, maintain management support for community development activities and projects, administer activities, support group processes

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. Implement financial management approaches	1.1 Relevant details of the agreed financial plans are disseminated to beneficiaries and stakeholders 1.2 Support to community members are provided to perform required roles associated with the management of finances 1.3 Resources and systems are determined and accessed to administer financial management processes within the organization.	1.1 Details of financial plans 1.2 Financial management process 1.3 Communication Proficiency 1.4 Available resources 1.5 Relevant tools, equipment and materials relevant to the training 1.6 Attitudes: • Resourcefulness • Patience • Commitment • Dedication • Flexibility • Approachability	1.1 Leadership skills 1.2 Coordination Skills 1.3 Negotiation skills 1.4 Communication Skills 1.5 People management skills 1.6 Accessing financial management processes

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
2. Utilize all levels of partners for community development programs , projects and activities	2.1 *Resources* obtained through *strategic alliances* between organization, community members and relevant government agencies are used to support community development activities 2.2 Adherence of community development activities and projects are ensured to relevant local government and community legal requirements.	2.1 Strategic alliances methods 2.2 Utilization of resources obtained 2.3 Communication Skills 2.4 Available resources 2.5 Adherence procedures of community development activities and projects 2.6 Laws, ordinances, resolutions 2.7 Attitudes: • Resourcefulness • Patience • Commitment • Dedication • Approachability	2.1 Coordination Skills 2.2 Negotiation skills 2.3 Communicatio n Skills 2.4 Developing strategic alliances 2.5 Ensuring adherence of community development activities and projects

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
3. Manage implementation of programs , projects and activities	3.1 Appropriate facilities and resources are prepared based on the program requirement 3.2 Beneficiaries are mobilized with reference on the action plan. 3.3 Beneficiaries are oriented on the delivery of programs according to action plan. 3.4 Beneficiaries are assisted to achieve program outcomes based on the level capability 3.5 Beneficiaries are engaged to access programs in management processes according to action plan. 3.6 **Documents and records** are maintained in accordance with organizational requirements.	3.1 Communication Proficiency 3.2 Available resources 3.3 Tools, materials and equipment relevant to the training 3.4 Mobilization of community 3.5 Allocation and monitoring of task and resources 3.6 Profiling of Learners 3.7 Orientation methods 3.8 Attitudes: • Resourcefulness • Patience • Commitment • Dedication • Flexibility • Approachability	3.1 Communication Skills 3.2 Monitoring Skills 3.3 Preparing of program facilities and resources 3.4 Mobilizing communities 3.5 Allocating and monitoring tasks and resources 3.6 Monitoring and reporting time frames and milestones 3.7 Detailing and monitoring expenditures 3.8 Orienting beneficiaries 3.9 Using of appropriate methods 3.10 Assisting beneficiaries 3.11 Engaging people in accessing programs 3.12 Maintaining records

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
4. Maintain management support for community development programs, projects and activities	4.1 Community development activities and project work are ensured within the policies and procedures of the organization 4.2 Problems are addressed in implementing defined procedures to ensure resolution 4.3 Conflicts between organization policies and community are identified and resolved 4.4 Reports on community development activities and projects are prepared based on organizational protocol 4.5 Reports are presented to relevant stakeholders and management according to industry established practices. 4.6 Information on	4.1 Communication skills 4.2 Organizational policies and procedures 4.3 Community development activities 4.4 Addressing problems 4.5 Organization policies and community or public issues 4.6 Identification of conflicts and resolutions 4.7 Reporting procedures 4.8 Dissemination of information within the management structures 4.9 Attitudes: • Resourcefulness • Patience • Commitment • Dedication • Flexibility	4.1 Decision making 4.2 Communication skills 4.3 Monitoring skills 4.4 Ensuring community development activities 4.5 Addressing problems 4.6 Identifying conflicts and resolutions 4.7 Preparing reports 4.8 Disseminating information within management structures

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
5. Support group processes	5.1 Assistance is provided to implement operational arrangements that facilitate group processes. 5.2 Support is provided to develop and maintain group processes and facilitate achievement of identified outcomes. 5.3 Assistance is provided to the beneficiaries to access additional assistance and resources as required.	5.1 Communication skills 5.2 Methods on providing assistance and support to processes 5.3 Implementation of operational arrangements 5.4 Support to access additional assistance and resources 5.5 Attitudes: • Resourcefulness • Patience • Commitment • Dedication • Flexibility	5.1 Communication skills 5.2 Providing assistance and support to group processes 5.3 Supporting to maintain group processes and achievement of outcomes 5.4 Assisting for the access of additional assistance and resources

RANGE OF VARIABLES

VARIABLE	RANGE
1. Resources	Resources may include: 1.1 Administration support 1.2 Transport 1.3 Venues 1.4 Tools, Material and equipment 1.5 Funding
2.Strategic alliances	Strategic alliances may include alliances between: 2.1 Community members 2.2 Industry networks 2.3 Professional associations 2.4 Other key agencies/organizations 2.5 Political personalities and committees 2.6 Different levels of government 2.7 Funding agencies 2.8 Business leaders 2.9 Media
3. Documents and records	Documents and records may include: 3.1 Program and Budget Proposal 3.2 Attendance Sheet 3.3 Program Evaluation 3.4 Financial Report 3.5 Terms of Reference 3.6 Pictures and Narrative Documentation 3.7 Training Output

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Implemented financial management approaches 1.2 Utilized all levels of partners for community development programs, projects and activities 1.3 Managed implementation of programs, projects and activities 1.4 Support group processes 1.5 Maintain management support for community development programs, projects and activities
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio 3.4 Third party report
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 : **SOURCE OUT RESOURCES**

UNIT CODE : **HSCXXXXXX**

UNIT DESCRIPTOR : The unit deals with the knowledge, skills and attitudes required for a CTEC to determine resource requirements, initiate sourcing of funds and secure resources

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. Determine resource requirements	1.1 Financial plan is prepared based on identified *community programs* 1.2 Program and financial requirement are integrated in the local investment plan	1.1 Preparation of financial plans 1.2 Sources of funds 1.3 Funding requirement 1.4 Mathematical / Statistical ability 1.5 Procedures of proposal preparation 1.6 Types of project proposals 1.7 Local investment and other development plans 1.8 Attitudes: • Patience • Commitment • Dedication • Passion • Flexibility • Honesty • Integrity • Resourcefulness	1.1 Identifying possible sources of funds 1.2 Conducting consultations 1.3 Preparing project proposals 1.4 Preparing financial plans 1.5 Mathematical skills 1.6 Report preparation skills 1.7 Linkaging/Networking/Lobbying skills
2. Initiate sourcing of funds	2.1 Information about potential funding institutions priorities, key areas and expected outcomes are gathered according to community based	2.1 Potential funding institutions 2.2 Sources of funds 2.3 Funding requirements 2.4 Communication skills / Negotiation skills 2.5 Consultation strategy 2.6 Attitudes:	2.1 Identifying possible sources of funds 2.2 Conducting consultations 2.3 Mathematical skills 2.4 Communication skills / Negotiation skills 2.5 Report preparation skills

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	monitoring system(CBMS) 2.2 Potential **sources of funds** are identified based on funding requirements and criteria 2.3 **Organizational** funding requirements are explained to potential funding institutions. 2.4 Consultation with identified funding institutions is conducted 2.5 **Proposal** is presented and submitted to funding institutions	• Patience • Commitment • Dedication • Passion • Flexibility • Honesty • Integrity • Resourcefulness	2.6 Mathematical / Statistical ability
3. Secure resources	3.1 MOA preparation is facilitated in accordance with standard operating procedure 3.2 Review of MOA is ensured based on industry standard 3.3 MOA is submitted in accordance with standard operating procedures 3.4 Monitoring is performed based on workplace requirements 3.5 **Report** is prepared based on workplace requirement 3.6 Further negotiation is established in case of disapproval	3.1 Basic elements of MOA 3.2 Communication skills 3.3 Filing of records 3.4 Preparation of report 3.5 Consultation strategy 3.6 Attitudes: • Patience • Commitment • Dedication • Passion • Flexibility • Honesty • Integrity • Resourcefulness	3.1 Communication skills 3.2 Report preparation skills 3.3 Monitoring skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sources of funds	Sources of funds may include: 1.1 LGUs funds 1.2 NGAs funds 1.3 NGOs funds 1.4 Financial institutions 1.5 Funding donors/sponsors
2. Organizational	Organization may include: 2.1 LGUs 2.2 NGAs 2.3 NGOs
3. Proposals	Proposals may include: 3.1 Training 3.2 Self-employment
4. Community programs	Community Programs may include: 4.1 Livelihood Skills Training 4.2 Employment facilitation 4.3 Training Induction 4.4 Industry consultation 4.5 Entrepreneurial training
5. Local investment and other development plans	May include: 5.1 Comprehensive development plan 5.2 Comprehensive land use plan 5.3 Annual investment plan 5.4 Ancestral domains sustainable protection plan (ADSPP)
6. Reports	Reports may include: 6.1 Approved MOA 6.2 Approved Project Proposal 6.3 Approved Financial Plan

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Determined resource requirements 1.2 Initiated sourcing of funds 1.3 Secured resources
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio 3.4 Third party report
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	:	MONITOR AND EVALUATE PROGRAM IMPLEMENTATION
UNIT CODE	:	HSCXXXXXX
UNIT DESCRIPTOR	:	The unit deals with the knowledge, skills and attitudes required to monitor program implementation, control finances, evaluate programs and report on the conclusions and recommendations.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
1. Monitor program implementation and finances	1.1 Service delivery monitored based on program guidelines 1.2 Beneficiaries interactions and feedback are made as an integral part of ongoing monitoring 1.3 Problems are identified and responded in accordance with organizational procedures 1.4 Relevant program and service delivery documentation are maintained 1.5 Processes to monitor actual expenditure and to control costs are implemented across the work team. 1.6 Contingency plans are implemented, monitored and modified to maintain financial objectives. 1.7 Budget and expenditure are	1.1 Monitoring procedures 1.2 Established protocols 1.3 Focus Group Discussion Technique 1.4 Identification and responses to the problem/s 1.5 Organizational procedures 1.6 Maintenance of program documentation 1.7 Communication skills 1.8 Implementation of processes for monitoring actual expenditures and controlling of costing 1.9 Monitoring tools 1.10 Implementation and modification of contingency plans as needed 1.11 Preparation of budget and expenditure report 1.12 Communication skills	1.1 Monitoring service delivery 1.2 Performing documentation 1.3 Identifying /analyzing risk assessment 1.4 Decision making skills 1.5 Technical writing skills 1.6 Communication skills 1.7 Analytical Skills 1.8 Implementing monitoring processes 1.9 Implementing, monitoring and modifying contingency plans 1.10 Reporting of budget and expenditures 1.11 Calculation skills 1.12 Communication skills

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	reported in accordance with organizational protocols.	1.13 Basic Bookkeeping Skills 1.14 Knowledge on procurement law 1.15 Attitudes: • Patience • Commitment • Dedication • Passion • Open-mindedness • Resourcefulness	
2. Assess program	2.1 Feedback from all stakeholders are gathered to identify areas for improvements 2.2 *Criteria are* utilized to evaluate performance and outcome of implementation processes. 2.3 Processes including consultation strategies are evaluated against criteria. 2.4 *Evaluation instruments* are utilized according to organizational protocol	2.1 Feedback mechanism 2.2 Identification of improvement areas 2.3 Evaluation criteria and instruments 2.4 Consultation strategies 2.5 Attitudes: • Patience • Honesty • Attention to details • Resourcefulness	2.1 Using feedback to identify improvements 2.2 Utilizing criteria to evaluate performance 2.3 Evaluating processes and consultation strategies 2.4 Utilizing evaluation instruments 2.5 Communication skills 2.6 Analytical skills
3. Report conclusions and recommendations of the evaluation	3.1 Recommendations to partners on *areas of possible improvement* are made based on the result of monitoring and evaluation. 3.2 Evaluation report is prepared following organizational procedures	3.1 Areas of possible improvement 3.2 Preparation of evaluation report 3.3 Organizational procedures 3.4 Dispersal of evaluation report to stakeholders 3.5 Attitudes: • Patience	3.1 Making recommendations on areas of possible improvement 3.2 Preparing evaluation report 3.3 Distributing evaluation report 3.4 Communication skills

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range Statement	REQUIRED KNOWLEDGE AND ATTITUDE	REQUIRED SKILL
	3.3 Evaluation report is provided and distributed to stakeholders .	• Open-mindedness	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Criteria	Criteria may include: 1.1 Trainees attendance/progress 1.2 Program Progress Chart 1.3 Trainees Assessment and Certification 1.4 Trainers Performance 1.5 Modules of Instruction 1.6 Training tools, equipment and materials 1.7 Facilities, venue / safety 1.8 Issues and concerns /feedback arising during the training 1.9 Financial Report 1.10 Documentations
2. Evaluation instruments	Evaluation instruments may include: 2.1 Surveys 2.2 Feedback forms 2.3 Work performance specifications 2.4 Questionnaires 2.5 Diaries 2.6 Logs 2.7 Discussion group questions. 2.8 Physical and financial reports 2.9 Photo and Video documentation
3. Areas of possible improvement	Areas of possible improvement may include: 3.1 Analysis of skills requirements and training needs 3.2 Design of training and assessment strategies 3.3 Training materials development 3.4 Training delivery methods and resources 3.5 Assessment methods and tools 3.6 Employer and trainee liaison and management 3.7 Monitoring and evaluation methods 3.8 Action plan

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Monitored program implementation and finances 1.3 Assess Program 1.4 Reported on the conclusions and recommendations of the evaluation
2. Resource Implications	The following resources MUST be provided: 2.1 Actual and simulated workplace 2.2 Materials, tools, and equipment needed to perform the required task 2.3 References and manuals 2.4 PPEs 2.5 First aid kit
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration/ observation with oral questioning 3.2 Written exam 3.3 Portfolio 3.4 Third party report
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

TRAINEE ENTRY REQUIREMENTS:

Trainees or students wishing to gain entry into this course should possess the following requirements:
- At least completed 2nd year college
- Must have good communication skills

TRAINER'S QUALIFICATIONS:

Trainers who will deliver the training on **COMMUNITY PROGRAM DEVELOPMENT SERVICES Level IV** should possess the following:

- Must have Trainer's Methodology training certificate OR must be a practicing trainer for two (2) years within the last five (5) years
- Must have two (2) years industry work experience within the last five (5) years

LIST OF TOOLS, EQUIPMENT AND MATERIALS:

Recommended list of tools, equipment and materials for the training of 25 trainees for Community Development Services Level IV

TOOLS		EQUIPMENT		MATERIALS	
QTY.		QTY		QTY.	
2 pc	Stapler	1 set	LCD & white cloth	25 pcs	Marking pens (permanent)
-2 pc	Puncher	1 unit	computer	5 pcs	Marking pens (whiteboard)/ chalk
5 pcs	Calculator	1 unit	printer	25 pcs	Ballpens
5 pcs	Tackers	1 set	Portable speaker with microphone	25 pcs	Pencils
25 pcs	rulers	1 unit	Camera phone	5 sets	Crayon (8 pcs/box)
1 unit	Tape dispense	1 unit	White/ black board	25 pcs	Notebooks
5 pcs	USB/ flash drive 64 GB	1 unit	Filing cabinets	5 pcs	Masking tape (1 inch)
2 units	External drive(5 terra byte)	5 sets	Office tables and chairs	5 bottle	Glue (50 ml)
		1 unit	Telephone	1 roll	Flipchart
		1 lot	Internet connection	100 pcs	Manila paper
		1 unit	Ring binder	25 pcs	Cartolina
		1 set	Conference table with chairs	5 pcs	Record book
		1 unit	Water dispense	5 reams	Bond paper

		1 unit	Photocopier	1 box	Staple wire
		1 unit	Cork board	1 set	Printer Ink (black & colored)
		1 unit	Easle sheet board	5 copies	Reference materials (manual, guide book)
		1 unit	Recorder	25 pcs	Folders (legal size)
		1 license	Software for gathering and analyzing data	25 sets	Binder (assorted sizes)
				25 pcs	Clear file (legal size)
				1 box (100 pcs)	Paper fastener
				1 box (100 pcs)	Brown envelope (legal size)
				25 pcs	Expanding envelope (legal size)
				1 box	Photo papers
				3 packs (10 sheets per pack)	Specialty board papers
				25 pcs	Certificate holders
				25 pcs	Ledgers (assorted)
				25 pcs	Columnars (assorted)
				25 pcs	Clip board
				2 boxes	Bulldog clips (small and big size)
				1 box (big)	Paper clips
				1 set	Computer ink -Black and colored
				1 set with 1 bottle of ink	Rubber stamps and stamp pad with ink
				1 box	Staple wire
				1 box	Tacker wire
				1 pad (100 sheets)	Easle sheets
				5 pcs	Transparent tape
				5 pcs	Masking tape
				5 pcs	Packaging tape
				5 pcs	Double adhesive tape

				5 pads	Sticky note
				1 box	Push pins
				1 box	Magnetic pins
				1 box	White window envelops (legal size)