COMPETENCY-BASED CURRICULUM EXEMPLAR

Sector:

INFORMATION AND COMMUNICATION TECHNOLOGY SECTOR

Qualification:

DIGITAL MARKETING LEVEL III

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Superhighway, Taguig, Metro Manila

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HOW TO USE THE COMPETENCY-BASED CURRICULUM (CBC) EXEMPLAR

Welcome to the CBC on **Digital Marketing Level III**, a qualification under the **ICT** sector.

This essential training document was prepared through the collaboration between the Curriculum and Training Aids Development Division (CTADD) and TESDA Region VII, in line with the implementation of the Area-Based Demand Driven TVET (ABDDT) Program to provide complete guidance in the conduct of TVET programs in the forecited qualification. This may serve as a basis for the groundwork and actual implementation of a training program as well as a reference for program registration under the UTPRAS. It also contains the minimum specifications for a training program which TVIs must adhere to prior to integrating additional contents.

Sourced from the stipulations in and analysis of the promulgated Training Regulation of the qualification, and the Competency Standards of the Basic Competencies integrated with 21st Century Skills, this CBC sets out the specifications for a course or subject (module) which describe all the training experiences that a trainee or learner undergoes which leads to an appropriate certification. It generally includes the following components, namely:

COMPONENT	DESCRIPTION
Learning Outcomes (LOs)	Clear statements of what a learner can be expected to know, understand and/or do as a result of a learning experience. (IRR of RA No. 10968)
Contents	Specific knowledge, skills and attitude that are to be addressed within a learning outcome.
Conditions	These are the conditions under which the learning and assessment will take place. This can include a list of tools and equipment, access to learning resources and equipment manuals, and type of facility. This should specify the scope or range of the equipment and facilities to be assessed.
Methodologies	Instructional strategies to be utilized to facilitate the transfer of knowledge to the learners allowing them to perform the given tasks or work activities according to defined standards.
Assessment Methods	Techniques used in gathering different types of evidence to evaluate a candidate for a particular qualification.

In addition, the nominal duration of the program indicates the contact hours between the learner and the trainer, regardless of the modality, either face-to face or online synchronous activities. The Supervised Industry Learning (SIL), or training under a workplace environment, is also included.

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The TVIs are required to conduct an assessment per module based on the assessment criteria specified in the CBC. Learners have to complete all the requirements (in a form of formative assessments or performance tasks, among others) of a competency prior to the issuance of a Certificate of Achievement. This essential document allows a learner to proceed to the remaining modules of the succeeding competency/ies. Concurrently, a summative institutional assessment must be administered to learners for them to proceed in taking up the corresponding National Competency Assessment.

With the rise of dynamic and emerging technologies brought about by area-based/demand-based requirements in the regional and provincial levels, the users of this CBC may constantly review and update this depending on the needs of their industry counterparts to ensure the delivery of quality TVET programs.

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COURSE DESIGN

COURSE TITLE : **DIGITAL MARKETING LEVEL III**

TRAINING DURATION :
40 hours Basic Competencies
28 hours Common Competencies
207 hours Core Competencies
275 hours
120 hours Supervised Industry Learning (SIL)
395 hours TOTAL

COURSE DESCRIPTION :

The **DIGITAL MARKETING LEVEL III** Qualification consists of competencies that a person must achieve to conduct data analysis, design digital marketing funnel, design creative brief, and create content.

At the end of this program, the learner is qualified to become a Digital Marketer Specialist I.

TRAINEE ENTRY REQUIREMENTS:

Trainees or students wishing to gain entry into this program must possess the following requirements:

- Must be computer and internet literate
- Must be a Filipino citizen
- Must be able to read and write
- At least 18 years old

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.

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COURSE STRUCTURE:

BASIC COMPETENCIES
(40 hours)

Units of Competency	Module Title	Learning Outcomes	Nominal Duration
1. Lead workplace communication	1.1 Leading workplace communication	1.1.1 Communicate information about workplace processes 1.1.2 Lead workplace discussions 1.1.3 Identify and communicate issues arising in the workplace	6 hours
2. Lead small teams	2.1 Leading small teams	2.1.1 Provide team leadership 2.1.2 Assign responsibilities 2.1.3 Set performance expectations for team members 2.1.4 Supervise team performance	4 hours
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Applying critical thinking and problem-solving techniques in the workplace	3.1.1 Examine specific workplace challenges 3.1.2 Analyze the causes of specific workplace 3.1.3 Formulate resolutions to specific workplace challenges 3.1.4 Implement action plans and communicate results	4 hours
4. Work in a diverse environment	4.1 Working in a diverse environment	4.1.1 Develop an individual's cultural awareness and sensitivity 4.1.2 Work effectively in an environment that acknowledges and values cultural diversity 4.1.3 Identify common issues in a multicultural and diverse environment	4 hours
5. Propose methods of applying learning and innovation on the organization	5.1 Proposing methods of applying learning and innovation on the organization	5.1.1 Assess work procedures, processes and systems in terms of innovative practices 5.1.2 Generate practical action plans for improving work procedures, processes 5.1.3 Evaluate the effectiveness of the proposed action plans	3 hours
6. Use information systematically	6.1 Using information systematically	6.1.1 Use technical information 6.1.2 Apply information technology (IT)	8 hours

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Units of Competency	Module Title	Learning Outcomes	Nominal Duration
		6.1.3 Edit, format and check information	
7. Evaluate Occupational safety and health work practices	7.1 Evaluating occupational safety and health work practices	7.1.1 Interpret Occupational Safety and Health practices 7.1.2 Set OSH work targets 7.1.3 Evaluate effectiveness of Occupational Safety and Health work instructions	4 hours
8. Evaluate environmental work practices	8.1 Evaluating environmental work practices	8.1.1 Interpret environmental practices, policies and procedures 8.1.2 Establish targets to evaluate environemental practices 8.1.3 Evaluate effectiveness of environmental practices	3 hours
9. Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)	9.1 Facilitating entrepreneurial skills for micro-small-medium enterprises (MSMEs)	9.1.1 Develop and maintain mirco-small-medium enterprise (MSMEs) skills in the organization 9.1.2 Establish and maintain client-base/market 9.1.3 Apply budgeting and financial management skills	5 hours

COMMON COMPETENCIES
(28 hours)

Units of Competency	Module Title	Learning Outcomes	Nominal Duration
1. Apply quality standards	1.1 Applying quality standards	1.1.1 Assess quality of received materials 1.1.2 Assess own work 1.1.3 Engage in quality improvement	8 hours
2. Perform computer operations	2.1 Performing computer operations	2.1.1 Plan and prepare for task to be undertaken 2.1.2 Input data into computer 2.1.3 Access information using computer 2.1.4 Produce/output data using computer system 2.1.5 Maintain computer equipment and systems	20 hours

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CORE COMPETENCIES
(207 hours)

Units of Competency	Module Title	Learning Outcomes	Nominal Duration
1. Conduct Data Analysis	1.1. Collecting Data	1.1.1. Collect Data 1.1.2. Process Data	28 hours
	1.2. Visualizing and Reporting of Results	1.2.1. Analyze Data 1.2.2. Report Results	36.5 hours
2. Design Digital Marketing Funnel	2.1. Designing Digital Marketing Funnel	2.1.1. Create Customer's Journey 2.1.2. Select Digital Marketing Channel	40 hours
3. Design Creative Brief	3.1. Designing Creative Brief	3.1.1. Select Deliverables 3.1.2. Create Deliverables 3.1.3. Finalized Deliverables	40 hours
4. Create Content	4.1. Planning Digital Marketing Content	4.1.1. Develop a digital marketing content plan 4.1.2. Formulate marketing forecast	19 hours
	4.2. Producing Digital Marketing Content	4.2.1. Create and finalize content 4.2.2. Publish content	31.5 hours
	4.3. Monitoring of Platforms and Utilizing Digital Marketing Content	4.3.1. Monitor Digital Marketing Platforms 4.3.2. Optimize Digital Marketing Platforms	12 hours

RESOURCES

Recommended list of tools, equipment and materials for the training of 25 trainees for **Digital Marketing Level III**.

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

TOOLS		EQUIPMENT		MATERIALS	
	Photo Editing Software		Computers (at least 3.2GHz, 12 threads, 6 Cores, 9th Gen or equivalent, 8GB RAM, 240GB SSD)		
	Video Editing Software		Camera, Digital, at least 18MP		
	Audio Editing Software		Tripod		

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TOOLS		EQUIPMENT		MATERIALS	
	Word Processing Software		LED Lights		
	Presentation Software		Condenser Microphone		
	Social Media Management Software		Diffuser		
	Data Analysis Software		Reflector		
	Email Marketing Software		Noise Canceling Earphones		
	Animation Software		Sound system - sound mixer		
			TV Monitor		
			Video capture equipment		

CONTEXTUAL LEARNING AREA

TOOLS and EQUIPMENT		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**

LEARNING RESOURCE AREA

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TOOLS and EQUIPMENT		
QTY	**UNIT**	**DESCRIPTION/SPECIFICATION**
		Projector
		Projector Screen
		Large Display Monitor
		Computer

TRAINING FACILITIES

Based on a class intake of 25 learners/trainees

Space Requirement	**Size in Meters**	**Area in Sq. Meters**	**Total Area in Sq. Meters**
Lecture Area			
Production Area			
Soundproof Studio Area			
		Total workshop area:	**____ sq. m.**

COURSE DELIVERY OPTIONS:

- Face-to-Face
- Flexible Learning
- Enterprise-Based
- Supervised Industry Learning (SIL)
- Community-Based Training

ASSESSMENT METHODS:

- Written Examination
- Demonstration with oral questioning
- Simulation
- Product presentation
- Portfolio

QUALIFICATION OF INSTRUCTORS/TRAINERS:

- Must have a training certificate relevant to Digital Marketing OR Must have training certificate on Digital Marketing PQF Level III;
- Must have TMC OR training of trainer's certificate OR must be a practicing trainer for 2 years within the last 5 years;
- Must have at least 2 years industry experience within the last 3 years; and
- Must be a Filipino citizen.

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MODULES OF INSTRUCTION

BASIC COMPETENCIES

DIGITAL MARKETING LEVEL III

For Validation

UNIT OF COMPETENCY : **LEAD WORKPLACE COMMUNICATION**

MODULE TITLE : **LEADING WORKPLACE COMMUNICATION**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

NOMINAL DURATION : 6 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students/trainees will be able to:

LO1. Communicate information about workplace processes.

LO2. Lead workplace discussions.

LO3. Identify and communicate issues arising in the workplace.

LO1. COMMUNICATE INFORMATION ABOUT WORKPLACE PROCESSES

ASSESSMENT CRITERIA:

1. Relevant communication methods are selected based on workplace procedures.
2. Multiple operations involving several topics/areas are communicated following enterprise requirements.
3. Questioning is applied to gain extra information.
4. Relevant sources of information are identified in accordance with workplace/client requirements.
5. Information is selected and organized following enterprise procedures.
6. Verbal and written reporting is undertaken when required.
7. Communication and negotiation skills are applied and maintained in all relevant situations

CONTENTS:

- Methods of communication in the workplace
- Various media in conveying information
  - Choosing the right medium to convey information
  - Methods of effective verbal communication
  - Methods of effective listening and speaking
  - Business writing
- Information gathering
  - Questioning skills and techniques
  - Client history taking
- Understanding organizational structures
  - Workplace etiquette
  - Chain of command in the workplace
  - Organizational policies and procedures
  - Organization requirements for written and electronic communication methods

CONDITIONS:

The students/trainees must be provided with the following:

- Variety of information
- Communication tools
- Simulated workplace
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films

- Audio- Video learning material
- Internet device

METHODOLOGIES:

- Online or face-to-face
- Group discussion
- Lecture
- Reportorial
- Film viewing
- Self-paced learning
- Demonstration

ASSESSMENT METHODS:

- Third-party report
- Portfolio
- Direct observation
- Interview
- Demonstration/ Role playing

LO2. LEAD WORKPLACE DISCUSSIONS

ASSESSMENT CRITERIA:

1. Response to workplace issues are sought following enterprise procedures.
2. Response to workplace issues are provided immediately.
3. Constructive contributions are made to workplace discussions on such issues as production, quality and safety.
4. Goals/objectives and action plans undertaken in the workplace are communicated promptly.

CONTENTS:

- Feedbacking
  - procedures
  - mechanisms
- Report
  - preparation
  - consolidation
  - dissemination
- Record - keeping

CONDITIONS:

The students/trainees must be provided with the following:

- Variety of information
- Communication tools
- Simulated workplace
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face-to-face
- Group discussion
- Lecture
- Reportorial

- Film viewing
- Self-paced learning
- Demonstration

ASSESSMENT METHODS:

- Third-party report
- Portfolio
- Direct observation/ Demonstration/ Role playing
- Interview

LO3. IDENTIFY AND COMMUNICATE ISSUES ARISING IN THE WORKPLACE

ASSESSMENT CRITERIA:

1. Issues and problems are identified as they arise.
2. Information regarding problems and issues are organized coherently to ensure clear and effective communication.
3. Dialog is initiated with appropriate personnel.
4. Communication problems and issues are addressed as they arise.
5. Barriers in communication are identified to be addressed properly

CONTENTS:

- Common workplace issues and problems
  - workplace policies
- Communication barriers
  - types
  - ways to eliminate and resolve

CONDITIONS:

The students/trainees must be provided with the following:

- Variety of information
- Communication tools
- Simulated workplace
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Group discussion
- Interaction
- Lecture
- Reportorial

ASSESSMENT METHODS:

- Direct observation
- Interview

UNIT OF COMPETENCY : **LEAD SMALL TEAMS**

MODULE TITLE : **LEADING SMALL TEAMS**

MODULE DESCRIPTOR : This module covers the skills, knowledge and attitudes to lead small teams including setting, maintaining and monitoring team and individual performance standards.

NOMINAL DURATION : 4 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students/trainees will be able to:

LO1. Provide team leadership

LO2. Assign responsibilities among members

LO3. Set performance expectation for team members

LO4. Supervise team performance

LO1. PROVIDE TEAM LEADERSHIP

ASSESSMENT CRITERIA:

1. Work requirements are identified and presented to team members based on company policies and procedures.
2. Reasons for instructions and requirements are communicated to team members based on company policies and procedures.
3. Team members' queries and concerns are recognized, discussed and dealt with based on company practices.

CONTENTS:

- Facilitation of teamwork
- Company policies and procedures relating to work performance
- Performance standards and expectations
- Monitoring individual and team performance vis-a-vis client and group expectations

CONDITIONS:

The students/trainees must be provided with the following:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Self-paced learning
- Role Playing
- Case analysis
- Individual Work

ASSESSMENT METHODS:

- Written Examination
- Oral Questioning
- Portfolio

LO2. ASSIGN RESPONSIBILITIES

ASSESSMENT CRITERIA:

1. Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies.
2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible

CONTENTS:

- Work plan and procedures
- Work requirements and targets
- Individual and group expectations and assignments
- Ways to improve group leadership and membership

CONDITIONS:

The students/trainees must be provided with the following:

- · Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Self-paced learning
- Role Playing
- Case analysis
- Individual Work

ASSESSMENT METHODS:

- Written Examination
- Oral Questioning
- Portfolio

LO3. SET PERFORMANCE EXPECTATION FOR TEAM MEMBERS

ASSESSMENT CRITERIA:

1. Performance expectations are established based on client needs and according to assignment requirements.
2. Performance expectations are based on individual team member's knowledge, skills and aptitude.
3. Performance expectations are discussed and disseminated to individual team members.

CONTENTS:

- Roles and responsibilities in a team
- Strategies in giving and receiving feedbacks
- Strategies in setting performance expectation

CONDITIONS:

The students/trainees must be provided with the following:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning
- Role Playing

ASSESSMENT METHODS:

- Written examination
- Oral questioning
- Portfolio

LO4. SUPERVISE TEAM PERFORMANCE

ASSESSMENT CRITERIA:

1. Performance is monitored based on defined performance criteria and/or assignment instruction.
2. Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies based on company practices.
3. Performance issues which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy.
4. Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction.
5. Team operations are monitored to ensure that employer/client needs and requirements are met.
6. Follow-up communication is provided on all issues affecting the team.
7. All relevant documentation is completed in accordance with company procedures.

CONTENTS:

- Performance coaching, management, and issues

CONDITIONS:

The students/trainees must be provided with the following:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration/ Role Playing
- Self-paced learning

ASSESSMENT METHODS:

- Written examination
- Oral questioning
- Portfolio

UNIT OF COMPETENCY : **APPLY CRITICAL THINKING AND PROBLEM SOLVING TECHNIQUES IN THE WORKPLACE**

MODULE TITLE : **APPLYING CRITICAL THINKING AND PROBLEM SOLVING TECHNIQUES IN THE WORKPLACE**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem-solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

NOMINAL DURATION : 4 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Examine specific workplace strategies

LO2. Analyze the causes of specific workplace challenges

LO3. Formulate resolutions to specific workplace challenges

LO4 Implement action plans and communicate results

LO1. EXAMINE SPECIFIC WORKPLACE STRATEGIES

ASSESSMENT CRITERIA:

1. Variances are examined from normal operating parameters and product quality.
2. Extent, cause and nature of the specific problem are defined through observation, investigation and analytical techniques.
3. Problems are clearly stated and specified.

CONTENTS:

- Knowledge on normal operating parameters, processes, and product quality
- Fundamental causes of specific workplace challenges
  - Non - standard situations
- Relevant equipment and operational processes
- Enterprise standards
  - goals, targets and measures
  - OHS and environmental requirements
  - information systems and data collation
- Industry codes and standards

CONDITIONS:

The students/trainees must be provided with the following:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Case analysis
- Self-paced learning

ASSESSMENT METHODS:

- Observation
- Case formulation
- Life narrative inquiry
- Standardized test

LO2. ANALYZE THE CAUSES OF SPECIFIC WORKPLACE CHALLENGES

ASSESSMENT CRITERIA:

1. Possible causes of specific problems are identified based on experience and the use of problem solving tools / analytical techniques.
2. Possible cause statements are developed based on findings.
3. Fundamental causes are identified per results of investigation conducted.

CONTENTS:

- Types and application
  - Problem-solving tools
  - Analytical techniques
- Cause statement definition and development
- Process of investigation

CONDITIONS:

The students/trainees must be provided with the following:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning

ASSESSMENT METHODS:

- Observation
- Case formulation
- Life narrative inquiry
- Standardized test

LO3. FORMULATE RESOLUTIONS TO SPECIFIC WORKPLACE CHALLENGES

ASSESSMENT CRITERIA:

1. All possible options are considered for resolution of the problem.
2. Strengths and weaknesses of possible options are considered.
3. Corrective actions are determined to resolve the problem and possible future causes.
4. Action plans are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures

CONTENTS:

- Conflict identification and resolution mechanisms
- SWOT analysis
- Action plan development

CONDITIONS:

The students/trainees must be provided with the following:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
  - Desktop/ laptop
  - USB/External drive
  - Slides/films
  - Audio- Video learning material
  - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning

ASSESSMENT METHODS:

- Observation
- Case formulation

- Life narrative inquiry
- Standardized test

LO4. IMPLEMENT ACTION PLANS AND COMMUNICATE RESULTS

ASSESSMENT CRITERIA:

1. Action plans are implemented and evaluated.
2. Results of plan implementation and recommendations are prepared.
3. Recommendations are presented to appropriate personnel.
4. Recommendations are followed-up, if required.

CONTENTS:

- Process of action plan implementation, monitoring, and evaluation
- Recommendation preparation
- Types and processes of reporting and presentation

CONDITIONS:

The students/trainees must be provided with the following:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - Desktop/ laptop
    - USB/External drive
    - Slides/films
    - Audio- Video learning material
    - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning

ASSESSMENT METHODS:

- Observation
- Case formulation
- Life narrative inquiry
- Standardized test

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

MODULE TITLE : **WORKING IN A DIVERSE ENVIRONMENT**

MODULE DESCRIPTOR : This module covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

NOMINAL DURATION : 3 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Develop an individual's cultural awareness and sensitivity

LO2 Work effectively in an environment that acknowledges and values cultural diversity

LO3 Identify common issues in a multicultural and diverse environment

LO1. DEVELOP AN INDIVIDUAL'S CULTURAL AWARENESS AND SENSITIVITY

ASSESSMENT CRITERIA:

1. Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values.
2. Differences are responded to in a sensitive and considerate manner
3. Diversity is accommodated using appropriate verbal and nonverbal communication

CONTENTS:

- Understanding cultural diversity in the workplace
- Norms of behavior for interacting and dialogue with specific groups (e.g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners)
- Methods of verbal and nonverbal communication in a multicultural setting

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Manuals and policies on workplace diversity
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - Desktop/ laptop
    - USB/External drive
    - Slides/films
    - Audio- Video learning material
    - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning
- Role playing

ASSESSMENT METHODS:

- Demonstration or simulation with oral questioning

- Group discussions and interactive activities
- Case studies/problems involving workplace diversity issues
- Third-party report
- Written examination
- Role plays

LO2. WORK EFFECTIVELY IN AN ENVIRONMENT THAT ACKNOWLEDGES AND VALUES CULTURAL DIVERSITY

ASSESSMENT CRITERIA:

1. Knowledge, skills and experiences of others are recognized and documented in relation to team objectives.
2. Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes.
3. Relations with customers and clients are maintained to show that diversity is valued by the business.

CONTENTS:

- Value of diversity in the economy and society in terms of workforce development
- Importance of inclusiveness in a diverse environment
- Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives
- Strategies for customer service excellence

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Manuals and policies on workplace diversity
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - Desktop/ laptop
    - USB/External drive
    - Slides/films
    - Audio- Video learning material
    - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning
- Role playing

ASSESSMENT METHODS:

- Demonstration or simulation with oral questioning
- Group discussions and interactive activities
- Case studies/problems involving workplace diversity issues
- Third-party report
- Written examination
- Role plays

LO3. IDENTIFY COMMON ISSUES IN A MULTICULTURAL AND DIVERSE ENVIRONMENT

ASSESSMENT CRITERIA:

1. Diversity-related conflicts within the workplace are effectively addressed and resolved.
2. Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly.
3. Change management policies are in place within the organization.

CONTENTS:

- Value, and leverage of cultural diversity
- Inclusivity and conflict resolution
- Workplace harassment
- Change management and ways to overcome resistance to change
- Advanced strategies for customer service excellence

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Manuals and policies on workplace diversity
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - Desktop/ laptop
    - USB/External drive
    - Slides/films
    - Audio- Video learning material
    - Internet device

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning
- Role playing

ASSESSMENT METHODS:

- Demonstration or simulation with oral questioning

- Group discussions and interactive activities
- Case studies/problems involving workplace diversity issues
- Third-party report
- Written examination
- Role plays

UNIT OF COMPETENCY : **PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

MODULE TITLE : **PROPOSING METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

NOMINAL DURATION : 3 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Assess work procedures, processes and systems in terms of innovative practices

LO2 Generate practical action plans for improving work procedures, processes

LO3 Evaluate the effectiveness of the proposed action plans

LO1. ASSESS WORK PROCEDURES, PROCESSES AND SYSTEMS IN TERMS OF INNOVATIVE PRACTICES

ASSESSMENT CRITERIA:

1. Reasons for innovation are incorporated to work procedures.
2. Models of innovation are researched.
3. Gaps or barriers to innovation in one's work area are analyzed.
4. Staff who can support and foster innovation in the work procedure are identified.

CONTENTS:

- Innovation
    - Concepts
    - Models
    - Barriers
- Research techniques and identification of reliable resources
- Applicable concepts from:
    - Seven habits of highly effective people.
    - Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)
    - Five minds of the future concepts (Gardner, 2007).
    - Adaptation concepts in neuroscience (Merzenich, 2013).
    - Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - Desktop/ laptop
    - USB/External drive
    - Slides/films
    - Audio- Video learning material
    - Internet device
    - Pens, papers and writing implements
    - Cartolina
    - Manila papers

METHODOLOGIES:

- Online or face to face
- Group discussion

- Lecture
- Film Viewing
- Demonstration
- Self-paced learning
- Role playing
- Case analysis

ASSESSMENT METHODS:

- Psychological and behavioral interviews
- Performance Evaluation
- Life Narrative Inquiry
- Review of portfolios of evidence and third-party workplace reports
- Sensitivity analysis
- Organizational analysis
- Standardized assessments

LO2. GENERATE PRACTICAL ACTION PLANS FOR IMPROVING WORK PROCEDURES, PROCESSES

ASSESSMENT CRITERIA:

1. Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized
2. Range of ideas with other team members and colleagues are evaluated and discussed
3. Work procedures and processes subject to change are selected based on workplace requirements (feasible and innovative).
4. Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems.
5. Critical inquiry is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.

CONTENTS:

- Process of brainstorming
- Process and methods employed in critical inquiry
- Applicable concepts from:
    - Seven habits of highly effective people
    - Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)
    - Five minds of the future concepts (Gardner, 2007)
    - Adaptation concepts in neuroscience (Merzenich, 2013)
    - Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - Desktop/ laptop
    - USB/External drive
    - Slides/films
    - Audio- Video learning material
    - Internet device
    - Pens, papers and writing implements
    - Cartolina
    - Manila papers

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration
- Self-paced learning
- Role playing
- Case analysis

ASSESSMENT METHODS:

- Psychological and behavioral interviews
- Performance Evaluation
- Life Narrative Inquiry
- Review of portfolios of evidence and third-party workplace reports
- Sensitivity analysis
- Organizational analysis
- Standardized assessments

LO3. EVALUATE THE EFFECTIVENESS OF THE PROPOSED ACTION PLANS

ASSESSMENT CRITERIA:

1. Work structure is analyzed to identify the impact of the new work procedures.
2. Co-workers/key personnel are consulted to know who will be involved with or affected by the work procedure.
3. Work instruction operational plan of the new work procedure is developed and evaluated.
4. Feedback and suggestions are recorded.
5. Operational plan is updated.
6. Results and impact on the developed work instructions are reviewed.
7. Results of the new work procedure are evaluated.
8. Adjustments are recommended based on results gathered.

CONTENTS:

- Process and methods of information recording
- Process of reviewing and evaluating effectiveness
- Applicable concepts from:
    - Five minds of the future concepts (Gardner, 2007)
    - Adaptation concepts in neuroscience (Merzenich, 2013)
    - Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - Desktop/ laptop
    - USB/External drive
    - Slides/films
    - Audio- Video learning material
    - Internet device
    - Pens, papers and writing implements
    - Cartolina
    - Manila papers

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture

- Film Viewing
- Demonstration
- Self-paced learning
- Role playing
- Case analysis

ASSESSMENT METHODS:

- Psychological and behavioral interviews
- Performance Evaluation
- Life Narrative Inquiry
- Review of portfolios of evidence and third-party workplace reports
- Sensitivity analysis
- Organizational analysis
- Standardized assessments

UNIT OF COMPETENCY : **USE INFORMATION SYSTEMATICALLY**

MODULE TITLE : **USING INFORMATION SYSTEMATICALLY**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format & check information.

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Use technical information

LO2 Apply information technology (IT)

LO3 Edit, format and check information

LO1. USE TECHNICAL INFORMATION

ASSESSMENT CRITERIA:

1. Information is collated and organized into a suitable form for reference and use.
2. Stored information is classified so that it can be quickly identified and retrieved when needed.
3. Guidance is advised and offered to people who need to find and use information.

CONTENTS:

- Types of information
- Different applications used in collating information and processes on how these are used
- Procedures for inputting, maintaining, and archiving information
- Procedures in providing guidance to people who need to find and use information

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Computer with internet connectivity
- Software and IT system
- Materials relevant to the proposed activity or task, depending on where it is contextualized

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Demonstration
- Self-paced learning

ASSESSMENT METHODS:

- Direct Observation
- Oral interview
- Written test

LO2. APPLY INFORMATION TECHNOLOGY (IT)

ASSESSMENT CRITERIA:

1. Technical information system is operated using agreed procedures.
2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information.
3. Software required is utilized to execute the project activities.
4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external sources.
5. Information is extracted, entered, and processed to produce the outputs required by customers.
6. Own skills and understanding are shared to help others.
7. Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems.

CONTENTS:

- Attributes and limitations of available software tools
- Procedures and work instructions for the use of IT
- Operational requirements for IT systems
- Sources and flow paths of data
- Security systems and measures that can be used
- Extract data and format reports
- Methods of entering and processing information
- WWW enabled applications

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Computer with internet connectivity
- Software and IT system
- Materials relevant to the proposed activity or task, depending on where it is contextualized

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Demonstration
- Self-paced learning

ASSESSMENT METHODS:

- Direct Observation
- Oral interview
- Written test

LO3. EDIT, FORMAT AND CHECK INFORMATION

ASSESSMENT CRITERIA:

1. Basic editing techniques are used.
2. Accuracy of documents are checked.
3. Editing and formatting tools and techniques are used for more complex documents.
4. Proofreading techniques are used to check that documents look professional.

CONTENTS:

- Basic file handling techniques
- Techniques in editing, formatting, and accuracy checking of documents
- Proofreading techniques

CONDITIONS:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Computer with internet connectivity
- Software and IT system
- Materials relevant to the proposed activity or task, depending on where it is contextualized

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Demonstration
- Self-paced learning

ASSESSMENT METHODS:

- Direct Observation
- Oral interview
- Written test

UNIT OF COMPETENCY : **EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

MODULE TITLE : **EVALUATING OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions.

NOMINAL DURATION : 3 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Interpret Occupational Safety and Health practices

LO2. Set OSH work targets

LO3. Evaluate effectiveness of Occupational Safety and Health work instructions

LO1. INTERPRET OCCUPATIONAL SAFETY AND HEALTH PRACTICES

ASSESSMENT CRITERIA:

1. OSH work practices issues are identified relevant to work requirements
2. OSH work standards and procedures are determined based on applicability to nature of work
3. Gaps in work practices are identified related to relevant OSH work standards

CONTENTS:

- General OSH principles and legislations
    - OSH requirements, regulations, policies, and procedures
    - OSH preventive and control requirements
    - OSH work practices
    - OSH work standards
    - Work standards and procedures

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - learning guides
    - books and other reference materials
    - modules
    - handouts

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration/ Simulation
- Self-paced learning
- Role playing
- Case analysis

ASSESSMENT METHODS:

- Observation/Demonstration with oral questioning
- Third party report
- Written exam

LO2. SET OSH WORK TARGETS

ASSESSMENT CRITERIA:

1. Relevant work information are gathered necessary to determine OSH work targets
2. OSH Indicators based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures
3. Agreed OSH indicators are endorsed for approval from appropriate personnel
4. OSH work instructions are received in accordance with workplace policies and procedures

CONTENTS:

- OSH work targets
- OSH indicators
- OSH work instructions
- Safety and health requirements of tasks
- Workplace guidelines on providing feedback on OSH and security concerns

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - learning guides
    - books and other reference materials
    - modules
    - handouts

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration/ Simulation
- Self-paced learning
- Role playing
- Case analysis

ASSESSMENT METHODS:

- Observation/Demonstration with oral questioning
- Third party report

- Written exam

LO3. EVALUATE EFFECTIVENESS OF OCCUPATIONAL SAFETY AND HEALTH WORK INSTRUCTIONS

ASSESSMENT CRITERIA:

1. OSH practices are observed based on workplace standards
2. Observed OSH practices are measured against approved OSH metrics
3. Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards

CONTENTS:

- OSH practices
- OSH metrics
- OSH evaluation techniques
- OSH work standards

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized, such as:
    - learning guides
    - books and other reference materials
    - modules
    - handouts

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Film Viewing
- Demonstration/ Simulation
- Self-paced learning
- Role playing
- Case analysis

ASSESSMENT METHODS:

- Observation/Demonstration with oral questioning
- Third party report
- Written exam

UNIT OF COMPETENCY : **EVALUATE ENVIRONMENTAL WORK PRACTICES**

MODULE TITLE : **EVALUATING ENVIRONMENTAL WORK PRACTICES**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitude to interpret environmental issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices.

NOMINAL DURATION : 3 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Interpret environmental practices, policies and procedures

LO2. Establish targets to evaluate environmental practices

LO3. Evaluate effectiveness of environmental practices

LO1. INTERPRET ENVIRONMENTAL PRACTICES, POLICIES AND PROCEDURES

ASSESSMENT CRITERIA:

1. Environmental work practices issues are identified relevant to work requirements.
2. Environmental standards and procedures are determined based on applicability to the nature of work.
3. Gaps in work practices related to Environmental Standards and Procedures are identified.

CONTENTS:

- Environmental issues
- Environmental work standards and procedures
- Environmental laws
- Environmental required license, registration or certification

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Copies of legislation, policies, procedures, protocols and local ordinances relating to environmental protection
- Case studies/scenarios relating to environmental protection
- Materials relevant to the proposed activity or task, depending on where it is contextualized

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Case analysis
- Self-paced learning

ASSESSMENT METHODS:

- Written/ Oral Examination
- Interview/Third Party Reports
- Portfolio
- Simulations and role plays

LO2. ESTABLISH TARGETS TO EVALUATE ENVIRONMENTAL PRACTICES

ASSESSMENT CRITERIA:

1. Relevant information are gathered necessary to determine environmental work targets.
2. Environmental Indicators based on gathered information are set to measure environmental work targets.
3. Indicators are verified with appropriate personnel.

CONTENTS:

- Environmental indicators
- Relevant Environment Personnel or expert
- Relevant Environmental Trainings and Seminars

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Copies of legislation, policies, procedures, protocols and local ordinances relating to environmental protection
- Case studies/scenarios relating to environmental protection
- Materials relevant to the proposed activity or task, depending on where it is contextualized

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Case analysis
- Self-paced learning

ASSESSMENT METHODS:

- Written/ Oral Examination
- Interview/Third Party Reports
- Portfolio
- Simulations and role plays

LO3. EVALUATE EFFECTIVENESS OF ENVIRONMENTAL PRACTICES

ASSESSMENT CRITERIA:

1. Work environmental practices are recorded based on workplace standards.
2. Recorded work environmental practices are compared against planned indicators.
3. Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures.
4. Results of environmental assessment are conveyed to appropriate personnel.

CONTENTS:

- Environmental Practices
- Environmental Standards and Procedures

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Copies of legislation, policies, procedures, protocols and local ordinances relating to environmental protection
- Case studies/scenarios relating to environmental protection
- Materials relevant to the proposed activity or task, depending on where it is contextualized

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Case analysis
- Self-paced learning

ASSESSMENT METHODS:

- Written/ Oral Examination
- Interview/Third Party Reports
- Portfolio
- Simulations and role plays

UNIT OF COMPETENCY	:	**FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO- SMALL-MEDIUM ENTERPRISES (MSMEs)**
MODULE TITLE	:	**FACILITATING ENTREPRENEURIAL SKILLS FOR MICRO- SMALL-MEDIUM ENTERPRISES (MSMEs)**
MODULE DESCRIPTOR	:	This module covers the outcomes required to build, operate and grow a micro/small-scale enterprise.
NOMINAL DURATION	:	5 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Develop and maintain micro- small- medium enterprise (MSMEs) skills in the organization

LO2. Establish and maintain client-base/market

LO3. Apply budgeting and financial management skills

LO1. DEVELOP AND MAINTAIN MICRO- SMALL- MEDIUM ENTERPRISE (MSMEs) SKILLS IN THE ORGANIZATION

ASSESSMENT CRITERIA:

1. Appropriate business strategies are determined and set for the enterprise based on the current and emerging business environment.
2. Business operations are monitored and controlled following established procedures.
3. Quality assurance measures are implemented consistently.
4. Good relations are maintained with staff/workers.
5. Policies and procedures on occupational safety and health and environmental concerns are constantly observed.

CONTENTS:

- Business models, strategies, and operation
- Types and categories of businesses
- Basic Bookkeeping
- Business internal controls
- Basic quality control and assurance concepts
- Government and regulatory processes

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized
- References and manuals

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Self-paced learning
- Case analysis

ASSESSMENT METHODS:

- Written examination
- Demonstration/observation with oral questioning
- Portfolio assessment with interview
- Case problems

LO2. ESTABLISH AND MAINTAIN CLIENT-BASE/MARKET

ASSESSMENT CRITERIA:

1. Good customer relations are maintained.
2. New customers and markets are identified, explored and reached out to.
3. Promotions/Incentives are offered to loyal customers.
4. Additional products and services are evaluated and tried where feasible.
5. Promotional/advertising initiatives are carried out where necessary and feasible.

CONTENTS:

- Public relations concepts
- Basic product promotion strategies
- Basic market and feasibility studies
- Basic business ethics

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized
- References and manuals

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Self-paced learning
- Case analysis

ASSESSMENT METHODS:

- Written examination
- Demonstration/observation with oral questioning
- Portfolio assessment with interview
- Case problems

LO3. APPLY BUDGETING AND FINANCIAL MANAGEMENT SKILLS

ASSESSMENT CRITERIA:

1. Enterprise is built up and sustained through judicious control of cash flows.
2. Profitability of enterprise is ensured though appropriate internal controls.
3. Unnecessary or lower-priority expenses and purchases are avoided.

CONTENTS:

- Cash flow management
- Basic financial management
- Basic financial accounting
- Business internal controls

CONDITION:

The students/trainees must be provided with the following:

- Access to appropriate workplace or simulated work environment
- Materials relevant to the proposed activity or task, depending on where it is contextualized
- References and manuals

METHODOLOGIES:

- Online or face to face
- Group discussion
- Lecture
- Self-paced learning
- Case analysis

ASSESSMENT METHODS:

- Written examination
- Demonstration/observation with oral questioning
- Portfolio assessment with interview
- Case problems

MODULES OF INSTRUCTION

COMMON COMPETENCIES

DIGITAL MARKETING LEVEL III

UNIT OF COMPETENCY : **APPLY QUALITY STANDARDS**

MODULE TITLE : **APPLYING QUALITY STANDARDS**

MODULE DESCRIPTOR : This module covers the knowledge, skills, attitudes and values needed to apply quality standards in the workplace. The module also includes the application of relevant safety procedures and regulations, organization procedures, and customer requirements.

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO1. Assess quality of received materials

LO2. Assess own work

LO3. Engage in quality improvement

For Validation

LO1. ASSESS QUALITY OF RECEIVED MATERIALS

ASSESSMENT CRITERIA:

1. Work instruction obtained and work carried out in accordance with standard operating procedures.
2. Received materials checked against workplace standards and specifications.
3. Faulty materials related to work are identified and isolated.
4. Faults and any identified causes recorded and or reported to the supervisor concerned in accordance with workplace procedures.
5. Faulty materials are replaced in accordance with workplace procedures.

CONTENTS:

- Relevant production processes, materials and products
- Characteristics of materials, software and hardware used in production processes
- Quality checking procedures
- Quality Workplace procedures
- Identification of faulty materials related to work

CONDITIONS:

Students/ trainees must be provided with the following:

- Work instructions
- Manuals (Operation Manual of the company / Manufacturer's Instruction / Service Manual)
- Company / Workplace standards and specifications

METHODOLOGIES:

- Lecture-demonstration
- Self-paced instruction
- Group discussion

ASSESSMENT METHODS:

- Demonstration observation with oral questioning
- Practical demonstration
- Interview

For Validation

LO2. ASSESS OWN WORK

ASSESSMENT CRITERIA:

1. Documentation relative to quality within the company identified and used.
2. Completed work checked against workplace standards and specifications.
3. Errors are identified and isolated.
4. Information on the quality and other indicators of production procedures recorded in accordance with workplace procedures.
5. In cases of deviation from specific quality standards, causes documented and reported in accordance with the workplace's standard operating procedures.

CONTENTS:

- Safety and environmental aspects of production processes
- Fault identification and reporting
- Workplace procedure in documenting completed work
- Workplace Quality Indicators

CONDITIONS:

Students/ trainees must be provided with the following:

- Work instructions
- Manuals (Operation Manual of the company / Manufacturer's Instruction / Service Manual)
- Company / Workplace standards and specifications

METHODOLOGIES:

- Lecture-demonstration
- Self-paced instruction
- Group discussion

ASSESSMENT METHODS:

- Demonstration observation with oral questioning
- Practical demonstration
- Interview

For Validation

LO3. ENGAGE IN QUALITY IMPROVEMENT

ASSESSMENT CRITERIA:

1. Process improvement procedures participated in relative to workplace assignment.
2. Work carried out in accordance with process improvement procedures.
3. Performance of operation or quality of product of service to ensure customer satisfaction monitored.

CONTENTS:

- Relevant production processes, materials and products
- Safety and environmental aspects of production processes
- Critical thinking
- Quality improvement processes
- Company customers

CONDITIONS:

Students/ trainees must be provided with the following:

- Work instructions
- Manuals (Operation Manual of the company / Manufacturer's Instruction / Service Manual)
- Company / Workplace standards and specifications

METHODOLOGIES:

- Lecture-demonstration
- Self-paced instruction
- Group discussion

ASSESSMENT METHODS:

- Demonstration observation with oral questioning
- Practical demonstration
- Interview

For Validation

UNIT OF COMPETENCY : **PERFORM COMPUTER OPERATIONS**

MODULE TITLE : **PERFORMING COMPUTER OPERATIONS**

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

NOMINAL DURATION : 20 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO1. Plan and prepare for task to be undertaken

LO2. Input data into computer

LO3. Access information using computer

LO4. Produce/output data using computer system

LO5. Maintain computer equipment and systems

For Validation

LO1. PLAN AND PREPARE FOR TASK TO BE UNDERTAKEN

ASSESSMENT CRITERIA:

1. Requirements are task are determined according to job specifications.
2. Appropriate hardware and software are selected according to task assigned and required outcome.
3. Task is planned to ensure OH&S guidelines and procedures are followed.
4. Client -specific guidelines and procedures are followed.
5. Required data security guidelines are applied in accordance with existing procedures.

CONTENTS:

- Main types of computers and basic features of different operating systems
- Main parts of a computer
- Information on hardware and software
- Data security guidelines

CONDITIONS:

Students/ trainees must be provided with the following:

- Computer hardware with peripheral devices
- Appropriate software

METHODOLOGIES:

- Self-paced
- Demonstration
- Discussion

ASSESSMENT METHODS:

- Observation
- Questioning
- Practical demonstration

For Validation

LO2. INPUT DATA INTO COMPUTER

ASSESSMENT CRITERIA:

1. Data are entered into the computer using appropriate program/application in accordance with company procedures.
2. Accuracy of information is checked and information is saved in accordance with standard operating procedures.
3. Inputted data are stored in storage media according to requirements.
4. Work is performed within ergonomic guidelines.

CONTENTS:

- Basic ergonomics of keyboard and computer user
- Storage devices and basic categories of memory
- Relevant types of software

CONDITIONS:

Students/ trainees must be provided with the following:

- Computer hardware with peripheral devices
- Appropriate software

METHODOLOGIES:

- Self-paced
- Demonstration
- Discussion

ASSESSMENT METHODS:

- Demonstration and Questioning
- Practical demonstration
- Computer-based assessment
- Assessment of output product

For Validation

LO3. ACCESS INFORMATION USING COMPUTER

ASSESSMENT CRITERIA:

1. Correct program/application is selected based on job requirements.
2. Program/application containing the information required is accessed according to company procedures.
3. Desktop icons are correctly selected, opened and closed for navigation purposes.
4. Keyboard techniques are carried out in line with OH&S requirements for safe use of keyboards.

CONTENTS:

- General security, privacy legislation and copyright
- Productivity Application
- Business Application

CONDITIONS:

Students/ trainees must be provided with the following:

- Computer hardware with peripheral devices
- Appropriate software

METHODOLOGIES:

- Self-paced
- Lecture and Demonstration
- Discussion

ASSESSMENT METHODS:

- Observation
- Questioning
- Practical demonstration
- Assessment of output product

For Validation

LO4. PRODUCE / OUTPUT DATA USING COMPUTER SYSTEM

ASSESSMENT CRITERIA:

1. Entered data are processed using appropriate software commands.
2. Data printed out as required using computer hardware / peripheral devices in accordance with standard operating procedures.
3. Files, data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures.

CONTENTS:

- Computer application in printing, scanning and sending facsimile
- Types and function of computer peripheral devices

CONDITIONS:

Students/ trainees must be provided with the following:

- Computer hardware with peripheral devices
- Appropriate software

METHODOLOGIES:

- Self-paced
- Lecture and Demonstration
- Discussion

ASSESSMENT METHODS:

- Demonstration and questioning
- Practical demonstration
- Assessment of output product

For Validation

LO5. MAINTAIN COMPUTER EQUIPMENT AND SYSTEMS

ASSESSMENT CRITERIA:

1. Systems for cleaning, minor maintenance and replacement of consumables are implemented.
2. Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures.
3. Basic file maintenance procedures are implemented in line with the standard operating procedures.

CONTENTS:

- Computer equipment/system basic maintenance procedures
- Viruses
- OH&S principles and responsibilities
- Calculating computer capacity
- System Software
- Basic file maintenance procedures

CONDITIONS:

Students/ trainees must be provided with the following:

- Computer hardware with peripheral devices
- Appropriate software

METHODOLOGIES:

- Lecture and Demonstration
- Simulation
- Modular
- Video clips
- Computer-based training

ASSESSMENT METHODS:

- Demonstration and Questioning
- Practical demonstration
- Assessment of output product

For Validation

MODULES OF INSTRUCTION

CORE COMPETENCIES

DIGITAL MARKETING LEVEL III

For Validation

UNIT OF COMPETENCY : **CONDUCT DATA ANALYSIS**

MODULE TITLE : **COLLECTING DATA** (Module 1 of 2)

MODULE DESCRIPTOR : This module covers the knowledge, skills, (and) attitudes required to collect, process, and analyze data and report results.

NOMINAL DURATION : 28 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Collect data

LO2. Process data

For Validation

LO1. COLLECT DATA

ASSESSMENT CRITERIA:

1. Parameters are set according to the required data.
2. Relevant data are secured following pertinent policies, regulations, and laws.

CONTENTS:

- **Science**
  - Parameters of data collection
  - Data mining
  - Data collection tools
  - Data analytics tools
  - Types of data
- **Technology**
  - Process of data collection
    - Data Mining
    - Utilization of data collection tools
- **Communication**
  - Business communication
- **Environmental issues and other concerns**
  - Ethical considerations
  - Data Privacy Act

CONDITIONS:

Students/trainees must be provided with the following:

- Self-paced learning materials
- References
- Copies of relevant laws: Data Privacy Act and other related laws.
- Computer with appropriate software and application
- Stable Internet connection
- Data analysis tools
- Writing materials
  - Pen/pencil
  - Paper

METHODOLOGIES:

- Lecture
- Discussion
- Case study
- Demonstration on data mining

ASSESSMENT METHODS:

- Written Test
- Demonstration with oral questioning
- Interview

For Validation

LO2. PROCESS DATA

ASSESSMENT CRITERIA:

1. Data is cleaned according to channel requirements
2. Data is segmented according to channel requirements

CONTENTS:

- **Science**
  - Introduction of Different Marketing Channel
  - Sorting data
  - Segmentation

- **Technology**
  - Process of Cleaning data
  - Procedure in sorting
    - Application of Procedure
    - Utilization of tools
  - Procedure in data segmentation
    - Application of Procedure
  - Utilization of tools

- **Environmental issues and other concerns**
  - General Data protection Regulation
  - Ethical Considerations
  - Data Privacy Act

CONDITIONS:

Students/trainees must be provided with the following:

- Self-paced learning materials
- References
- Copies of relevant laws: Data Privacy Act and other related laws.
- Computer with appropriate software and application
- Stable Internet connection
- Data analysis tools
- Writing materials
  - Pen/pencil
  - Paper

METHODOLOGIES:

- Lecture
- Discussion
- Case study
- Demonstration on data mining

ASSESSMENT METHODS:

- Written Test
- Demonstration with oral questioning
- Interview

For Validation

- Portfolio

For Validation

UNIT OF COMPETENCY : **CONDUCT DATA ANALYSIS**

MODULE TITLE : VISUALIZING AND REPORTING OF RESULTS (Module 2 of 2)

MODULE DESCRIPTOR : This module covers the knowledge, skills, (and) attitudes required to collect, and analyze data and report results.

NOMINAL DURATION : 36.5 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Analyze data

LO2. Report results

For Validation

LO1. ANALYZE DATA

ASSESSMENT CRITERIA:

1. Data trends and patterns are monitored based on industry practices.
2. Data is reviewed according to the digital marketing campaign.
3. Data segmentation is conducted based on the KPIs and industry practices.
4. Results of the segmentation are interpreted based on the digital marketing campaign.
5. Data visualization is created based on interpreted data.

CONTENTS:

- **Science**
  - Different productivity tools
  - KPIs
    - Likes
    - Comments
    - Engagement
    - Followers
    - Shares
    - Social interactions
    - Web visitor
  - Basic knowledge of Objective Key Results (OKRs)
  - Effective ways to interpret data
  - Overview on presentation tools
- **Technology**
  - Visualization of data trends and patterns
  - Application on productivity tools
  - Data analysis tools
    - Application of tools
    - Utilization of tools
  - Process of analysis
  - Process of data segmentation based on client needs
    - Application of tools
    - Utilization of analytics tools
  - Process of data segmentation based on digital marketing campaign
    - Application of tools
    - Utilization of analytical tools
  - Utilization of presentation tools
- **Math**
  - Basic concepts of statistics
  - Basic mathematical skills
  - Data analytics
- **Communication**
  - Overview of basic technical writing
  - Basic technical writing in data segmentation
  - Analytical writing in interpreted data
  - Presentation of data

For validation

CONDITIONS:

Students/trainees must be provided with the following:

- References on Data Privacy Act and other related laws.
- Computer
- Internet connection
- Data analysis tools

METHODOLOGIES:

- Lecture
- Discussion
- Demonstration on the use of productivity tools
- Case Study
- Data analysis
- Demonstration on data segmentation
- Data analysis/Case study on data analysis
- Demonstration on data visualization

ASSESSMENT METHODS:

- Written Test
- Demonstration with oral questioning
- Interview
- Portfolio

For Validation

LO2. REPORT RESULTS

ASSESSMENT CRITERIA:

1. Visualized data is presented to the clients according to digital marketing campaign.
2. Clients approval is secured based n feedback session.

CONTENTS:

- **Science**
  - Parts of contract
- **Communication**
  - Proposal creation
  - Business communication
    - Presentation etiquette
    - Contract writing
    - Negotiation skills

CONDITIONS:

Students/trainees must be provided with the following:

- Computer
- Internet connection

METHODOLOGIES:

- Demonstration
- Reporting
- Role playing
- Mock campaigns (Negotiation and contract writing)

ASSESSMENT METHODS:

- Written Test
- Demonstration with oral questioning
- Interview
- Portfolio

For Validation

UNIT OF COMPETENCY : **DESIGN DIGITAL MARKETING FUNNEL**

MODULE TITLE : **DESIGNING DIGITAL MARKETING FUNNEL**

MODULE DESCRIPTOR : This module covers the knowledge, skills, (and) attitudes required to create a customer's journey and select digital marketing mediums.

NOMINAL DURATION : 40 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Create customer's journey

LO2. Select digital marketing channel

For Validation

LO1. CREATE CUSTOMER'S JOURNEY

ASSESSMENT CRITERIA:

1. Client avatar is secured following industry practices.
2. Target customer is validated following industry standards.
3. Touchpoint of customers is analyzed according to pipelines.
4. Customer's journey is identified following platforms.
5. Customer's journey document is created following industry practice.

CONTENTS:

- **Science**
  - Concept of design funnel
  - Types of client avatar
  - Tools in securing clients' avatar
  - Fundamentals of buyer's persona
  - Target customer
  - Importance of validation
  - Types of touchpoint platforms
    - Website
    - Social media account
    - Physical stores and establishments
  - Importance of analyzing touchpoints
  - Customer's journey
  - Types of digital marketing platforms
    - Social media
    - Website
    - E-commerce
- **Technology/Engineering**
  - Process on securing client's avatar
    - Survey
    - Email
    - Social media
    - Interview
    - Background research
  - Process in developing buyer's persona
    - Gender
    - Age
    - Demographics
    - Economic status
    - Digital activities
  - Process of validation
  - Process of data analysis
    - Touchpoints
  - Techniques in identifying customer's journey
    - Survey
    - Email
    - Social media
    - Interview
    - Website
  - Process of creating customer's journey

For Validation

- **Math**
  - Basic mathematics
    - Number of engagements per touchpoint platform
    - Data comparison
- **Communication**
  - Basic interview
  - Questionnaire development
  - Report writing
    - Validation report
  - Writing report
    - Analysis report
- **Environmental Issues and other concerns**
  - Relevant clause in General Data Protection Regulation
  - Relevant clause in RA 10173 on Data Privacy Act

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connectivity
- Applicable software and applications
- Resources in General Data Protection Regulation
- Resources in RA 10173 on Data Privacy Act

METHODOLOGIES:

- Discussion
- Lecture
- Demonstration on securing client's avatar
- Roleplay
- Project-based
- Roleplay on validating target customer
- Development of persona map
- Data visualization
- Concept testing/mock campaigns
- Mock campaigns on customer journey document

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation

For Validation

LO2. SELECT DIGITAL MARKETING CHANNEL

ASSESSMENT CRITERIA:

1. Applicable channel in the area is identified and confirmed based on the collected data.
2. Reach is determined based on collected data.
3. Engagement is measured according to collected data.
4. Budgetary requirements are presented based on the selected channels and best practices.

CONTENTS:

- **Science**
  - Types of channels
    - Social media platforms
    - Search engine
    - Display advertising
    - Email marketing platform
    - SMS marketing platforms
  - Effectiveness of marketing channel in the area
  - Importance of identifying and confirming the applicable channels
  - Tools in determining reach
  - Importance of determining reach
  - Importance of engagement
  - Tools for measuring engagement
  - Basic budget forecasting
    - Budgetary requirements
- **Technology/Engineering**
  - Methods of selecting digital marketing channels
    - Identifying applicable channels in the area
    - Confirming applicable channels in the area
  - Use of tools in determining reach
  - Determine reach
  - Use of measuring tools for engagement
  - Measure engagement
  - Process in preparing anf securing a budget forecast
- **Math**
  - Basic mathematics
    - Computing budget requirements
- **Communication**
  - Team collaboration
  - Basic marketing research
    - Effective and applicable channels in the area
  - Business communication
    - Record determined reach
    - Engagement Report
    - Business etiquette
    - Budget proposal presentation
  - Negotiation skills

For Validation

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connectivity
- Applicable software and applications

METHODOLOGIES:

- Discussion
- Lecture
- Data visualizations
- Workshop activity on different applicable channels
- Demonstration on the use of tools
- Data visualization on reach
- Demonstration on measuring engagement
- Demonstration on presentation of budgetary requirements
- Roleplay

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation

For Validation

UNIT OF COMPETENCY : **DESIGN CREATIVE BRIEF**

MODULE TITLE : **DESIGNING CREATIVE BRIEF**

MODULE DESCRIPTOR : This module covers the knowledge, skills, (and) attitudes required to select, create, and finalized deliverables to the client's satisfaction

NOMINAL DURATION : 40 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Select deliverables

LO2. Create deliverables

LO3. Finalized deliverables

For Validation

LO1. SELECT DELIVERABLES

ASSESSMENT CRITERIA:

1. Clients are oriented on the process of developing creative briefs on industry practices.
2. Deliverables are identified and validated according to client's specification.
3. Resource allocation for each deliverable is established according to industry practices.

CONTENTS:

- **Science**
  - Overview of digital marketing deliverables
  - Types of deliverables
  - Branding concepts
  - File format for different types of deliverables
  - Resource management
- **Technology/Engineering**
  - Process of developing creative-brief
  - Process of identifying deliverables
  - Specification of deliverables
  - Process of resource allocation
- **Communication**
  - Parts or structure of creative brief
  - Business communication
    - Client management
    - B2B communication
- **Environmental Issues and other concerns**
  - Intellectual property rights
  - Copyright
  - Bill of Rights for Freelancers' rights (HB6718 - Freelance Worker Protection Act)

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Identified tools and equipments

METHODOLOGIES:

- Lecture
- Discussion
- Workshop on the creation of scope and limitation of work
- Roleplay on establishing resource allocation

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation

For Validation

- Third party

For Validation

LO2. CREATE DELIVERABLES

ASSESSMENT CRITERIA:

1. Research is performed following industry practices.
2. Tools and equipment are prepared following industry industry practices.
3. Creative board is created following data collected.

CONTENTS:

- **Science**
  - Tools in creating deliverables
    - Types of editing software
    - Types of email marketing software
    - Types of data analysis software
    - Types of productivity software
  - Types of equipment in creating deliverables
  - Types of creative boards
    - Story board
    - Mood board
- **Technology/Engineering**
  - Process in conducting research
  - Process of creating the creative board
    - Utilization of tools to produce the creative board
- **Communication**
  - Research methodology

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Identified tools and equipment

METHODOLOGIES:

- Case study/Case analysis
- Lecture
- Discussion
- Brainstorming activity
- Project-Based Activity

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation
- Third party

For Validation

LO3. FINALIZED DELIVERABLES

ASSESSMENT CRITERIA:

1. Feedback session is conducted according to industry practices.
2. Deliverables are finalized and agreed based on the digital marketing campaign.
3. Creative board is published to produce the different marketing collaterals.

CONTENTS:

- **Technology/Engineering**
  - Process of seeking client approval
  - Process of publishing creative board

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Identified tools and equipment

METHODOLOGIES:

- Demonstration on feedbacking session
- Role play on feedbacking session
- Demonstration on client approval
- Roleplay on seeking approval
- Demonstration on publishing creative board

ASSESSMENT METHODS:

- Demonstration with oral questioning

For Validation

UNIT OF COMPETENCY : **CREATE CONTENT**

MODULE TITLE : **PLANNING DIGITAL MARKETING CONTENT**
(Module 1 of 3)

MODULE DESCRIPTOR : This module covers the knowledge, skills, (and) attitudes required to plan digital marketing content.

NOMINAL DURATION : 19 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Develop a digital marketing content plan

LO2. Formulate marketing forecast

For Validation

LO1. DEVELOP A DIGITAL MARKETING CONTENT PLAN

ASSESSMENT CRITERIA:

1. Purpose, goals and vision is communicated according to the digital marketing channels.
2. Audience is identified based on messaging.
3. Different platforms are selected based on the identified audience.
4. Different digital marketing equipment and tools are selected based on the identified audience.
5. Content keyword is researched according to purpose.
6. Digital marketing content calendar is identified according to its purpose and goals.

CONTENTS:

- **Science**
  - Basic marketing principles
    - Types of different platforms for digital marketing
  - Market segments
    - Market preferences
  - Types of different platforms for digital marketing
  - Uses of applications and tools in digital marketing
  - Use of digital marketing platforms
    - Keyword search
  - Introduction to Search Engine Optimization (SEO) basics and concepts, tags usage
  - Types of scheduling tools
- **Technology/Engineering**
  - Platform navigation
  - Process of selecting tools based on the clients/audience preference
  - Navigation of Search Engine Applications (SEA)
    - Keyword search
  - Procedures in using scheduling tools
- **Environmental Issues and other concerns**
  - Ethical usage of marketing platform

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Camera
- Headphones with microphone

METHODOLOGIES:

- Lecture/Discussion
- Role play
- Demonstration on navigation of various marketing platform
- Demonstration on selecting tools based on the market preference
- Concept testing on trending keywords
- Simulation of using scheduling tools

For Validation

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation
- Third party report
- Portfolio

For Validation

LO2. FORMULATE MARKETING FORECAST

ASSESSMENT CRITERIA:

1. Marketing forecast is finalized according to digital marketing plan.
2. Marketing forecast is evaluated according to it's set goal and purpose.

CONTENTS:

- **Science**
  - Digital marketing plan
    - Framework of a marketing forecast
    - Resource management
  - Marketing plan
    - Purpose, goals, and vision
  - Fundamentals of appraising marketing forecast
- **Technology/Engineering**
  - Process of formulating a marketing forecast
  - Process of appraising marketing forecast

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Camera
- Headphones with microphone

METHODOLOGIES:

- Lecture/Discussion
- Role play
- Activity-based formulation of a marketing forecast
- Roleplay

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation
- Third party report
- Portfolio

For Validation

UNIT OF COMPETENCY : **CREATE CONTENT**

MODULE TITLE : **PRODUCING DIGITAL MARKETING CONTENT**
(Module 2 of 3)

MODULE DESCRIPTOR : This module covers the knowledge, skills, (and) attitudes required to produce digital marketing content.

NOMINAL DURATION : 31.5 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Create and finalize content

LO2. Publish content

For Validation

LO1. CREATE AND FINALIZE CONTENT

ASSESSMENT CRITERIA:

1. Digital marketing content is created according to its purpose and goals, pertinent policies, regulations and laws.
2. Copy is proofread according to buyer's requirement, pertinent policies, regulations and laws.
3. Recorded content is edited based on industry practices, pertinent policies, regulations and laws.
4. Digital marketing content is categorized according to content plan, pertinent policies, regulations and laws.

CONTENTS:

- **Science**
  - Basics of visual design, audio, video and animation
  - Visual design, audio, video and animation medium
  - Content plan management and rules and regulations
- **Technology/Engineering**
  - Navigation of visual design, audio, video and animation application
  - Basic Hypertext Markup Language (HTML) and cascaded style sheet (CSS) for content formatting
  - Navigation of publishing platforms
    - Social media
    - Websites
    - Vlogs
- **Communication**
  - Industry best practices
    - Social media
    - Email marketing
    - Copywriting
    - Content creation
  - Search Engine Optimization (SEO)
- **Environmental Issues and other concerns**
  - Copyright law
  - Platform policies and pertinent laws
  - Code of ethics and conduct
  - Pertinent policies, regulations and laws
  - Policies, rules and regulations of the platforms

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Camera
- Headphones with microphone

METHODOLOGIES:

- Illustration of content using specific medium or application
- Discussion

For Validation

- Case study
- Demonstration on categorization of content
-

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation
- Third party report
- Portfolio

For Validation

LO2. PUBLISH CONTENT

ASSESSMENT CRITERIA:

1. Digital marketing content is tagged based on topic clusters, pertinent policies, regulations and laws.
2. Digital marketing campaign is executed based on industry practices, pertinent policies, regulations and laws.

CONTENTS:

- **Science**
  - Basics of tagging
    - Purpose
    - Tips
- **Technology/Engineering**
  - Navigation of selected digital marketing platforms
- **Environmental Issues and other concerns**
  - Intellectual property laws

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Camera
- Headphones with microphone

METHODOLOGIES:

- Lecture
- Demonstration on platform navigation

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation
- Third party report
- Portfolio

For Validation

UNIT OF COMPETENCY : **CREATE CONTENT**

MODULE TITLE : **MONITORING OF PLATFORMS AND OPTIMIZING DIGITAL MARKETING CONTENT** (Module 3 of 3)

MODULE DESCRIPTOR : This module covers the knowledge, skills, (and) attitudes required to monitor platforms and optimize digital marketing content

NOMINAL DURATION : 12 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainees/students must be able to:

LO1. Monitor digital marketing platforms

LO2. Optimize digital marketing content

For Validation

LO1. MONITOR DIGITAL MARKETING PLATFORM

ASSESSMENT CRITERIA:

1. Monitoring plan is established.
2. Performance of digital marketing channels are analyzed based on Key Performance Indicators (KPIs).

CONTENTS:

- **Science**
  - Forecasting
    - Monitoring frequency
  - Theory of digital marketing
    - Audience profile
  - Different KPIs
  - Analytics platform
  - Return on Ad Spent (ROAS)
  - Strategic planning
    - Marketing horizon
- **Technology/Engineering**
  - Process of establishing a monitoring plan
  - Process of evaluation of KPIs
  - Procedure on using analytics platform
- **Math**
  - Statistical analysis
  - Audience behavioral inventory
  - Statistics
    - Return on Ad Spent (ROAS)
- **Communication**
  - Business communication monitoring plan

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Camera
- Headphones with microphone

METHODOLOGIES:

- Demonstration on editing and monitoring of digital marketing platforms
- Discussion
- Reporting

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation
- Third party report
- Portfolio

For Validation

LO2. OPTIMIZE DIGITAL MARKETING PLATFORM

ASSESSMENT CRITERIA:

1. Content and media improvement is undertaken based in analysis.
2. Optimized content is republished based on the result of the monitoring and in accordance with client's approval.

CONTENTS:

- **Science**
  - Objective and Key Results (OKRs)
  - Scope of agreement
    - Client approval
    - Budgetary requirements
    - Timelines/Schedules
- **Technology/Engineering**
  - Process of incorporating content and media improvement
  - Process of resetting of resources
- **Math**
  - Understanding market response
  - Market forecast
- **Environmental Issues and other concerns**
  - Basic legal rights
    - Anti-Fraud law
    - Freelance worker's bill of rights
    - Business law
      - Contracts and obligations

CONDITIONS:

Students/trainees must be provided with the following:

- Computer with internet connection
- Camera
- Headphones with microphone

METHODOLOGIES:

- Reporting
- Case study
- Role play
- Demonstration on the enhancement of content and media
- Demonstration on the republished of optimized content

ASSESSMENT METHODS:

- Written Exam
- Demonstration with oral questioning
- Direct observation
- Third party report
- Portfolio

For Validation

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THE DEVELOPMENT TEAM

CONTENT EXPERTS

-

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-

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- Ryachelle Gail B. Dela Cruz, TESD Specialist I

PROCESS EXPERTS FROM RO/PO

-

PROGRAM SUPPORT AND SECRETARIAT

-

For Validation

What is Competency-Based Curriculum (CBC)?

- ❑ A competency-based curriculum is a framework or guide for the subsequent detailed development of competencies, associated methodologies, training and assessment resources.

- ❑ The CBC specifies the outcomes which are consistent with the requirements of the workplace as agreed through the industry or community consultations.

- ❑ CBC can be developed immediately when competency standards exist.

- ❑ When competency standards do not exist, curriculum developers need to clearly define the learning outcomes to be attained. The standard of performance required must be appropriate to industry and occupational needs through the industry/enterprise or specified client group consultations.

These materials are available in both printed and electronic copies.

For more information please contact:
Technical Education and Skills Development Authority (TESDA)
Telephone Nos.: 893-8281, 817-4076 to 82 loc. 611, 630, 631 and 635 or visit our website: www.tesda.gov.ph or the TESDA Regional or Provincial Office nearest you.

For Validation