

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – FRONT OFFICE SERVICES**

(160 hours)

These are the specializations and their pre-requisites. These lists should be used as reference for curriculum maps.

**AGRI-FISHERY ARTS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Agricultural Crops Production (NC I)	320 hours	
2.	Agricultural Crops Production (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)
5.	Animal Production (Poultry-Chicken) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Animal Production (Large Ruminants) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
7.	Animal Production (Swine) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
8.	Aquaculture (NC II)	640 hours	
9.	Artificial Insemination (Large Ruminants) (NC II)	160 hours	Animal Production (Large Ruminants) (NC II)
10.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (Swine) (NC II)
11.	Fish Capture (NC II)	640 hours	
12.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
13.	Fish-Products Packaging (NC II)	320 hours	
14.	Fish Wharf Operation (NC I)	160 hours	
15.	Food Processing (NC II)	640 hours	
16.	Horticulture (NC III)	640 hours	Agricultural Crops Production (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	
18.	Organic Agriculture (NC II)	320 hours	
19.	Pest Management (NC II)	320 hours	
20.	Rice Machinery Operations (NC II)	320 hours	
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operations (Hog/Swine/Pig) (NC II)	160 hours	

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**HOME ECONOMICS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Attractions and Theme Parks Operations with Ecotourism (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	
9.	Dressmaking (NC II)	320 hours	
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
13.	Front Office Services (NC II)	160 hours	
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

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**INDUSTRIAL ARTS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Automotive Servicing (NC I) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
2.	Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3.	Carpentry (NC II)	640 hours	
4.	Carpentry (NC III)	320 hours	Carpentry (NC II)
5.	Construction Painting (NC II)	160 hours	
6.	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)	640 hours	
7.	Driving (NC II)	160 hours	
8.	Electrical Installation and Maintenance (NC II)	640 hours	
9.	Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
10.	Electronic Products Assembly and Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
11.	Furniture Making (Finishing) (NC II)	640 hours	
12.	Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
13.	Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
14.	Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
15.	Machining (NC I)	640 hours	
16.	Machining (NC II)	640 hours	Machining (NC I)
17.	Masonry (NC II)	320 hours	
18.	Mechatronics Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
19.	Motorcycle/Small Engine Servicing (NC II)	320 hours	
20.	Plumbing (NC I)	320 hours	
21.	Plumbing (NC II)	320 hours	Plumbing (NC I)
22.	Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)
23.	Shielded Metal Arc Welding (NC I)	320 hours	
24.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
25.	Tile Setting (NC II)	320 hours	
26.	Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

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**INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	Computer Systems Servicing (NC II)
3.	Computer Programming (.Net Technology) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
4.	Computer Programming (Java) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
5.	Computer Programming (Oracle Database) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Computer Systems Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2007</i>	640 hours	
7.	Contact Center Services (NC II)	320 hours	
8.	Illustration (NC II)	320 hours	
9.	Medical Transcription (NC II)	320 hours	
10.	Technical Drafting (NC II)	320 hours	
11.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Systems Servicing (NC II)
12.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Computer Systems Servicing (NC II)

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(160 hours)

**Course Description:**

This is an exploratory and introductory course that leads to **FRONT OFFICE SERVICES (FOS)** National Certificate Level II (NC II). It covers **five** common competencies that a high school student ought to possess, namely: 1) use of tools, equipment, and paraphernalia; 2) maintenance of tools, equipment, and paraphernalia 3) mensuration and calculation, 4) the practice of Occupational Health and Safety (OHS) procedures, and 5) interpretation of designs and layout.

The preliminaries of this exploratory course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Basic concepts in Front Office Services (FOS) 2. Relevance of the course 3. Career opportunities	<i>The learners demonstrate an understanding of:</i> basic concepts and theories in FOS	<i>The learners:</i> independently demonstrate common competencies in FOS as prescribed in the TESDA Training Regulation	<i>The learners:</i> 1. explain basic concepts in FOS 2. discuss the relevance of the course 3. explore opportunities in FOS as a career	
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES</b>				
1. Assessment of Personal Entrepreneurial Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee 1.1. Characteristics 1.2. Attributes 1.3. Lifestyle 1.4. Skills 1.5. Traits 2. Analysis of PECs in relation to a practitioner	one's PECs	recognize his/her PECs and prepare an activity plan that aligns with that of a practitioner/entrepreneur in FOS	<b>LO 1. Recognize PECs needed in Front Office Services</b> 1.1. assess one's PECs: characteristics, attributes, lifestyle, skills, traits 1.2. assess practitioner's: characteristics, attributes, lifestyle, skills, traits 1.3. compare one's PECs with those of a practitioner/ entrepreneur 1.4. align one's PECs with those of a practitioner/ entrepreneur	<b>TLE_PECs7/8-00-1</b>
<b>ENVIRONMENT AND MARKET (EM)</b>				
1. Key concepts in environment and market 2. Products and services available in the market 3. Differentiation of products and services	environment and market that relate with a career choice in FOS	independently generate a business idea based on the analysis of environment and market in FOS	<b>LO 1. Generate a business idea that relates with a career choice in FOS</b> 2.1. conduct SWOT analysis 2.2. identify the different products/services available in the market	<b>TLE_PECs7/8-00-2</b>

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4. Customers and their buying habits 5. Market competition 6. SWOT analysis			2.3. generate potential business idea based on the SWOT analysis	
<b>LESSON 1: USE TOOLS, EQUIPMENT, AND PARAPHERNALIA (UT)</b>				
1. Types and functions of tools 2. Classification of tools, equipment, and paraphernalia	the use of tools, equipment, and paraphernalia in FOS	independently use tools, equipment, and paraphernalia in FOS	<b>LO 1. Identify FOS tools, equipment, and paraphernalia applicable to a specific job</b> 1.1. classify equipment, tools, and paraphernalia according to types and functions 1.2. describe equipment, tools, and paraphernalia based on the specified task	<b>TLE_HEFS7/8UT-0ab-1</b>
3. Proper usage of tools, equipment, and paraphernalia				
4. Evaluation of the performance in using FOS tools, equipment, and paraphernalia				
			<b>LO 2. Use FOS tools, equipment, and paraphernalia</b> 1.1. use equipment, tools, and paraphernalia based on the task requirements 1.2. conduct a performance-based assessment for using tools, equipment, and paraphernalia	<b>TLE_HEFS7/8UT-0ab-2</b>
			<b>LO3. Conduct self-evaluation on the required performance</b> 1.1. Perform self-evaluation with regard to the use of FOS tools, equipment, and paraphernalia using rubrics	<b>TLE_HEFS7/8UT-0ab-3</b>
<b>LESSON 2: MAINTAIN TOOLS, EQUIPMENT, AND PARAPHERNALIA</b>				
1. Procedures in cleaning and storing tools, equipment, and paraphernalia 2. Care of materials and paraphernalia	maintaining tools, equipment, and paraphernalia in FOS	independently maintain FOS tools, equipment, and paraphernalia	<b>LO 1. Perform after-care activities for tools, equipment, and paraphernalia</b> 1.1. clean tools, equipment, and paraphernalia after use	<b>TLE_HEFS7/8UT-0c-4</b>

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			<p>according to standard operating procedures</p> <p>1.2. store tools, equipment, and paraphernalia in appropriate area in accordance with safety procedures</p> <p>1.3. check tools, equipment, and paraphernalia regularly for orderliness/tidiness using a checklist</p> <p>1.4. carry out routine maintenance as per Standard Operating Procedures (SOP)</p> <p>1.5. use rubrics in evaluating the performance in rendering aftercare activities</p>	
3. Evaluation of the performance in maintaining FOS tools, equipment, and paraphernalia			<p><b>LO2. Conduct self-evaluation on the required performance</b></p> <p>2.1. Perform self-evaluation in the maintenance of FOS tools, equipment, and paraphernalia using rubrics</p>	<b>TLE_HEFS7/8UT-0d-5</b>
<b>LESSON 3: PERFORM MENSURATION AND CALCULATIONS (MC)</b>				
<p>1. Ratio and proportion</p> <p>2. Fractions</p> <p>3. Conversions</p> <p>4. Steps in preparing simple reports in relation to FOS</p>	performing calculations in FOS	independently perform calculations in FOS	<p><b>LO 1. Perform simple calculations</b></p> <p>1.1. perform computations involving ratio, proportion, fractions, and conversion</p> <p>1.2. prepare simple report from arrival to departure of customers</p> <p>1.3. evaluate FOS-related reports using rubrics</p>	<b>TLE_HEFS7/8MC-0e-6</b>

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5. Evaluation of performance in mensuration and calculations using rubrics			<b>LO2. Conduct self-evaluation on required performance</b> 2.1. perform self-evaluation of mensuration and calculations using rubrics	<b>TLE_HEFS7/8MC-0f-7</b>
<b>LESSON 4: PRACTICE OCCUPATIONAL HEALTH AND SAFETY (OHS) PROCEDURES</b>				
1. OHS procedures and practices and regulations 2. Hazards/risks identification and control 3. Organization safety and health protocol 4. Safety consciousness 5. Health consciousness 6. Practice of personal hygiene	the practice of occupational health and safety procedures in FOS	independently practice occupational health and safety procedures in FOS in accordance with standards	<b>LO 1: Identify hazards and risks</b> 1.1. clarify and explain regulations and workplace safety and hazard control practices and procedures 1.2. identify hazards/risks in the workplace and their corresponding indicators 1.3. recognize and establish contingency measures in case of workplace accidents, fire, and other emergencies	<b>TLE_HEFS7/8OHS-0g-8</b>
7. Threshold Limit Value (TLV) 8. OHS indicators 9. Hazards/risks identification and control skills 10. Personal Protective Equipment (PPE) types and uses			<b>LO 2: Evaluate and control hazards and risks</b> 2.1. identify terms of maximum tolerable limits, which when exceeded, will result in harm or damage based on TLV 2.2. determine effects of hazards 2.3. report to designated personnel Occupational Health Safety (OHS) issues and/or concerns and identified safety hazards 2.4. follow OHS procedures for controlling hazards/risks in the workplace 2.5. use PPE 2.6. provide assistance in the event of a workplace emergency in	<b>TLE_HEFS7/8OHS-0h-9</b>



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			accordance with protocol 2.7. use rubrics in evaluating the preparedness of a given agency in terms of hazards and risks in the workplace	
11. Interpersonal skills 12. Communication skills 13. Personal hygiene practices			<b>LO 3: Maintain OHS awareness</b> 3.1. participate in emergency-related drills and trainings 3.2. complete and update OHS personal records 3.3. evaluate the level of OHS awareness using rubrics	<b>TLE_HEFS7/8OHS-0i-10</b>
14. Evaluation of performance in the practice of occupational health and safety procedures			<b>LO4. Conduct self-evaluation on the required performance</b> 4.1. perform self-evaluation in the practice of occupational health and safety procedures using rubrics	<b>TLE_HEFS7/8OHS-0i-11</b>
<b>LESSON 5: INTERPRET DESIGN AND LAYOUT (ID)</b>				
1. Alphabet of lines 2. Front-office reception layouts	how to interpret layout areas of front-office reception	independently interpret layouts areas of front-office reception	<b>LO 1. Read and interpret front-office reception area</b> 1.1. read and interpret symbols and layout in a given sample plan for a front-office reception area 1.2. describe parts and functions of a front-office reception layout 1.3. evaluate a sample front office reception layout	<b>TLE_HEFS7/8ID-0j-12</b>
3. Evaluation of performance in the interpretation of designs and layouts			<b>LO2. Conduct self-evaluation on the required performance</b> 2.1. perform self-evaluation in the interpretation of designs and layouts using rubrics	<b>TLE_HEFS7/8ID-0j-13</b>

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**Course Description:**

This curriculum guide for Front Office Services leads to National Certificate Level II (NC II). This course is designed for a high school student to develop knowledge, skills, and attitudes to perform the tasks on Front Office Services. It covers core competencies, namely: 1) receiving and processing reservation, 2) operating a computerized reservation system, 3) providing accommodation reception services, (4) conducting night audit, 5) providing club reception services, and 6) providing porter services. The preliminaries of this course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Core concepts in Front Office Services (FOS) 2. Relevance of the course 3. Career opportunities	<i>The learners demonstrate an understanding of:</i> the concepts and theories in FOS	<i>The learners:</i> independently demonstrate competencies in FOS as prescribed in the TESDA Training Regulation	<i>The learners:</i> 1. explain basic concepts in FOS 2. discuss the relevance of the course 3. explore opportunities for a career in FOS	
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES</b>				
1. Dimensions of Personal Entrepreneurial Competencies (PECs) 1.1. Three Clusters of PECs (Achievement, Planning, Power Clusters) 1.2. Characteristics 2. Assessment of Personal Competencies and Skills (PECs)	PECs' dimensions and characteristics	recommend specific strategies to improve "weak" areas and sustain "strong" areas of their PECs	<b>LO 1. Assess Personal Entrepreneurial Competencies</b> 1.1. explain dimensions/clusters of PECs and the different characteristic traits per cluster 1.2. evaluate one's PECs	<b>TLE_PECs-I0-1</b>
<b>BUSINESS ENVIRONMENT AND MARKET (EM)</b>				
1. Factors included in the business environment 2. Identifying business opportunities	the different factors that influence the business environment	1. analyze how factors influence the business environment 2. relate experience in generating business ideas or identifying business opportunities	<b>LO 2. Understand the business environment and business ideas</b> 2.1. explain how different factors influence the business environment 2.2. explain procedures for generating business ideas or identifying business opportunities 2.3. generate business ideas and identify business opportunities	<b>TLE_EM9-12-I0-1</b>

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<b>QUARTER 1</b>				
<b>LESSON 1: RECEIVE AND PROCESS RESERVATIONS (RR)</b>				
1. The lodging industry 2. Front Office operations 3. Detailed information of the establishment must include: a. <i>General description</i> b. <i>Room types</i> c. <i>Room rates</i> d. <i>Hotel facilities</i> e. <i>Hotel policies</i> f. <i>Others</i>	receiving and processing reservations	independently receives and processes reservations	<b>LO1. Receive reservation request</b> 1.1. determine for and advise customer of the availability of the reservation 1.2. offer alternatives, including waitlist options, if requested booking is not available 1.3. respond to inquiries regarding rates and other product features according to established procedures	<b>TLE_HEFS9-12RR-Ia-1</b>
4. Reservation: key terms 5. Different types of reservations 6. Reservation inquiries and their distribution channels 7. The process of taking group reservations 8. Group reservation issues			<b>LO 2. Record details of reservation</b> 2.1. record complete customer details accurately against his/her booking in a manner that ensures correct interpretation by others who may access the reservation details 2.2. check customer profile or history, if available, and use the information to enhance customer service	<b>TLE_HEFS9-12RR-Ib-2</b>

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			2.3. confirm all booking details with the customer and ensure that s/he understands and agrees to all items 2.4. file reservations in a manner that ensures easy access by others and in accordance with established procedures 2.5. prepare and issue documents and other materials to the customer in accordance with requirements of the specific reservation	
9. Receiving, processing and recording payments and necessary actions to be taken in case of cancellations 10. Generating and issuing invoices and credit notes for changed reservations 11. Checking that the reservation has been fully paid			<b>LO 3. Update reservations</b> 3.1. update financial status of the reservation accurately 3.2. receive, process, and record amendments or cancellations of reservations in accordance with customer request and established procedures	<b>TLE_HEFS9-12RR-Ic-3</b>
12. Front Office responsibilities 13. Accepting reservations 14. Reservation request			<b>LO4. Advise others on reservation details</b> 4.1. communicate general and specific customer requirements and reservation details to appropriate departments and colleagues 4.2. compile and provide accurate and relevant reservation statistics to concerned people or departments	<b>TLE_HEFS9-12RR-Id-4</b>

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15. Evaluation of performance in receiving and processing reservations			<b>LO5. Conduct self evaluation on the required performance rating</b> 5.1. Conduct self-evaluation of performance in receiving and processing reservations using rubrics	<b>TLE_HEFS9-12RR-Ie-5</b>
<b>LESSON 2: OPERATE COMPUTERIZED RESERVATION SYSTEM (OR)</b>				
1. Types of reservation systems <i>1.1. Property level</i> <i>1.2. Central Reservation System (CRS)</i> <i>1.3. Global Distribution System (GDS)</i> <i>1.4. Internet Distribution System (IDS)</i>	operating computerized reservation system	independently operates computerized reservation system	<b>LO 1. Access and manipulate reservation system information</b> 1.1. access and interpret reservation system accurately 1.2. use all system features to access a range of information	<b>TLE_HEFS9-12OR-If-6</b>
2. Different types of reservations and reservation inquiries and their distribution channels 3. Reservation updates and amendments			<b>LO 2. Create and process reservations</b> 2.1. check the availability of the required booking in accordance with the system functions and requirements 2.2. create new reservations containing accurate customer details and full requirements 2.3. encode all customers' details using the format required by the computer system 2.4. Retrieve bookings as required, using the computer system 2.4. make and store accurate updates and amendments to reservations as required	<b>TLE_HEFS9-12OR-Ig-h-7</b>

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			2.4. download and print any required reservation details	
4. Different types of reservations, and reservation inquiries and their distribution channels			<b>LO 3. Send and receive reservation communications</b> 3.1. create and process accurate communications to industry colleagues using the required features of the system 3.2. access and correctly interpret communications from industry colleagues at the appropriate time	<b>TLE_HEFS9-12OR-II-8</b>
5. Evaluation of performance in operating computerized reservation system			<b>LO4. Conduct self-evaluation on the required performance rating</b> 4.1. conduct self-evaluation of the performance in operating computerized reservation system using rubrics	<b>TLE_HEFS9-12OR-Ij-9</b>
<b>Quarter 2</b>				
<b>LESSON 3: PROVIDE ACCOMMODATION RECEPTION SERVICES (PR)</b>				
1. Registration: key terms 2. Preregistration 3. Interdepartmental communication	providing accommodation reception services	independently provide accommodation reception services	<b>LO1. Prepare for guest arrival</b> 1.1. prepare reception area for service and check all necessary equipment prior to use 1.2. check and review daily arrival details prior to guest's arrival 1.3. allocate rooms in accordance with guest requirements and establishment policy	<b>TLE_HEFS9-12PR-IIa-b-10</b>
			1.4. follow up on uncertain arrivals or reservations 1.5. compile and distribute accurate arrival lists to relevant personnel/ departments	

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(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			1.6. inform colleagues and other departments of special situations or requests in a timely manner	
4. Guest registration 5. Acceptable methods of payment 6. Foreign exchange 7. Foreign calculation 8. Exchanging foreign currency 9. Revision			<b>LO 2. Welcome and register guests</b> 2.1. welcome guests warmly and courteously 2.2. confirm reservation details with guests 2.3. register guests with or without reservations 2.4. follow correct accounting procedures 2.5. explain clearly relevant details such as room key/electronic cards, guest mail, messages, and safety deposit facility arrangements to guests 2.6. follow correct enterprise procedures where rooms are not immediately available or overbooking has occurred 2.7. Monitor guest arrivals and discrepancies between actual and report expected arrivals	<b>TLE_HEFS9-12PR-IIc-d-11</b>

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<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>
10. Dealing with guest accounts 11. Dockets, invoices, vouchers 12. Post to guest accounts 13. Room count 14. Balancing transactions 15. Departure procedures			<b>LO 3. Generate and check guest accounts for accuracy</b> 3.1. explain and process guest accounts clearly, courteously, and accurately to the guest 3.2. recover and process keys/electronic cards from guests 3.3. act upon the guest's requests for assistance courteously or refer to the appropriate department for follow-up 3.4. process express checkouts 3.5. follow group checkout procedures	<b>TLE_HEFS9-12PR-IIe-f-12</b>
16. Interdepartmental communication 17. Revisions 18. Calculate occupancy 19. Key reports 20. Balancing transactions			<b>LO 4. Prepare front office records and reports</b> 4.1. prepare and update front office records within designated timelines 4.2. follow establishment policies with regard to room changes, no-shows, extensions, and early departures 4.3. distribute reports and records to the appropriate departments within designated timelines	<b>TLE_HEFS9-12PR-IIg-h-13</b>
21. Evaluation of the performance in providing accommodation reception services			<b>LO5. Conduct self-evaluation on the required performance rating</b> 5.1. Undertake a self-rating of the performance in providing accommodation reception services using rubrics	<b>TLE_HEFS9-12PR-IIIj-14</b>



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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>Quarter 3</b>				
<b>LESSON 1: CONDUCT NIGHT AUDIT (CA)</b>				
1. Process financial transactions 2. The accounting cycle 3. Bank reconciliations 4. Balance revenue	conducting night audit	independently conduct night audit	<b>LO 1. Monitor financial transactions</b> 1.1. check transactions to ensure that they have been carried out in accordance with establishment procedures 1.2. check balances prepared by others to ensure that they are accurate and in accordance with establishment procedures 1.3. identify and resolve financial and system discrepancies according to level of responsibility 1.3. implement financial systems and financial control systems in accordance with establishment procedures 1.3. monitor systems and provide feedback	<b>TLE_HEFS9-12CA-IIIa-b-15</b>
5. Organization of records and reports 6. Check guest accounts			<b>LO2. Complete routine records and reports</b> 2.1. complete routine records and reports accurately within designated timelines 2.2. forward reports promptly to the appropriate person/department 2.3. conduct research on successful record keeping	<b>TLE_HEFS9-12CA-IIIc-16</b>
7. Evaluation of performance in conducting night audit			<b>LO3. Conduct self-evaluation on the required performance rating</b>	<b>TLE_HEFS9-12CA-IIId-17</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			3.2 conduct self-evaluation of performance in night audit using rubrics 3.2 Cite case studies on FOS	
<b>LESSON 2: PROVIDE CLUB RECEPTION SERVICES (CR)</b>				
1. Services of the hospitality industry 2. Products of the hospitality industry 3. Product knowledge and the sales function 4. Effective selling techniques 5. The marketing mix 6. The consumer decision-making process	providing club reception services	independently provides club reception services	<b>LO 1. Provide information on club services and process memberships</b> 1.1. provide accurate advice and information on club services and facilities to customers and club members as required 1.2. explain club membership and club rules to the public and members following standard procedures 1.3. explain and fill up membership application forms clearly and completely 1.4. check and maintain membership records	<b>TLE_HEFS9-12CR-IIIe-g-18</b>
7. Club and licensing laws in relation to entry requirements for customers and dress regulations 8. Discuss club membership rules, conditions, benefits, and entitlements			<b>LO 2. Monitor entry to club</b> 2.1. check membership badges/cards upon entry 2.2. assist sign-in of guests 2.3. ensure that members and guests comply with dress and age regulations 2.4. refer disputes over entry to club to security, supervisor, or other relevant person	<b>TLE_HEFS9-12CR-IIIh-i-19</b>
9. Evaluation of performance in providing club reception services			<b>LO3. Conduct self-evaluation on the required performance rating</b>	<b>TLE_HEFS9-12CR-IIIj-20</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			3.1. conduct self-evaluation of performance in providing club reception services using rubrics	
<b>QUARTER 4</b>				
<b>LESSON 1: PROVIDE PORTER SERVICES (PS)</b>				
<ol style="list-style-type: none"> <li>1. Typical hotel/motel procedures for handling group luggage at arrival and departure</li> <li>2. Process for providing a specified bell desk service</li> <li>3. Range of services offered by the bell desk in accommodation establishments</li> <li>4. Process for lifting and carrying heavy luggage</li> </ol>	providing porter services	independently provides porter services	<b>LO1. Handle guest arrival and departures</b> <ol style="list-style-type: none"> <li>1.1. review and plan expected daily arrivals, departures, and requests for major guest movements</li> <li>1.2. welcome and direct guests promptly on arrival to the appropriate area for registration</li> <li>1.3. assist guests with luggage</li> <li>1.4. escort guests to rooms and show/explain courteously the establishment/room features</li> </ol>	<b>TLE_HEFS9-12PS-IVa-c-21</b>
<ol style="list-style-type: none"> <li>5. Typical security procedures for luggage storage rooms</li> <li>6. Issues to consider in planning the pickup of group luggage from rooms</li> <li>7. Checking guest arrival and departure list</li> </ol>			<b>LO 2. Handle guest luggage</b> <ol style="list-style-type: none"> <li>2.1. transport and deliver guest luggage safely to the correct location within appropriate timeframes</li> <li>2.2. operate luggage storage system correctly and in accordance with established procedures and security requirements</li> <li>2.3. mark and store luggage accurately to allow for easy retrieval following the established procedures</li> <li>2.4. place luggage correctly within the storage system</li> </ol>	<b>TLE_HEFS9-12PS-IVd-e-22</b>

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<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>
8. Introduction to bell desk 9. Functions of bell desk 10. Bell desk records			<b>LO 3. Respond to request for bell desk services</b> 3.1. provide bell desk services promptly 3.2. coordinate with colleagues and other departments to ensure effective response to bell desk requests	<b>TLE_HEFS9-12PS-IVf-h-23</b>
11. Evaluation of performance in providing porter services			<b>LO4. Conduct self-evaluation on the required performance</b> 4.1. conduct self-evaluation of performance in providing porter services using rubrics	<b>TLE_HEFS9-12PS-IVi-j-24</b>

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**CODE BOOK LEGEND**

**Sample: TLE\_HEFS9-12PS-IVf-h-23**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Home Economics Front Office Services	<b>TLE_HEFS9-12</b>	Personal Entrepreneurial Competencies	PECS
	Grade Level	Grade 9/10/11/12		Environment and Market	EM
<b>Uppercase Letter/s</b>	Domain/Content/Component/ Topic	Provide porter services	<b>PS</b>	Use tools, equipment, and paraphernalia	UT
				Perform Mensuration and Calculation	MC
			-	Practice occupational health and safety procedures	OHS
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	<b>IV</b>	Interpret design and layout	ID
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week six to eight	<b>f-h</b>	Receive and process reservations	RR
			-	Operate computerized reservation system	OR
<b>Arabic Number</b>	Competency	Respond to request for bell desk services	<b>23</b>	Provide accommodation reception services	PR
				Conduct night audit	CA
				Provide club reception services	CR
				Provide porter services	PS

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Home Economics specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

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**SAMPLE HOME ECONOMICS CURRICULUM MAP\*\* (as of May 2016)**

GRADE 7/8 (EXPLORATORY)				GRADES 9-12			
<b>EXPLORATORY</b>		<b>Beauty/Nail Care (NC II)</b> <i>2 sems</i>		<b>Wellness Massage (NC II)</b> <i>2 sems</i>		<b>Hairdressing (NC II)</b> <i>4 sems</i>	
				<b>*Hairdressing (NC III)</b>			<i>8 sems</i>
		<b>Barbering (NC II)</b> <i>4 sems</i>					
		<b>Dressmaking (NC II)</b> <i>4 sems</i>			<b>Tailoring (NC II)</b> <i>4 sems</i>		
				<b>*Fashion Design (Apparel) (NC III)</b>			<i>8 sems</i>
				<b>*Caregiving (NC II)</b>			<i>8 sems</i>
		<b>Bartending (NC II)</b> <i>4 sems</i>			<b>Bread and Pastry Production (NC II)</b> <i>2 sems</i>	<b>Food and Beverage Services (NC II)<sup>+</sup></b> <small>updated based on TESDA Training Regulations published December 28, 2013</small> <i>2 sems</i>	
		<b>Cookery (NC II)</b> <i>4 sems</i>			<b>*Commercial Cooking (NC III)</b> <i>4 sems</i>		
		<b>Front Office Services (NC II)</b> <i>2 sems</i>		<b>Travel Services (NC II)</b> <i>2 sems</i>		<b>Local Guiding Services (NC II)</b> <i>2 sems</i>	<b>Tourism Promotion Services (NC II)</b> <i>2 sems</i>
		<b>Housekeeping (NC II)<sup>+</sup></b> <small>updated based on TESDA Training Regulations published December 28, 2013</small> <i>2 sems</i>		<b>Attractions and Theme Parks (NC II)</b> <i>2 sems</i>		<b>Event Management Services (NC III)</b> <i>4 sems</i>	
		<b>Handicraft (Non-NC) Needlecraft</b> <i>2 sems</i>		<b>Handicraft (Non-NC) Fashion Accessories, Paper Craft</b> <i>2 sems</i>		<b>Handicraft (Non-NC) Basketry, Macrame</b> <i>2 sems</i>	<b>Handicraft (Non-NC) Woodcraft, Leathercraft</b> <i>2 sems</i>
		<i>4 sems</i>		<i>2 sems</i>		<i>2 sems</i>	<i>2 sems</i>

\* Please note that these subjects have pre-requisites mentioned in the CG.

+ CG updated based on new Training Regulations of TESDA.

Other specializations with no pre-requisites may be taken up during these semesters.

**\*\*This is just a sample. Schools make their own curriculum maps considering the specializations to be offered. Subjects may be taken up at any point during Grades 9-12.**

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(160 hours)

**Reference:**

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Front Office Services NC II*. Taguig City, Philippines: TESDA, 2010.