<table>
<tr><th colspan="5">1. CERTIFIED TRAINING PROGRAM BASIC INFORMATION</th></tr>
<tr><td>1.1 Program Name</td><td colspan="4">SERVICE OPERATION IN BILINGUAL BPO CHANNELS</td></tr>
<tr><td>1.2 Program Code</td><td colspan="4">137500</td></tr>
<tr><td>1.3 Program Version</td><td colspan="4">1</td></tr>
<tr><td rowspan="4">1.4 Estimated Learning Duration</td><td>Teaching Stage</td><td>Credits</td><td colspan="2">Total</td></tr>
<tr><td>1584</td><td>33</td><td>Hours</td><td>Credits</td></tr>
<tr><td>Productive Stage</td><td>Credits</td><td rowspan="2">2448</td><td rowspan="2">51</td></tr>
<tr><td>864</td><td>18</td></tr>
<tr><td>1.5 Program Classification</td><td colspan="4">Certified Technical Degree</td></tr>
<tr><td>1.6 Degree or Certificate to get:</td><td colspan="4">Technician on Service Operation in Bilingual BPO Channels</td></tr>
<tr><td>1.7 Justification</td><td colspan="4">Nowadays Colombia is the fourth country in the region with the highest BPO revenues according to Frost & Sullivan in its analysis of the Outsourcing Market in Contact Center for Latin America and the Caribbean 2019. In accordance with it, between 2020 and 2022 an average annual market growth rate of 5.10% is expected, which shows the dynamism of economic activity, since the outlook is that the sector will grow well above what the Colombian economy grows yearly.

The main country to which BPO services are exported is the U.S.A., therefore, the need to strengthen command of English language to participate actively and potentially in the BPO industry is everyday more relevant. According to Pearson Group (2017), Colombian population is at a low level of English command, despite the fact that, throughout primary and secondary studies, levels A1, A2 and B1 of the common European framework of reference are addressed. (Ministry of Education, 2016). Based on the above, SENA presents to the market the Technical Degree on Service Operation</td></tr>
</table>

	In Bilingual BPO Channels, in order to cover linguistic and labor needs. Among all different benefits of this program, it possible to say that this SENA technical program constitutes a significant support for all types of business organizations, since it aims to contribute to the productivity of Colombian companies, which intend to reduce costs and to centralize efforts in their distinctive activities and thereby create value for themselves (Schneider, 2004). Also, apprentices will develop high quality skills on different fields, such as: customer service, sales, negotiation, typing, database management and daily tech tools, which will allow them to be easily hired by any industry related companies.
1.8 Economic Sector of the program	Services
1.9 Methodological Strategy	It is focused on the construction of apprentices' autonomy to guarantee the quality of training within the framework of competency-based training, project-based learning and active teaching techniques that stimulate thinking for the resolution of simulated and real problems. It is supported in the use of information and communication technologies, integrated, in open and pluri-technological environments, which in any case recreate the productive context and link the learner with the daily reality and the development of skills. Likewise, it must permanently stimulate the self-criticism and reflection of learners on what to do and what to achieve. It can be carried out through the active linking of the four sources of information for the construction of knowledge: instructor, environment, ITs, and collaborative work.

2. IDEAL GRADUATION PROFILE	
2.1 OCCUPATIONAL PROFILE	
2.1.1 OCCUPATION NAMES THAT GRADUATE MAY EXECUTE	
Occupation Code	Occupation
1375 6311	Telephonic Operator - CUOC 42220/42230 No Technical Sales Agent

2.1.2 MAIN PRODUCTS OF THE GRADUATE'S WORK
Service reports (metric adherence, performance and protocols), follow-up reports (product orders and escalations), requirement classification (customer service, sales or tech support) and sales management reports.
2.1.3 COMPETENCES TO DEVELOP
Technical or Specific Competences

Sectorial Regulation of Labor Competence	NSCL Code
To process user requirements in accordance with technical procedure and service protocol	260102029
To sell products and services according to customer needs and business objectives.	260101047-4
To feed database according to technical procedures	210602033
To interact with others in a foreign language as stipulated in the Common European Framework of Reference for Languages	240202501

Induction Competence	
Sectorial Regulation of Labor Competence	NSCL Code
Induction Learning Result - Induction	240201530
Transversal Competences	
Competence Unit	UC Code
To generate healthy lifestyle habits by implementing physical activity programs in productive and social contexts – Physical activity and healthy living habits	230101507
To foster entrepreneurial culture according to personal skills and competencies	240201533
To interact in the productive and social context in accordance with ethical principles for the construction of a culture of peace	240201526
To exercise fundamental labor rights within the framework of the constitution and international conventions– Fundamental Labor rights	210201501
Key Competences (Optional)	
Competence Unit	UC Code
To use it tools according to information management needs – ICT	220501046
To develop efficient and effective communication processes, considering social, personal and productive situations – Communication	240201524

To reason quantitatively in the face of situations that can be approached in a mathematical way in work, social and personal contexts	240201528
PRACTICAL STAGE LEARNING RESULT	999999999

2.2 PROFESSIONAL PROFILE		
Essential Knowledge	Process	Social Competences
Communication: Concept, types, techniques, channels, barriers and applicability. Customers: Concept, classification, attention, relationship management, loyalty marketing, Customer service: Concept, types, service application, protocols, features and process manuals. Contact Center terminology and technical vocabulary: Concept, applicability and classification. Business Process Outsourcing (BPO): Concept, types, applicability, metrics. Sales: concept, types, phases, techniques.	- Manage equipment and technological tools. - Process customer requirements on products, services and solutions. - Comply with metrics and management indicators of Contact Center and BPO - Identify customer needs. – Apply negotiation techniques. - Pronounce words in English. - Use vocabulary according to the occasion and characteristics of the interlocutor - Organize meaningful content according to the structure of	- Stress management. - Tolerance to frustration in the work context. - Active listening. - Assertive communication in the interaction with customers. - Problem solving. - Teamwork. - Follow-up of instructions. - Attitude towards continuous improvement. - Regular duct

- Reports: concept, classification, management, feedback, strategy application. - Effective English Communication: concept, types, application strategies.	the sentence. - Describe situations with clarity and fluency and expressiveness considering the use of language - Listen to customer messages and reproduce them using their own vocabulary without changing the main idea of communication. - Read documents related to your area of work performance and reproduce them while retaining the main idea.	monitoring. - Recognition of levels of command in work contexts.

2.3 PROJECTION OF THE GRADUATE	
2.3.1 At work	Graduates will work on areas of customer service, marketing of products and services, with own technological skills for Contact Center and BPO sector in English language.
2.3.2 In business	Graduates will be able to develop business units in the BPO sector.
2.3.3 In social environments	Graduates will participate in social processes of social inclusion and employment generation.
2.3.4 In training	Graduates can continue their process of learning foreign languages.

and lifelong learning	They can also continue at the technological level, technological or professional specializations.
2.3.5 In innovation and technological development	Graduates will have a permanent interaction with new information systems, proposing strategies in the use of new technologies.
2.4 OVERVIEW OF GRADUATE PROFILE To operate communication devices in accordance with technical procedures and service protocols. To respond to multichannel information requests and record information in accordance with service protocols. To manage and respond to requirements of English-speaking clients.	

3. IDEAL ENTRY PROFILE			
3.1 REQUIREMENTS			
3.1.1 Level of skills to be demonstrated in the entry process by type of certification:			
Academic level	BASIC SECONDARY		
Degree	9th APPROVED		
Does it require academic certification? (YES/NO)	Yes. Ninth grade certification of basic secondary education required.		
Does it require training for work and human development (YES/NO)	No	Which one?	
		No. hours	
Does it require work experience (YES/NO)	No		

3.1.2 Minimum age defined by law	14 years
3.1.3 Additional requirements	Entry level of English: A2 (according to the CEFR). Meet the training center requirements.
3.1.4 Entry restrictions supported by current legislation: (Physical or cognitive limitations that totally or partially impede the development of training and that are expressly described and supported in standards related to occupational and professional performance)	
Considering the Sena's legislation and regulations, the training program enables the entry of people with disabilities. Resolution 1726/2014.	
3.2 ATTITUDINAL, MOTIVATIONAL AND INTEREST ASPECTS	
Ability to work as a team. Tolerance for frustration. Motivation in the performance of their duties. Attitude of service. Active listening. Assertive communication. Participation and responsibility. Proactivity in troubleshooting. Curiosity about the management of IT. Ethical values in the development of their functions. Attitude of continuous improvement. Ability for individual work, Free thinker, critical attitude, solidarity, leader, creative entrepreneur, discipline, dedication, loyalty, honesty, consisting of thinking, speaking and acting.	

3.3 COMPETENCIES TO BE EVALUATED IN THE ENTRY PROCESS

Category	Type	Competence	Indicator	Indicador en español	Grade	%

Basic Agregar la misma infromacion pero en esapñol del indicador Añadir una nueva columna	social sciences	I develop personal and social commitments.	I recognize that people's fundamental rights are above their gender, their political affiliation, religion, ethnicity.	Reconozco que los derechos fundamentales de las personas están por encima de su género, su filiación política, religión, etnia.	ninth	3%

Basic	social sciences	I develop personal and social commitments.	I make responsible decisions about taking care of my body and my relationships with others.	Tomo decisiones responsables frente al cuidado de mi cuerpo y mis relaciones con los demás.	ninth	2%
basic	language	Textual Comprehension and Interpretation.	I understand the overall meaning of each of the texts I read, the intention of the person who produces it and the characteristics of the context in which it is	Comprendo el sentido global de cada uno de los textos que leo, la intención de quien lo produce y las características del contexto en el que se produce.	ninth	8%

			produced.			
basic	language	Communication Ethics.	I understand language as one of the symbolic systems product of language and characterize it in its conventional and arbitrary aspects.	Entiendo la lengua como uno de los sistemas simbólicos producto del lenguaje y la caracterizo en sus aspectos convencionales y arbitrarios	ninth	4%

basic	language	Textual Production.	I use oral speech to establish agreements based on the recognition of the arguments of my interlocutors and the strength of my own arguments.	Utilizo el discurso oral para establecer acuerdos a partir del reconocimiento de los argumentos de mis interlocutores y la fuerza de mis propios argumentos	ninth	3%
basic	language	Textual Production.	I design a textual plan for the presentation of my ideas, thoughts and knowledge in the	Diseño un plan textual para la presentación de mis ideas, pensamientos y saberes en los contextos en que así lo requiera.	ninth	1%

			contexts in which it requires it.			
basic	mathematics	Numerical Thinking and Numerical Systems.	I use real numbers in their different representations and in different contexts.	Utilizo números reales en sus diferentes representaciones y en diversos contextos.	ninth	3%
basic	mathematics	Numerical Thinking and Numerical Systems.	I solve problems and simplify calculations using properties and relationships of the real numbers and the relationships and	Resuelvo problemas y simplifico cálculos usando propiedades y relaciones de los números reales y de las relaciones y operaciones entre ellos.	ninth	2%

			operations between them.			
citizen	citizen	Plurality, identity and appreciation of differences.	I understand that discrimination and exclusion can have negative social consequences such as the disintegration of relations between individuals or groups, poverty or violence. (Cognitive skills).	Comprendo que la discriminación y la exclusión pueden tener consecuencias sociales negativas como la desintegración de las relaciones entre personas o grupos, la pobreza o la violencia. (Competencias cognitivas)	ninth	5%

Labour	Interpersonal	communication.	I express my ideas clearly.	Expreso mis ideas claramente	ninth	4%
Labour	Interpersonal	communication.	I understand the instructions correctly.	Eniendo las instruciones correctamente	ninth	4%
Labour	Interpersonal	leadership.	I understand the impact of individual actions on the community.	Entiendo el impacto de acciones individuales en la comunidad	ninth	2%
Labour	Interpersonal	leadership.	I generate trusting relationships with others	Genero relaciones de confianza con otros compañeros	ninth	2%

			(peers).			
Labour	Interpersonal	Conflict Management.	I respect and understand the views of others, even if I disagree with them.	Respeto y entiendo las opniones de otros incluso si desacuerdo con ellas	ninth	4%
Labour	Interpersonal	Conflict Management.	I look for ways to resolve the conflicts I face in my immediate environment (my home, my neighborhood, my school).	Busco formas de resolver los conflictos que enfrento en mi ambiente (casa, vencinadario, y mi escuela)	ninth	3%

Labour	Interpersonal I	Teamwork.	I develop tasks and actions with others (parents, peers, acquaintances).	Desarrollo tareas y acciones con otros (familiares, compaleros, conocidos)	ninth	4%
Labour	Interpersonal	Teamwork.	I bring my resources to the performance of collective tasks.	Aporto recursos para las tareas coperativas.	ninth	2%
Labour	Interpersonal	Teamwork.	I respect the agreements defined with others.	Respeto acuerdos definidos por otros	ninth	3%
Labour	organizatio	Information	I identify	Identifico la	ninth	2%

	nal	Managemen t.	the informat ion required to develop a task or activity.	informacion requerida para el desarrollo de una tarea o actividad		
Labour	organizatio nal	Information Managemen t.	I organize the collected informat ion using defined procedur es.	Organizo informacion usando un procedimie nto especifico	ninth	2%
Labour	organizatio nal	Service Orientation.	I attend with a positive attitude the requests of others (parents, peers, teachers).	Atiendo con una actitud positiva las solicitudes de otros (familiares, compañeros y profesores)	ninth	8%

Labour	organizational	Environmental Responsibility.	I keep my study site and personal implements tidy and clean.	Mantengo organizados mis implementos y sitio de estudio de manera limpia	ninth	1%
Labour	organizational	Environmental Responsibility.	I keep the resources I have access to in good condition.	Mantengo los recursos que tengo en buena condición	ninth	2%
Labour	Personal	Ethical Guidance.	I meet the rules of behavior defined in a given space.	Sigo las reglas de comportamiento definidas para un espacio especifico	ninth	5%
Labour	technological	Use Computer Tools.	I identify the technological	Identifico los recursos tecnológicos	ninth	2%

			resources available for the development of a task.	disponibles para el desarrollo de una tarea		
Labour	technological	Use Computer Tools.	I act according to the safety standards and good use of the tools and equipment I handle.	Actuó de acuerdo a los estándares de seguridad y buen uso de las herramientas y equipo que manejo	ninth	4%
basic	English	conversation	I risk engaging in a conversation with my classmates and my teacher.	Me arriesgo a empezar una conversacion con mis compañeros de clase y mi profesor	ninth	4%

basic	English	writing	I write narratives about personal experiences and facts around me.	Escribo narrativas acerca de experiencias personales y hechos acerca de mi	ninth	3%
basic	English	Listen to me	I understand what the teacher and my classmates are telling me in everyday interactions within the classroom, without the need for repetition.	Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.	ninth	4%
basic	English	reading	I understa	Comprendo la	ninth	4%

			nd the information implicit in texts related to topics of interest to me.	información implícita en textos relacionados con temas de mi interés.		

3.4 MINIMUM ENVIRONMENT REQUIRED FOR DEVELOPMENT OF THE PROGRAM	
3.4.1 Minimum characterization of environment	For Face-to-Face Modality: Conventional environment equipped with 30 individual chairs, BPO Contact Center Laboratory equipped with individual workstations complying with technical specifications of OSH, Specialized software for Contact Center BPO. For Virtual Modality: AVA For Distance Modality: AVA, Conventional environment equipped with 30 individual chairs, BPO Contact Center Laboratory equipped with individual workstations complying with technical specifications of OSH, Specialized software for Contact Center BPO.
3.4.2 Machinery and Specialized Equipment	Computer equipment per person. Laser Printer, A Video a Smart TV with HDMI output and USB stick An Acrylic Board an Air Conditioning

3.4.3 Specialized Software	Software that allows management of Inbound and Outbound voice services, with ACD, predictive dialing and progressive call monitoring in real time and remotely, screen monitoring recording of 100% of calls, blending, multichannel, pricing, scripting, sending mass text messages, sending mass mail, chat, management reports in any time range, individual group and campaign, multi skill, IVR, compatible with Jaws and Magic, all about IP voice, process automation module (RPA) and tasks (RTA). Software to learn English (TOP NOTCH).
3.4.4 Specialized Tools	Hands-free devices equipped with headphones and microphone with USB input.
3.4.5 Specific Environment Simulators	Simulated or real environments for the training of personnel in Operation Laboratory Contact Center BPO.
3.4.6 Collaborative Furniture	Individual work positions with ergonomic standards according to the BPO specialty.
3.4.7 Technologies of information and communications	Soft phone over IP Voice Internet connection for each of the computer equipment by structured cable or Wi-Fi.
3.4.8 Elements and related conditions with industrial security, occupational health and environment.	Adequate natural lighting in case apprentices work in the day light. Artificial lighting (in case of working at night) The circulation corridors wide enough to allow the safe movement of staff. That it complies with the standards of earthquake resistance and illumination. In accordance with the safety and health plan established at work.

Induction - Orientation Week

4. CURRICULAR CONTENTS OF THE COMPETENCE			
4.1 LABOR COMPETENCY RULE/ UNIT OF COMPETENCE	Induction learning outcome		
4.2 CODE OF LABOUR COMPETENCE/UN	240201530		
4.3 NAME OF PROGRAM'S COMPETENCE	Induction		
4.4. CREDITS OF COMPETENCE		1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)		48 hours	
		T.D. 38 h	T.I.10 h
4.5 LEARNING OUTCOMES			
denomination		hours	
RA1 To appropriate characteristics of organizational management of SENA in context of the institutional mission in accordance with their role in life project and professional development.		48 hours (T.D. 38h - T.I. 10h)	
4.6 FIELD OF KNOWLEDGE			
4.6.1 PROCESS			
To identify historical development of SENA. To identify corporate identity of SENA. To describe elements that make up Sena's corporate image. To identify organizational structure of the entity.			

To describe rules of coexistence that regulate the behavior of apprentices, during training process.

To describe characteristics of Sena's comprehensive vocational training.

To differentiate characteristics of the offer of comprehensive vocational training programs.

To experience life project within the framework of integral human development.

4.6.2 KNOWLEDGE

Mission, vision, institutional history, objectives of professional training, ethical principles, ethical values and ethical procedures.

Elements of the institutional image: shield, flag, logo, symbol, anthem, rosettes.

Organizational structure of the Sena national learning service.

Policies of welfare to apprentices and norms of internal coexistence: alternatives for the development of the productive stage.

Stages of training: typology, characteristics, procedure. Manual of coexistence, specific rules of the centers.

Comprehensive vocational training: concept, principles and characteristics.

Types of offer of vocational training programs and their characteristics. Types of certificate according to the training and duration of the training programs.

Development of competences in integral professional training, concept, types and characteristics.

Training project: concept, phases activities, denomination, objectives, portfolio of evidence: structure, types of evidence, format, contents.

SENA technology platforms: SENA tutorials: LMS, Sofia plus, virtual apprentice system (SVA), learning contract management. Misena mail. Portals, social networks of the entity.

Training route: teaching stage, practical stage (alternatives). Duration, characteristics,

requirements, formats, commitments, evaluation and monitoring, improvement plan. Life project. That it is a life project, as it is formulated, as it is rewritten.
4.7 EVALUATION CRITERIA
Recognize institutional identity and administrative and training procedures. Identify the components and structure of comprehensive vocational training according to the training program and your profile as an apprentice at SENA. Incorporate into life project the opportunities offered by SENA.
4.8 INSTRUCTOR PROFILE
4.8.1 Academic Requirements:
For the integral development of this competence, the participation of the technical instructor of the training program, the instructors of the key and transversal competences, the human development professional, welfare and leadership team to the apprentice, corporate relations, educational administration, missionary and academic coordinators in coordination with the deputy director of the center is required.
4.8.2 Work experience and/or specialization:
Twenty-four (24) months of related experience distributed as follows: twelve (12) months of experience related to the exercise of the theme of the competition and twelve (12) months in teaching.
4.8.3 Competences:
Practice of principles, values and ethical procedures in accordance with the code of institutional ethics. Willingness to change. Investigative skills. Group management. leadership.

Effective and assertive communication.

Literacy domain.

Argumentative and purposeful mastery.

Teamwork.

ICT management.

Knowledge of SENA corporate identity manual.

Knowledge of institutional policies for the apprentice.

Knowledge of the management process of comprehensive vocational training.

4.9 BIBLIOGRAPHIC REFERENCES

Law 119 of 1994. Mission, vision, objectives of vocational training.

Agreement 0002 of 2017 by which the Code of Ethics of the National Learning Service SENA is adopted: ethical principles, ethical values and ethical procedures.

Manual of corporate identity SENA GC-M-001 (Integrated System of Management and Self-control Compromiso): elements of corporate identity: shield, flag, logo, symbol, identification and cockade. Portals, social networks of the entity.

Decree 249 of 2004, Structure of the National Service of learning SENA, Institutional page. Regional.

Agreement 007 of 2012 Apprentice Regulation.

Vocational training statute Agreement 00008 of 1997.

Resolution 2130 of 2013 by which determine the types of offer of programs of professional training and his characteristics.

Resolution 117 of 2013. Types of certificate according to the training and duration of the training programs.

Manual of curricular design for the Development of competences in the Integral Professional Training, 2005, definitions: competences.

Agreement 00010 of 2016 00010 of 2016 care policy with pluralistic and differential

approach.

Specific Competences

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	To process user requirements in accordance with technical procedure and service protocol	
4.2 CODE OF LABOUR COMPETENCE/UN	260102029	
4.3 NAME OF THE PROGRAM'S COMPETENCE	PROCESSING CUSTOMER REQUIREMENTS	
4.4. CREDITS OF COMPETENCE	4	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	192	
	T.D. 153	T.I. 39

4.5 LEARNING OUTCOMES	
denomination	hours
RA1- To receive customer requests based on service protocols.	48 hours
RA2- To process customer requirements according to Technical Guide.	48 hours
RA3- To validate registration of customer data according to technical guide.	48 hours

RA4- To respond to customer requirements based on service protocols.	48 hours

4.6 FIELD OF KNOWLEDGE

4.6.1 PROCESS

RA1

1- To fill in the requirements
2- To consult the data
3- To request information from users
4- To access consultation tools

RA2

1- To segment the requirement
2- To prepare contact center tools and equipment
3- To verify proper functioning of tools and equipment

RA3

1- To prioritize the requirement
2- To verify the identity of the user

RA4

1- To escalate requirements
2- To validate the solution
3- To handle objections
4- To download usage reports

4.6.2 KNOWLEDGE

RA1

- BPO contextualization: concept, characteristics, importance, vocabulary and terminology.

Information recording: Concept characteristics and methods of registration.

- User information: Concept and types.

- Customer service: Concept, characteristic importance, types, application and channels.

- Verbal and written communication of BPO: Concept, characteristics, barriers and channels, fingering, writing, spelling and Net Label.

RA2

- Quality standards: Concept, regulations and application.

- Data classification: Concept, types and applicability.

- Prioritization and response times: Concept, classification, characteristics.

- Classification: Concept, characteristics, types and uses.

- Vocal production techniques: Pronunciation, vocalization, diction, breathing, accentuation, regionalisms, foreignism and jargons.

- Service indicators: Types, calculation methods, ADHD, attention levels, service levels.
- Tools and equipment: concept, types, features, applicability.
- Contact Center Hardware and Software: concept, types, features, applicability.

RA3

- Consultation and escalation of information: Concept, types and characteristics.

- PQRSF: Concept, characteristics, applicability and regulations, (statute of the consumer and associates).

- Questions: Concept, types, technique and uses

- User Requirements: Types, characteristics, processing methods, classification and interpretation.

- Criteria of prioritization of requirement and response times: Concept, characteristics and applicability.

RA4

- Technical support: Concept, types, features, levels and application.

- Identity fraud: concepts, verification techniques, concepts of digital identity

- Information logging: data capture form management methods, data request features.

- Information security: methods of administration of users and passwords, guidelines of the Law on the protection of personal data and confidentiality of information.

- Paraphrasing and reformulation: Concept and uses.

- Reports Usage : Concept, types, applicability

4.7 EVALUATION CRITERIA

RA1

- Meet the user's requirement taking into account the service manual.

- Record customer information in the system according to quality standards and technical procedures.

RA2

- Classify customer requirements according to technical guidance.

- Prioritize customer requirements according to service protocols.

. Use tools and equipment according to technical guidance.

- Verify proper functioning of contact center equipment according to technical guidance.

RA3

- Verify the user's identity according to filter question protocols.

- Validate that the information recorded is in accordance with the characteristics of the data request

- Validate customer satisfaction according to the provision of the service.

RA4

- Interact assertively with the user in accordance with the protocols of the organization.

- Apply oral and written communication techniques according to procedures established by the operation.

- Scale the customer's request according to the type of request.

- Meet the criteria of information security in accordance with the policies of the organization.

- Guide the client according to requirements.

- Provide response to customer requirements according to technical guidance.

- Solve the requirement to the client in the first contact according to protocols.

- Close the customer's request in accordance with technical procedure.

- Apply processes to download reports, according to information security policies

4.8 INSTRUCTOR PROFILE

4.8.1 Academic Requirements:

ALTERNATIVE 1: Technologist Degree in any basic core of knowledge. Minimum language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing). Applicants must have 30 months of related experience in English language teaching.

ALTERNATIVE 2: University Professional Degree in any basic core of knowledge. Minimum language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing). Applicants must have 30 months of related experience in English language teaching.

4.8.2 Work experience and/or specialization:

ALTERNATIVE 1: Eighteen (18) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching.

ALTERNATIVE 2: Twelve (12) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching.

4.8.3 Competences:

Common Competences

Orientation to results, orientation to the user and to the citizen transparency and commitment to the organization.

Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2)

1. Technical Expertise
2. Teamwork and Collaboration
3. Continuous Learning
4. Creativity and Innovation

4.9 BIBLIOGRAPHIC REFERENCES

http://importacionesan.blogspot.com

http://www.colciencias.gov.co

http://bibliotecadigital.educ.ar

www.freelibros.org/marketing/fundamentos-de-marketing

Sena library consultation system

http://senaintro.blackboard.com/webapps/portal/frameset.jsp

https://sites.google.com/a/misena.edu.co/aprendizaje-en-el-sena/tecnicas-de-

evaluacion

http://www.unesco.org/

http://portal.inder.cu/index.php/recursos-informacionales/arts-cient-tec

http://www.alcaldiabogota.gov.co/sisjur/normas/Norma1.jsp?i=49981

Associations:

ACDECC: Colombian Association of Contact Center and BPO. www.acdecc.org

ACCM: The Association of Call Center Managers. www.callcentermanagers.org

AMDIA: Association of Direct and Interactive Marketing Argentina www.amdia.org.ar

ATA: American Teleservices Association www.ataconnect.org

DMA: The Direct Marketing Association www.the.dma.org

ICEMD: Institute of Electronic Commerce and Direct Marketing of Spain www.icemd.com

IMT: Instituto Mexicano de Tele servicios www.imt.com.mx

MEDIOS CALL/ CONTACT CENTERS

Benchmarking Portal. www.benchmarkportal.com

Call Center Exchange. www.callcenterxchange.com

Call Center Learning Center. www.call-center.net

Call Center Managers Forum. www.callcenters.com.au

Connections Magazine. www.connectionsmagazine.com

Contact Professional. www.contactprofessional.com

Incoming. www.incoming.com

CRM MEDIA

CRM Community. www.crmcommunity.com

CRM GURU. www.crmguru.com

CRM Project. www.crmproject.com

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCY RULE/ UNIT OF COMPETENCE	To sell products and services according to customer needs and business objectives.	
4.2 CODE OF LABOUR COMPETENCE/UN	260101047-4	
4.3 NAME OF PROGRAM'S COMPETENCE	PRODUCT AND SERVICE SALES.	
4.4. CREDITS OF THE COMPETENCE	4	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	192 HOURS	
	T.D. 153	T.I. 39
4.5 LEARNING OUTCOMES		
denomination	hours	

RA1- To identify the needs of customers according to their prospecting.	48
RA2- To execute commercial proposal based on customer requirements.	48
RA3- To apply negotiation processes to customers according to financial policies.	48
RA4- To verify that the negotiation conditions comply with service guidelines and sales process.	48

4.6 FIELD OF KNOWLEDGE

4.6.1 PROCESS

RA1
1. To identify potential customers
2. To select the lead
3. To characterize customers
4. To identify products to be offered

RA2
1. To build customer profile
2. To design commercial proposal
3. To check customer requirements

RA3

1. To socialize proposal
2. To provide information
3. To argue the benefits of the portfolio
4. To describe the advantages of the portfolio
5. To answer objections
6. To close customer interaction

RA4

1. To assess conditions for sale

2. To track customer responses
3. To sign sales agreements
4. To download sales reports

4.6.2 KNOWLEDGE

RA1
- Target segment: concept, market segmentation variables and segment classification.
- Market research: Introduction, concept, types and applicability.
- Customer profile: concept, characteristics, applicability and typologies, care services, satisfaction measures.
- Safety and health at work: active breaks, ergonomics, protective elements, self-care, risk control procedure.
Communication channels with customers: concept, types and applicability.
- Information and communication technologies: characteristics, types and applicability to sales management, device management, digital applications.
- Soft skills: ethics, adaptability, tolerance to frustration, resilience, stress management, expertise, motivational theories.

RA2
- Marketing plan: concept, structure and applicability.
- Consumer psychology: concept, fundamentals, applicability in the sale and stages of the purchase process.

RA3

- Data: concept, types, string of characters, registration, import and export techniques, data modification criteria, storage and extraction methods, grammatical standards, query and confirmation techniques.
- Quality management system: concept, processes, customer orientation.
- Portfolio of products and services: structure and applicability.
- Commercial proposal: concept, structure, components, sales pitch. - Information: regulations, habeas data, data protection procedure, confidentiality, regulations on the processing, use and storage of data.
- Information management: concept, types of information, types of files, types of databases.

- Sales strategy: concept, structure and applicability.
- Sales technique: concept, types and applicability.
- Objections: concept and types.
- Sales process: concept, phases and applicability, customer loyalty.

RA4

- Organizational information system: concept, structure and applicability, sales tools.
- Moments of truth: concept, types and applicability.
- Negotiation technique: concept, types and applicability.
- Commercial Communication: concept, elements, skills, types and techniques, applicability to management with customers, personal presentation, assertiveness.
- Leadership: time management, values, recursion, proactivity, planning, results orientation.
- Sale Reports: Concept, type, characteristics and applicability

4.7 EVALUATION CRITERIA

RA1

- Segment clients in the database according to the protocol.

- Recognize potential customers according to the company's business policies.

- Choose the potential customer to address in accordance with the company's business policies.

RA2

- Characterize the customer in accordance with commercial policy.

- Select the products to be offered according to the customer's profile.

- Prepare the proposal bearing in mind the company's commercial policy.

RA3

- Communicate to the client the commercial proposal in accordance with technical procedure.

- Describe the portfolio to be offered keeping in mind the profile of the client.

- Handle customer objections based on commercial policy and communication protocols.

- Validate that the customer's profile is in accordance with the offer offered.

- Check that the proposal validated by the client complies with the commercial policies of the company.

- Interact with the client according to technical procedure.

RA4

- Formalize the sale in accordance with the commercial policy of the company.

- Register in the information system what has been agreed with the client according to technical guidance.

- Apply processes to download sales reports, according to information security policies

4.8 INSTRUCTOR PROFILE

4.8.1 Academic Requirements:

ALTERNATIVE 1: Technologist Degree in any basic core of knowledge. Minimum language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing). Applicants must have 30 months of related experience in English language teaching.

ALTERNATIVE 2: University Professional Degree in any basic core of knowledge. Minimum language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing). Applicants must have 30 months of related

experience in English language teaching.
4.8.2 Work experience and/or specialization:
ALTERNATIVE 1: Eighteen (18) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching. ALTERNATIVE 2: Twelve (12) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching.
4.8.3 Competences:
Common Competences Results orientation, user and citizen orientation transparency and commitment to the organization Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2) 1. Technical Expertise 2. Teamwork and Collaboration 3. Continuous Learning 4. Creativity and Innovation
4.9 BIBLIOGRAPHIC REFERENCES
books: CHIMERA, Joe. The ABC of sales. Editorial Trillas Sa De Cv, 2010. CIALDINI, Robert. Influence; the psychology of persuasion. Editorial Pearson, 2006.

MARK ROBERGE. The sales acceleration formula. Editorial John Wiley & Sons Inc, 2015.

OG MANDINO. The largest seller in the world. Editorial Diana. 1988.

SMITH, Mark. Guerrilla telesales. Editorial Deusto, 2007.

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	To interact in an oral and written English within social and work contexts according to criteria established by the common European framework of reference for language.	
4.2 CODE OF LABOUR COMPETENCE/UN	240202501	
4.3 NAME OF PROGRAM'S COMPETENCE	INTERACTION WITH CUSTOMERS.	
4.4. CREDITS OF COMPETENCE	14	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	672	
	T.D. 537	T.I. 135

4.5 LEARNING OUTCOMES	
denomination	hours
RA1- To recognize the parameters of level B2 according to the work context	48 hours

RA2- To structure the thought in English language according to parameters of the level B2 and context of the work	240 hours
RA3- To interact with others in English language, according to parameters of level B2 and context of work	144 hours
RA4- To verify cultural compatibility of communication according to parameters of level B2 and context of work	48 hours
RA5- To apply technical English according to parameters of level B2 and work context.	192 hours

4.6 FIELD OF KNOWLEDGE

4.6.1 PROCESS

RA1

To talk about occupations and roles

To spell names

To introduce people

To get someone's contact information

To talk about locations

To discuss how to get places

To discuss transportation

To identify people in your family

To describe people

To talk about personality

To confirm that you're on time

To talk about the time of an event

To give and accept compliments

To ask for colors and sizes of products

To describe clothes and products

To talk about morning and evening activities

To describe leisure activities

To characterize parameters of level B2
To use intonation and pronunciation to address customers

To simulate interaction with customers

To use vocabulary according to BPO context and interlocutor

RA2

To express obligation, prohibition, necessity, suggestion, possibility, ability and deduction using the correct modal verbs applied in customer service

To distinguish different tenses to express past events, real situations, hypothetical situations, regrets and reliefs about Contact centers experiences and service industry

To identify the difference among present customs, past habits and in-process customs seen in the Contact center world

To differentiate the different voices (Active and passive) to describe process and roles in a contact center company

Report what others have said in order to transmit ideas taking into account contact center roles

RA3

To understand the main points of clear texts in standard language about manuals, scripts and campaigns descriptions

To be able to cope with most of the situations that might arise on a contact center context

To be able to produce simple, coherent, spoken texts.

To be able to describe experiences, events, wishes and aspirations, as well as briefly justifying

opinions or solutions given to contact center customers

RA4

To understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in the BPO context.

To interact with a degree of fluency and spontaneity that makes regular interaction with native customers quite possible without strain for either party.

To produce clear, detailed speeches on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

4.6.2 KNOWLEDGE

RA1

Tense: Concept, Types (present simple, present continuous, future simple, past simple, past continuous and present perfect) and usage.

Conditional: Concept, Types: zero and usage.

Prepositions: Concept, Types: time and place, usage.

Adjective: Concept, Types: comparatives and superlatives, usage.

Nouns: Concept, Types: countable and uncountable, usage.

RA2

Modal verbs: concept, types: obligation, advice, necessity, prohibition, ability, possibility, deduction, and usage.

Tenses: concept, types: past perfect, past perfect vs simple past, usage.

Conditionals: concept: first, second and third, usage.

Habit expression: concept, types: usually, used to, be used to, get used to, usage.

Active and passive voice: concept, types, usage.

Reported Speech: concept, types: indirect speech – direct speech, usage.

Verb Pattern: concept, types: gerund or infinitive, usage.

Pronouns: concept, types: reflexive and indefinite pronouns, usage.

RA3

Articles: concept, types: definitive and indefinite, usage.

Quantifiers: concept, type: much, many, a lot, little, few, some, any, no – any, no, none, all, both, either, neither, usage.

Determiners: concept, types: another, other, others, the other, the others, usage.

Clauses: concept, types: Defining and non-defining, clauses of concession, result and purpose, restrictive adjective, Non-Restrictive Adjective, usage.

Questions: concept, types: tag question, indirect and direct questions, usage.

Adverbs: concept, types: comparative and superlative adverbs, adjectives with enough, not enough and too, usage.

Adjectives: concept, types: order, -ed/-ing adjectives – adjectives from verbs, usage.

Prepositions: concept, types: movement, usage.

Tenses: concept, types: review, present perfect vs present perfect continuous, Past perfect simple, past perfect progressive, Would – was/were going to, usage.

Expressions: concept, types: I wish/if only, usage.

Causative: concept, types: have something done, usage.

Modals: concept, types: past form of modal verbs, usage.

Nouns: concept, types: ending in –ion, -ance, -ation, -ment deriving from verbs, usage.

Verbs: concept, types: verbs starting with over, differences between make and do, usage.

RA4

Morphemes: concept, types: prefixes and suffixes (un-, in-,im-, il-, -ir, -ful, -less), usage.

Linking words: concept, types: logical connectors, usage.

Tenses: concept, types: future perfect, future perfect continuous, usage.

Conditionals: concept, types: mixed conditionals, usage.

Verbs: concept, types: phrasal verbs, usage.

Compound Words: concept, types: nouns and adjectives, usage.

4.7 EVALUATION CRITERIA

RA1

Record a video about students daily routine

Make a presentation about customer service

Write down a paragraph about future tense

Make a presentation about a Colombian recipe

Retell the most important happening from an audio book

RA2

Create a conversation expressing rules you may have working as an agent.

Narrate an adaptation of a famous fairy tale sequencing past events.

Prepare your own infographic expressing aspects of your own life using modal verbs.

Write a composition about consequences of your actions in the future.

Present an alternative ending of one of your favorite movies.

Talk about habits you used to have and you are getting used to working as an agent.

Present a piece of news talking about a natural disaster.

RA3

Give definitions of people and tools you use as an agent.

Express agreement and disagreement about customer requests.

Confirm customer request by using tag questions.

Demonstrate wishes and desires as a BPO agent.

RA4

Talk spontaneously about a suggested topic.

Organize their speech by using logical connectors and linking words, when talking to customers.

Make inferences based on sources of information provided by the company

Understand complex speeches by native customers

Select the appropriate word endings (nouns, adjectives, verbs) when communicating with customers.

4.8 INSTRUCTOR PROFILE

4.8.1 Academic Requirements:

ALTERNATIVE 1: Technologist Degree in any basic core of knowledge. Minimum language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing).

Applicants must have 30 months of related experience in English language teaching. ALTERNATIVE 2: University Professional Degree in any basic core of knowledge. Minimum language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing). Applicants must have 30 months of related experience in English language teaching.
4.8.2 Work experience and/or specialization:
ALTERNATIVE 1: Eighteen (18) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching. ALTERNATIVE 2: Twelve (12) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching.
4.8.3 Competences:
Common Competences Results orientation, user and citizen orientation transparency and commitment to the organization Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2) 1. Technical Expertise 2. Teamwork and Collaboration 3. Continuous Learning 4. Creativity and Innovation
4.9 BIBLIOGRAPHIC REFERENCES

https://www.cambridgeenglish.org/exams-and-tests/cefr/

https://europa.eu/europass/es/common-european-framework-reference

https://www.britishcouncil.es/en/english/levels

https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2

https://www.researchgate.net/publication/321743674_A_Brief_Study_of_English_Language_Proficiency_Employability

https://www.researchgate.net/publication/282974160_The_Best_Method_to_Teach_English_Language

https://www.researchgate.net/publication/308914571_English_for_Specific_Purposes_What_does_it_mean_and_why_is_it_different_from_teaching_General_English

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	To feed database according to technical procedures	
4.2 CODE OF LABOUR COMPETENCE/UN	210602033	
4.3 NAME OF PROGRAM'S COMPETENCE	DATABASE FEEDING	
4.4. CREDITS OF COMPETENCE	3	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	144	
	T.D. 115	T.I. 29
4.5 LEARNING OUTCOMES		
denomination	hours	

RA1- To record data according to technical requirements	48 hours
RA2- To provide information in accordance with technical procedure	48 hours
RA3- To use information in accordance with safety standards and technical guidance	48 hours

4.6 FIELD OF KNOWLEDGE

4.6.1 PROCESS

RA1

1- To verify data

RA2

1. To feed database

2. To extract data

RA3

1. To classify information

2. To adjust data

4.6.2 KNOWLEDGE

RA1

- Data: concept, types, string of characters, registration, import and export techniques, data modification criteria, storage and extraction methods, grammatical standards, query and confirmation techniques

- Metadata: concept, diligence criteria, data structure.

- Records metadata in compliance with technical procedures.

- Extracts data according to operating procedures

RA2

- Information: organizational techniques and methods, information security standards, search techniques, retrieval methods, supply techniques, document organization criteria.

- Information and communication technologies: concept, uses of word processor and electronic sheet, financial sector consultation platforms

RA3

- Information management: concept, types of information, types of files, types of databases, oral and written communication techniques

4.7 EVALUATION CRITERIA

RA2

- Classify information meeting operational specifications

- Adjust data according to operational requirements

RA3

- Validate customer's data complies with operational specifications.

4.8 INSTRUCTOR PROFILE

4.8.1 Academic Requirements:

ALTERNATIVE 1: Technologist Degree in any basic core of knowledge. Minimum language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing). Applicants must have 30 months of related experience in English language teaching.

ALTERNATIVE 2: University Professional Degree in any basic core of knowledge. Minimum

language level: B2 according to the CEFR. Accepted English exams must correspond to the list of exams approved by the NTC5580 (Icontec - Colombia). They must be valid for 2 years, and have to include the 4 skills of language proficiency: listening, reading, speaking, writing). Applicants must have 30 months of related experience in English language teaching.

4.8.2 Work experience and/or specialization:

ALTERNATIVE 1: Eighteen (18) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching.

ALTERNATIVE 2: Twelve (12) months of related experience to management/administration development of contact center or BPO operations. Applicants must have thirty (30) months of related experience to English language teaching.

4.8.3 Competences:

Common Competences

Results orientation, user and citizen orientation transparency and commitment to the organization

Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2)

1. Technical Expertise
2. Teamwork and Collaboration
3. Continuous Learning
4. Creativity and Innovation

4.9 BIBLIOGRAPHIC REFERENCES

· https://exceltotal.com

· http://www.aulaclic.es/excel-2013/index.htm

· http://hojasdecalculo.about.com/od/Excel

· http://www.excelintermedio.com/

· http://www.aulaclic.es/excel2010/t_6_3.htm

· http://www.aulaclic.net/cursos/enlace.php?idp=366&id=53&texto=Bases+de+datos&clase=c

· http://www.aulaclic.es/excel2010/epp_6_3_1.htm

· http://www.aulaclic.es/excel2010/epp_6_3_2.htm

· http://www.aulaclic.es/excel2010/epp_6_4_1.htm

· http://www.aulaclic.es/excel2010/epp_6_4_2.htm

· http://www.aulaclic.es/excel2010/t_6_3.htm

· http://www.aulaclic.es/excel2010/epp_6_3_1.htm

· http://www.aulaclic.es/excel2010/epp_6_3_2.htm

· http://www.aulaclic.es/excel2010/epp_6_4_1.htm

Transversal Competences

4. CURRICULAR CONTENTS OF THE COMPETENCE	
4.1 LABOR COMPETENCE/ UNIT OF COMPETENCE	To generate healthy lifestyle habits through the application of physical activity programs in productive and social contexts
4.2 CODE OF LABOUR COMPETENCE/UN	230101507
4.3 NAME OF PROGRAM'S COMPETENCE	Physical activity and healthy living habits

4.4. CREDITS OF COMPETENCE	1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	48 Hours	
	T.D. 38 h	T.I. 10 am

4.5 LEARNING OUTCOMES	
denomination	hours
RA1 To develop psychomotor skills in the productive and social context.	48 (T.D. 38 h - T.I. 10 h)
RA2 To practice healthy habits by applying nutrition and hygiene fundamentals.	
RA3 To execute physical conditioning activities oriented towards the improvement of physical condition in the productive and social contexts.	
RA4 To implement an ergonomics plan and active pauses according to the characteristics of the productive function.	

4.6 FIELD OF KNOWLEDGE
4.6.1 PROCESS
To identify basic concepts of anatomy and physiology To apply basic concepts of human myology based on motion analysis To interpret the fundamentals of healthy lifestyle, hygiene and nutrition To manage a body hygiene plan within the productive context To run physical exercise routines To set breaks according to workloads and physical activity times To identify motor coordination techniques related to your occupational profile To select techniques that allow you to enhance your mental reaction capacity and improve your motor skills

To apply ergonomics basics and active breaks To discriminate specific exercises for the prevention of ergonomic risks
4.6.2 KNOWLEDGE
Fundamentals of anatomy and physiology Concepts, characteristics and healthy lifestyles Hygiene concepts and their applicability Nutrition concepts, fundamental bases and nutritional plans according to work activity Fundamentals of myology and motion analysis Definition, characteristics, components and advantages of physical activity Definition, classes, condition, application times, benefits of physical exercise Conceptualization and use of the anthropometric file Heart rate characteristics Definition, classes and characteristics of athletic physical tests Definition and characteristics of fitness Application of series, repetitions and workloads in physical exercise Definition and characteristics of motor skills Conceptualization and conditioning of psychomotricity Definition of motor skills and their classification, benefits Applicability of ergonomics and physical activity Postures, classification, load handling and postural plans Rehabilitation and work plan Active breaks, concepts and practices Proper use of free time
4.7 EVALUATION CRITERIA
- Recognize fundamentals of healthy lifestyle, hygiene and nutrition in the productive and social contexts

- Develop physical exercise routines according to the needs of the work and social contexts - Classify basic concepts of ergonomics and active breaks according to the nature of the productive function - Structure a plan of ergonomics and active breaks according to work context
4.8 INSTRUCTOR PROFILE
4.8.1 Academic Requirements:
Alternative 1 Title of Technologist in the basic core of knowledge of: Sports, Physical Education and Recreation See annexes: (N.B.C.), (SENA TITLES). Alternative 2 University Professional Degree the basic core of knowledge of: Sports, Physical Education and Recreation; o Physical education and related; o Education (See annex N.B.C) Professional card in the cases required by law.
4.8.2 Work experience and/or specialization:
Alternative 1 Thirty (30) months of related experience distributed as follows: Eighteen (18) months of experience related to the exercise of Physical Culture and twelve (12) months in teaching Alternative 2 Twenty-four (24) months of related experience distributed as follows: Twelve (12) months of experience related to the exercise of Physical Culture and twelve (12) months in teaching.

4.8.3 Competences:
Common Competences Results orientation User and citizen orientation transparency Commitment to the Organization Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2) 1. Technical Expertise 2. Teamwork and Collaboration 3. Continuous Learning 4. Creativity and Innovation Competences Practice of universal ethical principles and values Willingness to change Investigative Skills Group management leadership Effective and assertive communication Literacy domain Argumentative and propositional mastery Teamwork ICT management
4.9 BIBLIOGRAPHIC REFERENCES
Tortora J G., (2018) Principles of Anatomy and Physiology. Publisher: Panamericana

Wadsworth Andy. (2011) Personal trainer. Madrid: Editorial Lisboa

Kovacs, M. (2010). Dynamic stretching. tutor

Valerius, K. (2010) The book of lexus muscles, Barcelona Grupo Ars XXI de Comunicacion Lexus

Ceballos, O. (2009). Physical activity and quality of life: in young people, adults and the elderly. Trillas

Pacheco, R. (2009). Theory of sports training. Trails

Morant O. (2008) Encyclopedia of bodybuilding. Madrid

Tardent H. (2007) Beauty with Pilates, editions B. Barcelona: Ediciones B

ArancetaI. Roman, B. and Serra May, L. (2006). Physical activity and health.

Zinti, Aritz. (1991) Resistance training, Barcelona: Ediciones Martínez Roca

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	Foster entrepreneurial culture according to personal skills and competencies	
4.2 CODE OF LABOUR COMPETENCE/UN	240201533	
4.3 NAME OF THE PROGRAM COMPETENCE	Entrepreneurial and entrepreneurial culture	
4.4. CREDITS OF COMPETENCE	1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	48 Hours	
	T.D. 38 h	T.I. 10 am
4.5 LEARNING OUTCOMES		

denomination	hours
RA 1 To establish personal entrepreneurial characteristics and competencies according to their potentialities, objectives and environment.	48 (T.D. 38 h - T.I. 10 h)
RA 2 To appropriate the process of making personal decisions in their daily life, according to entrepreneurial behavior.	
RA 3 To employ creative and innovative capacity according to entrepreneurial strategy.	
RA 4 To relate the importance of negotiation with entrepreneurship according to the needs and elements of the negotiation.	
4.6 FIELD OF KNOWLEDGE	
4.6.1 PROCESS	
OUT 1 To describe the elements of Entrepreneurial Behavior. To identify Personal Entrepreneurial Characteristics (CEP). To associate entrepreneurial skills with the achievement of personal goals. To relate the elements of entrepreneurial responsibility with everyday situations. OUT 2 To identify the concepts of the decision-making process. To generate alternative within the decision-making process. To analyze risks within the decision-making process OUT 3 To use creative capacity in solving challenges and identifying opportunities in the environment. To recognize skills and personal entrepreneurial characteristics for the formulation of strategies. To use the elements of an entrepreneurial strategy. To develop the action plan OUT 4	

To discover needs, interests and expectations of one and the other.
Identify negotiation techniques

4.6.2 KNOWLEDGE

OUT 1
Entrepreneur: concept, characteristics, behavior.
Personal entrepreneurial characteristics:
Search for Opportunities: concept
Persistence: concept
Compliance with the employment contract: concept
Quality and efficiency: concept
Risk analysis: concept.
Setting goals: concept.
Systematic planning: concept
Information Search: concept
Self-confidence: concept
Support networks: concept
Personal goals: motivations, goals, life purpose.
Person, context, project: concepts.
Entrepreneurial skills: concept.
Components:
Visualize: concept
Analyze: concept
Identify: concept
Decide: concept
Design: concept
Acting: concept

Entrepreneurial responsibility: concept, dimensions

OUT 2
Information Search: techniques and strategies.
Decision-making process: concept, stages of the process.

Risk analysis: techniques.
Analysis of alternatives: concept, techniques.
Taking risks: concept.
Set goals: criteria.
Systematic planning: techniques.
Self-confidence: techniques.
Compliance and commitment at work: importance.

OUT 3
Creativity: concept
Innovation: concept, types.
Challenge: concept
Finding opportunities: techniques
Strategies: concept, structure and steps.
Action plan: concept, elements, formulation.
Project: concept and importance.
Visualize goals: criteria
Systematic planning: techniques
Persistence: criteria
Search for information: techniques, strategies.
Support networks: techniques

OUT 4
Negotiation: concept, techniques, types, elements, analysis of interests and consensus.
Self-confidence: technique.
Persistence: criteria
Support networks: criteria.

4.7 EVALUATION CRITERIA

OUT 1
It values your personal entrepreneurial characteristics according to personal diagnostic tool.
Formulate personal goals according to your motivation and life purpose.
It applies entrepreneurial responsibility according to internal and external factors.

OUT 2

It identifies the decision-making process according to everyday problems.
It applies the decision-making process according to risk identification and solution alternatives.

OUT 3
It appropriates the concept of creativity and innovation according to the solution of challenges.
It applies creative and innovative capacity taking into account entrepreneurial challenges.
It underpins the action plan taking into account the elements of an entrepreneurial strategy.

OUT 4
It identifies the elements of the negotiation according to the interests of one and the other.
It associates negotiation techniques taking into account personal, social and professional spheres.

4.8 INSTRUCTOR PROFILE

4.8.1 Academic Requirements:

Alternative 1

Title of Technologist in basic cores of knowledge of: Administration, Public Accounting; o Administrative Engineering and related. See annexes: (N.B.C.), (SENA TITLES)

Alternative 2

University professional degree in basic cores of knowledge of: Education; o Administration, Public Accounting; o Administrative engineering and related; and Economics. (See Annex N.B.C)

Professional card in the cases required by law.

4.8.2 Work experience and/or specialization:

Alternative 1 Thirty (30) months of related experience distributed as follows: Eighteen (18) months of experience related to the exercise of Entrepreneurship (12) months in teaching. Alternative 2 Twenty-four (24) months of related experience distributed as follows: Twelve (12) months of experience related to the exercise of Entrepreneurship and twelve (12) months in teaching.
4.8.3 Competences:
Common Competences Results orientation User and citizen orientation transparency Commitment to the Organization Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2) 1. Technical Expertise 2. Teamwork and Collaboration 3. Continuous Learning 4. Creativity and Innovation Competences Practice of universal ethical principles and values Willingness to change Investigative Skills

Group management

leadership

Effective and assertive communication

Literacy domain

Argumentative and propositional mastery

Teamwork

ICT management

4.9 BIBLIOGRAPHIC REFERENCES

Palacios, L.C. (2017). Business creation strategies. ECOE Editions.

Brenes, Esteban R. (2017) The future of entrepreneurship in Latin America. Mexico: Cengage learnig editores

Pride, William M. (2017) Introduction to Business. Mexico City: Cengage Learning

Moreno Castro, T.F. (2016). Entrepreneurship and business plan. RIL Editors.

International Organization for Migration IOM (2015). Pazos: Entrepreneurs peacebuilders. Starting point.

Campo, R., Domínguez, M., & Raya, V.R. (2013). Project Management. Ra-Ma S.A. Editorial y Publicaciones.

Salinas Sánchez, José Manuel, Gándara Martínez, Javier and Alonso Sánchez, Araceli. (2013). Business and entrepreneurship. Spain McGraw-Hill

Méndez, R. (2004). Formulation and evaluation of projects: Approach for entrepreneurs. (3rd. Ed.). Quebecor World.

Mauborgne Renée and Kim W. Chan. (2005). Blue Ocean Strategy. Harvard Business Review

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	Interact in the productive and social context in accordance with ethical principles for the construction of a culture of peace.	
4.2 CODE OF LABOUR COMPETENCE/UN	240201526	
4.3 NAME OF THE PROGRAM COMPETENCE	Ethics for building a culture of peace	
4.4. CREDITS OF COMPETITION	1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	48 Hours	
	T.D. 38 h	T.I. 10 am

4.5 LEARNING OUTCOMES	
denomination	hours
RA1 To promote my dignity and that of the other based on ethical principles and values as a contribution to the establishment of a culture of peace.	48 (T.D. 38 h - T.I. 10 h)
RA2 To establish relationships of personal and community growth based on the common good as a contribution to social development.	
RA3 To promote the rational use of natural resources based on sustainability criteria and ethical sustainability and current regulations.	
RA4 To contribute to the strengthening of the culture of peace based on human dignity and strategies for the transformation of conflicts.	

4.6 FIELD OF KNOWLEDGE
4.6.1 PROCESS
To establish constructive communication
To respect the other
To fix the life project
To claiming rights of dignity
To use science and technology to improve my quality of life
To demand recognition based on my leading presence in society
To recognize each person's intrinsic value
To maintaining the value of my dignity and the dignity of the other
To recognize personal and other autonomy
To recognize my differences and equalities with the other
To practice with deeds respect with myself and others
To apply listening capability
To respect each other's opinion and ideas
To apply communication styles
To practice with deeds the respect for others
To respect each other's privacy
To respect beliefs
To respect community meeting places
To practice acts of respect
To respect social norms
To living together in community
To assume behavior of citizen culture
To play a leading role in social development
To strengthen leadership competencies

To develop social projects To developing a sense of belonging To establish processes of constructive communication To identify the acts of violence in my life story To recognize the importance of developing a culture of peace To identify reconciliation strategies To apply reconciliation strategies To establish constructive and respectful relationships To establish interpersonal relationships To assume constructive and argumentative critical attitudes To establish gestures of solidarity To generate peace-building processes in the family nucleus To establish interpersonal relationships based on assertive communication, tolerance and solidarity To apply existing human rights and international humanitarian law
4.6.2 KNOWLEDGE
Man: Concept, moral subject, ethical subject, rational being Concept of human nature, human dignity, human acts, human actions, freedom, natural law, positive and moral law Axiology: Concept, hierarchy of values Ethics: Concept and applicability Work: Concept, system of relationships Social relations: Concept, kinds Reconciliation: Concept, conditions Teamwork: Contextualization, scope, techniques, fundamentals and advantages Conflict Resolution: contextualization, skills, techniques and theories

Assertive Communication: Contextualization, strategies, fundamentals, types and techniques

Leadership: Concept, trends and generalities

Emotional Intelligence: Concept, scope and techniques

Coaching: Concept, scope and basic techniques

Neurolinguistic Programming: Concept, scope, basic techniques

Decision Making: Concept, models, strategic and strategic analysis and scope

Interpersonal Relationships: Concept and Scope

Context of the Conflict: Concept, social and political context, armed conflict

Concept of peace, violence. Conflict, respect, family, dialogue and consultation

Justice: Concept, kinds

Equity: Concept, applications

Concept and forms of government, society, state, country, constitution, governance, and democracy

Coexistence: Concept, freedom, criticality, negotiation in the face of conflict, reparation and reintegration

Human rights: Concept, current regulations

International humanitarian law: Concept, current regulations

Self-esteem, autonomy, self-control, self-care

Communication: Instrumental action, strategic action and communicative action.

Life and cohabitation skills: Self-knowledge, empathy, assertive communication, interpersonal relationships, decision-making, problem and conflict solving, creative thinking, critical thinking, emotion and feeling management, stress and stress management.

Citizen Participation: Concept, mechanisms and instances of citizen participation, common good, otherness and gender, process of human sociability, social representations or cultural imaginaries, emerging cultures, social roles.

Social Responsibility: Concept, strategies to generate a culture of social responsibility
4.7 EVALUATION CRITERIA
Define your life project according to the criteria of dignity, respect, beliefs, ecology and culture. Recognize their value and the value of the other according to the principles of dignity and cultural construction and autonomy. Use tools that allow assertive communication in different environments taking into account the pedagogy for peace. Build interpersonal relationships from the differential approach and the promotion of a culture of peace. Change attitudes towards their behavior based on dignity, contributing to the culture of peace. Modify behavioral attitudes based on the peaceful resolution of conflicts. Apply actions to prevent violent actions based on assertive communication strategies. Evidence of respect for the common good, otherness and dialogue with the other based on axiological principles.
4.8 INSTRUCTOR PROFILE
4.8.1 Academic Requirements:
Alternative 1 Title of Technologist in basic nuclei of knowledge of: Sociology, Social Work and related; o Political Science, International Relations. See annexes: (N.B.C.), (SENA TITLES). Alternative 2 University professional degree in basic cores of knowledge of: Anthropology, Liberal Arts; o Sociology, Social Work and the like; o Political Science, International Relations; o

Education; o Philosophy, Theology and the like; or Psychology; o Law and related. (See annex N.B.C). Professional card in the cases required by law.
4.8.2 Work experience and/or specialization:
Alternative 1 Thirty (30) months of related experience distributed as follows: Eighteen (18) months of experience related to the exercise of interaction with oneself, with others, with nature and with transcendence and twelve (12) months in teaching. Alternative 2 Twenty-four (24) months of related experience distributed as follows: Twelve (12) months of experience related to the exercise of interaction with oneself, with others, with nature and with transcendence and twelve (12) months in teaching.
4.8.3 Competences:
Common Competences Results orientation User and citizen orientation transparency Commitment to the Organization Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2) 1. Technical Expertise 2. Teamwork and Collaboration

3. Continuous Learning

4. Creativity and Innovation

Competences

Practice of universal ethical principles and values

Willingness to change

Investigative Skills

Group management

leadership

Effective and assertive communication

Literacy domain

Argumentative and propositional mastery

Teamwork

ICT management

4.9 BIBLIOGRAPHIC REFERENCES

Bochatey, A. (2004). Personalistic bioethics from a Latin American perspective. Uruguay

Escobar, J., Aristizabal, Ch. (2011). Principles in bioethics: sources, proposals and multiple practices. Colombian Journal of Bioethics. Retrieved from: http://www.bioeticaunbosque.edu.co/publicaciones/Revista/Revista13/artjaimeescobartriana.pdf.

Fonseca,M., Maldonado, C., Moreno, Z., Urrea, F. (2006). History and foundations of bioethics. On the way to biopolitics. ISBN: 958-701-735-8. PG.13-39. Colombia

Fregoso, M., Gutierrez, M. (2004). Basic Psychology. Mexico City Modern Manual

UNESCO-UPAZ (2011). Professional Development to build a Culture of Peace. Prepared by the University for Peace, in coordination with the Ministry of Public Education of Costa Rica and the UNESCO-San José Office

Brannon, L., Feist, J. (2001). Health psychology. Spain: Editoriales Thomson Learning

Toh, S.H. (2002). Peace building and peace education: local experiences, global reflections. Perspectives, Vol. XXXII, No1, March

Lederach, P. (2000). The Abecé of Peace and Conflict: Education for Peace. Madrid: Catarata.

Claudio, N. (2002). Change education to change the world Vitoria: Ediciones La Llave."

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	To exercise fundamental labor rights within the framework of the constitution and international conventions	
4.2 CODE OF LABOUR COMPETENCE/UN	210201501	
4.3 NAME PROGRAM'S COMPETENCE	Fundamental rights at work	
4.4. CREDITS OF COMPETENCE	1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	48 Hours	
	T.D. 38 h	T.I. 10 am

4.5 LEARNING OUTCOMES	
denomination	hours
RA1 To assess the importance of labor citizenship based on the study of human and fundamental rights at work	48 (T.D. 38 h - T.I. 10 h)

RA2 To practice fundamental labor rights in accordance with the constitution and international conventions	
RA3 To recognize work as one of the key elements for social mobility and life transformation	
RA4 To participate in solidarity actions aimed at the exercise of human rights, peoples and nature	

4.6 FIELD OF KNOWLEDGE
4.6.1 PROCESS
To analyze the relationship between work and human development To identify the nature of human and fundamental rights at work To relate, within the framework of human rights, social development, autonomy and dignity To develop documents related to political, welfare, social, and welfare rights and obligations arising from labor actions To argue the exercise of labor rights as a defense of them and expression of labor citizenship To dimension the exercise of the right to strike To integrate solidarity actions for the defense of the human being, nature and the values of social coexistence and citizenship
4.6.2 KNOWLEDGE
1. Person society and Work Human dignity, democracy, work, justice and peace Integral human development cultural diversity Phenomenology of the world of work 2. Fundamental laws and legal mandates

politics. Human rights and the political constitution of Colombia

ILO principles and rights: ILO declaration

Right to life

Political and civil rights

Decent and decent work: definition, analysis of forced or compulsory labor

3. Labour rights and labor citizenship

Labour rights and their impact on the development of society

Social dialogue

Person subject to rights and duties in the context of human rights

Individual and collective labor rights: Characteristics and fields for the development of individual and collective rights in the world of work

Mechanisms for the protection of labor rights

Decent Work: Policy Integration

Gender equality: equity and gender balance

Forced labor and child labor

Differential approach, citizen value for social inclusion

Employment discrimination in cases of terminal illness

Peaceful resolution of conflicts; collective bargaining and strike

Rights for business sustainability: Efficiency, Effectiveness, Effectiveness

4. Exercise of labor rights

Implementation of mechanisms for the protection of labor rights

Labour toolbox: salary, social benefits, social security and recruitment

Leisure Society: recreation, sport, art culture, family life

Civil rights and freedoms

5. Right to Association, national and international regulations

Democratic values over trade unionism. National and international regulations

Trade union associations, freedom of association and associated rights

Freedom of association and freedom of association

Right to collective bargaining: agents, recognition of partnership to solve problems

6. Solidarity or Peoples' Rights

Relationship between man, nature and the planet

Self-determination of peoples and sustainable development and food security

Development strategies and environmental impact in Colombia

Post-conflict and peace

Appropriation of the advancement and use of science and technology

The development that allows a dignified life

National and cultural identity

4.7 EVALUATION CRITERIA

Argue the relevant moments of the historical evolution of human and fundamental rights of work in the timeline

Select the protection mechanisms for the exercise of labor citizenship applying the regulations

Prepare documents related to economic, social and welfare obligations arising from labor actions in accordance with the regulations

Evaluate the results of the application of protection mechanisms for the exercise of labor citizenship in accordance with the regulations

Propose conflict resolution and negotiation strategies in accordance with the regulations

4.8 INSTRUCTOR PROFILE

4.8.1 Academic Requirements:

Alternative 1 Title of Technologist in any of the 55 basic cores of knowledge, or in NULL or Unclassified. See annexes: (N.B.C.), (SENA TITLES). Alternative 2 University Professional Degree in any of the 55 basic cores of knowledge, or in NULL or Unclassified. (See Annex N.B.C) Professional card in the cases required by law.
4.8.2 Work experience and/or specialization:
Alternative 1 Thirty (30) months of related experience distributed as follows: Eighteen (18) months of experience related to the exercise of human and fundamental rights at work and twelve (12) months in teaching or instruction certified by a legally recognized entity. Alternative 2 Twenty-four (24) months of related experience distributed as follows: Twelve (12) months of experience related to the exercise of human and fundamental rights at work and twelve (12) months in teaching or instruction certified by a legally recognized entity.
4.8.3 Competences:
Common Competences Results orientation User and citizen orientation transparency Commitment to the Organization

Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2)

1. Technical Expertise
2. Teamwork and Collaboration
3. Continuous Learning
4. Creativity and Innovation

Competences

Practice of universal ethical principles and values

Willingness to change

Investigative Skills

Group management

leadership

Effective and assertive communication

Literacy domain

Argumentative and propositional mastery

Teamwork

ICT management

4.9 BIBLIOGRAPHIC REFERENCES

Afanador Núñez, F. (2016). Collective Labour Law. (Fourth Edition). Bogotá, Colombia: Legis Editores S.A.

Constitutional court. (2015). Political Constitution of Colombia.

Uribe, D. (1983). The third generation of human rights and peace. (First Edition). Bogotá, Colombia: Plaza y Janés editores.

Grundmann and Stahl. (2015) Like salt in soup. Chapter 3.2 Conflict management and negotiation.

López Cárdenas, D. (2015). Colombian labor law. (Second Edition). Bogotá, Colombia: Grupo Editorial Ibáñez.

Ministry of Human Rights, Office of the President of the Republic. (2014). National System of Human Rights and International Human Rights. Retrieved from http://www.derechoshumanos.gov.co/Observatorio/Publicaciones/Documents/131113-cartilla-system-national-web.pdf

Ministry of Human Rights, Office of the President of the Republic. (2014). National strategy
for the guarantee of human rights 2014-2034. Recovered from http://www.derechoshumanos.gov.co/Observatorio/Publicaciones/Documents/2014/140815- estrategia_web.pdf

International Labour Conference. (2012). Fundamental principles and rights at work: from commitment to action. Geneva. Recovered from http://www.ilo.org/public/libdoc/ilo/2012/112B09_52_span.pdf

Ramírez, F. (2010). Primer guide use NIT in judicial decisions. Project Promotion of Fundamental Principles and Rights at Work - ILO. Bogotá: ILO/ Project for the Promotion of Fundamental Principles at Work.

Carrizosa, J. & Muriel, A. (2007). Didactics to guide the practice of human rights. Ombudsman's Office.

Universal Declaration of Human Rights, adapted and proclaimed by the UN General Assembly in its resolution 217 A (III) of 10 December 1948.

Key Competencies (Optional)

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	To use computer tools according to information management needs	
4.2 CODE OF LABOUR COMPETENCE/UN	220501046	
4.3 NAME OF PROGRAM'S COMPETENCE	TIC	
4.4. CREDITS OF COMPETENCE	1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	48 Hours	
	T.D. 38 h	T.I. 10 am

4.5 LEARNING OUTCOMES	
denomination	hours
RA1 To select information and communication technology (ICT) tools, according to the identified needs	48 (T.D. 38 h - T.I. 10 h)
RA2 To use ICT tools, according to requirements, operating manuals, procedures and standards	
RA3 To verify the results obtained, according to the requirements	
RA4 To implement good usage practices, according to the technology used	

4.6 FIELD OF KNOWLEDGE
4.6.1 PROCESS
To characterize ICT equipment, types of software and internet services To choosing ICT equipment, software types and internet services

To manage computers, peripherals, tablets and cellular equipment

To apply operating system capabilities

To handle word processor, spreadsheet, software for presentations and specific programs

To use search engines, navigation programs, email, file transfer, chat, E-Learning programs and cloud computing

To participate in social networks

To check operation of ICT products

To apply good practices in the use of ICT technologies

4.6.2 KNOWLEDGE

Technology: Concept, types, characteristics

ICT tools: Classes, features, uses

Information and communication technologies: Concept, components, characteristics, trends, uses

ICT equipment and peripherals:

Computer: Concept, architecture, operation, types, features

Peripherals: Concept, classification, characteristics, operation

Tablets, mobile devices: Concept, operation, types, features

Data networks: Concept, connectivity, types, features, uses, services

Software: Concept, tools, functions, properties

Types of Software:

System Software (Operating System): Concept, classes, functions, features, uses

Application software (Word processor, spreadsheet, presentations, specific software): concept, classes, functions, features, uses

Internet:

Definition, history, evolution, architecture, utilities

Connection: Types, configuration, features

Internet Services: (Browsing, email, file transfer, searches, instant messaging (chats), social networks, E-Learning, cloud computing): Concept, requirements, types, utilities, applications, advantages, disadvantages

Checking results: Object, techniques

Use of technologies: Good practices, purpose, implementation

4.7 EVALUATION CRITERIA

Manage computers, peripherals, tablets and cellular equipment, according to the functionalities and user manuals

Handle word processor, spreadsheet, presentation software and specific software, according to the functionalities of the programs

Use search engines, navigation programs, email, file transfer, chat, E-Learning programs and cloud computing, according to information and communication needs

Participate in social networks, according to communication needs

Apply good practices in the use of ICT technology, in accordance with standards and recommendations

4.8 INSTRUCTOR PROFILE

4.8.1 Academic Requirements:

Alternative 1

Technologist in basic cores of knowledge of: Systems Engineering, Telematics and related. See annexes: (N.B.C.), (SENA TITLES).

Alternative 2

University professional in basic nuclei of knowledge of: Education; o Systems Engineering, Telematics and related; or electronic engineering, telecommunications and the like; o Administration. (See Annex N.B.C) Professional card in the cases required by

law.
4.8.2 Work experience and/or specialization:
Alternative 1 Thirty (30) months of related experience distributed as follows: Eighteen (18) months of experience related to the exercise of Edumatics in professional training and twelve (12) months in teaching Alternative 2 Twenty-four (24) months of related experience distributed as follows: Twelve (12) months of experience related to the exercise of Edumatics in professional training and twelve (12) months in teaching.
4.8.3 Competences:
Common Competences Results orientation User and citizen orientation transparency Commitment to the Organization Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2) 1. Technical Expertise 2. Teamwork and Collaboration

3. Continuous Learning

4. Creativity and Innovation

4.9 BIBLIOGRAPHIC REFERENCES

Active Media, 2014, Learn Excel 2013 with 100 Practical Exercises, Alpha Omega

Gomez G, J. A., 2012, Excel Advanced, Alpha Omega

Silberschatz; Korth, Sudarshan 2009, Database Design Fundamentals

Sanchez L, Andrade R. 2007, Discovering ICTS computing and more 1,2,3,4,5,6.

Celaya, J. 2008 The Company In the Web 2.0 The Impact of Social Networks and New Forms of Online Communication on Business Strategy

Restrepo Angulo J. 2006 Compendium of Telecommunications (Basic Concepts for learning Telecommunication Systems)

Saucedo, Sánchez, Andrade Tecnología Digital 1 the Best Computing Tools at Your FingerTips

Díaz, Pinales, Trejo, Coronel Tecnología Digital 2 the Best Computer Tools at your Fingertips

4. CURRICULAR CONTENTS OF THE COMPETENCE

4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	To develop efficient and effective communication processes, taking into account social, personal and productive situations

4.2 CODE OF LABOUR COMPETENCE/UN	240201524	
4.3 NAME OF PROGRAM'S COMPETENCE	Communication	
4.4. CREDITS OF COMPETENCE	1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	48 Hours	
	T.D. 38 h	T.I. 10 am

4.5 LEARNING OUTCOMES	
denomination	hours
RA1 To interpret the meaning of communication as a means of social, cultural, labor and artistic expression	48 (T.D. 38 h - T.I. 10 h)
RA2 To decode communicative messages in situations of social and work life, taking into account the context of communication	
RA3 To validate the importance of communicative processes taking into account criteria of logic and rationality	
RA4 To apply improvement actions in the development of communicative processes according to context requirements	

4.6 FIELD OF KNOWLEDGE
4.6.1 PROCESS
To recognize the importance, nature and characteristics of human communication To maintain attention and listening in communication processes To interpret messages and reconstruct the speech with your own words while maintaining meaning To apply techniques for verbal and nonverbal communication

To use the lexicon with precision and ownership in communication processes

To use the information according to the established purpose

To appropriate a method for reading comprehensively and interpretively

To establish agreements based on the diversity of concepts and opinions

To write different types of texts applying grammatical and spelling rules

To present in oral or written form an approach using the principles of argumentation

4.6.2 KNOWLEDGE

Communication: Concept, types, uses, media, channels, techniques, characteristic processes, scenarios, components, functions, barriers, levels

Body expression: Concept, characteristics, gestures, postures, emotions, feelings

Speech acts: Concept, perception, observation, active listening, verbal and nonverbal communication

Comprehension of Texts: Concept, techniques, processes, levels, characteristics, interpretation, elements

Writing texts: Types, uses, classes, parts, form, content, intentionality, techniques, methods, cohesion, coherence, syntax, spelling, punctuation marks, semantics, principles and qualities

Argumentation: Concept, processes, elements, characteristics, question, thesis, argument, conclusion, synthesis

Proposition: Concept, processes, elements, characteristics

Style: Concept, features, application

Conventional character and social function of signs: Concept, types, relationships, uses, character, interpretation, characteristics, context, basic elements of semiotics and semiology

Thought processes: Concept, analysis, synthesis, proposition, argumentation

Consultation and reading: Methods, techniques selection, organization and archiving of information in various sources, levels, strategies Normativity: Icontec standards for the elaboration of written texts
4.7 EVALUATION CRITERIA
Listen attentively and concentratedly, nod and ask the speaker-listener to feed back into the process Interpret messages and reconstruct the speech with your own words while maintaining meaning Establish agreements based on the diversity of concepts and opinions Use the lexicon with precision and ownership in communication processes related to the area of work performance Use language based on recipient, purpose, context, and content Write texts with cohesion and coherence following guidelines of thematic progression Use grammatical rules and punctuation marks according to communicative text
4.8 INSTRUCTOR PROFILE
4.8.1 Academic Requirements:
University Professional Degree the basic core of knowledge of: Social Communication, Journalism and related; o Education; o Modern Languages, Literature, Linguistics and the like. (See Annex N.B.C) Professional card in the cases required by law.
4.8.2 Work experience and/or specialization:
Twenty-four (24) months of related experience distributed as follows: Twelve (12) months of experience related to the exercise of communication and twelve (12) months in teaching.
4.8.3 Competences:

Common Competences

Results orientation

User and citizen orientation

transparency

Commitment to the Organization

Instructor-level behavioral competencies (Res. 1458 of 2017 – Annex No. 2)

1. Technical Expertise

2. Teamwork and Collaboration

3. Continuous Learning

4. Creativity and Innovation

4.9 BIBLIOGRAPHIC REFERENCES

BIBLIOGRAPHY FOR SPEAKING AND LISTENING

Argos R. Gazaperas gramaticales. 1993 Medellín: Editorial Universidad de Antioquia.

Cárdenas Páez, A. "Hacia una pedagogía integral del lenguaje", Folios (7), Santafé de Bogotá, 1997, p.p. 33 - 42.

Ferrández, Ferreres and Sarramona. 1982 Didactics of language. Barcelona: CEAC

BIBLIOGRAPHY FOR READING

Jurado Valencia, F. And Bustamante Zamudio, G. 1997 (comp.). Between reading and writ

Jurado Valencia, F. 1997 "La lectura: los movimientos interpretativos son movimientos evaluativos" in: Entre la lectura y la escritura. Santafé de Bogotá: Magistério, Mesa Redonda, 60, p.p. 85 - 97.

Cárdenas Páez, Alfonso. 1997. "Hacia una pedagogía integral del lenguaje", Folios (7), Santafé de Bogotá, p.p. 33 - 42.

Aristizabal, Alberto. 1991. How to read better. Medellín: Lealón, 167 p.

Avila, Raul. 1990. The language and the speakers. Mexico: Trillas.

BIBLIOGRAPHY FOR WRITING

Arboleda Toro, R. 1997 "Written language and school performance" in: Between reading and writing. Santafé de Bogotá: Magistério, Mesa Redonda, 60, p.p 29 - 44.

Cárdenas Páez, Alfonso.1997. "Hacia una pedagogía integral del lenguaje", Folios (7), Santafé de Bogotá, p.p. 33 - 42.

PARRA, Marina. 1996. How written text is produced. Theory and practice. Santafé de Bogotá: Magisterium

4. CURRICULAR CONTENTS OF THE COMPETENCE		
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	To reason quantitatively in the face of situations that can be approached in a mathematical way in work, social and personal contexts	
4.2 CODE OF LABOUR COMPETENCE/UN	240201528	
4.3 NAME OF PROGRAM'S COMPETENCE	Mathematics	
4.4. CREDITS OF COMPETENCE	1	
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	48 Hours	
	T.D. 38 h	T.I. 10 am
4.5 LEARNING OUTCOMES		

denomination	hours
RA1 To identify problematic situations associated with your context needs by applying mathematical procedures	48 (T.D. 38 h - T.I. 10 h)
RA2 To pose arithmetic, geometric and metrical problems according to the productive and social contexts	
RA3 To solve problems of the productive and social environment by applying mathematical principles	
RA4 To verify the results of the mathematical procedures according to the requirements of the different contexts	
4.6 FIELD OF KNOWLEDGE	
4.6.1 PROCESS	
To recognize quantitative information To establishing Relationships Between Variables To identify equivalences between systems of measures To define geometric figure elements To perform first-degree equations To interpreting a Dataset To raise proportions To pose first-degree equations To represent geometric figures To represent a Dataset To perform mathematical operations and procedures between rational quantities To solve Simple Direct Three Rules To calculate perimeters, areas, and volumes To perform unit of measure conversion To solve first-degree equations	

To check math procedures To verify the solution of an equation To encode and decode messages
4.6.2 KNOWLEDGE
Rational Numbers: Concept, Representations and Properties Arithmetic operations: Concept, processes, Order of operations and properties Direct Proportionality: Concept and Rule of Three Simple Direct Geometry: Basics, elements: Point, Segment, Line, angle and figures Units of measure: Concept, equivalences and system of measures First Degree Equations: Concepts and Methods of Solution Statistical variables: Concept and types of variables Statistical Graphs: Bar and Pie Charts Unit Conversion: Concept and Methods Perimeter: Concept and calculations Areas: Concept and calculations Volume: Concept and calculations Calculator: Concept, Components and Functions
4.7 EVALUATION CRITERIA
Define the problem to be solved according to the needs of your environment Define mathematical procedures according to the problematic situation Propose equations of first degree according to the exercises proposed Propose rules of three according to the relationship between the variables Present solutions to problems using geometric figures Solve equations according to mathematical principles Calculate perimeters, areas, and volumes according to the elements of the geometric figure

Perform conversions according to equivalences between measurement systems Represent a dataset according to the statistical variable Perform mathematical procedures by using calculator
4.8 INSTRUCTOR PROFILE
4.8.1 Academic Requirements:
University professional degree in basic cores of knowledge of: Education; o Mathematics, Statistics and Related; o Physics
4.8.2 Work experience and/or specialization:
Twenty-four (24) months of related experience distributed as follows: Twelve (12) months of experience related to the practice of Mathematics and twelve (12) months in teaching
4.8.3 Competences:
Common Competences Results orientation User and citizen orientation transparency Commitment to the Organization
4.9 BIBLIOGRAPHIC REFERENCES
BIBLIOGRAPHY: Aymerich, J. & Macario, S. (2006). Mathematics for the XXI century. Publications of the Universitat Jaume I. ISBN: 8480215518. ICFES (2013). Colombia in Pisa 2012: Main results. MEN (2004) Basic Standards of Mathematics Competencies SENA (1982) Mathematics: Application Exercises. Available in: Http://repositorio.sena.edu.co/bitstream/11404/839/1/ejercicios_aplicacion.pdf

4. CURRICULAR CONTENTS OF THE COMPETENCE	
4.1 LABOR COMPETENCE RULE/ UNIT OF COMPETENCE	LEARNING RESULT PRACTICAL STAGE
4.4. CREDITS OF COMPETENCE	18
4.4.1 MAXIMUM ESTIMATED DURATION FOR LEARNING ACHIEVEMENT (Hours)	864

4.5 LEARNING OUTCOMES	
denomination	hours
To apply in the resolution of real problems of the productive sector, the knowledge, skills and abilities relevant to the competences of the training program assuming strategies and methodologies of self-management.	864

DOCUMENT CONTROL				
document	number	LABOR	dependence	date
52084558	Nadia Patricia Granados Amado	Technical Instructor	CGMLTI	07/05/2021

79729953	Luis Alberto Ardila Espitia	Curriculum Design Professional	CGMLTI	07/05/2021
41790931	Libiandy Miranda Gamboa	Curriculum Design Professional	CGMLTI	07/05/2021
1016011792	Carlos Andrey Rubiano Muñoz	Technical Instructor	CGMLTI	07/05/2021
43922058	Diana Carolina Jaramillo Rojas	Thematic Expert	Antioquia Regional Trade Center	07/05/2021
9956329	Cesar Augusto Cano Echeverry	Methodological Advisor	Risaralda Regional Trade and Services Center	07/05/2021