

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig, Metro Manila

143rd TESDA BOARD MEETING
21 February 2024, Wednesday, 1:30 P.M.
TESDA Board Room, 7th Floor, TESDA Main Building
Taguig City

Resolution No. 2024 - 01
(Page 1 of 3)

**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR FRONT OFFICE SERVICES NC II *and* EVENTS MANAGEMENT SERVICES NC
III**

WHEREAS, TESDA Board Resolution No. 2013-17 on "Approving the Amendments for the following existing Training Regulations for Front Office Services NC II, Travel Services NC II, Tour Guiding Services NC II, Food and Beverage Services NC II, Food and Beverage Services NC III, Barista NC II, Bartending NC II, and Housekeeping NC II" was issued last 17 December 2013 during the 87th TESDA Board Meeting;

WHEREAS, TESDA Board Resolution No. 2007-41 "Approving and Promulgating the Training Regulations for Housekeeping NC III, Housekeeping NC IV, Events Management Services NC III, Attraction and Theme Parks Operations NC II, and Tourism Promotion Services NC II" was issued last 22 November 2007 during the 58th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board and in view as well of the implementation of Mutual Recognition Arrangements (MRAs) for tourism qualifications in the ASEAN region;

WHEREAS, the Tourism Industry Board Foundation, Inc. with the assistance of Qualifications and Standards Office (QSO) of TESDA, has reviewed and recommended to amend the existing Training Regulations for Front Office Services NC II and Events Management Services NC III to respond to the current skills requirements of the industry with its new technologies and industry manpower set-up and recommended amendments;

WHEREAS, during the 161st Standards Setting and Systems Development (SSSD) Committee Meeting held on 31 January 2024, the Committee deliberated and agreed to endorse for approval of the TESDA Board the amendments to the said TRs for Front Office Services NC II and Events Management Services NC III, which is attached as Annex "A", Annex "B" and made an integral part of this Resolution;

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(Page 2 of 3)

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 21 February 2024 at 1:30 P.M. has approved and promulgated the aforementioned amendments in the Training Regulations for Front Office Services NC II which appears in Annex "A", and Events Management Services NC III, which appears in Annex "B", as herein appended;

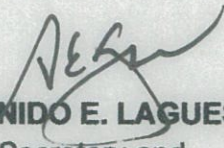
BE IT RESOLVED, FINALLY, that:

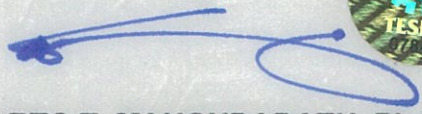
(1) Copy of this Resolution and the abovementioned Training Regulations be published in the Official Gazette or in a newspaper of general circulation, and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;

(2) All programs to be registered under this new Training Regulations must comply with the requirements of the aforementioned Training Regulations. The registration under this new Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

Adopted this 21st day of February 2024.


SEC. BIENVENIDO E. LAGUESMA
DOLE Secretary and
TESDA Board Chairperson


SUHARTO T. MANGUDADATU, Ph.D.
Secretary/Director General TESDA



Department of Labor and Employment
Office of the Secretary



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Republic of the Philippines

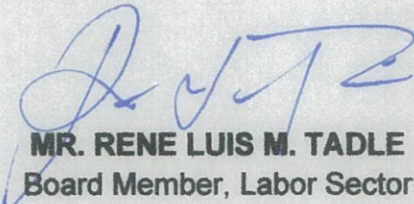
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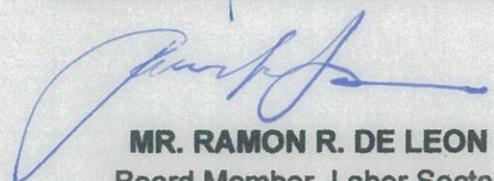
Resolution No. 2024 - 01
(Page 3 of 3)



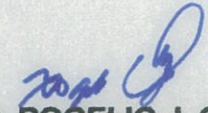
USEC. TEODORO M. GATCHALIAN
Department of Science and Technology



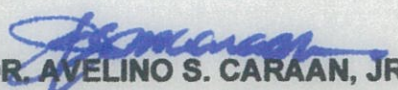
MR. RENE LUIS M. TADLA
Board Member, Labor Sector



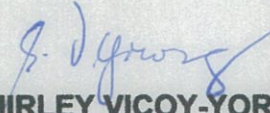
MR. RAMON R. DE LEON
Board Member, Labor Sector



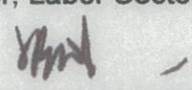
MR. ROGELIO J. CHAVEZ, JR.
Board Member, Labor Sector



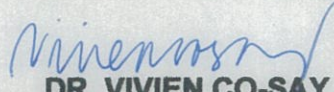
DR. AVELINO S. CARAAN, JR.
Board Member, Labor Sector



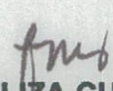
MS. SHIRLEY VICOY-YORONG
Board Member, Labor Sector



DR. LEONIDA BAYANI-ORTIZ
Board Member, Employer Sector



DR. VIVIEN CO-SAY
Board Member, Employer Sector



MS. FLODELIZA CUSI LEONG
Board Member, Employer Sector

Prepared by:



ATTY. JAN MICHAEL P. JARO
Board Secretary VI

ANNEX A

AMENDMENT ON TRAINING REGULATIONS FOR FRONT OFFICE SERVICES NC II

Existing Promulgated Training Regulations (Board Resolution No.2013-17)	Amendments
Qualification Title	
Front Office Services NC II	Front Office Services NC II
Job Title	
<ul style="list-style-type: none"> • Front Office Agent 	<ul style="list-style-type: none"> • Front Office Agent • Reservation Agent • Porter • Concierge
Section 1 - Definition of the Qualification	
The Front Office Services NC II Qualification consist of competencies that a person must possess in order to be able to conduct the process of making a reservation, registering and checking-in and checking-out a guest in commercial accommodation establishments.	The Front Office Services NC II Qualification consists of competencies that a person must possess in order to be able to conduct the process of reservation, check-in, stay-over and check-out of a guest in commercial accommodation establishments.
Section 2- Competency Standards	
<u>Basic Competencies</u>	<u>Basic Competencies</u>
<ul style="list-style-type: none"> • Participate in workplace communication • Work in team environment • Practice career professionalism • Practice occupational health and safety procedures 	<ul style="list-style-type: none"> • Participate in workplace communication • Work in a team environment • Solve/address general workplace problems • Develop career and life decisions • Contribute to workplace innovation • Present relevant information • Practice occupational safety and health policies and procedures • Exercise efficient and effective sustainable practices in the workplace • Practice entrepreneurial skills in the workplace
<u>Common Competencies</u>	<u>Common Competencies</u>
<ul style="list-style-type: none"> • Develop and update industry knowledge • Observe workplace hygiene procedures • Perform computer operations • Perform workplace and safety practices • Provide effective customer service 	<ul style="list-style-type: none"> • Develop and update industry knowledge • Observe workplace hygiene procedures • Perform computer operations • Perform workplace and safety practices • Provide effective customer service
<u>Core Competencies</u>	<u>Core Competencies</u>
<ul style="list-style-type: none"> • Receive and process reservations • Operate computerized reservations system 	<ul style="list-style-type: none"> • Receive and process reservations • Operate computerized reservations system

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<ul style="list-style-type: none"> • Provide accommodation reception services • Conduct night audit • Provide club reception services • Provide concierge and bell services • Provide cashiering services 	<ul style="list-style-type: none"> • Provide accommodation reception services • Provide concierge and bell services • Provide cashiering services
<p>Section 3 - Training Standards</p>	<p>Section 3 – Training Arrangements</p>
<p>These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for Front Office Services NC II.</p> <p>They include information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities, and trainers' qualifications, among others.</p> <p>3.1 Curriculum Design</p> <p>Course Title: <u>FRONT OFFICE SERVICES</u> NC Level: NC II</p> <p>Nominal Training Duration: 18 hours (Basic) 24 hours (Common) 400 hours (Core)</p> <p>Course Description:</p> <p>This course is designed to enhance the knowledge, skills and attitude of Front Office personnel in accordance with industry standards. It covers the basic, common and core competencies on receiving and processing reservations, operating a computerized reservation system, providing reception and accommodation services, conducting night audit, providing club reception services and providing porter services.</p>	<p>These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for FRONT OFFICE SERVICES NC II.</p> <p>3.1 CURRICULUM DESIGN</p> <p>TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.</p> <p>Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall provide Contextual Learning Matrix (CLM) to accompany their curricula.</p> <p>Course Title: FRONT OFFICE SERVICES NC Level: II</p> <p>Nominal Training Duration: 37 Hrs. (Basic) 28 Hrs. (Common) <u>231 Hrs. (Core)</u> 296 Hours</p> <p>148 Hours - Supervised Industry Learning (SIL)</p> <p>Course Description:</p> <p>This course is designed to provide the learner knowledge, practical skills and attitude, applicable in performing work activities involve in receiving and processing reservations, operating a computerized reservation system, providing accommodation services, providing concierge and bell services and providing cashiering services. This includes classroom learning activities and practical work in actual work site or simulation area.</p> <p>Upon completion of the course, the learners are expected to demonstrate the above- mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieve.</p>

3.2 Training Delivery

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of the competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus, programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

- a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
- b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
- c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
- d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
- e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
- f. Training program allows for recognition of prior learning (RPL) or current competencies;
- g. Training completion is based on satisfactory completion of all specified competencies.

2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

2.1 Institution- Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.

- Supervised Industry Learning (SIL) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.
- The classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship - Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.
- Enterprise-based Training where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

3.3 Trainee Entry Requirements

Trainees or students wishing to gain entry into this course should possess the following requirements:

- Can communicate in English both in the oral and written form; and
- Can perform basic mathematical computation

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

Trainees or students who wish to enter this training should possess the following requirements:

- Good communication skills
- Basic mathematical computation
- Computer literacy

3.4 List of Tools, Equipment and Materials

FRONT OFFICE SERVICES – NC II

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for Front Office Services NC II are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
1 pc.	Credit Card Voucher holder	2 units	Computer (with reservation system) and printer	1	Log book
2 units	Bell boys cart	1 pc.	Cash register	2 pcs.	Room key
		1 pc.	Fake Bills detector		
		1 pc.	Hypercom	2 pcs.	Ving card
		1 pc.	Credit card imprinter	1 pc.	White board/cork board
		1 pc.	Key card marker	5 pcs.	Empty envelopes
		1 pc.	Key Card verifier	5 pcs.	Luggage tag
		1 pc.	Key rack		
		1 pc.	Cash box drawer		
		1 pc.	Guest folio rack		
		2 pcs.	Telephone		
		1 pc.	Typewriter		
		1 pc.	Fax machine		
		5 pcs.	Calculator		
		1 pc.	Safety deposit box/drop vault		
		4 pcs.	Lapel microphone		
				Training Resources/ Materials:	
				25 pcs.	Registration form
				5 pcs.	Cancellation booking form
				5 pcs.	No-show forms
				25 pcs.	General folio
				25 pcs.	Credit card voucher
				25 pcs.	Different forms
				5 pcs.	Notice slip

***NOTE:** Implementation of the training program can be made possible through a **MOA** between the **Training school** and **Industry** for the use of the facilities. This is in response to school limitations on the high cost of equipment.

Recommended list of tools, equipment and materials for the training of 25 trainees for Front Office Services NC II.

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

TOOLS	
QTY	DESCRIPTION
1 unit	Luggage cart
1 unit	Front Desk with 2 counters
1 pc.	Key rack
1 pc.	Cash box drawer
1 pc.	Guest folio rack
1 pc.	Mock safety box

EQUIPMENT	
QTY	DESCRIPTION
2 units	Computer with room management system and printer
2 pcs.	Telephone
2 pcs.	Calculator

MATERIALS	
QTY	DESCRIPTION
1 pc	Log book
2 pcs	notepad
6 pcs	Room key
6 pcs	Mock key cards
12 pcs	Key envelope
2 pairs	Scissors
1 box	Balpen
1 set	Adhesive tape with dispenser
5 pcs	Letter envelopes
1 pc	Correction tape
2 pcs	Highlighter pen
10 pcs	Luggage tags (Check-in and check out)
10 pcs	Sample business cards
5 pcs	Sample brochures
25 pcs/form	Reservation forms <ul style="list-style-type: none"> • Reservation Worksheet • Revision worksheet • Cancellation Worksheet
25 pcs	Registration Form
25 pcs	Miscellaneous vouchers
1 set	First Aid Kit
1 set each	Sanitation kit Alcohol Surgical mask, Gloves, wipes
1 set (all denominations)	Improvised play money (local & US dollar)
25 pcs/form	Cashiering forms <ul style="list-style-type: none"> • Guest folio • Official receipt • Provisional receipt

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements of MOA with other partner/companies.

3.5 Training Facilities

Based on a class intake of 20 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Lecture	8 x 7 m.	56 sq. m.	56 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			21 sq. m.
Total workshop area:			92 sq. m.

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Square Meters
Contextual Learning Area (Lecture room)	4 x 6 m.	24 sq. m.
Practical Work Area (Laboratory/Workshop/ Activity area)	5 x 10 m.	50 sq. m.
Storage Area (Tool room & S/M storage area)	2.5 x 4 m.	10 sq. m.
Learning Resource Area	2.5 x 4 m.	10 sq. m.
Wash area/ comfort room (Male, Female, PWD)	2.5 x 4 m.	10 sq. m.
Circulation Area	2 x 5 m.	10 sq. m.
TOTAL AREA		114 sq. m

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements or MOA with other partner/ companies.

3.6 Trainer's Qualifications for Tourism Sector

FRONT OFFICE SERVICES – NC II TRAINER'S QUALIFICATIONS

- Must be a holder of National TVET Trainer Certificate (NTTC) Level in Front Office Services NC II
- Must have at least two years in industry experience or any FO related works
- Must be a computer literate

3.6 Trainer's Qualifications for Front Office Services NC II

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I Front Office Services NC II
- Must have at least two years industry experience as shift leader or two years industry experience as supervisor in any Front Office related works
- Computer literacy
- Excellent communication skills

3.7 Institutional Assessment

Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

Section 4. Assessment and Certification Arrangements

4.1 To attain the National Qualification of **FRONT OFFICE SERVICES NC II**, the candidate must demonstrate competence covering all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

- 4.2 The qualification for **FRONT OFFICE SERVICES NC II** may be attained through demonstration of competence covering all the required core units of qualification.
- 4.3 Assessment shall focus on the core units of competency. The tool and common units shall be integrated or assessed concurrently with the core units
- 4.4 The following are qualified to apply for assessment and certification:
- 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs.
- 4.4.2 Experienced workers (wage employed or self-employed)
- 4.5 The guidelines on assessment and certification are discussed in detail in the *"Procedures Manual on Assessment and Certification"* and *"Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)"*

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 National Assessment and Certification Arrangements

- 4.1.1 To attain the national qualification of **FRONT OFFICE SERVICES NC II**, the candidate must demonstrate competence in all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.1.2 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency
- 4.1.3 The following are qualified to apply for assessment and certification:
- 4.1.3.1 Graduates of WTR-registered programs, or formal/non-formal/informal including enterprise-based trainings related to **FRONT OFFICE SERVICES NC II**; or
- 4.1.3.2 K-12 graduates of Home Economics Strand with **FRONT OFFICE SERVICES NC II**; or
- 4.1.3.3 Students with at least two (2) years of higher education in hospitality management; or
- 4.1.3.4 Experienced workers (wage employed or self-employed) who gained competencies in Front Office for at least two consecutive (2) years within the last five (5) years.
- 4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences with at least three (3) years of Front Office Services experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

Requirements and implementation procedure of Portfolio Assessment must be consistent with TESDA Circular No. 47, series of 2018 on "Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System".

4.1.5 Holders of Front Office Services National Certificate II are required to undergo re-assessment under the amended Training Regulations (TRs).

4.1.6 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the "Philippine TVET Competency Assessment and Certification System (PTCACs)".

4.2 Competency Assessment Requisite

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

This document can:

- a. Identify the candidate's skills and knowledge
- b. Highlight gaps in candidate's skills and knowledge
- c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification

	<p>4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.</p>
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ANNEX B

AMENDMENTS ON TRAINING REGULATIONS FOR EVENTS MANAGEMENT SERVICES NC III

Existing Promulgated Training Regulations (Board Resolution No.2007-41)	Amendments
Qualification Title	
Events Management Services NC III	Events Management Services NC III
Job Title	
<ul style="list-style-type: none"> • Events Coordinator • Conference Coordinator • Function Coordinator 	<ul style="list-style-type: none"> • Senior Events Coordinator • Senior MICE Coordinator • Senior Special Events Coordinator
Section 1 - Definition of the Qualification	
<p>The EVENTS MANAGEMENT SERVICES NC III Qualification consists of competencies that a person must achieve to coordinate events, functions and/or conferences which may be held in conference centers, hotels, motels, restaurants, clubs, resorts and luxury liners. It includes competencies on event planning such as planning and developing an event proposal, concept, and program, selecting a venue and site, and updating event industry knowledge, as well as competencies on on-site event management such as providing onsite management services, managing contractors and updating knowledge on protocol.</p>	<p>The EVENTS MANAGEMENT SERVICES NC III Qualification consists of competencies that a person must achieve to oversee the conduct of different types of events – meetings, incentives, conventions, exhibitions and special events - that may be held in diverse types of venues and settings. It includes competencies on event concept and design development, event program and activities planning, venue selection, financial planning and monitoring, and bid/proposal preparation and presentation.</p> <p>The Qualification also includes competencies for on-line and/ or on-site oversight of the event's programs and activities, monitoring financial results, preparing post event reports, and updating knowledge on protocols.</p>
Section 2- Competency Standards	
<p>Basic Competencies</p> <ul style="list-style-type: none"> • Lead workplace communication • Lead small teams • Develop and practice negotiation skills • Solve problems related to work activities • Use mathematical concepts and techniques • Use relevant technologies 	<p>Basic Competencies</p> <ul style="list-style-type: none"> • Lead workplace communication • Lead small teams • Apply critical thinking and problem-solving techniques in the workplace • Work in a diverse environment • Propose methods of applying learning and innovation in the organization • Use information systematically • Evaluate occupational safety and health work practices • Evaluate environmental work practices • Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

<p><u>Common Competencies</u></p> <ul style="list-style-type: none"> • Roster staff • Control and order stock • Train small groups • Establish and conduct business relationships 	<p><u>Common Competencies</u></p> <ul style="list-style-type: none"> • Develop and update industry knowledge • Develop creative thinking, artistic skills and cultural awareness • Observe procedures, specifications and manuals of instructions • Operate equipment • Manage own performance • Maintain safe, clean and efficient work environment • Provide and maintain effective client relations
<p><u>Core Competencies</u></p> <p>EVENT PLANNING SERVICES</p> <ul style="list-style-type: none"> • Plan and develop event proposal or bid • Develop an event concept • Develop event program • Select event venue and site • Develop and update event industry knowledge <p>ON-SITE EVENT MANAGEMENT SERVICES</p> <ul style="list-style-type: none"> • Provide on-site event management services • Manage contractors for indoor events • Develop and update knowledge protocol 	<p><u>Core Competencies</u></p> <p>PRE-EVENT PLANNING SERVICES</p> <ul style="list-style-type: none"> • Develop an event concept • Plan and develop event proposal or bid • Develop event design • Select event design • Prepare event financial plan • Finalize event plans and programs for implementation <p>ONLINE AND/OR ON-SITE EVENT MANAGEMENT SERVICES</p> <ul style="list-style-type: none"> • Provide online and/or on-site event management services • Oversee financial transactions • Prepare terminal reports
<p>Section 3 - Training Arrangements</p>	
<p>These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for EVENTS MANAGEMENT SERVICES NC III.</p> <p>The guidelines include information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities, and trainer's qualification among others.</p> <p>Course Title: EVENTS MANAGEMENT SERVICES NC Level: III Nominal Training Hours: 20 Hours (Basic Competencies) 24 Hours (Common Competencies) 64 Hours (Core Competencies)</p>	<p>These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for EVENTS MANAGEMENT SERVICES NC III</p> <p>3.1 Curriculum Design</p> <p>TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.</p> <p>Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/ language, and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.</p>

	<p>Course Title: EVENTS MANAGEMENT SERVICES NC Level: NC III Nominal Training Hours: 40 Hours (Basic Competencies) 88 Hours (Common Competencies) 112 Hours (Core Competencies)</p> <hr/> <p>240 Hours – Total</p> <p>120 Hours – Supervised Industry Learning (SIL)</p>
<p>Course Description</p>	
<p>This course is designed to enhance the knowledge, skills, behavior and motivations in accordance with industry standards. It covers the basic, common and core competencies required for the NCIII level in coordinating events.</p> <p>The competencies for event planning include planning and developing an event proposal, bid, concept, and program, selecting event venue and site, and developing and updating event industry knowledge.</p> <p>The competencies for onsite management include providing onsite management services, managing contractors for indoor events, and developing and updating knowledge on protocol. It also includes competencies on leading workplace communication and small teams, controlling and ordering stock, and establishing business relationships.</p>	<p>This course is designed to provide the learner with the required knowledge, practical skills and the proper attitude, necessary to create an event concept, develop an event design, plan the event's program and activities, select a suitable event venue or site, develop and update event industry knowledge, and prepare and present a proposal or bid.</p> <p>The core competencies are clustered into two: Pre-Event Planning Services and Online and Onsite Management Services. These include all pre-event planning activities based on a specified event type, overseeing online and onsite activities and developing and updating knowledge on protocols. It also includes competencies on leading workplace communication and small teams, use of digital tools and virtual technologies and establishing business relationships. The course includes classroom learning activities, online and onsite observation and practical report writing work in actual work site or simulated situations.</p> <p>Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.</p>
<p>3.2 Training Delivery</p>	
<p>The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of the competency-based TVET.</p> <ul style="list-style-type: none"> • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is individualized and self-paced; 	<p>1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.</p> <ol style="list-style-type: none"> a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

<ul style="list-style-type: none"> • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Approved training programs are Nationally Accredited. 	<ul style="list-style-type: none"> c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies.
<p>The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:</p> <ul style="list-style-type: none"> • The dualized mode of training delivery is preferred and recommended, thus, programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations • Modular/self-paced learning is a competency-based training modality where the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners • Supervised industry training or on-the-job training is a training approach designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies 	<ul style="list-style-type: none"> • The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/ components may be adopted singly or in combination with other modalities when designing and delivering training programs: <p>2.1 Institution - Based:</p> <ul style="list-style-type: none"> • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • Supervised Industry Learning (SIL) or on- the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsman wherein the agreement may be written or oral and the master craftsman commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsman.
- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

3.3 Trainee Entry Requirements

Trainees or students who wish to enter this training should possess the following requirements:

- Can communicate in English both in the oral and written form
- Physically and mentally fit
- With good moral character
- Can perform basic mathematical computation

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

Trainees or students who wish to enter this training should possess the following requirements:

- Good communication skills
- Computer literacy
- Digitally literate

3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for EVENTS MANAGEMENT SERVICES NC III are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
		5 units	Computer with internet connection	1 set	Telephone Directory
		1 unit	LCD projector		
		2 units	Two-way radio		
		2 units	Mobile phone		
		1 unit	Telephone		
		1 unit	Fax machine		
		1 unit	Digital camera		
		1 unit	Video camera		
		1 unit	Microphone		
		1 unit	Sound system		
		1 unit	Megaphone		
		5 sets	First aid kit		

***NOTE:** Implementation of the training program can be facilitated through a Memorandum of Agreement between the training provider and industry partner/s regarding the use of facilities. This is in response to the high cost of facilities and equipment. Airconditioned vehicles can be hired on a per trip basis subject to requirement.

Recommended list of tools, equipment and materials for the training of 25 trainees for EVENTS MANAGEMENT SERVICES NC III are as follows.

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

A. (Full Qualification)

EQUIPMENT	
QTY	DESCRIPTION
5 units	Computer with internet connection with licensed or open source software
1 unit	LCD projector
1 unit	3-in-1 Printer
2 units	Two-way radio
2 units	Mobile phone
1 unit	Telephone
1 unit	Digital camera
1 unit	Video camera

MATERIALS	
QTY	DESCRIPTION
5 pcs	Events Planning Manual
5 pcs	Professional Event Management Book

3.5 Training Facilities

Based on a class intake of 25 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m.
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			24 sq. m.
Total workshop area:			104 sq. m.

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters
Contextual Learning Area (Lecture room)	6x4	24
Distance Learning (Laboratory/Workshop/ Activity area)	8X5	40
Storage Area (Tool room & S/M storage area)	2.5x4	10
Learning Resource Area	2.5x4	10
Wash area/ comfort room (Male, Female, PWD)	2.5x4	10
Circulation Area	2.5x4	10
TOTAL AREA		104 sq. m

NOTE: Training Center may enter into Memorandum of Agreement (MOA) with industry for use of facilities and equipment

3.6 Trainer's Qualifications for Tourism Sector

EVENTS MANagements SERVICES NC III TRAINER's QUALIFICATIONS (TQ III)

- Must be a holder of National TVET Trainer Certificate (NTTC) Level in Front Office Services NC II
- Must have at least two years in industry experience or any FO related works
- Must be a computer literate

3.6 Trainer's Qualifications for Events Management Services NC III

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Events Management Services NC III
- Must have at least two (2) years relevant supervisory industry experience in Events Management
- Good communication skills

3.7 Institutional Assessment

Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

Section 4. Assessment and Certification Arrangements

4.1 To attain the National Qualification of **EVENTS MANAGEMENT SERVICES NC III**, the candidate must demonstrate competence covering all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.2 Individuals aspiring to be awarded the qualification of **EVENTS MANAGEMENT SERVICES NC III** must acquire Certificates of Competency in all the following groups/cluster of core units of the Qualification. Candidates may apply for assessment in any accredited assessment center.

4.2.1 Event Planning Services

- 4.1.2.1. Plan and develop event proposal and bid
- 4.1.2.2. Develop an event concept
- 4.1.2.3. Develop event program
- 4.1.2.4. Select event venue and site
- 4.1.2.5. Develop and update event industry knowledge

4.2.2 On-Site Event Management Services

- 4.2.2.1. Provide on-site event management services
- 4.2.2.2. Manage contractors for indoor events
- 4.2.2.3. Develop and update knowledge on protocol

Successful candidates shall be awarded Certificates of Competency (COC)

4.3 After accumulation and submission of all

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 National Assessment and Certification Arrangements

4.1.1 To attain the national qualification of **EVENTS MANAGEMENT SERVICES NC III**, the candidate must demonstrate competence in all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2 A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely:

COC 1 – Pre-Event Planning Services

- Develop an event concept
- Plan and develop event proposal or bid
- Develop event design
- Select event suppliers

COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate.

4.4 Assessment shall focus on the core units of competency. The basic and common units shall be integrated

- Prepare event financial plan
- Finalize event plans and programs for implementation

COC 2 – Online and/or Onsite Events Management Services

- Provide online and/or on-site events management services
- Monitor financial plan
- Prepare terminal reports

Upon accumulation and submission of all COCs acquired, an individual shall be issued the corresponding National Certificate.

4.1.3 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency

4.1.4 Any of the following are qualified to undergo assessment and certification:

4.1.4.1 Candidates and/or graduates of tourism and hospitality degree programs;

4.1.4.2 Graduates of the EVENTS MANAGEMENT SERVICES NC III

4.1.4.3 Industry practitioner specifically in events management with at least three (3) year of work experience

4.1.5 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.

4.1.6 Holders of National Certificate (NC) or Certificate of Competency (COC) in existing Events Management Services NC III are required to undergo re-assessment under the amended Training Regulations (TRs), upon expiration of their Certificates.

4.1.7 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the "Philippine TVET Competency Assessment and Certification System (PTCACS)".

4.2 Competency Assessment Requisite

4.2.1 **Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a

pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

- a. Identify the candidate's skills and knowledge
- b. Highlight gaps in candidate's skills and knowledge
- c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.