

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Rd., South Superhighway, Taguig, Metro Manila

43rd TESDA Board Meeting
05 August 2004, Thursday, 9:00 a.m.
Tandang Sora Hall
TESDA Womens Center
East Service Road, South Superhighway Taguig, Metro Manila

Resolution No.- 13

ADOPTING THE TRAINING REGULATIONS FRAMEWORK

WHEREAS, the Training Regulations Framework has been formulated and presented to the Executive Committee of the TESDA Board during its 36th, 38th and 39th EXCOM-TESDA Board Meeting, 15 April 2004, 22 April 2004 and 8 July 2004 meetings respectively and was endorsed favorably for TESDA Board consideration and approval;

WHEREAS, Training Regulations (TR) for different Qualifications shall be developed based on the Training Regulations Framework.

WHEREAS, Training Regulations (TR) refer to the package of endorsed qualifications, competency standards, training standards, assessment and certification arrangements in a specific sector promulgated for nationwide application. Training Regulations serve as the basis for the development of curricula, registration and delivery of training programs;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the Board approves the Training Regulations Framework;

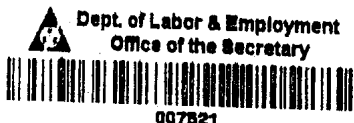
BE IT RESOLVED FINALLY, that copies of the Training Regulations Framework be disseminated to all concerned.

Adopted this 5th day of August 2004.

Ma. Adorinda de Jesus Forro
MA. ADORINDA DE JESUS FORRO
Board Secretary VI

Attested by:

Patricia A. Sto. Tomas
PATRICIA A. STO. TOMAS
Chair, TESDA Board
Secretary, Department of Labor and Employment



TRAINING REGULATIONS FRAMEWORK



SKILLS STANDARDS AND CERTIFICATION OFFICE
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

08-03-04

The Training Regulations (TR) refers to the package of competency standards, national qualifications, training standards documents, assessment and certification arrangements promulgated by TESDA for nationwide application.

The TR serves as a basis for the:

- 1) registration and delivery of training programs;
- 2) development of curriculum and assessment instruments; and
- 3) establishment of certification arrangements

SECTION 1 PHILIPPINE TVET QUALIFICATIONS

1.1 Definition

PHILIPPINE TVET QUALIFICATIONS refers to the package or group of competencies that describes a particular function or job role existing in an industry sector. It consists of units of competency to cover the work activities required to undertake a particular job role. These units of competency are categorized into the following:

1.2.1. Tool Competencies – These are the competencies required for all qualification levels in all industry sectors. They are the units of competency that every worker must possess. Initially there will be only a small number of tool competencies, covering only the more tangible/observable work activities common to all workers.

1.2.2. Common Competencies – These refer to the units of competency required of workers in a particular sector. These are sector - specific but not as specialized or highly technical in nature as the core competencies (for example, skills and knowledge required by all workers in the HVAC/R sector).

1.2.3. Core Competencies – These are specialized units of competency required of workers that are unique in a particular area of work. They are sector-specific and may pertain to a stream of technology or specialty job within a particular industry/sector.

1.2.4. Elective Competencies – These are additional units of competency that are useful but not absolutely necessary for enhancing the mobility/employability of a person. These competencies are considered important in the performance of the job and may be drawn from among the units of competency in the TRs promulgated for other sectors.

1.2 Philippine TVET Qualifications Framework

It is underpinned by a quality-assurance system of Competency Standards Setting, Assessment and Certification, and TVET Program Registration and Accreditation.

The PTQF covers all of the nationally recognized Qualifications across the four sub-sectors of TVET - formal, non-formal, informal and enterprise-based TVET.

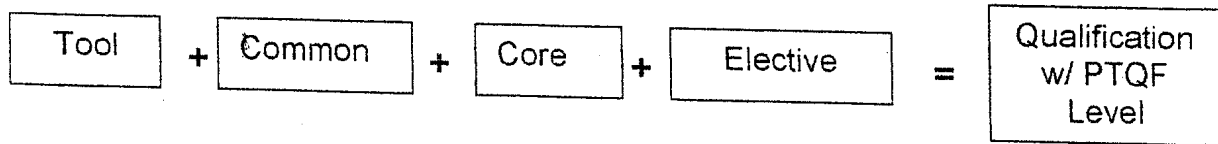
For this reason, the PTQF as a system recognizes competencies and Qualifications regardless of how these were acquired – in school, out-of-school, through employment, work experiences or life experiences. Competency acquired informally or outside of the education and training system may be formally recognized through the process known as recognition of prior learning (RPL) /recognition of current competence (RCC).

1.3 Philippine TVET Qualifications

A Qualification is created by combining units of competency into groups that meet job roles and are meaningful in the workplace – a process known as Packaging, and aligning those groups with the Philippine TVET Qualifications Framework (PTQF).

A Qualification contains essential units of competency that are arranged into tool, common, and core and elective unit groups.

"All prescribed units of competency have to be attained in order to achieve a National Certificate for that Qualification".



1.4 Alignment With The PTQF

After all the units of competency have been identified for a Qualification, the appropriate level is determined based on the associated descriptors of each level in the PTQF.

1.4.1 PTQF Descriptor (Table 1)

LEVEL	PROCESS	RESPONSIBILITY	APPLICATION
NC I	A worker at this level performs routine and predictable tasks involving little or no latitude for judgements	Adhere to appropriate standards or specifications are usually involved	Assignments are usually made by a supervisor or a worker at a higher level who gives simple instructions and makes clarifications or suggestions when necessary
NC II	A worker at this level performs a prescribed range of functions involving known routines and procedures, where clearly identified choices and limited complexity applies	Work involves some accountability for the quality of outputs	Application at this level may involve individual responsibility or autonomy, or working with others as part of a team or group
NC III	A worker at this level performs a wide range of skilled operations at a high level of	Work involves understanding the work process, contributing to problem solving,	Application at this level may involve individual responsibility or autonomy, and/or

	competence involving known routines and procedures. The work context involves some complexity in the extent and choice of options available	and making decisions to determine the process, equipment and materials to be used	may involve some responsibility for others. Participation in teams including team or group coordination may be involved
NC IV	A worker at this level performs a wide range of application in a variety of contexts most of which are complex and non-routine	Work involves some leadership and guidance when organizing activities of self and others as well contributing to technical solutions of a non-routine or contingency nature. Work at this level also requires evaluation and analysis of current practices and the development of new criteria and procedures	Applications involve responsibility for the organization and performance of others

The Qualification levels and their descriptors are generic in the sense that they apply generally to various skills and job levels in the workplace including production, service and maintenance work in all sectors of industry. Terms such as skilled, or operator or technician to denote the level of Qualification are no longer used. The descriptors are equally applied in the packaging of units of competencies into Qualifications.

Remember, when aligning with the PTQF:

- Align only groups of units, not the individual units
- Use only those PTQF levels that are relevant to the sector and which the industry needs to be nationally qualified/recognized.
- Units or groups of units of competency can be drawn from other promulgated training regulations

- Qualification level increases based on the complexity of skills and knowledge defined in workplace terms such as increased complexity of work roles and functions as well as autonomy and responsibility for work outcome of self and others
- The alignment needs to be verified/approved by industry
- A Qualification exists only on the level that expresses its real workplace performance / outcomes.
- No industry-identified Qualifications should be adopted/changed to the other levels just to satisfy needs of a specific enterprise or institution.

1.4.2 Titling

A uniform nomenclature shall be:

Qualification title followed by (function) the National Qualification level

1.4.3 Qualification Pathways

Qualification may be achieved through the following pathways:

- Work-based training and assessment
 - **Vertical transfer (Ladder)** - this means the same field of training at different Qualification level. (e.g., Building Wiring Electricity NC I to Building Wiring Electricity NC II)
 - **Diagonal transfer (Crossroads)** - this means different field of training at a different Qualification level. (e.g., Building Wiring Electricity NC II to **Automotive Servicing NC I**)
 - **Horizontal transfer (Bridges)** - this means different field of training at the same Qualification level. (e.g., Building Wiring Electricity NC II to Carpentry NC II)
- Assessment only-Qualification is achieved through RPL / RCC

Section 2 COMPETENCY STANDARDS

2.1. DEFINITION

Competency Standards are industry-determined specification of competencies required for effective work performance. They are expressed as outcomes and they focus on workplace activity rather than training or personal attributes and capture the ability to apply skills in new situations and changing work organization.

2.2. KEY FEATURES OF COMPETENCY STANDARDS

The following are the features / components of the competency standards:

- 2.2.1. Unit of Competency – is a component of the competency standard stating a specific key function or role in a particular job or occupation serving as a basis for training an individual to gain specific knowledge, skills and attitude needed to satisfy the special demands or requirements of a particular situation.
- 2.2.2. Unit Descriptor – outlines what is done in the workplace and clarifies the scope and intent of the unit of competency.
- 2.2.3. Elements – are the building blocks of a unit of competency. It describes in outcome terms the functions that a person who works in a particular area of work is able to perform.
- 2.2.4. Performance Criteria – are evaluative statements that specify what is to be assessed and the required level of performance.
- 2.2.5. Range of Variables – describes the circumstances or context in which the work is to be performed
- 2.2.6. Evidence Guide – is a component of the unit of competency that defines or identifies the evidences required to determine the competencies of the individual. It provides information on critical aspects of competency, underpinning knowledge and attitudes, underpinning skills, resource implications, assessment method and context of assessment.

Section 3 TRAINING STANDARDS

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 certain Qualifications.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's Qualification.

3.1 CURRICULUM DESIGN

The Curriculum design for TVET shall be outcome-based indicating the competencies that learners are expected to demonstrate after course delivery. The design should show a plan incorporating a structured series of intended learning outcomes and associated learning experiences (i.e. the objectives, structure, content, assessment and sequencing of what has to be learned, generally organized as related combinations or series of modules and elements).

The design shall be based on the national Qualifications defined in the Training Regulations. The package of Qualification is a collection of units of competency meeting certain job roles that are meaningful in the workplace. The design of the curriculum shall include the following components: Course title, Nominal Duration of the Course, Qualification Level, Course Description, Learning Outcomes, Delivery Modes, Assessment Approaches and Resources. Details in the preparation of the competency-based curriculum can be found in the TESDA Competency-based Curriculum (CBC) User's Guide.

TESDA shall come up with design exemplars of competency-based curricula but institutions may also develop their own curricula provided the components mentioned above are included.

3.2 TRAINING DELIVERY

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

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;

- Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
- 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 program allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Training programs are registered with the UTPRAS.

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.
- 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, or audio, video or computer technologies.
- Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

3.3 TRAINEE ENTRY REQUIREMENTS

This section specifies the requirements of trainees to be able to enter training program. For this particular Qualification, requirements like physical, mental and health are also stated.

3.4 TOOLS AND EQUIPMENT

The Training Regulations shall specify tools and equipment to be able to conduct the training properly. The number of tools, equipment, machines, supplies and materials must be identified in the Training Regulations for that particular Qualification.

3.5 TRAINING FACILITIES

The Training Regulations should state the specifications of the training facilities required for that particular Qualification.

3.6 TRAINERS' QUALIFICATION

There are Qualification Levels I to IV, from Trainer I to Mentor/Master Trainer. Each qualification level is a combination of competencies in Technology and Methodology / Professional streams. The technology levels follow the PTQF, a system of assessment and certification for workers. A Trainer shall have National Certificate higher than the Qualification level of the trade he/she is teaching. A TVET trainer shall be certified in at least NC II. Only Mentors/Master Trainers are allowed to handle Training of Trainers. The methodology levels shall follow the trainer's development paradigm.

*TVET TRAINERS' QUALIFICATION REQUIREMENTS		
Qualification Level / Title	COMPETENCIES	
	TECHNOLOGY	METHODOLOGY
TQ IV Mentor / Master Trainer	Highest Level	TM IV
TQ III Senior Trainer	NC IV Minimum	TM III
TQ II Trainer	NC III Minimum	TM II
TQ I Trainer	NC II Minimum	TM I (Entry)

- Approved as per TESDA Board Resolution No. 2004-03

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

The result of the institutional assessments may be considered as an evidence for national assessment.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

4.1 ASSESSMENT PRINCIPLES ADOPTED BY TESDA

- The units of competency are the benchmark for all assessment.
- Assessment is evidence-based.
- Evidence is information that is gathered and matched against a unit of competency to provide proof of competency.
- Assessment must be conducted by a qualified assessor
- Assessment can be conducted in a workplace or simulated workplace.
- The assessor and the candidate for assessment determine whether the latter is ready for assessment.
- Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC) are acceptable modes of evidence gathering.

4.2 NATIONAL ASSESSMENT AND CERTIFICATION

Assessment of an individual's competence leads to the issuance of a National Certificate (NC) or a Certificate of Competency (COC).

A National Certificate is issued when a candidate has demonstrated competence in all the units of competency that comprise the relevant endorsed qualification.

A Certificate of competency is issued to individuals who have satisfactorily demonstrated competence on a particular unit.

4.3. CERTIFICATION ARRANGEMENTS

- 4.3.1. Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. As a rule, the unit of competency shall be the benchmark for all competency assessment under the Training Regulations.
- 4.3.2. Assessment shall be limited to the core units of competency. As such, the tool and common units are integrated or assessed concurrently with the core units.

Note: It is understood that the tool and common units should have been covered in the institutional assessment, which is part of the registered programs under this Training Regulations.

4.3.3 The following are qualified to apply for assessment and certification:

- Graduates of formal, non-formal and informal including enterprise-based training programs

Note: Graduates can apply for national assessment upon completion of the institutional assessment administered by training institutions.

- Experienced Workers (wage employed or self-employed)

Note: Walk-in applicants will be assessed provided they present all the necessary evidence as identified under the Evidence Guide of this TR.

4.3.4 Application shall be filed with an accredited assessment center. The actual assessment, however, can be done in any accredited assessment venue or a work place duly recognized by an accredited assessment center.

4.3.5 Reassessment is allowed only after one month from the date of initial assessment. Reassessment shall be done only on the units that the candidate did not successfully achieve. A candidate who fails the assessment for a unit of competency for two (2) consecutive times will be advised to go through a refresher course before taking another assessment.

4.3.6 The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification.

COMPOSITION OF A QUALIFICATION

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- *Receive and respond to workplace communication*
- *Participate in workplace communication*
- *Lead workplace communication*
- *Utilize specialized communication skills*
- *Work with others*
- *Work in team environment*
- *Lead small teams*
- *Develop team and individual*
- *Solve problems related to work activities*
- *Apply problem solving techniques to workplace*
- *Plan and organize work*

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(These units of competency vary according to the sector)

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(These are the specialized units of competency for specific functions or jobs in the sector)