

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
 East Service Road, South Superhighway, Taguig City

91st TESDA BOARD MEETING
 16 June 2015, Tuesday, 2:00 p.m.
 7/F TESDA Board Room, Office of the Chair
 TESDA Complex, South Superhighway, Taguig City

Resolution No. 2015-07
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**APPROVING THE AMENDMENTS TO THE TRAINING REGULATIONS FOR
 CONSTRUCTION PAINTING NC II**

WHEREAS, TESDA Board Resolution No. 2006-22 was issued approving and promulgating the Training Regulations for Construction Painting NC II last October 26, 2006 during the 52nd 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;

WHEREAS, the Philippine Constructors Association, Inc. (PCA), with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations for Construction Painting NC II ;

WHEREAS, during the 74th Standards-Setting and Systems Development (SSSD) Committee - TESDA Board-TESDA Secretariat Consultation Meeting held on 06 November 2014, the Committee favorably endorsed the following amendments to the abovementioned Training Regulations for Construction Painting NC II:

Existing Promulgated Training Regulations (Board Resolution No. 2006-22)	Amendments
Qualification Title	
Construction Painting NC II	Same
Section 1 - Definition of Qualification	
The CONSTRUCTION PAINTING NC II Qualification consists of competencies that a person must achieve and that will enable him/her to prepare tools, painting materials and equipment; prepare surfaces (wood, concrete and metal) for painting and erect scaffolds and platforms; and perform painting work.	The CONSTRUCTION PAINTING NC II Qualification consists of competencies that a person must achieve and that will enable him/her to prepare tools, painting materials and equipment; prepare surfaces (wood, concrete, drywall and metal) for painting and assembling access equipment; and perform painting work.


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Existing Promulgated Training Regulations (Board Resolution No. 2006-22)	Amendments
Section 1- Units of Competency	
<u>Basic Competencies</u> (Prescribed competencies for NC II)	<u>Basic Competencies</u> No amendments
<u>Common Competencies</u> 1. Prepare construction materials and tools 2. Observe procedures, specifications and manuals of instruction 3. Interpret technical drawings and plans 4. Perform mensurations and calculations 5. Maintain tools and equipment	<u>Common Competencies</u> 1. Prepare construction materials and tools 2. Observe procedures, specifications and manuals of instruction 3. Perform mensurations and calculations 4. Maintain tools and equipment
<u>Core Competencies</u> 1. Prepare tools, painting materials and equipment 2. Prepare surface for painting 3. Perform painting works	<u>Core Competencies</u> 1. Prepare tools, painting materials and equipment 2. Prepare surface for painting 3. Perform painting works 4. Perform re-touching works
Job Title	
<ul style="list-style-type: none"> • Painter II 	<ul style="list-style-type: none"> • Construction Painter
Section 2 - Competency Standards	
Updates/Changes were made consistent with the proposed amendments on Basic, Common and Core Competencies as indicated in the TR.	



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Existing Promulgated Training Regulations (Board Resolution No. 2006-22)	Amendments
Section 3 – Training Arrangements	
3.1 Curriculum Design	
Updates/Changes were made consistent with the proposed amendments on Basic, Common and Core Competencies using the new template as indicated in the TR.	
Nominal Training Duration	
18 Hours - Basic Competencies 24 Hours - Common Competencies 94 Hours - Core Competencies 136 Hours	18 Hours - Basic Competencies 24 Hours - Common Competencies 136 Hours - Core Competencies 178 Hours
Course Structure	
The course structure has four (4) columns namely – 1) Unit of competency; 2) Learning outcome; 3) Methodology; and 4) Assessment approach.	The course structure has seven (7) columns namely – 1) Unit of competency; 2) Learning outcome; 3) Learning content; 4) Practical activities; 5) Methodology; 6) Assessment approach; and 7) Nominal duration.
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. <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; • Training is based on work that must be performed; 	1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. <ul 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)



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**APPROVING THE AMENDMENTS TO THE TRAINING REGULATIONS FOR
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Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments
<ul style="list-style-type: none"> • 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. <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. 	<ul style="list-style-type: none"> 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 performance of all specified competencies.



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Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments
<ul style="list-style-type: none"> • Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. 	<p>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:</p>
<ul style="list-style-type: none"> • 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 a 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 instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. 	<p>2.1. Institution- Based:</p> <p>The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.</p> <p>2.2 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.</p>



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Existing Promulgated Training Regulations (Board Resolution No. 2006-22)	Amendments
	<p>2.3 Community-Based – 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).</p>
<p>3.3 Trainee Entry Requirements</p>	
<ol style="list-style-type: none"> 1. Can communicate both oral and written 2. Physically and mentally fit 3. With good moral character 4. Can perform basic mathematical computation 	<ol style="list-style-type: none"> 1. At least senior high school level or graduate; 2. relevant industry experience (construction painting works) minimum of 2 years in all of the following: 3. Able to communicate orally and in writing; and 4. Can perform basic mathematical computation

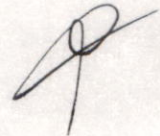
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Existing Promulgated Training Regulations (Board Resolution No. 2006-22)	Amendments
3.4 List of Tools, Equipment and Materials Listings were updated based from proposed amendments and are consistent with the competencies for Construction Painting NC II and are applicable for the delivery of Core Competencies.	
3.5 Training Facilities - Same	
3.6 Trainer's Qualification	
1. Must have undergone training on Training Methodology II (TM II) 2. Must be a holder of a National Certificate Level III 3. Good moral character 4. Must be computer literate 6. Must be physically and mentally fit 7. Must have at least 6 months job/industry experience and/or teaching experience	1. Must be a holder of National TVET Trainer Certificate Level I (NTTC Level I) in Construction Painting NC II 2. Must be computer literate 3. Must be physically and mentally fit 4. Must have at least 3 years job/ industry experience and/or teaching experience 5. Must have completed the 40-Hour Construction Safety Training Course (COSH) as per (COSH) as per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations



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Existing Promulgated Training Regulations (Board Resolution No. 2006-22)	Amendments
Section 4 - Assessment and Certification Arrangements	
<p>➤ National Certificate (NC) Demonstration of competence through project-type assessment covering all the units listed in Section 1.</p> <p>➤ Certificates of Competency (COC) Accumulation of COCs in the following areas:</p> <ol style="list-style-type: none"> 1. Prepare paint and painting materials 2. Prepare surface for painting 3. Perform painting work 	<p>➤ National Certificate (NC) A National Certificate (NC) is issued when a candidate has demonstrated competence through project-type assessment covering all the units of a qualification with a promulgated Training Regulations for Construction Painting NC II as follows:</p> <p>BASIC COMPETENCIES</p> <ol style="list-style-type: none"> 1. Participate in workplace communication 2. Work in a team environment 3. Practice career environment 4. Practice occupational health and safety procedures <p>COMMON COMPETENCIES</p> <ol style="list-style-type: none"> 1. Prepare construction materials and tools 2. Observe procedures, specifications and manuals of instruction 3. Perform mensurations and calculations 4. Maintain tools and equipment



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Existing Promulgated Training Regulations (Board Resolution No. 2006-22)	Amendments
Section 4 - Assessment and Certification Arrangements	
	<p>CORE COMPETENCIES</p> <ol style="list-style-type: none"> 1. Prepare tools, painting materials and equipment 2. Prepare surface for painting 3. Perform painting works 4. Perform re-touching works

WHEREAS, during the 91st TESDA Board Meeting on 16 June 2015 at 2:00 p.m., the TESDA Board considered the proposed amendments and approved the promulgation of the Training Regulations for Construction Painting NC II;

NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 16 June 2015 at 2:00 p.m., approves the aforementioned amendments to the Training Regulations for Construction Painting NC II;

BE IT RESOLVED FINALLY, that copies of this Resolution and abovementioned Training Regulations be published and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication. All programs registered under these training regulations must comply with the requirements of the aforementioned training regulations. Graduates of TVET courses covered by the aforementioned training regulations shall be required to undergo mandatory assessment under the national assessment and certification program. All programs registered under the current Construction Painting NC II will be required to migrate to the amended Construction Painting NC II Training Regulations within one (1) year from the date of effectivity of this resolution and the date of issuance of the TESDA Circular to this effect.




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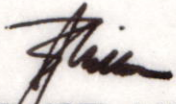
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Adopted this 16th day of June 2015.


RINALYN B. DUMOL
Board Secretary VI

Attested by:


SEC. EMMANUEL JOEL J. VILLANUEVA
Alternate Chair, TESDA Board
Director General, Technical Education and Skills
Development Authority (TESDA)