

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

41st TESDA Board Meeting
5 February 2004, Thursday, 8:30 a.m.
7th Floor TESDA Board Room, Office of the Chair
Taguig, Metro Manila

Resolution No. 2004 - 03
(Page 1 of 2 pages)

**ADOPTION OF PHILIPPINE TVET TRAINER'S QUALIFICATION
FRAMEWORK (PTTQF)**

WHEREAS, Section 23 of Republic Act No. 7796 provides that the Authority shall design and administer training programs and schemes that will develop the capabilities of public and private institutions to provide quality cost-effective technical education and skills development and related opportunities. Such training programs and schemes shall include teacher's trainers' training, skills training for entrepreneur development and technology development, cost-effective training in occupational trades and related fields of employment, and value development as an integral component of all skills training programs;

WHEREAS, Section 14 item-c of Republic Act No. 7796 provides the National Institute for Technical Vocational Education and Training (NITVET) to develop and implement an integrated program for continuing development of trainers, teachers and instructors within the technical education and skills development sector;

WHEREAS, Section 10 item-h of Republic Act No. 7796 provides that the TESDA Secretariat shall have the function and responsibility to prepare and implement upon approval by the Authority a program for the training of trainers, supervisors, planners and managers as provided for in Section 23 of this Act;

WHEREAS, TESDA is responsible for quality assurance of the Philippine TVET Trainer's Qualification Framework;

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WHEREAS, the Philippine TVET Trainer's Qualification Framework (PTTQF) provides that:

- The TVET Trainers 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 Philippine TVET Qualification Framework (PTTQF), a system of assessment and certification for workers
- A Trainer should have National Certificate higher than the qualification level of the trade he/she is teaching.
- A Technical Vocational Education and Training (TVET) trainer should be certified in at least NC II
- Only Mentors/Master Trainers are allowed to handle training of trainers
- The methodology levels shall follow the Trainers development paradigm.

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board approves and adopts the Philippine TVET Trainers' Qualification Framework (PTTQF) as purported to guide the development and recognition of qualifications of the trainers in the TVET sector;

BE IT RESOLVED FINALLY, that copies of this Resolution and the Philippine TVET Trainers Qualification Framework (PTTQF) be disseminated to all concerned.

Adopted this 5th day of February 2004.

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

Attested By:

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

TVET TRAINERS' QUALIFICATION FRAMEWORK¹

This framework is purported to guide the development and recognition of qualifications of the trainers in the TVET sector.

A. TVET TRAINER'S QUALIFICATION REQUIREMENTS²

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 should have National Certificate higher than the qualification level of the trade he/she is teaching. A TVET trainer should be certified in at least NC II. Only Mentors/Master Trainers are allowed to handle training of trainers. The methodology levels shall follow the Trainers 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 II	NC III minimum	TM II
TQ I TRAINER I	NC II minimum	TM I (Entry)

B. TRAINERS' DEVELOPMENT PARADIGM

Presented in the RMCS (Regional Model of Competency Standards), this paradigm identifies the various Training Methodology competencies required in the various qualification levels for trainers.

¹ Endorsed by TB Standards Committee for approval of the TESDA Board

² The Education and Experience Requirements of each qualification level should be studied in comparison with other countries. The results of the study are to be presented to the Board later for possible incorporation in the framework.

TRAINERS' DEVELOPMENT PARADIGM ³

	TM I	TM II	TM III	TM IV
CORE	Plan Training Session	Plan Training Session	Prepare Training programs	Design Training Programs
	Deliver CBT/VET	Deliver CBT/VET	Develop Training Curriculum	Prepare Project Proposals
	Conduct Competency Assessment	Conduct Competency Assessment	Develop Instructional Materials	Prepare Instructional Training Plans
	Maintain Training Facilities	Maintain Training Facilities	Apply ICT in training Delivery	Manage Technology-Based instructional Materials Development
			Design Assessment Tools	Supervise Maintenance of Training Facilities
			Plan Competency Assessment	Develop Assessment Systems
			Organize Training Resources	Assess Trainer Performance
				Communicate with Subordinates and Superiors
				Design Marketing and Promotion Program
				Supervise Instructional Delivery
COMMON		Perform Work Safely	Maintain Professional Competence	Maintain Professional Competence
		Use Audio-Visual and Multi-Media Equipment	Undertake TVET Research	Undertake TVET Research
		Use PC in Educational Technology	Practice Quality Management	Practice Quality Management
		Conduct Career Counseling Sessions	Plan and Organize Work	Plan and Organize Work
		Conduct Feedbacking Session		
TOOL		Communicate with Individuals and Groups	Lead Learning Workplace Communication	Utilize Specialist Communication Skills
		Work in Team Environment	Lead Work Teams	Develop teams
		Apply Work Ethics and Values	Solve Training-related Problems	Solve training-related Problems

³ SSCO shall prioritize the completion of the development of competency standards for this paradigm.

trainers in the TVET sector.

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	Deliver CBT/VET	Deliver CBT/VET	Develop training curriculum	Prepare project proposals	
	Conduct Competency Assessment	Conduct Competency Assessment	Develop instructional materials	Prepare instructional training plans	
	Maintain Training facilities	Maintain Training facilities	Apply ICT in training delivery	Manage technology-based instructional materials development	
			Design assessment tools	Supervise maintenance of training facilities	
			Plan competency assessment	Develop assessment systems	
			Organize training resources	Assess trainer performance	
	COMMON		Perform work safety	Maintain professional competence	Maintain professional competence
			Use audio visual and multimedia equipment	Undertake TVET research	Undertake TVET research
			Use PC in Educational technology	Practice quality management	Practice quality management
Conduct career counseling sessions			Plan and organize work	Plan and organize work	
Conduct feedbacking session					
TOOL		Communicate with individuals and groups	Lead learning workplace communication	Utilize specialist communication skills	
		Work in team environment	Lead work teams	Develop teams	
		Apply work ethics and values	Solve training related problems	Solve training related problems	

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