

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

107th TESDA BOARD MEETING
11 January 2019, Friday, 9:00 a.m.
7/F TESDA Board Room, Office of the Chair
TESDA Complex, South Superhighway, Taguig City

Resolution No. 2019- 05
(Page 1 of 3 pages)

APPROVING AND PROMULGATING THE AMENDMENTS OF THE TRAINING REGULATIONS FOR FOOD PROCESSING NC I

WHEREAS, TESDA Board Resolution No. 2007-56 was issued "Approving and Promulgating the Training Regulations for Food Processing NC I" last 17 December 2007 during the 59th 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 Association of Food Technologists, Inc. (PAFTI) with TESDA desired to review and upgrade the existing TRs and Competency Assessment Tools in relation to the Food Processing NC I qualifications. As such, PAFTI needs successive training and certification programs to have a pool of trained, competent, certified and ready manpower from which the corporation may recruit to replace outgoing food processing personnel;

WHEREAS, the PAFTI Expert Panels, with the assistance of the Qualifications and Standards Office (QSO) of TESDA, have recommended the amendment of the existing Training Regulations for Food Processing NC I qualification following current industry labor demand and practices;

WHEREAS, during the 105th Standards Setting and Systems Development (SSSD) – Consultation Meeting held on 22 November 2018, the Committee deliberated upon and favorably recommended the amendments of the above-mentioned Training Regulations for Food Processing NC I as attached in Annex A.

WHEREAS, during the 105th Standards-Setting and Systems Development (SSSD) - Consultation Meeting held on 22 November 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulation for Food Processing NC I;

WHEREAS, during the 107th TESDA Board Meeting on 11 January 2019 at 9:00 a.m., the TESDA Board considered the amendments and approved the promulgation of the amended Training Regulation for Food Processing NC I;

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NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 11 January 2019 at 9:00 am, approves the aforementioned amendments to the Training Regulation for Food Processing NC I as herein appended;

BE IT RESOLVED FINALLY that:

- (1) Copies of this Resolution and abovementioned Training Regulation be published in the Official Gazette and one (1) newspaper of general circulation, and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;
- (2) All programs registered under the current Food Processing NC I must comply with requirements of the aforementioned Training Regulations as amended. The one-year period of re-registration under this new Training Regulation shall commence on the date of effectivity of 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 regulation shall be required to undergo mandatory assessment under the national assessment and certification program.

Adopted this 11th day of January 2019.

Attested by:


MS. LIGAYA D. ALCAZAREN
Acting Board Secretary


SEC. ISIDRO S. LAPEÑA, PhD., CSEE
TESDA Board Designated Chair
Department of Labor and Employment

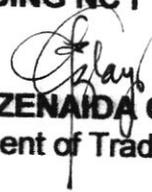
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**APPROVING AND PROMULGATING THE AMENDMENTS OF THE TRAINING
REGULATIONS FOR FOOD PROCESSING NC I**

SEC. LEONOR M. BRIONES
Department of Education


USEC. ZENAIDA C. MAGLAYA
Department of Trade and Industry

SEC. EMMANUEL F. PIÑOL
Department of Agriculture

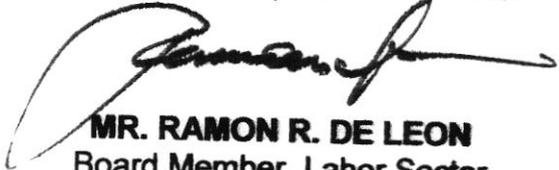
SEC. EDUARDO M. AÑO
Department of the Interior and Local
Government

SEC. FORTUNATO T. DELA PEÑA
Department of Science and Technology

COMM. PROSPERO E. DE VERA, III, DPA
Commission on Higher Education


ATTY. BAYANI G. DIWA
Board Member, Labor Sector


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


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


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


ENGR. EMMANUEL P. JUANEZA
Board Member, Employer Sector


DR. LEONIDA B. ORTIZ
Board Member, Employer Sector


MS. PATRICIA C. DALMAS
Board Member, Education and Training Sector

**APPROVING THE AMENDMENT OF THE TRAINING REGULATIONS
FOR FOOD PROCESSING NC I**

Existing Promulgated Training Regulations (Board Resolution No. 2007-56)	Amendments
Qualification Title	
Food Processing NC I	Food Processing NC I
Job Title	
<ul style="list-style-type: none"> • Food Processing personnel • Food Factory worker • Food Production / Warehouse helper 	<ul style="list-style-type: none"> • Quality control aide, Laboratory aide, Production aide • Food Processing aide • Food Factory worker • Food Production helper • Fish Deboner
Section 1 - Definition of the Qualification	
<p>The Food Processing NC I Qualification consists of competencies that a person must achieve to conduct initial activities related to processing, operate basic processing equipment and undertake cleaning functions.</p> <p>Workers at this level would not require previous experience. Work would be routine and carried out under close supervision.</p>	<p>The Food Processing NC I Qualification consists of competencies that a person must achieve to assist in quality inspection, dispense materials, prepare packaging materials and supplies for processing, operate basic equipment, clean and sanitize equipment and processing/ packaging premises, and debone and fillet fish.</p>
Section 1- Units of Competency	
<p><u>Basic Competencies</u></p> <ol style="list-style-type: none"> 1. Receive and respond to workplace communication 2. Work with others 3. Demonstrate work values 4. Practice housekeeping procedures 	<p><u>Basic Competencies</u></p> <ol style="list-style-type: none"> 1. Receive and respond to workplace communication 2. Work with others 3. Solve/address routine problems 4. Enhance self-management skills 5. Support innovation 6. Access and maintain information 7. Follow occupational safety and health policies and procedures 8. Apply environmental work standards 9. Adopt entrepreneurial mindset in the workplace
<p><u>Common Competencies</u></p> <ol style="list-style-type: none"> 1. Apply Food Safety and Sanitation 2. Use Standard Measuring Devices / Instruments 3. Use Food Processing Tools, Equipment and Utensils 4. Follow Work Procedures to Maintain Good Manufacturing Practice 	<p><u>Common Competencies</u></p> <ol style="list-style-type: none"> 1. Apply Food Safety and Sanitation 2. Use Standard Measuring Devices and Instruments 3. Use Food Processing Tools, Equipment and Utensils 4. Implement Good Manufacturing Practice and Procedures

**APPROVING THE AMENDMENT OF THE TRAINING REGULATIONS
FOR FOOD PROCESSING NC I**

Existing Promulgated Training Regulations (Board Resolution No. 2007-56)	Amendments
<p><u>Core Competencies</u></p> <ol style="list-style-type: none"> 1. Implement sampling procedures 2. Inspect and sort materials and product 3. Dispense non-bulk ingredients 4. Prepare raw/packaging materials for processing 5. Operate basic equipment 6. Clean and sanitize equipment and processing/packaging area 7. Load and unload raw materials, products and supplies 	<p><u>Core Competencies</u></p> <ol style="list-style-type: none"> 1. Assist in Quality Inspection 2. Dispense Materials 3. Prepare Packaging Materials and Supplies for Processing 4. Operate Basic Equipment 5. Clean and Sanitize Equipment and Processing/Packaging Premises 6. Debone and Fillet Fish
<p>Section 2 - Competency Standards</p> <p>Updates/Changes were made consistent with the proposed amendments on Basic, Common and Core Competencies.</p>	
<p>Section 3 - Training Standards</p>	
<p>3.1 Curriculum Design</p> <p>Nominal Training Duration:</p> <p>28 hrs – Basic Competencies 88 hrs – Common Competencies 364 hrs – Core Competencies</p> <hr/> <p>480 hrs - Total</p>	<p>Nominal Training Duration:</p> <p>47 hrs – Basic Competencies 14 hrs – Common Competencies 136 hrs – Core Competencies</p> <hr/> <p>197 hrs - Total</p>
<p>Course Description</p>	
<p>This course is designed to enhance the knowledge, desirable skills and attitudes Food Processing NC I in accordance with industry standards. It covers the basic, common and core competencies.</p>	<p>This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in assisting in quality inspection, dispensing materials, preparing packaging materials and supplies for processing, operating basic equipment, cleaning and sanitizing equipment and processing/packaging premises and deboning and filleting fish. This include 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>

**APPROVING THE AMENDMENT OF THE TRAINING REGULATIONS
FOR FOOD PROCESSING NC I**

Existing Promulgated Training Regulations (Board Resolution No. 2007-56)	Amendments
<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 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; • 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. <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. 	<p>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; 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 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"> • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components.

**APPROVING THE AMENDMENT OF THE TRAINING REGULATIONS
FOR FOOD PROCESSING NC I**

Existing Promulgated Training Regulations (Board Resolution No. 2007-56)	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 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. • Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications. 	<ul style="list-style-type: none"> • Supervised Industry Training (SIT) 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. • Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications. • Enterprise-based Training - where training is implemented within the company in accordance with the requirements of the specific company. • 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. • Community-Based –refers to a short program conducted or coordinated by NGOs, LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs are usually conducted in informal settings such as barangay hall, basketball courts and other available venues in a community.

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3.3 Trainee Entry Requirements																																																																																																																			
<p>Trainees or students wishing to gain entry into this course should possess the following requirements:</p> <ul style="list-style-type: none"> • can communicate both oral and written • physically and mentally fit • with good moral character • can perform basic mathematical computation 	<p>Trainees or students wishing to enroll in this course should possess the following requirements:</p> <ul style="list-style-type: none"> • Able to read and write; • Able to communicate, both orally and in writing; and • Able to perform simple computations 																																																																																																																		
1.4 List of Tools, Equipment and Materials																																																																																																																			
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<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;">TOOLS</th> </tr> <tr> <th style="text-align: center;">QTY.</th> <th style="text-align: center;">DESCRIPTION</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">5 sets</td><td>Measuring cups (dry)</td></tr> <tr><td style="text-align: center;">5 sets</td><td>Measuring cups (liquid)</td></tr> <tr><td style="text-align: center;">5 sets</td><td>Measuring spoons</td></tr> <tr><td style="text-align: center;">5 sets</td><td>Mixing bowls, stainless steel</td></tr> <tr><td style="text-align: center;">1 set</td><td>Funnels, assorted sizes</td></tr> <tr><td style="text-align: center;">5</td><td>Jars (for liquid)</td></tr> <tr><td style="text-align: center;">10</td><td>Colanders, stainless steel</td></tr> <tr><td style="text-align: center;">10</td><td>Casseroles, stainless steel</td></tr> <tr><td style="text-align: center;">10</td><td>Saucepan, stainless steel</td></tr> <tr><td style="text-align: center;">10</td><td>Roasting pans</td></tr> <tr><td style="text-align: center;">10</td><td>Stock pots</td></tr> <tr><td style="text-align: center;">5</td><td>Double boilers</td></tr> <tr><td style="text-align: center;">10</td><td>Hard plastic chopping boards</td></tr> <tr><td style="text-align: center;">5</td><td>Wooden chopping boards</td></tr> <tr><td style="text-align: center;">10</td><td>Spoons, wooden</td></tr> <tr><td style="text-align: center;">10</td><td>Spoons, basting</td></tr> <tr><td style="text-align: center;">10</td><td>Spoons, slotted</td></tr> <tr><td style="text-align: center;">10</td><td>Skimmers</td></tr> <tr><td style="text-align: center;">5</td><td>Paddles, wooden</td></tr> <tr><td style="text-align: center;">5</td><td>Wire whips</td></tr> <tr><td style="text-align: center;">10</td><td>Food tongs</td></tr> <tr><td style="text-align: center;">5</td><td>Wire baskets</td></tr> <tr><td style="text-align: center;">5</td><td>Soaking container</td></tr> <tr><td style="text-align: center;">5</td><td>Fermenting containers</td></tr> <tr><td style="text-align: center;">20</td><td>Ingredient bins</td></tr> <tr><td style="text-align: center;">10</td><td>Storage containers</td></tr> <tr><td style="text-align: center;">20</td><td>Utility trays</td></tr> <tr><td style="text-align: center;">5</td><td>Pipettes</td></tr> </tbody> </table>	TOOLS		QTY.	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**APPROVING THE AMENDMENT OF THE TRAINING REGULATIONS
FOR FOOD PROCESSING NC I**

Existing Promulgated Training Regulations
(Board Resolution No. 2007-56)

TOOLS	
QTY.	DESCRIPTION
5	Whisks
5	Scalers
5	Kitchen shears
10 pcs	Paring knives
2	Carborundum
10 pcs	Peelers
5	Heavy duty can openers
5	Scrapers
5	Mortar and pestle
2	Clocks / Timers

Amendments

TOOLS	
QTY.	DESCRIPTION
	Sampling tools and containers
5 sets	knives
5 sets	Measuring cups (solid and liquid)
5 pcs.	sharpening rod
	Glasswares
10 pcs	Pipettes (tools)
10 pcs	Graduated cylinders (liquid)
10 pcs	Flasks
10 pcs	Beaker

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

EQUIPMENT	
QTY.	ITEM
5	Weighing scales (2 – 10 kg capacity)
5	Dietetic scales (1-kg capacity)
2	Electronic scales
1	Jacklift
1	Trolley
1	Wheeler
1	Image processor
5	Stoves (2-burner)
1	Laboratory scale cabinet drier or forced draft oven
1	Oven
1	Roller sorter
1	Belt and roller sorter
1	Conveyor
1 set	Food processor
1	Washing equipment
1	Stainless steel table
5	Mixers
5	Blenders
5	Roasters
5	Grinders
5	Chopper
5	Graters
5	Cutters
5	Molders

EQUIPMENT	
QTY.	DESCRIPTION
	Inspection equipment
5 pcs.	Weighing scales (5K)
5 pcs.	Weighing scales (1K)
1 set	Sets of weights
2 pcs.	pH meter
2 pcs.	Refractometer
5 pcs.	Hydrometer
1 unit	Belt conveyor and roller sorter
5 pcs.	Screens /sieve
1 unit	Image processing
	Furniture/Fixture
3 units	Stainless steel tables / Receiving table (4ft x 2ft)
1 unit	Mixer
1 unit	Blender
1 unit	Roaster
1 unit	Grinder
1 unit	Chopper
1 unit	Food processor
1 unit	Washing equipment
1 unit	Frying equipment
1 unit	Oven
1 unit	Conveyor
1 unit	Freezer
1 unit	Cutter
1 unit	Molder

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5units/ session	Brush (floor brush)																																												
5units/ session	Pail																																												
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2 units	Hose																																												
5units/ session	Mop																																												
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3.6 Trainer's Qualification	
<p>TRAINER QUALIFICATION (TQ I)</p> <ul style="list-style-type: none"> • Must be a holder of Food Processing NC I or its equivalent • Must have undergone training on Training Methodology I (TM I) • Must be computer literate 	<p>FOOD PROCESSING NC I</p> <p>New Trainer</p> <ul style="list-style-type: none"> • Must be a holder of NTTC on Food Processing NC II or higher level • Two (2) years industry experience within the last five (5) years
<ul style="list-style-type: none"> • Must be physically and mentally fit • *Must have at least 2 years job/industry experience • Must be a civil service eligible (for government position or appropriate professional license issued by the Professional Regulatory Commission) <p>*Optional. Only when required by the hiring institution.</p> <p>Reference: TESDA Board Resolution No. 2004 03</p>	<p>Existing Trainer</p> <ul style="list-style-type: none"> • Must be a holder of NTTC on Food Processing NC II or higher level • At least forty (40) hrs. industry immersion within the last two (2) years
3.7 Institutional Assessment	
<p>Institutional Assessment is to be undertaken by the learner who enrolled in a structured learning program to determine the achievement of competencies. It is administered by the trainer/assessor at end of each learning module.</p> <p>The result of the institutional assessment may be considered as an evidence for national assessment.</p>	<p>Institutional Assessment is to be undertaken by the learner who enrolled in a structured learning program to determine the achievement of competencies. It is administered by the trainer/assessor at end of each learning module.</p> <p>The result of the institutional assessment may be considered as an evidence for national assessment.</p>
Section 4. National Assessment and Certification Arrangements	
<p>4.1 To attain the National Qualification of Food Processing NC I, the candidate must demonstrate competence covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.</p>	<p>4.1. NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</p> <p>4.1.1. A National Certificate (NC) is issued when a candidate has demonstrated competence on all units of competency in a qualification with a promulgated Training Regulations.</p>

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4.2 The qualification of Food Processing, NC I may be attained through:	
<p>4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas:</p> <p>4.2.1.1 Implement sampling procedures</p> <p>4.2.1.2 Inspect and sort raw materials and products</p> <p>4.2.1.3 Dispense non-bulk ingredients</p> <p>4.2.1.4 Prepare raw/packaging materials for processing</p> <p>4.2.1.5 Operate basic equipment</p> <p>4.2.1.6 Clean and sanitize equipment and processing / packaging area</p> <p>4.2.1.7 Load and unload raw materials, products and/or supplies</p> <p>Successful candidates shall be awarded Certificates of Competency (COCs).</p> <p>4.3 Accumulation and submission of all COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate</p> <p>4.4 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.</p> <p>4.5 The following are qualified to apply for assessment and certification:</p> <p>4.5.1 Graduates of formal, non formal and informal including enterprise-based training programs.</p> <p>4.5.2 Experienced workers (wage employed or self-employed)</p>	<p>4.1.2. A Certificate of Competency (CoC) is issued by the Authority to individuals who were assessed as competent in a single unit or cluster of related units of competency.</p> <p>4.1.2.1. Assist in Quality Inspection</p> <p>4.1.2.2. Dispense Materials</p> <p>4.1.2.3. Prepare Packaging Materials and Supplies for Processing</p> <p>4.1.2.4. Operate Basic Equipment</p> <p>4.1.2.5. Clean and Sanitize Equipment and Processing/Packaging Premises</p> <p>4.1.2.6. Debone and Fillet Fish</p> <p>4.1.3 Upon accumulation of the COCs acquired, an individual shall be issued the corresponding National Certificate for the Qualification.</p> <p>4.1.4 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the relevant unit/s of competency.</p> <p>4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:</p>

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<p>4.6 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 Qualification and Certification System (PTQCS).</p>	<ul style="list-style-type: none"> a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry <p>4.1.6 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through a recognition/ assessment process.</p> <p>4.2. COMPETENCY ASSESSMENT REQUISITE</p> <p>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.</p> <p>This document can:</p> <ul style="list-style-type: none"> 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

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	<p>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> <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>