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

116th TESDA BOARD MEETING
15 October 2019, Tuesday, 9:00 a.m.
7/F TESDA Board Room, Office of the Chair
TESDA Complex, South Luzon Expressway, Taguig City

Resolution No. 2019 - 56
(Page 1 of 4 pages)

**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HOUSEKEEPING NC III**

WHEREAS, TESDA Board Resolution No. 2007-41 was issued "Approving and Promulgating the Training Regulations for Housekeeping NC III 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;

WHEREAS, there is a need to review the existing Training Regulations in view of the implementation of Mutual Recognition Arrangements (MRAs) for tourism qualifications in the ASEAN region;

WHEREAS, the Tourism Industry Board Foundation, Inc. (TIBFI) in partnership with Department of Tourism (DOT), with the assistance of Qualifications and Standards Office (QSO) of TESDA have reviewed the existing Training Regulations in Housekeeping NC III to align with the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) for the implementation of Mutual Recognition Arrangements (MRAs) for tourism qualifications in the ASEAN region;

WHEREAS, the Tourism Industry Board Foundation, Inc. (TIBFI) with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations for Housekeeping NC III;

WHEREAS, industry experts and partners, headed by the Chair of the Tourism Industry Board Foundation, Inc. (TIBFI), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 112th Standards-Setting and Systems Development (SSSD) Committee Meeting held on 08 October 2019, the Committee deliberated

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**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HOUSEKEEPING NC III**

upon and favorably recommended the amendments of the abovementioned Training Regulations for Housekeeping NC III as attached in Annex "A";

WHEREAS, during the 116th TESDA Board Meeting on 15 October 2019 at 9:00 a.m., the TESDA Board considered the amendments and approved the promulgation of the amended Training Regulations for Housekeeping NC III;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 15 October 2019 at 9:00 a.m., approves and promulgates the aforementioned Training Regulations for Housekeeping NC III as herein appended;
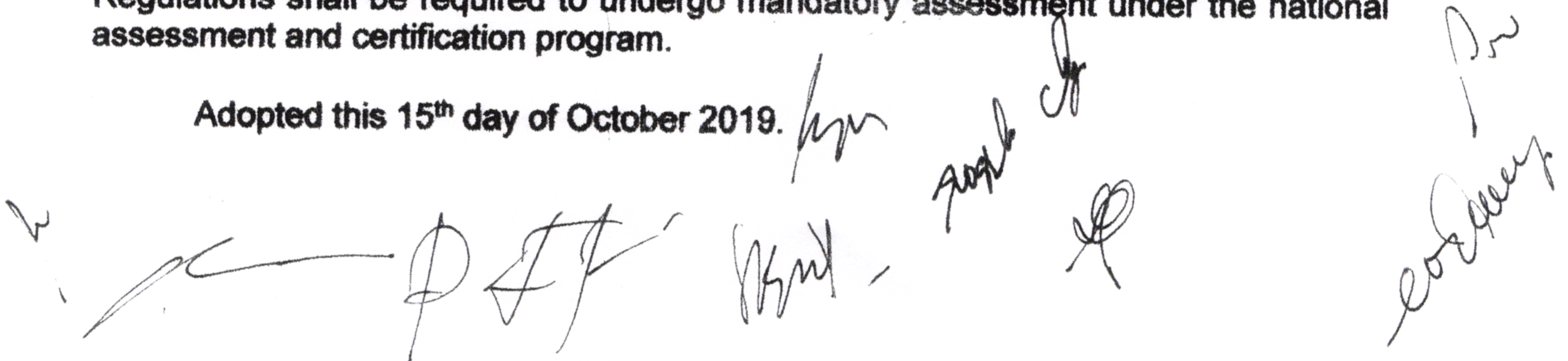
BE IT RESOLVED, FINALLY, that:

(1) Copies 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 registered under the current Housekeeping NC III must comply with the requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended 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 15th day of October 2019.

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**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HOUSEKEEPING NC III**

ATTY. MARICHELLE D. DE GUZMAN
Board Secretary VI
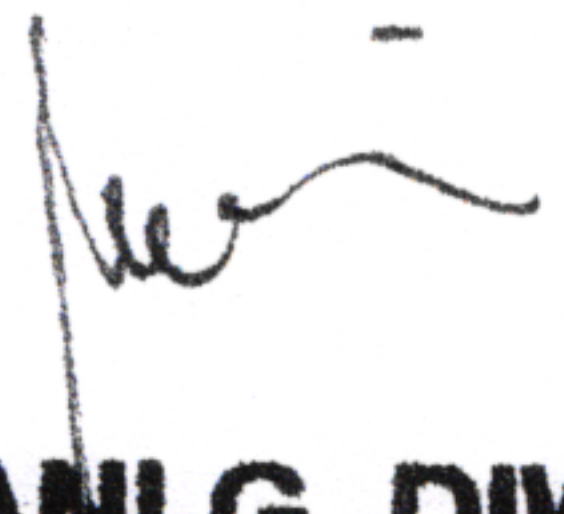
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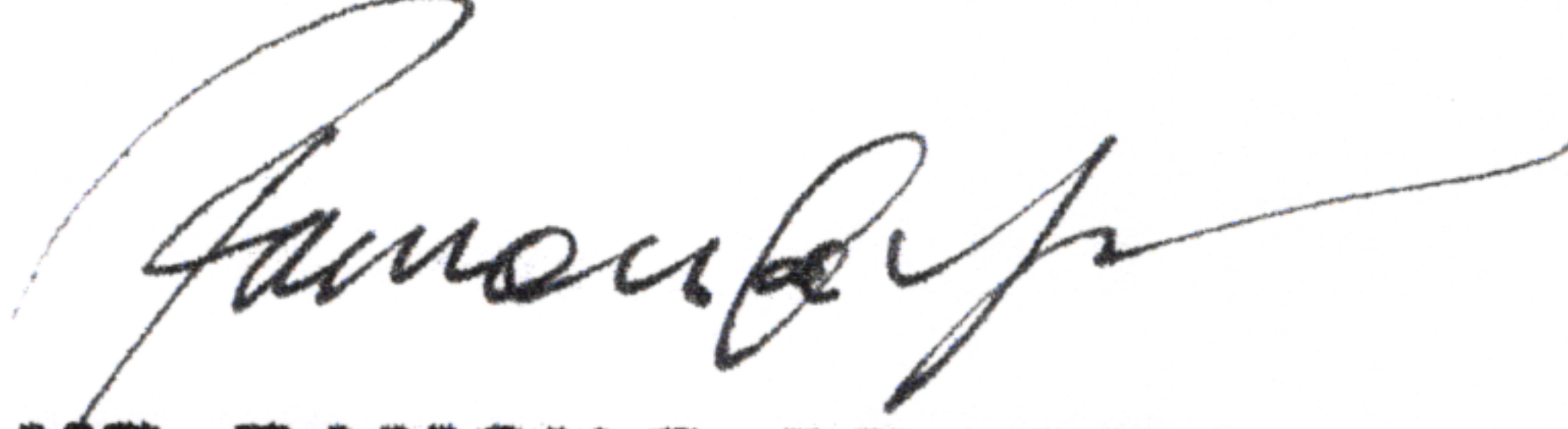
SEC. ISIDRO S. LAPEÑA, PhD., CSEE
Designated Chairperson, TESDA Board
Director General, Technical Education and Skills Development Authority
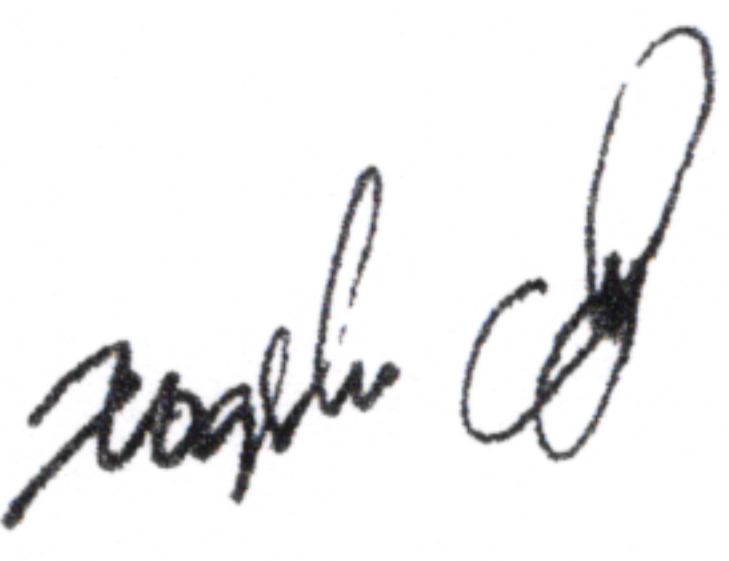
USEC. EPIMACO V. DENSING
Department of Interior & Local Government

USEC. ARIEL T. CAYANAN
Department of Agriculture

MR. ISIDRO C. ASPER
Board Member, Labor Sector

ATTY. BAYANI G. DIWA
Board Member, Labor Sector

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

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

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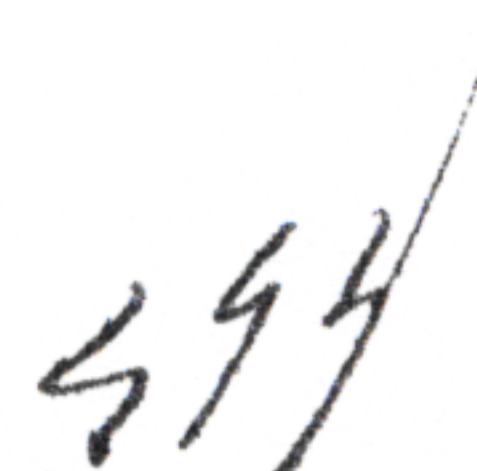
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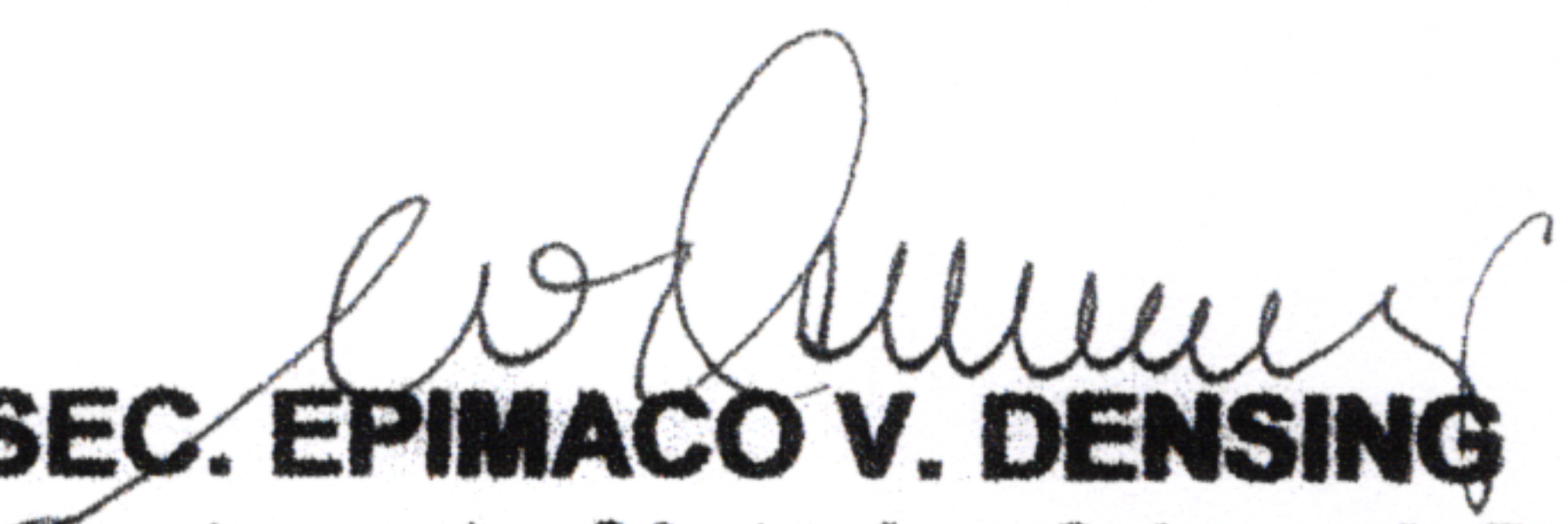TESDA Complex, South Luzon Expressway, Taguig City

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR HOUSEKEEPING NC III

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

MS. MARY G. NG
Board Member, Business
& Investment Sector

DR. LEONIDA BAYANI-ORTIZ
Board Member, Employer Sector

DR. GUIMBA B. POINGAN
Board Member, Education &
Training Institutions Sector

MS. PATRICIA C. DALMAS
Board Member, Education &
Training Institutions Sector

AMENDMENTS ON TRAINING REGULATIONS FOR
HOUSEKEEPING NC III

Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments
Qualification Title	
Housekeeping NC III	Same
SECTION 1 – Definition of the Qualification	
The **HOUSEKEEPING NC III** Qualification consists of competencies that a person must achieve to supervise maintenance and cleanliness of guest room floors and public areas in conference centers, hotels, motels, restaurants, clubs, resorts and luxury liners. It includes competencies on housekeeping such as planning and scheduling routine maintenance and repairs; contributing to the implementation of emergency procedures; storing valuable items; and monitoring people.	The **HOUSEKEEPING NC III** qualification consists of competencies that a person must achieve to deliver and supervise housekeeping service operations in Tourism and Hospitality related enterprises
Job Title	
• Housekeeping Supervisor • Floor Supervisor	• Housekeeping Supervisor • Public Area Supervisor • Linen/Uniform Supervisor • Laundry Supervisor • Floor Supervisor
SECTION 2: Competency Standards	
Basic Competencies • 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	**Basic Competencies** • 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)

Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments
Common Competencies • Roster staff • Control and order stock • Train small group • Establish and conduct business relationships	**Common Competencies** • Receive and resolve customer complaints • Work cooperatively in a general administration environment • Maintain quality customer/guest service • Roster staff • Control and Order stock • Prepare and deliver training sessions • Plan, conduct and evaluate staff performance assessment
Core Competencies • Plan and schedule routine maintenance, repairs and modifications • Contribute to the implementation of emergency procedures • Observe and monitor people • Escort, carry and store valuable items	**Core Competencies** • Supervise room cleaning and maintenance requirement • Supervise housekeeping services to guests • Implement lost and found procedures • Supervise laundry of linen, uniform and guest clothes
SECTION 3: Training Arrangements	

3.1 Curriculum Design:
 	
 Nominal Training Hours:
   20 Hours (Basic Competencies)
   24 Hours (Common Competencies)
   32 Hours (Core Competencies)
 --- 	
 76 Hours - TOTAL
	Nominal Training Hours:
	   40 Hours (Basic Competencies)
	   96 Hours (Common Competencies)
	   64 Hours (Core Competencies)
	 --- 	
	 200 Hours - TOTAL
	 + 64 Hours – Supervised Industry Learning (SIL)

Course Description	
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 housekeeping. The competencies for housekeeping include planning and scheduling routine maintenance, repairs and modifications, contributing to the implementation of emergency procedures, observing and monitoring people, and escorting, carrying and storing valuable items. It also includes competencies on leading workplace communication and small teams, controlling and ordering stock, and establishing business relationships.	This course is designed to enhance the knowledge, skills, and attitudes in accordance with industry standards. This covers competencies that a person must achieve in performing tasks such as supervising room cleaning and maintenance requirement, housekeeping services to guests, laundry guests' clothes and lines as well as implementing lost and found procedures. 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.

Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments
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 only facilitates the training delivery.
• Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
	AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)
	
	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 performance 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:

Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments
• 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.	**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. • 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. **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.

Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments
	2.3 Community-Based: • Community-Based Training – 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 basic English in both oral and written form • physically and mentally fit • with good moral character • can perform basic mathematical computation • must have completed training in Housekeeping NCII or equivalent; or have had at least six months' experience as room attendant	Trainees or students who wish to enter this training should possess the following requirements: • Must have completed the 10-year basic education or an Alternative Learning System (ALS) Certificate of Completion with grade 10 equivalent holder • Can communicate in basic English in both oral and written form • Must be computer literate • Can perform basic mathematical computation • Must be competent in Housekeeping NC II qualification gained through training or experience or certification

Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments

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 **HOUSEKEEPING NC III** are as follows:	Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for **HOUSEKEEPING NC III** are as follows:

Existing:

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
2 sets	Repair kit (toolbox)	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		
		1 unit	Photocopier		
		2 sets	Personal protective equipment and clothing		
		5 sets	First aid kit		
		1 unit	Fire extinguisher		

Amendments:

Supplies		EQUIPMENT		REFERENCE MATERIALS	
QTY		QTY		QTY	
2 rims	A4 paper	25 units	Computer with internet connection	25	Inventory forms for tools, equipment and supplies
2 rims	Legal Bond paper	1 unit	LCD projector	1	HACCP
2 sets	printer ink	2 unit	Printer	1	BOSH
				1	Internal policies on green practices
				50	Guest feedback form
				25	Staff roster worksheet
				25	Monitoring sheet for waste management and disposal
				25	Evaluation forms for Housekeeping staff
				1	GAD Manual/handbook
				25	Lost and found inventory forms
				25	Return/Release Lost and Found forms
				25	Unclaimed Lost and found inventory forms
				25	Maintenance Checklist for Lost and Found Facilities
				25	Laundry Service forms
				25	Laundry Service inventory forms
				25	Monitoring Sheet for Laundry service
				25	Price list of laundry items
				25	Maintenance Checklist for Laundry Facilities

Existing Promulgated Training Regulations (Board Resolution No. 2007-41)	Amendments

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	Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1m	1 sq. m.	25 sq. m.	Practical Work Area per Trainee	1 x 1m	1 sq. m.	25 sq. m.
Lecture /Demo Room	8 x 5m	40 sq. m.	40 sq. m.	Contextual Learning Area	5 x 5m	25 sq. m.	40 sq. m.
Learning Resource Center	3 x 5m	15 sq. m.	15 sq. m.	Distance Learning/Computer Center	6.8 x 5m	34 sq. m.	34 sq. m.
Facilities/Equipment/ Circulation Area			24 sq. m.	Learning Resource Center	2 x 5m	10 sq. m.	10 sq. m.
				Storage Area	2 x5m	10 sq. m.	10 sq.m.
Total workshop area:			**104 sq. m.**	**Total workshop area:**			**104 sq. m.**

3.6 Trainer's Qualifications

- Must have completed a Trainer's Training Methodology Course Must have had at least 3-5 years relevant job/industry experience - Must (TM III) or its equivalent - Must be physically and mentally fit - be a holder of Housekeeping NC Level III Certificate or equivalent qualification - Must be of good moral character - With pleasing personality - Must have attended relevant training and seminars	- Holder of National TVET Trainer Certificate (NTTC) Level I in Housekeeping NC III - Must have at least two (2) years industry experience as Housekeeping Supervisor

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.	**NO Amendments**

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	Amendments
SECTION 4 National Assessment and Certification Arrangements	
4.1. The qualification of **HOUSEKEEPING NC III** may be attained through: 4.1.1 Demonstration of competence in all the core units of competency listed below: 4.1.1.1 Plan and schedule routine maintenance, repairs and modifications 4.1.1.2 Contribute to the implementation of emergency procedures 4.1.1.3 Observe and monitor people 4.1.1.4 Escort, carry and store valuable items Successful candidates shall be awarded a National Certificate (NC) on **Housekeeping NCIII** bearing the signature of the Director General. 4.2 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.3 The following are qualified to apply for assessment and certification: 4.3.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs 4.3.2 Experienced workers (wage employed or self employed) 4.4 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)".	**4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS** 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. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the relevant unit/s of competency. 4.1.3 Holders of valid National Certificate under Housekeeping NC III will have to undergo assessment to the amended TR for Housekeeping NC III. 4.1.4 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 competency assessment. 4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: 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 **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

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	Amendments
	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.