

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

117th TESDA BOARD MEETING
07 November 2019, Thursday, 1:00 p.m.
7/F TESDA Board Room, Office of the Chair
TESDA Complex, South Luzon Expressway,
Fort Bonifacio, Taguig City

Resolution No. 2019 - 65
(Page 1 of 4 pages)

**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HEAVY EQUIPMENT OPERATION (CRAWLER CRANE) NC III**

WHEREAS, TESDA Board Resolution No. 2007-20 was issued "Approving and Promulgating the Training Regulations for Heavy Equipment Operation (Crawler Crane) NC II last 27 August 2007 during the 56th TESDA Board Meeting;

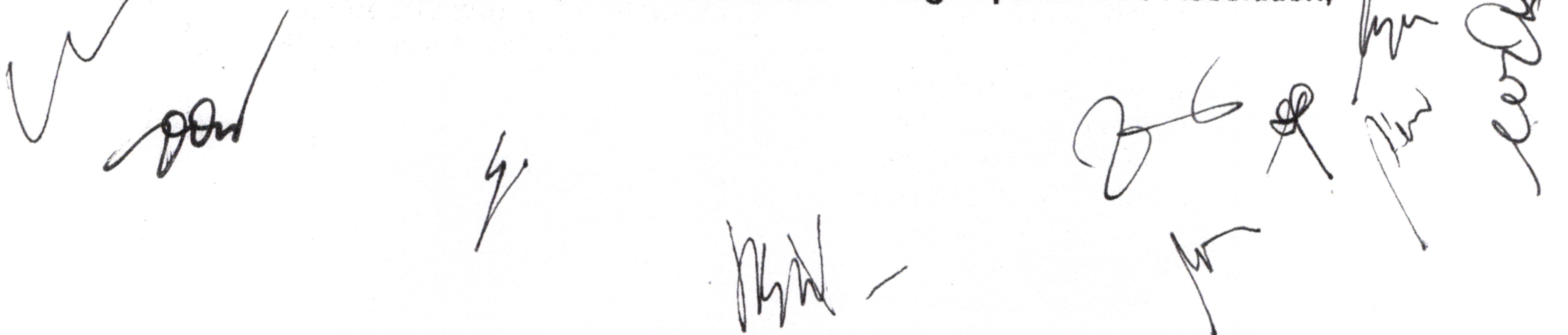
WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology and current trends in the construction industry and in support of the Build, Build, Build Program of the government;

WHEREAS, the Association of Carriers and Equipment Lessors, Inc. (ACEL) with the assistance of Qualifications and Standards Office (QSO) of TESDA have reviewed the existing Training Regulations in Heavy Equipment Operation (Crawler Crane) NC II *to Heavy Equipment Operation (Crawler Crane) NC III*, and have recommended amendments;

WHEREAS, industry experts and partners, headed by the President of the Association of Carriers and Equipment Lessors, Inc. (ACEL), with the technical assistance of the Qualifications and Standards Office (QSO) endorsed the proposed amendments;

WHEREAS, during the 113th Standards-Setting and Systems Development (SSSD) Committee Meeting held on 05 November 2019, the Committee deliberated upon and agreed to favorably recommend the approval and promulgation of the amendments of the Training Regulations for Heavy Equipment Operation (Crawler Crane) NC III, as attached in Annex "A" and made an integral part of this Resolution;

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(Page 2 of 4 pages)

**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HEAVY EQUIPMENT OPERATION (CRAWLER CRANE) NC III**

WHEREAS, during the 117th TESDA Board Meeting on 07 November 2019 at 1:00 p.m., the TESDA Board considered the amendments and approved the promulgation of the amended Training Regulations for Heavy Equipment Operation (Crawler Crane) NC III;

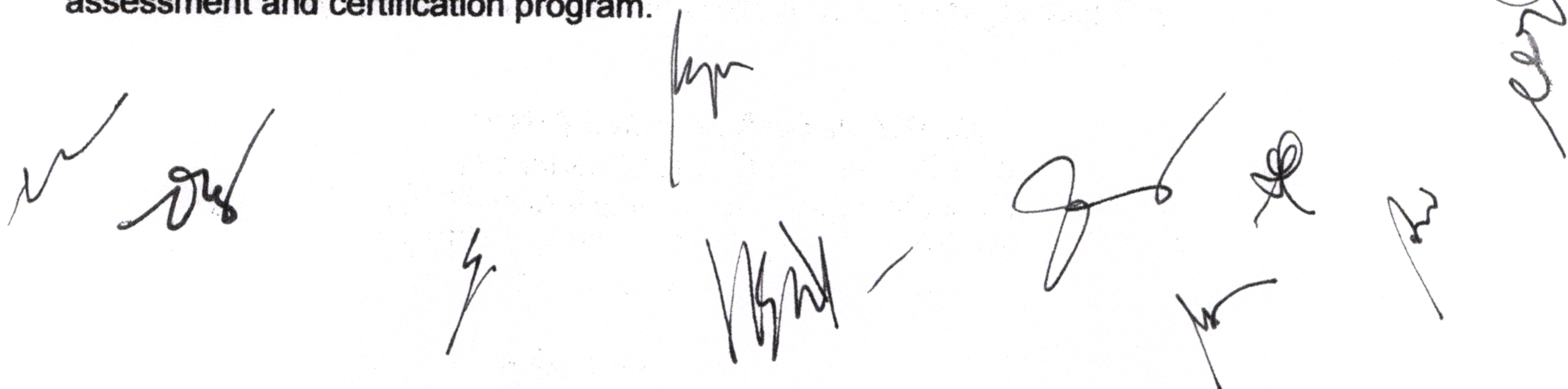
NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 07 November 2019 at 1:00 p.m., has approved and promulgated the aforementioned Training Regulations for Heavy Equipment Operation (Crawler Crane) NC III as herein appended;

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 Heavy Equipment Operation (Crawler Crane) NC II 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.

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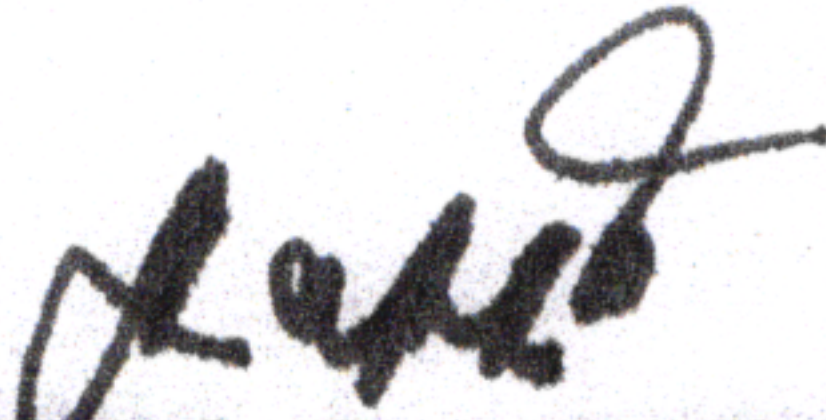
Resolution No. 2019 - 65
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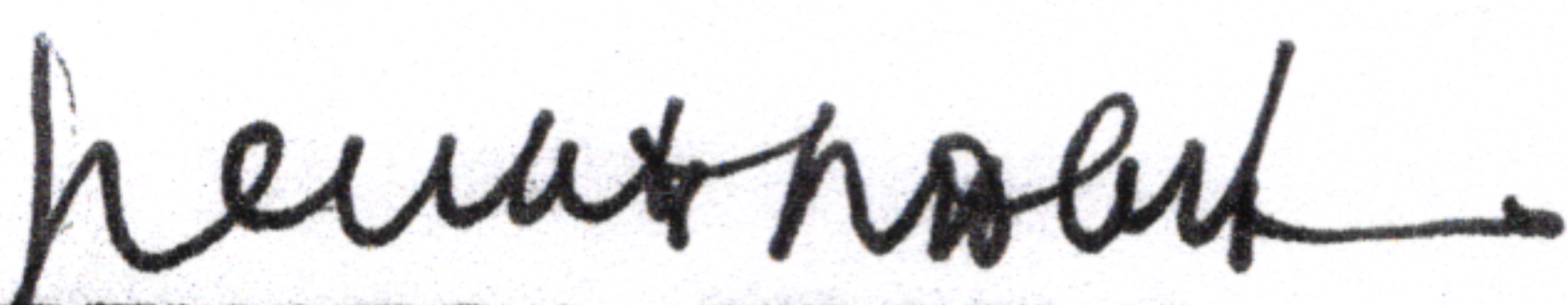
**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HEAVY EQUIPMENT OPERATION (CRAWLER CRANE) NC III**

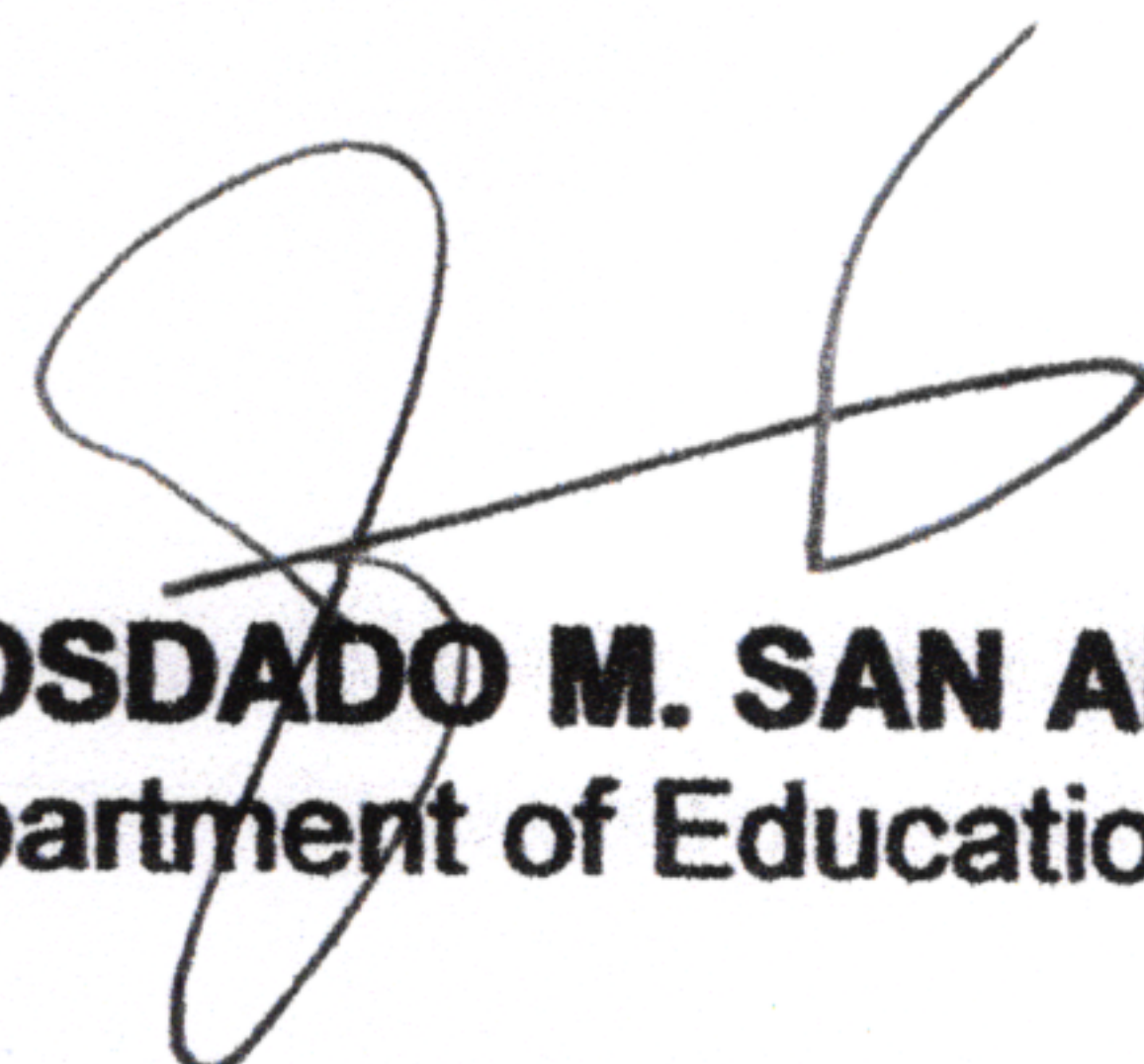
Adopted this 7th day of November 2019.

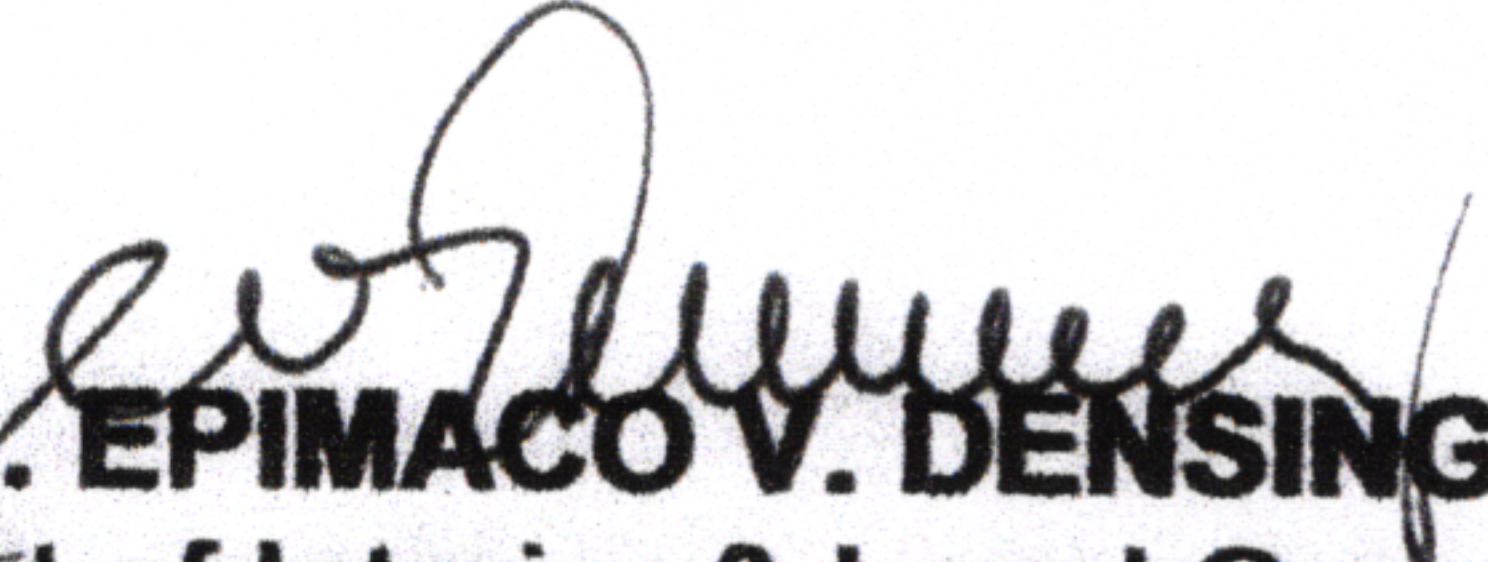

ATTY. MARICHELLE D. DE GUZMAN
Board Secretary VI


Attested by:

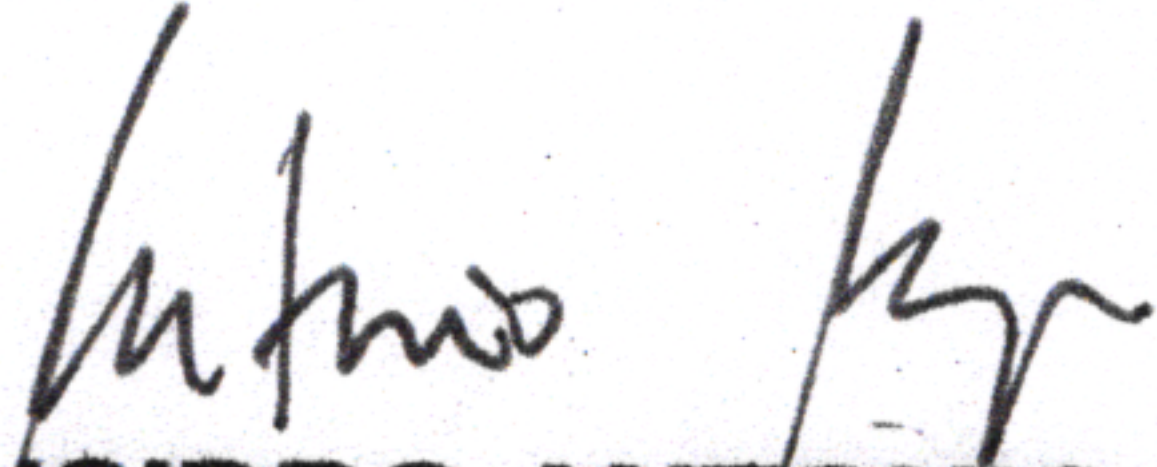

SEC. ISIDRO S. LAPEÑA, PhD., CSEE
Designated Chairperson, TESDA Board
Director General, TESDA

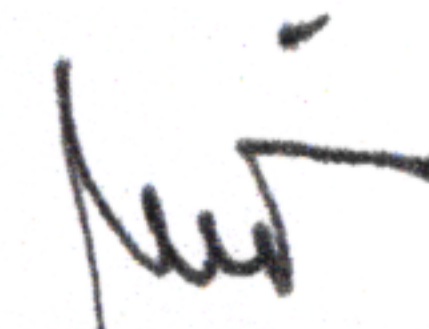

USEC. RENATO L. EBARLE
Department of Labor & Employment


USEC. DIOSDADO M. SAN ANTONIO
Department of Education


USEC. EPIMACO V. DENSING III
Department of Interior & Local Government


USEC. BRENDA L. NAZARETH-MANZANO
Department of Science and Technology


MR. ISIDRO ANTONIO C. ASPER
Board Member, Labor Sector

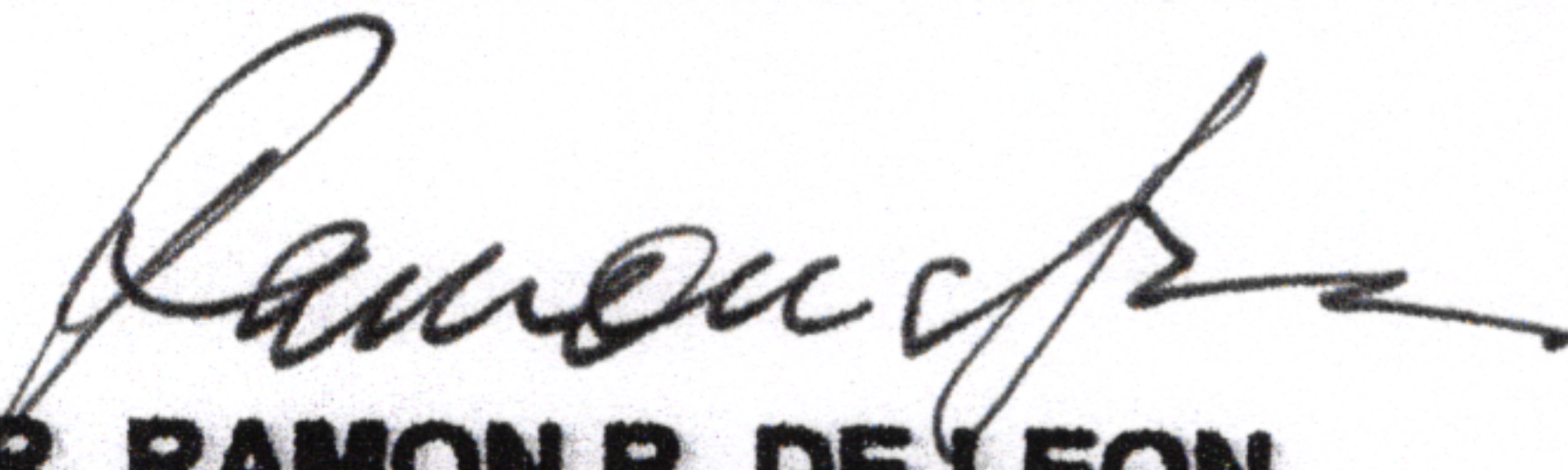

ATTY. BAYANI G. DIWA
Board Member, Labor Sector

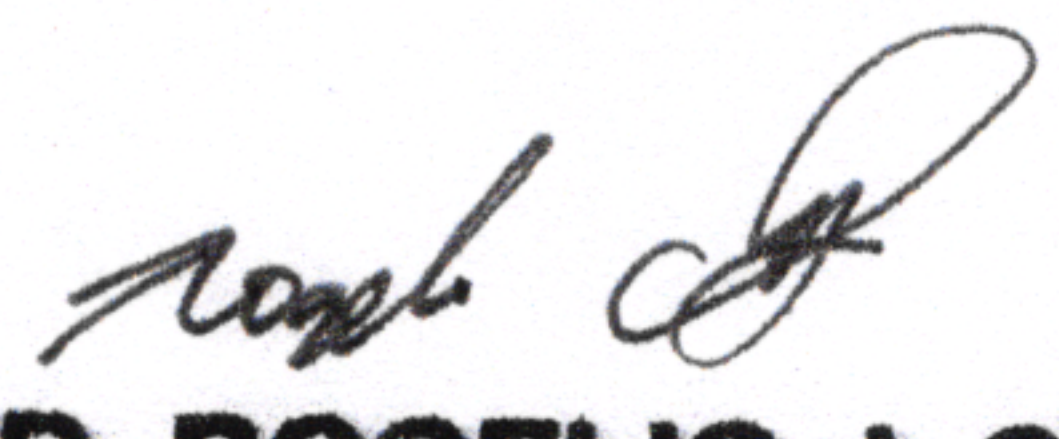
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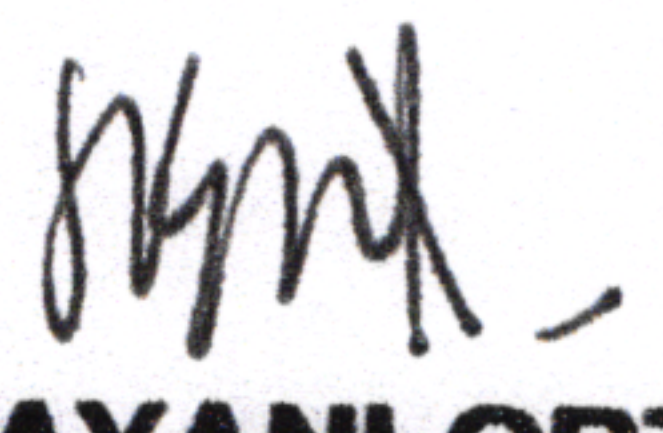
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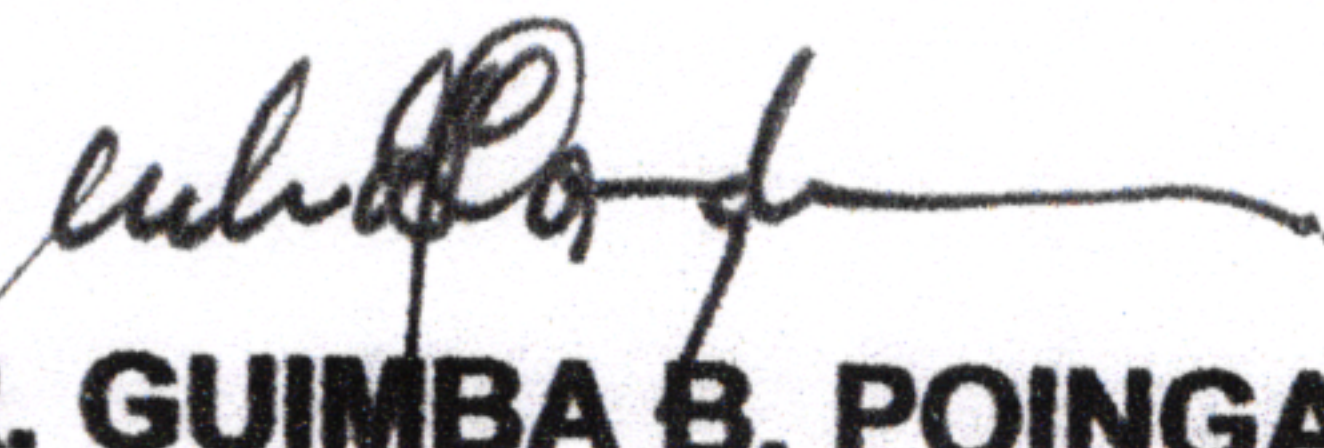
Resolution No. 2019 - 65
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**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HEAVY EQUIPMENT OPERATION (CRAWLER CRANE) NC III**


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


MR. ROGELIO J. CHAVEZ, JR.
Board Member, Labor 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 HEAVY EQUIPMENT OPERATION (CRAWLER CRANE) NC III

Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
Qualification Title	
Heavy Equipment Operation (Crawler Crane) NC II	Heavy Equipment Operation (Crawler Crane) NC III
SECTION 1 – Definition of the Qualification	
The HEAVY EQUIPMENT OPERATION (CRAWLER CRANE) NC II qualification consists of competencies that workers must achieve to enable them to perform tasks such as lifting and transferring of heavy loads in construction sites or other locations.	The HEAVY EQUIPMENT OPERATION (CRAWLER CRANE) NC III qualification consists of competencies that workers must achieve to enable them to perform tasks such as inspection, basic preventive maintenance, interpreting load chart, constructing lifting plan and, lifting and transferring of heavy loads in construction sites or other locations with the use of a crawler crane.
Job Title	
<ul style="list-style-type: none"> Crawler Crane Operator 	<ul style="list-style-type: none"> Same
SECTION 2: Competency Standards	
Basic Competencies <ul style="list-style-type: none"> Participate in workplace communication Work in a team environment Practice career professionalism Practice occupational health and safety procedures 	Basic Competencies <ul style="list-style-type: none"> 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. 2007-20)	Amendments
<u>Common Competencies</u> <ul style="list-style-type: none"> • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Interpret technical drawings and plans • Perform mensurations and calculations • Maintain tools and equipment 	Same
<u>Core Competencies</u> <ul style="list-style-type: none"> • Perform pre-and post-operation procedures for lifting equipment • Perform basic preventive maintenance servicing for lifting equipment • Perform productive operation for crawler crane 	<u>Core Competencies</u> <ul style="list-style-type: none"> • Perform pre and post-operation procedures for crawler crane • Perform basic preventive maintenance servicing for crawler crane • Perform productive operation for crawler crane
SECTION 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 18 Hours (Basic Competencies) 18 Hours (Common Competencies) 120 Hours (Core Competencies) <hr/> 156 Hours - TOTAL	Nominal Training Hours: 40 Hours (Basic Competencies) 24 Hours (Common Competencies) 160 Hours (Core Competencies) <hr/> + 40 Hours – Supervised Industry Learning (SIL) TOTAL - 264 Hours
Course Description This course is designed to enhance the knowledge, desirable attitudes and skills in the use of crawler crane in accordance with industry standards. It covers core competencies such as: perform pre- and post operation procedure, perform productive operation, and perform basic preventive maintenance servicing on a given crawler crane.	This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in performing pre and post-operation procedures, performing basic preventive maintenance servicing and performing productive operation for crawler crane. This includes classroom learning activities and practical work in actual work site or simulation area. 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. 2007-20)	Amendments
3.2 Training Delivery	
<p>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.</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. • 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. 	<p><u>AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)</u></p> <ol style="list-style-type: none"> 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. <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. 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. 2007-20)	Amendments
<ul style="list-style-type: none"> • 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> <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. 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. <p>2.2 Enterprise-Based:</p> <ul style="list-style-type: none"> • 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. 2007-20)	Amendments
	<p>2.3 Community-Based:</p> <ul style="list-style-type: none"> 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).
<p>3.3 Trainee Entry Requirements</p> <p>This section specifies the qualifications of trainees and educational experience. Other requirements like health and physical requirements may also stated. Passing written entrance examinations may also be indicated if necessary:</p> <ul style="list-style-type: none"> can communicate both orally and in writing physically and mentally fit with good moral character can perform basic mathematical computation 	<p>Trainees or students who wish to enter this training should possess the following requirements:</p> <ul style="list-style-type: none"> At least Junior High School Level Completer or an Alternative Learning System (ALS) Certificate of Completion with grade 10 equivalent holder Must possess good communication skills Can perform basic mathematical computation Driver's License (Restrictions 2 or 3) Physically fit

Existing Promulgated Training Regulations (Board Resolution No. 2007-20)

Amendments

3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of 25 trainees for the operation of crawler crane.

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
1 set	• Wrenches (box and open-end 8-24 mm-metric & 7/16 - 1" - English)	1 unit	• Crawler Crane (MOA / rental)	5 kds	• Multi-purpose grease
1 set	• Hammer ballpeen (3-4 lbs)	1 unit	• Low bed trailer with tractor head & operator (MOA/rental)	4 liters	• Engine oil (SAE 15w40)
1 set	• Pliers (mechanical 10")	1 unit	• Vacuum cleaner	20 liters	• Hydraulic / steering fluid (TELLUS 68/10W)
1 pc	• Adjustable wrench (18")	1 unit	• Portable electric air compressor	10 liters	• Final drive/differential (gear oil GP90/140)
1 pc	• Grease gun			10 liters	• Transmission oil (ATF)
1 set	• Screw driver (10" flat & Philips)			4 liters	• Water coolant
1 pc	• Putty knife			200 liters	• Diesel fuel
1 pc	• Pry bar (heavy duty)			5 liters	• Battery distilled water
				1 set	• Primary & secondary air filter
				1 pair	• Working clothes
				10 pairs	• Safety shoes
				10 pairs	• Gloves
				10 pcs	• Goggles
				10 pcs	• Dust Mask
				10 pcs	• Hard hat
				2 units	• Test weights - 3 tons - 10 tons
				1 pc	• Crawler crane miniature
				1 pc	• Operator's manual with load chart

List of tools, equipment and materials for the training of a maximum of 25 trainees for Crawler Crane Operation NC III are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
1 set	Wrenches (box and open-end 8-24 mm-metric & 7/16 - 1" - English)	1 unit	Crawler crane with camera/monitor for reverse mode certified by Third Party accredited by DOLE-OSHC (Memorandum of Agreement (MOA)/ rental)	5 kgs.	Multi-purpose grease
5 pcs.	Hammer ballpeen (3-4 lbs.)	2 units	Two-way radio	20 liters	Engine oil (SAE 15w40)
5 pcs.	Pliers (mechanical 10")	1 unit	Vacuum cleaner (heavy duty)	20 liters	Hydraulic / steering fluid (TELLUS 68/10W)
5 pcs.	Adjustable wrench (8", 10", 12", 18") 1 piece for each size	1 unit	Portable electric air compressor, 180 cfm	20 liters	PTO / differential and transfer case drive (gear oil GP90/140)
2 pcs.	Grease gun (portable)	1 unit	High pressure washer, 150-250 psi	20 liters	Automatic Transmission oil (ATF)
5 pcs.	Screw driver (10", flat)	1 unit	Low-bed trailer (MOA / rental)	20 liters	Manual transmission oil GP 90/140
5 pcs.	Screw driver (10", Philips)	1 unit	Crawler Crane Simulator (Optional) Display (Screen, Monitor), Controls, Software and Hardware Components, Seat with Seatbelt, Power Supply (110-230 V 50-60Hz)	4 liters	Water coolant
5 pcs.	Putty knife	25 pcs	Safety Equipment/PPE (Safety vest, Gloves, Goggles, Dust mask, Hard Hat)	200 liters	Diesel fuel
5 pcs.	Pry bar (heavy duty)	5 pairs	Safety Equipment/PPE (Safety Shoes)	20 liters	Battery distilled water
5 pcs.	Nylon Taglines (16mm x 6m)			1 set	Primary & secondary air filter
2 pcs.	Shackle (2 tons capacity)			1 unit	Fire extinguisher
2 pcs.	Shackle (6.5 tons capacity)			1 unit	Test weights - 2 tons
2 pcs.	Shackle (8.5 tons capacity)			1 unit	Test weights - 4 tons
2 pcs.	Web sling (2 tons capacity)			1 pc.	Crawler crane miniature, (1:50 scale)
2 pcs.	Web sling (4 tons capacity)			1 pc	Operator's manual with load chart
2 pcs.	Chain sling (2 tons capacity)				
2 pcs.	Chain sling (4 tons capacity)				
2 pcs.	Wire rope sling (2 tons capacity)				
2 pcs.	Wire rope sling (4 tons capacity)				
2 pcs.	Eye bolt (4 tons)				
2 pcs.	Turn buckle (4 tons)				

Existing Promulgated Training Regulations (Board Resolution No. 2007-20)				Amendments																																																											
3.5 Training Facilities																																																															
The crawler crane operation workshop must be of concrete structure. Based on class size of 25 students/trainees the space requirements for the teaching/learning and circulation areas are as follows:				Based on a class intake of 25 students/trainees																																																											
<table><tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr><tr><td>Student/Trainee Working Space</td><td>2 x 2m</td><td>4 sq. m. per student</td><td>100 sq. m.</td></tr><tr><td>Lecture Room</td><td>8 x 6m</td><td>48 sq. m.</td><td>48 sq. m.</td></tr><tr><td>Learning Resource Center</td><td>4 x 6m</td><td>24 sq.m.</td><td>24 sq.m.</td></tr><tr><td>Facilities/Equipment/Circulation Area</td><td></td><td></td><td>52 sq. m.</td></tr><tr><td colspan="3">Total workshop area:</td><td>224 sq. m.</td></tr><tr><td>Working Field</td><td colspan="3">0.25 hectare (MOA/Rental)</td></tr></table>				Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters	Student/Trainee Working Space	2 x 2m	4 sq. m. per student	100 sq. m.	Lecture Room	8 x 6m	48 sq. m.	48 sq. m.	Learning Resource Center	4 x 6m	24 sq.m.	24 sq.m.	Facilities/Equipment/Circulation Area			52 sq. m.	Total workshop area:			224 sq. m.	Working Field	0.25 hectare (MOA/Rental)			<table><tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr><tr><td>Student/Trainee Working Space (Maintenance Workshop)</td><td>2 x 2m</td><td>4 sq. m. per student</td><td>100 sq. m.</td></tr><tr><td>Lecture Room</td><td>8 x 6m</td><td>48 sq. m.</td><td>48 sq. m.</td></tr><tr><td>Learning Resource Center</td><td>4 x 6m</td><td>24 sq.m.</td><td>24 sq.m.</td></tr><tr><td>Facilities/Equipment/Circulation Area</td><td>6.5 x 8m</td><td>52 sq. m.</td><td>52 sq. m.</td></tr><tr><td>Working Field</td><td></td><td></td><td>1,500 sq. m.</td></tr><tr><td colspan="3">Total workshop area:</td><td>1,724 sq. m.</td></tr></table>				Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters	Student/Trainee Working Space (Maintenance Workshop)	2 x 2m	4 sq. m. per student	100 sq. m.	Lecture Room	8 x 6m	48 sq. m.	48 sq. m.	Learning Resource Center	4 x 6m	24 sq.m.	24 sq.m.	Facilities/Equipment/Circulation Area	6.5 x 8m	52 sq. m.	52 sq. m.	Working Field			1,500 sq. m.	Total workshop area:			1,724 sq. m.
Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters																																																												
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Working Field			1,500 sq. m.																																																												
Total workshop area:			1,724 sq. m.																																																												
				NOTE: Training Center may enter into Memorandum of Agreement (MOA) with industry for use of facilities and heavy equipment																																																											
3.6 Trainer's Qualifications																																																															
<ul style="list-style-type: none">• Must be a holder of Heavy Equipment Operation (Crawler Crane) NC-II or equivalent qualification• Must have undergone training on Training Methodology II (TM II) or equivalent training/experience• Must be computer-literate• Must be physically and mentally fit• Must have at least 5 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>				<ul style="list-style-type: none">• Holder of National TVET Trainer Certificate (NTTC) Level I in Heavy Equipment Operation (Crawler Crane) NC III• Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) 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• Must be computer-literate• Must have had at least 5 years job/industry experience																																																											
3.7 Institutional Assessment																																																															
Institutional assessment is undertaken by trainees to determine their achievement of units of competency.				NO Amendments																																																											

A certificate of achievement is issued for each unit of competency.	
Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
SECTION 4 National Assessment and Certification Arrangements	
<p>4.1 To attain the National Qualification of HEAVY EQUIPMENT OPERATION (Crawler Crane) NC II, the candidate must demonstrate competence in all the units of competency listed in Section 1. The successful candidate shall be awarded a National Certificate signed by the TESDA Director General.</p> <p>4.2 The qualification of HEAVY EQUIPMENT OPERATION (Crawler Crane) NC II may be attained through demonstration of competence in a project-type assessment covering the following core units. Candidate may apply for assessment in any accredited assessment center.</p> <p>4.2.1 Crawler Crane Operation</p> <ul style="list-style-type: none"> ▪ Perform pre-and post-operation for lifting equipment ▪ Perform productive operation for crawler crane ▪ Perform basic preventive maintenance servicing for lifting equipment <p>4.3 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>4.4 The following are qualified to apply for assessment and certification:</p> <p>4.4.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs</p> <p>4.4.2 Experienced workers (wage employed or self employed)</p> <p>4.5 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>	<p>Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.</p> <p>The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to a full qualification or employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.</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> <p>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.</p> <p>4.1.3 Assessment shall cover all the competencies of the qualification with the basic and common units integrated or assessed concurrently with the core units of competency.</p> <p>4.1.4 The following are qualified to apply for assessment and certification:</p> <ul style="list-style-type: none"> • Graduates of formal, non-formal and informal institutions and enterprise-based training programs • Experienced Workers (wage employed or self-employed) <p>4.1.5 For the renewal of valid or expired National Certificate (NC) under in Heavy Equipment Operation (Crawler Crane) NC II will have to undergo assessment in the amended TR for Heavy Equipment Operation (Crawler Crane) NC III.</p> <p>4.1.6 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training,</p>

	previous work or life experiences may apply for recognition in a particular
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Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
	<p>qualification through competency assessment.</p> <p>4.1.7 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:</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>4.2 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 <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>

Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
	<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>