

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

**121<sup>st</sup> TESDA BOARD MEETING**  
09 June 2020, Tuesday, 10:00 a.m.  
**Through Teleconference Via Zoom Platform**

**Resolution No. 2020 - 20**  
(Page 1 of 4 pages)

**APPROVING AND PROMULGATING THE TRAINING REGULATIONS FOR  
CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II**

**WHEREAS**, TESDA Board Resolution No. 2007-01 was issued "Approving and Promulgating the Training Regulations for Caregiving NC II" last 16 January 2007 during the 54<sup>th</sup> 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, current trends and practices, and to professionalize the health workers in caregiving in the industry;

**WHEREAS**, the Caregiver of the Philippines Association, Inc. (CPAI) and the Philippine Association of Service Exporters, Inc. (PASEI) with the assistance of Qualifications and Standards Office (QSO) of TESDA have reviewed the existing Training Regulations in Caregiving NC II to professionalize the caregiver workforce and to respond to the rapid changes in healthcare technology and service delivery in other countries, and recommended amendments;

**WHEREAS**, industry experts and partners, headed by their respective Presidents, the Caregiver of the Philippines Association, Inc. (CPAI) and the Philippine Association of Service Exporters, Inc. (PASEI), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA endorsed the proposed revisions of the Training Regulation. The existing Training Regulation shall be replaced with four (4) different Training Regulations, based on the age group of the clientele;

**WHEREAS**, during the 120<sup>th</sup> and 121<sup>st</sup> Standards-Setting and Systems Development (SSSD) Committee Meetings held on 07 May 2020 and 14 May 2020, respectively, the Committee deliberated upon and agreed to favorably recommend the approval and promulgation of the Training Regulations for Caregiving (Grade

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CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II**

Schooler to Adolescent) NC II as attached in Annex "A" and made an integral part of this Resolution;

**WHEREAS**, during the 121<sup>st</sup> TESDA Board Meeting on 09 June 2020 at 10:00 a.m., the TESDA Board considered and approved the promulgation of the Training Regulations for Caregiving (Grade Schooler to Adolescent) NC II;

**NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED**, that the TESDA Board in its meeting today, 09 June 2020 at 10:00 a.m., has approved and promulgated the aforementioned Training Regulations for Caregiving (Grade Schooler to Adolescent) NC II 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 Caregiving NC II must comply with the requirements of the abovementioned Training Regulation. The one-year period of re-registration under this 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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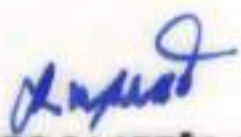
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**APPROVING AND PROMULGATING THE TRAINING REGULATIONS FOR  
CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II**

Adopted this 9<sup>th</sup> day of June 2020.

**ATTY. MARICHELLE D. DE GUZMAN**  
Board Secretary VI

Attested by:

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

(Original Signed)  
**USEC. RENATO L. EBARLE**  
Department of Labor and Employment

(Original Signed)  
**USEC. DIOSDADO M. SAN ANTONIO**  
Department of Education

(Original Signed)  
**USEC. RAFAELITA M. ALDABA**  
Department of Trade and Industry

(Original Signed)  
**USEC. BRENDA L. NAZARETH-MANZANO**  
Department of Science & Technology

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**APPROVING AND PROMULGATING THE TRAINING REGULATIONS FOR  
CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II**

*(Original Signed)*  
**MR. ISIDRO ANTONIO C. ASPER**  
Board Member, Labor Sector

*(Original Signed)*  
**ATTY. BAYANI G. DIWA**  
Board Member, Labor Sector

*(Original Signed)*  
**MR. RENE LUIS M TADLE**  
Board Member, Labor Sector

*(Original Signed)*  
**MR. RAMON R. DE LEON**  
Board Member, Labor Sector

*(Original Signed)*  
**MR. ROGELIO J. CHAVEZ, JR.**  
Board Member, Labor Sector

*(Original Signed)*  
**DR. LEONIDA BAYANI-ORTIZ**  
Board Member, Employer Sector

*(Original Signed)*  
**PROF. RANDOLPH I. NONATO**  
Board Member, Employer Sector

## AMENDMENTS ON TRAINING REGULATIONS FOR CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
<b>Qualification Title</b> Caregiving NC II	Caregiving (Grade schooler to Adolescent) NC II
<b>SECTION 1 – Definition of the Qualification</b>	
The <b>CAREGIVING NC II</b> Qualification consists of competencies that a person must achieve to provide care and support to infants/toddlers, provide care and support to children, foster social, intellectual, creative and emotional development of children, foster the physical development of children, provide care and support to elderly, provide care and support to people with special needs, maintain healthy and safe environment, respond to emergency, clean living room, dining room, bedrooms, toilet and bathroom, wash and iron clothes, linen, fabric, prepare hot and cold meals.	The <b>CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II</b> Qualification consists of competencies that a person must achieve to provide assistance and care to personal needs of grade schooler, foster physiological needs and cognitive development of grade schooler, foster physical growth and development of grade schooler, respond to emergency for grade schooler, foster physical growth and development of adolescent, promote developmental tasks for adolescent and respond to emergency for adolescent.
<b>Job Title</b>	
<ul style="list-style-type: none"> <li>Caregiver of an infant / toddler</li> <li>Caregiver of a child</li> <li>Caregiver of an elderly</li> <li>Caregiver of people with special needs</li> </ul>	<ul style="list-style-type: none"> <li>Caregiver for Grade schooler (6-12 years old)</li> <li>Caregiver for Adolescent (13-19 years old)</li> </ul>
<b>SECTION 2: Competency Standards</b>	
<b>Basic Competencies</b> <ul style="list-style-type: none"> <li>Participate in workplace communication</li> <li>Work in a team environment</li> <li>Practice career professionalism</li> <li>Practice occupational health and safety procedures</li> </ul>	<b>Basic Competencies</b> <ul style="list-style-type: none"> <li>Participate in workplace communication</li> <li>Work in a team environment</li> <li>Solve/address general workplace problems</li> <li>Develop career and life decision</li> <li>Contribute to workplace innovation</li> <li>Present relevant information</li> <li>Practice occupational safety and health policies and procedures</li> <li>Exercise efficient and effective sustainable practices in the workplace</li> <li>Practice entrepreneurial skills in the workplace</li> </ul>
<b>Common Competencies</b> <ul style="list-style-type: none"> <li>Implement and monitor infection control policies and procedures</li> <li>Respond effectively to difficult/challenging behavior</li> <li>Apply basic first aid</li> <li>Maintain high standard of patient services</li> </ul>	<b>No Amendments</b>

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Provide care and support to infants/toddlers</li> <li>• Provide care and support to children</li> <li>• Foster social, intellectual, creative and emotional development of children</li> <li>• Foster the physical development of children</li> <li>• Provide care and support to elderly</li> <li>• Provide care and support to people with special needs</li> <li>• Maintain healthy and safe environment</li> <li>• Respond to emergency</li> <li>• Clean living room, dining room, bedrooms, toilet and bathroom</li> <li>• Wash and iron clothes, linen and fabric</li> <li>• Prepare hot and cold meals</li> </ul>	<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Provide assistance and care to personal needs of grade schooler</li> <li>• Foster physiological needs and cognitive development of grade schooler</li> <li>• Foster physical growth and development of grade schooler</li> <li>• Respond to emergency for grade schooler</li> <li>• Foster physical growth and development of adolescent</li> <li>• Promote developmental tasks for adolescent</li> <li>• Respond to emergency for adolescent</li> </ul>
<b>SECTION 3: Training Arrangements</b>	
<p><b>3.1 Curriculum Design:</b></p> <p>Nominal Training Hours:</p> <p>18 Hours (Basic Competencies)</p> <p>18 Hours (Common Competencies)</p> <p>750 Hours (Core Competencies)</p> <hr/> <p><b>786 Hours - TOTAL</b></p>	<p>Nominal Training Hours:</p> <p>37 Hours (Basic Competencies)</p> <p>112 Hours (Common Competencies)</p> <p>240 Hours (Core Competencies)</p> <hr/> <p>389 Hours</p> <p>+ 160 Hours - Supervised Industry Learning (SIL)</p> <hr/> <p><b>549 Hours TOTAL</b></p>
<p><b>Course Description</b></p> <p>This course is designed to enhance the knowledge, skills and attitudes of Caregivers in accordance with industry standards. It covers basic, common and core competencies in NC II.</p>	<p>This course is designed to provide the learner with knowledge, skills and attitude, applicable in performing work activities involve in providing care and support, fostering physical needs, cognitive development to grade schooler (6 years old to 12 years old), and fostering physical growth and development, and promoting developmental tasks for adolescent (13 years old to 19 years old). This include classroom learning activities and simulation area.</p> <p>Upon completion of the program, 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.</p>



Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
<p><b>3.2 Training Delivery</b></p> <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"> <li>• The training is based on curriculum developed from the competency standards;</li> <li>• Learning is modular in its structure;</li> <li>• Training delivery is individualized and self-paced;</li> <li>• Training is based on work that must be performed;</li> <li>• Training materials are directly related to the competency standards and the curriculum modules;</li> <li>• Assessment is based in the collection of evidence of the performance of work to the industry required standard;</li> <li>• Training is based both on and off-the-job components;</li> <li>• Allows for recognition of prior learning (RPL) or current competencies;</li> <li>• Training allows for multiple entry and exit; and</li> <li>• Approved training programs are nationally accredited.</li> </ul> <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"> <li>• 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.</li> <li>• 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.</li> <li>• Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.</li> </ul>	<p><u>AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)</u></p> <ol style="list-style-type: none"> <li>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"> <li>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)</li> <li>b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;</li> <li>c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.</li> <li>d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;</li> <li>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.</li> <li>f. Training program allows for recognition of prior learning (RPL) or current competencies;</li> <li>g. Training completion is based on satisfactory performance of all specified competencies.</li> </ol> </li> <li>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:</li> </ol>

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><b>2.1 Institution- Based:</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>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.</li> <li>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.</li> <li>The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.</li> </ul> <p><b>2.2 Enterprise-Based:</b></p> <ul style="list-style-type: none"> <li>Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.</li> <li>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</li> </ul>



Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
	<p>apprentices learn by working alongside the experienced craftsperson.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>2.3 Community-Based:</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul>
<p><b>3.3 Trainee Entry Requirements</b></p> <p>Trainees or students should possess the following requirements:</p> <ul style="list-style-type: none"> <li>can communicate both in oral and written;</li> <li>physically and mentally fit;</li> <li>with good moral character; and</li> <li>can perform basic mathematical computation</li> </ul> <p>This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.</p>	<p>Trainees or students wishing to enroll in this program should possess the following requirements:</p> <ul style="list-style-type: none"> <li>Have completed at least 10 years basic education or an alternative learning systems (ALS) certificate of completion with grade 10 equivalent holder</li> <li>Basic communication skills</li> </ul>

# Existing Promulgated Training Regulations (Board Resolution No. 2007-01)

## Amendments

### 3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of 25 trainees for Caregiving NC II are as follows:

TOOLS		EQUIPMENT		MATERIALS	
Qty	Description	Qty	Description	Qty	Description
2 pcs	Angel Drink Water	1 pc	Bed Orinary	2 bbs	Alcohol
1 pc	Shower	1 pc	Bed surgical	2 packs	Allpurpose detergent soap
1 unit	Cutlery set (biodegradable and non-biodegradable)	2 units	Blender / juicer	3 pcs	Ruby oil
2 pcs	Urinal	2 pcs	Bp apparatus, aneroid	10 pcs	Soap
12 pcs	Basin (small)	2 pcs	Bp apparatus, manual	5 pcs	Feeding bottles w/ cover and nipples
1 pc	Baby bath tub	1 unit	Coffee maker	4 pcs	Hot and cold bottles
12 pcs	Flat sheet	1 pc	Cup	1 gal	Bleaching solution
12 pcs	Gloves - household	1 unit	Dish washer w/ drier	1 pack each	Coffee, Cream and sugar
1 box	Gloves - surgical	1 unit	Food processor	1 pack	Coffee tooth
12 pcs	Face towel / washcloth	2 pcs	Flat iron with ironing board	1 set	Condiments
12 pcs	Bath towel / washcloth	1 unit	Microwave oven - digital	1 gal	Fabrics softener
4 pcs	Blanket	1 unit	Oven (electric, gas)		Food items - use for preparing meals
4 pcs	Combed	25 pcs	Chair with arm	1 pack	Diaper (infant and adult)
2 pcs	Bedpan	1 unit	Dining set	1 gal	Liquid soap (cleansing bottles)
2 pcs	Bottle brush (cleansing feeding bottles)	2 pcs	White board	1 kit	Infant formula
2 pcs	Flushing cloth	1 unit	CHOP CUP	5 packs	Table napkins
5 pcs	Baby clothes	1 unit	Guarantee w/ printer	2 pcs	Table cloth
5 pcs	Baby blanket	1 unit	Infregator	1 pack	Garbage bags
1 pc	Carpet 4 ft x 8 ft	1 pc	Sphygmomanometer	2 sets each	Bathing paraphernalia (adult and child)
1 pc	Clothes line	1 pc	Bottle Sterilizer, electric	<b>TRAINING MATERIALS/ REFERENCES</b> 1. Mother and Care Baby 2. Infant Care Feeding 3. Story books e.g. Cinderella, snow white, etc. 4. Geriatrics A Study of Malady 5. Complete Early Childhood 6. Baby Play 7. Fundamentals of Nursing 8. Cookbook 9. Toddler Play 10. Care of the Adult 11. First Aid Book 12. Cleaning of Different Areas of the house	
1 pc	Clothes hanger	1 pc	Stethoscope		
1 pc	Clothes rack	1 unit	Stom		
2 each	Clothes, linen and fabric for laundry	1 unit	Operational telephone unit		
1 set	Clara worn	10 sets	Thermometer (Oral, rectal, Axilla, Tympanic)		
1 set	Cooking utensils	1 unit	Bread toaster		
5 pcs	Cutting board	1 unit	Washing machine - Heavy Duty		
1 set	Cutlery	1 unit	Drier		
1 pc	Electric kettles	1 pc	Weighing scale		
1 pc	Electric opener	1 pc	Wheel chair		
10 pcs	Gown (hospital)	1 unit	Vacuum cleaner - Heavy Duty		
1 pc	Hot water bag	1 pc	Commode		
1 pc	Ice cap	1 pc	Gown or walker		
1 pc	Katko	1 pc	High chair / booster seat/ portable seat		
1 set	Pots and pans	1 unit	Dressing trolley w/	1 set each	<b>TOYS</b> 13. Crayons 14. Play Dough 15. Shape sorter 16. Coloring Book 17. Musical Mobile 18. Push & pull toys 19. Toys (unsorted), games and accessories 20. CPR (Infant, Child and Adult) 21. Artificial Pump (Infant, Child and
10 pcs	Toy holder		+ cotton balls + medicine glass + thermometer + wound dressing set		
2 pcs	Apron	1 set	First aid kit		
1 set	Crutches (adjustable)	1 each	Dummy (baby and adult) ** - use for bathing		
1 set	Crossing Aid (handbrush, comb, nail cutter, nail brush)	1 each	Dummy for CPR (infant, child and adult) **		
5 pcs	Hand towel	<b>OFFICE EQUIPMENT/ FURNITURE</b>			
1 set	Feeding utensils (Child and adult)	1 unit	Fax machine		
1 set	Measuring cup	1 unit	Television		

Recommended list of tools, equipment and materials for the training of 25 trainees for CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II.

#### TRAINING CENTER OFFICE

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Computer table
3	SETS	Office table (regular size) with chairs
2	PC	Steel cabinet
1	SET	Computer with complete accessories and applications
1	UNIT	Telephone with internet
1	SET	Printer
1	UNIT	Air conditioning unit
1	PC	Wall clock
2	SET	First aid kit
1	PC	Rechargeable emergency lamp
2	PC	Fire extinguisher
1	PC	Bulletin board
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Scissors
1	PCS	Stapler
1	PCS	Puncher
1	PC	White board eraser
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	REAM	A4, letter, legal bond paper (each)
25	PCS	Long, short Feller each
25	PCS	Long, short Envelop each
1	REAM	A4, letter, legal bond paper (each)
1	BOX	Fastener
1	BOX	Staple wire
3	PCS	Ballpoint / ink corrected tape / Red
1	BOX	Paper clip
2	PCS	White board markers (RED, BLUE, BLACK) (each)
3	PCS	Penal eraser
INSTRUCTIONAL MATERIALS and LEARNING GUIDES		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	CDPY	Session plans per unit of competency
1	CDPY	On the Job Training (OJT) program
25	COPIES	Trainees Recount Books
1	CDPY	Summative assessment tools per unit / chapter of units of competency

#### CONTEXTUAL LEARNING AREA

TOOLS and EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	POSTER	Progress chart for 25 trainees for the qualification
1	POSTER	List of competency standards for the qualification
1	PC	Wall clock
25	PC	Arm chairs
3	PC	Long Table
1	UNIT	LCD projector
1	PC	White board (big)
5	PC	White board markers
2	PC	White board eraser
1	PC	Trainer Chair
1	PC	Trainer Table with drawers
1	UNIT	Air conditioning unit

TOOLS		EQUIPMENT		MATERIALS	
Qty	Description	Qty	Description	Qty	Description
1 unit	Medical tray	1 unit	VHS/DVD Player	22	Fracture
1 set	Aluminum bowl	1 set	Subsant	23	Spurred Ankle
8 pcs.	Pad			24	Burns
5 pcs.	Penket			25	Child safety items about playing and safe
1 pc.	Pick up tircip			26	Multiple Casualty Management
12 pcs.	Alfow capot				
8 pcs.	Alfow				
1 unit	Portable heater				
1 unit	Portable heater				
2 pcs.	Record book				
6 pcs.	Rubber sheets				
1 set	Silver ware				
10 pcs.	Soap dish				
1 pc.	Tong (plastic rubber)				

#### LEARNING RESOURCE AREA

TOOLS and EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	SETS	Desktop computer with internet access
2	SET	Long table with 4 chairs
2	UNITS	Bookshelves
1	CCP/	Relevant Training Regulation for the qualification
2	COPIES	Competency-Based Learning Module (CBLM)
1	CCP/	Outcome-Based Training Curriculum for the qualification
2	COPIES EACH	Relevant Philippine laws and regulations: <ul style="list-style-type: none"> <li>RA 11058 OSH Law</li> <li>RA 10173 Data Privacy law</li> <li>RA 0003 Ecological Solid Waste Management Act of 2000</li> <li>RA 6969 Toxic Substances &amp; Hazardous &amp; Nuclear Wastes Control Act of 1990</li> <li>PD 608 Code on Sanitation of the Philippines</li> <li>Executive Order 3281 Caregivers Welfare Act</li> <li>RA 7184 Philippine Nursing Act</li> <li>RA 10918 New Pharmacy Law</li> </ul>
2	COPIES	WHO Guidelines on infection prevention and control
2	COPIES EACH	Text reference or book reference: <ul style="list-style-type: none"> <li>Fundamentals of Caregiving</li> <li>Fundamental of Nursing</li> <li>Caregiving for newborn to preschooler</li> <li>Nurses Pocket Guide</li> <li>Medical Dictionary</li> <li>NIMs : PPO</li> <li>Principles and practice of therapeutic communication</li> <li>Principles and practice of ergonomics</li> <li>Basic human anatomy</li> <li>Basic human physiology</li> <li>Principle of Growth and Development</li> <li>Principles in hygiene practices and techniques</li> <li>Principles in therapeutic techniques</li> <li>Maternal and Child Nursing</li> <li>Early Childhood Assessment</li> <li>Child and adolescent psychiatry</li> <li>Caregivers Care plan or Nursing Care plan</li> <li>Ethical and legal standard of care (local and abroad)</li> <li>Principles of Infection Control</li> </ul>
2	COPIES	Go, GROW, GLOW poster
10	COPIES EACH	Audiovisual Video presentation: <ul style="list-style-type: none"> <li>Handwashing techniques</li> <li>Gloving technique</li> <li>Wearing of Personal protective equipment</li> <li>Bathing of the <u>preschooler</u></li> <li>Cooking meal for <u>preschooler</u></li> <li>Preparing snack for toddler and <u>preschooler</u></li> <li><u>Preschooler</u> types of play</li> <li>Common Injuries and Accident and its management among <u>preschooler</u></li> <li>Basic First aid and Basic Life Support with AED for children</li> <li>Multiple casualty management</li> <li>Secondary sex characteristics</li> <li>Goal orientation, vocation and career</li> <li>Sexual role <u>development</u> and responsibility</li> <li>Anxiety / depression among <u>preschooler</u> and its management</li> </ul>



**WORKSHOP / PRACTICAL WORK AREA**

UC 1: Provide Assistance and Care to Personal Needs of Gradeschooler		
EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	UNITS	Electric stove (1 burner)
1	UNIT	Child dummy for bathing (about 3 feet)
1	UNIT	Digital microwave oven
2	UNITS	Blender
1	UNIT	Rice cooker
1	UNIT	Spice toaster
1	UNIT	Dining Table (about good for 4 person)
1	UNIT	LCD projector
1	SET	Audio-visual equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PCS	Digital thermometer
2	PCS	Medical Tray (stainless steel, about 450mm x 200mm)
2	PCS	Small bucket/pail (plastic)
2	PCS	Dipper (plastic)
4	PCS	Food Tray (Plastic / stainless steel, regular size)
2	SETS	Dinnerware (basic)
2	SETS	Kitchen knives (basic)
2	SETS	Silverware (basic)
2	SETS	Cutleryware (basic)
2	UNITS	Spice
2	SETS	Cooking utensils
2	SETS	Pots and pan
2	PCS	Kitchen apron
2	PCS	Peeler (plastic/stainless steel)
4	PCS	Cutting board
2	PCS	Food holder
2	UNITS	Measuring cup
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
2	PCS	Bath towel (Children size)
2	PCS	Face towel
2	PCS	Bath soap (about 50 grams)
2	SETS	Clothes (Shirt, short, undershorts)
2	SETS	Grooming kit (hairbrush/comb, nail scissors/nail cutter)
2	PCS	Hand Towel
2	SETS	Oral Hygiene kit (Kid's toothbrush, soft bristles, kid's toothpaste, about 50 ml)
2	SETS	Condiments
2	SETS	Food items use for preparing meals and snacks*
4	PCS	Table cloth
2	PCS	Liquid soap (hand washing, about 100ml bottle capacity)
2	PCS	Liquid detergent (kitchen use, about 200ml bottle capacity)
1	PACKS	Garbage bag (regular size that fits the box)
4	PCS	Garbage bin (stainless steel/plastic with cover)
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Globe Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing assistance and care to personal needs of grade schooler

**UC 2: Foster Physiological Needs and Cognitive Development of Grade schooler**

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-visual equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Coloring books
1	PC	Crayons
1	PC	Pencils
1	PC	Peg boards
1	PC	Beads to Strings
1	PC	Construction sets / Building Blocks
1	PC	Scissors
1	PC	Poster
1	PC	Play dough
1	PC	Shape sorter
1	PC	Push and pull toys
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Entertainment report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	CCPY	Module of Instruction: Fostering physiological needs and cognitive development of grade schooler

**UC 2: Foster Physical Growth and Development of Grade schooler**

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-visual equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Coloring books
1	PC	Crayons
1	PC	Pencils
1	PC	Peg boards
1	PC	Beads to Strings
1	PC	Construction sets / Building Blocks
1	PC	Scissors
1	PC	Paper
1	PC	Play dough
1	PC	Shape sorter
1	PC	Push and pull toys
1	PC	Whiteboard
1	PC	Clip Chart (Client's Care plan made by the Doctor or Nurses)
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Entertainment report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	CCPY	Module of Instruction: Fostering physical growth and development of grade schooler

**UC 4: Respond to Emergency for Grade schooler**

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Dumby for child (with light detector and slider)
1	UNIT	AED for grade schooler (prototype)
1	UNIT	Drooping Trolley
1	UNIT	LCD projector
1	SET	Audio-visual equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Surgical scissors
1	PC	Bandage scissors
1	PC	Pick up forceps
2	PCS	Tissue forceps
2	PCS	Surgical forceps
2	SETS	Hand Splint (different sizes: Arm, forearm, thigh, leg)
2	SETS	Soft Splint
2	SETS	First aid kit
2	PCS	Medical tray (stainless steel)
2	PCS	First aid tray (plastic/stainless steel)
2	PCS	Instrument tray with cover (stainless steel)
1	PC	Cervical collar for <u>gradeschooler</u>
1	PC	Cardiac board for <u>gradeschooler</u>
1	PC	Whiteboard
1	PC	Clip Chart (Caret's Care plan made by the Doctor or Nurses )
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	BOX	Clean gloves (50 pairs)
5	SETS	Surgical gloves (different sizes: 5.5, 6.5, 7, 7.5, 8)
1	BOX	Surgical mask (50 pieces)
6	BOTTLES	70% alcohol (at least 250ml capacity)
20	PCS	Hospital hair net
2	PACKS	Cotton Balls (at least 100 balls)
10	PCS	Triangle bandage
2	SETS	Elastic Bandage (different size: 2", 3", 4")
10	PCS	Surgical wound bandage (at least 4x4)
1	PC	Soaking solution (instrument disinfectant, 500 ml)
1	PC	Rinsing solution (Pain NSS, 1000 ml)
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color )
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Respond to emergency for <u>gradeschooler</u>

**UC 5: Foster Physical Growth and Development of Adolescent**

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-visual equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	PC	Clip Chart (Caret's Care plan made by the Doctor or Nurses )
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Ballpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color )
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Fostering physical growth and development of <u>adolescence</u>



**UC 6: Provide Developmental Task for Adolescent**

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Whiteboard
1	PC	Clip Chart (CCLM) Care plan made by the Doctor or Nurse
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Balpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Providing developmental task for adolescence

**UC 7: Respond to Emergency for Adolescent**

EQUIPMENT		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	Detector for <del>glue</del> (with light detector and clicker)
1	UNIT	AED for <del>gradeschools</del> (prototype)
1	UNIT	Dressing Trolley
1	UNIT	LCD projector
1	SET	Audio-video equipment
1	UNIT	Computer or Laptop
1	UNIT	Printer
TOOLS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Surgical scissors
1	PC	Bandage scissors
1	PC	Pick up forceps
2	PCS	Tissue forceps
2	PCS	Surgical forceps
2	SETS	Hand Split (Different sizes: Arm, forearm, thigh, leg)
2	SETS	Soft Splint
2	SETS	First aid kit
2	PCS	Medical tray (stainless steel)
2	PCS	Kidney basin (glass/stainless steel)
2	PCS	Instrument tray with cover (stainless steel)
1	PC	Cervical collar for <del>gradeschools</del>
1	PC	Cardiac board for <del>gradeschools</del>
1	PC	Whiteboard
1	PC	Clip Chart (CCLM) Care plan made by the Doctor or Nurse
MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
1	BOX	Clean gloves (50 pairs)
8	SETS	Surgical gloves (different sizes: 5.5, 6.5, 7, 7.5, 8)
1	BOX	Surgical mask (50 pieces)
8	BOTTLES	70% alcohol ( <del>at least</del> 250ml capacity)
25	PCS	Hospital bed net
2	PACKS	Cotton Balls ( <del>at least</del> 100 balls)
15	PCS	Triangular bandage
5	SETS	Elastic Bandage (different size: 2", 3", 4")
10	PCS	Surgical wound bandage ( <del>at least</del> 4x4)
1	PC	Soaking solution (instrument disinfectant, 500 ml)
1	PC	Rinsing solution (Plain NSS, 1000 ml)
25	PC	Sample nursing care plan template
25	PC	Sample client clip chart
25	PC	Personal care support plan
25	PC	Endorsement report
1	REAM	Bond Paper
1	BOX	Balpoint Pen (Color: Red, Blue, Black, Quantity: 1 box per color)
INSTRUCTIONAL MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
5	COPIES	Competency-Based Learning Module (CBLM)
1	COPY	Module of Instruction: Respond to emergency for adolescence

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)				Amendments			
<b>3.5 Training Facilities</b>							
The Caregiving Learning Facility must be of concrete structure. Based on class intake of 25 students/trainees, the space requirements for the teaching/learning and curriculum areas are as follows:				Based on a class intake of 25 learners/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
Administration Office				Administrative/Office Area		15 sq.m.	15 sq.m.
Demonstration Room				Training Resource Area		10 sq.m.	10 sq.m.
- Child Care		30 sq.m.	30 sq.m.	Practical Work Area - Elderly		20 sq.m.	20 sq.m.
- Home Management		60 sq.m.	60 sq.m.	Contextual Learning Area		20 sq.m.	20 sq.m.
- Elderly Care		30 sq.m.	30 sq.m.	Learning Resource Area		30 sq.m.	30 sq.m.
- Care for People with Special Needs		30 sq.m.	30 sq.m.	Computer Laboratory		15 sq.m.	15 sq.m.
Academic Room		30 sq.m.	30 sq.m.	Circulation Area		10 sq.m.	10 sq.m.
Study Room/ Learning Resource Center				Career Counseling Area		30 sq.m.	30 sq.m.
Clinic				Clinic/Lactating Room		5 sq.m.	5 sq.m.
Separate Restrooms for Female and Male				Comfort Room for Special Child and Elderly		5 sq.m.	5 sq.m.
Library holdings must be less than five (5) titles related and for each title at least 3 copies each				Separate restrooms for female and male		10 sq.m.	10 sq.m.
Total workshop area:			180 sq. m.	Total workshop area:			170 sq. m.
Working Field	0.25 hectare (MOA/Rental)						

Existing Promulgated Training Regulations (Board Resolution No. 2007-01)	Amendments
<b>3.6 Trainer's Qualifications</b>	
<ul style="list-style-type: none"> <li>• Must be a holder of NC III</li> <li>• Must have undergone training on Training Methodology II (TM II)</li> <li>• Must be physically and mentally fit</li> <li>• *Must have at least 2-3 years job/industry experience on supervisory/managerial level</li> <li>• Must possess good communication skills</li> </ul> <p>*Optional. Only when required by the hiring institution</p>	<ul style="list-style-type: none"> <li>• Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Caregiving (Elderly) NC II</li> <li>• Must be a graduate of any allied health courses or Bachelor's Degree</li> <li>• Must possess good communication skills</li> <li>• Must have at least two (2) years industry experience for the last five (5) years</li> </ul>
<b>3.7 Institutional Assessment</b>	
<p>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.</p>	<p>Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.</p>
<b>SECTION 4 Assessment and Certification Arrangements</b>	
<p>4.1 To attain the National Qualification of Caregiving NC II, the candidate must demonstrate competence through project-type assessment covering all units listed in Section 1. The successful candidate shall be awarded a National Certificate signed by the TESDA Director General.</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>4.2 The qualification of Caregiving NC II may be attained through -</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>4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas -</p>	
<p>4.2.1.1 Providing care and support for infants, toddlers and children</p> <ul style="list-style-type: none"> <li>• Provide care and support to infants/toddlers</li> <li>• Provide care and support to children</li> <li>• Foster social, intellectual, creative and emotional development of children</li> <li>• Foster the physical development of children</li> <li>• Maintain healthy and safe environment</li> <li>• Respond to emergency</li> <li>• Clean living room, dining room, bedrooms, toilet and bathroom</li> <li>• Wash and iron clothes, linen and fabric</li> <li>• Prepare hot and cold meals</li> </ul>	<p><b>4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</b></p> <p>4.1.1 To attain the national qualification of <b>CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II</b>, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.</p> <p>4.1.2 A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely:</p> <p><b>COC1 Provide care and support to grade schooler (6 to 12 years old)</b></p> <ul style="list-style-type: none"> <li>• Provide assistance and care to personal needs of grade schooler</li> </ul>



Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
<p>4.2.1.2 Providing care and support for the elderly and people with special needs.</p> <ul style="list-style-type: none"> <li>• Provide care and support to elderly</li> <li>• Provide care and support to people with special needs</li> <li>• Maintain healthy and safe environment</li> <li>• Respond to emergency</li> <li>• Clean living room, dining room, bedrooms, toilet and bathroom</li> <li>• Wash and iron clothes, linen and fabric</li> <li>• Prepare hot and cold meals</li> </ul> <p>4.2.2 Demonstration of competency through project-type assessment covering all required units of qualification</p> <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 Reassessment is allowed only after one month from the date of assessment. Reassessment for a National Certificate shall be done only on the task/s that the candidate did not successfully achieve.</p> <p>4.6 A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.</p> <p>4.7 Only certified individuals in this Qualification may be nominated by the industry sector for accreditation as competency assessor.</p> <p>4.8 Only accredited competency assessors are allowed to conduct competency assessment, however trainers who are accredited competency assessors are not allowed to assess their trainees.</p>	<ul style="list-style-type: none"> <li>• Foster physiological needs and cognitive development of grade schooler</li> <li>• Foster physical growth and development of grade schooler</li> <li>• Respond to emergency for grade schooler</li> </ul> <p><b>COC 2 Provide care and support to adolescent (13 to 19 years old)</b></p> <ul style="list-style-type: none"> <li>• Foster physical growth and development of adolescent</li> <li>• Provide development tasks for adolescent</li> <li>• Respond to emergency for adolescent</li> </ul> <p>Upon accumulation and submission of all the COCs acquired, an individual shall be issued the corresponding National Certificate for the Qualification.</p> <p>4.1.3 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency.</p> <p>4.1.4 Any of the following are qualified to undergo assessment and certification:</p> <p>4.1.4.1 Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II.</p> <p>4.1.4.2 Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least two (2) years within the last five (5) years.</p> <p>4.1.5 <b>Recognition of Prior Learning (RPL).</b> Candidates who have gained competencies through education, informal training, previous work or life experiences with at least two (2) years of caregiving experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.</p>

Existing Promulgated Training Regulations (Board Resolution No. 2007-20)	Amendments
<p>4.9 Assessment of competence must be undertaken only in the TESDA accredited assessment center. The performance of assessment (demonstration of competence), however, may be done in any venue or workplace duly designated by an accredited assessment center.</p> <p>4.10 The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification.</p>	<p>Requirements and implementation procedure of Portfolio Assessment must be consistent with TESDA Circular No. 47, series of 2018 on <b><i>Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System.</i></b></p> <p>4.1.6 Holders of National Certificate (NC) or Certificates of Competency (COC) in Caregiving Services NC II are required to undergo re-assessment under the amended Training Regulations (TRs), upon expiration of their Certificates.</p> <p>4.1.7 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 Competency Assessment and Certification System (PTCACS)".</p> <p><b>4.2 COMPETENCY ASSESSMENT REQUISITE</b></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> <ol style="list-style-type: none"> <li>Identify the candidate's skills and Knowledge</li> <li>Highlight gaps in candidate's skills and knowledge</li> <li>Provide critical guidance to the assessor and candidate on the evidence that need to be presented</li> <li>Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior</li> </ol> <p>4.2.2 <b>Accredited Assessment Center.</b> Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers</p>

	<p>undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.</p> <p><b>4.2.3 Accredited Competency Assessor.</b> 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>
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