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

145th TESDA BOARD MEETING
13 November 2024, Wednesday, 1:00 P.M.
TESDA Board Room,7th Floor,
TESDA Main Building, East Service Road,
Taguig City

Resolution No. 2024- 18
(Page 1 of 3 pages)

APPROVING THE REVISIONS TO THE PHILIPPINE TVET TRAINER'S QUALIFICATION FRAMEWORK (PTTQF)

WHEREAS, the Technical Education and Skills Development Authority (TESDA) is committed to enhancing the standards and quality of technical education and skills development in the Philippines through updated standards for TVET trainers, ensuring alignment with industry needs and pedagogical advancements;

WHEREAS, Section 10 of R.A. No. 7796 also known as TESDA Act of 1994, provides that the TESDA Secretariat shall prepare and implement programs for the training of trainers, supervisors, planners and managers;
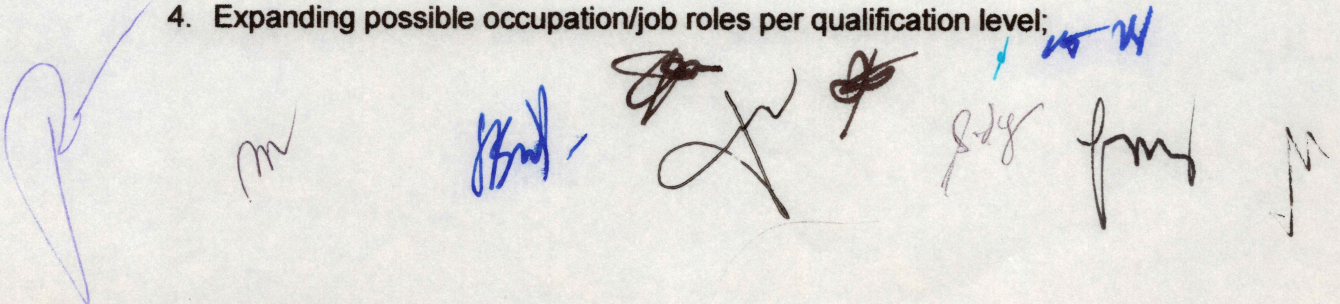
WHEREAS, Section 14 of R.A. No. 7796, states that the National Institute for Technical Vocational and Education Training (NITVET) shall develop and implement integrated program for continuing development of trainers, teachers and instructors within the technical education and skills development sector;

WHEREAS, the Philippine TVET Trainer's Qualification Framework (PTTQF) was originally promulgated by the TESDA Board in 2004 and subsequently amended in 2010, providing a structured framework to develop, assess, and certify TVET trainers, including standards for competencies, qualifications, and progression pathways;

WHEREAS, the revision of the PTTQF is critical to keep it relevant and responsive to the evolving needs of technical-vocational education and ensure alignment with advancing educational technologies and modern pedagogical approaches;

WHEREAS, key features were incorporated to address challenges brought by the pandemic and technologies:

1. Restructured trainer qualification levels from four (4) levels to five (5) levels, and added level descriptors;

2. Qualifications packaging made more flexible by defining multiple qualification pathway packaging rules, including;

3. Highlighting the inclusion of 21st-century skills per qualification level;

4. Expanding possible occupation/job roles per qualification level;

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5. Provision of general guidelines to serve as a reference for the implementation of training, assessment, and certification of TVET trainers, and

6. Recognition of skill sets to address the immediate competency needs of workers in TVET;

WHEREAS, the revised PTTQF was reviewed and refined through comprehensive consultations, including the Trainer Competencies Identification Workshop, National Validation Survey, presentations to the NTTA Advisory Council, PTTQF Qualification Packaging Workshops, and a National Public Consultation, ensuring the incorporation of all relevant stakeholder feedback into the framework;
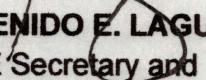
WHEREAS, during the 172nd Standards Setting and Systems Development Committee (SSSDC) Meeting held last 09 October 2024, the Committee favorably endorsed the enhanced Philippine TVET Trainers Qualification Framework 2024;
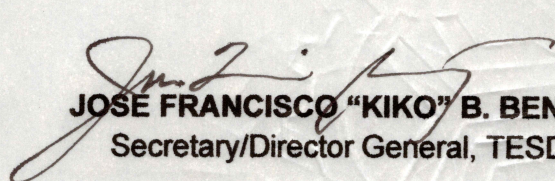
WHEREAS, the PTTQF, series of 2024, is herewith annexed and made an integral part of this resolution;

NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board, in its meeting today, 13 November 2024, at 1:00 P.M., approves the revised Philippine TVET Trainer's Qualification Framework (PTTQF) that shall serve as the basis for developing the appropriate Competency Standards (CS) and Training Regulations (TR) for the qualification levels of TVET Trainers.

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

Adopted this 13th day of November 2024.

SEC. BIENVENIDO E. LAGUESMA
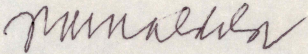DOLE Secretary and
TESDA Board Chairperson

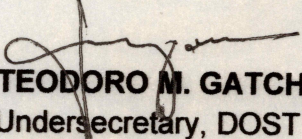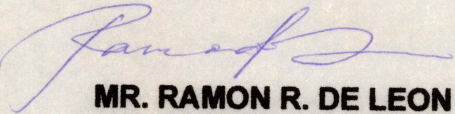**JOSE FRANCISCO "KIKO" B. BENITEZ**
Secretary/Director General, TESDA
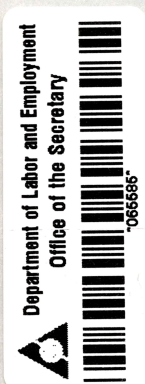
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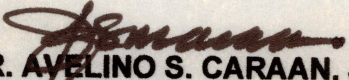
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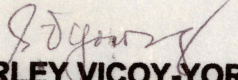
USEC. RAFAELITA M. ALDABA
Undersecretary, DTI

USEC. TEODORO M. GATCHALIAN
Undersecretary, DOST
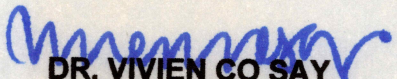
MR. RAMON R. DE LEON
Board Member, Labor Sector
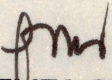
MR. RENE M. TADLE
Board Member, Labor Sector

DR. AVELINO S. CARAAN, JR.
Board Member, Labor Sector

MS. SHIRLEY VICOY-YORONG
Board Member, Labor Sector

DR. LEONIDA BAYANI-ORTIZ
Board Member, Employer Sector

DR. VIVIEN CO SAY
Board Member, Employer Sector

MS. MA. FLORDELIZA CUSI LEONG
Board Member, Employer Sector

Prepared by:

ATTY. JAN MICHAEL P. JARO
TESDA Board Secretariat

ANNEX: PTTQF series of 2024

**Technical Education and Skills Development Authority
Philippines**

PTTQF 2024

Quality Trainers for Training Excellence

Philippine TVET Trainer Qualifications Framework 2024

Table of Contents

Table of Contents

The Philippine TVET Trainer Qualifications Framework 2024

I. Introduction

A. Background/Rationale

On February 5, 2004, the TESDA Board, through Resolution No. 2004-03-Adoption of the Philippine TVET Trainers Qualification Framework, promulgated the TVET Trainers Qualification Framework. The framework comprised the following levels: Trainer Qualification I- Trainer I, Trainer Qualification II- Trainer II, Trainer Qualification III- Senior Trainer, and Trainer Qualification IV- Mentor/Master Trainer.

On April 8, 2010, the TESDA Board, through Resolution No. 2010-05-Approving the Amendments to the Philippine TVET Trainers Qualification Framework (PTTQF), amended the Philippine TVET Trainer Qualifications Framework of 2004. The framework has the following levels: Trainer Qualification I- Trainer/Assessor, Trainer II- Training Designer/Developer, Trainer Qualification III- Training Mentor, and Trainer Qualification IV- Master Trainer. The framework defines each qualification level, trainee entry requirements, the basic and core competencies, and the trainer's curriculum.

In June 2021, the Technical Working Group for the Review of the Philippine TVET Trainer Qualification Framework was reconstituted to study and enhance the framework to include trainer's competencies that will respond to the challenges of the 4th Industrial Revolution and the unpredictable educational disruptions due to natural or man-made calamities.

The review and development of the PTTQF 2024 were participated by expert trainers from the private and public technical vocational institutions, universities and colleges, and industry associations conducting training and development for their workers.

B. Legal Basis

The legal basis for institutionalizing the Philippine TVET Trainer Qualifications Framework is Republic Act No. 7796, known as An Act Creating the Technical Education and Skills Development Authority, Providing for its Powers, Structure, and for Other Purposes. The following provisions of RA 7796 support the PTTQF:

SEC. 10. The TESDA Secretariat. – There is hereby created a Technical Education and Skills Development Authority Secretariat which shall have the following functions and responsibilities: h) to prepare and implement upon approval by the Authority a program for the training of trainers, supervisors, planners and managers as provided for in Section 23 of this Act;

SEC. 23. Administration of Training Programs. – The Authority shall design and administer training programs and schemes that will develop the capabilities of public and private institutions to provide quality and cost-effective technical education and skills development and related opportunities. Such training programs and schemes shall include teacher's trainers' training, skills training for entrepreneur development and technology development, cost-effective training in occupational trades and related fields of employment, and value development as an integral component of all skills training programs."

C. Purpose

The Philippine TVET Trainer Qualifications Framework 2024 aims to enhance the trainer's qualifications by integrating competencies that will enable our current and future trainers to respond to the challenges of the 4th Industrial Revolution and the unpredictable educational disruptions that hamper the continuity of learning activities.

The PTTQF 2024 will guide the development of the Training Regulations for TVET trainer qualifications.

D. Coverage

The PTTQF 2024 covers the following components:

- Trainer Qualifications Level Descriptors
- Qualification Packaging Guidelines
- The PTTQF Units of Competency and 21st Century Skills
- Trainer Qualifications Framework
- Skill Sets
- Training Guidelines
- Assessment Guidelines

II. National TVET Trainer Qualifications Level Descriptors

The packaging of the units of competency into TVET Trainer qualifications is guided by the four levels of general descriptors of learning outcomes. The level descriptors were patterned after the Philippine Qualification Framework's three domains: knowledge, skills and values; application; and degree of independence. The table below shows the descriptors of each level.

Trainer Certificate Level	Knowledge, Skills, and Values	Application	Degree of Independence
National TVET Trainer Certificate I (Training & Education)	**Broad and coherent** knowledge and skills in **training and assessment** following the competency-based training (CBT) delivery approach principles.	Applied in the implementation of competency-based training and assessment programs.	A **substantial degree of autonomy** in selecting TVET training delivery methods and learning resources.
National TVET Trainer Certificate II (Educational Technology)	**Broad and coherent** knowledge and skills in various pedagogical theories and principles, advanced knowledge and skills in **instructional design, and expertise in combining technology and education** to enhance the teaching and learning process for the effective delivery of TVET programs.	Applied in leading the development and initiating advanced and innovative TVET training delivery, and methods with a strong focus on the needs and well-being of students or learners.	A **significant degree of independence** in initiating the development of advanced and innovative TVET training delivery, and methods, assessment and in guiding other trainers through the development process.
National TVET Trainer Certificate III (Training Design and Development)	**Broad and coherent** knowledge and skills in various pedagogical theories and principles, **curriculum development, assessment methods, program evaluation** and strategies to create	Applied in supervising and analyzing training needs of individuals and organizations and developing TVET training programs according to workplace requirements.	A **significant degree** of independence in providing **comprehensive guidance and direction** to fellow trainers involved in the

	high-quality TVET training programs.		development of TVET programs.
National TVET Trainer Certificate IV **(Instructional Supervision)**	**Advance knowledge and skills in supervising and coordinating** training in evaluating the delivery of training and assessment services, evaluating and giving feedback on trainer's performance, and **providing coaching and mentoring activities** for the improvement of trainers and assessors.	Applied in operating and managing the delivery of TVET training programs by a team of trainers with different disciplinary fields, in recommending policies and programs for the improvement of training delivery systems and services, and in the professional development of trainers and assessors.	**A high degree of independence** in supervising the development, promotion, implementation, and evaluation of the training programs, including institutional research activities.
National TVET Trainer Certificate V **(Training Management and Administration)**	**Highly advanced knowledge and skills in the strategic formulation of policies** in training program development and implementation, management of training budget, trainers' development programs, and implementation of research activities for the improvement of TVET.	Applied to direct and oversee the developmental management of training programs and services that require self-direction and professional leadership for creativity and innovation.	**Total independence** in the individual work and management of multi-disciplinary teams implementing the training programs. A significant level of expertise-based autonomy and accountability may also apply at this level.

III. Qualification Packaging Guidelines

A. Guiding Principles in Qualification Packaging

The following principles guided the experts in packaging the Trainers Qualifications:

- **Coherence:** The units of competency are grouped and packaged into logical and meaningful workplace combinations reflecting complete and recognizable job roles.

- **Relevance and Sufficiency:** The units of competency are packaged so that the resulting qualifications include a range of relevant competencies that industry agrees are sufficient for a broad range of typical jobs in that industry.

- **Flexibility:** Combinations of units of competency must be flexible enough to ensure qualifications can be used by a diverse range of small, medium and large enterprises, while still being meaningful across the industry.

B. Classification of Competencies

For the PTTQF 2024 qualification packaging, the competencies are classified as follows:

Basic Competencies are non-technical units of competency needed to perform satisfactorily at work and in society, and these competencies are portable and transferable irrespective of jobs and industrial settings. The developers of the qualification frameworks can select from the Basic Competencies (integrated with 21st Century Skills) Competency Standards promulgated by the TESDA Board. They shall be mandatory units within the qualification.

In selecting the Basic Competencies, the developers must consider the following factors:

- The basic competencies underpin the functions of the occupation within the qualification.
- The basic competencies will enhance the performance of the worker.

Core Competencies are units of competency performed by all workers within the qualification level of an industry sector regardless of job titles. These competencies are performed by workers in all workplaces.

Elective Competencies are units of competency that will provide the breadth of skills to meet the needs of diverse enterprises with varying skill combinations and work organization approaches. These competencies are selected from a list provided in the qualification framework.

Specialization Competencies are a group of competency units focused on a particular area of expertise. The learner will select from groups of competencies that will lead to a field of specialization.

C. Packaging Models

The packaging rules for each qualification level follow the most appropriate packaging models to ensure the principles of qualification packaging are followed. The experts selected the most suitable packaging models from the table below:

Packaging Models	Description
● Basic and Core Only Model	- All the units of competency making up a qualification are Basic and Core units. There is no flexibility in structure, and assumes all workplaces require the same competency application.
● Basic, Core, and Electives Model	- The Basic and Core are mandatory units, and additional units are chosen from a group of units as electives. The key to this approach is to ensure enough cohesion in the packaged units to be meaningful and acceptable for a range of work across the industry, in whatever combination of electives is chosen.
● Basic, Core, and Specialization Model	- Mandatory basic and core units, but under this model, a choice is made from defined groups of units of competency called specializations rather than between individual units.
● Basic, Core, Specialization and Electives Model	- This model usually comprises a small number of Basic and Core units, a choice between Specialization groups, and an additional or alternative choice from a group of individual units.

IV. The PTTQF Units of Competency and 21st Century Skills

A. The PTTQF Units of Competency

A total of 68 trainer competencies were identified and validated by training provider administrators, supervisors, and trainers/assessors. The competencies were categorized into eleven (11) competency fields, with the corresponding number of competencies shown in the table below.

	Competency Field	No. of Units
A	Basic Competencies	8
B	Curriculum Development and Evaluation	9
C	Training Delivery Preparation and Facilitation	11
D	Instructional Materials Development	7
E	Facilities Maintenance and Improvement	3
F	Learning Environment	4
G	Assessment	4
H	Research and Development	3
I	Career Advocacy and Training Services Promotion	2
J	TVET Supervision, Management and Administration	13
K	Strategic Management and Leadership	4
	Total	**68**

The list of validated units of competency with corresponding unit coverage in this framework is shown in **Appendix A.** The competencies packaged into trainer qualifications by level were selected from this list of validated trainer competencies.

B. 21st Century Skills

The 21st Century Skills are a broad set of knowledge, skills, and attitude believed to be critically important to succeed in today's world, particularly in contemporary careers and workplaces. These skills have broader applications relevant to various daily life tasks, education, the labor market, social networks, and interpersonal relationships.

The 21st Century competency areas promulgated by the TESDA Board are as follows:

21st Century Competency Areas	Description
● Communication -	This competency contributes to understanding and harmonious relations across employees, clients, and the general public.
● Collaboration and Teamwork -	This competency contributes to productive working relationships and outcomes.
● Critical Thinking and Problem Solving -	This competency contributes to solving issues and concerns in the workplace.
● Life-long Learning and Career Skills -	This competency contributes to the employee's career satisfaction and growth through continuous learning.
● Learning and Innovation -	This competency contributes to the ability of the person to use strategies and techniques in facilitating the adoption, modification, and implementation of ideas practically.
● Information Technology -	This competency contributes to a person's ability to access, maintain, present, use, manage/evaluate, and develop information systems and processes.
● Occupational Health and Safety -	This competency contributes to practicing and establishing workplace occupational safety and health policies and procedures.
● Environment Literacy -	This competency contributes to the effective and efficient implementation of environmental work standards and practices.
● Entrepreneurship -	This competency contributes to the enterprise's effective operation and use of resources.

To ensure that the 21st Century Skills will be integrated into the learning and assessment strategies, the developers of the 2023 PTTQF version identified the specific skills required by the industry for each 21st Century Skills competency area. Each trainer certificate contains these specific 21st Century Skills in a summary table. These particular skills must be integrated into the learning and assessment strategies as part of the performance requirements that comprise the unit of competency. The trainer must identify from among the list in the summary table the specific 21st Century Skills to be integrated into the learning and assessment of each unit of competency in the qualification.

V. Trainer Qualifications

The trainer qualifications are composed of the following:

- National TVET Trainer Certificate I   (Training and Education)
- National TVET Trainer Certificate II   (Educational Technology)
- National TVET Trainer Certificate III (Training Design and Development)
- National TVET Trainer Certificate IV   (Instructional Supervision)
- National TVET Trainer Certificate V   (Training Management and Administration)

The details of the Trainer Certificates by qualification level are provided on the succeeding pages.

Appendix B shows a consolidated presentation of the different Philippine TVET Trainer Qualifications Framework Trainer Certificates I - IV.

National TVET Trainer Certificate I (Training and Education)

Descriptor

This qualification specifies the competencies required to deliver a competency-based training program in a training institution, enterprise, or community. The person who possesses this qualification enables the learners to develop competencies in performing a particular trade or technical work. The applicable competencies in this qualification are defined by the specialization based on the context of the training program. These are broad and coherent knowledge and skills in training and assessment following the principles of the competency-based training (CBT) delivery approach.

Job Roles

Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:

- Institution-Based Trainer
- Enterprise-Based Trainer/In-Company Trainer
- Community-Based Trainer
- Teacher *(subject to the relevant licensing and regulatory policy for teachers under RA 7836 and other issuances of relevant government agencies)*
- Technical Education and Skills Development (TESD) Specialist
- Training Specialist
- Industry Training Coordinator

Qualification Requirements

Packaging Rules
- Basic Units   -   2
- Core Units   -   8
- Specialization Units   -   5
Total units of competency -   **15**

Basic Competencies (2 units)

- Advocate and Apply Environmental Conservation
- Maintain and Enhance Professional Practice

Core Competencies (7 units)

Training Delivery Preparation and Facilitation
- Plan Learning Sessions
- Facilitate Group-Based Learning

Facilities Maintenance and Improvement
- Maintain Training Facilities

Learning Environment
- Ensure a Healthy and Safe Learning Environment
- Foster and Promote an Inclusive Learning Culture
- Work Effectively in Vocational Education and Training
- Apply Work Ethics, Values and Quality Principles

Assessment
- Develop Assessment Tools

Specialization Competencies (5)

Select one (1) specialization and all the units in the group based on the context of the training program.

Group A- Institution-Based Training (5 units)

Training Delivery Preparation and Facilitation
- Facilitate e-Learning Session
- Facilitate Distance Learning
- Supervise Work-Based Learning

Assessment
- Assess Learning

Career Advocacy and Training Services Promotion
- Conduct Career Coaching

Group B- Community-Based Training (5 units)

Curriculum Development and Evaluation
- Develop a Community-Based Training Program

Training Delivery Preparation and Facilitation
- Facilitate e-Learning Session
- Facilitate Distance Learning
- Organize and Implement Community-Based Training

Assessment
- Assess Learning

Group C- Enterprise-Based Training (5 units)

Curriculum Development and Evaluation

- Perform Job Analysis for Industry Training

Training Delivery Preparation and Facilitation
- Prepare Training in Industry
- Conduct Training in Industry
- Mentor in the Workplace

Assessment
- Conduct End-of-Training Assessment in Industry

21ˢᵗ Century Skills Summary

The following table contains a summary of the specific industry skills for each component of the 21ˢᵗ Skills required by the industry for this qualification. These industry skills must be integrated into training and assessment of each unit of competency.

21ˢᵗ Century Skills	Specific Industry Skills
Communication	- writing and interpreting the needs of the learners - utilizing a range of communication skills such as listening, questioning, reading, interpreting, and writing documents - writing hazard and incident reports - using effective facilitation and interpersonal skills, including verbal and body language, which is sensitive to the needs of others - mentoring, coaching, and tutoring technique for learners - practicing empathy - articulating thoughts and ideas
Collaboration and Teamwork	- working with colleagues to compare, review, and evaluate assessment processes and outcomes - actively participate in assessment validation sessions - developing and evaluating with others learning programs, CBC, and/or session plans for individual or group need
Critical Thinking and Problem-Solving	- using time management skills in designing learning programs - identifying appropriate learning resources - identifying and solving the trainee's difficulties in learning

Life-long Learning and Career Skills	- undertaking self-evaluation and reflection practices - seeking feedback from colleagues, clients and superior on professional performance
Learning and Innovation	- using new delivery technologies and assessment methods - selecting the most appropriate delivery methods and evaluating their effectiveness.
Information Technology	- using ICT to prepare output/documents - using technology to enhance outcomes, i.e., online delivery, research using the web - using student information management systems to record assessments. - technology and equipment needs are identified and organized before training - ability to use a range of software, including presentation packages
Occupational Health and Safety	- posting safety rules and regulations in the learning environment - elimination and control of hazard risks in the learning environment
Environment Literacy	- applying environmental work standards in the workshop - disposing of waste properly to protect the environment - Advocating green practices
Entrepreneurship	- calculating the cost of training programs - accessing appropriate resources to generate a range of options to meet learners' needs

Trainee Entry Requirements

A. Must have **any** of the following education and relevant industry and teaching experiences:
- Graduate of Bachelor's Degree (including thru ETEEAP); or
- Senior High School Graduate with at least 5 years industry experience; or

- Two (2) years of tertiary education (at least 72 units) and at least two years of actual teaching experience in TVET or at least four years as an Assistant or Demo Trainer or two (2) years industry experience; or

- Ten (10) years of Basic Education or Certificate Holder under an Alternative Learning System or passer of the Philippine Educational Placement Test (PEPT) and with at least six (6) years of relevant industry and or teaching experience.

B. Must have technical-vocational skills and or area of specialization.

C. Must possess appropriate and effective oral and written communication skills.

D. Must be able to operate basic computer applications.

National TVET Trainer Certificate II (Educational Technology)

Descriptor: This qualification specifies the competencies required to enhance or develop educational technologies to improve teaching and learning systems, promote innovative practices, and incorporate best practices in training according to workplace requirements.
Job Roles: *Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:* • Learning Materials Developer • Educational Technology Researcher • e-learning Specialist • Learning Systems Specialist • Educational Technologist

Qualification Requirements
 	
  Packaging Rules
    • Basic Units   -   2
    • Core Units   -   6
    • Elective Units   -   <u>5</u>
  Total units of competency -   **13**

Basic Competencies (2)

• Lead Workplace Communication
• Lead Small Teams

Core Competencies (6)

Curriculum Development and Evaluation
• Conduct Training Needs Analysis

Instructional Materials Development
• Develop Instructional Design
• Develop Multimedia Presentation Materials
• Develop Print Materials
• Develop e-Learning Package Using LMS
• Develop Educational Technology Strategies for Flexible Learning

Research and Development
• Conduct Technology Research

Elective Competencies (5)

Select five (5) units of competency from the list below: two (2) units each from the Curriculum Development and Evaluation, and Training Delivery Preparation and Facilitation competency fields, and one (1) unit from the Instructional Materials Development competency field.

Curriculum Development and Evaluation (2 units)
- Conduct Training Needs Analysis
- Evaluate Training Program
- Develop Competency-Based Curriculum
- Integrate Math and Science Principles in Technical Training
- Develop Training Proposal

Training Delivery Preparation and Facilitation (2 units)
- Plan Learning Sessions
- Facilitate Group-Based Learning Session
- Utilize Educational Technologies in Facilitating Flexible Learning Delivery
- Utilize Information Technology (IT) Applications in Technical Training

Instructional Materials Development (1 unit)
- Develop Mock-up and Simulators
- Develop Multimedia Presentation Materials
- Develop Learning System

21st Century Skills Summary

The following table summarizes the specific industry skills for each component of the 21st Skills required by the industry for this qualification. These industry skills must be integrated into training and assessment of each unit of competency.

21st Century Skills	Specific Industry Skills
Communication	- writing and interpreting the educational technology needs of the clients - utilizing a range of communication skills such as: listening, questioning, reading, interpreting, and writing documents - using effective facilitation and interpersonal skills including, verbal and body language, which is sensitive to the needs of others - mentoring, coaching, and tutoring technique - practicing empathy - articulating thoughts and ideas

Collaboration and Teamwork	● working with colleagues and external stakeholders to compare, review, and evaluate development processes and outcomes ● participating in the validation and/or evaluation of learning resources and systems actively ● developing and/or evaluating learning resources and systems with team members
Critical Thinking and Problem-Solving	● using time management skills in learning resources and systems ● identifying appropriate learning resources ● formulating relevant recommendations based on research results/findings ● addressing challenges in the conduct of research and development proactively
Life-long Learning and Career Skills	● seeking feedback from colleagues and clients on professional performance ● seeking opportunities for continuous professional development ● exhibiting professional work practices in dealing with colleagues ● ensuring the quality of work
Learning and Innovation	● determining appropriate learning resources and systems according to workplace requirements ● adopting/adapting new technologies in developing learning resources and systems
Information Technology	● utilizing design/authoring tools in developing learning resources ● using ICT to prepare output/documents ● using technology to enhance outcomes i.e., online collaboration tools, research using the web, etc. ● evaluating accuracy and relevance of online resources ● observing data privacy regulations, copyright, and other licenses in developing learning systems and resources ● interpreting and manipulating data and information

	● maintaining database and information system
Occupational Health and Safety	● observing OHS practices in the workplace ● controlling hazards and risks ● recommending OHS programs, policies, and procedures
Environment Literacy	● contributing to the improvement of environmental work programs, policies, and procedures ● applying environmental laws
Entrepreneurship	● calculating the cost of research and development projects ● accessing appropriate resources to generate a range of options to meet the project requirements

Trainee Entry Requirements

A. Must have **any** of the following education and relevant industry and teaching experiences:
   ● Graduate of Bachelor's Degree (including thru ETEEAP); or

   ● Two (2) years of tertiary education (at least 72 units) and at least two years of actual teaching experience in TVET or at least four years as an Assistant or Demo Trainer or two (2) years industry experience; or

   ● Ten (10) years of Basic Education or Certificate Holder under an Alternative Learning System or passer of the Philippine Educational Placement Test (PEPT) and with at least six (6) years of relevant industry and or teaching experience.

B. Must have technical-vocational skills and or area of specialization.

C. Must possess appropriate and effective oral and written communication skills.

D. Must be able to operate basic computer applications.

National TVET Trainer Certificate III (Training Design and Development)

Descriptor

This qualification reflects the roles of curriculum developers and instructional designers responsible for analyzing training needs and designing training programs according to workplace requirements. They may also have a role in promoting innovative practices, researching and incorporating best practices in training and assessment.

Job Roles

Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:

- Instructional Designer
- Learning Delivery Specialist/ Education Specialist
- Senior Technical Education and Skills Development (TESD) Specialist
- Curriculum Developer

Qualification Requirements

Packaging Rules
- Basic Units   -   2
- Core Units   -   6
- Elective Units   -   5
- **Total units of competency   -   13**

Basic Competencies (2)

- Lead Workplace Communication
- Lead Small Teams

Core Competencies (6)

Curriculum Development and Evaluation
- Facilitate Competency Standard Development
- Conduct Training Needs Analysis
- Develop a Competency-Based Curriculum

Assessment
- Develop Assessment Tools

Learning Environment
- Work Effectively in Vocational Education and Training

Research and Development
- Analyze and Present Research Information

Elective Competencies (5)

Select five (5) units of competency from the list below: two (2) units each from the Curriculum Development and Evaluation and Training Delivery Preparation and Facilitation competency fields, and one (1) unit from the Instructional Materials Development competency field.

Curriculum Development and Evaluation
- Integrate Math and Science Principles in Technical Training
- Perform Job Analysis for Industry Training
- Develop a Community-Based Training Program
- Develop a Training Proposal
- Evaluate the Training Program

Training Delivery Preparation and Facilitation
- Plan Learning Sessions
- Facilitate Group-Based Learning Sessions
- Utilize Educational Technologies in Facilitating Flexible Learning Delivery
- Utilize Information Technology (IT) Applications in Technical Training

Instructional Materials Development
- Develop Instructional Design
- Develop an e-Learning Package
- Develop Print Materials

21st Century Skills Summary

The following table contains a summary of the specific industry skills for each component of the 21st Skills required by industry for this qualification. These industry skills must be integrated into training and assessment of each unit of competency.

21st Century Skills	Specific Industry Skills
Communication	- writing and interpreting the needs of the learners - utilizing a range of communication skills such as: listening, questioning, reading, interpreting, and writing documents - using effective facilitation and interpersonal skills, including **verbal and body language,** which is sensitive to the needs of others

	- mentoring, coaching, and tutoring technique - practicing empathy - articulating thoughts and ideas
Collaboration and Teamwork	- working with colleagues and external stakeholders to compare, review, and evaluate development processes and outcomes - participating in curriculum validation sessions actively - developing and evaluating CBC and other learning programs for individual or group need
Critical Thinking and Problem Solving	- using time management skills in designing learning programs - identifying appropriate learning resources - formulating relevant recommendations based on research results/findings - addressing the challenges in the conduct of research and development proactively - exhibit systems thinking skills in developing and evaluating training program - demonstrate transdisciplinary thinking in designing innovative training programs and delivery systems - utilize the principles of design thinking in designing training programs and delivery systems
Life-long Learning and Career Skills	- seeking feedback from colleagues and clients on professional performance - seeking opportunities for continuous professional development - exhibiting professional work practices in dealing with colleagues - ensuring the quality of work
Learning and Innovation	- using new technologies in designing training programs - selecting the most appropriate delivery and evaluation methods - adopting/adapting new learning delivery systems in designing training programs
Information Technology	- using ICT to prepare output/documents - using technology to enhance outcomes, i.e.: online collaboration tools, web research, etc.

	● evaluating the accuracy and relevance of online resources ● observing data privacy regulations, copyright, and other licenses in designing training programs ● interpreting and manipulating data and information
Occupational Health and Safety	● observing OSH practices in the workplace ● controlling hazards and risks ● recommending OSH programs, policies, and procedures
Environment Literacy	● contributing to the improvement of environmental work programs, policies, and procedures
Entrepreneurship	● calculating the cost of research and development projects ● accessing appropriate resources to generate a range of options to meet the project requirements

Trainee Entry Requirements

A. At least Graduate of Bachelor's Degree (including thru ETEEAP).

B. Must be a Holder of National TVET Trainer Certificate I (Training & Education) or National TVET Trainer Certificate II (Educational Technology).

C. Must have technical-vocational skills and or area of specialization.

D. Must possess appropriate and effective oral and written communication skills.

E. Must be able to operate basic computer applications.

National TVET Trainer Certificate IV (Instructional Supervision)

Descriptor
This qualification is for individuals who supervise and coordinate the delivery of training programs by a team of trainers with diverse disciplinary fields. They also facilitate the implementation of policies and procedures and provide recommendations for improving training delivery systems and services. These individuals also provide professional development services to trainers and assessors.

Job Roles
Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include: ● Vocational Instruction Supervisor ● Training Instruction Supervisor ● Supervising Technical Education and Skills Development (TESD) Specialist ● Training Supervisor ● Subject Instruction Supervisor ● School Department Head

Qualification Requirements
Packaging Rules ● Basic Units   -   2 ● Core Units   -   6 ● Elective Units   <u>4</u> **Total units of competency** - **12**

Basic Competencies (2)
● Utilize Specialized Communication Skills ● Manage and Sustain High Performing Teams

Core Competencies (6)
TVET Supervision and Management ● Evaluate Trainers/Assessors Performance ● Supervise and Coordinate Training System and Services ● Lead and Coordinate Training and Assessment Evaluation ● Prepare and Monitor Training Budget ● Nurture and Capacitate Trainers and Assessors

● Facilitate Implementation of Training Policies and Procedures

Elective Competencies (4)

Select four (4) units of competency from the list below. At least one (1) unit must be selected from Research and Development competency field.

Research and Development
- Analyze and Present Research Information
- Conduct Research on TVET
- Conduct Technology Research

Curriculum Development and Evaluation
- Develop Training Proposal
- Develop Training Plan
- Evaluate Training Program

Facilities Maintenance and Improvement
- Design and Develop Maintenance System
- Manage Flexible Learning Environment

Assessment
- Facilitate Assessment Moderation

Career Advocacy, Partnership and Promotion
- Promote Training Products and Services

Strategic Management and Leadership
- Develop and Analyze Cost-Benefits of Technical Training
- Develop and Promote Understanding of Labor Markets

21st Century Skills Summary

The following table summarizes the specific industry skills for each component of the 21st Skills required by the industry for this qualification. These industry skills must be integrated into training and assessment of each unit of competency.

21st Century Skills	Specific Industry Skills
Communication	- conducting interviews - facilitating discussions with groups - using verbal and non-verbal communication strategies/techniques (prepare correspondence, tactfulness (i.e., tone, voice) - practicing empathy - articulating thoughts and ideas
Collaboration and Teamwork	organizing teams

	● leading dialogue among team members ● negotiating with the team to meet a consensus ● celebrating success with the team ● fostering interpersonal skills ● coaching and mentoring teams ● Coordinating with other units or external function group/team
Critical Thinking and Problem-Solving	● analyzing problems and determining their causes ● making inferences- use problem-solving strategies, recommend solutions and alternatives, and resolve problems ● judging the value, credibility, or strength of solutions
Life-long Learning and Career Skills	● recognizing diversity (ethnicity, culture, religion, language, traditions, etc.) in the workplace and community as defined by divergent cultures) ● applying cross-cultural communication skills ● showing affective skills – establishing rapport and empathy, understanding, etc. ● demonstrating collaboration skills
Learning and Innovation	● assessing areas for innovation ● using ideation techniques to create new and worthwhile ideas ● recommending innovative solutions to problems
Information Technology	● accessing and evaluating information ● curating and managing the flow of information ● using data analytics in implementation and decision-making ● facilitating digitization of organizational data ● managing digital transformation of the organization
Occupational Health and Safety	● promoting occupational safety and health practices
Environment Literacy	● advocating environmental literacy, related laws, and practices
Entrepreneurship	● preparing the appropriate budget for training ● advocating entrepreneurial mindset in sustaining organizational viability
Trainee Entry Requirements	

A. At least a graduate of a Bachelor's Degree program.

B. Must be a National TVET Trainer Certificate III (Training Design and Development) Holder.

C. Must possess appropriate and effective oral and written communication skills.

D. Must be able to operate basic computer applications.

National TVET Trainer Certificate V (Training Management and Administration)

Descriptor

This qualification reflects the roles of individuals who apply highly specialized knowledge and skills in managing and administering a technical vocational institution (TVI). Typically, they are required to generate and evaluate complex ideas to initiate, design and execute significant organizational policies and procedures. This qualification may apply to leaders and managers in a training organization where learning is used to build organizational capability.

Job Roles

Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:

- TVET School Administrator
- Training Center Administrator
- Vocational College Dean
- Training and Assessment Services Manager
- Human Resource Development Manager
- School Administration and Finance Manager

Qualification Requirements

Packaging Rules
- Basic Units   -   3
- Core Units   -   4
- Elective Units   4
Total units of competency   -   11

Basic Competencies (3 units)
- Manage and Sustain Effective Communication Strategies
- Incorporate Innovation into Work Procedures
- Develop and Sustain a High-Performing Enterprise

Core Competencies (4 units)

Research and Development
- Conduct Research on TVET

TVET Supervision, Management, and Administration
- Formulate Institutional Training and/or Assessment Policies and Procedures
- Institutionalize TVET Systems in TVET Institutions

● Prepare and Manage the Training Budget

Elective Competencies (4 units)

Select two (2) elective units each from TVET Supervision, Management and Administration, and Strategic Management and Leadership competency fields.

TVET Supervision, Management, and Administration
- Manage Professional Development for TVET Experts
- Manage the Utilization and Maintenance of Database and Information System
- Manage the Implementation of Quality Assurance in TVET
- Strengthen TVET Institution-Industry Partnerships and Linkages

Strategic Management and Leadership
- Develop and Analyze Cost-Benefits of Technical Training
- Develop and Promote Understanding of Labor Markets
- Develop and Implement Strategic Plans
- Lead Personal and Strategic Transformation

21st Century Skills Summary

The following table summarizes the specific industry skills for each component of the 21st Skills required by the industry for this qualification. These industry skills must be integrated into training and assessment of each unit of competency.

21st Century Skills	Specific Industry Skills
Communication	● conducting interviews ● facilitating discussions with groups ● using verbal and non-verbal communication strategies/techniques (prepare correspondence, tactfulness (i.e., tone, voice) ● practicing empathy ● articulating thoughts and ideas
Collaboration and Teamwork	● organizing teams ● leading dialogue among team members ● negotiating with the team to meet a consensus ● celebrating success with the team ● fostering interpersonal skills ● coaching and mentoring teams ● coordinating with other institutions, industry players and stakeholders
Critical Thinking and Problem-Solving	● analyzing problems and determining their causes

	● making inferences- use problem-solving strategies, recommending solutions and alternatives, resolve problems ● judging value, credibility, or strength of solutions
Life-long Learning and Career Skills	● recognizing diversity (ethnicity, culture, religion, language, traditions, etc.) in the workplace and community as defined by divergent cultures) ● applying cross-cultural communication skills ● showing affective skills – establishing rapport and empathy, understanding, etc. ● demonstrating collaboration skills
Learning and Innovation	● assessing areas for innovation ● using ideation techniques to create new and worthwhile ideas ● applying basic research and evaluation skills (e.g. technology and policy researches) ● Managing implementation of action plans on how to apply innovative procedures in the organization
Information Technology	● accessing and evaluating information ● curating and managing the flow of information ● using data analytics in implementation and decision-making ● using data analytics for policy formulation ● facilitating digitization of organizational data ● managing digital transformation of the organization
Occupational Health and Safety	● managing Occupational Safety and Health practices
Environment Literacy	● advocating environmental literacy, related laws, and practices ● formulating institutional policy advocating environmental literacy, related laws, and practices
Entrepreneurship	● preparing and monitoring organizational budget ● advocating entrepreneurial mindset in sustaining organizational viability ● managing income-generating projects

Trainee Entry Requirements

A. Must be a Master's Degree Holder in relevant field.

B. Must possess the following units of competency:

- Evaluate trainers/assessors performance;

- Supervise and coordinate training system and services; and

- Develop training proposal.

C. Must possess appropriate and effective oral and written communication skills.

D. Must be able to operate basic computer applications.

VI. Skill Sets

Skill Set is defined as single unit of competency, or combinations of units of competency from promulgated Training Regulations which link to a license or regulatory requirement, or defined industry need. It must not purport to be a full qualification.

The following Skill Sets are defined by the industry experts which clearly meet identified industry outcomes:

- Recognition of Prior Learning Assessment Skill Sets
- Industry Coordination Skill Set
- Enterprise-Based Training Skill Set
- Enterprise-Based Assessment Skill Set
- Enterprise-Based Training and Assessment Skill Set *(Equivalent to the Standard for In-Company Trainers in ASEAN Countries)*
- Community Based Trainer Skill Set
- Learning Management Systems Administration Skill Set
- e-Learning Package Development Skill Set
- Learning Technology Research and Development Skill Set
- Curriculum Development Skill Set
- Institutional Assessment Tools Development Skill Set
- Training Evaluation Skills Set
- TVET Policy Research and Formulation Skills Set

The succeeding pages are the details of the PTTQF Skills Sets.

Recognition of Prior Learning Assessment Skill Set

Target Group	Individuals who assess a learner's prior learnings for recognition and awarding of credit.
Units of Competency	● Develop Assessment Tools ● Assess Learning ● Participate in Assessment Moderation
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate I (Training and Education).
Licensing/Regulatory Information	Not applicable

Industry Coordination Skill Set

Target Group	Individuals who coordinate the enterprise training components of a TVET program.
Units of Competency	● Supervise Work-Based Learning ● Prepare Training in Industry
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate I (Training and Education).
Licensing/Regulatory Information	Not applicable

Enterprise-Based Training Skill Set

Target Group	Individuals who train workers and trainees in the workplace. The training may be accredited or non-accredited. The role may involve some coaching at individual or small group levels.
Units of Competency	● Perform Job Analysis for Industry Training ● Prepare Training in Industry ● Conduct Training in Industry ● Mentor in the Workplace
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate I (Training and Education).
Licensing/Regulatory Information	Not applicable

Enterprise-Based Assessment Skill Set

Target Group	Individuals who assess the competencies of workers in the enterprise and trainees of enterprise-based training programs.
Units of Competency	● Develop Assessment Tools ● Conduct End-of-Training Assessment in Industry
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate I (Training and Education). The Develop Assessment Tools can be credited in the National TVET Trainer Certificate III (Training Design and Development).
Licensing/Regulatory Information	Not applicable

Enterprise-Based Training and Assessment Skill Set

Target Group	Individuals who train and assess workers in the enterprise and trainees of enterprise-based training programs.
Units of Competency	● Perform Job Analysis for Industry Training ● Prepare Training in Industry ● Conduct Training in Industry ● Mentor in the Workplace ● Develop Assessment Tools ● Conduct End-of-Training Assessment in Industry
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate I (Training and Education). This Skill Set is equivalent to the Standard for In-Company Trainers in ASEAN Countries.
Licensing/Regulatory Information	Not applicable

Community Based Trainer Skill Set

Target Group	Individuals who provide livelihood skills training to the community. The training may be accredited or non-accredited. The role may involve some coaching at individual or small group levels.

Units of Competency	● Develop a Community- Based Training Program ● Organize and implement Community-Based training
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate I (Training and Education).
Entry Requirement	A. Able to read and write: B. Able to speak the local and/or regional dialect; and C. Physically and mentally fit
Licensing/Regulatory Information	Not applicable

Learning Management Systems Administration Skill Set

Target Group	Individuals who manage the operation of learning management systems (LMS) in enterprises and training providers including establishing and managing the LMS and providing technical support to relevant personnel.
Units of Competency	● Conduct Training Needs Analysis ● Develop Learning Systems
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate II (Educational Technology), and the National TVET Trainer Certificate III (Training Design and Development).
Licensing/Regulatory Information	Not applicable

e-Learning Package Development Skill Set

Target Group	Individuals who develop e-learning materials in enterprises and training providers which includes developing digital and interactive instructional materials.
Units of Competency	● Conduct Training Needs Analysis ● Develop Instructional Design ● Develop e-Learning Package
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate II (Educational Technology), and the National TVET Trainer Certificate III (Training Design and Development).
Licensing/Regulatory Information	Not applicable

Learning Technology Research and Development Skill Set

Target Group	Individuals conducting research and/or developing learning technologies such as mock-ups and simulators.
Units of Competency	● Conduct Technology Research ● Develop Mock-up and Simulators
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate II (Educational Technology).
Licensing/Regulatory Information	Not applicable

Curriculum Development Skill Set

Target Group	Individuals who will develop competency-based curriculum and/or training design for technical education and skills development programs. This skill set is also applicable to persons who are involved in evaluating curriculum submitted by training providers for program registration.
Units of Competency	● Conduct Training Needs Analysis ● Facilitate Competency Standard Development ● Develop Competency-Based Curriculum
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate III (Training Design and Development).
Licensing/Regulatory Information	Not applicable

Institutional Assessment Tools Development Skill Set

Target Group	Individuals who develop institutional assessment tools for technical education and skills development programs.
Units of Competency	● Develop instructional design ● Develop Institutional Assessment Tools

Pathway Information	These units of competency are credited in the National TVET Trainer Certificate III (Training Design and Development).
Licensing/Regulatory Information	Not applicable

Training Evaluation Skills Set

Target Group	Individuals who evaluate learning delivery systems for the enhancement of training programs.
Units of Competency	● Conduct Research on TVET ● Evaluate Training Program
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate III (Training Design and Development).
Licensing/Regulatory Information	Not applicable

TVET Policy Research Skills Set

Target Group	Individuals who conduct research for the formulation and enhancement of policies related to TVET.
Units of Competency	● Analyze and Present Research Information ● Conduct Research on TVET
Pathway Information	These units of competency are credited in the National TVET Trainer Certificate IV (Instructional Supervision). The unit Conduct Research on TVET is credited in National TVET Trainer Certificate V (Training Management and Administration).
Licensing/Regulatory Information	Not applicable

VII. Training Guidelines

A. Designing the Trainer Qualification Course

In designing the trainer qualification courses, the training provider must ensure that the Basic and Core competencies are included. However, the PTTQF 2024 provides flexibility in designing the trainer qualification course. Flexibility in the qualification structure can give training providers a more remarkable ability to customize trainer qualification programs to meet their market's needs.

The program's flexibility is in selecting the appropriate elective and specialization units that make up the qualification. In choosing the elective and specialization units, the TVI should consider the following factors:

- occupational outcome
- local industry requirements, and
- qualification level.

B. Delivering the Skills Sets and Units of Competency as Independent Courses

The PTTQF Skills Sets may be offered as independent courses to immediately address the requirements of the TVIs with workers who could perform defined functions, e.g., curriculum development, training delivery, research, etc.

Each unit of competency may also be offered as micro-credential courses to allow workers with specific competency requirements to enroll. Offering the unit of competency as a separate course will also enable individuals to attend the program and collect certificates that they can use as portfolio evidence to gain a full qualification. A training provider will issue a Certificate of Achievement to achievers of Skills Sets and Units of Competency micro-credential courses.

C. Experiential Learning

The best learning and assessment strategy to deliver the trainer qualification courses is through experiential learning. The units of competency in the PTTQF are designed to be practiced and assessed in the workplace, and workplace application is desirable to ensure competence to the required standard.

The work environment provides:

- Practice opportunities.
- Applying skills and knowledge.
- Undertaking relevant work activities that address the performance requirements of the PTTQF.

Ideally, all trainees should be working in or have access to a functional training and assessment environment such as a TVI, a training division in an enterprise, and a government or community organization.

To ensure quality delivery of the National TVET Trainer Certificate I (Training and Education), the TVI should maintain a facility where the trainees can undertake experiential learning through Teaching Internship/Practice Teaching. This facility can be a laboratory school administered by the TVI. When there is no laboratory school, the training provider must have a Memorandum of Agreement with a cooperating school or a cluster of cooperating schools within which the trainees can undertake their Teaching Internship/Practice Teaching.

VIII. Assessment and Certification Guidelines

A. Assessment Methods

The assessment methods to gather different types of evidence may include but are not limited to questioning, direct observation, structured activities, third-party feedback, portfolios, and review of products or work-related materials.

The outputs developed during the Teaching Internship/Practice Teaching or gathered as a TVET trainer and the results of institutional assessment can be considered as part of portfolio evidence by the candidate.

B. Online Assessment

PTTQF assessors working in an e-environment must ensure the assessment activities and overall assessment process meet the units' assessment requirements and the rules of evidence. The focus and content of most PTTQF units involve multiple and complex relationships and interactions between people. The candidate must demonstrate the people skills required by the PTTQF units in the assessment process.

C. Integrated Assessment

While the PTTQF assessor must assess the candidate against each unit of competency in the PTTQF, the assessment tools and the assessment process that integrates evidence collection across two or more units may be developed. This approach will be particularly relevant where the candidate may be undertaking or seeking recognition for some units of competency linked together in content and focus. This situation may occur where:

- The assessment process can link the unit's outcomes and performance requirements to other units in an integrated and continuous work activity, e.g., Plan Learning Sessions may be connected to Facilitate Group-Based Learning and then to Assess Learning.
- One unit forms the developmental basis for another, e.g., Mentor in the Workplace underpins the unit Conduct Training in Industry.
- Knowledge and skills overlap across several units; the assessor can pull them together in an assessment tool.

Providing options for integrated assessment can minimize time and cost if a single assessment process can address the outcomes of several units of competency. The assessment tools must synthesize the evidence requirements to demonstrate the achievement of the specified results of each unit included in the integrated assessment.

D. Advice on Using Simulation

Using simulation, the PTTQF assessor must ensure that the assessment replicates the workplace activities and range of contexts the unit addresses. The simulation designer must have a thorough knowledge of the unit contents and experience the current circumstances of the work outcomes that the unit defines to ensure validity and authenticity.

E. Certifying the Skill Sets and Units of Competency

Skills Sets and Units of Competency are not full trainer qualifications; hence, in certifying the national competency assessment passers of Skills Sets and Units of Competency, TESDA will issue a Certificate of Competency.

IX. Glossary of Terms

- **Assessment Method** - a technique used in gathering different types of evidence to evaluate a candidate for a particular qualification. *(TESDA, 2022)*

- **Educational Technology**- the field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment, learning materials, learners, and the learning process to improve teaching and learning. *(Loyola University, n.d.)*

- **Experiential Learning -** an engaged learning process whereby students "learn by doing" and reflect on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research, and studio performances. *(Boston University Center for Teaching and Learning, n.d.).*

- **Instructional Supervision**- a professional continuous, and cooperative process for improving instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve the learning situation and quality of learning in the schools. It is hand-holding for a professional colleague with an instructional leader who possesses superior knowledge and skills and who works collaboratively in a school environment that nurtures the development of a professional learning community. *(Western Cagayan School of Arts and Trades, n.d.)*

- **Integrated Assessment** – an assessment process/approach within Technical and Vocational Education and Training (TVET) that combines evidence collection across two or more units in a single assessment tool to comprehensively evaluate a learner's knowledge, skills, and competencies. This integrated approach may include a combination of theoretical assessments, practical demonstrations, workplace assessments, and other evaluation methods to provide a holistic measure of a student's proficiency in a specific vocational or technical area.

- **Trainer Certificate (TC)** – a document issued to a trainer who is a holder of a National Certificate (NC), a Trainer Methodology Certificate (TMC), and Industry Work Experience as may be provided in Section 3 of the respective Training Regulation. *(TESDA Circular No. 033, s. 2017)*

- **Packaging Rules** – the rules around which units of competency can be combined to make up a valid PQF qualification in the Training Regulations. The packaging rules must be followed to ensure the integrity of the promulgated qualifications (*Commonwealth of Australia 2015, p. 26*).

- **Pathway Information** - refers to the details that indicate the specific locations or contexts where the units of competency within a skill set can be recognized or applied for credit.

- **Skill Set** - single units of competency or combinations of units of competency from promulgated Training Regulations that link to a license or regulatory requirement or defined industry need. It must not purport to be a full qualification.

- **Trainers** – as adapted from Republic Act No. 4670 – The Magna Carta for Public School Teachers, all persons engaged in classroom teaching, in any level of instruction, including guidance counselors, school librarians, industrial arts or vocational instructors, and all other persons performing supervisory and/or administrative functions in all schools, colleges, and universities; but shall not include school nurses, school physicians, school dentists, and other school employees. (*Supreme Court E-Library, 2019).*

- **Unit of Competency** - a component of the competency standard stating a specific key function or role in a particular job or occupation serving as a basis for training an individual to gain specific knowledge, skills, and attitude needed to satisfy a particular situation's special demands or requirements. (*Training Regulations Framework)*

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Appendix A

Philippine TVET Trainer Qualifications Framework
Units of Competency

Competency Field/Units of Competency	Unit Coverage
A. Basic Competencies	
1. Lead Workplace Communication	This unit covers the knowledge, skills, and attitudes required to lead in disseminating and discussing ideas, information, and issues in the workplace.
2. Utilize Specialized Communication Skills	This unit covers the knowledge, skills, and attitudes required to use specialized communication skills to meet the specific needs of internal and internal clients, conduct interviews, facilitate discussion with groups, and contribute to developing communication strategies.
3. Manage and Sustain Effective Communication Strategies	This unit covers the outcomes required to develop, introduce and promote/implement optimal communications methods and technologies suited to the needs of the workplace, including both internal and external clients/public.
4. Lead Small Teams	This unit covers the knowledge, skills, and attitudes to lead small teams, including setting, maintaining, and monitoring team and individual performance standards.
5. Advocate and Apply Environmental Conservation	This unit covers following environmental work practices, contributing to improvements of environmental practices, and recognizing and reporting potential environmental threats.
6. Maintain and Enhance Professional Practice	This unit covers the knowledge, skills, and attitude required for individuals to manage their personal and professional performance and to take responsibility for their professional development in relation to the provision of training and services.
7. Incorporate Innovation into Work Procedures	This unit covers the knowledge, skills, and attitudes required to lead teams and organizations toward innovative work practices
8. Develop and Sustain a High-Performing Enterprise	This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base, and employee motivation.
B. Curriculum Development and Evaluation	
9. Facilitate Competency Standard Development	This unit covers the knowledge, skills, and attitudes in developing competency standards for particular work functions, work processes, work roles, and work-related vocational outcomes.
10. Conduct Training Needs Analysis	This unit involves identifying the training needs of individuals or organizations. It includes developing TNA instruments, administering them, analyzing the results, and preparing training recommendations.
11. Integrate Math and Science Principles in Technical Training	This unit covers the outcomes required to integrate math and science concepts in the content and delivery of technical training programs and motivate trainees to learn and apply such concepts in the workplace.
12. Develop a Competency-Based Curriculum	This unit covers establishing training need requirements, identifying the learner profile, developing course design, developing training curriculum modules, and validating the training curriculum.

13. Perform Job Analysis for Industry Training	This unit covers the knowledge, skills, and attitudes required to establish an initial job profile, improve the job profile and perform task analysis.
14. Develop a Community-Based Training Program	This unit includes understanding the context of community-based training programs, performing job analysis, and designing the training program.
15. Develop Training Proposals	This unit includes identifying the learning objectives and contents, estimating the training duration, estimating the required budget and resources, and presenting the training proposal.
16. Evaluate the Training Program	This unit covers planning and preparing for evaluation, collecting data and information for the training program, analyzing evaluation data, and making conclusions and recommendations.
17. Develop a Training Plan	This unit covers the knowledge, skills, and attitude required to design, validate and evaluate a training program.
C. Training Delivery Preparation and Facilitation	
18. Plan Learning Sessions	This unit covers the knowledge, skills, and attitudes in planning learning sessions using different delivery methods. It includes evaluating prior learning and learner's requirements, preparing session plans, preparing instructional materials, and organizing learning, teaching, and assessment resources.
19. Facilitate Group-Based Learning Sessions	This unit covers conducting pre-assessment, facilitating training sessions, assessing learner competence, and reviewing the delivery of learning sessions for a group of learners through physical face-to-face learning sessions.
20. Facilitate e-Learning Sessions	This unit covers conducting pre-assessment, facilitating training sessions, assessing learner competence, and reviewing the delivery of training sessions for group-based face-to-face or individualized learning sessions using an e-learning platform.
21. Facilitate Distance Learning	This unit describes the performance outcomes, skills, and knowledge required to coordinate and facilitate a distance learning delivery.
22. Utilize Educational Technologies in Facilitating Flexible Learning Delivery	This unit covers the knowledge, skills, and attitude required in flexible learning using different educational technologies, including the preparation of resources, utilization of educational technologies in facilitating training, and management of educational resources.
23. Supervise Work-Based Learning	This unit covers establishing industry training requirements for trainees, monitoring work-based training, and evaluating work-based learning effectiveness
24. Prepare Training in Industry	This unit covers planning and preparing training plans for in-company training. It also includes identifying training requirements and preparing course briefs, training plans, learning materials, and other resources and training facilities.
25. Conduct Training in Industry	This unit covers the knowledge, skills, and attitudes required to prepare for training, implement learning sessions, monitor and support trainees' learning process, and evaluate learning sessions in the industry.
26. Mentor in the Workplace	This unit describes the performance outcomes, skills, and knowledge required to establish and develop a professional mentoring relationship with a learner, particularly an apprentice or trainee employed by or undertaking work placement in a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

27. Organize and Implement Community-Based Training	This unit covers organizing and implementing community-based training, including conducting planning activities, coordinating programs, facilitating program implementation, generating resources and monitoring, and evaluating the training.
28. Utilize Information Technology (IT) Applications in Technical Training	This unit covers the knowledge, skills, and attitude required to utilize IT applications in training. Specifically, it covers setting up of the work environment, utilization of word processing, spreadsheet, and presentation applications, and utilization of the internet to communicate and collect information.
D. Instructional Materials Development	
29. Develop Print Learning Materials	This unit covers the knowledge, skills, and attitude to develop print learning materials. It includes identifying the learning outcomes, specifying the learning steps per learning outcome, preparing the learning contents, providing the practice activities and feedback, pilot testing, and packaging the learning materials.
30. Develop Instructional Design	This unit covers the knowledge, skills, and attitude required to develop instructional plans and multimedia and digital resources blueprints. It includes determining the learning material's scope and content, storyboard preparation, and course navigation plan.
31. Develop an e-Learning Package Using LMS	This unit includes determining the scope of the e-learning package, conversion and/or integration of digital content into the LMS, developing supplemental learning activities, developing tests and progress monitoring instruments, and evaluating the e-Learning package.
32. Develop Mock-up and Simulators	This unit covers the knowledge, skills, and attitude required to develop mock-ups and simulators for teaching. It includes identifying, designing, and planning the development, pilot testing, and evaluating the mock-ups and simulators.
33. Develop Multimedia Presentation Materials	This unit covers the knowledge, skills, and attitude required in developing multimedia presentation materials. This includes determining the multimedia material's scope and content, integrating multimedia resources for video presentation, integrating multimedia resources for web-based presentation, and evaluating the multimedia presentation materials.
34. Develop Educational Technology Strategies for Flexible Learning	This unit covers the knowledge, skills, and attitude required to formulate, test, and implement learning strategies to enhance training delivery using existing or emerging educational technologies.
35. Develop learning systems	This unit covers the knowledge, skills, and attitude required to establish learning systems such as LMS, micro-learning, video, and mobile learning platforms.
E. Facilities Maintenance and Improvement	
36. Maintain Training Facilities	This unit covers implementation of maintenance activities such as implementing housekeeping activities, maintaining training equipment and tools, and documenting maintenance and inspection activities in accordance with the institution's facility maintenance policy.
37. Design and Develop a Maintenance System	This unit covers the skills and attitudes required to design and develop maintenance systems applicable to diverse training facilities. It includes verifying maintenance requirements, researching and planning for facility and equipment maintenance, establishing maintenance systems,

	developing maintenance procedures, and establishing procedures for review of the maintenance systems.
38. Manage a Flexible Learning Environment	This unit includes planning, organizing, controlling, and evaluating flexible learning resources for continuous improvement.
F. Learning Environment	
39. Ensure a Healthy and Safe Learning Environment	This unit covers the knowledge, skills, and attitude required to ensure learners' and assessment candidates' health, safety, and welfare.
40. Foster and Promote an Inclusive Learning Culture	This unit covers promoting and responding to diversity, developing and implementing strategies to support inclusivity, and promoting a learning culture.
41. Work Effectively in Vocational Education and Training	This unit covers the knowledge, skills, and attitude required to work effectively in the policy and operating environment of the vocational education and training sector.
42. Apply Work Ethics, Values, and Quality Principles	This unit covers the outcomes required in demonstrating and living out desirable work ethics, values, and principles in the workplace and training environment
G. Assessment	
43. Develop Assessment Tools	This unit covers determining evidence requirements, selecting appropriate assessment methods, preparing assessment tools, and validating assessment tools in accordance with the relevant assessment guidelines.
44. Assess Learning	This unit covers organizing assessment activities, preparing the candidate, gathering and evaluating evidence, making assessment decisions, and recording and providing feedback on assessment outcomes.
45. Conduct End-of-Training Assessment in Industry	This unit covers the knowledge, skills, and attitudes in conducting assessments after a training program in the industry. It details the requirements for reviewing evidence requirements and assessment methods, organizing assessment activities, and facilitating and evaluating end-of-training assessment activities.
46. Facilitate Assessment Moderation	This unit covers the knowledge, skills, and attitude in revising the assessment process of a selected qualification through a review of assessment tools and calibration of participants.
H. Research and Development	
47. Analyze and Present Research Information	This unit describes the performance outcomes, skills, and knowledge required to gather, organize and present workplace information using available systems.
48. Conduct Technology Research	This unit deals with identifying the problem to be solved by a prototype product or technology project, designing and developing the project, operating and testing procedures, and evaluating the effectiveness of the project.
49. Conduct Research on TVET	This unit covers the knowledge, skills, and attitudes required to undertake research on broad topics related to TVET policies and practices, apply skills in conceptualizing research, data collection, data analysis, and interpretation, and prepare the research report to improve.
I. Career Advocacy and Training Services Promotion	
50. Conduct Career Coaching	This unit covers knowledge, skills, and attitude in initiating exploratory activities with trainees for possible career choices, facilitating clients'

	identification of career interests and needs, and assisting clients in developing a strategy to address their competency needs and interests.
51. Promote Training Products and Services	This unit covers planning the promotional activities of training products and services, which include developing the marketing plan, implementing and coordinating the promotional activities, reviewing and reporting the promotional activities
J. TVET Supervision, Management, and Administration	
52. Evaluate Trainers/Assessor's Performance	This unit covers the knowledge, skills, and attitude in evaluating trainers/assessors' performance, designing evaluation instruments, and administration and analysis of results.
53. Supervise and Coordinate Training Systems and Services	This unit covers organizing and coordinating training requirements and services, organizing and leading the training personnel in delivering training services, and monitoring training implementation.
54. Lead and Coordinate Training and Assessment Evaluation	This unit involves identifying the basis for the evaluation, planning the evaluation of training and/or assessment processes, conducting/coordinating the evaluation of training and/or assessment processes, and determining and reporting the evaluation outcomes.
55. Facilitate the Implementation of Training Policies and Procedures	This unit covers outcomes required to communicate, operationalize, monitor, and improve training policies and procedures implementation.
56. Formulate Institutional Training and/or Assessment Policies and Procedures	This unit involves gathering and analyzing information for policy and procedure development, developing the policies and procedures, identifying the implementation requirements, and monitoring and reviewing policies and procedures.
57. Manage Professional Development for TVET Experts	This unit covers the knowledge, skills, and attitude in identifying the professional development needs of Trainers, planning the professional development programs, coordinating and implementing with the professional development providers and evaluating the professional development program.
58. Nurture and Capacitate Trainers and Assessors	This unit of competency covers outcomes required to nurture and capacitate trainers and assessors, including performance monitoring and evaluation through an intervention plan and strategies targeted to meet identified priorities.
59. Prepare and Manage the Training Budget	The unit deals with preparing a training financial plan, communicating the financial plan and training budget, monitoring and controlling the activities against the financial plan, and reporting the outcomes of the financial plan. It also includes resource generation.
60. Prepare and Monitor the Training Budget	This unit covers the knowledge, skills, and attitude on preparing and monitoring training budgets and financial plans.
61. Manage the Utilization and Maintenance of Database and Information System	This unit involves managing the storage and retrieval of data and information, analyzing the data and information, utilizing the data and information, and maintaining the database and information system.
62. Manage the Implementation of Quality Assurance in TVET	This unit covers managing quality customer service, compliance with quality standards and procedures, and implementing quality standards and procedures.
63. Institutionalize TVET Systems in TVET Institutions	This unit covers the knowledge, skills, and attitudes required to develop, transform, and practice TVET systems and processes in TVET Institutions.
64. Strengthen TVET Institution-Industry Partnerships and Linkages	This unit of competency covers the knowledge, skills, and attitude required to profile relevant partners and linkages and implement and sustain partnership agreements.

K. Strategic Management and Leadership	
65. Develop and Analyze Appreciation for Cost-Benefits of Technical Training	This unit covers the outcomes required in estimating and evaluating the costs and benefits of training, determining its cost-effectiveness and returns, and identifying, recommending, and advocating cost-efficient training practices
66. Develop and Promote Understanding of Labor Markets	This unit describes the outcomes required in understanding, analyzing, and disseminating information on global labor-market trends and concerns as they affect the TVET, labor, and employer sectors.
67. Develop and Implement Strategic Plan	This unit describes the performance outcomes, skills, and knowledge required to establish the organization's strategic direction, sustain competitive advantage, and enhance competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organization, and its existing and potential competitors and allies. It also covers the implementation of the strategic and operational plans.
68. Lead Personal and Strategic Transformation	This unit describes the performance outcomes, skills, and knowledge required to analyze and improve personal leadership style and professional competence and to lead organizational transformation and learning for strategic outcomes.

Appendix B
Philippine TVET Trainers Qualifications Framework 2024 Matrix

	National TVET Trainer Certificate I (Training and Education)	National TVET Trainer Certificate II (Educational Technology)	National TVET Trainer Certificate III (Training Design and Development)	National TVET Trainer Certificate IV (Instructional Supervision)	National TVET Trainer Certificate V (Training Management and Administration)
Descriptor	This qualification specifies the competencies required to deliver a competency-based training program in a training institution, in an enterprise or in a community. The person who possesses this qualification enables the learners to develop competencies in performing a particular trade or technical work. The applicable competencies are defined by the specialization based on the context of the training program which are broad and coherent knowledge and skills in training and assessment following the principles of competency-based training (CBT) delivery approach.	This qualification specifies the competencies required to enhance or develop educational technologies that will improve teaching and learning systems, promote innovative practices, and incorporate best practices in training according to workplace requirements.	This qualification reflects the roles of training developers and instructional designers who are responsible for analyzing training needs and designing training programs according to workplace requirements. They may also have a role in promoting innovative practices, researching and incorporating best practices in training and assessment.	This qualification is for individuals who supervise and coordinate the delivery of training programs by a team of trainers with diverse disciplinary field. They also facilitate the implementation of policies and procedures and provide recommendations for the improvement of training delivery systems and services. These individuals also provide professional development services to trainers and assessors.	This qualification reflects the roles of individuals who apply highly specialized knowledge and skills in managing and administering a technical vocational institution (TVI). Typically, they are required to generate and evaluate complex ideas to initiate, design and execute major policies and procedures within an organization. This qualification may apply to leaders and managers in a training organization where learning is used to build organizational capability.
Job Roles	*Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:* ● Institution-Based Trainer ● Enterprise-Based Trainer ● Community-Based Trainer ● Teacher *(subject to the relevant licensing and regulatory policy for teacher under RA 7836 and other issuances of relevant government agencies)* ● Training Specialist ● Industry Training Coordinator	*Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:* ● Learning Materials Developer ● Educational Technology Researcher ● e-learning Specialist ● Learning Systems Specialist ● Educational Technologist	*Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:* ● Instructional Designer ● Learning Delivery Specialist/ Education Specialist ● Senior Technical Education and Skills Development (TESD) Specialist ● Curriculum Developer	*Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:* ● Vocational Instruction Supervisor ● Training Instruction Supervisor ● Supervising TESD Specialist ● Training Supervisor ● Subject Instruction Supervisor ● School Department Head	*Job roles and titles vary across different training providers. The possible job titles and roles relevant to this qualification include:* ● TVET School Administrator ● Training Center Administrator ● Vocational College Dean ● Training and Assessment Services Manager ● Human Resource Development Manager

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					● School Administration and Finance Manager
● **Packaging Rules**	**Packaging Rules** ● Basic Units - 2 ● Core Units - 8 ● Specialization Units - 5 **Total units of competency** - **15**	**Packaging Rules** ● Basic Units - 2 ● Core Units - 6 ● Elective Units - 5 **Total units of competency** - **13**	**Packaging Rules** ● Basic Units - 2 ● Core Units - 6 ● Elective Units - 5 **Total units of competency** - **13**	**Packaging Rules** ● Basic Units - 2 ● Core Units - 6 ● Elective Units - 4 **Total units of competency** - **12**	**Packaging Rules** ● Basic Units - 3 ● Core Units - 4 ● Elective Units - 4 **Total units of competency** - **11**
● **Basic Competencies**	● Advocate and Apply Environmental Conservation ● Maintain and Enhance Professional Practice	● Lead Workplace Communication ● Lead Small Teams	● Lead Workplace Communication ● Lead Small Teams	● Utilize Specialized Communication Skills ● Manage and Sustain High Performing Teams	● Manage and Sustain Effective Communication Strategies ● Incorporate Innovation into Work Procedures ● Develop and Sustain a High-Performing Enterprise
● **Core Competencies**	**Training Delivery Preparation and Facilitation** ● Plan Learning Sessions ● Facilitate Group-Based Learning **Facilities Maintenance and Improvement** ● Maintain Training Facilities **Learning Environment**	***Curriculum Development and Evaluation*** ● Conduct Training Needs Analysis ***Instructional Materials Development*** ● Develop Instructional Design ● Develop Multi Media Presentation ● Develop Print Materials ● Develop e-Learning Package Using LMS	***Curriculum Development and Evaluation*** ● Facilitate Competency Standard Development ● Conduct Training Needs Analysis ● Develop Competency-Based Curriculum ***Assessment*** ● Develop Assessment Tools **Learning Environment**	***TVET Supervision and Management*** ● Evaluate Trainers/Assessors Performance ● Supervise and Coordinate Training System and Services ● Lead and Coordinate Training and Assessment Evaluation ● Prepare and Monitor Training Budget ● Nurture and Capacitate Trainers and Assessors	***Research and Development*** ● Conduct Research on TVET ***TVET Supervision, Management and Administration*** ● Formulate Institutional Training and/or Assessment Policies and Procedures ● Institutionalize TVET Systems in TVET Institutions

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● **Core Competencies**	● Ensure a Healthy and Safe Learning Environment ● Foster and Promote an Inclusive Learning Culture ● Work Effectively in Vocational Education and Training ● Apply Work Ethics, Values and Quality Principles **Assessment** ● Develop Assessment Tools	● Develop Educational Technology Strategies for Flexible Learning ***Research and Development*** ● Conduct Technology Research	● Work Effectively in Vocational Education and Training ***Research and Development*** ● Analyze and Present Research Information	● Facilitate Implementation of Training Policies and Procedures	● Prepare and Manage the Training Budget
● **Elective Competencies**	*Select one (1) specialization and all the units in the group based on the context of the training program:*	Select five (5) units of competency from the list below: two (2) unit each from Curriculum Development and Evaluation and Training Delivery Preparation and Facilitation competency fields, and one (1) unit from Instructional Materials Development competency field.	Select five (5) units of competency from the list below: two (2) unit each from Curriculum Development and Evaluation and Training Delivery Preparation and Facilitation competency fields, and one (1) unit from Instructional Materials Development competency field.	Select four (4) units of competency from the list below. At least one (1) unit must be selected from Research and Development competency field.	Select two (2) elective units each from TVET Supervision, Management and Administration Strategic Management and Leadership competency fields.
	Group A- Institution-Based Training (5 units) ***Training Delivery Preparation and Facilitation*** ● Facilitate e-Learning Session ● Facilitate Distance Learning ● Supervise Work-Based Learning	***Curriculum Development and Evaluation*** ● Conduct Training Needs Analysis ● Evaluate Training Program	***Curriculum Development and Evaluation*** ● Integrate Math and Science Principles in Technical Training ● Perform Job Analysis for Industry Training	***Research and Development*** ● Analyze and Present Research Information ● Conduct Research on TVET ● Conduct Technology Research	***TVET Supervision, Management and Administration*** ● Manage Professional Development for TVET Experts ● Manage the Utilization and Maintenance of

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	Assessment ● Assess Learning *Career Advocacy and Training Services Promotion* ● Conduct Career Coaching	● Develop Competency-Based Curriculum ● Integrate Math and Science Principles in Technical Training ● Develop Training Proposal ***Training Delivery Preparation and Facilitation*** ● Plan Learning Sessions ● Facilitate Group-Based Learning Session ● Utilize Educational Technologies in Facilitating Flexible Learning Delivery ● Utilize Information Technology (IT) Applications in Technical Training ***Instructional Materials Development*** ● Develop Mock-up and Simulators ● Develop Multimedia Presentation Materials ● Develop Learning System	● Develop Community Based Training Program ● Develop Training Proposal ● Evaluate Training Program ***Training Delivery Preparation and Facilitation*** ● Plan Learning Sessions ● Facilitate Group-Based Learning Session ● Utilize Educational Technologies in Facilitating Flexible Learning Delivery ● Utilize Information Technology (IT) Applications in Technical Training ***Instructional Materials Development*** ● Develop Instructional Design ● Develop e-Learning Package ● Develop Print Materials	***Curriculum Development and Evaluation*** ● Develop Training Proposals ● Develop Training Plan ● Evaluate Training Program ***Facilities Maintenance and Improvement*** ● Design and Develop Maintenance System ● Manage Flexible Learning Environment ***Assessment*** ● Facilitate Assessment Moderation ***Career Advocacy, Partnership and Promotion*** ● Promote Training Products and Services ***Strategic Management and Leadership*** ● Develop and Analyze Cost-Benefits of Technical Training	Database and Information System ● Manage the Implementation of Quality Assurance in TVET ● Strengthen TVET Institution-Industry Partnerships and Linkages ***Strategic Management and Leadership*** ● Develop and Analyze Cost-Benefits of Technical Training ● Develop and Promote Understanding of Labor Markets ● Develop and Implement Strategic Plan ● Lead Personal and Strategic Transformation
	Group B- Community-Based Training (5 units) ***Curriculum Development and Evaluation***				

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	• Develop Community-Based Training Program ***Training Delivery Preparation and Facilitation*** • Facilitate e-Learning Session • Facilitate Distance Learning • Organize and Implement Community-Based Training **Assessment** • Assess Learning			• Develop and Promote Understanding of Labor Markets	
	Group C- Enterprise-Based Training (5 units) ***Curriculum Development and Evaluation*** • Perform Job Analysis for Industry Training ***Training Delivery Preparation and Facilitation*** • Prepare Training in Industry • Conduct Training in Industry • Mentor in the Workplace **Assessment** • Conduct End-of-Training Assessment in Industry				
21st Century Skills					
• *Communication*	• writing and interpreting the needs of the learners • utilizing a range of communication skills such as: listening, questioning, reading,	• writing and interpreting the educational technology needs of the clients	• writing and interpreting the needs of the learners • utilizing a range of communication skills	• conducting interviews • facilitating discussion with groups • using verbal and non-verbal	• conducting interviews • facilitating discussion with groups • using verbal and non-verbal

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● *Communication*	interpreting and writing documents ● writing hazard and incident reports ● using effective facilitation and interpersonal skills including verbal and body language which is sensitive to the needs of others ● mentoring, coaching and tutoring technique for learners ● practicing empathy ● articulating thoughts and ideas	● utilizing a range of communication skills such as: listening, questioning, reading, interpreting and writing documents ● using effective facilitation and interpersonal skills including **verbal and body language** which is sensitive to the needs of others ● mentoring, coaching and tutoring technique ● practicing empathy ● articulating thoughts and ideas	such as: listening, questioning, reading, interpreting and writing documents ● using effective facilitation and interpersonal skills including **verbal and body language** which is sensitive to the needs of others ● mentoring, coaching and tutoring technique ● practicing empathy ● articulating thoughts and ideas	communication strategies / techniques (prepare correspondence, tactfulness (i.e., tone, voice) ● practicing empathy ● articulating thoughts and ideas	communication strategies / techniques (prepare correspondence, tactfulness (i.e. tone, voice) ● practicing empathy ● articulating thoughts and ideas
• *Collaboration and Teamwork*	● working with colleagues to compare, review, and evaluate assessment processes and outcomes ● actively participate in assessment validation sessions ● developing and evaluating with others learning programs, CBC and/or session plan for individual or group need	● working with colleagues and external stakeholders to compare, review, and evaluate development processes and outcomes ● participating in the validation and/or evaluation of learning resources and systems actively ● developing and/or evaluating learning resources and systems with team members	● working with colleagues and external stakeholders to compare, review, and evaluate development processes and outcomes ● participating in curriculum validation sessions actively ● developing and evaluating CBC and other learning programs for individual or group need	● organizing teams ● leading dialogue among team members ● negotiating with the team to meet consensus ● celebrating success with the team ● fostering interpersonal skills ● coaching and mentoring teams ● coordinating with other units or external function group/team	● organizing teams ● leading dialogue among team members ● negotiating with the team to meet consensus ● celebrating success with the team ● fostering interpersonal skills ● coaching and mentoring teams ● coordinating with other institutions, industry players and stakeholders

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• *Critical Thinking and Problem Solving* • *Critical Thinking and Problem Solving*	• using time management skills in designing learning programs • identifying appropriate learning resources • Identifying and solving the trainees difficulties in learning	• using time management skills in learning resources and systems • identifying appropriate learning resources • formulating relevant recommendations based on research results/findings • addressing challenges in the conduct of research and development proactively	• using time management skills in designing learning programs • identifying appropriate learning resources • formulating relevant recommendations based on research results/findings • addressing the challenges in the conduct of research and development proactively • Exhibit systems thinking skills in developing and/or evaluating training program • Demonstrate transdisciplinary thinking in designing innovative training programs and delivery systems • Utilize the principles of design thinking in designing training programs and delivery systems	• analyzing problems and determining their causes • making inferences- use problem-solving strategies, recommending solutions and alternatives, resolving problems • judging value, credibility, or strength of solutions	• analyzing problems and determining their causes • making inferences- use problem-solving strategies, recommending solutions and alternatives, resolve problems • judging value, credibility, or strength of solutions
• *Life-long Learning and Career Skills*	• undertaking self-evaluation and reflection practices • seeking feedback from colleagues, clients and superior on professional performance	• seeking feedback from colleagues and clients on professional performance • seeking opportunities for continuous professional development • exhibiting professional work practices in dealing with colleagues	• seeking feedback from colleagues and clients on professional performance • seeking opportunities for continuous professional development • exhibiting professional work practices in dealing with colleagues	• recognizing diversity (ethnicity, culture, religion, language, traditions and practices) in the workplace and community as defined by divergent culture) • applying cross-cultural communication skills	• recognizing diversity (ethnicity, culture, religion, language, traditions and practices) in the workplace and community as defined by divergent culture) • applying cross-cultural communication skills

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		● ensuring the quality of work	● ensuring the quality of work	● showing affective skills – establishing rapport and empathy, understanding, etc. ● demonstrating collaboration skills	● showing affective skills – establishing rapport and empathy, understanding, etc. ● demonstrating collaboration skills
• *Learning and Innovation* • *Learning and Innovation*	● using new delivery technologies and assessment methods ● selecting the most appropriate delivery methods and evaluating the effectiveness.	● determining appropriate learning resources and systems according to workplace requirements ● adopting/adapting new technologies in developing learning resources and systems	● using new technologies in designing training programs ● selecting the most appropriate delivery and evaluation methods ● adopting/adapting new learning delivery systems in designing training programs	● assessing areas for innovation ● using ideation techniques to create new and worthwhile ideas ● recommending innovative solution to problems	● assessing areas for innovation ● using ideation techniques to create new and worthwhile ideas ● applying basic research and evaluation skills (e.g. technology and policy researches) ● Managing implementation of action plans on how to apply innovative procedures in the organization
• *Information Technology*	● Using ICT to prepare output/documents ● using technology to enhance outcomes ie: online delivery, research using the web ● using student information management systems to record assessments. ● technology and equipment needs are identified and organized prior to training ● ability to use a range of software including presentation packages	● utilizing design/authoring tools in developing learning resources ● using ICT to prepare output/documents ● using technology to enhance outcomes i.e.: online collaboration tools, research using the web, etc. ● evaluating accuracy and relevance of online resources ● observing data privacy regulations, copyright,	● using ICT to prepare output/documents ● using technology to enhance outcomes i.e.: online collaboration tools, research using the web, etc. ● evaluating accuracy and relevance of online resources ● observing data privacy regulations, copyright, and other licenses in designing training programs	● accessing and evaluating information ● curating and managing flow of information ● using data analytics in implementation and decision-making ● facilitating digitization of organizational data ● managing digital transformation of the organization	● accessing and evaluating information ● curating and managing flow of information ● using data analytics in implementation and decision-making ● using data analytics for policy formulation ● facilitating digitization of organizational data ● managing digital transformation of the organization

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		and other licenses in developing learning systems and resources ● interpreting and manipulating data and information ● maintaining database and information system	● interpreting and manipulating data and information		
• *Occupational Health and Safety* • *Occupational Health and Safety*	● posting safety rules and regulations in the learning environment ● elimination and control of hazard risks in the learning environment	● observing OHS practices in the workplace ● controlling hazards and risks ● recommending OHS programs, policies, and procedures	● observing OSH practices in the workplace ● controlling hazards and risks ● recommending OSH programs, policies, and procedures	● promoting occupational safety and health practices	● promoting occupational safety and health practices
• *Environment Literacy*	● applying environmental work standards in the workshop ● disposing waste properly to protect the environment ● Advocating green practices	● contributing in the improvement of environmental work programs, policies and procedures ●	● contributing in the improvement of environmental work programs, policies and procedures	● advocating environmental literacy, related laws and practices	● advocating environmental literacy, related laws and practices ● formulating institutional policy advocating environmental literacy, related laws and practices
• *Entrepreneurship*	● calculating cost of training programs ● accessing appropriate resources to generate a range of options to meet learners' needs	● calculating cost of research and development projects ● accessing appropriate resources to generate a range of options to meet the project requirements	● calculating cost of research and development projects ● accessing appropriate resources to generate a range of options to meet the project requirements	● preparing appropriate budget for training ● advocating entrepreneurial mindset in sustaining organizational viability	● preparing and monitoring organizational budget ● advocating entrepreneurial mindset in sustaining organizational viability

	National TVET Trainer Certificate I (Training and Education)	National TVET Trainer Certificate II (Educational Technology)	National TVET Trainer Certificate III (Training Design and Development)	National TVET Trainer Certificate IV (Instructional Supervision)	National TVET Trainer Certificate V (Training Management and Administration)
					● managing income-generating projects
Trainee Entry Requirements	A. Must have **any** of the following education and relevant industry and teaching experiences: ● Graduate of Bachelor's Degree (including thru ETEEAP); or ● Senior High School Graduate with at least 5 years industry experience; or ● Two (2) years of tertiary education (at least 72 units) and at least two years of actual teaching experience in TVET or at least four years as an Assistant or Demo Trainer or two (2) years industry experience; or ● Ten (10) years of Basic Education or Certificate Holder under an Alternative Learning System or passer of the Philippine Educational Placement Test (PEPT) and with at least six (6) years of relevant industry and or teaching experience.	A. Must have **any** of the following education and relevant industry and teaching experiences: ● Graduate of Bachelor's Degree (including thru ETEEAP); or ● Senior High School Graduate with at least 5 years industry experience; or ● Two (2) years of tertiary education (at least 72 units) and at least two years of actual teaching experience in TVET or at least four years as an Assistant or Demo Trainer or two (2) years industry experience; or ● Ten (10) years of Basic Education or Certificate Holder under an Alternative Learning System or passer of the Philippine Educational Placement Test (PEPT) and with	A. At least Graduate of Bachelor's Degree (including thru ETEEAP) B. Must be a Holder of National TVET Trainer Certificate I (Training & Education) or National TVET Trainer Certificate II (Educational Technology). C. Must have technical-vocational skills and or area of specialization. D. Must possess appropriate and effective oral and written communication skills. E. Must be able to operate basic computer applications.	A. At least a graduate of a Bachelor's Degree program. B. Must be a National TVET Trainer Certificate III (Training Design and Development) Holder. C. Must possess appropriate and effective oral and written communication skills. D. Must be able to operate basic computer applications.	A. Must be a Master's Degree Holder in relevant field. B. Must possess the following units of competency: ● Evaluate trainers/assessors performance; ● Supervise and coordinate training system and services; and ● Develop training proposal. C. Must possess appropriate and effective oral and written communication skills D. Must be able to operate basic computer applications.

	National TVET Trainer Certificate I (Training and Education)	National TVET Trainer Certificate II (Educational Technology)	National TVET Trainer Certificate III (Training Design and Development)	National TVET Trainer Certificate IV (Instructional Supervision)	National TVET Trainer Certificate V (Training Management and Administration)
	B. Must have technical-vocational skills and or area of specialization. C. Must possess appropriate and effective oral and written communication skills. D. Must be able to operate basic computer applications.	at least six (6) years of relevant industry and or teaching experience. B. Must have technical-vocational skills and or area of specialization. C. Must possess appropriate and effective oral and written communication skills. D. Must be able to operate basic computer applications.			