

TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>1</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

In line with the policy direction provided in the Operational Plan (OPLan) TESDA Abot Lahat: TVET Towards the New Normal, this Circular is hereby issued to provide guidelines in the management and implementation of flexible learning in the delivery of technical vocational education and training (TVET) in the country.

I. STATEMENT OF POLICY

1. The 1987 Constitution under Article XIV Section 1 declares that the State shall "protect and promote the rights of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all."
2. The Republic Act No. 7796, otherwise known as the TESDA Act of 1994, mandates the institution to promote and strengthen the quality of technical education and skills development programs to attain international competitiveness.
3. Section 14 of the Republic Act No. 10650 or the Open Distance Learning (ODL) Act, declares TESDA's role in formulating, promulgating, disseminating and implementing the necessary policies, standards, guidelines, rules and regulations for the effective implementation of ODL in the country.
4. Section 16 of the Republic Act No. 11230 or the Tulong Trabaho Act mandates TESDA to design and implement support systems, such as development of modalities, necessary to facilitate access to quality TVET.
5. The OPLAN TESDA Abot Lahat: TVET Towards the New Normal declares its mission for the Agency "to adapt to a "new normal" state in carrying out its mandate of providing skills training and certification to Filipinos in order to get jobs or earn livelihoods." Its objective includes the development of "innovative and flexible regulatory programs that are adapted to the new environment and changing needs of the TVET sector."
6. In consonance with these policies and to provide a conducive environment for the sector that is responsive to the shifting needs, requirements and conditions of society, TESDA affirms the necessity for implementing flexible learning in TVET.



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>2</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

II. DEFINITION OF TERMS

- 1. Asynchronous eLearning** refers to the idea that students learn the same material at different times and locations. (Source: umich.edu) It refers to the learner-centered process which uses online learning resources to facilitate information sharing regardless of the constraints of time and place among a network of people. (Source: TESDA Circular No. 103 and 104, Shahabadi and Uplane, 2015)
- 2. Blended eLearning** refers to a learning or training event or activity where e-Learning, in its various forms, is combined with more traditional forms of training such as classroom training (Source: TVET Glossary of Terms 2017 and TESDA Circular No. 104 s. 2019). It is a combination of multiple approaches to learning. Learning in a classroom situation may be blended with learning from Internet resources. Numerous combinations are possible. (Source: Padolina, Sapala and Westergaard, 2007)
- 3. Competency-Based Curriculum** refers to the specifications for a program or module, which describes all the learning experiences a learner undergoes. It generally includes learning outcomes, contents, conditions, methodologies, and assessment methods. It specifies outcomes, which are consistent with the requirements of the workplace as defined in the Training Regulations (TRs) or based on industry or community consultations and/or supported by a demand or employability study for NTR. (Source: 2019 TVET Glossary of Terms, TESDA Circular No. 089 s. 2018)
- 4. Competency-Based Learning Materials (CBLM)** refers to a well-designed and carefully developed learning materials (hard or soft copy) that provide detailed instruction to guide and help a learner acquire the necessary knowledge, skills and attitude of a specific unit of competency on a self-paced learning modality. It contains the learner guide, list of competencies, summary of competencies, summary of learning outcomes, learning experiences, information sheet, self-check, tasks sheet, operation sheet, job sheet, and performance criteria checklist.
- 5. Competency-Based Training (CBT)** refers to a system by which the learner acquires a competency, or a qualification based on demonstrated ability rather than on the time spent on training. (2019 TVET Glossary of Terms, TESDA Circular No. 090 s. 2018)



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>3</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:
<p>6. Digital Contents refer to information available in digital format. It could be in the form of text, audio and video files, graphics, animations, and images. Typically, digital content refers to information available for streaming, downloading or distribution on electronic media.</p> <p>7. Distance Learning refers to Distance Education which is a mode of learning in which students and teachers are physically separated from each other. It is a student-centered, guided independent study making use of well – studied teaching and learning pedagogies to deliver well-designed learning materials through various media. It is sometimes described as flexible learning and distributed learning. (Source: RA 10650)</p> <p>8. E-Learning refers to an umbrella term for providing computer instruction (courseware) online over the public internet, private distance learning networks or in-house via an intranet. (Source: TESDA Circular No. 104 series of 2019)</p> <p>9. Face-to-Face Learning refers to an instructor-led training in a traditional classroom setting. (Source: 2017 TVET Glossary of Terms, TESDA Circular No. 104 series of 2019)</p> <p>10. Flexible Learning refers to the provision of a range of learning modes or methods giving learners greater choice of when, where and how they learn. (Source: NCVET 2013, Australia)</p> <p>11. Learning Outcomes refers to clear statements of what a learner can be expected to know, understand and/or do as a result of a learning experience. (IRR of RA No. 10968)</p> <p>12. Learning Management System (LMS) refers to a computer application that can be used to create, manage and organize lessons, courses, quizzes and other learning materials. This application can also be used to facilitate learning, collection and evaluation of learners' response. It refers to the software-based platform that facilitates the management, delivery and measurement of an organization's corporate e-learning programs. (Source: TVET Glossary of Terms 2019, Powell, 2018, TESDA Circular No. 104 s. 2019)</p> <p>13. Nominal Duration refers to the estimated learning hours, which indicate the time for an average person to achieve the learning outcomes of the units of competency, inclusive of classroom contact time laboratory/field work/practicum and other methods of study/assignments as defined in the Training Regulation (TR). (Source: 2017 TVET Glossary of Terms)</p>		

TESDA CIRCULAR

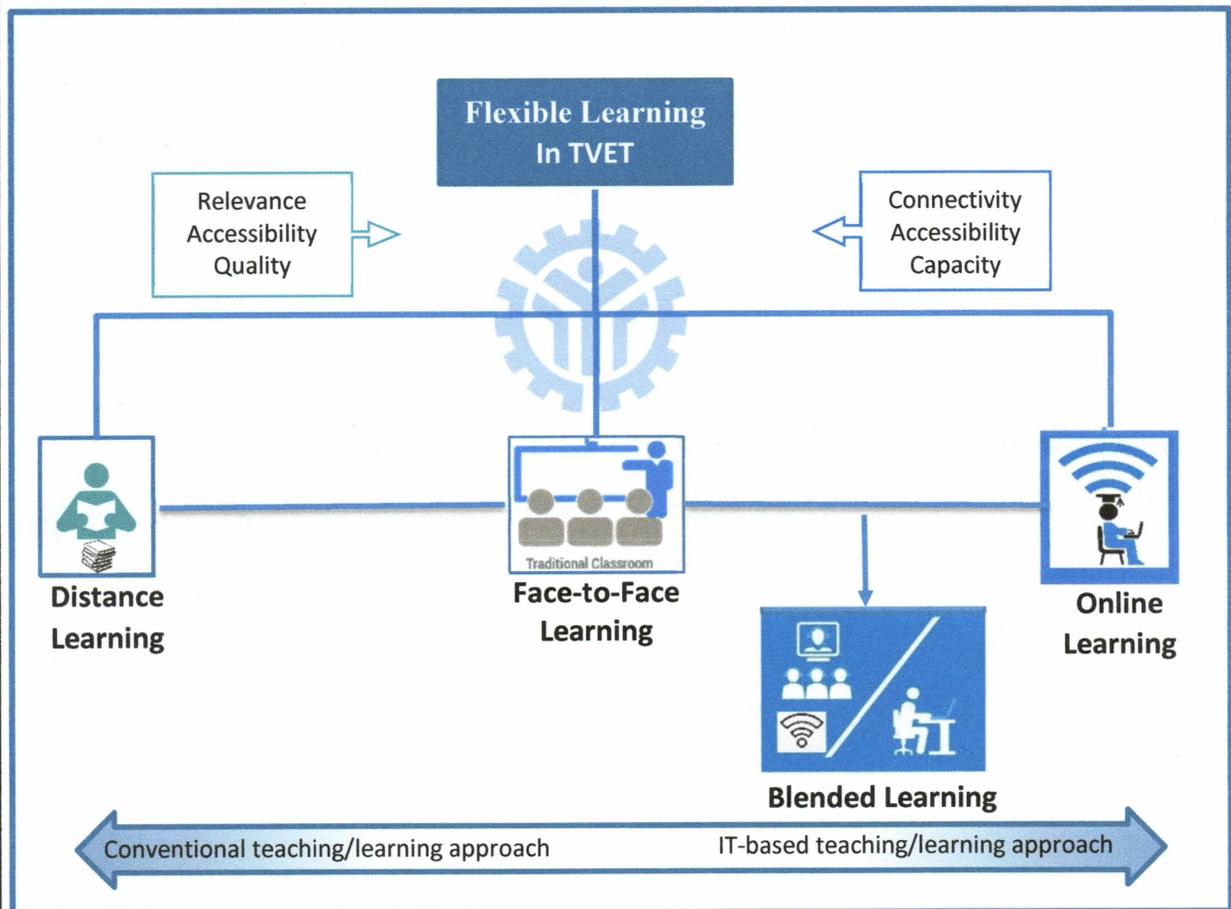
SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>4</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:
<p>14. Online Learning - a learning delivery mode where learning generally takes place outside the classroom using primarily or entirely the internet-connected computer or mobile device to deliver the TVET program.</p> <p>15. Technical Support System (TSS) refers to the mechanism that provides user-friendly assistance for individuals having technical problems in accessing the digital content and utilizing the web application. Usually this can be in the form of support hotline, chat support, and Frequently asked Questions.</p> <p>16. TESDA Online Program (TOP) is an open educational resource that aims to make technical education more accessible to Filipino citizens through the use of information and communication technologies. TOP provides an effective and efficient way to deliver technical education and skills development services to a broader audience/wide range of users/all learners at a lesser cost. (eTESDA)</p> <p>17. Technical Vocational Institution (TVI) refers to an institution whether public or private offering TVET program(s). This shall include TESDA Technology Institutions (TTIs), Private and Public Technical Vocational Institutions, and Higher Education Institutions (HEIs), State Universities and Colleges (SUCs) Local Universities and Colleges (LUCs), Training Centers and enterprises. (Source: 2019 TVET Glossary of Terms)</p> <p>18. Web Application refers to a computer software that runs on a web server. Typically, users access these applications using a web browser.</p> <p>III. SCOPE AND COVERAGE</p> <p>This Circular shall cover the implementation of flexible learning modes in the delivery of registered TVET programs by the TVIs.</p> 		

TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page 5 of 15 No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

IV. CONCEPTUAL FRAMEWORK

1. The Conceptual Framework, as shown in the figure below, illustrates the Agency's direction to adopt innovative and flexible learning in continuing the delivery of TVET, making TVET resilient against educational disruptions and responding to the challenges of the digital economy.



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>6</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:
<ol style="list-style-type: none">2. In the delivery of TVET, flexibility in learning is exemplified using conventional and IT-based teaching/learning approaches and their combination to promote wider participation among the TVIs, trainers and learners.3. External and internal variables are considered in adopting flexible learning to ensure that the continuing delivery of TVET is inclusive among TVIs, trainers and learners.4. Quality assurance must be an integral part in pursuing flexible learning. <p>V. FLEXIBLE LEARNING DELIVERY ARRANGEMENTS</p> <p>The TVIs has the option to adopt any of the following flexible learning delivery modes, depending on their institutional capacity, trainers' capability and learners' access to learning resources and technology:</p> <ol style="list-style-type: none">1. Face-to-Face Learning. This learning delivery mode is traditionally adopted where the knowledge contents and skills components are both delivered at the classroom and workshop areas of the TVI.2. Online Learning. This learning delivery mode takes place outside the classroom using primarily or entirely the internet-connected computer or mobile device. This is preferred for TVET programs that require no or limited use of large and/or complicated learning equipment.3. Blended Learning. This learning delivery mode combines the traditional face-to-face learning and eLearning. The knowledge contents maybe delivered and learned via online platforms with the aid of offline eLearning technology while the skills components are delivered and learned at the classroom and workshop areas of the TVI. This mode is preferred for TVET programs that cannot be fully delivered online due to the requirement for large and/or complicated learning equipment for the skills components.4. Distance Learning. This is a traditional learning delivery mode learning takes place outside the training institution for both the knowledge contents and skills components with the use of print learning materials and non-digital electronic resources. This is preferred for TVET programs that require no or		

TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>7</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

limited use of large and/or complicated learning equipment and suitable for TVIs, Trainers and learners with limited capacity to adopt Blended Learning and Online Learning delivery modes.

5. A TVI may adopt the combination of Distance Learning and Face-to-Face Learning in delivering TVET programs that require the use of large and/or complicated learning equipment. This is an option for TVIs and learners with limited access to information and communication technology, including internet connectivity.

VI. PARAMETERS IN IMPLEMENTING FLEXIBLE LEARNING

A. Online Learning Delivery Mode

1. The Online Learning maybe adopted by the TVIs when the following requirements are made available:
 - Curricular requirements particularly the Competency Based Curriculum that reflects Online Learning as the modality in delivering the TVET program
 - Digital learning contents (e.q. articles on the web, e-books, e-CBLM, interactive learning resources, video-on-demand, audio-on demand, and others).
 - Any of the following online eLearning infrastructure:
 - Learning Management System (LMS)¹ such as Moodle, Chamilo, Blackboard, A-tutor, and others.
 - Web applications that:
 - provide access to the digital content and any shared resources anywhere, anytime (i.e google classroom, google

¹ There are several types of LMS: (1) Free-Open Source-totally free application and user can modify the source code; (2) Open source - application may not be free, but once acquired, user can modify the source code; (3) Shareware- the use of application is free, but the source code can not be modified;(4) Proprietary - user can use the application for a fee and source code can not be edited. The choice of application can affect the investment of the institution.



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page 8 of 15 No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:
<p>drive, youtube.com, vimeo, facebook, vendor-based learning sites such as lynda.com, microsoft learn, lincoln electric, etc.);</p> <ul style="list-style-type: none">▪ allow communication between trainers and peers synchronously (i.e google hangout, zoom, facebook live, podcast, facebook messenger and others) and asynchronous (i.e. Facebook page, online forum, streaming video comment sections and others); and▪ allows administration of assessment of learning outcomes▪ provides Technical Support System for the trainer and the trainees (i.e. Support hotline, Support chat, and others) <p>B. Blended Learning Delivery Mode</p> <ol style="list-style-type: none">1. The TVI may adopt the Blended Learning with the use of the classroom and workshop areas and online platforms with the aid of offline digital or electronic technology in delivering the TVET program.2. The Blended Learning is adopted when the following requirements are made available:<ul style="list-style-type: none">● Curricular requirements such as the Competency Based Curriculum that reflect the use of online learning for the knowledge component and the face-to-face instruction for the skills activities.● Competency-Based Workshop area with the required learning systems or equipment and tools; where the face-to-face instruction is conducted for the skills component.● Digital learning contents (e.q. articles on the web, e-books, e-CBLM, interactive learning resources, video-on-demand, audio-on demand, and others).● Online Learning infrastructure such as Learning Management System (LMS) or any web application that: provide access to the digital content and any shared resources anywhere, anytime;		

TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>9</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:
<ul style="list-style-type: none">○ allows communication between trainers and peers synchronous and asynchronous;○ allows administration of assessment of learning outcomes; and○ Technical Support System for the trainer and the trainee <p>3. The TVI may use offline electronic technology and resources to support the Blended Learning delivery mode such as but not limited to the following:</p> <ul style="list-style-type: none">○ Digitized learning materials such as CBLM and other instructional learning materials, videos and interactive contents.○ Downloaded digital contents of LMS <p>C. Distance Learning</p> <p>1. The Distance Learning may be adopted by the TVIs when the following requirements are made available:</p> <ul style="list-style-type: none">● Curricular requirements particularly the Competency Based Curriculum that reflects Distance Learning as the modality in delivering the TVET program● Learning resources that can be accessed by the learners in any or combination of the following forms:<ul style="list-style-type: none">○ Print learning materials such as CBLM, training manual, instruction sheets, textbooks, study guides, workbooks, course syllabi, correspondence feedback and other print formats○ Audio-Visual - radio, audio cassettes, slides, film, videotapes, television, telephone, fax, audio-conferencing and videoconferencing;● Means of communication between the trainer and the learners● Means of assessment of learning outcomes● Technical Support System for the trainer and the trainees		

TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page 10 of 15 No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

D. Combination of Distance Learning and Face-to-Face Learning

1. The Blended Distance Learning maybe adopted by the TVIs when the following requirements are made available:

- Curricular requirements such as the Competency Based Curriculum that reflect the combination of Distance learning for the knowledge contents and the Face-to-Face Learning delivery mode for the skills activities.
- Competency-Based Workshop area with the required learning systems or equipment and tools, where the face-to-face instruction is conducted.
- Learning resources that can be accessed by the learners in any or combinations:
 - Print learning materials such as CBLM, training manual, instruction sheets, textbooks, study guides, workbooks, course syllabi, correspondence feedback and other print formats;
 - Audio-Visual materials such as, radio, audio cassettes, slides, film, videotapes, television, telephone, fax, audio-conferencing and videoconferencing;
- Means of communication between the trainer and the learners
- Means of assessment of learning outcomes
- Technical Support System for the trainer and the trainees



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page 11 of 15 No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

VII. GENERAL GUIDELINES

1. All TVIs that may adopt any of the flexible learning delivery modes for their registered TVET program are not required to re-register the program but to operate under its existing registration; provided, the following are submitted physically or through online to the TESDA Provincial Office:
 - a. Letter of intent to add/shift the delivery mode to either Blended Learning, Distance Learning, Online Learning or combination of Distance Learning and Face-to-Face Learning.
 - b. A certified true copy of the Certificate of TVET Program Registration (CTPR) of the registered TVET program.
 - c. Updated Competency-Based Curriculum indicating the learning modes to be used.
 - d. List and profile of the Trainers who will handle the TVET program. The profile of the Trainer must reflect that they have the competency to deliver the TVET program using the preferred flexible delivery mode/s.
 - e. Training Plan (see annex A) which serves as reference in implementing, monitoring and evaluating the delivery of the TVET program.
2. The TESDA Provincial Office shall evaluate the capacity of the TVI to implement their preferred mode of flexible learning and endorse its recommendation to the Regional Office for appropriate action. When the need to ensure the availability of the learning resources is necessary, Provincial Office conducts physical or virtual inspection.
3. The Regional Director shall issue the Certificate of Recognition to the TVI that has the capacity to deliver the registered program with the preferred flexible learning mode, as indicated in the updated curriculum and Training Plan.
4. All new TVET programs, regardless of the learning delivery mode adopted, shall be registered and issued the Certificate of TVET Program Registration (CTPR) in accordance with applicable program registration guidelines.



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page 12 of 15 No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:
<ol style="list-style-type: none">5. The nominal duration of the TVET program with Training Regulation shall apply regardless of the learning delivery mode adopted.6. The TVIs shall schedule learners for the Face-to-Face learning at the Competency-Based Training workshop areas following the COVID 19 Inter Agency Task Force protocol of 3 feet or 1 meter physical distancing between learners. The recommended number of learners per schedule for the Face-to-Face Learning is 12, depending on the area of the laboratory or workshop area, provided that the 3 feet or 1 meter physical distancing guideline is strictly observed. This specific guideline shall remain enforced unless superseded.7. Applying the Competency-Based Training principle of multiple-exit, learners are enrolled singly or at the same schedule and those learners who satisfactorily completed all the learning outcomes of the qualification-based program, including institutional assessment and other institutional requirements may exit the program earlier than the nominal duration.8. A Certificate of Achievement is issued to a learner for every module or unit of competency completed while the Certificate of Training is issued after completing all the modules or units of competencies of the qualification-based TVET program, including other institutional requirements.9. Considering that the TESDA Online Programs (TOP) courses were developed following the Competency Standards or promulgated Training Regulations, the Certificate of Completion issued to learners for completing a TOP course shall be recognized and given equivalent credit by the TVI.10. The Training Certificate issued to learners who satisfactorily completed the qualification-based TVET program shall reflect the Units of Competency achieved (TESDA Circular No. 4 s. 2011 and Memorandum 154 s. 2020), credit/s earned and nominal duration, regardless of the learning mode adopted.11. Consistent with TESDA Circular No. 2017 or the TESDA Training Monitoring Information System (T2MIS) Implementing Policies and Guidelines, the enrollment and graduates monitoring reports, shall be submitted to the T2MIS. <p style="text-align: right;"></p>		

TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page 13 of 15 No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

VIII. ROLES AND RESPONSIBILITIES

A. The National Institute of TESD shall perform the following roles:

1. Recommend policies for the continuing development and improvement of flexible learning delivery systems for TVET;
2. Develop trainers and administrators' capability building programs on the delivery of flexible learning;
3. Expand/Increase the number of courses in the TESDA Online Program, giving priority to new, advance and emerging technology, as an open learning resource for learners;
4. Capacitate TESDA Regional Offices to operate and manage a regional TESDA Online Program.

B. The National Trainers Training Academy (NTTA) shall:

1. Implement trainers and administrators' capability building programs on the delivery of flexible learning and other support programs
2. Monitor the multiplier programs at the regions and/or provinces;

C. The Regional/Provincial Offices shall:

1. Promote to the TVIs the direction for adoption/integration of flexible learning in delivering TVET programs;
2. Determine the readiness of the TVIs on the capacity to implement IT-based flexible learning delivery modes;
3. Establish pool of regional RLTs and PLTs in the development of flexible learning facilitators;
4. Facilitate multiplier training programs for TVIs on trainers' development;
5. Evaluate and monitor the compliance of the TVIs to the requirements in implementing flexible learning;
6. Recognize/ register TVET programs in accordance to the recognition guidelines in this Circular and the program registration guidelines.



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page 14 of 15 No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

D. The TVIs shall perform the following:

1. Ensure that the learning infrastructure and resources needed to implement the identified flexible learning mode/s in delivering TVET programs are available.
2. Update CBC indicating the flexible learning delivery mode/s;
3. Prepare Training Plan for the delivery of the TVET program indicating the flexible learning mode/s.
4. Provide qualified Trainer/s with competencies in facilitating the flexible learning mode/s.
5. Ensure that all enrolled learners will be provided with flexible/suitable learning options and the necessary learning resources to complete the requirements of the course.
6. Adhere to the guidelines on health standards issued by the national government such as wearing of facemask, checking of body temperature, provision of sanitation supplies and facilities and other health and safety standards.
7. Maintain quality in the delivery of the TVET programs.
8. Maintain compliance to monitoring, reporting and audit requirements.

IX. REPEALING CLAUSE

The provisions of TESDA Circular No. 103 s. 2019 on the Omnibus Guidelines in the Registration of eLearning Programs and TESDA Circular No. 104 s. 2019 on Guidelines in the Implementation of eLearning TVET Programs found to be inconsistent with this Circular are hereby repealed.



TESDA CIRCULAR

SUBJECT: Guidelines in implementing Flexible Learning in TVET		Page <u>15</u> of <u>15</u> No. <u>062</u> , series 2020
Date Issued: May 19, 2020	Effectivity: As indicated	Supersedes:

X. SEPARABILITY CLAUSE

Should any provision or portion of this Circular be declared unconstitutional or invalid, all the other provisions of this Circular shall remain valid and operational.

XI. EFFECTIVITY

This Circular takes effect as indicated.



SEC. ISIDRO S LAPEÑA, PhD, CSEE
Director General

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Annex A

Sample Training Plan

Course:		
Unit of Competency:		
Module Title:		
Modality: Check which modality will be applied. Multi-modal is allowed. () Full-online () Blended online () Distance Learning		
Learning Outcomes	Contents	Learning Resources
LO 1: Explain the essentials of welding	Welding process	<ul style="list-style-type: none"> ● TOP: SMAW NCII, Welding Process, resource ID: 005 ● CBLM, SMAW Welding NC II, pp. 1-15
	Welding consumables	
	Basic welding symbols	
LO 2: Deposit weld beads on plate	Welding Machines	<ul style="list-style-type: none"> ● TESDA Online Program ● CBLM, Job Sheet No. 1, pp. 10-13 ● Video, Intro to Stick Welding, https://www.youtube.com/watch?v=4MKuUICV6-c, or search on youtube.com, keyword: basic stick welding
	Setting Up a Welding Machine	
	Welding Techniques	
	Procedure in Depositing Beads on Plate	
	Depositing Beads on Plate	

Annex A

Sample Training Plan

eLearning Infrastructure Requirement	Name of the application
	() LMS:
	or Others: () application that provide access to the digital content and any shared resources anywhere, anytime;
	() application that allows communication between trainers and peers synchronous and asynchronous; and
	() application that allows administration of assessment of learning outcomes