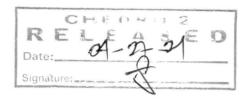


# Republic of the Philippines OFFICE OF THE PRESIDENT

# COMMISSION ON HIGHER EDUCATION

Region 02

# REGIONAL MEMORANDUM ORDER No. 113, series of 2021



FOR

ALL PRESIDENTS/HEADS AND OFFICERS-IN-CHARGE OF

CONCERNED PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIS) OFFERING TECHNICAL-VOCATIONAL

**EDUCATION AND TRAINING (TVET) PROGRAMS** 

SUBJECT

TESDA CIRCULARS RELATIVE TO THE IMPLEMENTATION OF

TVET PROGRAMS DURING THE COVID-19 PANDEMIC

DATE

**APRIL 26, 2021** 

The Commission on Higher Education Regional Office 2 hereby disseminates the information in the attached TESDA Circulars relative to the implementation of TVET programs in Higher Education Institutions in Region 2 with TVET programs during the COVID-19 Pandemic. Other maybe accessed through this TESDA Circulars https://www.tesda.gov.ph/About/TESDA/ 21992.

Furthermore, please be informed that conduct of face-to-face classes or competency training for TVET programs of HEIs/SUCs shall be governed by the applicable TESDA Circulars while limited face-to-face classes for selected health programs in higher education of HEIs/SUCs shall be evaluated based on the applicable CHED policies during the COVID-19 pandemic.

For information and guidance of all concerned.

JULIETA M. PARAS, Ed.D., CESE

Director IV

Encl.: as stated

:rgd/04232021/TR No.: 912



# Republic of the Philippines TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

ISO 9001: 2015 Certified



April 22, 2021

# **JULIETA M. PARAS, ED. D., CESE**

Director IV, Commission on Higher Education Regional Office No. 02 Carig Sur, Tuguegarao City, Cagayan



Dear Director Paras,

This has reference to our recently concluded zoom meeting dated 22 April 2021.

As requested during the meeting, hereto attached are copies of TESDA Circular Nos. 62, 66, 66-B, and 78 s. 2020 for your perusal and guidance.

It is noteworthy to state that TESDA Oplan Abot Lahat: TVET Towards 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.

It cannot be denied that the ongoing COVID-19 Pandemic has presented various challenges in the delivery of our respective mandates as a government agency. As such, TESDA is constantly updating and issuing different circulars so as to adapt to the needs of our clientele and also to provide for continuous service despite the pandemic.

In this regard, please feel free to visit our website and access other appropriate TESDA Circulars at <a href="https://www.tesda.gov.ph/About/TESDA/21992">https://www.tesda.gov.ph/About/TESDA/21992</a>.

Thank you and God bless!

Respectfully yours,

ARCHIE A. GRANDE, CESE Acting Regional Director RELEASED
TESDA Region II

REF. NO: 202
DATE: 4-22-4
BY: 4-22-5



CarigNorte, Tuguegarao City 3500, Cagayan Land Line: (078) 396-1088 Telefax No.: (078) 396-1088 region2.tesda.gov.ph, region2@tesda.gov.ph



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In the interest of the service and in view of the Revised Omnibus Guidelines on the Implementation of Community Quarantine by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID) and OPLAN TESDA Abot Lahat: "TVET Towards a New Normal", the following implementing guidelines are hereby adopted and shall be observed in the implementation and adoption of the New Normal for the TESDA Scholarship Programs.

### I. Scope and Coverage

These guidelines shall cover all existing scholarship programs of TESDA as stipulated on the Omnibus Guidelines for TESDA Scholarship Programs as per TESDA Circular No. 011, Series of 2020, such as but not limited to Training for Work Scholarship Program (TWSP), Special Training for Employment Program (STEP), Private Education Student Financial Assistance (PESFA), Universal Access to Quality Tertiary Education (UAQTEA), Tulong Trabaho Scholarship Program (TTSP), and all other programs as approved by the Director General. The salient provisions of the corresponding TESDA Circular for each particular Scholarship Program that are consistent with these guidelines shall also be adopted, if any.

### II. Rationale and Objectives

With the looming crisis caused by the COVID - 19 pandemic, the world is facing the challenge of securing the people's education, health and life whilst keeping the economy running.

To control the spread of the virus, the Philippine Government, through the Presidential Proclamation No. 929, series of 2020, declared a State of Calamity throughout the country and imposed an Enhanced Community Quarantine in the entire Luzon. Furthermore, Executive Order No. 112 s. of 2020 by the President of the Philippines, and Inter-Agency Task Force for the Management of Emerging Infectious Diseases Resolution No. 30 s. of 2020 provide guidelines on the adoption of the "New Normal" in the entire country.

Keeping to its mandate in mind and the welfare of the Filipinos, TESDA, through its 2020 Revised Planning Guidelines, advocates for "New Normal" which specifically aims to:

- 1. Provide safety nets and activation measures for sectors affected by the COVID 19 crisis;
- Provide a flexible and innovative delivery of services and implementation of the TESDA Scholarship Programs while still strictly adhering to the preventive and safety measures to stop the spread of the virus; and,
- Advocate for a shift from face-to-face learning to flexible learning delivery arrangements either by blended or full on-line learning, distance learning, and or combination of any.

### III. Definition of Terms

In order to provide a common frame of reference in understanding the key terminologies used in this circular, the following terms are hereby operationally defined:

 Blended eLearning¹ - 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 (2017 TVET Glossary of Terms and TESDA Circular No. 104 s. 2019). It is a combination of multiple approaches to learning where numerous combinations are possible. (Source: Padolina Sapala and Westergaard, 2007)

<sup>&</sup>lt;sup>1</sup> TESDA Circular No. 62 – Guidelines in Implementing Flexible Learning in TVET

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- 2. Competency-Based Curriculum¹ refers to the specifications for a program or module, which describes all the learning experience 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.
- 3. Competency-Based Learning Materials (CBLM)¹ 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.
- Competency-Based Training (CBT)¹ 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.
- Containment Policy the limitation to accept scholars or implement scholarship programs within the specified region based on the approved QM.
- Digital Contents¹ refers 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.
- 7. Distance Learning¹ 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 design learning materials in various media. It is also sometimes described as flexible learning and distributed learning. (Source: RA 10650)
- Enhanced Community Quarantine<sup>2</sup> refers to the implementation of temporary measures imposing stringent limitations on movement and transportation of people, strict regulation of operating industries, provision of food and essential services, and heightened presence of uniformed personnel to enforce community quarantine protocols.
- E-Learning¹ 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)
- Face-to-Face Learning (F2F) <sup>1</sup> an instructor-led training in a traditional classroom setting (Source: TESDA Circular No. 104, s. 2019)
- Flexible Learning¹ the provision of a range of learning modes or methods giving learners greater choice of when, where and how they learn. (Source: NCVER 2013, Australia)

<sup>&</sup>lt;sup>1</sup> TESDA Circular No. 62 - Guidelines in Implementing Flexible Learning in TVET

 $<sup>^2</sup>$  Omnibus Guidelines on the Implementation of Community Quarantine in the Philippines with Amendments as of July 02, 2020

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- General Community Quarantine<sup>2</sup> refers to the implementation of temporary measures limiting movement and transportation, regulation of operating industries, and presence of uniformed personnel to enforce community quarantine protocols.
- Health/Personal Protective Equipment (H/PPE) equipment worn to minimize exposure to a variety
  of health hazards which may include, but not limited to, hand gloves, face mask, hand shields, etc.
- Learning Outcomes clear statements of what a learner can be expected to know, understand and/or do as a result of a learning experience. (Source: IRR of RA No. 10968)
- 15. New Normal<sup>2</sup> refers to the emerging behaviors, situations, and minimum public health standards that will be institutionalized in common or routine practices and remain even after the pandemic while the disease is not totally eradicated through means such as widespread immunization. These include actions that will become second nature to the general public as well as policies such as bans on large gatherings that will continue to remain in force.
- 16. Nominal Duration refers to 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)
- Online Enrolment System a system that allows students to register/enroll through the internet without travelling to the campus.
- 18. 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.
- Online Payment refers to the money that is exchanged electronically which involves the use of computer networks, the internet and digital stored values systems.
- Social Distancing/Social Distance minimize close interactions with other people to help limit the spread of the COVID-19 virus.
- 21. Technical Vocational Institution (TVI) refers to an institution whether public or private offering TVET registered program (s). This shall include TESDA Technology Institutions, Private Technical Vocational Institutes, Higher Education Institutions (HEIs), State Universities and College (SUC), Local Colleges and Universities (LCUs), Training Centers, and enterprises.
- 22. **TESDA Online Program (TOP)** <sup>1</sup>- 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. (Source: eTESDA)
- Training Plan¹ a document which details the program/course outline through which a TVET program
  will be implemented which includes the training delivery modality, the learning outcomes, contents,

<sup>&</sup>lt;sup>1</sup> TESDA Circular No. 62 - Guidelines in Implementing Flexible Learning in TVET

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and learning resources, among others. This shall serve as reference in implementing, monitoring, and evaluating the delivery of the TVET program.

 Training Portfolio¹ – an organized collection of materials providing evidence of the competencies that were acquired through experience instead of formal learning. (Source: 2019 TVET Glossary of Terms)

## IV. Programs Covered

These guidelines shall cover all programs being implemented under TESDA Circular No. 011, s. of 2020 with subject Omnibus Guidelines to TESDA Scholarship Programs. Accordingly, this shall cover programs disrupted during the community quarantine in March 2020 and all other programs and project proposals to be implemented according to approved QMs.

# V. Implementation Mechanics

- All procedures and activities involved in the implementation of scholarship programs shall strictly adhere
  to the protocols stipulated in TESDA Circular No. 62, series of 2020, on the Guidelines in Implementing
  Flexible Learning in TVET and TESDA Circular No. 66-A, series of 2020, on the TVET Arrangements
  Towards the New Normal as approved by the IATF-EID;
- There shall be no containment policy for learners enrolling in training programs implemented through the Full-Online Delivery Mode;
- All TESDA Scholarship Programs must have Regional, Provincial, and Individual Qualification Maps in accordance to the template under the New Normal (Annex A);
- The posting of available scholarship slots shall be made available in the TESDA official website, regional/provincial websites, social media pages, or in conspicuous areas in each concerned TESDA Regional and Provincial Offices;
- Participating TVIs must publicly post the scholarship slots granted to them in conspicuous area and in the TVET implementor's website or social media pages. Participating TVIs shall also post a TESDAprescribed signage informing the public that the TVI is a partner of TESDA in implementing TESDA Scholarship Programs;
- 6. In the conduct of training, all participating institutions may adopt any of the flexible delivery modes covered in TESDA Circular No. 62, series of 2020, for their registered TVET program. All TVIs which intend to participate in the TESDA Scholarship Programs through the flexible delivery modes should specifically submit the following:
  - 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;
  - A certified true copy of the Certificate of TVET Program Registration (CTPR) of the registered TVET program;
  - 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; and
  - Training Plan which serves as reference in implementing, monitoring and evaluating the delivery of the TVET program.

- 7. For learners in flexible delivery modes and in accordance to the guidelines covered under TESDA Circular No. 62, series of 2020, the following certificates shall form part of the Learner's Training Portfolio for assessment purposes:
  - a. Certificate of Achievement issued to a learner for every module or unit of competency completed;
  - Certificate of Training issued to a learner after completing all modules or units of competencies of the qualification-based TVET, including other institutional requirements; and,
  - Certificate of Completion issued to learners for completing a TOP course and shall be recognized and given equivalent credit by the TVI (if applicable).
- 8. Conduct of the Training Induction Program (TIP) through Video or Online Conferencing channels shall adopt the standard format of the TIP with the addition of the following topics:
  - a. TESDA Secretary's Message to the Scholars;
  - Awareness and Safety Protocols on COVID 19 Pandemic. All participating institutions may use the free courses relevant to COVID-19 Management offered in the TOP. This can also be accessed offline via downloaded presentation applications/printed modules;
  - c. Benefits from the scholarship programs of TESDA and manner of release of scholarship benefits;
  - d. Briefer on the applicable Flexible Learning Delivery Arrangement including Coverage, Duration of Training, and Progress Monitoring under the New Normal;
  - e. Responsibilities of a TESDA scholar as stipulated in the Commitment of Undertaking; and
  - f. Other requirements of the institution.
- 9. Competency assessment shall remain to be mandatory for Qualifications with Competency Assessment Tools in accordance with TESDA Circular No. 011, s. of 2020, on the Omnibus Guidelines for TESDA Scholarship Programs, when the normal face-to-face situation allows. The processing and issuance of National Certificates for learners who passed the competency assessment shall be done and processed online.

Portfolio Assessment shall adopt all procedures and protocols as prescribed under TESDA Circular No. 059 s., of 2020 with subject: Operating Procedure on the conduct of Portfolio Assessment."

### VI. Priority Target Beneficiaries

Under the new normal, priority shall be given to special clients such as but not limited to the following:

- Overseas Filipino Workers (OFWs);
- Balik Probinsya, Bagong Pag-asa (BP2) Beneficiaries;
- E.O. 70 and E.O. 79 Target Clients;
- New Entrants and Current Enrollees of Diploma Programs;
- · Workers and Trainers in need of Skills Upgrading;
- Displaced Workers due to COVID-19;
- · Not in Education, Employment, or Training (NEET); and,
- TVET Trainers.

### VII. Additional Scholarship Benefits

All scholars shall be entitled to Training Support Fund, allowance for Health/Personal Protective Equipment (H/PPE) and internet connection, aside from the 1-year accident insurance, free training and assessment, and starter toolkits, if applicable.

All training programs under the TESDA Scholarship Program shall adopt the New Normal Schedule of Cost

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for TESDA Scholarship Programs as per TESDA Circular No. 65, Series of 2020.

### VIII. Administrative and Financial Procedures

### 1. Payment of Training Costs, Miscellaneous Fees, and/or Entrepreneurship Costs:

In addition to the requirements prescribed by TESDA Circular No. 011, s. 2020, the following shall be submitted if the training is conducted through flexible learning:

- Billing statement can initially be submitted online and shall be processed without prejudice to the submission of the original documents
- b. In lieu of the daily attendance sheet required, the following shall be submitted:
  - Learner's Achievement Monitoring Report duly signed by the Trainer, Training Supervisor and School Administrator of the TVI (Annex B); and,
  - ii. A Certification under Oath that the learner/scholar has completed the training issued by the TVI. (Annex C)

# 2. Payment of Training Support Fund/Living Allowance, Book Allowance, Instructional Materials Allowance, Cost of Workshop Uniform, and other Allowances

- a. H/PPE allowance and internet allowance shall be released to the scholars within five (5) days from the conduct of the TIP;
- 50% of the Training Support Fund (TSF) shall be given to the scholars within two (2) weeks from the start of training. Thereafter, the remaining TSF shall be released, if the scholar has attended 80% of the training duration;
- c. Payment of TSF shall be supported by a list of scholars duly certified by the Trainer and the School Administrator under Oath that the scholars listed are actually engaged in the training and are entitled to receive the TSF. (Annex D)
- d. TSF and all other allowances may be released to the scholar through Landbank Account, Mobile Wallets (e.g. GCash, PayMaya, etc), provided however that there is an approved Memorandum of Agreement, or may be released directly to students as provided by TESDA Circular 011, s. of 2020.

Acceptance/Receipt by the scholars of the TSF shall be supported by documentary evidence (e.g. acknowledgment receipt, trainees' signature to the payroll form, etc.) as proof of receipt of the allowances by the scholars;

e. Continuous processing of TSF and other allowance must be prioritized by TESDA POs/DOs.

## 3. Payment of Learners' Accident Insurance

- a. Processing of scholar's Accident Insurance must be prioritized regardless of the learning/training delivery mode; and,
- Scholars must be registered for Accident Insurance not later than five (5) days prior to the commencement of training as per approved MOA with GSIS.

### IX. Monitoring and Evaluation

The RDs/PDs shall exercise due diligence in the conduct of monitoring during the COVID-19 crisis to ensure that the trainings are existent and that the trainees are attending the trainings (e.g. random calls to the trainees or graduates), on top of the regular compliance audit, NISP inspection, and other applicable audits.

The conduct of the aforementioned activities and other core processes must be consistent with the relevant TESDA Guidelines and Policies towards the New Normal and with the latest issuances of the IATF-EID.

### X. Separability Clause

If, for any reason, any part or provision of these guidelines is declared invalid or unconstitutional, any part or provision not affected thereby shall remain in full force and effect.

This Circular shall amend TESDA Circular No. 11, Series of 2020 and all other issuances inconsistent therewith, and shall take effect as indicated.

SEC. ISIDRO S. LAPEÑA, Ph.D., CSEE

REPUBLIC OF THE PHILIPPINES) (PLACE) S.S.

# **CERTIFICATION OF COMPLETION OF TRAINING PROGRAM**

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REPUBLIC OF THE PHILIPPINES) (PLACE) S.S.

# CERTIFICATION ON PAYMENT OF TRAINING SUPPORT FUND

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# Technical Education and Skills Development Authority FY 2020 (Scholarship Program) REGIONAL QUALIFICATION MAP (RQM)

RQM Number:

E-mail Address:

Region Contact No

Province

Remarks 0.00 **Total Amount** No. of Slots Qualification Title/Cluster or Competency Name of Provider RQM Code PQM Code

Regional Director

Date:

Evaluated By:

Total

Endorsed By:

LINA C. SARMIENTO
Deputy Director General, TESD Operations

Date:

Approved By:

SEC. ISIDRO S. LAPEÑA PhD, CSEE Director General

Date:

Region Province/District

Technical Education and Skills Development Authority
FY 2020 Training for Work Scholarship Program (TWSP)
PROVINCIAL QUALIFICATION MAP (PQM)

PQM Number.:
(to be filled out by PO using the prescribed Coding System for QMs)

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Regional Director Date: Provincial Director Date:

PO Scholership Focal

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Region Province/District

Technical Education and Skills Development Authority
FY 2020 Special Training for Employment Program (STEP)
PROVINCIAL QUALIFICATION MAP (POM)

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Noted by: Provincial Director Reviewed by: PO Scholership Focal Prepared by:

Date:

Date:

Regional Director Date:

Region Province/District

Technical Education and Skills Development Authority
FY 2020 Private Education Student Financial Assistance (PESFA)
PROVINCIAL QUALIFICATION MAP (PQM)

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Technical Education and Skills Development Authority
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Programs/TMC
for MTR Programs
Number CTPR No. Qualification Title/ Cluster of Competency TOTAL: RQM Code

Director General

Approved by:

Recommending Approval:

Regional Director

Date:

Date

Prepared by:

School Adminstrator

Technical Education and Skills Development Authority
FY 2020 Training for Work Scholarship Program - TWSP (PAFSE)
QUALIFICATION MAP (QM)

QM Number: (to be filled by TESDA Central Office using the prescribed Coding System for Approved QM)

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Total Amount (less Insurance) (PhF)

Recommending Approval

Director General Date:

Approved by:

Regional Director Oate:

Prepared by:

School Administrator



Technical Education and Skills Development Authority
FY 2020 Private Education Student Financial Assistance (PESFA)

QM Number: (to be filled by TESDA Central Office using the prescribed Coding System for Approved QM)

TVI's Email Address:

TVI's Cellphone No.:

Name of TVI: TVI's Complete Address: TVI's Landline:

Region: Province/District:

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Remarks

(23)

Prepared by:

School Adminstrator

Date

Recommending Approval:

Regional Director Date:

Date:

Director General

Approved by:



Technical Education and Skills Development Authority
FY 2020 Special Training for Employment Program (STEI
QUALIFICATION MAP (QM)

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QM Number: (to be filled by TESDA Central Office using the prescribed Coding System for Approved QM) TVI's Email Address: TVI's Cellphone No.: Name of TVI: TVI's Complete Address: TVI's Landline: Region: Province/District:

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Director General Regional Director School Adminstrator

Prepared by:

Approved by:



Ragion Provinca/District Name of TVI TVI's Complete Address TVI's Landline

Technical Education and Skills Development Authority
PY 2020 Universal Access to Quality Tectary Education (UAQTE)
QUALIFICATION MAP (QM)

QM Number: (to be filled by TESIOA Central Office using the prescribed Coding

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Technical Education and Skills Development Authority
FY 2020 Universal Access to Quality Technicy Education (UAQTR)
QUALIFICATION MAP (QM)

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Technical Education and Skills Development Authority
FY 2020 RICE EXTENSION SERVICES PROGRAM (RESP)
QUALIFICATION MAP (QM)

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QM Number: (to be filled by TESDA Central Office using the prescribed Coding System for Approved QM)

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Farm School's Complete Address: Farm School's Landline:

Province/Municipality: Name of Farm School:

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School Adminstrator

Date:

Prepared by:

Regional Director Date:

Recommending Approval:

Director General

Approved by:

# LEARNERS' ACHIEVEMENT MONITORING REPORT

Vame	Name of IVI: Northridge Institute of Business an	Institute	ofB	usine	ss and	d Technology Inc.	olour	gy In	ပ									
Progr	Program Title: Shielded Metal Arc Welding (SMAW) N	tal Arc M	/eldin	SMA)	N (W)	= 0												
Batch	Batch/Section: 3 <sup>rd</sup>																	
Mode	Module Title: Repairing Welds	/elds														-		
Schedule:	dule: August 3-7, 2020	2020																
9	Name of Learners		Mark/ladefects	LO 1: Mark/locate welds defects (8 hrs.)	sple	9	LO 2: Prepare tools and equipment (8 hrs.)	Prepare tools and equipment (8 hrs.	s and 3 hrs.)	9	LO 3; Remove defects (8 hrs.)	ve defe	쯍	ġ	l: Perform (12 hrs	LO 4: Perform re-welding (12 hrs.)	22	Institutional
	(Lastname, Firstname, MI)	l) Act 1	Act 2	2 Act 3	Test	Act 4		5 Act 6	6 Test	Act	7 Act 8	8 Act 9	9 Test	Act	10 Act 11	Act 12	Test	(16 hrs.)
-	Abo, Elmer, V.			`	•	`	`	,	`	\	`	`	,		>	,	>	Competent
2.	Atlenza, Geronimo, A.		`	`	>	`	`		`	`	`	`	>					Not vet Competent
3.	Abelardo, Moses, I.			`	,	`	`		`	`	^	`	,		>	`	>	Competent
4	Bernardo, Richard, L.		`	,	,	`	`		`	/	`	`	`		>			Not yet Competent
5.	Cuenca, Nelson H.		•	`	`	`	`		`^	_	,	`	, ,					Not yet Competent
9	Delos Santos, Romeo, L.		`	`	,	`			`		`	_	`		>			Not yet Competent
7.	Cruz, Maria, D.		`	`	,	`	`		`		`	_	· •	,	`	`	`	Competent
œ	Gonzales, Rowena, T.			`	,	`	`		`	_	`	,	,	•	`	`	>	Competent
6	Gurrea, Eduardo, R.		`	>	,	`	`		>	_	`	_	` `	,	^	`^	>	Competent
6	Jatico, Noel C.		`	`	1	`		`	`	`	`	`	`		`			Not yet Competent
11.	Justimbaste, Rowell, O.		`	`	,	``		`	`	`	`	`	`	,	>			Not yet Competent
12.	Kalaw, Pablo, A.		`	`	,	`		`	`>	`	`	`	`	`	`	>	^	Competent
13.	Kawa-kawa, Ralph, E.		`	`	,	>		`	`	`	>	`	, ,	,	`	`*		Not yet Competent
4	Labrador, Venus, J.		`	`	`	>	`		>	>	>	>	`	`	^	`		Not yet Competent
15.	Libres, Manuel, K.		`	`	•	`	`		>	`	>	`	` `	`	`	`		Not yet Competent
16.	Luminarez, Emmanuel. L.			`	,	>		`	`	>	>	,	`		`	`		Not yet Competen
17.	Manacob, Laami, G.			,	*	`	`		,		>	`	`	`	>	>		Not yet Competent
18.	Macario, Lemuel, G.		`	>	•	>	`		`	`	>	>	`		>	`		Not yet Competen
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21.	Palmares, Mario, N.			,	,	>			`		>	`	· \	•	`	^	>	Competent
22.	Pamaran, Henry, A.			>	,	>	>		>		`	,	`	(	`	`	>	Competent
23.	Santos, Jose, H.			`	,	`			>	_	`	`	·	•	`	`	>	Competent
24.	Tamayo, Pedro, U.		`	>		`			>	`	>	,	` `		`	`	>	Competent
52	Zurbano, Michael, K.			`	`	`		_	`	_	`	_	`	•	`	`	>	Competent

Prepared by:

Checked by:

Approved by:

Name of Administrator

Name of Trainer

Name of Instruction Supervisor

	ements Towards the New Normal OVID-19 Crisis	Page 1 of 4 page/s Number <u>066</u> , series of 2020
Date Issued: May 29, 2020	Effectivity: As Indicated	Supersedes:

In line with the Revised and Amended Omnibus Guidelines on the Implementation of Community Quarantine in the Philippines by the IATF for the Management of Emerging Infectious Diseases (IATF Resolution 38), and based on the results of discussions with the TVET associations and TESDA Regional Directors, and while awaiting the approval and clearance of the IATF-EID on the resumption of classes this June, the following guidelines are hereby issued to establish the necessary measures and protocols in the delivery of TVET towards the New Normal in response to the COVID-19 Crisis.

# I. Implementation Arrangements

The global COVID 19 crisis has brought sudden impositions and pressures in the education sector disrupting on-going classes before the COVID 19 crisis and continuing lockdown in some areas for the next months. The inactivity during the lockdown, however, opened an avenue for the sector to adapt to more flexible and innovative delivery systems that would require technology innovations and business solutions. On the other hand, while online and virtual learning is the new normal in TVET, face-to-face learning is still mandatory for most of the TVET qualifications.

As TESDA intensifies its support to the national government's advocacy to the Food Security and Supply Chain, all related training programs, especially agri-related qualifications where physical/social distancing requirements can be practiced should be prioritized.

All actions to be taken by the institutions/training centers, public and private, in preparation for the resumption of classes, should be in accordance with the IATF-EID guidelines. More importantly, plans and actions should strictly follow the health protocols of the Department of Health. It is still advised to closely coordinate with the concerned LGUs for updated information on a daily basis and check other mitigation levels that are in place in the area. School operations may be adjusted accordingly.

The following measures shall be adopted based on the community quarantine level of the area:

Program/Activity	у	ECQ/MEC	Q	GCQ/MGCQ
Application Scholarship	for	Online application TESDA website and Mobile App	through TESDA	Online application through TESDA website and TESDA Mobile App
				Face-to-Face application can be done following the physical/social distancing requirements.

	ements Towards the New Normal OVID-19 Crisis	Page 2 of 4 page/s Number <u>o</u> 66, series of 2020	
Date Issued: May 29, 2020	Effectivity: As Indicated	Supersedes:	

May 29, 2020	As indicated	
Program/Activity	ECQ/MECQ	GCQ/MGCQ
Enrollment	No enrolment for areas under ECQ.  Online enrolment for areas under MECQ	<ul> <li>Combination of face-to-face and online</li> <li>Online application through the TESDA website and TESDA Mobile App</li> <li>Submission of application and other requirements through email</li> </ul>
Start of Classes	Strictly no classes are allowed under ECQ/MECQ (IATF Omnibus Guidelines on Community Quarantine, May 22, 2020). Schools are still closed.  Under MECQ, online classes can resume by June 2020. (Still subject for the approval and clearance of IATF-EID)	program implementation in areas placed under GCQ/MGCQ.  The earliest that the TVIs/TTIs can begin classes
Training Delivery Modalities	Strictly through asynchronous eLearning programs such as TESDA Online Program or other open-source online/offline training courses	Online/eLearning

Subject: TVET Arrange During the CC	ments Towards the New Normal	Page 3 of 4 page/s Number <u>066</u> , series of 2020	
Date Issued: May 29, 2020	Effectivity: As Indicated	Supersedes:	

ECQ/MECQ	GCQ/MGCQ
Processing and Issuance of NCs via online	Processing and Issuance of NCs via online  Only for TM II - virtual and portfolio assessment.  Portfolio Assessment for some qualifications.  Under MGCQ, regular conduct
	Under MGCQ, regular conduct of assessment is allowed subject to strict physical and social distancing and LGU
	Processing and Issuance of NCs

# II. Implementation Mechanics

Upon resumption of classes, the following protocols shall be observed by all institutions offering TVET:

# A. Training Protocols

- It is mandatory that all trainees/scholars, trainers, and all TVI personnel undergo the module available at the TESDA Online Program titled "Practicing Covid 19 Preventive Measures in the Workplace". It can also be accessed offline via downloaded presentation applications.
- For face-to-face training, all TVIs should strictly follow the implementation of physical distancing requirements of 3 feet or 1 meter between the learners/scholars per DOH Administrative Order 2020-015. TVIs may consider placing temporary barriers (plastic dividers, cubicles, etc).
- 3. Under the competency-based training delivery, modular learning is being followed where workshops/laboratories are designed and arranged per module. The institution should strictly follow the limited number of learners/scholars per workshop area and still compliant with the physical distancing requirements.
- All TVIs are not required to re-register the programs that will adopt flexible learning delivery modes, as long as they operate under its existing authorization through the issued CTPRs.
- To implement flexible learning delivery modes (online, blended, or distance learning), the institution has to seek the approval from the concerned Regional Director. A separate set of guidelines will be issued on the Implementing Flexible Learning in TVET.
- For Community-based training delivery, the physical distancing of 3 feet or 1 meter should be strictly followed. The conduct of training should be closely coordinated with the LGU/barangay for clearance.

Subject: TVET Arrange During the CO	ments Towards the New Normal	Page 4 of 4 page/s Number 066, series of 2020	
Date Issued: May 29, 2020	Effectivity: As Indicated	Supersedes:	

- 7. For Dual Training System and Enterprise-Based Training, in-plant training can resume depending on the partner company as well as the allowed sectors to operate per quarantine phase based on the industry categories indicated in the omnibus guidelines.
- 8. Training Schedule and Training Plan shall be submitted to the PO/RO for approval and monitoring purposes, especially for scholarship programs.

### **B. Administrative Protocols**

To contain/reduce the risk of transmission of the virus, the following protocols should be strictly observed:

- 1. Adopt effective practices/strategies to ensure compliance to social and physical distancing among the staff and learners. Restrict mixing between groups.
- 2. Use of health personal protective equipment by all employees and learners/scholars at all times. These are face masks, protective goggles, gloves, protective shields, sanitizer.
- 3. Regular disinfection and sanitation of all workstations, workshops and laboratories, rooms and buildings.
- 4. Placement of sanitizers and alcohol-based dispensers in entrances of the training facility classrooms and workshop areas/laboratory.
- 5. Placement of disinfection footbath in buildings and room entrances.
- 6. Provision of no-touch/digital thermometer/thermal scanner at the main entrance.
- Persons with high temperatures and/or flu-like symptoms shall not be allowed to enter the building premises.

Implementation arrangements, mechanics and protocols shall be reviewed regularly by the TESDA Crisis Management Committee to ensure compliance to the updated guidelines set by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF-EID).

Wide dissemination of this Circular to all concerned is hereby enjoined.

SEC. ISIDRO S. LAPEÑA, Ph.D., CSEE Director General

The state of the s		Page 1 of 16 page/s Number <u>646-8</u> series of 2020
Date Issued:	Effectivity:	Supersedes:
11 November, 2020	As Indicated	TESDA Circular No. 66-A

In order to harmonize the latest issuances of the Inter-Agency Taskforce for the Management of Emerging Infectious Diseases (IATF-EID) with the policies of TESDA in the delivery of TVET towards the New Normal, the following amendments to TESDA Circular No. 66-A, s. 2020 are hereby issued.

# I. Background

- TESDA Circular No. 66, s. 2020 established the necessary measures and protocols in the delivery of TVET towards the New Normal. With the approval of IATF Resolution No. 47, s. 2020 by the IATF-EID, TESDA Circular No. 66-A, s. 2020 was then issued on 27 June 2020 to incorporate the policies on the resumption of TVET for areas placed under community quarantine as provided in the IATF Omnibus Guidelines<sup>1</sup>.
- On 8 October 2020, IATF Resolution No. 78, s. 2020 was issued allowing the faceto-face training and assessment for domestic work and other TVET qualifications as may be allowed by the DTI.
- 3. On 15 October 2020, IATF Resolution No. 79, s. 2020 was also issued adjusting the age-based stay-at-home restrictions to any person below fifteen (15) years old and to those who are over sixty-five (65) years old. However, local government units may impose a higher age limit for minors depending on the COVID-19 situation in their respective jurisdictions.

# II. Implementation Arrangements

Technical-vocational education and training (TVET) of the Technical Educational and Skills Development Authority (TESDA) shall be allowed to resume under the following based on the guarantine level of the area<sup>2</sup>:

# A. General Community Quarantine:

- The following TVET activities may be conducted or provided by TESDA Technology Institutions (TTIs), Technical Vocational Institutions (TVIs), and other institutions offering registered programs under TESDA, subject to compliance with TESDA Guidelines and minimum public health standards:
  - a. All training programs related to agriculture/fishery qualifications for food production and processing<sup>3</sup>, domestic work, ships' catering, caregiving, housekeeping and other TVET qualifications as may be allowed by the DTI, regardless of delivery modes (e.g. full online, blended learning, distance learning, or face-to-face).

<sup>&</sup>lt;sup>1</sup> Omnibus Guidelines on the Implementation of Community Quarantine in the Philippines

<sup>&</sup>lt;sup>2</sup>Annex A - Summary of Implementation Arrangements

<sup>&</sup>lt;sup>3</sup>Annex B - Training Programs Related to Agriculture/Fishery Qualifications for Food Production/Processing

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- b. Enterprise-Based Training, In-Plant or in-company part of the Dual Training System, OJT or Supervised Industry Learning with partner companies/establishments belonging to industry sectors which are allowed to operate in the corresponding community quarantine level, based on paragraph 6, Section [4] of the IATF-EID Omnibus Guidelines<sup>4</sup>;
- c. For training programs conducted through the face-to-face delivery mode:
  - In general, only Learners aged between 15-65 years old with no underlying medical condition are allowed to attend face-to-face training.

For the National Capital Region (NCR), only learners aged between 18-65 years with no underlying medical condition are allowed to attend face-to-face training. This shall also apply to all other LGUs which imposed a higher age limit for minors.

ii. All training programs related to agriculture/fishery qualifications for food production and processing may be conducted at full operational capacity provided that all health and safety protocols are still observed. However, the conduct of face-to-face TVET training for other qualifications as may be allowed by the DTI may only be conducted for up to 50% training site capacity.

Site capacity refers to the capacity of the training and assessment venue, and not the maximum learners/candidates per batch, as long as the standard physical distancing requirements are still in place. If the space and facilities shall allow, the standard maximum number of learners/candidates per training/assessment shall still apply.

- Strict compliance to minimum public health standards, TESDA Guidelines, and consultation with local government units must always be observed.
- d. All other training programs may be implemented by all institutions offering TVET through the following training delivery modalities;
  - i. Full online/E-learning trainings;
  - ii. Distance Learning for TVET programs;
  - iii. E-learning component of Blended Learning for TVET programs;

The standard maximum no. of learners allowed per training batch shall still apply.

<sup>&</sup>lt;sup>4</sup>Annex C - List of Permitted Establishments per Community Quarantine Level

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- Virtual Assessment and Portfolio Assessment activities can be implemented, subject to the following general guidelines:
  - a. The conduct of Portfolio Assessment for all qualifications shall be administered by the TESDA Certification Office, pursuant to TESDA Circular No. 59, series of 2020;
  - All TESDA field units shall promote these modes of assessment to qualified individuals, Overseas Filipino Workers, industry associations and companies, in their respective areas;
  - Applications for portfolio assessment can be submitted directly to the Certification Office or to the nearest TESDA Field Offices; and
  - d. Virtual Assessment shall be adopted for Trainers' Methodology Levels I and II. This shall be administered by the TESDA Regional Offices.
- 3. Face-to-face competency assessment for those applying for overseas employment such as Domestic Work NC II, Caregiving NC II, Housekeeping NC II, Ship's Catering NC I & III, and such other TVET qualifications as may be allowed by DTI up to 50% assessment site capacity provided there is strict compliance with TESDA Guidelines<sup>5</sup> and the consultation requirement with local government units.

# B. Modified General Community Quarantine:

 In addition to the training delivery modalities, activities, and procedures allowed under the GCQ, face-to-face TVET training and national assessment may also now be conducted, but only up to 50% training and assessment site capacity, and provided that there is strict compliance with minimum public health standards, TESDA Guidelines, and consultation with local government units.

Site capacity refers to the capacity of the training and assessment venue, and not the maximum learners/candidates per batch, as long as the standard physical distancing requirements are still in place. If the space and facilities shall allow, the standard maximum number of learners/candidates per training/assessment shall still apply.

All learners regardless of age are allowed to attend face-to-face training and assessment, provided that they meet the entry requirements and that they do not have any underlying medical condition, comorbidities, or other health risks including those who reside with the aforementioned.

<sup>&</sup>lt;sup>5</sup> TESDA Circular No. 116, series of 2020: Guidelines for the Implementation of the IATF Resolution No. 078 s. 2020 on Trainings and Assessment in Areas with a Community Quarantine of GCQ or lower

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# III. Implementation Protocols

During the resumption of classes and assessment activities, it is important to monitor the strict compliance of the TVET providers, especially with the minimum public health standards and physical distancing protocols. As a general rule, learners should have limited exposure while on training in any community quarantine level to minimize health risks and spreading of the COVID 19 virus among the learners and scholars. Hence, the following protocols shall be observed by all institutions offering TVET upon resumption of classes:

# A. Training and National Competency Assessment Protocols

- It is mandatory that all learners/scholars, trainers, assessors, and all TVI/Assessment Center (AC) personnel undergo the module on "Practicing COVID-19 Preventive Measures in the Workplace" through the TESDA Online Program or offline via downloaded presentation applications/printed modules. TVIs can also provide learners with access to relevant information on COVID-19 through health manuals, student handbooks, and other information materials;
- For face-to-face training, all TVIs should strictly follow the implementation of physical distancing requirements of 3 feet or 1 meter between the learners/scholars per DOH Administrative Order 2020-015. TVIs may consider placing temporary barriers for this purpose (e.g. plastic dividers, cubicles, etc);
- Under the competency-based training delivery, modular learning is being followed where workshops/laboratories are designed and arranged per module. The institution should strictly follow the limited number of learners/scholars per workshop area and be compliant with the physical distancing requirements and all other health & safety protocols;
- For Community-based training delivery, the physical distancing of 3 feet or 1 meter should be strictly followed. The conduct of training should be closely coordinated with the LGU/barangay for clearance;
- Seat plans for the conduct of face-to-face Training Induction Program for scholarship, orientations during training and conduct of assessment must be prepared and recorded by the TVET providers, and should be ready to submit them in case these are needed for contact tracing;
- All applicants/candidates for training, scholarship and national competency assessment are required to provide information on their travel/exposure history upon enrolment/application<sup>6</sup>;

<sup>&</sup>lt;sup>6</sup> Annex D - Sample Contact Tracing template per DOH Memorandum No. 2020-0189 dated 17 April 2020: Updated Guidelines on Contract Tracing of Close Contacts of Confirmed COVID-19 Cases

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- Daily online/offline surveys should be conducted on the health status and exposure history of learners/scholars, trainers, competency assessors and all TVI/AC personnel<sup>7</sup>;
- 8. Learning materials should not be shared among the learners. If sharing of learning materials is unavoidable, the routine disinfection and sanitation procedures shall be implemented before and after every use; and
- Tools, equipment, workshops and laboratories should be regularly disinfected and sanitized.

### B. Administrative/Health Protocols

To contain/reduce the risk of transmission of the virus, the following administrative/health protocols should be strictly observed by all TVIs and ACs:

- Adopt effective practices/strategies to ensure compliance to social and physical distancing among the staff and learners. Restrict mixing between groups;
- Use of health personal protective equipment by all employees and learners/scholars at all times. These are face masks, protective goggles, gloves, protective shields, sanitizer;
- 3. Regular disinfection and sanitation of all workstations, workshops and laboratories, rooms and buildings;
- Placement of sanitizers and alcohol-based dispensers in entrances of the training facility - classrooms and workshop areas/laboratory;
- 5. Placement of disinfection footbath in buildings and room entrances;
- 6. Provision of no-touch/digital thermometer or thermal scanner at the main entrance. A temperature result of 37.5 degrees centigrade and below are classified as 'within normal bound'. For temperature checks that register a value exceeding 37.5 degrees centigrade, the TVI/AC shall refer the individual to the proper health authority and facility<sup>8</sup>;
- Persons with high temperatures and/or flu-like symptoms shall not be allowed to enter the building premises; and
- TVIs/ACs which shall provide dorm accommodations should adhere to the guidelines set forth by the IATF-EID on accommodation establishments, particularly on the allowed operational capacity. Furthermore, operations shall be

<sup>&</sup>lt;sup>7</sup> Annex E - Sample Survey Format

<sup>&</sup>lt;sup>8</sup> DOH Department Memorandum No. 2020-0178

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limited to the provision of basic accommodation services to learners and in-house skeleton workforce9.

- 9. The TVI/AC shall designate a health and safety officer to perform the following functions:
  - a. Ensure compliance with the Minimum Public Health Standards;
  - b. Maintain and archive attendance records for contact tracing;
  - c. Refer symptomatic individuals (learners, trainers, assessors, and other personnel) to the appropriate health authority or facility as necessary<sup>10</sup>;
- 10. The TVI/AC shall provide necessary assistance in tracing contacts of individuals who may have been in contact with confirmed COVID-19 cases who have participated in their training programs.

All TVET providers/ACs shall be allowed to initiate other additional measures that would mitigate the spread of COVID-19 in their training institutions.

# IV. Monitoring and Evaluation

- 1. The ROs/POs in coordination with the concerned TESDA Executive Offices shall jointly monitor the compliance of TVIs to this Circular and ensure that all implementation arrangements and protocols are being strictly followed.
- 2. The RDs/PDs shall exercise due diligence in the conduct of monitoring during the COVID-19 crisis such as site inspection to TVIs on top of the regular compliance audit, NISP audit, and other applicable audits. The conduct of the aforementioned activities and other core processes must be consistent with the relevant TESDA Guidelines and Policies towards the New Normal and with the latest issuances of the IATF-EID.
- Implementation arrangements, mechanics and protocols shall be reviewed regularly by the TESDA Crisis Management Committee to ensure compliance to the updated guidelines set by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF-EID)

This Circular shall take effect immediately and shall supersede all issuances inconsistent herewith.

SEC. ISIDRO'S. LAPEÑA, Ph.D., CSEE

<sup>9</sup> DTI Memorandum Circular No. 20-33 dated June 9, 2020: Revised Category I-IV Business Establishments or Activities Pursuant to the Revised Omnibus Guidelines on Community Quarantine <sup>10</sup> DOH Department Circular No. 2020-0131

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### ANNEX A

# **SUMMARY OF IMPLEMENTATION ARRANGEMENTS**

Program/Activity	ECQ/MECQ	GCQ/MGCQ
a. Application for Scholarship	On-line application through TESDA website and TESDA mobile App	On-line application through TESDA website and TESDA mobile App
		Face-to-Face application can be done following the physical/social distancing requirements
b. Enrollment	No enrolment for areas under ECQ.	<ul> <li>Combination of face-to-face and online</li> <li>Online application through the TESDA website and</li> </ul>
	Online enrolment for areas under MECQ	TESDA mobile app  Submission of application and other requirements through email
c. Start of Classes	Strictly no classes are allowed under ECQ/MECQ (IATF Omnibus Guidelines on Community Quarantine, May 22, 2020). Schools are still closed	TVIs/TTIs can immediately resume training program implementation through the allowed Training Delivery Modalities based on the community quarantine classification of the area.

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#### **SUMMARY OF IMPLEMENTATION ARRANGEMENTS**

Program/Activity	ECQ/MECQ	GCQ/MGCQ
d. Training Delivery Modalities	Strictly through asynchronous eLearning programs such as TESDA Online Program or other open-source online/offline training courses	
		For areas under MGCQ:  Face-to-face TVET training may be conducted at up to 50% training capacity, provided there is strict compliance with minimum public health standards, TESDA Guidelines and consultation with local government units  Learners are exempted to the age-based stay-at-home restrictions.

#### ANNEX A

#### **SUMMARY OF IMPLEMENTATION ARRANGEMENTS**

Program/Activity	ECQ/MECQ	GCQ/MGCQ
e. National Competency Assessment	Processing and Issuance of NCs via online	Virtual Assessment for Trainers Methodology Level I & Level II, and for certain TVET qualifications, subject to the following general guidelines      Face-to-face competency assessment up to 50% capacity for:

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ANNEX B

# LIST OF TRAINING PROGRAMS FOR FOOD PRODUCTION AND PROCESSING

The following training programs related to agriculture/fishery qualifications for food production and processing shall be allowed to be conducted through any of the traditional/flexible training delivery modalities under the General Community Quarantine:

- 1. The Integrated Organic Farming System Program (IOFSP);
- All training programs and skills upgrading programs covered by Rice Extension Services Programs (RESP) under the Rice Competitiveness Enhancement Fund (RCEF);
- All existing TESDA Training Regulations/Competency Standards which are classified under the Agriculture, Forestry, and Fishery sector. This includes all qualifications under the said sector which are covered by scholarship in the latest issuance of the schedule of cost for TESDA Scholarship Programs;
- 4. Relevant qualifications conducted in support of agriculture-related programs/projects under the value chain programming which may be classified under the Agriculture/Fisheries/Forestry sector such as, but not limited to, the following:
  - Food Processing NCI to NC IV
  - Slaughtering Operations (Large Animal) NC II
  - Slaughtering Operations (Swine) NC II
  - Agro-Entrepreneurship NC II to NC III
  - Fish Products Packaging NC II
  - Bread and Pastry Production NC II

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ANNEX C

#### IATF-EID PERMITTED ESTABLISHMENTS

- In addition to all permitted establishments under the Enhanced Community Quarantine (ECQ), the following sectors are allowed to operate under the GCQ:
  - a. Category I Industries Power, energy, water, and other utilities, agriculture, fishery, and forestry industries, food manufacturing and food supply chain businesses, including food retail establishments such as supermarkets, grocery stores, and food preparation establishments insofar as take-out and delivery services, food delivery services, health-related establishments, the logistics sector, information technology and telecommunication companies, and the media at full operational capacity.
  - b. Category II Industries Mining and other manufacturing, and electronic commerce companies, as well as other delivery, repair and maintenance, and housing and office services, at anywhere between fifty percent (50%) up to full operational capacity, and without prejudice to work-from-home and other alternative work arrangements; and
  - c. Category III Industries Financial services, legal and accounting, and auditing services, professional, scientific, technical, and other non-leisure services, barbershops and salons and other non-leisure wholesale and retail establishments, from skeleton workforce to fifty percent (50%) operational capacity, and without prejudice to work-from-home and other alternative work arrangements.
- 2. In addition to all permitted establishments under the ECQ and GCQ, the following sectors are allowed to operate **under the MGCQ**:
  - a. Barber shops, salons, and other personal care service establishments, at a maximum of fifty percent (50%) of venue capacity;
  - b. Dine-in restaurants, fast food and food retail establishments, including those in supermarkets, grocery stores, food preparation establishments, at a maximum of fifty percent (50%) of seating capacity
  - c. Category IV and all other establishments not permitted to operate under ECQ/GCQ, at a maximum of fifty percent (50%) operational capacity
  - d. For hotels and other accommodation establishments, only those accredited as provided by law and relevant DOT and DILG issuances may operate, and only upon issuance of a Certificate of Authority to operate by the DOT, which shall also determine the allowable operational capacity.

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ANNEX D

#### TRAVEL/EXPOSURE HISTORY FORM



### Republic of the Philippines Department of Health

#### PROFILE OF THE COVID-19 CLOSE CONTACTS

Dee black or plue pen only. Write deany in BLOCK letter	a mand or an We abburniana Kanana
DEMOGRAPHIC PROFILE	
NAME:	NATIONALITY:
1	Pregnant Trinester:
	ATUS RELIGION
HOME ADDRESS:	Sarangay Municip Province Repor
CONTACT DETAILS:	EMAIL ADDRESS:
Confirmed Case ID	Date of Onset of Bness (mm/dd/yyy):
HEALTH PROFILE KNOWN MEDICAL CONDITION'S AND MEDICAL I	BLOOD TYPE:
CURRENT MEDICATION'S:	SCOOL LIVE:
NATURE OF EXPOSURE (Select All That Appl	ies)
	Route Date of Last Exposure/_/_ ithin 4-rowsYesNoif onewIn-lightGround
	Vessel No Route
Land Vehicle Specify type: Route: Route: W	Cate of Last Exposure:/_/Conductor
Accommodation Specify type Name Address:	e Cate of Last Exposure:/ _/  GuestHotel worker:  Aegror
Food Establishment Specify type N Address: Municip Assess	Date of Last Exposure: _/_/_  **Construction**  **Construction**
Store Specify type Name Name Address: Name	Date of Last Exposure/_/_ Argon
Address: Accept	Oate of Last Exposure// PacentHealth Worker  Aegion freain worker, N-out assessment of rail of excours kind from
Event Specify type Event place	Date of Last Exposure:
Workplace Company Name	Address: Nuncts Previous Region
Date of Last Exposure:/_/	

Health Status Assessment on Page 2>

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ANNEX D

Symptomatic (F	ever or Respiratory Infection or Diarrhea):	A. 14 days prior to first date of exposure B. Anytime during date of exposure
Date Onset of III	iness://	
Select all that ap	polies.	
Yes No	Attendance in social events/ gatherings will yes, where:	othin two weeks from onset of illness Date://
Yes No	Travelled outside the province within two If yes, where:	weeks from onset of illness From Date:/_/ To Date:/_/_
Yes No	Travelled outside the country within two will yes, where:	reeks from onset of illness From Date:// - To Date://
Symptomatic wi	thin 14 days after last date of exposure: [	□Y+s □No
# yes, Oate Ons	et of Biness: _/_/ Name Oate of	of Referral Hospital:
# no. Place of Q	uarantine: Home Guarantine Facilit	y, specify:
Assessed by: _	(Name and Signature)	Date Assessed:/_/
	«Proceed to Pillary COVID-19 Contact Tre	some Suns and Summann I are Room .

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ANNEX E

	TESDA COVID-19 Health Status Daily Monitoring		
	* Required		
	NAME(Lastname, Firstname, Middle Initial) *		
	Your answer		
	SEX *		
	O Male O Female		
	AGE*		
	Your answer		
	PRESENT ADDRESS *		
	Your answer		
	CONTACT NUMBER *		
	Your answer		

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		nded a mass gathering, a reunion of relatives to this survey? *	/friends, parties within	
	) Yes			
	) No			
н	ave you beer	in close contact with a COVID-19 positive p	atient? *	
	) Yes			
	) No			
H	ave vou beer	in close contact with a COVID-19 PUI/Proba	ble patient? *	
			3	
	) Yes ) No			
	<i>y</i>			
H	ave you beer	n in close contact with a COVID-19 PUM/Susp	ect patient? *	
	) Yes			
C	) No			
D	o you have a	ny flu-like/respiratory symptoms? *		
	] Fever			
_	Cough			
	Runny nose  Sore throat			
	] Headache			
	Shortness	of breath		
	Chills			
	_	laise (general discomfort/mild sickness)		
	Diarrhea			
	NONE			

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		ANNEX E
Do you h	ave pre-existing conditions?	
П Нуре	rtension	
Asthr	ma	
Diabe		
	ey Problem	
Cano		
NON Other		
one		
Do you to	ake maintenance drugs? *	
O Yes		
O No		
-		
If yes is y	our answer to the previous question, ple	ase specify:
Your answ	rēī	
Are you	oregnant? *	
O Yes		
O No		
Are you	currently experiencing medical emergen	cy?*
O Yes		
O No		
If yes is y	your answer to the previous question, ple	ease specify:
Your ansv	ver	



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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."
- 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.
- 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.
- 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."
- 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.

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#### II. DEFINITION OF TERMS

- 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.
- 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)

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- 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.
- 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)
- 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)
- 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)
- 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: NCVER 2013, Australia)
- 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)
- 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)
- 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)

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- 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.
- 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.
- 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)
- 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)
- **18. Web Application** refers to a computer software that runs on a web server. Typically, users access these applications using a web browser.

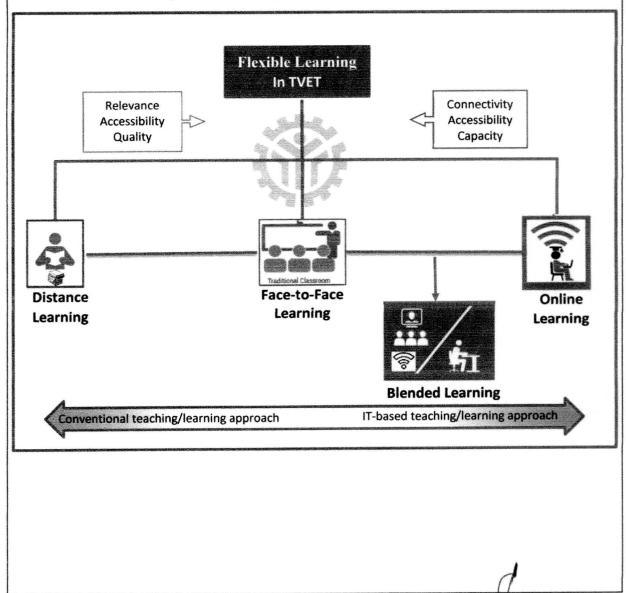
#### III. SCOPE AND COVERAGE

This Circular shall cover the implementation of flexible learning modes in the delivery of registered TVET programs by the TVIs.

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#### IV. CONCEPTUAL FRAMEWORK

 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.



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- 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.
- 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.

#### V. FLEXIBLE LEARNING DELIVERY ARRANGEMENTS

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:

- 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

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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)<sup>1</sup> 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

<sup>&</sup>lt;sup>1</sup> 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.

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drive, youtube.com, vimeo, facebook, vendor-based learning sites such as lynda.com, microsoft learn, lincoln electric, etc.);

- 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)

#### **B. Blended Learning Delivery Mode**

- 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:
  - 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, audioon 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;

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- allows communication between trainers and peers synchronous and asynchronous;
- allows administration of assessment of learning outcomes;
   and
- o Technical Support System for the trainer and the trainee
- 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:
  - Digitized learning materials such as CBLM and other instructional learning materials, videos and interactive contents.
  - o Downloaded digital contents of LMS

#### C. Distance Learning

- The Distance Learning may be adopted by the TVIs when the following requirements are made available:
  - 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:
    - 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

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#### 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, audioconferencing 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



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#### VII. GENERAL GUIDELINES

- 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.
  - A certified true copy of the Certificate of TVET Program Registration (CTPR) of the registered TVET program.
  - 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.
- 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.

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- 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.
- 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 qualificationbased TVET program, including other institutional requirements.
- 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.



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#### 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;
- 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;
- 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
- Monitor the multiplier programs at the regions and/or provinces;

#### C. The Regional/Provincial Offices shall:

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

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#### D. The TVIs shall perform the following:

- 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.
- Provide qualified Trainer/s with competencies in facilitating the flexible learning mode/s.
- 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.

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#### 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

# Annex A Sample Training Plan

Course:			
Unit of Competency:			
Module Title:			
Modality: Check	which modality will be applied. Mult	i-modal is allowed.	
( ) Full-online ( ) Blended online ( ) Distance Learning			
Learning Outcomes	Contents	Learning Resources	
LO 1: Explain the essentials of welding	Welding process	<ul> <li>TOP: SMAW NCII, Welding Process, resource ID: 005</li> <li>CBLM, SMAW Welding NC II, pp. 1-15</li> </ul>	
	Welding consumables		
	Basic welding symbols		
LO 2: Deposit weld beads on plate	Welding Machines	<ul> <li>TESDA Online Program</li> <li>CBLM, Job Sheet No. 1, pp. 10-13</li> <li>Video, Intro to Stick Welding, https://www.youtube.com/watch?v</li> <li>=4MKuUICV6-c, or search on youtube.com, keyword: basic stick welding</li> </ul>	
	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
Communication of Charles Association in Address and Province on the Charles Charles and Province of Charles Ch	()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	