# TESDA CIRCULAR

| SUBJECT: Guidelines on the Implementation of Project-Based Learning and Assessment in the Delivery of Competency-Based Training for TVET Programs | | Page 1 of 5 Pages<br>Number 102 Series of 2021 |
|---|---|---|
| **Date Issued:**<br>December 2, 2021 | **Effectivity:**<br>December 2, 2021 | **Supersedes:** |

In the interest of the service and in order to ensure that a holistic approach to competency-based training is promoted, these guidelines in the implementation of project-based learning and institutional assessment in the delivery of CBT for TVET Programs is hereby issued.

## I. Background/Rationale

One of the most preferred modalities in teaching, learning and institutional assessment in Competency-Based Training is Project-Based Learning and Assessment. Through this modality, learners acquire content knowledge and skills by working on a project related to an authentic problem or workplace activity.

The project serves a platform for learners to practice basic, common and core competencies, including the 21st century skills. The project outputs if collected as part of a learner's portfolio can be presented and recognized as evidences in the institutional and national competency assessment through recognition of prior learning and current competency as provided for in Section 16 of TESDA Circular No. 15 s. of 2015- Guidelines on Assessment and Certification under the Philippine TVET Competency Assessment and Certification System (PTCACS). Furthermore, these outputs can be used as credentials in applying for employment.

However, the current practice of trainers in utilizing Project-Based Learning and Assessment is only focus on the core competencies. The basic and the common competencies are not given emphasis in assessing the learner's performance. Moreover, the learner's project outputs and indications of the competencies learned in working on the project are not properly documented. It is therefore imperative that training institution shall maintain learners' portfolio which will form part of the learner's record of achievement, hence, this circular is proposed.

## II. Objectives

A. Promote the project-based learning and institutional assessment as modality within the Competency-Based Training to ensure holistic application of learning, including the basic/21st Century Skills.

B. Enable the learners to document project-based learning and assessment outputs.

C. Institutionalize the development of training portfolio of learners as credentials for national assessment and employment.

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**III. Scope/Coverage**

- The implementation of the Project-Based Learning and Assessment covers the TVET programs of public and private TVIs that are registered with the Unified TVET Program Registration and Accreditation System.

**IV. Definitions of Terms**

- **Learner's Portfolio** - a compilation of academic works and other forms of educational evidence assembled for the purpose of (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether learners have met learning standards or other academic requirements for courses and graduation; (3) helping students reflect on their academic goals and progress as learners; and (4) creating a lasting archive of academic work products, accomplishments, and other documentation.
  *(Great Schools Partnership (2014). The Glossary of Education Reform. https://www.edglossary.org/portfolio/)*

- **Project** - a unique, transient endeavor, undertaken to achieve planned educational outcomes. The implementation of the project must involve authentic workplace competencies.

- **Project-Based Learning** is a model and framework of teaching and learning in which students acquire content knowledge and skills in order to answer a driving question based on an authentic challenge, need, problem or concern.
  *((MagnifyLearning (n.d.). What is Project-Based Learning? PBLWorks. Retrieved August 26, 2021 at https://www.magnifylearningin.org/what-is-project-based-learningl))*

- **Project-Based Assessment** - an alternative to structured assessments that allow students to engage with their learning in more concrete ways. Projects can be used as part of the ongoing learning process or as a capstone assessment in place of a traditional final assessments.
  *((Elizabeth Trach (2018). (How Students Benefit From Project-Based Assessments (With Examples). Schology Exchange. Retrieved on august 26, 2021 at https://www.schoology.com/blog/how-students-benefit-project-based-assessments-examples))*

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  *(Adapted from Great Schools Partnership (2014). The Glossary of Education Reform. https://www.edglossary.org/portfolio/)*

## V. Mechanics of Implementation:

### A. Planning the Training Session with Project-Based Learning and Assessment

1. The Competency-Based Training (CBT) delivery of the TVET program shall be planned by the trainer to include project-based learning and/or institutional assessment activities.
2. The project-based learning and/or institutional assessment activities shall be designed as any of the following:
   - summative learning/assessment activities for a module of instruction
   - combination of several modules
   - summative learning or assessment activity for the whole TVET program.
3. The project-based learning and/or institutional assessment plan shall indicate the performance of basic/21st century skills, common and core competencies to be achieved.
4. The design of the project-based learning and/or institutional assessment plan shall include the following elements (see **Annex A** for sample):
   - Project Title
   - Project Description
   - Project Objective(s)
   - Units/Elements of Competency Covered
   - Project Time Frame
   - Project Output/Design Specifications
   - Project Requirements (supplies and materials, tools and equipment, etc.)
   - Procedure
   - Project Evaluation Procedure
5. The project-based learning and/or institutional assessment plan may be provided by the trainer or developed by individual learner or group of learners, subject to the approval of the trainer.

**B. Facilitating the Project-Based Activity and/or Institutional Assessment**

1. The trainer shall develop a Performance Checklist (see **Annex B** for sample) for evaluating the performance of the learner in working on the project. The Performance Checklist shall be shared to the learner prior to commencement of the project.
2. The project-based learning and institutional assessment activities shall be closely supervised and monitored by the trainer using the Performance Checklist.
3. The learner's performance shall be rated competent (C) or not yet competent (NYC) to be indicated in the Performance Checklist duly signed by the trainer and the learner. In case of not yet competent rating, the trainer shall provide learning and assessment activities for the learner to complete the unit, elements or performance criteria.
4. The trainer shall maintain proper and complete documentation of the project-based learning and institutional assessment plan, implementation activities and the project outputs.
5. The Vocational Instruction Supervisor shall monitor the implementation of the project-based learning and assessment activities by the trainer.
6. A Certificate of Recognition duly signed by the trainer and vocational instruction supervisor shall be issued to learners for the satisfactory completion of the project which shall form part of the learner's portfolio.

**C. Maintaining the Learner's Portfolio**

1. The trainer shall maintain an individual learner's portfolio folder, either in hard copy or soft copy, containing training-related documents and certificates including documentation of the project-based learning/institutional assessment outputs. The portfolio must indicate the units of competency achieved by the learner and the corresponding evidence.
2. The learner's portfolio may include, but not limited to:
   - trainees record book or work journal
   - Project-Based Assessment Performance Checklist with Results
   - project output document
   - photo of the project
   - video of the learner performing the project
   - other institutional assessment results (written test, oral questioning, etc.)
   - Certificate of Achievement per module
   - Awards (if any)
   - Documentation and other record of institutional initiatives where the learner participated

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3. The original copy of the portfolio shall be issued to the learners for their personal use especially in applying for competency assessment and/or employment.

**D. Institutionalizing the Learner's Portfolio**

1. The training institution shall maintain a learners' portfolio which will form part of the learner's record of achievement.
2. The training institution shall include in the Orientation/Trainees Induction Program the maintenance of learner's portfolio as a policy on learner's record of achievement documentation.
3. The National TVET Trainers Academy shall conduct Training of Trainers on the Development of Project-Based Learning and Assessment, and Learner's Portfolio.

## VI. Monitoring of Compliance

- Monitoring of compliance by the training institutions to this circular shall be done through the compliance audit conducted by the Regional Office.

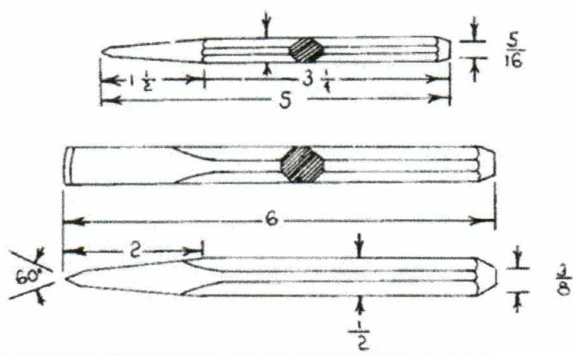
## VII. Effectivity

- This circular shall take effect as indicated.

**Sec. ISIDRO S LAPEÑA, PhD, CSEE**
Director General

Annex A

**Sample Project-Based Learning and/or Institutional Assessment Plan**

| | | |
|---|---|---|
| **Project Title** | : | Fabrication of Cold Chisel |
| **Project Description** | : | This project is both a learning and institutional assessment activity. It will provide you with the opportunity to learn the identified basic/21st century skills, common and core competencies in Machining NC I. |
| **Project Objective** | : | To apply the basic, common and core competencies in the fabrication of a cold chisel. |
| **Units/Elements of Competency Covered** | : | **Basic/21st Century Skills Competencies**<br>• Receive and respond to workplace communication<br><br>**Common Competencies**<br>• Interpret working drawings and sketches<br>**Element 1:** Interpret technical drawing<br>• Select and cut workshop materials<br>• Measure workpiece (Basic/21st century skils)<br>• Apply safety practices<br>**Element 2:** Use protective clothing and devices<br>**Element 3:** Perform safe handling of tools, equipment and materials<br>• Perform routine housekeeping<br><br>**Core Competency**<br>• Perform bench work (Basic/21st century skils) |
| **Project Time Frame** | : | March 15 – 30, 2021 |
| **Project Output/Design Specifications** | : |  |
| **Project Requirements** | : | A. Supplies and Materials<br>• High-carbon octagon steel stock<br>• Sand paper<br>B. Tools and equipment<br>• Bench furnace or oxy-acetylene welding plant<br>• Pedestal grinder<br>• Hand files<br>• Hacksaw<br>• Measuring tools<br>• Personal Protective equipment |
| **Procedure** | : | 1. Cut the workpiece to size.<br>2. Measure and mark the areas in the workpiece to be shaped.<br>3. Grind the excess metal to shape and approximate size.<br>4. File the workpiece to shape and size per specifications.<br>5. Check accuracy of the cutting-edge angle. |

| | | |
|---|---|---|
| | | 6. Perform heat treatment to the cutting-edge of the cold chisel. ***Caution:*** *Ask your trainer to assist you in doing the heat treatment.*<br>7. Test the fabricated cold chisel by cutting a 1/8" thick sheet metal. ***Note:*** *No break or rolled mark must be visible in the cutting edge after testing.* |
| **Project Evaluation Procedure** | : | • Your performance of the units/elements of competency covered by this project will be assessed by your trainer using the Performance Checklist.<br>• While doing your project, your trainer will be asking you questions to check your knowledge related to the units/elements of competency covered by this project.<br>• When you are finished, the accuracy of your project will be evaluated based on the design specifications and its performance during the testing. |

Annex B

## Sample Project-Based Assessment Performance Checklist

| **Qualification:** Machining NC I | | | |
|---|---|---|---|
| **Name of Learner:** | | | |
| **Units/Elements of Competency** | **Rating** | | **Trainer's Remarks** |
| | **C** | **NYC** | |
| **Core Competencies** | | | |
| • **Perform bench work (Basic/21st century skils)**<br>Element 1: Conduct pre-bench work operation | | | |
| Element 2: Conduct bench work operations | | | |
| Element 3: Conduct post bench work operations | | | |
| **Common Competencies** | | | |
| • **Interpret working drawings and sketches**<br>Element 1: Interpret technical drawing | | | |
| • **Measure workpiece (Basic/21st century skils)**<br>Element 1: Select and use measuring tools | | | |
| Element 2: Clean and store measuring tools | | | |
| • **Select and cut workshop materials**<br>Element 1: Determine job requirement | | | |
| Element 2: Select and measure materials | | | |
| Element 3: Cut materials | | | |
| • **Apply safety practices**<br>Element 2: Use protective clothing and devices | | | |
| Element 3: Perform safe handling of tools, equipment and materials | | | |
| • **Perform routine housekeeping**<br>Element 1: Organize work area | | | |
| Element 2: Clean work area | | | |
| **Basic/21st century skils Competencies** | | | |
| • **Receive and respond to workplace communication**<br>Element 1: Follow routine spoken messages | | | |
| Element 2: Perform workplace duties following written notices | | | |
| • **Solve/address routine problems**<br>Element 1: Identify the problem | | | |
| Element 2: Assess fundamental causes of the problem | | | |
| • **Follow occupational safety and health policies and procedures**<br>Element 1: Identify relevant occupational safety and health policies and procedures | | | |
| Element 2: Perform relevant occupational safety and health procedures | | | |
| Element 3: Comply with relevant occupational safety and health policies and standards | | | |
| **General Comments/Feedback:** *(Comments and feedback shall include assessment activities that the learner will undertake to meet the requirements of the units/elements of competency rated as* ***not yet competent****.)* | | | |

| | | |
|---|---|---|
| | | |
| *(Signature of learner over printed name)* | | *(Signature of trainer over printed name)* |
| *(Date)* | | *(Date)* |

***Note:***

1. *The* ***performance/assessment criteria*** *maybe added for each element as bases for rating the learner.*
2. *The Performance Checklist can be supported by appropriate* ***assessment tools****, such as observation/demonstration checklist, oral questioning tool, etc.*