TESDA CIRCULAR

SUBJECT: Approved TESDA Board Resolutions Nos. 2018-30 to 2018-46		Page 1 of 3 pages Number 76 series of 2018
Date Issued: November 08, 2018	**Effectivity:** As indicated	**Supersedes:**

Please take notice of the resolutions approved by the TESDA Board during the 106th TESDA Board Meeting held on 29 October 2018:

1. **BR No. 2018-30** **"Approving and Promulgating the Amended Training Regulations for Food and Beverage Services NC III and NC IV"**
2. **BR No. 2018-31** **"Approving and Promulgating the Amended Training Regulations for Masonry NC I, NC II and NC III"**
3. **BR No. 2018-32** **"Approving and Promulgating the Amended Training Regulations for Pipefitting (Metallic) NC II"**
4. **BR No. 2018-33** **"Approving and Promulgating the Amended Training Regulations for Tile Setting NC II"**
5. **BR No. 2018-34** **"Approving and Promulgating the Amended Training Regulations for Scaffolding Works NC II (Supported Type Scaffold)"**
6. **BR No. 2018-35** **"Approving and Promulgating the Training Regulations for Carpentry NC II and Carpentry NC III"**
7. **BR No. 2018-36** **"Approving the Assessment Fees for Dressmaking NC II"**
8. **BR No. 2018-37** **"Approving the Assessment Fees for Tailoring NC II"**
9. **BR No. 2018-38** **"Approving the Assessment Fee for Automotive Servicing NC I"**
10. **BR No. 2018-39** **"Approving the Assessment Fees for Web Development NC III"**

TESDA CIRCULAR

SUBJECT: Approved TESDA Board Resolutions Nos. 2018-30 to 2018-46		Page 2 of 3 pages Number 76 series of 2018
Date Issued: November 08, 2018	Effectivity: As indicated	Supersedes:

11. BR No. 2018-40	"Approving the Assessment Fee for Bookkeeping NC III"
12. BR No. 2018-41	"Approving the Assessment Fees for Trainer's Methodology Level I and Trainer's Methodology Level II"
13. BR No. 2018-42	"Approving the Assessment Fee for Trainer's Methodology (In-Company) Level I"
14. BR No. 2018-43	"Authorizing the TESDA Regional Director of Region X to Enter Into and Sign the Memorandum of Agreement (MOA) for and on Behalf of the TESDA Board with the Department of Public Works and Highways (DPWH) Counterpart for the Release and Transfer of Funds in the Amount of Twenty Million Pesos (P20,000,000.00) from TESDA Region X to the Account of DPWH-X Regional Office for the Construction of Seven (7) TESDA Training Centers in the Province of Bukidnon, Subject to such Limitations as may be Provided by Law"
15. BR No. 2018-44	"Approving the Recommendation of the Procurement Committee on the Budget for the Contracts for the Procurement of Goods relative to the Medium-term Information and Communications Technology Harmonization Initiative (MITHI) Project"
16. BR No. 2018-45	"Approving the Assessment Fees for Electric Power Distribution Line Construction NC II, Electric Power Distribution Operation and Maintenance NC III and Electric Power Distribution Operation and Maintenance NC IV"

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Date Issued: November 08, 2018	**Effectivity:** As indicated	**Supersedes:**

17. BR No. 2018-46 **"Amendment to Board Resolution No. 2018-28 entitled "Reconstitution of the Bids and Awards Committee with Specific Instructions"**

The foregoing Resolutions supersede all other issuances inconsistent therewith.

SEC. ISIDRO S. LAPEÑA, PhD., CSEE
Director General

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

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29 October 2018, Monday, 2:00 p.m.
7/F TESDA Board Room, Office of the Chair
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Resolution No. 2018 -30
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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

WHEREAS, TESDA Board Resolution No. 2013-17 was issued "Approving and promulgating the Amended Training Regulations for Food and Beverage Services NC III last 17 December 2013 during the 87th TESDA Board Meeting;

WHEREAS, TESDA Board Resolution No. 2007-13 was issued "Approving and promulgating the Training Regulations for Food and Beverage Services NC IV last 20 April 2007 during the 55th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, the Tourism Industry Board Foundation, Inc. (TIBFI) in partnership with Department of Tourism (DOT), with the assistance of Qualifications and Standards Office (QSO) of TESDA have reviewed the existing Training Regulations in view of the implementation of Mutual Recognition Arrangements (MRAs) for tourism qualifications in the ASEAN region;

WHEREAS, the Tourism Industry Board Foundation, Inc. (TIBFI) with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations for Food and Beverage Services NC III and NC IV;

WHEREAS, industry experts and partners, headed by the Chair of the Tourism Industry Board Foundation, Inc. (TIBFI), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 103rd Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 18, 2018, the Committee deliberated upon and favorably recommended the amendments of the abovementioned Training Regulations for Food and Beverage Services NC III and NC IV as follows:

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

FOOD AND BEVERAGE SERVICES NC III

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	**Amendments**
Qualification Title	
Food and Beverage Services NC III	Same
Section 1 – Definition of the Qualification	
The **FOOD AND BEVERAGE SERVICES NC III Qualification** consists of competencies that a person must achieve to deliver and supervise food and beverage service operations in various food and beverage service facilities.	Same
Job Title	
• Head Waiter • Host/Hostess • Captain Waiter	• Assistant Head Waiter/Waitress • Head Waiter/Waitress • Maitre d'hotel • Captain Waiter/Waitress • Banquet Head Waiter/Waitress
Basic Competencies • Lead workplace communication • Lead small teams • Develop and practice negotiation skills • Solve problems related to work activities • Use mathematical concepts and techniques • Use relevant technologies	**Basic Competencies** • Lead workplace communication • Lead small teams • Apply critical thinking and problem-solving techniques in the workplace • Work in a diverse environment • Propose methods of applying learning and innovation in the organization • Use information systematically • Evaluate occupational safety and health work practices

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	Amendments
	• Evaluate environmental work practices • Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
Common Competencies • Roster staff • Control and order stock • Train small group • Establish and conduct business relationships	**Common Competencies** • Receive and resolve customer complaints • Work cooperatively in a general administration environment • Maintain quality customer/guest service • Roster staff • Control and order stock • Prepare and deliver training sessions • Plan, conduct and evaluate staff performance assessment
Core Competencies • Direct and lead service team in the dining area • Oversee dining area operations • Oversee banquet and/or catering function	**Core Competencies** • Direct and lead service team in the dining area/restaurant • Promote and prepare extensive range of food and beverage products for table side service requirements • Organize functions related to Food and Beverage Service at a hotel or restaurant • Process financial sale transactions • Monitor and maintain stock

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	**Amendments**
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 20 Hours (Basic Competencies) 24 Hours (Common Competencies) 186 Hours (Core Competencies) **230 Hours - TOTAL**	Nominal Training Hours: 40 Hours (Basic Competencies) 96 Hours (Common Competencies 214 Hours (Core Competencies) **350 Hours - TOTAL**
Course Description	
This course is designed to enhance the knowledge, skills and attitudes in overseeing restaurant operations in accordance with industry standards. It covers the basic, common and core competencies required for the NC III level in the delivery and supervision of food and beverage service in various food service. Facilities. It covers the core competencies on directing and leading service team in the dining area, overseeing dining operations and banquet and catering function.	This course is designed to enhance the knowledge, skills, and attitudes in accordance with industry standards. This covers competencies that a person must achieve in performing task such as directing and leading service team in the dining area, organizing and preparing specialized menu requirements, banquet and catering functions, processing financial transactions and monitoring and maintaining stock. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	**Amendments**
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of the competency-based TVET. • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is individualized and self-paced; • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Approved training programs are nationally accredited. The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	Amendments
by the industry. The following training modalities may be adopted when designing training programs: • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations. • Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies.	2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs: **2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods

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Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	Amendments
	as well as laboratory or field-work components. **2.2 Enterprise-Based:** • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation. • Informal Apprenticeship – is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

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Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	**Amendments**
	2.3 Community-Based: Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).
3.3 Trainee Entry Requirements	
Trainees or students who wish to enter this training should possess the following requirements: • Must have completed the 10-year basic education • Computer literate • Can communicate in basic English in both oral and written form • Must be competent in the entire Food and Beverage Services NCII qualification either through training, experience or certification	To include in the 1st bullet of the existing, to read as: • "..... or an alternative learning systems (ALS) certificate of completion with grade 10 equivalent holder "

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3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for FOOD AND BEVERAGE SERVICES NC III are as follows:

WAITERING TOOLS, MATERIALS AND EQUIPMENT					
QTY	DINNERWARE	QTY	CUTLERIES	QTY	GLASSWARE
24	Dinner plates, 10"	24	Dinner knives	24	Red wine glasses
24	Show/service plates, 11-14"	24	Dinner forks	24	White wine glasses
24	Appetizer / Salad plates 7-8"	24	Salad knives	24	Water goblets
24	Fish plates, 8-9"	24	Salad forks	24	Juice glasses/Hi ball
24	Dessert plates, 7-8"	24	Fish knives	24	Champagne flute
24	Side plates or bread plates, 6"	24	Fish forks	24	Collins glasses
24	Soup plate/bowl / consommé cup	24	Soup spoons (cream and consume)	24	Pilsner glasses/Ice tea glasses
24	Cups and saucers 5-6 oz	24	Dessert spoons		WINE DECANTING REQUISITES
12	Oval platter (small)	24	Dessert forks	6	Wine Decanter
12	Oval platter (large)	24	Teaspoons	6	Candle / match
		24	Cocktail forks	6	Water's friend
		12	Service forks	6	Wine basket
		12	Service spoons		
		24	Steak knives		
		24	Butter knives		
		24	Oyster forks		

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Existing Promulgated Training Regulations (Board Resolution No. 2013-17)

WAITERING TOOLS, MATERIALS AND EQUIPMENT

QTY	DINNERWARE	QTY	CUTLERIES	QTY	GLASSWARE
24	Dinner plates, 10"	24	Dinner knives	24	Red wine glasses
6	Show/service plates, 11-14"	24	Dinner forks	24	White wine glasses
24	Salad plates 7-8"	24	Salad knives	24	Water goblets
24	Fish plates, 8-9"	24	Salad forks	24	Juice glasses/Hi ball
24	Dessert plates, 7-8"	24	Fish knives	24	Champagne flute
24	Side plates or bread plates, 6"	24	Fish forks	24	Collins glasses
24	Soup plate/bowl	24	Soup spoons (cream and consume)	24	Pilsner glasses/Ice tea glasses
24	Cups and saucers 5-6 oz	24	Dessert spoons		
24	Dinner plates, 10"	24	Dessert forks		
		24	Teaspoons		
		24	Cocktail forks		
		6	Service forks		
		6	Service spoons		
		24	Steak knives		
		24	Butter knives		
		24	Oyster forks		

Amendments

WAITERING TOOLS, MATERIALS AND EQUIPMENT

QTY	DINNERWARE / OTHER SERVICEWARE	QTY	CUTLERIES	QTY	GLASSWARE / OTHER ACCESSORIES
6	Coffee pot	6	Table cloths for square table	6	Menu Folders
6	Tea pot	6	Side towels	6	Order pads
6	Salt and Pepper shakers	30	20" x 20" Cloth Table napkin	6	Bill folder/change trays
12	Rectangular trays	6	Table cloth for round table 6's	2	Waiter station/cabinet
8	Silver platters			2	Tray stand (Dummy waiter)
12	Round (bar) trays			2	Boning knives
4	Toom pick holders			6	All-purpose knives
6	Napkin holders			4	Chopping boards
6	Sugar basin / containers			10	Utility bowls/plates
6	Creamer containers / Milk jug		EQUIPMENT	2 sets	Wooden fork and spoons
6	Sauce/gravy boats	1	Tableside service cart w/ rechaud (Guerdon)	2	Wooden bowls (Caesar salad preparation)
4	Soup tureen	1	(push) cart to transport/move banquet operating equipment	4	Plastic bin boxes to be used when moving banquet operating equipment
2	Peppermill		POS	2	Non-stick round (crepe) pan
6	Service forks and spoons		INGREDIENTS for guerdon service	2	Turners (for non-stick pans)
6	Food tongs		Caesar Salad	6	Food cover

WAITERING TOOLS, MATERIALS AND EQUIPMENT

QTY	DINNERWARE	QTY	CUTLERIES	QTY	GLASSWARE
6	Sauce ladles		Filleting Fish		
4	Soup ladles		Flambe	TABLES/CHAIRS	
2	Cake servers		Carving poultry	4	Square/rectangular tables (4's/6's)
6	Water pitchers			3	round tables (8's)
2	Ice buckets with tongs			30	Dining/Banquet chairs
					Forms:
					Sample Forms for inventory, receiving and storing stock, Event Order Form

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Existing Promulgated Training Regulations (Board Resolution No. 2013-17)						Amendments
QTY	OTHER SERVICEWARE	QTY		QTY	OTHER ACCESSORIES	
2	Coffee pot	6	table cloths	6	Menu Folders	
2	Tea pot	6	Table skirting cloths		Order pads	
4	Salt and Pepper shakers	6	Side towels	6	Bill folder/change trays	
6	service trays	30	16" x16" Cloth Table napkin	2	Water station/cabinet	
8	Silver platters			2	Tray stand (Dummy waiter)	
8	Round (bar) trays			2	Boning knives	
4	Tooth pick holders			6	All-purpose knives	
6	Napkin holders			4	Chopping boards	
3	Sugar containers			10	Utility bowls/plates	
3	Creamer containers		EQUIPMENT	2 sets	Wooden fork and spoons	
4	Sauce/gravy boats	1	Tableside service cart w/ rechaud (Gueridon)	2	Wooden bowls (Caesar salad preparation)	
4	Soup tureen	1	(push) cart to transport/move banquet operating equipment	4	Plastic bin boxes to be used when moving banquet operating equipment	
2	Peppermill			2	Non-stick round (crepe) pan	
6	Service forks and spoons		INGREDIENTS for	2	Turners (for non-stick pans)	
2	Food tongs		Caesar Salad			
2	Sauce ladles		Crepes			
2	Soup ladles			TABLES/CHAIRS		
2	Cake servers			4	Square/rectangular tables (4's/6's)	
6	Water pitchers			3	round tables (6's)	
2	Ice buckets with tongs			50	Dining/Banquet chairs	

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<table>
<tr><th colspan="4">Existing Promulgated Training Regulations (Board Resolution No. 2013-17)</th><th>Amendments</th></tr>
<tr><td colspan="4">3.5 Training Facilities</td><td></td></tr>
<tr><td colspan="4">Based on a class intake of 25 students/trainees</td><td></td></tr>
<tr><td colspan="4"><table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr>
<tr><td>Student/Trainee Working Space</td><td>1 x 1 m.</td><td>1 sq. m.</td><td>25 sq. m</td></tr>
<tr><td>Lecture/Demo Room</td><td>8 x 5 m.</td><td>40 sq. m.</td><td>40 sq. m.</td></tr>
<tr><td>Laboratory</td><td>8 x 5 m.</td><td>40 sq. m.</td><td>40 sq. m.</td></tr>
<tr><td>Learning Resource Center</td><td>3 x 5 m.</td><td>15 sq. m.</td><td>15 sq. m.</td></tr>
<tr><td>Facilities/Equipment/ Circulation Area</td><td></td><td></td><td>36 sq. m.</td></tr>
<tr><td colspan="3">Total workshop area:</td><td>156 sq. m.</td></tr>
</table></td><td>NO Amendments</td></tr>
</table>

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	**Amendments**
3.6 Trainer's Qualifications	
• Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Food and Beverage Services NC III • Must have at least 3 years industry experience as waiter, head waiter or supervisor in food and beverage department • Must have attended relevant upgrading food and beverage services training and seminars	**NO Amendments**
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1 To attain the National Qualification of FOOD AND BEVERAGE SERVICES NC III, the candidate must demonstrate competence in all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.2 The qualification for FOOD AND BEVERAGE SERVICES NC III may be attained through demonstration of competence covering all the required core units of qualification. 4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.	4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Holders of valid National Certificate (NC) Food and Beverage Services NC III will have to undergo re-assessment to the amended TR for Food and Beverage Services NC III;

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East Service Road, South Luzon Expressway, Taguig City

106th TESDA BOARD MEETING
29 October 2018, Monday, 2:00 p.m.
7/F TESDA Board Room, Office of the Chair
TESDA Complex, South Superhighway, Taguig City

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	**Amendments**
4.4 The following are qualified to apply for assessment and certification: 4.4.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs 4.4.2 Experienced workers (wage employed or self employed) 4.5 The guidelines on assessment and certification are discussed in detail in the *"Procedures Manual on Assessment and Certification"* and *"Guidelines on the Implementation of the Philippine TVET Qualification and Certification System* **(PTQCS)".**	4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment; 4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry **Competency Assessment Requisite** 4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment. This document can: a. Identify the candidate's skills and Knowledge b. Highlight gaps in candidate's skills and knowledge

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Existing Promulgated Training Regulations (Board Resolution No. 2013-17)	Amendments
	c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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FOOD AND BEVERAGE SERVICES NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	**Amendments**
Qualification Title	
Food and Beverage Services NC IV	Same
Section 1 – Definition of the Qualification	
The **FOOD AND BEVERAGE SERVICES NC IV Qualification** consists of competencies that a person must achieve to operate a restaurant and/or coffee shop, managing a team of food service and/or food preparation staff for guests in hotels, motels, restaurants, clubs, canteens, resorts, luxury liners and cruise ships within the company's acceptable standards. Specifically, it includes competencies on operating a food outlet, preparing tenders for catering contracts, developing a food safety program and planning for coffee shop operations. S/he is also able to implement and/or execute plans and monitor expenses to generate the required gross profit margins.	The **FOOD AND BEVERAGE SERVICES NC IV Qualification** consists of competencies that a person must achieve to assist in the management of a food and beverage team in a food service establishment. The units of competencies will provide the skills necessary in maintaining the smooth and efficient daily operations while assisting in the organization, management and administration of the food and beverage outlet or unit.
Job Title	
• Restaurant Manager • Outlet Manager • Restaurant Assistant Manager • Outlet Assistant Manager • Coffee Shop Manager	• Assistant Restaurant Manager • Catering Supervisor • Banquet Supervisor • F&B Supervisor • Restaurant Supervisor • Outlet Supervisor

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	Amendments
Basic Competencies • Utilize specialized communication skills • Develop teams and individuals • Apply problem solving techniques in the workplace • Collect, analyze and organize information • Plan and organize work • Promote environmental protection	**Basic Competencies** • Utilize specialized communication skills • Develop and lead teams • Perform higher-order thinking processes and apply techniques in the workplace • Contribute to the practice of social justice in the workplace • Manage innovative work instructions • Manage and evaluate usage of information • Lead in improvement of occupational safety and health (OSH) programs, policies and procedures • Lead towards improvement of environment work programs, policies and procedures • Sustain entrepreneurial skills
Common Competencies • Roster staff • Control and order stock • Train small group • Establish and conduct business relationships	**Common Competencies** • Maintain hospitality industry knowledge • Perform child protection duties relevant to the tourism industry • Develop and supervise operational approaches • Manage quality customer service • Manage finances within a budget • Plan and implement a series of training events • Use the assessment system for training outcomes

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	**Amendments**
Core Competencies • Operate a food outlet • Prepare tenders for catering contracts • Develop a food safety program **ELECTIVE COMPETENCY** • Plan coffee shop layout , menu and storage (Coffee Shop)	**Core Competencies** • Manage food and beverage service team • Oversee dining area operations • Implement food and beverage promotional activities • Organize catering functions
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 56 Hours (Basic Competencies) 24 Hours (Common Competencies) 60 Hours (Core Competencies) **130 Hours - TOTAL** 20 Hours (Elective Competencies)	Nominal Training Hours: 47 Hours (Basic Competencies) 190 Hours (Common Competencies 155 Hours (Core Competencies) **392 Hours - TOTAL**
Course Description	
This course is designed to enhance the knowledge, skills and attitudes in overseeing restaurant operations in accordance with industry standards. It covers the basic, common and core competencies required for the NC IV level in the delivery and supervision of food and beverage service in various food service. Facilities. It covers the core competencies on directing and leading service team in the dining area, overseeing dining operations and banquet and catering function.	This course is designed to enhance the knowledge, skills, behavior and motivations in accordance with industry standards. This covers competencies that a person must achieve in performing task such as managing food and beverage service team, overseeing dining area operations, implementing food and beverage promotional activities and organizing catering functions.

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	**Amendments**
	Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of the competency-based TVET. • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is individualized and self-paced; • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Approved training programs are nationally accredited.	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	Amendments
The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs: • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations. • Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies.	account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies. 2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs: **2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technol y that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	Amendments
	shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components. **2.2 Enterprise-Based:** • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation. • Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	Amendments
	this mode shall be issued by the TESDA Secretariat. **2.3 Community-Based:** Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: • can communicate both orally and in written form; • physically and mentally fit; • with good moral character; • can perform basic mathematical computation; • must be competent in the entire Food and Beverage Services NC III (Restaurant) qualification either through training, experience or certification This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.	Trainees or students who wish to enter this training should possess the following requirements: • Must have completed the 10-year basic education or an Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent holder • Can communicate in basic English in both oral and written form • Must be competent in the entire Food and Beverage Service NC III qualification either through training, experience or certification

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	**Amendments**
3.4 List of Tools, Equipment and Materials	
Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for FOOD AND BEVERAGE SERVICES NC IV are as follows: • Table wares(beverage wares , dinner wares , flat wares , hollow wares , linens) • Ingredients • Espresso machine • French Press • Coffee Siphon • Waiter's station • Tables/chairs • Menu Card • Accessories in dining area	Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for FOOD AND BEVERAGE SERVICES NC IV are as follows: • Computer unit • Printer Unit • LCD Projector • White Board • Point Of Sale Computer System • Touch Screen Computer Monitor • Speaker for video presentation • White Board Marker • Eraser • Banquet Event Order Form • Running Sheet • Scheduling Form • Payroll Form • Sample Performance Appraisal Forms

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<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2007-13)</th><th>Amendments</th></tr>
<tr><td>3.5 Training Facilities</td><td></td></tr>
<tr><td>Based on a class intake of 25 students/trainees
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr>
<tr><td>Lecture/Laboratory Area</td><td>5 x 10</td><td>50</td><td>50</td></tr>
<tr><td>Wash Room</td><td>2 x 5</td><td>10</td><td>10</td></tr>
<tr><td>Tool Room/Supply Room</td><td>5 x 4</td><td>20</td><td>20</td></tr>
<tr><td>Circulation Area</td><td>5 x 5</td><td>25</td><td>25</td></tr>
<tr><td colspan="3">Total Workshop Area :</td><td><u>105</u></td></tr>
</table></td><td>NO Amendments</td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>• Must have completed a Trainers Training Methodology Course (TM IV) or its equivalent
• Must have at least 3-5 years job/industry experience
• Must be physically and mentally fit
• Must be a holder of Food and Beverage Service NC level IV certificate or equivalent
• Must be of good moral character
• With pleasing personality
• Must have attended relevant training and seminars</td><td>• Must be a college degree holder of HRM or any management related course
• Must be a holder of National TVET Trainer's Certificate (NTTC) Level I in Food and Beverage Services NC IV
• Must have at least 3 years supervisory level work experience in the food and beverage industry or has taught or has experience in delivering educational and training programs related to food and beverage services for at least 3 years</td></tr>
</table>

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	**Amendments**
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1 The qualification of **FOOD AND BEVERAGE SERVICE NC IV** may be attained through: 4.1.1 Demonstration of competence in all the core units of competency listed below: 4.1.1.1 Operate a food outlet 4.1.1.2 Prepare tenders for catering contracts 4.1.1.3 Develop a food safety program Successful candidates shall be awarded a National Certificate (NC) on **Food and Beverage Service NCIV (Restaurant)** bearing the signature of the Director General. 4.1.2 Candidates who demonstrate competence in all the core units plus the elective unit "Plan coffee shop layout, menu and storage (Coffee Shop)" will be awarded a National Certificate (NC) on **Food and Beverage Service NCIV (Restaurant and Coffee Shop)** bearing the signature of the Director General.	4.1.1 A National Certificate (NC) is issued to a candidate after a successful full qualification assessment covering all the units of competency that comprise the Training Regulations for **Food and Beverage Services NC IV** as stated in Section 1. 4.1.2 Candidates wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Candidates applying for competency assessment and certification for Food and Beverage Services NC IV: 4.1.3.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs related to food and beverage

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4.1.3	
Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	**Amendments**
4.2 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.3 The following are qualified to apply for assessment and certification: 4.3.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs 4.3.2 Experienced workers (wage employed or self employed) 4.4 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)".	4.1.2.1 Industry workers (employed, self-employed or owners/ proprietors) 4.1.3 Portfolio assessment may be applicable for industry workers with at least five (5) of experience as headwaiter / captain waiter or its equivalent. 4.1.4 Conduct of assessment and issuance of certificates shall follow the procedures manual and implementing guidelines developed for the purpose. **4.2 Competency Assessment Requisite** 4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment. This document can: a. Identify the candidate's skills and Knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the

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Existing Promulgated Training Regulations (Board Resolution No. 2007-13)	Amendments
	evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

WHEREAS, during the 103rd Standards-Setting and Systems Development (SSSD) Committee Meeting held on 18 October 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulations for Food and Beverage Services NC III and NC IV;

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

WHEREAS, during the 103rd TESDA Board Meeting on 29 October 2018 at 2:00 p.m., the TESDA Board considered the amendments and approved the promulgation of the Training Regulations for Food and Beverage Services NC III and NC IV;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018 at 2:00 p.m., approves and promulgates the aforementioned Training Regulations for Food and Beverage Services NC III and NC IV as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published and disseminated to all concemed, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Food and Beverage Services NC III and NC IV Training Regulations must comply with requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICES NC III and NC IV

Adopted this 29th day of October 2018.

ATTY. MAMARICO R. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR MASONRY NC I, NC II AND NC III

WHEREAS, TESDA Board Resolution No. 2006-09 was issued "Approving and promulgating the Training Regulations for Masonry NC I last 20 April 2006 during the 49th TESDA Board Meeting;

WHEREAS, TESDA Board Resolution No. 2005-03 was issued "Approving and promulgating the Training Regulations for Masonry NC II last 18 March 2005 during the 45th TESDA Board Meeting;

WHEREAS, TESDA Board Resolution No. 2006-09 was issued "Approving and promulgating the Training Regulations for Masonry NC III last 20 April 2006 during the 49th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology and current trends in the construction industry;

WHEREAS, the Philippine Constructors Association (PCA) with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations for Masonry NC I, NC II and NC III;

WHEREAS, industry experts and partners, headed by the President of the Philippine Constructors Association (PCA), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 103rd Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 18, 2018, the Committee deliberated upon and favorably recommended the amendments of the abovementioned Training Regulations for Masonry NC I, NC II and NC III as follows:

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR MASONRY NC I, NC II AND NC III

MASONRY NC I

Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
Qualification Title	
Masonry NC I	**NO Amendments**
Section 1 – Definition of the Qualification	
The MASONRY NC I Qualification consists of competencies that a person must achieve that will enable him/her to prepare masonry materials and perform basic masonry works.	The MASONRY NC I qualification consists of competencies that a person must achieve that will enable him/her to prepare masonry materials, tools and equipment and perform basic masonry works.
Job Title	
• Mason NC I	• Helper Mason • Construction Helper
Basic Competencies • Receive and respond to workplace communication • Work with others • Demonstrate work values • Practice basic housekeeping procedures	**Basic Competencies** • Receive and respond to workplace communication • Work with others • Solve/address routine problems • Enhance self-management skills • Support innovation • Access and maintain information • Follow occupational safety and health policies and procedures • Apply environmental work standards • Adopt entrepreneurial mindset in the workplace

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR MASONRY NC I, NC II AND NC III

Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
Common Competencies • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Perform mensuration and calculations • Maintain tools and equipment	**NO Amendments**
Core Competencies • Prepare masonry materials • Perform basic masonry works	**Core Competencies** • Prepare masonry materials • Prepare masonry tools and equipment • Perform basic masonry works
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 28 Hours (Basic Competencies) 20 Hours (Common Competencies) 56 Hours (Core Competencies) **104 Hours - TOTAL**	 Nominal Training Hours: 47 Hours (Basic Competencies) 20 Hours (Common Competencies 56 Hours (Core Competencies) **123 Hours - TOTAL**

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
Course Description	
This course is designed to enhance the knowledge, skills and attitudes of mason in accordance with industry standards. It covers the basic, common and core competencies in Masonry NC I.	This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in preparing masonry materials, tools and equipment and preparing basic masonry works. This includes classroom learning activities and practical work in actual work site or simulation area. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.
3.2 Training Delivery	

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The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET. • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is individualized and self-paced; • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Approved training programs are Nationally Accredited The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies. 2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
• The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations. • Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.	**2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
	2.2 Enterprise-Based: • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation. • Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
	2.3 Community-Based: Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: ▪ Can communicate either oral and written ▪ Physically and mentally fit ▪ With good moral character ▪ Can perform basic mathematical computation and mensuration	Trainees or students who wish to enter this training should possess the following requirements: • Can communicate both orally and in writing • Can perform basic arithmetic operation • Physically fit

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)

3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for MASONRY NC I are as follows:

TOOLS		EQUIPMENT		MATERIAL	
Qty	Description	Qty	Description	Qty	Description
10 pcs	Bucket	1 unit	One bagger mixer	625 pcs	Concrete Hollow blocks
1 pc	Mixing board	25 sets	PPE	20 bags	Cement
12 pcs	Shovel	1 set	Automatic lever (optional)	50 pcs	Reinforcing bars (10 mm dia)
25 pcs	Steel trowel	1 unit	Welding machine	6 m³	Sand
25 pcs	Wooden float	2 pcs	Portable Grinder		Water
25 pcs	Steel tape	2 pcs	Hammer drill	40 k's	GI wire
6 pcs	Mason hammer	2 pcs	Electric drill	10 kls	Common wire Nails (assorted sizes)
6 pcs	Plumb bob			100 pcs	Lumber(2" x 2" x 10')
1 set	Scaffolding			5 kls	Concrete nails
6 pcs	Marking gauge			10 bags	Lime
6 pcs	Hand saw			10 bags	Fly ash
2 pcs	Bar cutter			25 pcs	Pencil
2 pcs	Bar bender			5 rolls	Nylon string
4 pcs	Steel square			5 m	Gravel
25 pcs	Cold chisel			5 m	Sand Screen (100mm
12 pcs	Hacksaw			4 pcs	Combination drawer
6 pcs	Level hose			9 pcs	Plywood (¾" X 4' X 8'
25 pcs	Shovel edge				
6 pcs	Spirit level				
25 pcs	Claw hammer				
25 pcs	Chalk line				
25 pcs	Steel float				
4 pcs	Measuring bar				
2 dozen	Hack saw blade				
5 kls	Welding rod				
12 pcs	Tri-square				
25 pcs	Steel brush				
4 pcs	Wheelbarrow				
25 pcs	4" Paint brush				
25 pcs	2" Paint brush				
12 pcs	Clay tile				
4 pcs	Sledge hammer				
20 meters	Rope 1" dia				
4 pcs	Pulley				
1 set	Grill lift				

Amendments

List of tools, equipment and materials for the training of a maximum of 25 trainees for MASONRY NC I are as follows:

TOOLS		MATERIAL		EQUIPMENT		PERSONAL PROTECTIVE EQUIPMENT (PPE)	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
10 pcs	Bucket / Pail	250 pcs.	Concrete Hellow blocks (4 inches)	1 unit	One bagger mixer (gas operated)	One per trainee	Safety shoes/ rubber boots (Trainee to provide)
1 pc.	Mixing board (4x8 fes))	10 bags	Cement	2 pcs.	Block cutter (7 inches blade diameter)	One per trainee	Proper uniform/clothing (Trainee to provide)
12 pcs	Shovel- flat	25 pcs	Reinforcing bars (10 mm diameter)			One per trainee	Gloves (cotton) (Trainee to provide)
25 pcs	Steel trowel (8 inches straight-edged pointed)	3 m³	Sand			One per trainee	Safety goggles (Trainee to provide)
25 pcs	Wooden float	Var	Water			25 pcs.	Reflectorized vest
25 pcs	Steel tape (5 meters)	5 kls.	GI wire. #20			One per trainee	Safety shoes/ rubber boots (Trainee to provide)
5 pcs	Plumb bob	10 kls	Commonwire Nails (assorted sizes)				
2 sets	Scaffolding (2 layers. 1.2 meters)	30 pcs	Lumber (2" x 2" x 10')				
5 pcs	Chalk line	2.5 kls	Concrete nails (1 1/2 inch)				
5 pcs	Cross-cut saw (18 inches)	5 bags	Lime				
2 pcs	Bar cutter	25 pcs	Pencil				
2 pcs	Bar bender	5 rolls	Nylon string (5 meter length)				
5 pcs	Steel square	2.5 m³	Gravel (¾ inch)				
5 pcs	Cold chisel	5 m	Sand Screen (100mm)				
5 pcs	Hacksaw	10 pcs	Plywood (¾" X 4' X 8')				
5 pcs	Level hose (5 meters)						
25 pcs	Claw hammer						
5 pcs	Measuring box						
5 pcs	Hack saw blade						
5 pcs	Steel brush						
5 pcs	Wheelbarrow						
5 pcs	Crow bar 18 inches						
5 pcs.	Manual tampering tool						
1 pc.	Concrete vibrator						
5 pcs	Level bar						

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<table>
<tr><th>Existing Promulgated Training Regulations
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<tr><td colspan="2">3.5 Training Facilities</td></tr>
<tr><td>Based on a class size of 25 students/trainees:</td><td>Based on a class size of 25 students/trainees:</td></tr>
<tr><td>
<table>
<tr><th>TEACHING/LEARNING AREAS</th><th>SIZE IN METERS</th><th>AREA IN SQ. METERS</th><th>TOTAL AREA IN SQ. METERS</th></tr>
<tr><td>Open plain ground</td><td></td><td></td><td>625</td></tr>
<tr><td>Lecture Room (job site/ school) including wash area</td><td></td><td></td><td>62.5</td></tr>
<tr><td>Total Workshop Area</td><td></td><td></td><td>687.50</td></tr>
</table>
</td><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th></tr>
<tr><td>Practical Training Area</td><td>20 x 25</td><td>500</td></tr>
<tr><td>Library</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Lecture Room</td><td>7 x 6</td><td>48</td></tr>
<tr><td>Tool Room/Storage</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Wash room/Toilet</td><td>3 x 5</td><td>20</td></tr>
<tr><td>Circulation area</td><td>10 x 6</td><td>60</td></tr>
<tr><td colspan="2">TOTAL AREA</td><td>668</td></tr>
</table>
</td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>
• Must be a holder of NC II or its equivalent qualification
• Must have undergone training on Training Methodology I (TM I) or have attended any trainer training methodology course accredited by TESDA or graduate of any education course
• Must be physically and mentally fit
• Must have at least 1year job/industry experience
</td><td>
• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in MASONRY NC II
• Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations
• Must have had at least 2-years job/industry experience in Masonry
</td></tr>
</table>

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of Masonry NC I, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.2. The qualification of Masonry NC I may be attained through: 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas: 4.1.1.1 Prepare masonry materials 4.1.1.2 Perform basic masonry work Successful candidates shall be awarded Certificates of Competency (COCs) 4.1.2 Demonstration of competence through project-type assessment covering all required units of the qualification 4.3. Assessment shall focus on the core units of	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work and/or life experiences may apply for recognition in a particular qualification through competency assessment: 4.1.4 Holder of existing National Certificate Level I in Masonry will be automatically renewed. 4.1.5 The industry shall determine assessment and certification

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.4. The following are qualified to apply for assessment and certification: 4.3.1 Graduates of formal, non-formal and informal including enterprise-based training programs 4.3.2. Experienced Workers (wage employed or self-employed) 4.5. The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System	requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry **Competency Assessment Requisite** 4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment. This document can: a. Identify the candidate's skills and Knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
	4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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MASONRY NC II

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
Qualification Title	
Masonry NC II	**NO Amendments**
Section 1 – Definition of the Qualification	
The MASONRY NC II Qualification consists of competencies that a person must achieve that will enable him/her to perform construction of brick and concrete block structure, installation of pre-cast balluster/handrail and plastering of concrete wall surface.	The MASONRY NC II qualification consists of competencies that a person must achieve that will enable to lay concrete hollow block for structure and plaster wall surfaces.
Job Title	
• Mason	• Rough Mason
Basic Competencies • Participate in workplace communication • Work in a team environment • Practice career professionalism • Practice occupational health and safety procedures	**Basic Competencies** • Participate in workplace communication • Work in a team environment • Solve/address general workplace problems • Develop career and life decisions • Contribute to workplace innovation • Present relevant information • Practice occupational safety and health policies and procedures • Exercise efficient and effective sustainable practices in the workplace • Practice entrepreneurial skills in the workplace
Common Competencies • Prepare construction materials and tools	**NO Amendments**

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
• Observe procedures, specifications and manuals of instruction • Perform mensurations and calculations Maintain tools and equipment	
Core Competencies • Prepare masonry materials • Perform basic masonry works • Lay brick/block for structure • Plaster wall surface Install pre-cast balusters and handrail	**Core Competencies** • Lay concrete hollow block for structure • Plaster wall surface
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 18 Hours (Basic Competencies) 24 Hours (Common Competencies) 216 Hours (Core Competencies) **258 Hours - TOTAL**	 Nominal Training Hours: 37 Hours (Basic Competencies) 24 Hours (Common Competencies 120 Hours (Core Competencies) **181 Hours - TOTAL**

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
Course Description	
This course is designed to enhance the knowledge, skills and attitudes of mason in accordance with industry standards. It covers the basic, common and core competencies in masonry..	This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in laying of hollow block for structure and plaster wall surface. This includes classroom learning activities and practical work in actual work site or simulation area. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET: • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

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evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training

c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
f. Training program allows for recognition of prior learning (RPL) or current competencies;
g. Training completion is based on satisfactory performance of all specified competencies.

2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

2.1 Institution- Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: ▪ Can communicate either oral and written ▪ Physically and mentally fit ▪ With good moral character ▪ Can perform basic mathematical computation and mensuration	Trainees or students who wish to enter this training should possess the following requirements: • A Holder of National Certificate Level I in Masonry or must have at least 1-year experience in Masonry or at least Junior High School Level Completer or an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder • Can communicate both orally and in writing • Can perform basic mathematical computation and mensuration
3.4 List of Tools, Equipment and Materials	
Recommended list of tools, equipment and materials for the training of 25 trainees for MASONRY NC II are as follows:	List of tools, equipment and materials for the training of a maximum of 25 trainees for MASONRY NC II are as follows:

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)

TOOLS		EQUIPMENT		MATERIAL	
Qty	Description	Qty	Description	Qty	Description
10 pcs.	Bucket	1 unit	One bagger mixer	625 pcs	Concrete Hollow blocks
1 pc	Mixing board	25 sets	PPI	4450 pcs	Bricks
12 pcs	Shovel	1 set	Automatic level (optional)	20 bags	Cement
25 pcs	Steel trowel	1 unit	Welding machine	6 m³	Sand
25 pcs	Wooden float	2 pcs	Portable Grinder	50 pcs	Reinforcing bars (10 mm dia)
25 pcs	Steel tape	2 pcs	Hammer drill		Water
6 pcs	Mason hammer	2 pcs	Electric drill	40 kls	GI wire
6 pcs	Plumb bob			10 kls	Common wire Nails (assorted sizes)
1 set	Scaffolding			100 pcs	Lumber (2" x 2" x 10')
6 pcs	Marking gauge			5 kls	Concrete nails
6 pcs.	Hand saw			10 bags	Lime
2 pcs	Bar cutter			10 bags	Fly ash
2 pcs	Bar bender			25 pcs	Pencil
4 pcs	Steel square			5 kls	Nylon string
25 pcs	Cold chisel			6 m	Gravel
12 pcs	Hacksaw			5 m	Sand Screen (100mm
6 pcs	Level hose			5 cmls	Concrete reinforcing
25 pcs	Straight edge			9 pcs	Plywood ½" X 4' X 8'
6 pcs	Spirit level			12 pcs	Handrails 3"x4"x9'
25 pcs	Claw hammer			50 pcs	5 x5" pre cast baluster
25 pcs	Chalk line				
25 pcs	Steel float				
4 pcs	Measuring box				
2 dozen	Hack saw blade				
5 kls	Welding rod				
12 pcs	Tri-square				
25 pcs	Steel brush				
4 pcs	Wheel barrow				
25 pcs	4" Paint brush				
25 pcs	2" Paint Brush				
12 pcs	Crow bar				
4 pcs	Sledge hammer				
20 meters	Hose 1" dia				
4 pcs	Pulley				
1 set	Drill bits				

Amendments

TOOLS		MATERIAL		EQUIPMENT		PERSONAL PROTECTIVE EQUIPMENT (PPE)	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
10 pcs.	Bucket / Pail	625 pcs.	Concrete Hollow blocks (4 inches)	1 unit	One bagger mixer (gas operated)	One per trainee	Safety shoes/ rubber boots (Trainee to provide)
1 pc	Mixing board (4x8 feet)	20 bags	Cement	2 pcs.	Block cutter (7 inches blade dia.)	One per trainee	Proper uniform/clothing (Trainee to provide)
10pcs.	Shovel, flat	50 pcs	Reinforcing bars (10 mm diameter)			One per trainee	Gloves (cotton) (Trainee to provide)
25 pcs.	Steel trowel (8 inches straight-edged pointed)	6 m³	Sand			One per trainee	Safety goggles (Trainee to provide)
25 pcs.	Wooden float	Var	Water			25 pcs.	Reflectorized vest
25 pcs.	Steel tape (5 meters)	10 kls.	GI wire, #20			One per trainee	Safety shoes/ rubber boots (Trainee to provide)
5 pcs.	Plumb bob	10 kls.	Common wire Nails (assorted sizes)				
2 sets	Steel Scaffold (2 layers, 1.2 meters)	30 pcs.	Lumber (2" x 2" x 10')				
5 pcs	Chalk line	2.5 kls each	Concrete nails (1 1/2 inch) and (3")				
5 pcs.	Cross-cut saw (18 inches)	25 pcs.	Pencil				
2 pcs.	Bar cutter	5 rolls	Nylon string (5 meter length)				
2 pcs	Bar bender	2.5 m³	Gravel (¾ inch)				
5 pcs.	Steel square	5 m	Sand Screen				
5 pcs.	Cold chisel	10 pcs	Ordinary Plywood (½" X 4' X 8')				
5pcs.	Hacksaw						
5 pcs.	Level hose (5 meters)						
25 pcs	Claw hammer						
5 pcs	Measuring box						
5 pcs	Hack saw blade						
5 pcs.	Steel brush						
5 pcs.	Wheelbarrow						
5 pcs	Crow bar, 18 inches						
5 pcs	Level bar/spirit level, 24"						
5 pcs	Notched trowel 3/8"						
5 pcs	Mortar pan						
5 pcs	Side cutter plier						
5 pcs	Straight edge bar, 4'						

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<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2005-03)</th><th>Amendments</th></tr>
<tr><td colspan="2">3.5 Training Facilities</td></tr>
<tr><td>Based on a class size of 25 students/trainees:</td><td>Based on a class size of 25 students/trainees:</td></tr>
<tr><td>
<table>
<tr><th>TEACHING/LEARNING AREAS</th><th>SIZE IN METERS</th><th>AREA IN SQ. METERS</th><th>TOTAL AREA IN SQ. METERS</th></tr>
<tr><td>Open plain ground</td><td>25 X 25</td><td></td><td>625</td></tr>
<tr><td>Lecture Room (job site/school) including wash area</td><td></td><td></td><td>62.5</td></tr>
<tr><td>Total Workshop Area</td><td></td><td></td><td>687.50</td></tr>
</table>
</td><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th></tr>
<tr><td>Practical Training Area</td><td>20 x 25</td><td>500</td></tr>
<tr><td>Library</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Lecture Room</td><td>7 x 6</td><td>48</td></tr>
<tr><td>Tool Room/Storage</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Wash room/Toilet</td><td>3 x 5</td><td>20</td></tr>
<tr><td>Circulation area</td><td>10 x 6</td><td>60</td></tr>
<tr><td colspan="2">TOTAL AREA</td><td>668</td></tr>
</table>
</td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>
• Must be a holder of NC III or its equivalent qualification
• Must have undergone training on Training Methodology II (TM II) or have attended any trainer training methodology course accredited by TESDA or graduate of any education course
• Must be physically and mentally fit
• Must have at least 2 years job/industry experience
</td><td>
• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in MASONRY NC II
• Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations
• Must have at least two (2) years industry experience in Civil works and one (1) year teaching
</td></tr>
</table>

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
	experience in Masonry
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of Masonry NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.2. The qualification of Masonry NC II maybe attained through: 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas: 4.2.1.1 Prepare masonry materials 4.2.1.2 Perform basic masonry work 4.2.1.3 Lay bricks / blocks for structure 4.2.1.4 Plaster concrete / masonry surface 4.2.1.5 Install pre-cast balusters and handrail Successful candidates shall be awarded Certificates of Competency (COCs)	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
4.2.2 Demonstration of competence through project-type assessment covering all required units of the qualification 4.3. Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.4. The following are qualified to apply for assessment and certification: 4.3.1 Graduates of formal, non-formal and informal including enterprise-based training programs 4.3.2. Experienced Workers (wage employed or self-employed) 4.5. The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification and guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS).	for recognition in a particular qualification through competency assessment: 4.1.4 Holder of existing National Certificate Level II in Masonry will be automatically renewed. 4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
	4.2 Competency Assessment Requisite 4.2.1 **Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment. This document can: a) Identify the candidate's skills and knowledge b) Highlight gaps in candidate's skills and knowledge c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
	4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 **Accredited Competency Assessor**. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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MASONRY NC III

Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
Qualification Title	
Masonry NC III	**NO Amendments**
Section 1 – Definition of the Qualification	
The Masonry NC III Qualification consists of competencies that a person must achieve and that will enable him / her to lay bricks / blocks for structure, plaster concrete masonry / concrete surface, install pre-cast baluster and handrail, apply special cement finishes to concrete and masonry surfaces and repair defective concrete and masonry surfaces.	The **MASONRY NC III** qualification consists of competencies that a person must achieve that will enable to perform basic tile setting, perform straight-to-finish concrete floor and rectify non-conforming concrete and masonry surfaces.
Job Title	
• Mason III	• Finishing Mason
Basic Competencies • Lead workplace communication • Lead small teams • Develop and practice negotiation skills • Solve problems related to work activities • Use Mathematical concepts and techniques • Use relevant technologies	**Basic Competencies** • Lead workplace communication • Lead small teams • Apply critical thinking and problem-solving techniques in the workplace • Work in a diverse environment • Propose methods of applying learning and innovation in the organization • Use information systematically • Evaluate occupational safety and health work practices • Evaluate environmental work practices • Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
Common Competencies • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Interpret technical drawings and plans • Perform mensurations and calculations • Maintain tools and equipment	**NO Amendments**
Core Competencies • Prepare masonry materials • Perform basic masonry work • Lay bricks / blocks for structure • Plaster concrete / masonry surface • Install pre-cast baluster and handrail • Apply special cement finishes to concrete and masonry surface • Repair defective concrete and masonry surface	**Core Competencies** • Perform basic tile setting • Perform straight-to-finish floor concreting • Rectify non-conforming concrete and masonry surfaces
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 20 Hours (Basic Competencies) 24 Hours (Common Competencies) 320 Hours (Core Competencies) **364 Hours - TOTAL**	 Nominal Training Hours: 40 Hours (Basic Competencies) 24 Hours (Common Competencies 80 Hours (Core Competencies) **144 Hours - TOTAL**

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
Course Description	
This course is designed to enhance the knowledge, desirable attitudes and skills of mason in accordance with industry standards. It covers core competencies such as preparation of masonry materials, performance of basic masonry works, laying of bricks / blocks for structure, installation of pre-cast balusters and handrails, application of special cement finishes to concrete and masonry surfaces and repair of defective concrete and masonry surfaces. It also includes competencies in workplace communication, teamwork, safety, use of hand tools, and house keeping	This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in performing basic tile setting, performing straight-to-finish floor concreting and rectify non-conforming concrete and masonry surfaces. This includes classroom learning activities and practical work in actual work site or simulation area. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.
3.2 Training Delivery	

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The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET: • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Approved training programs are Nationally accredited The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies.

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: ▪ Can communicate both oral and written ▪ Physically and mentally fit ▪ With good moral character ▪ Can perform basic Mathematical computation	Trainees or students who wish to enter this training should possess the following requirements: • Holder of Masonry NC II • Can communicate both orally and in writing • Physically fit
Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
3.4 List of Tools, Equipment and Materials	
Recommended list of tools, equipment and materials for the training of 25 trainees for MASONRY NC III are as follows:	List of tools, equipment and materials for the training of a maximum of 25 trainees for MASONRY NC III are as follows:

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)

TOOLS		EQUIPMENT		MATERIAL	
Qty.	Description	Qty.	Description	Qty.	Description
10 pcs.	Bucket	1 unit	One bagger mixer	625 pcs.	Concrete Hall blocks
1 pc	Mixing board	25 sets	PPE	4450 pcs.	Bricks
12 pcs	Shovel/spade	1 set	Automatic level (optional)	20 bags	Cement
25 pcs	Steel trowel	1 unit	Welding machine	8 m³	Sand/Fine ag
25 pcs	Wooden float	2 units	Disk grinder	60 pcs.	Reinforcing b mm dia)
25 pcs	Steel tape	2 pcs.	Hammer drill		Water
8 pcs	Mason hammer	2 pcs.	Electric drill	20 kls.	GI wire
6 pcs	Plumb bob	1 unit	Concrete vibrator	10 kls.	Common wire (assorted s
1 set	Scaffolding	1 unit	Slump cone	100 pcs.	Lumber(2" x 2
8 pcs	Marking gauge	1 unit	Concrete cylinder mould	5 kls.	Concrete nail
6 pcs	Hand saw	1 unit	Beam mould	25 pcs.	Pencil
2 pcs	Bar cutter	1 unit	Pallet track	5 kls.	Nylon string
2 pcs	Bar bender	1 unit	Water sprayer	6 m³	Gravel/Coars aggregates
4 pcs	Steel square	1 unit	Air compressor	5 m	Sand Screen
25 pcs	Cold chisel	1 unit	Hollow block machine	2 gals.	Concrete hou
12 pcs	Hacksaw	1 unit	Compactor	9 pcs	Plywood ½" X
8 pcs	Level hose			12 pcs.	Handrails 3 x
25 pcs	Straight edge			1 set	Steel scaffold
6 pcs	Spirit level			1 set	Grinding whe
25 pcs	Claw hammer			6 pcs.	Diamond con cutter
25 pcs	Chalk line				
25 pcs	Steel float				
4 pcs	Measuring box				
2 dozen	Hack saw blade				
5 kls	Welding rod				
12 pcs	Tri-square				
25 pcs	Steel brush				
4 pcs	Wheel borrow				
25 pcs	4" Paint Brush				
25 pcs	2" Paint Brush				
12 pcs	Claw bar				
4 pcs	Sledge hammer				
20 meters	Rope 1" dia.				
4 pcs	Pulley				
1 set	Drill bits				

Amendments

TOOLS		MATERIAL		EQUIPMENT		PERSONAL PROTEC EQUIPMENT (PPE	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPT
10 pcs.	Bucket / Pail	15 bags	Portland cement	1 unit	One bagger concrete mixer	One per trainee	Safety shoes/ boots (Trainee provide)
1 pc	Mixing board (4x8 feet)	12 pcs.	Reinforcing bars (10 mm diameter)	1 unit	Portable Grinder	One per trainee	Proper uniform/clo (Trainee to pic
10 pcs.	Shovel, flat	1 m³	Sand	1 unit	Vacuum cleaner	One per trainee	Gloves (col or (Trainee to pic
25 pcs.	Steel trowel, 8 inches	Var	Water	1 unit	Pulley or lifting equipment	One per trainee	Safety goggle (Trainee to pic
25 pcs	Wooden float	2 kls	GI wire, #20	1 unit	Concrete vibrator, 1" dia, diesel driven	25 pcs.	Reflectorized
25 pcs.	Pull-push-rule, 5 m	2 kls	Common wire Nails (assorted sizes)			One per trainee	Safety shoes/ boots (Trainee provide)
5 pcs.	Spirit level, 2	4 pcs.	(Lumber (2" x 4" x 10')				
4 sets	Steel Scaffold (1.2 meters width)	25 pcs.	Pencil				
5 pcs.	Cross-cut saw, 18 inches	5 rolls	Nylon string (5 meter length)				
5 pcs.	Tile cutter	1 m³	Gravel (¾ inch)				
5 pcs.	Steel square	5 bags	Screened Sand				
5 pcs	Cold chisel	100 pcs.	Ceramic tiles, 30'x30'				
5 pcs.	Level hose (5 meters)	100 pcs	Porcelain tiles, 30'x30'				
5 pcs.	Claw hammer	3 bags	Tile adhesive, 20 kgs				
5 pcs.	Measuring box	3 bags	Tile grout, 2 kgs				
5 pcs	Hacksaw	13 pcs.	Tile trims, 8'				
10pcs	Hacksaw blade						
5 pcs	Steel brush						
5 pcs.	Wheel barrow						
5 pcs.	Crow bar, 18 inches						
5 pcs.	Pher						
10 pcs	Notched trowel						
10 pcs	Pointed trowel						
10 pcs.	Rubber mallet						
10 pcs.	Rubber squeegee						
10 pcs.	Tile pher						
4 pcs.	Screed, aluminum, 4						
2 pcs.	Knap-sack sprayer						
200 pcs	Tile spacer						

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<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2006-09)</th><th>Amendments</th></tr>
<tr><td colspan="2">3.5 Training Facilities</td></tr>
<tr><td>Based on a class size of 25 students/trainees:</td><td>Based on a class size of 25 students/trainees:</td></tr>
<tr><td>
<table>
<tr><th>TEACHING/LEARNING AREAS</th><th>SIZE IN METERS</th><th>AREA IN SQ. METERS</th><th>TOTAL AREA IN SQ. METERS</th></tr>
<tr><td>Open plain ground</td><td></td><td></td><td>625</td></tr>
<tr><td>Lecture Room (job site/school) including wash area</td><td></td><td></td><td>62.5</td></tr>
<tr><td>Total Workshop Area</td><td></td><td></td><td>687.50</td></tr>
</table>
</td><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th></tr>
<tr><td>Practical Training Area</td><td>20 x 25</td><td>500</td></tr>
<tr><td>Library</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Lecture Room</td><td>7 x 6</td><td>48</td></tr>
<tr><td>Tool Room/Storage</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Washroom/Toilet</td><td>3 x 5</td><td>20</td></tr>
<tr><td>Circulation area</td><td>10 x 6</td><td>60</td></tr>
<tr><td colspan="2">TOTAL AREA</td><td>668</td></tr>
</table>
</td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>
• Must have undergone training on Training Methodology II(TM II)
• Must be a holder of National Certificate Level III
• Good moral character
• Must be physically and mentally fit
• *Must have at least 5 years industry experience and/or teaching
</td><td>
• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in MASONRY NC III
• Must be computer literate
• Must have at least three (3) years industry experience in Civil works and one (1) year teaching experience in Masonry
• Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety
</td></tr>
</table>

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
	Training Organizations
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of Masonry NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.2. The qualification of Masonry NC II maybe attained through: 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas: 4.2.1.1 Prepare masonry materials 4.2.1.2 Perform basic masonry work 4.2.1.3 Lay bricks / blocks for structure 4.2.1.4 Plaster concrete / masonry surface 4.2.1.5 Install pre-cast balusters and handrail Successful candidates shall be awarded Certificates of Competency (COCs) 4.2.2 Demonstration of competence through	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment:

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
project-type assessment covering all required units of the qualification 4.3. Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.4. The following are qualified to apply for assessment and certification: 4.3.1 Graduates of formal, non-formal and informal including enterprise-based training programs 4.3.2. Experienced Workers (wage employed or self-employed) 4.5. The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification and guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS).	4.1.4 Holder of existing National Certificate Level III in Masonry will be automatically renewed. 4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry **4.2 Competency Assessment Requisite** 4.2.1 **Self-Assessment Guide**. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
	This document can: a. Identify the candidate's skills and knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
	4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

WHEREAS, during the 103rd Standards-Setting and Systems Development (SSSD) Committee Meeting held on 18 October 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulations for Masonry NC I, NC II and NC III;

WHEREAS, during the 106th TESDA Board Meeting on 29 October 2018 at 2:00p.m., the TESDA Board considered the amendments and approved the promulgation of the Training Regulations for Masonry NC I, NC II and NC III;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018 at 2:00 p.m., approves and promulgates the aforementioned Training Regulations for Masonry NC I, NC II and NC III as herein appended;

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR MASONRY NC I, NC II AND NC III

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Masonry NC I, NC II and NC III Training Regulations must comply with requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

Adopted this 29th day of October 2018.

ATTY. MAMARICOL L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR PIPEFITTING (METALLIC) NC II

WHEREAS, TESDA Board Resolution No. 2008-05 was issued "Approving and promulgating the Training Regulations for Pipefitting NC II last 11 April 2008 during the 60th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology and current trends in the construction industry;

WHEREAS, the Philippine Constructors Association (PCA) with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations from Pipefitting NC II to Pipefitting (Metallic) NC II;

WHEREAS, industry experts and partners, headed by the President of the Philippine Constructors Association (PCA), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 103rd Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 18, 2018, the Committee deliberated upon and favorably recommended the amendments of the abovementioned Training Regulations for Pipefitting (Metallic) NC II as follows:

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR PIPEFITTING (METALLIC) NC II

Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	**Amendments**
Qualification Title	
Pipefitting NC II	Pipefitting (Metallic) NC II
Section 1 – Definition of the Qualification	
The **Pipefitting NC II** Qualification consists of competencies that a person must achieve to enable him to cut, bevel and / or thread pipes, install overhead and underground piping system, fabricate support and hangers and perform tack welding.	The **PIPEFITTING (METALLIC) NC II** qualification consists of competencies that workers must achieve to enable them to perform tasks applied to rigid piping such as structural pipes, main pipes and services pipes as applied to water, oil and gas lines.
Job Title	
• Pipe fitter	**NO Amendments**
Basic Competencies • Participate in workplace communication • Work in a team environment • Practice career professionalism • Practice occupational health and safety procedures	**Basic Competencies** • Participate in workplace communication • Work in a team environment • Solve/address general workplace problems • Develop career and life decisions • Contribute to workplace innovation • Present relevant information • Practice occupational safety and health policies and procedures • Exercise efficient and effective sustainable practices in the workplace • Practice entrepreneurial skills in the workplace

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR PIPEFITTING (METALLIC) NC II

Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
Common Competencies • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Interpret technical drawings and plans • Perform mensuration and calculations • Maintain tools and equipment	**Common Competencies** • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Perform mensuration and calculations • Maintain tools and equipment
Core Competencies • Cut, bevel and / or thread pipes • Install overhead piping system • Install underground piping system • Perform tack welding	**Core Competencies** • Prepare pipefitting materials, tools and equipment for spool pipe connection • Install above ground piping system • Install overhead piping system • Install underground piping system
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 18 Hours (Basic Competencies) 24 Hours (Common Competencies) 160 Hours (Core Competencies) **202 Hours - TOTAL**	 Nominal Training Hours: 37 Hours (Basic Competencies) 24 Hours (Common Competencies 160 Hours (Core Competencies) **221 Hours - TOTAL**

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR PIPEFITTING (METALLIC) NC II

Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	**Amendments**
Course Description	
This course is designed to enhance the knowledge, skills and attitude in pipefitting in accordance with industry standards. It covers the basic, common and core competencies required for pipefitter to demonstrate.	This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in preparing pipefitting materials, tools and equipment for spool pipe connection, installing above ground, overhead and underground piping system. This includes classroom learning activities and practical work in actual work site or simulation area. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET: • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed;	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
• Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Training programs are registered with the UTPRAS The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs: • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations	c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies. 2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs: **2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
• Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. • Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.	Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components. **2.2 Enterprise-Based:** • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
	• Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat. **2.3 Community-Based:** Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	**Amendments**
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: • Can communicate both oral and written • Can perform basic mathematical computation • Good moral character; and • Physically and mentally fit	Trainees or students who wish to enter this training should possess the following requirements: • At least Junior High School Level Completer or an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder • Can communicate both orally and in writing
3.4 List of Tools, Equipment and Materials	
Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for PIPEFITTING NC II are as follows:	List of tools, equipment and materials for the training of a maximum of 25 trainees for PIPEFITTING (METALLIC) NC II are as follows:

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TOOLS		EQUIPMENT		MATERIALS	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
5 pcs	Ball peen hammer 16 oz	5 units	Arc welding machine	1 box	Soapstone
5 pcs	Cross peen hammer, 10 oz	1 unit	Threading machine	2 boxes	Cut-off disc
		1 set	Gas beveling machine (pipe)	2 boxes	Grinding disc
5 pcs	Center punch	2 sets	Pipe clamp		Fittings
5 pcs	Hack saw			10 pcs	Elbow 90° (assc dia)
1 pc	Pipe cutter	1 unit	Electric drill	10 pcs	Elbow 45°, (asso dia)
5 pcs	C-clamp 12"	8 units	Portable grinder	10 pcs	Tee branch (ass dia)
5 pcs	C-clamp, 6"	2 sets	Oxy-acetylene cutting outfit	10 pcs	Wye branch, (assorted dia)
5 pcs	Pull & push rule	3 units	Fire extinguishers	4 pcs	Valves (assorted and sizes)
5 pcs	Steel rule 1 meter	3 units	Working bench with vise	15 pcs	Flanges (assorted types a sizes)
5 pcs	Try square	1 unit	Power brush	1 box	Electrodes
10 pcs	Steel square	3 units	Chain block	4 pcs	Gaskets
		1 set	Scaffolding H - A-type	16 pcs	Bolts and nuts
5 pcs	Adjustable wrench, 8"	1 roll	Sling/ chain line	25 pcs	Gloves
5 pcs	Adjustable wrench 12"			25 pcs	Hard hat
3 pcs	Files (assorted)			25 pcs	Safety shoes
5 pcs	Steel brush			25 pcs	Goggles
2 pcs	wraparound			8 pcs	Face shield
				5 pcs	Welding mask

TOOLS		MATERIALS	
QTY.	DESCRIPTION	QTY.	DESCRIPTION
5 pcs	Ballpeen hammer, 16 oz	1 box	Soft stone
5 pcs	Center punch	2 boxes	Cutting disc, (4" dia.)
12 units	Electric angle grinder, (4 inches, 600W)	2 pcs	Cutting disc (14" dia.)
2 units	Pencil grinder (600 W)	2 boxes	Grinding disc (4 inches)
2 sets	Oxy-acetylene or LPG cutting outfit and tanks	5 pcs	Power brush (4inches)
5 pcs.	Push & Pull rule	3 units	Fire extinguishers, 10lbs. Type ABC
2 pcs. each	Straight edge (1 meter, 12 inches, 6 inches)	5 lengths	CS Pipe, 3", Sch 40 x 4m
10 pcs	Tri-square, 12 inches	2 lengths	CS Pipe, 2", Sch 40 x 4m
10 pcs.	Steel square, 12 x 18 inches		FITTINGS
3 units	Chain block / chain pulley, 1 T x 3.0m	25 pcs	Elbow 90° x 3" Ø
2 sets each	Assorted Combination wrench (15°, 22° & 24° sizes)	5 pcs	Elbow 45°, x 3" Ø
2 sets	A-Frame type (2 tons capacity, 8 feet x 1.5 meter)	5 pcs.	Tee branch, 3" Ø equal
2 sets	A-Frame type (2 tons capacity, 8 feet x 1.5 meter)	5 pcs	Tee branch, x 5" Ø x 5" Ø
5 pcs	Steel files (half-moon)	5 pcs	Tee branch, x 3" Ø x 2" Ø
1 unit	Trouble light, 50W / 5000 lumens	5 pcs.	Wye branch, 3" Ø equal
2 sets	Pipe clamp (4 and 6 inches)	5 pcs	Valves (Flange) 3" Ø
5 pcs	Nylon sling (2 Tons)	1 set	Valves, threaded type, 2" Ø
5 length	Pipe wrap around (4" x 4" for 3-15 inches pipe, medium, D160 model)	5 pcs	Flanges 3" Ø
5 pcs	Spud Wrench, 12" length	3 pcs for each type	Reducer 3"x2" Ø • Concentric / • Eccentric
15 pcs	Pipe stand	1 box	Electrodes (2.5 mm Ø)
		10 rolls	Teflon Tape
		10 each type	Gaskets • Non asbestos • Metallic • Rubber
		20 sets	Bolts and nuts (depending on Flange type) • ½" x 80 mm • ½" x 70 mm

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EQUIPMENT		Personal Protective Equipment (PPE)	
QTY.	DESCRIPTION	QTY.	DESCRIPTION
4. units	Arc welding machine (150-500 Amps.)	One pair per trainee	Gloves (Rubberized cotton) (Trainee to provide)
2 pcs.	Speed saw/ cut-off saw, 2000W	25 pcs.	Hard hat, Class G, ANSI Z89.1-1997
2 units	Electric Drill, 600W	5 pcs	Face shield
1 unit each	Pipe Threading Machine and Beveling Machine (2 to 6 inches)	One per trainee	Proper uniform/clothing (Trainee to provide)
1 unit	Dry rod portable welding oven, 20 lbs, 300°C, 120V/230V	One pair per trainee	Safety shoes (Trainee to provide)
5 units	Welding gauge	25 pcs.	Reflectorized vest
5 units	Hi-lo welding gauge	5 pcs.	Full body harness

3.5 Training Facilities

Based on a class size of 25 students/trainees:

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
• Lecture Room/Demo Room		25	25
• Wash Room		5	5
• Tool Room		5	5
• Facilities/Equipment/ Circulation area		42	42
Workshop Area		225	225
		TOTAL	302

Based on a class size of 25 students/trainees:

Space Requirement	Size in Meters	Area in Sq. Meters
Practical Training Area	20 x 25	500
Library	4 x 5	20
Lecture Room	7. x 6	48
Tool Room/Storage	4 x 5	20
Wash room/Toilet	3. x 5	20
Circulation area	10 x 6	60
TOTAL AREA		668

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
3.6 Trainer's Qualifications	
• Must have completed a Trainers Training Methodology Course (TM II) or its equivalent • Must be a holder of CSC Professional eligibility (for government • position) • Must be a holder of Pipefitting National Certificate II • Must be physically and mentally fit • *Minimum of 2 years industry experience	• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in Pipefitting NC II • Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations • Computer-literate • Must have at least two (2) years industry experience in Civil works and one (1) year teaching experience in Pipefitting
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	**Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of **Pipefitting NC II**, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.
4.2 The qualification of **PIPEFITTING NC II** can be attained through demonstration of competence in a project-type assessment covering the following core units. 4.2.1 Cut, bevel and / or thread pipes 4.2.2 Install and fit-up overhead piping system 4.2.3 Install and fit-up underground piping system 4.2.4 Perform tack welding	4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Holder of existing National Certificate Level II in Pipefitting will be automatically renewed.
4.3. Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.	4.1.4 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
4.4. The following are qualified to apply for assessment and certification: 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs 4.4.2. Experienced Workers (wage employed or self-employed) 4.5. The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification and guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS).	4.1.5 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment: **4.2 Competency Assessment Requisite** 4.2.1 **Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
	This document can: a. Identify the candidate's skills and knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR PIPEFITTING (METALLIC) NC II

WHEREAS, during the 103rd Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 18, 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulations for Pipefitting (Metallic) NC II;

WHEREAS, during the 106th TESDA Board Meeting on 29 October 2018 at 2:00 p.m., the TESDA Board considered the amendments and approved the promulgation of the Training Regulations for Pipefitting (Metallic) NC II;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018 at 2:00 p.m., approves and promulgates the aforementioned Training Regulations for Pipefitting (Metallic) NC II as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published and disseminated to all concemed, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Pipefitting NC II Training Regulations must comply with requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR TILE SETTING NC II

WHEREAS, TESDA Board Resolution No. 2007-21 was issued "Approving and promulgating the Training Regulations for Tile Setting NC II last 27 July 2007 during the 56th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology and current trends in the construction industry;

WHEREAS, the Philippine Constructors Association (PCA) with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations for Tile Setting NC II;

WHEREAS, industry experts and partners, headed by the President of the Philippine Constructors Association (PCA), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 104th Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 19 2018, the Committee deliberated upon and favorably recommended the amendments of the abovementioned Training Regulations for Tile Setting NC II as follows:

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TILE SETTING NC II

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	**Amendments**
Qualification Title	
Tile Setting NC II	**NO Amendments**
Section 1 – Definition of the Qualification	
The **Tile-Setting NC II** Qualification consists of competencies that a person must achieve to enable him / her to lay and repair floor and wall tiles, tile corners and curved surfaces	The **TILE SETTING NC II** Qualification consists of competencies that a person must achieve to enable him / her to lay tiles on plain and curved surfaces for walls, floors and other application and repair of tiles on plain and curved surfaces.
Job Title	
• Tile-Setter	**NO Amendments**
Basic Competencies • Participate in workplace communication • Work in a team environment • Practice career professionalism • Practice occupational health and safety procedures	**Basic Competencies** • Participate in workplace communication • Work in a team environment • Solve/address general workplace problems • Develop career and life decisions • Contribute to workplace innovation • Present relevant information • Practice occupational safety and health policies and procedures • Exercise efficient and effective sustainable practices in the workplace • Practice entrepreneurial skills in the workplace

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	**Amendments**
Common Competencies • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Interpret technical drawings and plans • Perform mensuration and calculations • Maintain tools and equipment	**Common Competencies** • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Perform mensuration and calculations • Maintain tools and equipment
Core Competencies • Lay and repair floor and wall tiles • Tile corners • Tile curved surfaces	**Core Competencies** • Lay tiles on plain and curved surfaces for walls, floors and other application • Repair of tiles on plain and curved surfaces
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 18 Hours (Basic Competencies) 24 Hours (Common Competencies) 40 Hours (Core Competencies) **82 Hours - TOTAL**	 Nominal Training Hours: 37 Hours (Basic Competencies) 24 Hours (Common Competencies 56 Hours (Core Competencies) **117 Hours - TOTAL**

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR TILE SETTING NC II

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	**Amendments**
Course Description	
This course is designed to enhance the knowledge, skills and desirable work attitude of a **tile setter.** It covers the basic, common and core competencies i.e. lay and repair floor and wall tiles, tile corners and curved surfaces.	This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in laying of tiles on plain and curved surfaces for walls, floors and other application and repairing of tiles on plain and curved surfaces. This includes classroom learning activities and practical work in actual work site or simulation area. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET: • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed;	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
• Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Training programs are registered with the UTPRAS The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs: • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations	c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies. 2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs: **2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
• Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. • Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.	Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components. **2.2 Enterprise-Based:** • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR TILE SETTING NC II

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
	• Informal Apprenticeship – is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat. **2.3 Community-Based:** Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: • Good moral character • Ability to communicate • Physically fit and mentally healthy • Can perform basic mathematical computation and mensuration	Trainees or students who wish to enter this training should possess the following requirements: • At least Junior High School Level completer or an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder or Holder of Masonry NC I • Can communicate both orally and in writing • Physically fit
3.4 List of Tools, Equipment and Materials	
Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for TILE SETTING NC II are as follows:	List of tools, equipment and materials for the training of a maximum of 25 trainees for TILE SETTING NC II are as follows:

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TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
5 pcs.	Notched trowel	5 pcs.	Angle grinder	25 boxes	Glazed wall tiles (20 cm x 20 cm)
5 pcs.	Tile cutter	25 sets	PPE	25 boxes	Vitrified floor tiles (20 cm x 20 cm)
25 pcs.	Metal tape			150 pcs.	Mosaic tiles (12" x 12")
5 pcs.	Nipper			30 kilos	Tile adhesive
5 pcs.	Plumb bob			1 bag	Tile plastic spacer
5 pcs.	Spirit level			5 pcs.	Carburandum
5 pcs.	Tri-square			25 pcs	Pencil
5 pcs.	Plier			5 kilos	Tile grout
5 pcs.	Rubber squeegee			25 pcs.	Foam
5 pcs.	Rubber mallet			10 pcs.	Tile trim
				5 rolls	Nylon string
				1 kilo	Cotton rags
				5 pcs.	Water pail

TOOLS		EQUIPMENT		MATERIALS	
QTY.	ITEM	QTY.	ITEM	QTY.	ITEM
5 pcs.	Notched trowel	5 units	Baby grinder, 4" dia. Diamond disc	60 pcs.	Glazed wall tiles (30 cm x 30 cm)
25 pcs.	Diamond Tile cutter	5 pcs.	Extension Cord, 7 m	60 pcs.	Vitrified floor tiles (20 cm x 20 cm)
10 pcs	Push pull rule, 5m	5 pcs.	Wheel Barrow	25 pcs.	Homogenous tiles (1.2cm x 60cm x 60c
5 pcs.	Tile Nipper	1 pcs	Paddle Mixer	10 bags	Portland Cement
				5 bags	Tile Adhesive
5 pcs.	Plumb bob			200 pcs.	Tile plastic spacer
5 pcs.	Spirit level, 24 inches, aluminum	Personal Protective Equipment (PEE)		5 kilos	Tile grout
5 pcs.	Steel square	10 pcs.	Hard hat	10 pcs.	Foam
5 pcs.	Claw Hammer, 1.5 lbs.	10 pairs	Safety shoes/ rubber boots	10 pcs.	Tile trim, 3m
10 pcs	Grout spreader (Rubber)	10 pcs.	Proper uniform	5 rolls	Nylon string
5 pcs.	Rubber Mallet	10 pairs	Gloves (cotton)	1 kg.	Rags
5 pcs.	Mortar Shovel	10 pcs.	Safety goggles	1 Kg.	Concrete Nail 1.5"
5 pcs.	Mortar trowel, pointed	10 pcs.	Reflectorized vest	1.5 cubic meter	Sand
5 pcs.	Bucket/ Pail	25 pcs	Knee Pads		
5 pcs.	Mixing Board				
5 pcs.	Double-sided Carburandum, (smooth and rough)				

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<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2007-21)</th><th>Amendments</th></tr>
<tr><td colspan="2">3.5 Training Facilities</td></tr>
<tr><td>Based on a class size of 25 students/trainees:
<table><tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr><tr><td>Contextual Learning Laboratory / Lecture Room</td><td></td><td>40</td><td>40</td></tr><tr><td>Learning Resource Center</td><td></td><td>20</td><td>20</td></tr><tr><td>Tool Room/Storage</td><td></td><td>10</td><td>10</td></tr><tr><td>Washroom</td><td></td><td>20</td><td>20</td></tr><tr><td>Circulation area</td><td></td><td>50</td><td>50</td></tr><tr><td>Shop room</td><td></td><td>60</td><td>60</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="3">TOTAL AREA</td><td>200</td></tr></table></td><td>Based on a class size of 25 students/trainees:
<table><tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th></tr><tr><td>Practical Training Area</td><td>15x 18</td><td>270</td></tr><tr><td>Library</td><td>4 x 5</td><td>20</td></tr><tr><td>Lecture Room</td><td>7. x 6</td><td>48</td></tr><tr><td>Tool Room/Storage</td><td>4 x 5</td><td>20</td></tr><tr><td>Washroom/Toilet</td><td>3. x 5</td><td>20</td></tr><tr><td>Circulation area</td><td>10 x 6</td><td>60</td></tr><tr><td colspan="2">TOTAL AREA</td><td>438</td></tr></table></td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>• Must have undergone training on Training Methodology II (TM II)
• Must be a holder of National Certificate Level II or its equivalent
• Good moral character
• Must be computer literate
• Must be physically and mentally fit
• *Must have 1 year industry experience and/or teaching experience</td><td>• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in Tile Setting NC II
• Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations
• Must have at least two (2) years industry experience in Civil Works and one (1) year teaching experience in Tile Setting</td></tr>
</table>

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR TILE SETTING NC II

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of Tile Setting NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.2. The qualification of Tile Setting NC II can be attained through demonstration of competence in a project-type assessment covering the following core units: 4.1.1 Lay and repair floor and wall tiles 4.1.2 Tile corners 4.1.3 Tile curved surfaces Successful candidates shall be awarded Certificates of Competency (COCs) 4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment: 4.1.4 Holder of existing National Certificate Level II in Tile Setting will have to undergo refresher course in Unit of Competency 1 certified by the TESDA Accredited Training Center prior to renewal.

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
4.4 The following are qualified to apply for assessment and certification: 4.4.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs 4.4.2 Experienced workers (wage employed or self employed) 4.5 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)".	4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry 4.1.6 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through a recognition/ assessment process. **4.2 Competency Assessment Requisite** **4.2.1 Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
	This document can: a. Identify the candidate's skills and knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.1 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.2 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR TILE SETTING NC II

WHEREAS, during the 104th Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 19, 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulations for Tile Setting NC II;

WHEREAS, during the 106th TESDA Board Meeting on 29 October 2018 at 2:00 p.m., the TESDA Board considered the amendments and approved the promulgation of the Training Regulations for Tile Setting NC II;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018 at 2:00 p.m., approves and promulgates the aforementioned Training Regulations for Tile Setting NC II as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published and disseminated to all concemed, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Tile Setting NC II Training Regulations must comply with requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR TILE SETTING NC II

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR SCAFFOLDING WORKS NC II (SUPPORTED TYPE SCAFFOLD)

WHEREAS, TESDA Board Resolution No. 2007-21 was issued "Approving and promulgating the Training Regulations for Scaffold Erection NC II last 27 July 2007 during the 56th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology and current trends in the construction industry;

WHEREAS, the Philippine Constructors Association (PCA) with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations from Scaffold Erection NC II to Scaffolding Works NC II (Supported Type Scaffold);

WHEREAS, industry experts and partners, headed by the President of the Philippine Constructors Association (PCA), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 104th Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 19, 2018, the Committee deliberated upon and favorably recommended the amendments of the abovementioned Training Regulations for Scaffolding Works NC II (Supported Type Scaffold) as follows:

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SCAFFOLDING WORKS NC II (SUPPORTED TYPE SCAFFOLD)

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
Qualification Title	
Scaffold Erection NC II	Scaffolding Works NC II (Supported Type Scaffold)
Section 1 – Definition of the Qualification	
The **Scaffold Erection NC II** Qualification consists of competencies that individuals must achieve to enable them to erect and dismantle scaffolding and safely handle scaffolding tools and equipment.	The **SCAFFOLDING WORKS NC II** (Supported Type Scaffold) qualification consist of competencies that individuals must achieve to enable them to erect, check and correct and dismantle, all support type scaffold regardless of height and handle scaffold components, tools and equipment..
Job Title	
• Scaffold Erector	Scaffolder
Basic Competencies • Participate in workplace communication • Work in a team environment • Practice career professionalism • Practice occupational health and safety procedures	**Basic Competencies** • Participate in workplace communication • Work in a team environment • Solve/address general workplace problems • Develop career and life decisions • Contribute to workplace innovation • Present relevant information • Practice occupational safety and health policies and procedures • Exercise efficient and effective sustainable practices in the workplace • Practice entrepreneurial skills in the workplace

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR SCAFFOLDING WORKS NC II (SUPPORTED TYPE SCAFFOLD)

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
Common Competencies • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Interpret technical drawings and plans • Perform mensuration and calculations • Maintain tools and equipment	**NO Amendments**
Core Competencies • Erect and dismantle scaffolding • Handle scaffolding equipment and tools	**Core Competencies** • Erect and dismantle support type scaffold • Handle, segregate and stack scaffolding components
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 18 Hours (Basic Competencies) 24 Hours (Common Competencies) 120 Hours (Core Competencies) **162 Hours - TOTAL**	 Nominal Training Hours: 37 Hours (Basic Competencies) 24 Hours (Common Competencies 120 Hours (Core Competencies) **181 Hours - TOTAL**

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR SCAFFOLDING WORKS NC II (SUPPORTED TYPE SCAFFOLD)

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	**Amendments**
Course Description	
This course is designed to develop knowledge, skills and desirable work attitude along **scaffold erection**. It covers the basic, common and core competencies, e. g., erecting and dismantling scaffolding and handling scaffolding equipment and tools.	This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in erecting and dismantling scaffolding, and safely handling scaffold components tools and equipment. This includes classroom learning activities and practical work in actual work site or simulation area. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET: • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed;	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) **b.** Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
• Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Training programs are registered with the UTPRAS The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs: • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations	c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies. 2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs: **2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
• Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. • Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.	Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components. **2.2 Enterprise-Based:** • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
	• Informal Apprenticeship – is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat. **2.3 Community-Based:** Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

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<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2007-21)</th><th>Amendments</th></tr>
<tr><td colspan="2">3.3 Trainee Entry Requirements</td></tr>
<tr><td>Trainees or students wishing to gain entry into this course should possess the following requirements:
• Good moral character
• Ability to communicate
• Physically fit and mentally healthy
• Can perform basic mathematical computation and mensuration.</td><td>Trainees or students who wish to enter this training should possess the following requirements:
• Can communicate both orally and in writing
• Physically fit
• Can perform basic mathematical computation and mensuration</td></tr>
<tr><td colspan="2">3.4 List of Tools, Equipment and Materials</td></tr>
<tr><td>Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for SCAFFOLD ERECTION NC II are as follows:
<table>
<tr><th colspan="2">TOOLS</th><th colspan="2">EQUIPMENT</th><th colspan="2">MATERIALS</th></tr>
<tr><th>QTY.</th><th>ITEM</th><th>QTY.</th><th>ITEM</th><th>QTY.</th><th>ITEM</th></tr>
<tr><td>25 pcs.</td><td>Hammer (claw)</td><td>1 set</td><td>Scaffolding frame type</td><td>25 pcs.</td><td>Hard hat</td></tr>
<tr><td>25 pcs.</td><td>Combination wrench</td><td>1 set</td><td>Scaffolding tubular type</td><td>25 pairs</td><td>Safety shoes</td></tr>
<tr><td>5 pcs.</td><td>Pull push rule</td><td>1 set</td><td>Scaffolding tube and fittings type</td><td>25 pcs.</td><td>Safety belt</td></tr>
<tr><td>5 pcs.</td><td>Level bar</td><td>4 pcs.</td><td>Pulley with hook</td><td>25 pairs</td><td>Gloves (leather)</td></tr>
<tr><td>5 pcs.</td><td>Plumb bob</td><td></td><td></td><td>1 roll</td><td>Rope</td></tr>
</table></td><td>List of tools, equipment and materials for the training of a maximum of 25 trainees for SCAFFOLDING WORKS NC II (Supported Type Scaffold) are as follows:
<table>
<tr><th colspan="2">TOOLS</th></tr>
<tr><th>QTY.</th><th>ITEM</th></tr>
<tr><td>25 pcs.</td><td>Claw Hammer</td></tr>
<tr><td>25 pcs.</td><td>Combination wrench/Spanner/Ratchet (17mm-21mm)</td></tr>
<tr><td>25 pcs.</td><td>Pull push rule (5m)</td></tr>
<tr><td>25 pcs.</td><td>Magnetic Level bar (24 inches)</td></tr>
<tr><td>5 pcs.</td><td>Plumb bob</td></tr>
<tr><td>5 pcs.</td><td>Steel square (12 inches)</td></tr>
<tr><td>25 pcs.</td><td>Tool holster belt</td></tr>
<tr><td>1 pc.</td><td>Pipe cutter</td></tr>
</table></td></tr>
</table>

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EQUIPMENT

QTY	ITEM
25 pcs	Hard hat with chin strap and crash guard
25 pairs	Safety shoes (steel toe, impact and compression resistant ANSI I/C30 or equivalent)
25 pcs	Full body harness with double lanyard and life line
25 pairs	Gloves cotton with rubber padding ANSI level 2 or higher, cut resistant or equivalent
1 roll	¼" dia. Nylon rope or ¾" dia. manila rope with pulley and hook
25 pcs	Safety clear glasses (ANSI Z87 or equivalent)
25 pcs	Dust mask (ANSI N95 or equivalent)
25 pairs	Ear plugs, Noise Reduction Rating 25 Decibels

MATERIALS

2 Bays 3 Layers Frame Type		2 Bays 3 Layers Tubular Type Scaffolds	
QTY	ITEM	QTY	ITEM
3 pcs	Wooden Planks / Sole Board 50 mm. T x 150 mm. W x 1500 mm. L	3 pcs	Wooden Planks / Sole Boards 50 mm. T x 150 mm. W x 1500 mm. L
6 pcs	Adjustable Jack Base 700 c mm. L	6 pcs	Adjustable Jack Base 700 c mm. L
9 pcs	Welded Frames H Type 1.60 m. H x 1.20 m. W	24 pcs	Steel Pipes 48mm dia. sch40 x 6.0 mtrs.
12 pcs	Cross Braces 2.20 m. L	15 pcs	Steel Pipes 48mm dia. sch40 x 2.50 mtrs.
12 pcs	Joint Pins with lock	20 pcs	Steel Pipes 48mm dia. sch40 x 6.0 mtrs.
48 pcs	Steel Planks / Catwalk	20 pcs	Steel Planks / Catwalk
3 sets	Steel Access Stairs 2m x 1.8m	150 pcs	Swivel Clamps 2" dia. x 500 lbs. Cap
24 pcs	Steel Pipes 48mm dia. sch40 x 6.0 mtrs. / Guage 40	10 pcs	Steel Pipes 1.90 dia. X 1.20 mtrs.
4 pcs	Steel Pipes 48mm dia. sch40 x 4.40 mtrs.	3 sets	Steel Access Stairs 2m x 1.8m
4 pcs	Steel Pipes 48mm dia. sch40 x 1.20 mtrs.		
2 pcs	Wooden Toe Boards 25 mm. T x 150 mm. W x 4.40 mtrs. L	2 pcs	Wooden Toe Boards 25 mm. T x 150 mm. W x 5.0 mtrs. L
2 pcs	Wooden Toe Boards 25 mm. T x 150 mm. W x 1.50 mtrs. L	2 pcs	Wooden Toe Boards 25 mm. T x 150 mm. W x 2.50 mtrs. L
60 pcs	Swivel Clamps 2" dia. x 500 lbs. Cap		

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<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2007-21)</th><th>Amendments</th></tr>
<tr><td colspan="2">3.5 Training Facilities</td></tr>
<tr><td>Based on a class size of 25 students/trainees:</td><td>Based on a class size of 25 students/trainees:</td></tr>
<tr><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr>
<tr><td>Contextual Learning Laboratory / Lecture Room</td><td></td><td>20</td><td>20</td></tr>
<tr><td>Learning Resource Center</td><td></td><td>20</td><td>20</td></tr>
<tr><td>Tool Room/Storage</td><td></td><td>10</td><td>10</td></tr>
<tr><td>Wash room</td><td></td><td>10</td><td>10</td></tr>
<tr><td>Circulation area</td><td></td><td>60</td><td>60</td></tr>
<tr><td>Training ground</td><td></td><td>200</td><td>200</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3">TOTAL AREA</td><td>320</td></tr>
</table>
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<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr>
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<tr><td>Training ground</td><td></td><td>200</td><td>200</td></tr>
<tr><td colspan="3">TOTAL AREA</td><td>340</td></tr>
</table>
</td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>
• Must have undergone training on Training Methodology II (TM II) or equivalent in training/experience
• Must be a holder of National Certificate Level II or its equivalent
• Good moral character
• Must be computer literate
• Must be physically and mentally fit
• *Must have 1 year industry experience and/or teaching experience
</td><td>
• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in Scaffolding Works NC II (Supported Type Scaffold)
• Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations
• Must be computer-literate
• Must be physically fit
</td></tr>
</table>

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	**Amendments**
	• Must have at least two (2) years industry experience in scaffolding works and one (1) teaching experience in scaffolding works
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of **Scaffolding Erection NC II**, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded National Certificates signed by the TESDA Director General. 4.2 The qualification of **SCAFFOLD ERECTION NC II** can be attained through demonstration of competence in a project-type assessment covering the following core units. 4.1.1 Erect and dismantle scaffolding 4.1.2 Handle scaffolding equipment and tools 4.3. Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment:

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	**Amendments**
4.4. The following are qualified to apply for assessment and certification: 4.3.1 Graduates of formal, non-formal and informal including enterprise-based training programs 4.4.2. Experienced Workers (wage employed or self-employed) 4.5. The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification and the Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS).	4.1.4 Holder of existing National Certificate Level II in Scaffolding will be automatically renewed. 4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry **4.2 Competency Assessment Requisite** 4.2.1 **Self-Assessment Guide**. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

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Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
	This document can: a. Identify the candidate's skills and knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR SCAFFOLDING WORKS NC II (SUPPORTED TYPE SCAFFOLD)

WHEREAS, during the 104th Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 19, 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulations for Scaffold Erection NC II;

WHEREAS, during the 106th TESDA Board Meeting on 29 October 2018 at 2:00 p.m., the TESDA Board considered the amendments and approved the promulgation of the Training Regulations for Scaffolding Works NC II (Supported Type Scaffold);

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018 at 2:00 p.m., approves and promulgates the aforementioned Training Regulations for Scaffolding Works NC II (Supported Type Scaffold) as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Scaffold Erection NC II Training Regulations must comply with requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR SCAFFOLDING WORKS NC II (SUPPORTED TYPE SCAFFOLD)

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

WHEREAS, TESDA Board Resolution No. 2005-03 was issued "Approving and promulgating the Training Regulations for Carpentry NC II last 18 March 2005 during the 45th TESDA Board Meeting;

WHEREAS, TESDA Board Resolution No. 2006-09 was issued "Approving and promulgating the Training Regulations for Carpentry NC III last 20 April 2006 during the 49th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology and current trends in the construction industry;

WHEREAS, the Philippine Constructors Association (PCA) with the assistance of Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations for Carpentry NC II and NC III;

WHEREAS, industry experts and partners, headed by the President of the Philippine Constructors Association (PCA), with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 104th Standards-Setting and Systems Development (SSSD) Committee Meeting held on October 19, 2018, the Committee deliberated upon and favorably recommended the amendments of the abovementioned Training Regulations for Carpentry NC II and NC III as follows:

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

CARPENTRY NC II

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
Qualification Title	
Carpentry NC II	**NO Amendments**
Section 1 – Definition of the Qualification	
The CARPENTRY NC II Qualification consists of competencies that a person must achieve that will enable him/her to perform fabrication, installation and stripping of formworks, its components and supports.	The CARPENTRY NC II Qualification consists of competencies on rough and finishing carpentry that a person must achieve in fabrication and installation of wooden materials and basic roof assembly.
Job Title	
• Rough Carpenter	• Rough and Finishing Carpenter
Basic Competencies • Participate in workplace communication • Work in a team environment • Practice career professionalism • Practice occupational health and safety procedures	**Basic Competencies** • Participate in workplace communication • Work in a team environment • Solve/address general workplace problems • Develop career and life decisions • Contribute to workplace innovation • Present relevant information • Practice occupational safety and health policies and procedures • Exercise efficient and effective sustainable practices in the workplace • Practice entrepreneurial skills in the workplace

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
Common Competencies • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Perform mensuration and calculations • Maintain tools and equipment	**NO Amendments**
Core Competencies • Prepare / Stake-out building lines • Fabricate formworks • Install formwork components • Strip formwork components • Install framing works	**Core Competencies** • Layout reference lines • Fabricate, install and remove wooden formworks • Install wooden door jamb, window frame and panels • Install ceiling and wall frames and panels • Fabricate and install wooden stairs • Install wooden floor supports panels • Fabricate and install roofing system • Fabricate and install wooden cabinet
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 18 Hours (Basic Competencies) 24 Hours (Common Competencies) 120 Hours (Core Competencies) **162 Hours - TOTAL**	 Nominal Training Hours: 37 Hours (Basic Competencies) 24 Hours (Common Competencies 240 Hours (Core Competencies) **301 Hours - TOTAL**

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
Course Description	
This course is designed to enhance the knowledge, skills and desirable work attitude in Carpentry NC II. It covers the basic, common and core competencies.	This course is designed to provide the learn knowledge, practical skills and attitude, applicable performing work activities involve in performing ta such as layout reference lines, fabricate, install ar remove wooden formworks, install wooden door ja window frame and panels, install ceiling and wall and panels, fabricate and install wooden stairs, in wooden floor supports and panels, fabricate and i roofing system and fabricate and install wooden c This includes classroom learning activities and pra work in actual work site or simulation area. Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET: • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Training programs are registered with the UTPRAS	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies.

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs: • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations • Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations.	2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs: **2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
• Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. • Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.	**2.2 Enterprise-Based:** • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation. • Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
	2.3 Community-Based: Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: ▪ A holder of National Certificate Level I ▪ Ability to communicate ▪ Can perform basic mathematical computation and mensuration ▪ Good moral character ▪ Physically fit and mentally healthy	Trainees or students who wish to enter this training should possess the following requirements: • A Holder of National Certificate Level I in Civil Works or at least Junior High School level Completer or an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder • Can communicate both orally and in writing • Can perform basic mathematical computation and mensuration

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)

3.4 List of Tools, Equipment and Materials

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

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
25 pcs	Cross cut saw	5 sets	H-frame scaffolds	25 pcs	Lumber, 2"x6"x8', kiln dried, tanalie
25 pcs	Claw hammer 8 oz	2 unit	Portable electric drill	25 pcs	Lumber, 2"x3"x12', kiln dried, tanalie
25 pcs	Claw hammer 16 oz	2 unit	Portable planer	50 pcs	Lumber, 2"x2"x12', kiln dried, tanalie
25 pcs	Chalk line reel	2 unit	Portable circular saw	25 pcs	Wood moulding 1"x1"x8', quarter round
25 pcs	Pencil			25 pcs	Wood moulding 1"x1"x8', quarter round
25 sets	Nylon string			25 pcs	Wood moulding 1"x1"x8', cove
25 pcs	Pull-push rule 5 meters			50 pcs	Hardhammer 2"x2"x12'
5 pcs	Crowbar			50 pcs	Loose pin hinges, 4"
25 pcs	Framing square			2 kg	Finishing wire nail, 1"
25 pcs	Try square			2 kg	Finishing wire nail, 1½ inches
5 pcs	Steel level, 36 in			2 kg	Finishing wire nail, 2 inches
1 pcs	Automatic level			2 kg	Finishing wire nail, 3 inches
25 pcs	Nail pouch			2 kg	Common wire nail, 1"
25 set	Nail set			2 kg	Common wire nail, 1½ inches
12 pcs	Chisel ¼			4 kg	Common wire nail, 2 inches
12 pcs	Chisel ½			4 kg	Common wire nail, 3 inches
12 pcs	Chisel ¾			25 pcs	Plywood, 1/4"x4'x8'
12 pcs	Chisel 1			5 liters	White glue
6 pcs	Adjustable wrench 8 inches			10 pcs	Piano hinge
6 pcs	Adjustable wrench 12 inches			100 pcs	Butt hinge assorted sizes
1 set	Combination spanner 6mm to 24mm			25 pcs	Concealed hinge
12 m	transparent hose, white, 3/8 in diameter			25 pcs	Double-action hinge
12 m	Transparent hose, white, 1/4in				
1 pcs	Hard hat, white, for trainer				
25 pcs	Hard hat, yellow (for trainees)			LEARNING MATERIALS	
25 pairs	Gloves, knitted				Interactive instructional modules
25 pairs	Safety shoes				Books in carpentry
25 pcs	Goggles				

Amendments

List of tools, equipment and materials for the training of a maximum of 25 trainees for CARPENTRY NC II are as follows:

A. (Full Qualification)

TOOLS		MACHINE / EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
10 pcs	Cross cut saw	5 sets	H-frame scaffolds system and accessories	1 set each	Fabricated door and window jambs assembly
5 pcs	Rip saw (medium)	2 units	Portable electric drill (variable speed)	2 sets	Fabricated door panel, flushed (0.8 m x 2.1 m)
10 pcs	Claw hammer 8 oz	2 units	Portable electric planer	10 sets	Nylon string (10 meters)
10 pcs	Claw hammer 16 oz	2 sets	Portable circular saw with blade	25 pcs	Pencil
10 pcs	Chalk line box			6 pcs	Loose pin hinges, 4"
25 pcs	Pull-push rule (5 meters)			2 kg	Finishing wire nail, 1"
5 pcs	Crow bar			2 kg	Finishing wire nail, 1½ inches
		Personal Protective Equipment			
10 pcs	L-square/ Steel square	1 pc	Hard hat with chin strap, white (for trainer)	1 kg	Finishing wire nail, 3" inch
10 pcs	Tri- square	10 pcs	Hard hat with chin strap (for trainees)	2 kg	Common wire nail, 1"
10 pcs	Level bar (36 in.)	10 pairs	Gloves (Cotton)	2 kg	Common wire nail, 1½ inches
5 pcs each	Screw driver (flat and Philips)	10 pairs	Safety shoes	8 kg	Common wire nail, 2 inch
10 pcs	Nail bag	10 pcs	Goggles	8 kg	Common wire nail, 3 inch
10 pcs	Nail Box	10 pcs	Visibility Vest	8 kg	Common wire nail, 4 inch
10 pcs each	Chisel, ¼", ½", ¾", 1", 2"	10 pcs	Dust mask		Wood boring set
10 pcs each	Socket wrench (19mm and 21m)				Pulley 4"
10 pcs	Plumb bob (medium)				Nylon rope, 1" diameter, 2 m
10 pcs	Wood planer (2 in.)				Bolo
2 pcs	Expansive bit				Axe
12 m	Level hose, 3/8 in diameter				LEARNING MATERIALS
5 pcs	Riveter				Interactive instructional modules
5 pcs	Tin snip				Books in carpentry
2 pcs	Tekscrew bit (10 mm)				
1 pc	Sealant gun				

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For roofing					
12 pcs	rough lumber 2"x4"x16'	50 pcs	Teksrew with neoprene rubber (for wood) 3"		
15 pcs	rough lumber 2"x3"x8'	50 pcs	Umbrella nail		
14 pcs	S2S lumber 2"x2"x10'	2 pcs	Rib type roofing, gauge 28 x 4m		
2 pcs	Fascia board 1"x8"x10'	4 pcs	Corrugated type roofing, gauge 28 x 8'		
1 pc	Gutter, gauge 24 x 16" x 8'	1 tube	Silicon sealant		
1 pc	Ridge rol, gauge 24 x 16" x 8'	2 pcs.	Drill bit, 1/8"		
2 pcs	End flashing, gauge 24 x 16" x 8'				
Ceiling Assembly					
6 pcs	Plywood 1/4"x4'x8'			16 pcs.	Butt hinges
12 pcs	Rough lumber, 2"x2"x8'			8 pcs.	Concealed hinges
5 pcs	Wood cornice 1"x6"x8'			8 pcs	Catches
				4 pcs	Cabinet door handle
				100 pcs	Blind rivets (1/8"x3/8")
				2 sets	Door knob and lock set
Stair Assembly					
2 pcs	Wooden hand rail				
4 pcs	Wooden Baluster				
2 pcs	Wooden planks 2"x 6"x 10'				
Wall Assembly					
10 pcs	Rough lumber 2"x 2"x8'				
6 pcs	Plywood 1/4"x4'x8'				
2 pcs	Base board, 1"x4"x8'				
Floor Assembly					
5 pcs	Rough lumber 2"x 3"x10'				
6 pcs	Rough lumber 2"x 4"x12'				
2 pcs	Rough lumber 2"x 6"x10'				
2 pcs	Marine Plywood 3/4"x4'x8'				
Cabinet Assembly					
2 pcs	Kiln Dried Plywood 3/4"x4'x8'				
1 pint	Wood glue				
4 pcs	S4S lumber (tedoing) 1"x12"x8'				

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<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2005-03)</th><th>Amendments</th></tr>
<tr><td colspan="2">3.5 Training Facilities</td></tr>
<tr><td>Based on a class size of 25 students/trainees:</td><td>Based on a class size of 25 students/trainees:</td></tr>
<tr><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr>
<tr><td>Student/Trainee Working Space</td><td>2 x 3 per student/trainee</td><td>6</td><td>150</td></tr>
<tr><td>Contextual Learning Laboratory / Lecture Room</td><td>4 x 5</td><td>20</td><td>20</td></tr>
<tr><td>Learning Resource Center</td><td>4 x 5</td><td>20</td><td>20</td></tr>
<tr><td>Tool Room/Storage</td><td>2 x 5</td><td>10</td><td>10</td></tr>
<tr><td>Wash room</td><td>2.5 x 4</td><td>10</td><td>10</td></tr>
<tr><td>Circulation area</td><td>10 x 6</td><td>60</td><td>60</td></tr>
<tr><td colspan="3">TOTAL AREA</td><td>270</td></tr>
</table>
</td><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th></tr>
<tr><td>Practical Training Area</td><td>15x 18</td><td>270</td></tr>
<tr><td>Library</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Lecture Room</td><td>7 x 6</td><td>48</td></tr>
<tr><td>Tool-Room/Storage</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Wash room/Toilet</td><td>3 x 5</td><td>20</td></tr>
<tr><td>Circulation area</td><td>10 x 6</td><td>60</td></tr>
<tr><td colspan="2">TOTAL AREA</td><td>438</td></tr>
</table>
</td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>
• Must have undergone training on Training Methodology II (TM II)
• Must be a holder of National Certificate Level III or its equivalent
• Good moral character
• Must be a holder of professional license issued by PRC or equivalent
• Must be computer literate
• Must be physically and mentally fit
• Must have 1 year industry experience and/or teaching experience
</td><td>
• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in CARPENTRY NC II
• Must have completed the 40-Hour Construction Occupational Safety and Health (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations
• Must have at least two (2) years industry experience in Civil works and one (1) year teaching experience in Carpentry
</td></tr>
</table>

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of Carpentry NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.2. The qualification of Carpentry NC II maybe attained through: 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas: 4.2.1.1 Prepare / stake-out building lines 4.2.1.2 Fabricate form works 4.2.1.3 Install form work components 4.2.1.4 Strip form work components 4.2.1.5 Install framing works Successful candidates shall be awarded Certificates of Competency (COCs) 4.2.2 Demonstration of competence through project-type assessment covering all required units of the qualification	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 A Certificate of Competency (CoC) is issued by the Authority to individuals who were assessed as competent in a single unit or cluster of related units of competency. COC-1: **Fabricate, install and remove of wooden formworks** COC-2: **Install door and window assembly; install ceiling and wall system; and fabricate and install wooden cabinet** • Layout reference lines • Install wooden door jamb, window frame and panels • Install ceiling and wall frames and panels • Fabricate and install wooden cabinet

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	**Amendments**
4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.4 The following are qualified to apply for assessment and certification: 4.4.1 Graduates of formal, non-formal and informal Institutions including enterprise-based training programs 4.4.2 Experienced workers (wage employed or self employed) 4.5 The guidelines on assessment and certification are discussed in detail in the *"Procedures Manual on Assessment and Certification"* and *"Guidelines on the Implementation of the Philippine TVET Qualification and Certification System* **(PTQCS)".**	COC-3: **Fabricate and install wooden stairs and install floor system and roofing system** • Layout reference lines • Fabricate and install wooden stairs • Install wooden floor supports and panels • Fabricate and install wooden roofing system 4.1.3 Holders of valid National Certificate (NC) for BOTH Carpentry NC II AND Carpentry NC III will have their certificates automatically converted to the amended Carpentry NC II. 4.1.4 Holders of valid National Certificate (NC) for Carpentry NC II only OR Carpentry NC III only will have their certificates converted to the amended Carpentry NC II provided they present evidence of work experience at least three (3) years. 4.1.5 Holders of valid Certificate of Competency (COC) under Carpentry NC II are required to undergo assessment for the amended Carpentry NC II. 4.1.6 Individuals wanting to be certified will have be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
	4.1.7 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment; 4.1.8 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry **4.2 Competency Assessment Requisite** 4.2.1 **Self-Assessment Guide**. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
	This document can: a) Identify the candidate's skills and knowledge b) Highlight gaps in candidate's skills and knowledge c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented **4.2.2 Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. **4.2.3 Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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CARPENTRY NC III

Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
Qualification Title	
Carpentry NC III	**NO Amendments**
Section 1 – Definition of the Qualification	
The Carpentry NC III Qualification consists of competencies that a person must achieve and that will enable him / her to install architectural ceiling, wall sheats / panels / boards and floor finishes; fabricate door / window jambs and panels; install stair components or pre-fabricated stairs assembly; and install built-in or pre-fabricated cabinets.	The CARPENTRY NC III qualification consists of competencies on specialized carpentry that a person must achieve in installation of architectural walls, ceilings and floors, using different types of materials.
Job Title	
• Carpenter III	• Specialized Carpenter
Basic Competencies • Lead workplace communication • Lead small teams • Develop and practice negotiation skills • Solve problems related to work activities • Use Mathematical concepts and techniques • Use relevant technologies	**Basic Competencies** • Lead workplace communication • Lead small teams • Apply critical thinking and problem-solving techniques in the workplace • Work in a diverse environment • Propose methods of applying learning and innovation in the organization • Use information systematically • Evaluate occupational safety and health work practices • Evaluate environmental work practices • Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
Common Competencies • Prepare construction materials and tools • Observe procedures, specifications and manuals of instruction • Interpret technical drawings and plans • Perform mensurations and calculations • Maintain tools and equipment	**NO Amendments**
Core Competencies • Install architectural ceiling, wall sheats / panels / boards and floor finishes • Fabricate / install door / window jambs and panels • Install stair components and / or pre-fabricated stairs assembly • Install built-in and / or pre-fabricated cabinets	**Core Competencies** • Install decorative moldings • Install ceiling frames and panels or acoustical ceiling • Install eaves or soffits frames and panels and vents assembly • Install partition wall and/or cladding frames and boards • Install laminate floors • Install parquet floors
Section 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 20 Hours (Basic Competencies) 24 Hours (Common Competencies) 320 Hours (Core Competencies) **364 Hours - TOTAL**	Nominal Training Hours: 40 Hours (Basic Competencies) 24 Hours (Common Competencies 160 Hours (Core Competencies) **224 Hours - TOTAL**

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
Course Description	
This course is designed to enhance the knowledge, skills and desirable work attitude in Carpentry NC III. It covers core competencies to install architectural ceiling/wall sheats / panels and floor finishes; fabricate / install door / window jambs and panels; install stair components and / or pre-fabricated; and stairs assembly. Install built-in / pre-fabricated cabinet.	This course is designed to enhance the knowledge, skill and attitudes of CARPENTRY NC III in accordance with construction industry standards. This covers competencies that a person must achieve in performing tasks such as installing decorative moldings, ceiling frames and panels or acoustical ceiling, eaves or soffits frames and panels and vents assembly, partition wall and/or cladding frames and boards, laminate floors and parquet floors.
3.2 Training Delivery	
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET: • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed;	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 2. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	**Amendments**
• Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Training programs are registered with the UTPRAS The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs: • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations	c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies. 2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs: **2.1 Institution- Based:** • Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
• Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. • Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.	Regulations of the DTS Law and the TESDA Guidelines on the DTP; • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components. **2.2 Enterprise-Based:** • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	Amendments
	• Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson. • Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat. **2.3 Community-Based:** Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

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Existing Promulgated Training Regulations (Board Resolution No. 2008-05)	**Amendments**
3.3 Trainee Entry Requirements	
Trainees or students wishing to gain entry into this course should possess the following requirements: ▪ Can communicate both oral and written ▪ Physically and mentally fit ▪ With good moral character ▪ Can perform basic mathematical computation and mensuration ▪ Ability to communicate ideas	Trainees or students who wish to enter this training should possess the following requirements: • A Holder of National Certificate Level I in Civil Works or at least Junior High School Level Completer or an Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder • Must have one (1) year experience in metal furring installation or in Carpentry • Can communicate both orally and in writing • Can perform basic mathematical computation and mensuration

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3.4 List of Tools, Equipment and Materials

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

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
25 pcs	Cross cut saw	5 sets	H-frame scaffolds	25 pcs	Lumber, 2"x10"x8', kiln dried, tanglile
25 pcs	Claw hammer 8 oz	2 unit	Portable electric drill	25 pcs	Lumber, 2"x8"x12', kiln dried, tanglile
25 pcs	Claw hammer 16 oz	2 unit	Portable planer	50 pcs	Lumber, 2"x2"x12', kiln dried, tanglile
25 pcs	Chalk line reel	2 unit	Portable circular saw	25 pcs	Wood moulding, 1"x3"x8', ogee
25 pcs	Pencil			25 pcs	Wood moulding, 1"x1"x8', quarter round
25 meters	Nylon string			25 pcs	Wood moulding, 1"x1"x8', curve
25 pcs	Pull-push rule 15 meters			50 pcs	Wood screw, 2"x2"x12"
5 pcs	Crow bar			50 pcs	Common wire nail, 2 inches
25 pcs	Framing square			2 kg	Common wire nail, 3 inches
25 pcs	Try square			2 kg	Finishing wire nail, 1½ inches
5 pcs	Spirit level, 36 in			2 kg	Finishing wire nail, 2 inches
1 pcs	Aluminum level			2 kg	Finishing wire nail, 3 inches
20 pcs	Tool pouch			2 kg	Common wire nail, 1"
25 set	Tool set			2 kg	Common wire nail, 1½ inches
12 pcs	Chisel, ¼			4 kg	Common wire nail, 2 inches
12 pcs	Chisel, ½			4 kg	Common wire nail, 3 inches
12 pcs	Chisel, ¾			25 pcs	Plywood, 1/4"x4'x8'
12 pcs	Chisel, 1			5 liters	White glue
6 pcs	Adjustable wrench 12 inches				LEARNING MATERIALS
6 pcs	Adjustable wrench 17 inches				Interactive instructional modules
1 set	Combination spanner 8mm to 24mm				Books in carpentry
12 m	Transparent hose white 3/8 in diameter				
12 m	Transparent hose white ½ in				
1 pcs	Hard hat white (for trainer)				
25 pcs	Hard hat yellow (for trainees)				
25 pairs	Gloves knitted				
25 pairs	Safety shoes				

List of tools, equipment and materials for the training of a maximum of 25 trainees for CARPENTRY NC III are as follows:

TOOLS		MACHINE/ EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
10 pcs	Hack saw	5 sets	H-frame scaffolds system and accessories	2 sets each	For molding Fibercement molding (trim), PVC molding, aluminum / G.I. molding
5 pcs	Cutter, medium	2 units	Portable electric drill (variable speed)	40 pcs	1-1/4" Wood screw with tox
5 pcs	Scoring knife	1 unit	Aluminum ladder	10 rolls	Nylon string (10 meters)
10 pcs	Claw hammer 16 oz	2 sets	Grinder		
10 pcs	Chalk line box	1 unit	Floor roller		
25 pcs	Pencil	1unit	Jigsaw		
25 pcs	Pull-push rule (5 meters)	Personal Protective Equipment			
10 pcs	L-square/ Steel square	1 pc	Hard hat with chin strap, white (for trainer)		
10 pcs	Tri-square	10 pcs	Hard hat with chin strap (for trainees)		
10 pcs	Level bar (36 in.)	10 pairs	Gloves (Cotton)		
5 pcs each	Screw driver (flat and Philips)	10 pairs	Safety shoes		
10 pcs	Tool belt	10 pcs	Goggles		
10 pcs each	Socket wrench (19mm and 21m)	10 pcs	Visibility Vest		
10 pcs	Plumb bob (medium)	10 pcs	Dust mask		
10 pcs	Wood planer (2 in.)		LEARNING MATERIALS		
12 m	Level hose, 3/8 in diameter		Interactive instructional modules		
5 pcs	Riveter		Books in carpentry		
5 pcs	Tin snip				
2 pcs	Screw bit (#2)				
1 pc	Sealant gun				

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

For Fibercement / gypsum ceiling					
4pcs	Carrying channel, 0.60mm x 5.0m	3 pcs	Fibercement boards, 4.6mm x 4' x 8'	1 roll	Perforated paper tape, 250'
8 pcs	Double-furring channel 0.40mm x 5.0m	3 pcs	Gypsum Board, 3/8" x 4' x 8'	1rol	Mesh tape, 250'
30 pcs	Double-furring clip	250 pcs	Hardedrive screw, 20mm	2pcs	Drill bit, 1/8"
8 pc	Wall angle, 0.60mm x 3.0m	250 pcs	Black screw, pointed, 1"		
1 kgs	Concrete Nail, 1"	1 pail	Hardepoxy, 6kgs		
200 pcs	Bind Rivets, 1/8" x 3/8"	1 pail	Gypsum putty, 25kgs		
For acoustic ceiling					
4 pcs	Main Tee, 12'	5 pcs	Wall Angle, 12'	22 pcs	Acoustic boards, 2'x4'
18 pcs	Cross Tee, 4'	12 pcs	Steel Angle		
18 pcs	Cross Tee, 2	3 kgs	GI Wire#16		
For Eaves/soffits					
2pcs	Carrying channel, 0.60mm x 5.0m	50 pcs	Bind Rivets, 1/8" x 3/8"	1rol	Mesh tape, 250'
5 pcs	Double-furring channel, 0.40mm x 5.0m	3 pcs	Fibercement boards, 4.6mm x 4' x 8'	2 pcs	Drill bit, 1/8"
12 pcs	Double-furring clip	250 pcs	Hardedrive screw, 20mm	2pcs	Fibercement vented eaves, 4.6mm x 0.60m x 1.20m
6 pc	Wall angle, 0.60mm x 3.0m	1 pail	Hardepoxy, 6kgs	2 pcs each	PVC eaves vent, metal eaves vent / wooden eaves vent
0.5 kgs	Concrete Nail, 1"	1 set	All-purpose epoxy A&B, 300ml	30 pcs	Wood screw, 1-1/4"
For Fibercement/gypsum partition/cladding					
7 pcs	Metal Studs, 0.60mm x 75mm x 3.0m	3pcs	Gypsum Board, 1/2" x 4' x 8'		
3pcs	Metal Tracks, 0.60mm x 75mm x 3.0m	200 pcs	Hardedrive screw, 20mm		
0.25 kgs	Concrete Nail, 1"	200 pcs	Black screw, pointed, 1"		
100 pcs	Bind Rivets, 1/8" x 3/8"	1pail	Hardepoxy, 6kgs		
3 pcs	Fibercement boards, 6mm x 4' x 8'	1pc	Drill bit, 1/8"		

For Laminate Flooring	
3 sq.m	Laminate floor, 225mm x 900mm
4 LM	PE Foam Insulation, 3mm x 1.0m
1 tb	Laminate Floor Sealant, 300ml
0.5kg	White glue
4 pcs	Rubber molding, 2"x8'
For Parquet Flooring	
3 sq.m	Parquet floor
3 sq.m	Flooring adhesive
3 kgs	Flooring adhesive
1 pc.	Sander disc

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

<table>
<tr><th>Existing Promulgated Training Regulations (Board Resolution No. 2006-09)</th><th>Amendments</th></tr>
<tr><td colspan="2">3.5 Training Facilities</td></tr>
<tr><td>Based on a class size of 25 students/trainees:</td><td>Based on a class size of 25 students/trainees:</td></tr>
<tr><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr>
<tr><td>Student/Trainee Working Space</td><td></td><td>6</td><td>150</td></tr>
<tr><td>Contextual Learning Laboratory / Lecture Room</td><td></td><td>20</td><td>20</td></tr>
<tr><td>Learning Resource Center</td><td></td><td>20</td><td>20</td></tr>
<tr><td>Tool Room/Storage</td><td></td><td>10</td><td>10</td></tr>
<tr><td>Washroom</td><td></td><td>10</td><td>10</td></tr>
<tr><td>Circulation area</td><td></td><td>60</td><td>60</td></tr>
<tr><td colspan="3">TOTAL AREA</td><td>270</td></tr>
</table>
</td><td>
<table>
<tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th></tr>
<tr><td>Practical Training Area</td><td>15x 18</td><td>270</td></tr>
<tr><td>Library</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Lecture Room</td><td>7 x 6</td><td>48</td></tr>
<tr><td>Tool Room/Storage</td><td>4 x 5</td><td>20</td></tr>
<tr><td>Washroom/Toilet</td><td>3 x 5</td><td>20</td></tr>
<tr><td>Circulation area</td><td>10 x 6</td><td>60</td></tr>
<tr><td colspan="2">TOTAL AREA</td><td>438</td></tr>
</table>
</td></tr>
<tr><td colspan="2">3.6 Trainer's Qualifications</td></tr>
<tr><td>
• Must have undergone training on Training Methodology II (TM II)
• He must be a holder of at least National Certificate Level III
• Good moral character
• Must be physically and mentally fit
• *Must have 1 year industry experience and/or teaching experience
</td><td>
• Holder of National TVET Trainer Certificate Level I (NTTC Level I) in CARPENTRY NC III
• Must have completed the 40-Hour Construction Safety Training Course (COSH) per Department Order No. 13 s. 1998, Guidelines Governing Occupational Safety and Health in the Construction Industry conducted by OSHC and DOLE accredited Safety Training Organizations
• Must have at least three (3) years industry experience in Civil works and one (1) year teaching experience in Carpentry
</td></tr>
</table>

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	**NO Amendments**
SECTION 4 National Assessment and Certification Arrangements	
4.1. To attain the National Qualification of Carpentry NC III, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General. 4.2. The qualification of Carpentry NC III maybe attained through: 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas: 4.2.1.1 Install architectural ceiling, wall sheats / panels / boards and floor finishes 4.2.1.2 Fabricate / install door / window jambs and panels 4.2.1.3 Install stair components and / or pre-fabricated stairs assembly 4.2.1.4 Install built-in and / or pre-fabricated cabinets	*AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)* 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations. 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency. 4.1.3 Holders of valid National Certificate (NC) Carpentry NC III will have to undergo re-assessment to the current TR for Carpentry NC III. 4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment:

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Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	**Amendments**
Successful candidates shall be awarded Certificates of Competency (COCs) 4.2.3 Demonstration of competence through project-type assessment covering all the required units of the qualification 4.3. Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units. 4.4. The following are qualified to apply for assessment and certification: 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs 4.4.2. Experienced Workers (wage employed or self-employed) 4.5. The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification and guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS).	4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry **4.2 Competency Assessment Requisite** 4.2.1 **Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment. This document can: a) Identify the candidate's skills and knowledge

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

Existing Promulgated Training Regulations (Board Resolution No. 2006-09)	Amendments
	b) Highlight gaps in candidate's skills and knowledge c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior 4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification. 4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

WHEREAS, during the 104th Standards-Setting and Systems Development (SSSD) Committee Meeting held on 19 October 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulations for Carpentry NC II and NC III;

WHEREAS, during the 106th TESDA Board Meeting on 29 October 2018 at 2:00 p.m., the TESDA Board considered the amendments and approved the promulgation of the Training Regulations for Carpentry NC II and NC III;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018 at 2:00 p.m., approves and promulgates the aforementioned Training Regulations for Carpentry NC II and NC III as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Carpentry NC II and NC III Training Regulations must comply with requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS FOR CARPENTRY NC II AND NC III

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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APPROVING THE ASSESSMENT FEES FOR DRESSMAKING NC II

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;
6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

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APPROVING THE ASSESSMENT FEES FOR DRESSMAKING NC II

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2005-03 was issued, approving and promulgating the Training Regulations for Dressmaking NC II held on 18 March 2005 during the 45th TESDA Board Meeting;

WHEREAS, during the 39th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 02 October 2018, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fees for Dressmaking NC II and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Dressmaking NC II (Full) – Eight Hundred Ninety Pesos (Php890.00)
- Dressmaking NC II (COC 1) – Five Hundred Eighty Pesos (Php580.00)
- Dressmaking NC II (COC 2) – Eight Hundred Forty-Five Pesos (Php845.00)

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APPROVING THE ASSESSMENT FEES FOR DRESSMAKING NC II

WHEREAS, the technical computations of the assessment fees for Dressmaking NC II are hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computations of the above mentioned assessment fees for Dressmaking NC II;

WHEREAS, the Members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fees shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fees such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fees shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fees will have a significant impact that might necessitate an earlier review;

WHEREAS, stakeholders' consultations were held in Luzon, Visayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fees for Dressmaking NC II were properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fees for Dressmaking NC II, as follows:

- Dressmaking NC II (Full) – Eight Hundred Ninety Pesos (Php890.00)
- Dressmaking NC II (COC 1) – Five Hundred Eighty Pesos (Php580.00)
- Dressmaking NC II (COC 2) – Eight Hundred Forty-Five Pesos (Php845.00)

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APPROVING THE ASSESSMENT FEES FOR DRESSMAKING NC II

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fees and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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APPROVING THE ASSESSMENT FEES FOR TAILORING NC II

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;
6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

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APPROVING THE ASSESSMENT FEES FOR TAILORING NC II

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2005-03 was issued, approving and promulgating the Training Regulations for Tailoring NC II held on 18 March 2005 during the 45th TESDA Board Meeting;

WHEREAS, during the 39th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 02 October 2018, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fees for Tailoring NC II and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Tailoring NC II (Full) – Nine Hundred Fifteen Pesos (Php915.00)
- Tailoring NC II (COC 1) – Five Hundred Eighty Pesos (Php580.00)
- Tailoring NC II (COC 2) – Eight Hundred Sixty-Five Pesos (Php865.00)

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APPROVING THE ASSESSMENT FEES FOR TAILORING NC II

WHEREAS, the technical computations of the assessment fees for Tailoring NC II are hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computations of the above mentioned assessment fees for Tailoring NC II;

WHEREAS, the Members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fees shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fees such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fees shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fees will have a significant impact that might necessitate an earlier review;

WHEREAS, stakeholders' consultations were held in Luzon, Visayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fees for Tailoring NC II were properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fees for Tailoring NC II, as follows:

- Tailoring NC II (Full) – Nine Hundred Fifteen Pesos (Php915.00)
- Tailoring NC II (COC 1) – Five Hundred Eighty Pesos (Php580.00)
- Tailoring NC II (COC 2) – Eight Hundred Sixty-Five Pesos (Php865.00)

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

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7/F TESDA Board Room, Office of the Chair
Taguig City, Metro Manila

Resolution No. 2018-37
(Page 4 of 4 pages)

APPROVING THE ASSESSMENT FEES FOR TAILORING NC II

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fees and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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

106th TESDA Board Meeting
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7/F TESDA Board Room, Office of the Chair
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Resolution No. 2018-38
(Page 1 of 4 pages)

APPROVING THE ASSESSMENT FEE FOR AUTOMOTIVE SERVICING NC I

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;
6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

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

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7/F TESDA Board Room, Office of the Chair
Taguig City, Metro Manila

Resolution No. 2018-38

APPROVING THE ASSESSMENT FEE FOR AUTOMOTIVE SERVICING NC I

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2018-03 was issued, approving the amendments to the Training Regulations for Automotive Servicing NC I held on 27 February 2018 during the 101st TESDA Board Meeting;

WHEREAS, during the 33rd and 38th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 24 July and 24 September 2018 respectively, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fees for Automotive Servicing NC I and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Automotive Servicing NC I – Six Hundred Sixty Pesos (Php660.00)

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Resolution No. 2018-38
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APPROVING THE ASSESSMENT FEE FOR AUTOMOTIVE SERVICING NC I

WHEREAS, the technical computation of the assessment fee for Automotive Servicing NC I is hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computation of the above mentioned assessment fee for Automotive Servicing NC I;

WHEREAS, the members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fee shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fee such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fee shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fee will have a significant impact that might necessitate an earlier review;

WHEREAS, stakeholders' consultations were held in Luzon, Vsayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fee for Automotive Servicing NC I was properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fee for Automotive Servicing NC I as:

- Automotive Servicing NC I – Six Hundred Sixty Pesos (Php660.00)

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

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APPROVING THE ASSESSMENT FEE FOR AUTOMOTIVE SERVICING NC I

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fee and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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

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Resolution No. 2018-39
(Page 1 of 4 pages)

APPROVING THE ASSESSMENT FEES FOR WEB DEVELOPMENT NC III

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;
6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

APPROVING THE ASSESSMENT FEES FOR WEB DEVELOPMENT NC III

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2018-05 was issued, approving and promulgating the Training Regulations for Web Development NC III held on 27 February 2018 during the 101st TESDA Board Meeting;

WHEREAS, during the 34th and 38th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 08 August and 24 September 2018 respectively, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fees for Web Development NC III and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Web Development NC III (Full) – Five Hundred Seventy-Five Pesos (Php575.00)
- Web Development NC III (COC 1) – Five Hundred Seventy-Five Pesos (Php575.00)

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APPROVING THE ASSESSMENT FEES FOR WEB DEVELOPMENT NC III

- Web Development NC III (COC 2) – Five Hundred Seventy-Five Pesos (Php575.00)
- Web Development NC III (COC 3) – Five Hundred Seventy-Five Pesos (Php575.00)

WHEREAS, the technical computations of the assessment fees for Web Development NC III are hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computations of the above mentioned assessment fees for Web Development NC III;

WHEREAS, the Members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fees shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fees such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fees shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fees will have a significant impact that might necessitate an earlier review;

WHEREAS, stakeholders' consultations were held in Luzon, Visayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fees for Web Development NC III were properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fees for Web Development NC III, as follows:

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APPROVING THE ASSESSMENT FEES FOR WEB DEVELOPMENT NC III

- Web Development NC III (Full) – Five Hundred Seventy-Five Pesos (Php575.00)
- Web Development NC III (COC 1) – Five Hundred Seventy-Five Pesos (Php575.00)
- Web Development NC III (COC 2) – Five Hundred Seventy-Five Pesos (Php575.00)
- Web Development NC III (COC 3) – Five Hundred Seventy-Five Pesos (Php575.00)

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fees and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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

106th TESDA Board Meeting
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Resolution No. 2018-40
(Page 1 of 4 pages)

APPROVING THE ASSESSMENT FEE FOR BOOKKEEPING NC III

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;
6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

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Resolution No. 2018-40
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APPROVING THE ASSESSMENT FEE FOR BOOKKEEPING NC III

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2007-38 was issued, approving and promulgating the Training Regulations for Bookkeeping NC III held on 22 November 2007 during the 58th TESDA Board Meeting;

WHEREAS, during the 33rd and 38th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 24 July and 24 September 2018 respectively, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fee for Bookkeeping NC III and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Bookkeeping NC III – Five Hundred Forty Pesos (Php540.00)

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Resolution No. 2018-40
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APPROVING THE ASSESSMENT FEE FOR BOOKKEEPING NC III

WHEREAS, the technical computation of the assessment fee for Bookkeeping NC III is hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computation of the above mentioned assessment fee for Bookkeeping NC III;

WHEREAS, the members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fee shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fee such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fees shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fee will have a significant impact that might necessitate an earlier review;

WHEREAS, stakeholders' consultations were held in Luzon, Visayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fee for Bookkeeping NC III was properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fee for Bookkeeping NC III as:

- Bookkeeping NC III – Five Hundred Forty Pesos (Php540.00)

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

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APPROVING THE ASSESSMENT FEE FOR BOOKKEEPING NC III

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fees and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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Taguig City, Metro Manila

Resolution No. 2018-41
(Page 1 of 5 pages)

APPROVING THE ASSESSMENT FEES FOR TRAINER'S METHODOLOGY LEVEL I AND TRAINER'S METHODOLOGY LEVEL II

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;
6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

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APPROVING THE ASSESSMENT FEES FOR TRAINER'S METHODOLOGY LEVEL I AND TRAINER'S METHODOLOGY LEVEL II

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2011-08 was issued, approving the re-titling of Training Regulations for Trainer's Qualification Level I and Trainer's Qualification Level II to Trainer's Methodology Level I and Trainer's Methodology Level II held on 25 May 2011 during the 79th TESDA Board Meeting;

WHEREAS, during the 34th and 38th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 08 August and 24 September 2018 respectively, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fees for Trainer's Methodology Level I and Trainer's Methodology Level II and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Trainer's Methodology Level I (COC 1) – One Thousand Ninety Pesos (Php1,090.00)

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APPROVING THE ASSESSMENT FEES FOR TRAINER'S METHODOLOGY LEVEL I AND TRAINER'S METHODOLOGY LEVEL II

- Trainer's Methodology Level I (COC 2) – One Thousand Ninety Pesos (Php1,090.00)
- Trainer's Methodology Level II (COC 1) – One Thousand Ninety Pesos (Php1,090.00)
- Trainer's Methodology Level II (COC 2) – One Thousand Eighty Pesos (Php1, 080.00)
- Trainer's Methodology Level II (COC 3) – One Thousand Eighty Pesos (Php1,080.00)
- Trainer's Methodology Level II (COC 4) – One Thousand Eighty Pesos (Php1,080.00)
- Trainer's Methodology Level II (COC 5) – One Thousand Eighty Pesos (Php1,080.00)
- Trainer's Methodology Level II (COC 6) – One Thousand Ninety Pesos (Php1,090.00)

WHEREAS, the technical computations of the assessment fees for Trainer's Methodology Level I and Trainer's Methodology Level II are hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computations of the above mentioned assessment fees for Trainer's Methodology Level I and Trainer's Methodology Level II;

WHEREAS, the Members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fees shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fees such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fees shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fees will have a significant impact that might necessitate an earlier review;

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

106th TESDA Board Meeting
29 October 2018, Monday, 2:00 p.m.
7/F TESDA Board Room, Office of the Chair
Taguig City, Metro Manila

Resolution No. 2018-41
(Page 4 of 5 pages)

APPROVING THE ASSESSMENT FEES FOR TRAINER'S METHODOLOGY LEVEL I AND TRAINER'S METHODOLOGY LEVEL II

WHEREAS, stakeholders' consultations were held in Luzon, Visayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fees for Trainer's Methodology Level I and Trainer's Methodology Level II were properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fees for Trainer's Methodology Level I and Trainer's Methodology Level II, as follows:

- Trainer's Methodology Level I (COC 1) – One Thousand Ninety Pesos (Php1,090.00)
- Trainer's Methodology Level I (COC 2) – One Thousand Ninety Pesos (Php1,090.00)
- Trainer's Methodology Level II (COC 1) – One Thousand Ninety Pesos (Php1,090.00)
- Trainer's Methodology Level II (COC 2) – One Thousand Eighty Pesos (Php1,080.00)
- Trainer's Methodology Level II (COC 3) – One Thousand Eighty Pesos (Php1,080.00)
- Trainer's Methodology Level II (COC 4) – One Thousand Eighty Pesos (Php1,080.00)
- Trainer's Methodology Level II (COC 5) – One Thousand Eighty Pesos (Php1,080.00)
- Trainer's Methodology Level II (COC 6) – One Thousand Ninety Pesos (Php1,090.00)

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fees and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

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

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APPROVING THE ASSESSMENT FEES FOR TRAINER'S METHODOLOGY LEVEL I AND TRAINER'S METHODOLOGY LEVEL II

Adopted this 29th day of October 2018.

ATTY. MAMARIO O. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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

106th TESDA Board Meeting
29 October 2018, Monday, 2:00 p.m.
7/F TESDA Board Room, Office of the Chair
Taguig City, Metro Manila

Resolution No. 2018-42
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APPROVING THE ASSESSMENT FEE FOR TRAINER'S METHODOLOGY (IN-COMPANY) LEVEL I

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;
6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

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APPROVING THE ASSESSMENT FEE FOR TRAINER'S METHODOLOGY (IN-COMPANY) LEVEL I

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2018-06 was issued, approving and promulgating the Training Regulations for Trainer's Methodology (In-Company) Level I held on 27 February 2018 during the 101st TESDA Board Meeting;

WHEREAS, during the 34th and 38th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 08 August and 24 September 2018 respectively, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fee for Trainer's Methodology (In-Company) Level I and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Trainer's Methodology (In-Company) Level I – One Thousand Eighty-Five Pesos (Php1,085.00)

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Taguig City, Metro Manila

Resolution No. 2018-42
(Page 3 of 4 pages)

APPROVING THE ASSESSMENT FEE FOR TRAINER'S METHODOLOGY (IN-COMPANY) LEVEL I

WHEREAS, the technical computation of the assessment fee for Trainer's Methodology (In-Company) Level I are hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computations of the above mentioned assessment fee for Trainer's Methodology (In-Company) Level I;

WHEREAS, the Members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fees shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fees such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fees shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fees will have a significant impact that might necessitate an earlier review;

WHEREAS, stakeholders' consultations were held in Luzon, Visayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fee for Trainer's Methodology (In-Company) Level I were properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fee for Trainer's Methodology (In-Company) Level I, as follows:

- Trainer's Methodology (In-Company) Level I – One Thousand Eighty-Five Pesos (Php1,085.00)

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APPROVING THE ASSESSMENT FEE FOR TRAINER'S METHODOLOGY (IN-COMPANY) LEVEL I

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fees and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Super Highway, Taguig City, Metro Manila

106th TESDA BOARD MEETING
29 October 2018, Monday, 2:00 PM
7th Floor TESDA Board Room, Office of the Chair
Taguig, Metro Manila

Resolution No. 2018-43
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AUTHORIZING THE TESDA REGIONAL DIRECTOR OF REGION X TO ENTER INTO AND SIGN THE MEMORANDUM OF AGREEMENT (MOA) FOR AND ON BEHALF OF THE TESDA BOARD WITH THE DEPARTMENT OF PUBLIC WORKS AND HIGHWAYS (DPWH) COUNTERPART FOR THE RELEASE AND TRANSFER OF FUNDS IN THE AMOUNT OF TWENTY MILLION PESOS (P20,000,000.00) FROM TESDA REGION X TO THE ACCOUNT OF THE DPWH-X REGIONAL OFFICE FOR THE CONSTRUCTION OF SEVEN (7) TESDA TRAINING CENTERS IN THE PROVINCE OF BUKIDNON, SUBJECT TO SUCH LIMITATIONS AS MAY BE PROVIDED BY LAW

WHEREAS, Section 8 of Republic Act No. 7796, otherwise known as the "Technical Education and Skills Development Act of 1994", grants the Technical Education and Skills Development Authority (TESDA) Board the power to enter into, make, execute, perform and carry out domestic and foreign contracts subject to existing laws, rules and regulations;

WHEREAS, in the exercise of this power, the TESDA Board may pass upon and approve contracts entered into by TESDA especially those that involve large procurements concerning priority projects, huge disbursement of public funds, usage, conveyance and disposal of assets, priority dealings on properties and other agreements affecting major policy issues of the agency;

WHEREAS, there is an existing appropriation for the construction of the TESDA-Training Centers in the municipalities of Baungon, Sumilao, Cabangsalan, Impasugong, Lantapan, Damulog, and Kalilangan in the province of Bukidnon, in the FY 2018 General Appropriations Act, as herein described:

PROJECT DESCRIPTION	APPROPRIATION
• Construction of TESDA Training Center, Brgy. Imbatug, Baungon, Bukidnon	Php20,000,000.00
• Construction of TESDA Training Center, Brgy. Kisolon, Sumilao, Bukidnon	
• Construction of TESDA Training Center, Brgy. Poblacion, Cabangsalan, Bukidnon	
• Construction of TESDA Training Center, Brgy. Poblacion, Impasugong, Bukidnon	
• Construction of TESDA Training Center, Brgy. Poblacion, Lantapan, Bukidnon	
• Construction of TESDA Training Center, Brgy. Poblacion, Damulog, Bukidnon	
• Construction of TESDA Training Center, Brgy. Aquino, Kalilangan, Bukidnon	

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AUTHORIZING THE TESDA REGIONAL DIRECTOR OF REGION X TO ENTER INTO AND SIGN THE MEMORANDUM OF AGREEMENT (MOA) FOR AND ON BEHALF OF THE TESDA BOARD WITH THE DEPARTMENT OF PUBLIC WORKS AND HIGHWAYS (DPWH) COUNTERPART FOR THE RELEASE AND TRANSFER OF FUNDS IN THE AMOUNT OF TWENTY MILLION PESOS (P20,000,000.00) FROM TESDA REGION X TO THE ACCOUNT OF THE DPWH-X REGIONAL OFFICE FOR THE CONSTRUCTION OF SEVEN (7) TESDA TRAINING CENTERS IN THE PROVINCE OF BUKIDNON, SUBJECT TO SUCH LIMITATIONS AS MAY BE PROVIDED BY LAW

WHEREAS, pursuant to Section 7.3.3 of the 2016 Revised Implementing Rules and Regulations (IRR) of Republic Act No. 9184, in order to hasten project implementation, Procuring Entities which may not have the proficiency or capability to undertake a particular procurement, as determined by the Head of Procuring Entity concerned, may outsource the procurement tasks by requesting other GoP agencies to undertake such procurement for them, through the execution of a Memorandum of Agreement (MOA) containing specific arrangements and stipulations in accordance with existing government budgeting, accounting, and auditing rules;

WHEREAS, TESDA recognizes that DPWH Region X has the administrative and technical capabilities to construct the TESDA Training Centers, and in connection thereto had sought their assistance for the said purpose;

WHEREAS, the total amount of Twenty Million Pesos (Php20,000,000.00) will be transferred from TESDA to DPWH to fund the cost of the subject constructions;

WHEREAS, TESDA Region X and its DPWH counterpart have agreed on the limitations prescribed by law in the utilization, documentation, and liquidation of the said amount as well as in the project implementation, monitoring and evaluation thereof in accordance with the rules and regulations embodied in the COA Circular No. 94-2013, Item 3.0 of COA Circular 2012-001 and COA Circular No. 2016-002 dated December 13, 1994, June 14, 2014 and May 31, 2016 respectively.

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AUTHORIZING THE TESDA REGIONAL DIRECTOR OF REGION X TO ENTER INTO AND SIGN THE MEMORANDUM OF AGREEMENT (MOA) FOR AND ON BEHALF OF THE TESDA BOARD WITH THE DEPARTMENT OF PUBLIC WORKS AND HIGHWAYS (DPWH) COUNTERPART FOR THE RELEASE AND TRANSFER OF FUNDS IN THE AMOUNT OF TWENTY MILLION PESOS (P20,000,000.00) FROM TESDA REGION X TO THE ACCOUNT OF THE DPWH-X REGIONAL OFFICE FOR THE CONSTRUCTION OF SEVEN (7) TESDA TRAINING CENTERS IN THE PROVINCE OF BUKIDNON, SUBJECT TO SUCH LIMITATIONS AS MAY BE PROVIDED BY LAW

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, to authorize the TESDA Regional Director of Region X to enter into and sign the Memorandum of Agreement (MOA) for and on behalf of the TESDA Board with Department of Public Works and Highways (DPWH) counterpart for the release and transfer of funds in the amount of Twenty Million Pesos (P20,000,000.00) from TESDA Region X to the account of Department of Public Works and Highways (DPWH) Region X Office, for the construction of the TESDA Training Centers in the said region.

BE IT RESOLVED FINALLY, that a copy of this Resolution be disseminated to all parties concerned.

Approved this 29th day of October, 2018.

ATTY. MAMARICO L. SANSARONA, JR.
TESDA Board Secretary

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

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Resolution No. 2018-44

(Page 1 of 2 pages)

APPROVING THE RECOMMENDATION OF THE PROCUREMENT COMMITTEE ON THE BUDGET FOR THE CONTRACTS FOR THE PROCUREMENT OF GOODS RELATIVE TO THE MEDIUM-TERM INFORMATION AND COMMUNICATIONS TECHNOLOGY HARMONIZATION INITIATIVE (MITHI) PROJECT

WHEREAS, Section 8 of Republic Act No. 7796, otherwise known as the "Technical Education and Skills Development Act of 1994," grants the Technical Education and Skills Development Authority (TESDA) Board the power to enter into, make, execute, perform and carry out domestic and foreign contracts subject to existing laws, rules and regulations;

WHEREAS, in the exercise of this power, the TESDA Board shall review all contracts to be entered into by TESDA and approve them when warranted. It also assumes the duties and responsibilities of the Head of the Procuring Entity (HoPE) as prescribed by Republic Act No. 9184 and its 2016 Revised Implementing Rules and Regulations;

WHEREAS, the Finance Committee recommended the approval of the budget for the contract for the following procurement programs/projects during the 102nd Finance Committee Meeting held last 28 August 2018:

a) Supply, Delivery and Installation of Various Wireless Network Equipment for the TESDA Central Office in the amount of Fourteen Million Eight Hundred Eighty-Nine Thousand Six Hundred Fourteen Pesos and 72/100 (Php14,889,614.72); and
b) Supply, Delivery, Configuration and Installation of Various Equipment for IP PBX in the amount of Four Million Six Hundred Twenty-Three Thousand Eight Hundred Three Pesos and 94/100 (Php4,623,803.94).

WHEREAS, in the 106th EXCOM-TESDA Board Meeting held last 07 September 2018 at 10:00 A.M., the members of the TESDA Board who attended the meeting favorably endorsed to the TESDA Board the recommendation by the Finance Committee approval of the budget for the contract for the abovementioned programs/projects;

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Taguig City, Metro Manila

Resolution No. 2018-44

APPROVING THE RECOMMENDATION OF THE PROCUREMENT COMMITTEE ON THE BUDGET FOR THE CONTRACTS FOR THE PROCUREMENT OF GOODS RELATIVE TO THE MEDIUM-TERM INFORMATION AND COMMUNICATIONS TECHNOLOGY HARMONIZATION INITIATIVE (MITHI) PROJECT

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018 at 2:00 P.M., hereby **APPROVES** the budget for the contract of the abovementioned programs/projects;

BE IT RESOLVED FINALLY, that copy of this Resolution shall be disseminated to all concerned.

Approved this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
TESDA Board Secretary

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment (DOLE)

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

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Resolution No. 2018-45
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APPROVING THE ASSESSMENT FEES FOR ELECTRIC POWER DISTRIBUTION LINE CONSTRUCTION NC II, ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC III, AND ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC IV

WHEREAS, paragraph 9, Section 8 of Republic Act No.7796 or the Technical Education and Skills Development Act of 1994 empowers the TESDA Board to "exact reasonable fees and charges for such tests and training conducted and retain such earnings for its own use, subject to guidelines promulgated by the Authority";

WHEREAS, Administrative Order No. 31, series of 2012, directs and authorizes all heads of departments, bureaus, commissions, agencies, offices and instrumentalities of the national government, including government-owned and/or controlled corporations (GOCCs), to rationalize the rates of their fees and charges, increase their existing rates and impose new fees and charges;

WHEREAS, DOF – DBM – NEDA Joint Circular No. 1-2013 provides the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012, on the Rationalization of Rates of Fees and Charges, Increase in Existing Rates, and Imposition of New Fees and Charges;

WHEREAS, Section 5 of the DOF – DBM – NEDA Joint Circular No. 1-2013, states that the determination of the rates of fees and charges shall consider the direct costs of rendering the service based on current appropriation, which shall include the cost of supplies and materials, salaries and wages of personnel directly involved in the service, and the proportionate share in the expenses of the agency or department, including the depreciation costs of equipment used;

WHEREAS, to implement the intent of the above cited Joint Circular, the TESDA Secretariat through the Qualifications and Standards Office (QSO) initiated the review of assessment fees and pursued a seven-step process, as follows:

1. Creation of TESDA's Task Force (TF) on the Review of Training Costs, Assessment Fees, and other Cost implemented by TESDA;
2. Orientation of the TESDA Task Force by the National Tax Research Center;
3. Conduct of Assessment Fee Workshops with the Technical Experts;
4. Presentation of Proposed Assessment Fees to TF and NTRC;
5. Presentation of Proposed Fees to TESDA Board Joint Standards-Setting and Systems Development and Finance Committee;

APPROVING THE ASSESSMENT FEES FOR ELECTRIC POWER DISTRIBUTION LINE CONSTRUCTION NC II, ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC III, AND ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC IV

6. Conduct of Public Hearing(s) for the Proposed Assessment Fee(s);
7. Approval and Promulgation of Assessment Fees by the TESDA Board for nationwide implementation;

WHEREAS, in determining the amount of assessment fees, the following Factors and Operational Guidelines were followed:

- **Factors:**
  - Direct Cost
    - Salaries & wages of personnel involved in the delivery of service
    - Supplies and Materials (consumable and reusable)
    - Utilities (e.g. electricity, water, gas)
  - Indirect Cost
    - Tools and equipment cost imputation
  - Capital Outlay
    - Rental of buildings
  - Assessment Process Workflow
  - Plus 10% cost recovery

- **Six Operational Principles:**
  - Derive an equitable fee that is affordable to the candidate
  - Use less expensive supplies and materials or substitutes, if possible
  - Increase reusability of tools and equipment
  - Where applicable, do not charge the candidate for tools and equipment
  - Use average of regional costs
  - Provide information as FACTS (factual, accurate, comprehensive, transparent, and systematic);

WHEREAS, TESDA Board Resolution No. 2018-13 was issued, approving the amendments to the Training Regulations for Electric Power Distribution Line Construction NC II held on 27 June 2018 during the 103rd TESDA Board Meeting;

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APPROVING THE ASSESSMENT FEES FOR ELECTRIC POWER DISTRIBUTION LINE CONSTRUCTION NC II, ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC III, AND ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC IV

WHEREAS, TESDA Board Resolution No. 2018-14 was issued, approving and promulgating the Training Regulations for Electric Power Distribution Line Operation and Maintenance NC III and Electric Power Distribution Line Operation and Maintenance NC IV held on 27 June 2018 during the 103rd TESDA Board Meeting;

WHEREAS, during the 35th and 38th Joint SSSD and Finance (SSSD-F) Committee TESDA Board-TESDA Secretariat Consultation Meetings held on 10 August and 24 September 2018 respectively, the Members of the SSSD-F Committee TESDA Board-TESDA Secretariat deliberated on the experts' proposed assessment fees for Electric Power Distribution Line Construction NC II, Electric Power Distribution Line Operation and Maintenance NC III, and Electric Power Distribution Line Operation and Maintenance NC IV and favorably endorsed for consideration and approval of the TESDA Board as mentioned hereunder:

- Electric Power Distribution Line Construction NC II – One Thousand Three Hundred Sixty-Five Pesos (Php1,365.00)
- Electric Power Distribution Line Operation and Maintenance NC III – One Thousand One Hundred Fifty Pesos (Php1,150.00)
- Electric Power Distribution Line Operation and Maintenance NC IV – Five Hundred Ninety-Five Pesos (Php595.00)

WHEREAS, the technical computations of the assessment fees for Electric Power Distribution Line Construction NC II, Electric Power Distribution Line Operation and Maintenance NC III, and Electric Power Distribution Line Operation and Maintenance NC IV are hereby appended as Annex "A" and shall form an integral part of this Resolution;

WHEREAS, pursuant to Administrative Order No. 31, series of 2012, the National Tax Research Center (NTRC) has reviewed the computations of the above mentioned assessment fees for Electric Power Distribution Line Construction NC II, Electric Power Distribution Line Operation and Maintenance NC III, and Electric Power Distribution Line Operation and Maintenance NC IV;

WHEREAS, the Members of the TESDA Board present during the 6th Joint Standards - Setting and Systems Development and Finance Committee TESDA Board-

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APPROVING THE ASSESSMENT FEES FOR ELECTRIC POWER DISTRIBUTION LINE CONSTRUCTION NC II, ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC III, AND ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC IV

TESDA Secretariat Consultation Meeting held on 20 April 2016 agreed that the assessment fees shall be subject to review based on the following:

1. Indicators in the industry or in the economy that may have a significant impact on certain cost items which were included in the computation of the assessment fees such as but not limited to:
   - cost of electricity
   - cost of rental
   - mandated minimum wages and others, if applicable

2. The assessment fees shall be reviewed after two (2) years unless prior cost items indicated in the computation of the assessment fees will have a significant impact that might necessitate an earlier review;

WHEREAS, stakeholders' consultations were held in Luzon, Vsayas, and Mindanao on 12, 16, and 24 October 2018 respectively, to ensure that the proposed assessment fees for Electric Power Distribution Line Construction NC II, Electric Power Distribution Line Operation and Maintenance NC III, and Electric Power Distribution Line Operation and Maintenance NC IV were properly disseminated and discussed with the stakeholders, pursuant to the Implementing Rules and Regulations of Administrative Order No. 31, series of 2012. The list of participants is hereby appended as Annex "B" of this Resolution to form an integral part hereof;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 29 October 2018, approves the assessment fees for Electric Power Distribution Line Construction NC II, Electric Power Distribution Line Operation and Maintenance NC III, and Electric Power Distribution Line Operation and Maintenance NC IV, as follows:

- Electric Power Distribution Line Construction NC II – One Thousand Three Hundred Sixty-Five Pesos (Php1,365.00)
- Electric Power Distribution Line Operation and Maintenance NC III – One Thousand One Hundred Fifty Pesos (Php1,150.00)
- Electric Power Distribution Line Operation and Maintenance NC IV – Five Hundred Ninety-Five Pesos (Php595.00)

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

106th TESDA Board Meeting
29 October 2018, Monday, 2:00 p.m.
7/F TESDA Board Room, Office of the Chair
Taguig City, Metro Manila

Resolution No. 2018-45
(Page 5 of 5 pages)

APPROVING THE ASSESSMENT FEES FOR ELECTRIC POWER DISTRIBUTION LINE CONSTRUCTION NC II, ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC III, AND ELECTRIC POWER DISTRIBUTION OPERATION AND MAINTENANCE NC IV

BE IT RESOLVED, FURTHER, that this Resolution shall be published in a newspaper of general circulation and disseminated to all concerned offices and the same shall be effective fifteen (15) days upon publication;

BE IT RESOLVED, FINALLY, that the TESDA Secretariat is directed to issue the appropriate Implementing Guidelines within thirty (30) days from the date of effectivity of this Board Resolution. All competency assessment under this Resolution must comply with the aforementioned fees and the Implementing Guidelines under penalty of suspension or revocation of accreditation as appropriate, after due process.

Adopted this 29th day of October 2018.

ATTY. MAMARICO L. SANSARONA, JR.
Board Secretary VI

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Superhighway, Taguig, Metro Manila

106th TESDA BOARD MEETING
29 October 2018, Monday, 2:00 P.M.
7th Floor TESDA Board Room, Office of the Chair
Taguig City, Metro Manila

Resolution No. 2018-46
(Page 1 of 2)

AMENDMENT TO BOARD RESOLUTION NO. 2018-28 ENTITLED "RECONSTITUTION OF THE BIDS AND AWARDS COMMITTEE WITH SPECIFIC INSTRUCTIONS"

WHEREAS, during the 5th Special TESDA Board Meeting held on 17 October 2018, the TESDA Board has reconstituted the composition of the Bids and Awards Committee (BAC) pursuant to its capacity as the Head of the Procuring Entity (HoPE) as postulated by its power to enter into, make, execute, perform and carry out domestic and foreign contracts subject to existing laws, rules and regulations granted under Section 8 of Republic Act No. 7796, otherwise known as the "Technical Education and Skills Development Act of 1994;

WHEREAS, in that meeting, the TESDA Board acting as the Head of the Procuring Entity (HoPE) pursuant to Board Resolution 2018-21, has designated five (5) members of the BAC pursuant to Section 11.2 of the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 otherwise known as the Government Procurement Reform Act namely;

Chairperson	**Dir. CONRADO G. BARES** Regional Director, TESDA-National Capital Region
Vice Chairperson	**Dir. ERIC O. UEDA** Provincial Director, TESDA-Mt. Province
Member	**Dir. JAIME S. CASTILLO** Provincial Director, TESDA-Pampanga
Member	**Ms. MARIA CLARA B. IGNACIO** Center Chief, TESDA Women's Center
Member	**Ms. WILMA F. ROQUE** Chief Administrative Officer, Budget Division, FMS

WHEREAS, in today's meeting, **Ms. MARIA CLARA B. IGNACIO** tendered her resignation as one of the members of the BAC;

WHEREAS, the TESDA Board has accepted her resignation and designated **Mr. LEONARDO E. PINLAC** as her replacement per nomination of Association Concerned Employees (ACE) of TESDA NCR;

WHEREAS, this Resolution shall modify TESDA Board Resolution No. 2018-28 entitled "Reconstitution of the Bids and Awards Committee with Specific Instructions" but those unaffected by this amendment shall continue to be enforced;

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106th TESDA BOARD MEETING
29 October 2018, Monday, 2:00 P.M.
7th Floor TESDA Board Room, Office of the Chair
Taguig City, Metro Manila

Resolution No. 2018-46
(Page 2 of 2)

AMENDMENT TO BOARD RESOLUTION NO. 2018-28 ENTITLED "RECONSTITUTION OF THE BIDS AND AWARDS COMMITTEE WITH SPECIFIC INSTRUCTIONS"

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board hereby designates **Mr. LEONARDO E. PINLAC** as member of the Bids and Awards Committee (BAC) vice **Ms. MARIA CLARA B. IGNACIO;**

BE IT RESOLVED FINALLY, that copy of this Resolution be disseminated to all concerned.

Approved this 29th day of October 2018.

Atty. MAMARICO L. SANSARONA, JR.
TESDA Board Secretary

Attested by:

USEC. JACINTO V. PARAS
TESDA Board Designated Chair
Department of Labor and Employment (DOLE)