TESDA CIRCULAR

SUBJECT: Implementing Guidelines on the Deployment of Competency Standards (CS) for Filipino Sign Language Services Level II		Page 1 of 5 pages Number 148 series of 2020
Date Issued: 15 December 2020	**Effectivity:** Immediately	**Supersedes:**

In the interest of the service, the following Guidelines in the deployment of the Competency Standards (CS) for **Filipino Sign Language Services Level II** are hereby issued:

I. BACKGROUND/RATIONALE

1. The **TESDA CY 2018 Planning Guidelines** under B.1.3 **"Adapt and adopt"** policy shall be pursued in the development of CS/Training regulations (TRs), particularly for high-end technologies, higher level qualifications using the available off-the-shelf competency standards developed by the industries, multi-bilateral agencies and international development partners;

2. In line with TESDA's efforts to continue perform its mandate and serve the people amidst the ongoing COVID-19 pandemic, the ***OPLAN TESDA Abot Lahat: TVET Towards a New Normal*** was formulated. TESDA the QSO shall prioritize developing and updating the TRs and CS in the priority sectors in providing skills to Filipinos and a job and livelihood after;

3. The abovementioned Competency Standards (CS) was developed in consultation with the practitioners and technical experts in the industry (Philippine National Association of Sign Languages Interpreters, Deaf and Terp Training Services, Miriam College, Special Program on Relevant Engagement and Advocacy for the Displaced (SPREAD) Center and Komisyon sa Wikang Filipino) endorsed by the National Council on Disability Affairs (NCDA)

II. OBJECTIVES

1. To immediately respond to the industry skills requirements for Filipino sign language signer with the goal of producing competent individuals equipped with 21st Century Skills and compliant with the existing industry standards and practices;

2. To provide competent human resources for Filipino Sign Language Services under the Social and Other Community Development Services Sector; and

3. To ensure that the education and training providers shall deliver the programs in accordance with the abovementioned CS as required by the Social and Other Community Development Services Sector.

III. SCOPE/COVERAGE

The CS shall be the basis for the development of the Competency-based Curriculum (CBC) which shall be submitted by the education and training providers registering the program with the TESDA Provincial/District Offices.

IV. IMPLEMENTATION MECHANICS

A. Utilization of the Developed CS

1. To ensure the utilization of this CS, all Regional/Provincial/District Directors shall immediately advocate/encourage the registration of abovementioned program; and

2. The copy of the CS will be made available and can be downloaded from the TESDA website.

B. Program Registration

1. All Regional/Provincial/District Directors are hereby instructed to process applications for program registration as "No Training Regulations" (NTR) following the Amended Omnibus Guidelines under the Unified TVET Program Registration and Accreditation System (TESDA Circular No. 07, Series of 2016) and within the allowable process cycle time (PCT) of three (3) working days indicated in the existing guidelines (TESDA Circular No. 73, Series of 2019). Further, the education and training providers shall develop and submit the CBC with the number of training hours and appropriate lists of tools, materials, equipment and facilities for training and assessment.

2. To standardize the program implementation and ensure that it is in accordance with the CS, the National Institute for Technical Education and Skills Development (NITESD) and Regional Offices/Provincial/District Offices (RO/PO/DO) shall assist in the development of the CBC.

C. Trainee Entry Requirements

- Completed at least ten (10) years of basic education or holder of Alternative Learning Systems (ALS) certificate of completion with grade 10 equivalent;
- Basic communication skills;
- Basic skill in using video technology and applications;
- Physical qualification: physical dexterity; and

- Screening interview on trainee's level of exposure to the Deaf community, Deaf value system, Deaf culture and Filipino Sign Language

***Physical dexterity**

There must be a proof to be shown during the initial interview with the Deaf teacher/staff at the TESDA Accredited Training Center. Demonstration of task such as the following must be made:

a. Produce a sign (sample)
b. Involves raising their arms, moving their fingers, rotating their wrists

Applicants that have motor physical barriers or experience chronic pain in joints are not recommended to enroll in a Sign Language Program that will require them to make such movements.

***Screening Interview**

Applicants must be screened by Deaf people because of a variety of reasons:

. Deaf people need to be the gatekeepers of Filipino Sign Language;
a. Assessment of the applicant's attitude is essential; and
b. Deaf people must be present in all stages of training, including the application process.

Interviews are required but will not hinder the applicant from passing or being accepted in the program.

Sample questions:
1. What is your purpose for learning sign language?
2. Were you able to meet or interact with a Deaf person before?

However, what is important is that a Deaf staff (of the Training Center) will handle the interview to be assisted by the Voice Interpreter.

D. Trainer's Qualification

The trainer shall have the following qualifications:

- Must be a holder of Trainer's Methodology Certificate (TMC) OR must have experience in teaching Filipino Sign Language for two (2) years for the last five (5) years; and

- Must be college graduate of any course; and
- Must have undergone Training on Sign Language Teaching (FSL Linguistics, Teaching Methodologies); and
- Must have an understanding of the other sign languages and communication modalities;
- **Deaf Trainers:**
  - Must be able to teach Filipino Sign language subjects and is culturally "D" Deaf to ensure that the cultural aspects of language are integrated and the language currently used by the community is being used; and
  - He/she must be involved with the Deaf community for the last five (5) years; and
  - Must have two (2) years of teaching experience for the last five (5) years.
- **Hearing Trainers:**
  - Must be able to teach subjects that require both spoken and visual language proficiency;
  - Must be done by hearing persons with a background in interpreting for five (5) years;
  - Must have a recommendation letter from a member of a national or federation of Deaf organizations; and
  - Must have two (2) years of teaching experience for the last five (5) years.

V. INSTITUTIONAL ASSESSMENT OF GRADUATES

1. The education and training providers shall ensure the conduct of institutional assessment after the completion of the training program; and

2. The education and training providers (including the enterprises where trainings are conducted) shall issue the Training Certificate after the completion of the training and passing the institutional assessment of graduates.

VI. SCHOLARSHIP PROVISION

1. A scholarship training subsidy shall be allocated/provided to enrollees of the registered training program; and

2. Training cost shall be computed based on the submitted curriculum where the training hours and list of tools, materials and equipment are indicated.

VII. MONITORING AND FEEDBACK SYSTEM

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1. The Regional and Provincial/District Offices (RO/PO/DO) shall closely monitor the implementation of the registered programs under this CS; and

2. The RO/PO/DO shall require the education and training providers with registered program under this CS to report the enrolled, graduates and employed in the T2MIS as part of the regular monitoring and feedback system.

VIII. EFFECTIVITY

This Circular shall take effect as indicated. Wide dissemination of this Circular by all concerned is hereby enjoined.

SEC. ISIDRO S LAPEÑA, PhD, CSEE
Director General