Competency-Based Learning Materials

Supervising
Work-Based Learning

Technical Education and Skills Development Authority
National TVET Trainers Academy
Marikina City

Competency-Based Learning Materials

Supervising Work-Based Learning

ACKNOWLEDGEMENT

HOW TO USE THIS COMPETENCY BASED LEARNING MATERIAL

Welcome to the module in ***Supervising Work-Based Learning.*** This module contains training materials and activities for you to complete.

The unit of competency "***Supervising Work-Based Learning***" contains knowledge, skills and attitudes required for **TRAINERS METHODOLOGY (TM) 1.**

You are required to go through a series of learning activities in order to complete each learning outcome of the module. In each learning outcome are ***Information Sheets, Self-Checks, Task Sheets*** and ***Job Sheets***. Follow these activities on your own. If you have questions, don't hesitate to ask your facilitator for assistance.

The goal of this course is the development of practical skills in supervising work-based training. Tools in planning, monitoring and evaluation of work-based training shall be prepared during the workshop to support in the implementation of the training program.

This module is prepared to help you achieve the required competency, in "***Supervising Work-Based Learning***".

This will be the source of information for you to acquire knowledge and skills in this particular competency independently and at your own pace, with minimum supervision or help from your facilitator.

Remember to:

- Work through all the information and complete the activities in each section.
- Read Information Sheets and complete the self-check. Answers Keys are included in this package to allow immediate feedback. Answering the self-checks will help you acquire the knowledge content of this competency.
- Perform the Task Sheets and Job Sheets until you are confident that your output conforms with the Performance Criteria Checklist that follows the sheets.
- Submit outputs of the Task Sheets and Job Sheets to your facilitator for evaluation and recording in the **Accomplishment Chart.** Outputs shall serve as your portfolio during the Institutional Competency Evaluation.

A **Certificate of Achievement** will be awarded to you after passing the evaluation. You must pass the Institutional Competency Evaluation for this competency before moving to another competency.

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TRAINING METHODOLOGY 1
COMPETENCY-BASED LEARNING MATERIALS

List of Competencies

No.	Unit of Competency	Module Title	Code
1.	Plan Training Session	Planning Training Session	TVT232301
2.	Facilitate Learning Session	Facilitating Learning Session	TVT232302
3.	*Supervise Work-Based Learning*	*Supervising Work-Based Learning*	*TVT232303*
4.	Conduct Institutional Assessment	Conducting Institutional Assessment	TVT232304
5.	Maintain Training Facilities	Maintain Training Facilities	TVT232305
6.	Utilize Electronic Media in Facilitating Training	Utilizing Electronic Media in Facilitating Training	TVT232306

MODULE CONTENT

Qualification Title : **Trainers Methodology I**

Unit of Competency : **Supervise Work-Based Learning**

Module Title : **Supervising Work-Based Learning**

MODULE DESCRIPTOR:

This module covers the knowledge, skills and attitudes required in order to supervise work-based learning process. This approach ensures learning through work activities, strategies and to support workplace learning and work-based monitoring.

Learning Outcomes:

Upon completion of this module , you must be able to:

1. Establish training requirements for trainees

2. Monitor work-based training

3. Review and evaluate work-based training effectiveness

Assessment Criteria:

1. Relevant policies and guidelines are accessed and interpreted to guide the development of work-based arrangements;

2. Goals for learning of trainees are identified and discussed with relevant personnel;

3. Training plan is prepared in accordance with agreed outcomes;

4. Training schedule is developed , discussed and agreed with relevant personnel;

5. Orientation and Support Mechanism are identified and arranged according to the needs of the trainees;

6. Availability of materials is confirmed with relevant personnel within the budget requirement;

7. The objectives for undertaking work-based training and the processes involved are explained to the trainees.

8. Visits to work-based training venue are conducted in accordance with trainers qualification requirements and to ensure that training arrangement are met;

9. Trainees progress is monitored and recorded against training plan and contingencies are address;

10. Work performance are observed and alternative approaches are suggested;

11. OHS requirements are monitored to ensure health, safety and welfare of trainees;

12. Feedback is provided to trainees concerning their work-based learning performance.

13. Work performance and learning achievement are analyzed in accordance with work-based learning requirements;

14. Trainees are encouraged to provide feedback on their learning experience for documentation purposes

15. The effectiveness of work-based learning is evaluated against the objectives;

16. Improvements and changes to work based learning are recommended based on review process.

LEARNING OUTCOME NO. 1:

ESTABLISH TRAINING REQUIREMENT

Contents:

1. Work-based Training
2. Dual Training System
3. Industry Linkage
4. Trainees' Training Requirement
5. Training Plan

Assessment Criteria:

1. Relevant policies and guidelines are accessed and interpreted to guide the development of work-based arrangements
2. Goals for learning for the trainees are identified and discussed with relevant personnel
3. Training plan is prepared in accordance with agreed outcomes
4. Training schedule is developed, discussed and agreed with relevant personnel
5. Support mechanisms are identified and arranged according to the needs of the trainees
6. Availability of materials is confirmed with relevant personnel within the budget requirements
7. The objectives for undertaking work-based training and the processes involved are explained to the trainees.

Conditions:

The student/trainee must be provided with the following:

1. Workplace location
2. Equipment

   Computer
3. Training Materials

   1. Learning Packages
   2. Bond Papers
   3. Ball Pens
   4. Whiteboard Marker
   5. Manuals
   6. Competency Standard
   7. Training Regulations

Assessment Method:

1. Written examination
2. Demonstration with oral questioning
3. Portfolio

LEARNING EXPERIENCES

LEARNING OUTCOME (LO) 1
ESTABLISH LEARNING REQUIREMENTS FOR TRAINEES

Learning Activities	Special Instructions
Read Information Sheet 4.1-1 on Work-based Training	
Answer Self-Check 4.1-1 Compare answers to Answer Key 4.1-1	This Learning Outcome discusses how to establish learning requirements which are bases in planning work-based training.
Read Information Sheet 4.1-2 on Dual Training System	You will be required to produce the following outputs:
Answer Self-Check 4.1-2 Compare answers to Answer Key 4.1-2	1. TNA forms 2. Training Plan
Read Information Sheet 4.1-3 on Industry Linkage	Performance Criteria Checklists are self evaluation tools. Use these tools to evaluate your own output before showing them to your facilitator.
Answer Self-Check 4.1-3 Compare answers to Answer Key 4.1-3	Submit your outputs to your facilitator for evaluation and recording.
Read Information Sheet 4.1-4 on Industry Linkage	Your outputs in this LO shall be a part of your portfolio for the Institutional Competency Evaluation.
Answer Self-Check 4.1-4 Compare answers to Answer Key 4.1-4	
Perform Job Sheet 4.1-4 how to determine trainees training requirements	
Evaluate output using Performance Criteria Checklist 4.1-4	
Read Information Sheet 4.1-5 on Training Plan	
Answer Self-Check 4.1-5	

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Compare answers to Answer Key 4.1-5	
Perform Job Sheet 4.1-5 how to prepare training plan	
Evaluate output using Performance Criteria Checklist 4.1-5	

INFORMATION SHEET 4.1-1
Work-Based Training

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. define and explain Work-Based Training; and
2. enumerate the objectives of work-based training.

Work-based training is one of the best components of Competency-based training. It is a training approach that aims towards the acquisition of competencies that directly related to the actual industry practices. Using this mode of training would enhance and concretize skills that are learned in an   in-house training.

Every trainer should be responsible for the on and off the job training of his trainees. Discussions in this module will develop your skills and competency in planning, implementing, monitoring and evaluating the work-based learning of your trainees.

This learning outcome requires you to learn how to establish trainee's training needs and develop a training plan for work-based training. To be able make a training plan, you must learn how to establish training needs and consider guidelines of work-based training.

In this lesson, you will learn the objectives of work-based training and the different types of work-based training.

Work Based Training

Work-Based Training is a training delivery mode by which trainees are exposed in the workplace. Training shall be done in coordination with Industry/Training Provider thru a Memorandum of Agreement / Training Agreement by ILDO. It involves a Training Plan agreed and approved by both parties. A Training Plan shall be provided as a guide in the conduct of training in the workplace. The paid or unpaid work experience must be monitored by a qualified trainer/training coordinator.

Workplace refers to industry and school-based activities e.g. IGP, Training cum Production, Entrepreneurial Actvities like production of pastries.

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Types of Work-Based Training **Job Shadowing**

It is a school-supervised career exploration activity wherein trainees visit worksites and "shadow" employees as they perform their jobs. Job shadows emphasize observing the workplace, not participating as a productive worker. The job shadow provides the trainees a meaningful introduction to the world of work and provides a context for understanding the relationship and interaction between the competencies taught in the training institution and the workplace.

Internship

Internships help trainees move from school to the workplace by offering "hands-on" learning, in real work settings, over a relatively long period of time. They are school-supervised and may be paid or unpaid. The internship is designed to give trainees a better sense of the jobs within a particular business or industry; to provide trainees with information about all aspects of the business; and to aid them in understanding, through experience, how each part of a company aids another in meeting the goals and objectives of a business or industry.

Apprenticeship Program

It is a training and employment program involving a contract between an apprentice and an employer on an approved apprenticeable occupation. Generally, it aims to provide a mechanism that will ensure availability of qualified skilled workers based on industry requirements. The period of apprenticeship covers a minimum of four months and a maximum of six months. Only companies with approved and registered apprenticeship programs under TESDA can be hire apprentices.

Learnership Program

It is a practical training on-the-job for approved learnable occupations, for a period not exceeding three months. Only companies with TESDA approved and registered learnership programs can hire learners.

Dual Training System

It is an instructional mode of delivery for technology-based education and training in which learning takes place alternately in two venues: the school or training center and the company.

School-Based Enterprise

School-based enterprises (SBEs) typically involve trainees in the management of a business that produces or sells goods and services as part of a school program. SBE activities help trainees increase their skills in problem solving, business operations, time management, and working in teams. The SBE is typically located at a school and is a popular work-based strategy for school districts without access to many local employers.

Objectives of Work-Based Training

The objectives of the Work-Based Training are as follows:

- To expand and enhance the trainees' learning through *planned career experiences* in an actual work setting.

- To help the trainees make the transition from school to work and career.

- To teach the environment of work.

- To increase the trainees' awareness and appreciation of the relevance of basic, common and core competencies as they apply to their qualification/ occupational choice.

- To provide the trainees with opportunities for *potential career placement* in their occupational choice.

- To *project a positive image for trainees* through involvement in business and industry

Definition of Terms*:*

Career Experience is a planned and progressive educational program by combining academic studies with on-the-job experience. It helps the trainees gain the experience needed to obtain the job of their choice. (http://www.fms.treas.gov/hrd/students/scep.html)

Career - The general course or progression of one's working life or one's professional achievements.

Placement - The finding of suitable accommodation or employment for applicants.

IDENTIFICATION

Instruction: Identify the words or group of words described by the following statements..

1. A practical training on-the-job for an approved occupation, for a period not exceeding three months.

2. A training delivery mode for technology-based education and training, in which learning takes place alternately in two venues: the school or the training center and the company.

3. A training and placement programs involving a contract between a trainee and an employer on the approved occupation. It covers a period of not less than four months and not more than six months within the company.

4. The general term for a type training delivery mode by which trainees are exposed in a work-place.

5. A school supervised career exploration activity wherein trainees visit worksites and imitate employees as they perform their jobs. It emphasizes on observing the workplace, not participating as a productive worker.

I.   Enumeration

Instruction: Give what is asked for in the following statements.

1. What are the objectives of Work-Based Training?

   a.   _____
   b.   _____
   c.   _____
   d.   _____
   e.   _____
   f.   _____

ANSWER KEY 4.1-1

I. *Fill in the Blanks*

1. Learnership Program
2. Dual Training System
3. Apprenticeship Program
4. Work-Based Training
5. Job shadowing

II. *Enumeration*

- The objectives of the Work-Based Training are the following:

- To expand and enhance the trainees' learning through planned career experiences in an actual work setting.

- To help the trainees make the transition from school to work and career.

- To teach the environment of work.

- To increase the trainees' awareness and appreciation of the relevance of basic and common competencies as they apply to their qualification/occupational choice.

- To provide the trainees with opportunities for potential career placement in their occupational choice.

- To project a positive image for trainees through involvement in business and industry.

INFORMATION SHEET 4.1-2
Dual Training System

Learning Objectives:

After reading this INFORMATION SHEET, you should be able to:

1. define dual training system;
2. enumerate the objectives of the dual training system Act of 1994;

The Dual Training system in the Philippines is a training modality that is guided by Republic Act No. 7686. This Act provides legal guidelines in its implementation.

In this lesson, you will be provided by the relevant policies and guidelines of Work-based Learning using the dual training system modality.

The dual training system in the Philippines

Exerpts from Tek-Bok BUZZ/Manila Bulletin/ May 7, 2010 as published in the TESDA website

Adaptation from the German model

One of the more preferred training modality for enterprise-based training in the Philippines today is the dual training system (DTS) being implemented by TESDA.

The DTS, as its name suggests, is a training modality that combines theoretical and practical training. It is called dual training because learning takes place alternately in two venues: the school or training center and the company or workshop.

In DTS, the school and workplace share the responsibility of providing trainees with well-coordinated learning experiences and opportunities.

This close cooperation between the school and the company ensures that the trainees are fully equipped with employable skills, work knowledge, and attitudes at the end of the training.

The general and occupation-related theoretical instruction provided by the school is complemented by on-the-job training in the workplace. Trainees under the DTS spend at least 40 percent of the training/learning time in school and 60 percent for practical training in the company.

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Dual approach in training

The dual approach in education and training has been put to work in such country programs as apprenticeship, on-the-job training, supervised industry training, practicum and internship.

The German model of the DTS was first introduced in the Philippines in the 1980s through a joint project of the Southeast Asian Science Foundation and the Hanns Seidel Foundation in the pioneer school- Dualtech Training Center.

The Dualtech experience was replicated in select public and private technical schools nationwide by the then Bureau of Technical and Vocational Education in 1991.

In February 1994, President Fidel V. Ramos signed into law Republic Act No. 7686 or the Dual Training System Act of 1994 which calls for the institutionalization of the DTS in accredited public and private educational institutions, training centers, and agricultural, industrial and business establishments.

Under the DTS Law, TESDA is mandated to promote, coordinate, and administer the dual training system. The school-industry partnership component of the system is a vital determinant of program success and effectiveness. They start working together in making the training plan and determining the best way by which the trainee can learn as much knowledge and skills during the training period.

Two training venues

In school, the trainee learns basic trade theory, work values, good citizenship, safety and related theory subjects in mathematics, drawing and social sciences.

At the company or workshop, the trainees learn job skills through practical exercises using state of the art technology. Aside from technical skills, the trainees also learn good work habits and how to get along well with others.

The many benefits for the trainee, school or training institution, and the company made the DTS click as a training modality.

The trainees' access to the expertise and resources available and the well-coordinated delivery of instructional activities in both learning venues guarantees quality and relevant training.

DTS graduates are equipped with up-to-date and appropriate work knowledge, skills and attitudes making them highly competitive and "wanted" in the labor market.

The companies' participation in drawing up the DTS training plan helps ensure that the workers being trained are the type and quality that industry requires. Optimum use of school and company facilities and resources allows the admission of more trainees- mostly from poor families who have no means of attending vocational training courses in fee-charging schools and training centers.

The provisions of the Republic Act 7686 called the Dual Training System Act of 1994 will enlighten you with how government and the industry help in the industry training. Read the provisions carefully so that you will have a guide in making your training plan required in the succeeding lessons.

REPUBLIC ACT NO. 7686

February 25, 1994

DUAL TRAINING SYSTEM ACT OF 1994

AN ACT TO STRENGTHEN MANPOWER EDUCATION AND TRAINING IN THE PHILIPPINES BY INSTITUTIONALIZING THE DUAL TRAINING SYSTEM AS AN INSTRUCTIONAL DELIVERY SYSTEM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING, PROVIDING THE MECHANISM, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES.

Section 1. Short title. This Act shall be known as the "Dual Training System Act of 1994".

Section 2. Declaration of policy. It is hereby declared the policy of the State to strengthen manpower education and training in the country so that the latter may be assured of an ever-growing supply of an educated and skilled manpower equipped with appropriate skills and desirable work habits and attitudes. The dual training system, as successfully tested in some highly developed countries, shall be adopted in duly accredited vocational and technical schools, in cooperation with accredited agricultural, industrial and business establishments, as one of the preferred means of creating a dependable pool of well-trained operators, craftsmen and technicians for the economy.

Section 3. Objectives. This Act shall have the following objectives:

(a) encourage increasing utilization of the dual system in technical and vocational education and training by both public and private schools within the context of the existing education system;

(b) encourage increasing levels of investment in technical and vocational education and training by both public and private sectors specially in the rural areas;

(c) enhance the employability and productivity of graduates by equipping them with analytical and creative thinking and problem-solving abilities; manipulative competencies which meet occupational standards and requirements; values and attitudes with emphasis on work ethics, quality orientation, discipline, honesty, self-reliance and patriotism; and

(d) strengthen training cooperation between agricultural, industrial and business establishments and educational institutions by designing and implementing relevant training programmes in close coordination with concerned local government units.

Section 4. Definition of terms. For purposes of this Act, the following terms shall mean:

(a) "Appropriate authority" refers to the government entity in charge of formal technical and vocational education training;

(b) "Dual training system" refers to an instructional delivery system of technical and vocational education and training that combines in-plant training and in-school training based on a training plan collaboratively designed and implemented by an accredited dual system educational institution/training centre and accredited dual system agricultural, industrial and business establishments with prior notice and advice to the local government unit concerned. Under this system, said establishments and the educational institution share the responsibility of providing the trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related theoretical instruction. The word "dual" refers to the two parties providing instruction: the concept "system" means that the two instructing parties do not operate independently of one another, but rather coordinate their efforts;

(c) "Trainee" refers to a person qualified to undergo the dual training system for the purpose of acquiring and developing job qualifications;

(d) "Accredited dual training system educational institution/training centre" refers to a public or private institution duly recognized and authorized by the appropriate authority, in coordination with business and industry, to participate in the dual training system;

(e) "Establishments" refer to enterprises and/or services of agricultural, industrial or business establishments;

(f) "Accredited dual training system agricultural, industrial and business establishments" hereinafter referred to as agricultural, industrial and business establishments, refer to a sole proprietorship, partnership, corporation or cooperative which is duly recognized and authorized by the appropriate authority to participate in the dual training system educational institution.

Section 5. Institutionalization of the dual training system. The dual training system, hereinafter referred to as the system, is hereby institutionalized in the Philippines in accordance with the provisions of this Act.

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Section 6. Coverage. This Act shall apply to all public and private educational institutions/training centres and agricultural, industrial and business establishments duly accredited to participate in the dual training system.

Section 7. Planning and coordination. The appropriate authority shall plan, set standards, coordinate, monitor and allocate resources in support of the implementation of the system.

Every accredited educational institution/training centre shall establish an industrial coordinating office which shall supervise the in-plant training: provided that the industrial establishment shall be required to furnish the educational institution with the necessary information for the purpose of supervision.

The industrial coordinating office shall be headed by an industrial coordinator with at least an officer-level rank. The industrial coordinator may be assisted by such other personnel as may be necessary for the effective discharge of the functions of the office.

Section 8. Status of trainee. For the duration of the training under the system, the trainee is to be considered not an employee of the business/industrial establishment but rather a trainee of both the accredited dual training system educational institution and the agricultural, industrial and business establishments: provided that the union or the workers of the latter have been duly informed in advance of such an agreement.

A trainee who has successfully completed a training programme in a particular agricultural, industrial or business establishment shall be given priority of employment in that agricultural, industrial or business establishment. The appropriate authority shall keep a roll of these successful trainees for purposes of identifying them for employment.

Section 9. Incentives for participating establishments. To encourage agricultural, industrial and business establishments to participate in the system, they shall be allowed to deduct from their taxable income the amount of fifty (50) per cent of the system expenses paid to the accredited dual training system educational institution for the establishment's trainees: provided that such expenses shall not exceed five (5) per cent of their total direct labour expenses but in no case to exceed twenty-five million pesos (P25,000,000) a year.

Donations for the operation of the system shall be deductible from the taxable income of the donors.

The Department of Finance shall issue the necessary rules and regulations for the purpose of tax incentives provided herein.

Section 10. Obligations of accredited agricultural, industrial and business establishments. The agricultural, industrial and business establishments shall:

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(a) ensure that the necessary abilities and knowledge for the trainee to achieve the purpose of his training are imparted to him and shall provide such training systematically in accordance with an approved training plan;

(b) appoint the training officer to implement the training plan;

(c) make available, free of charge, the consumable materials and basic hand tools and equipment necessary for his training;

(d) allow the trainee to attend his in-school training and to sit for his examinations;

(e) require the trainee to keep his report book up to date and inspect such books;

(f) ensure that the trainee is encouraged to develop his personality and that he is protected from physical or moral danger;

(g) entrust to the trainee such jobs as are related to the purpose of his training and are commensurate with his capabilities;

(h) pay to the accredited educational institution/training centre the daily allowance of the trainee; and

(i) allow the trainee the necessary time off for his in-school training.

Section 11. Obligations of the trainee. A trainee shall exert every effort to acquire the abilities and knowledge necessary for him to achieve the purpose of his training. Towards this end, he shall:

(a) carefully perform the jobs entrusted to him as part of his training;

(b) take part in training programmes for which he has been granted time off under this Act;

(c) follow the instruction given to him as part of his training by the training officer or any other person entitled to give him such instructions;

(d) observe rules of behaviour in the training premises;

(e) use tools, instruments, machines and other equipment with due care;

(f) not reveal any business or trade secrets that have come to his knowledge in the course of his training; and

(g) keep his record books up to date.

Section 12. Obligations of the accredited educational institutions/training centres. The educational institutions/training centres that have entered into a memorandum of agreement with agricultural, industrial or business establishments to undertake training shall:

(a) design, implement and evaluate jointly the training plan with the accredited establishments;

(b) provide specific, general and occupation-related theoretical instruction;

(c) appoint industrial coordinators to supervise the in-plant training;

(d) pay the trainee his daily allowance; and

(e) perform such other tasks and activities as may be necessary and in furtherance of the objectives of the training.

Section 13. Non-diminution of incentives. Nothing in this Act shall be construed to diminish or reduce any privilege already enjoyed by the parties concerned under existing laws, decrees or executive orders.

Section 14. Signing of memorandum of agreements by the accredited dual training system agricultural, industrial and business establishments, the accredited dual training system, educational institution/training centre and the trainee. Before an individual establishment begins with an accredited education institution/training centre and the trainee or his representative, the individual establishment shall provide the accredited educational institution/training centre and the trainee with a copy of the signed agreement.

The memorandum of agreement shall set forth, among others, the following:

  (a) the training plan;

  (b) the nature and objective of the training;

  (c) the commencement and duration of the training period, including the total number of in-school and in-plant training hours;

  (d) the normal daily training hours;

  (e) the trainee's allowance and the rate to be applied, which in no case shall start below seventy-five (75) per cent of the applicable minimum daily wage for days spent in the establishments;

  (f) the rights and obligations of the parties concerned in addition to those provided in Sections 10, 11 and 12;

  (g) the definition of the status of the trainee according to Section 8 of this Act;

  (h) the conditions for the termination of the training agreement;

  (i) the performance, monitoring and evaluation system; and

  (j) such other essential particulars as would mutually benefit all parties concerned.

Section 15. Insurance coverage of the trainee. Every agricultural, industrial and business establishment undertaking training, in accordance with the provisions of this Act, shall sign a life and/or accident insurance policy on the life of the trainee with the insured and the spouse, children or

parents of the trainee as the beneficiaries thereof: provided that the agricultural, industrial and business establishments shall pay for the premiums of said insurance policy.

Section 16. Revolving fund. Any law, rule or regulation to the contrary notwithstanding, the accredited dual training system educational institution/training centre is hereby authorized to retain as a revolving fund the amount paid to it by the agricultural, industrial and business establishments representing the actual dual training expenses. The fund shall be used to improve the operation of the dual training system.

Section 17. Implementing rules. The appropriate authority and the Department of Finance, upon prior consultation with the business and industry concerned, shall issue the necessary rules and regulations for the effective implementation of this Act within a period of ninety (90) days after its effectivity. Any violation of this section shall render the concerned officials liable under R.A. No. 6713, otherwise known as the "Code of Conduct and Ethical Standards for Public Officials and Employees" and other existing administrative and/or criminal laws.

Section 18. Other exemption from taxes and duties. Any donation, contribution, bequest, subsidy or financial aid which may be made for the operation of the system shall constitute an allowable deduction from the income of the donors for income tax purposes and shall be exempt from donor's tax, subject to such conditions as provided under the National Internal Revenue Code, as amended. Essential equipment, apparatus and materials imported by accredited dual training private educational institutions shall be exempt from taxes and duties: provided that the importation of these items shall be subject to the following qualifications:

(a) that the importation shall be certified by the appropriate authority;

(b) that they should be actually, directly and exclusively used in connection with the dual training system and any unauthorized use shall subject the accredited dual training private educational institutions to payment of taxes and duties thereon; and

(c) that they are not available locally in sufficient quantity of comparable quality, and at reasonable prices:

Provided, however, that taxes and duties pertaining to the importations of accredited government and dual training educational institutions are deemed automatically appropriated.

The Department of Finance shall accumulate the necessary rules and regulations to implement the provisions of this section.

Section 19. Appropriations. For the initial implementation of this Act, an amount of one million pesos (P1,000,000) shall be charged against the current year's appropriation of the contingency fund. Thereafter, such sums

as may be necessary for its continued implementation shall be included in the annual General Appropriations Act.

Section 20. Separability clause. If for any reason any provision of this Act is declared invalid or unconstitutional, the rest shall not be affected thereby.

Section 21. Repealing clause. All laws, decrees, orders, rules and regulations or parts thereof inconsistent with this Act are hereby repealed or modified accordingly.

Section 22. Effectivity. This Act shall take effect after completion of its publication in the Official Gazette or in two (2) newspapers of general circulation.

Self-Check 4.1-2

Multiple Choice:

Choose the best answer. Write the letter of your choice on your answer sheet.

1. The Republic Act which aims to strengthen manpower education and training in the Philippines by institutionalizing the dual training system as an instructional delivery system of technical and vocational education and training is the
   A. Republic Act No. 7386
   B. Republic Act No. 7686
   C. Republic Act No. 7796
   D. Republic Act No. 8676

2. In the Dual Training System Act, the responsibility of providing for free training materials during industry training is of the
   A. industry
   B. trainer
   C. Training institution
   D. Government

3. In Dual Training System, the trainee is given an allowance of
   A. 25% of the applicable daily wage
   B. 50% of the daily wage
   C. 75% of the daily wage
   D. 100% of the daily wage

4. The industry participating in dual training system is allowed to deduct 50% of their expenses for Dual Training System from their
   A. tax balance
   B. tax due
   C. tax penalties
   D. taxable income

Answer Key 4.1-2

1. B
2. A
3. C
4. D

INFORMATION SHEET 4.1-3
Industry Linkage

Learning Objectives:

After reading this INFORMATION SHEET, you must be able to:

1. describe the activities needed to establish linkage with the industry for purposes of work-based training;
2. enumerate the responsibilities of trainers in work-based training;

Work-based training is training in an actual work set-up. The training institution may opt to establish an enterprise such as parlor, automotive shop or a small restaurant/canteen for purposes of work-based training. In most cases however, you need to establish linkages with the industry for purposes of work-based training. The previous information sheet gives you the legal basis in establishing a working relationship with the industry for purposes of training.

This lesson will discuss preparations that you need to do to establish industry linkage.

Establishing Industry Linkage

Industry partnership is a very important aspect of work-based training. As a trainer you should be aware of the processes involved in establishing linkage. You should be directly involved in these processes so that you will be able to plan the training of your trainees.

Systematic Procedures in Establishing Industry Linkage

1. Search for prospective industry partners
- Choose an industry where training of about 60-70% of the course components can be carried out
- Look for industries that has the potential to meet the standards of an organized work-based training
- Willing to provide guided industry training or assign personnel to coordinate activities

2. Send proposal letters (follow-up and visitation)

- With brief information on the Dual Training, the nature of the program and its advantage to the company/industry

3. *Set an Appointment for Presentation*
- Explain clearly the concept and mission of work-based training

4. *Presentation*
- maybe in the form of slide presentation, video presentation, use of brochure or posters

5. *Conduct Site Visit for work-based training plan*
    – training plan aims to synchronize the curriculum of the school with the in-plant training activities of the trainees

Note: The development of the training plan will be discussed in a separate Information Sheet in the succeeding pages.

6. *Finalize the Training Plan and Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU).*
- MOA/MOU is a legal document which stipulates the condition and policies governing the work-based training.
- In preparing for the MOA, you may refer to the Dual Training Act of 1994.

7. *Present the Training Plan and MOA/MOU for approval*
- Any clarification or changes in the Training Plan or MOA/MOU must be agreed upon by both parties affixing their signatures.

8. *Placement of the trainees in the Industry*
- Orientation of the trainees should be done by the trainer or the institutions industry linkage coordinator before going to the industry for training.
- Orientation on how the industry operates and how training should be undergone in the industry should likewise be required of the supervisor in-charge of the training.

9. *Coordination and Monitoring*
- Conduct regular visits to the industry and monitor the activities in work-based training. Any adjustments made on the training plan should be noted during monitoring.

10. *Work-based training Evaluation*
- An evaluation of the conduct of the training should be done both on the attainment of the objectives of the program and on program implementation.
- Monitoring and evaluation reports communicated for purposes of improving the program and the performance of trainees.

In work-based training, the duties and responsibilities of both parties, the training institution and the industry, should be clear and defined and should be a part of the Memorandum of Agreement/Understanding.

Roles/duties of the institution:

1. Issue policies favorable to work-based training;
2. Give full support and cooperation to work-based training;
3. Designate an industrial coordinator;
4. Initiate staff development of personnel involved work-based training;
5. Coordinate with the private sector in order to make work-based training meaningful and fruitful;
6. Identify the skills actually needed or demanded by industry and match the skills offered by the institution;
7. Provide comprehensive theoretical training and simulation for the trainees
8. Organize industry partners.

Duties/Role of the Industry:

1. Provide Job orientation training;
2. Provide practical training in areas which have been determined;
   a) Activities within the training duration;
   b) Distribution of trainees in the different department/division where training is necessary.
2. Appoint training coordinator who shall be responsible for the assignment designation of trainers/supervisors in their respective areas where the trainees will be assigned.
3. Provide training materials, tool/equipment during the training;
4. Remind supervisor about the work-based training activities;
5. Provide opportunity to learn by doing;
6. Provide trainees with professional skills, experience, techniques and behavior in the real life situations; and
7. Organize work-based training station and programs.

Duties/Roles of Industry Supervisor

1. Orients the trainees about company rules and regulations;
2. Provides guidance and support;
3. Ensures safe training environment and activities for the trainees;
4. Prepares accident report whenever trainees are involved and submit it to the company.
5. Endorses the trainees to proper training area;
6. Monitors Trainees Record Book;
7. Monitors the performance of the trainees, make recommendations concerning discipline.
8. Issues certificate of completion to student who successfully finish their training.
9. Accomplish Performance Evaluation Report;

Duties/Roles of Trainees

1. Be physically fit for the work-based training;
2. Possesses the ability to comprehend and follow oral and written instructions;
3. Exhibit proper discipline at all times;
4. Exhibit proper work habits and attitudes acceptable to the company;
5. Follow company rules and regulations;
6. Use only facilities allowed by the company to the trainees;
7. Be prompt and regular in attendance;
8. Be alert in following directions;
9. Cooperate with other trainees and industry supervisor;
10. Accomplish required forms;
11. Allow no instance for company to doubt honesty in workplace and company

For your reference sample signed Memorandum of Agreement or Memorandum of Understanding are presented here.

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement ("MOA") made and entered into, by and between:

SOUTHERN ISABELA COLLEGE OF ARTS AND TRADES (SICAT) a public TESDA legislated technology institution located at Calaocan, Santiago City represented by its Vocational School Superintendent-I, Dr. ALEJANDRO R. CORTEZ, CSEE and hereinafter referred to as **SICAT**;

and

PILIPINAS SHELL FOUNDATION, INC., a non-stock, non-profit corporate foundation with address at Shell House, 156 Valero St., Salcedo Village, Makati, Metro Manila represented herein by its Executive Director, EDGARDO VERON CRUZ, and hereinafter referred to as **PSFI.**

WITNESSETH :

WHEREAS, the SICAT, in pursuit of its mission to help the unemployed individuals by providing them with quality education that will give them employable technical skills and proper work ethics;

WHEREAS , PSFI, as the social development arm of the Shell companies in the Philippines has the necessary experience and expertise in managing programs that facilitates the provision of industrial and entrepreneurial skills training for the disadvantaged sector;

NOW, THEREFORE, for and in consideration of the above premises, both parties hereby agree as follows:

A. NATURE AND SCOPE OF PARTNERSHIP

1. SICAT and PSFI will work as partners in the technical training of trainees in Automotive Servicing NC-I.
2. SICAT and PSFI commit to enable the student-trainees to qualify at least for the entry-level job requirement in industries.
3. SICAT and PSFI shall follow the training program registered in the UTPRAS including its duration (36 days every Saturdays) and schedule. Training shall start on October 9, 2010.

B. FUNCTIONS AND RESPONSIBILITIES SICAT

1. Exercise general supervision over the training program.

2. Designate a coordinator who will closely monitor the training program.

<table>
<tr><td rowspan="5">NTTA-TESDA QA System
NATIONAL TVET TRAINERS ACADEMY</td><td rowspan="5">CBLMs on Trainers Methodology Level I

Supervise Work-Based Learning</td><td>Date Developed:
July 2010</td><td colspan="2">Document No.</td></tr>
<tr><td>Date Revised:
March 2012</td><td>Issued by:

NTTA</td><td rowspan="3">Page 25 of 100</td></tr>
<tr><td rowspan="2">Revised by:
Nomer Pascual
Redilyn C. Agub</td></tr>
<tr></tr>
<tr><td>Revision # 01</td></tr>
</table>

4. Conduct mandatory assessment of trainees.

5. Issue certificate of training to graduates of the program.

6. Undertake such other functions to ensure the success of the program.

C. FUNCTIONS AND RESPONSIBILITIES OF PSFI

1. Select and screen scholars/ trainees.

2. Provide trainee's uniform, supplies and training consumables necessary to ensure the successful implementation of the program.

3. Pay SICAT the training fee (PHP 760.00) and assessment fee (PHP 500.00) per scholar.

4. Pay the honoraria of the trainer (PHP 504.00/day X 36 days) for the duration of the training.

5. Designate an individual who will work closely with the school coordinator regarding training activities.

6. Undertake such other functions to ensure smooth implementation of the program.

D. MISCELLANEOUS PROVISIONS

1. The parties pledge to cooperate with each other and to perform their respective obligations under the Agreement.
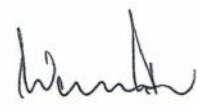
2. In case of injury resulting from an accident related to the training, SICAT liability shall be limited to the school's accident insurance plan.

3. This Agreement may be amended or modified only through a written instrument duly signed and executed by the parties. This Memorandum of Agreement will commence upon signing.

IN WITNESS WHEREOF, the parties have signed this Memorandum of Agreement this _____2010 at Makati City, Philippines.

Southern Isabela College of Arts and Trades

Pilipinas Shell Foundation, Inc.

By:

By:

ALEJANDRO R. CORTEZ, Ph. D. CSEE
Vocational School Superintendent-I

EDGARDO R. VERON CRUZ
Executive Director

WITNESSED BY:

Engr. DOMINADOR D. DIZON
Vocational Instruction Supervisor

_____

Sample Memorandum of Understanding

		Date Developed: July 2010	Document No.	
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	Supervise Work-Based Learning	Revised by: Nomer Pascual Redilyn C. Agub		
			Revision # 01	

MEMORANDUM OF UNDERSTANDING

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Understanding made this 4th day of April , 2006 by and between:

> Southern Isabela College of Arts and Trades (SICAT) a public, technical-vocational college located at Calaocan, Santiago City represented by its Vocational Instruction Supervisor, Mr. ABRAHAM B. PASCUA, and hereinafter referred to as First Party;

> and

> **Echague Motor Works** , a corporation duly organized and existing under the laws of Republic of the Philippines, with principal office at **Santiago City**, represented herein by its manager, Mr **ESTEBAN TAMANI**, and hereinafter referred to as Second Party.

WITNESSETH THAT:

WHEREAS, the Southern Isabela College of Arts and Trades, in pursuit of its mission to help the disadvantaged youth rise from poverty, aims to provide them with quality education that will give them employable technical skills and proper work ethics;

Whereas <u>Echague Motor Works</u>, concerned with improving the quality of life of the Filipino through the development of technical skills and the proper work attitude, has expressed its desire and willingness to assist the Southern Isabela College of Arts and Trades in training of its students;

NOW, THEREFORE, for and in consideration of the above premises, both parties hereby agree as follows:

TESDA-SICAT

1. Send trainees to the cooperating industry.

2. Assign Industrial Coordinator to supervise and monitor the in-plant training.

3. Design, implement and evaluate jointly the training plan with the industry.

4. Provide specific, general and occupation-related theoretical instruction.

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5. Perform other task and activities as may be necessary and in the furtherance of the objectives of the training.

A. RESPONSIBILITIES OF THE ESTABLISHMENT/ INDUSTRY

1. Ensure that necessary abilities and knowledge for the trainees to achieve the purpose of the training are imparted to him/her and shall provide such training systematically in accordance with the approved training plans.

2. Appoint a training officer to implement the training plan.

3. Make available free of charge the consumable materials, basic hand tools and equipment necessary for the training.

4. Require the trainee to attend his/her in-school training.

5. Require the trainee to keep his/her report book up-to-date and inspect such book.

6. Ensure that the trainee is encouraged to develop his/her potential/ skills and that he/she is protected from physical and moral damage.

7. Entrust to the trainee such job as are related to the purpose of the training and are commensurate with his capabilities.

8. Pay the trainees daily allowances or its equivalent.

Echague Motor Works   SICAT-TESDA
        By: By:

ESTEBAN TAMANI   ABRAHAM B. PASCUA
_____   Vocational Instruction supervisor
     Manager

WITNESSED BY:

Echague Motor Works   SICAT-TESDA
        By: By:

                                      DOMINADOR D. DIZON
_____   _____
                                      Ind'l Linkage & Dev't Officer

Self-Check 4.1-3

Multiple Choice:

Choose the best answer. Write the letter of your choice on a separate sheet.

1. In choosing an industry partner, you choose an industry which can provide for the training of at least _____ components of the industry training of your qualification.
   A. 10-20%
   B. 20-40%
   C. 50-60%
   D. 60-70%

2. The legal document of the agreement between the training institution and the industry for purposes of work-based training is the
   A. Session Plan
   B. Training Plan
   C. Proposal Letter
   D. Memorandum of Agreement

3. Performance evaluation of trainees in work-based training is the responsibility of the
   A. In-house trainer
   B. Industry technician
   C. Industry coordinator
   D. Training supervisor

4. Establishing training needs of trainees in work-based training is the responsibility of the
   A. Trainee
   B. trainer
   C. Industry coordinator
   D. Industry supervisor

Answer Key 4.1-3

1. D
2. D
3. D
4. B

INFORMATION SHEET 4.1-4
Trainees' Training Requirement

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. determine the current competencies of the trainees/group of trainees

2. identify trainees' training requirement

Every training should be based on what was already learned and what is needed to be learned or enhanced. Whether your work-based training is in conjunction with an in-house training or a work-based training after an in-house training, you need to assess the training needs of each of your trainees so that you will be able to plan the appropriate activities that will enhance their competencies. Activities that will improve the skills rather than repeating what is already learned should be the emphasis of a work-based training.

In this lesson, recommended steps in determining training needs are discussed as your guide in accomplishing this end.

Determine trainees' current competency

To be able to determine the trainees' training requirement, it is very important to determine first their current competencies, in order to determine the training gaps.

The trainer can determine trainees' current competency by:

1. Checking with the trainee

When you meet the trainees, subject them to an oral interview or simple written test if needed. If the learner is having a hard time to write or understand in English language, use a simple language that the learner may easily understand like using a local dialect.

2. Research

Analyze any pre session information available like enrollment or pre application form and other related documents such as:

- reports on previous competency assessment undertaken
- resume or curriculum vitae
- enterprise training and assessment records
- performance report from supervisor

The Trainer could also use self assessment checklist to determine the current competencies of the trainees:

Self-Assessment Checklist

How to prepare the check list?

Using the form below, the trainer should:

1. List down all the competencies found in the Training Regulations of a particular qualification

2. Let the trainees answer by checking the appropriate box. (YES if he/she can perform the task and NO if he/she cannot perform the task)

CAN I?...	YES	NO
BASIC COMPETENCIES		
1. (Unit of competencies)		
1.1 (Learning Outcome)		
COMMON COMPETENCIES		
CORE COMPETENCIES		

Notes:

1. All competencies (Basic, Common and Core) should be listed in the Trainees Self-Assessment Checklist

2. Learning outcomes for each should also be included

3. Let the trainee answer the Self Assessment Checklist

4. The trainee must be guided by the trainer while answering the form

SAMPLE:

INSTRUCTION: This Self-Check Instrument will give your trainer data that are essential in designing a Training Plan for you. Please check appropriate box of your answer to each of the question below.

CAN I?...	YES	NO
BASIC COMPETENCIES		
COMMON COMPETENCIES		
CORE COMPETENCIES		
1. Prepare pipes for installation	/	
1.1 Identify and select materials, tools and equipment	/	
1.2 Cut pipes	/	
1.3 Thread G.I. Pipes	/	
2. Make piping joints and connections	/	
2.1 Fit-up joint and fittings for PVC pipe	/	
2.2 Perform threaded pipe joints and connection	/	
2.3 Caulk joints	/	
3. Perform Construction Works		/
3.1		/
3.2		/

Determining the current competency against Competency standards

Identify Current Competencies acquired related to Job/Occupation and Indicate Proof of Evidence	
Current competencies	**Proof of Evidence**

Notes:

1. Identify the current competencies related to the program being enrolled by the target group/individual in the form
2. Identify and review proof of evidence documents indicated to support the claim of competency

SAMPLE: (for Trainees in Plumber NC II)

Identify Current Competencies acquired related to Job/Occupation and Indicate Proof of Evidence	
Current competencies	**Proof of Evidence**
Prepare pipes for installation	Trade Skills Certificate 3rd Class for Plumbing
Make piping joints and connections	

Determine trainees' training requirements   After determining the trainees' current competency, you may identify the gap between the required competencies as defined by the unit of competency and the learners' current competencies. The gap between the required competencies and current competencies is the

portion of skills and knowledge the trainee needs to achieve to be recognized as competent in a particular job.

The trainees' training requirements can be validated with the following appropriate personnel.

- Trainers/teachers and assessors
- Team leaders/supervisors/managers/employers
- Participant/employee/learner
- Technical experts
- Union/employee representatives
- Users of training information such as training providers, employers, human resource departments

To determine trainees' training requirements, the trainers may follow this procedure:

1. Compare and Cross Match Competencies Identified

Current Competencies	Required Units of Competency/Learning Outcomes	Training Gaps/Requirements

SAMPLE: (for Trainees in Plumber NC II)

Current Competencies	Required Units of Competency/Learning Outcomes	Training Gaps/Requirements
Prepare pipes for installation	Prepare pipes for installation	
Make piping joints and connections	Make piping joints and connections	
Perform minor construction works	Perform minor construction works	
	Perform single unit plumbing installation and assemblies	Perform single unit plumbing installation and assemblies
	Perform plumbing repair and maintenance works	Perform plumbing repair and maintenance works
	Conduct pipe leak testing	Conduct pipe leak testing

2. Translate the Training Gap into Appropriate Training Requirements

Gaps	Module Title/Module of Instruction	Duration (hours)

Note: The training gap should be matched with the module title/module of instruction of the units of competency and the nominal duration

SAMPLE: (for Trainees in Plumber NC II)

Gaps	Module Title/Module of Instruction	Duration (hours)
Perform single unit plumbing installation and assemblies	Performing single unit plumbing	40
Perform plumbing repair and maintenance works	Performing plumbing repair and maintenance works	20
Conduct pipe leak testing	Conducting pipe leak testing	10

JOB SHEET 4.1-4	
Title :	Determine Trainees Training Requirements

Performance Objective:

      Given a the Competency Standards of your qualification, you should be able to:

1. Prepare TNA forms 4.1-4.4;

2. determine the training requirements of one trainee,

      using a hypothetical data following suggested procedures.

Supplies :	Bond Paper
Equipment :	PC, Printer with Ink

Reference/s :

- Competency Standards for a specific qualification

- Competency-Based Curriculum

Steps/Procedures :

      This exercise will ask you to determine trainees training requirement for a work-based training using a hypothetical data. You need to prepare the forms of your qualification before filling it up with data of a hypothetical trainee who has just finished in-house training in your qualification.

1. Prepare a self assessment checklist, please indicate the basic, common and core competencies for the qualification being assessed (Form 1.1)

2. Use hypothetical data to fill-up Self Assessment Checklist(Form 1.1)

3. Prepare Form 1.2, fill-up the form using hypothetical data.

4. Determine training gaps by comparing and cross matching current competencies with required units of competencies/learning outcomes (Form 1.3)

5. Translate the training gaps into appropriate trainees' training requirement (Form 1.4)

Assessment Method:

      Portfolio Assessment, Questioning

FORM 1.1

SELF-ASSESSMENT CHECKLIST

INSTRUCTION: This Self-Check Instrument will give your trainer a data that is essential in designing a Training Plan for you. Please check the appropriate box of your answer to each of the questions below.

CAN I?...	YES	NO
BASIC COMPETENCIES		
COMMON COMPETENCIES		
CORE COMPETENCIES		

FORM 1.2

DETERMINING AND VALIDATING
TRAINEES CURRENT COMPETENCY/IES

Identify Current Competencies acquired related to Job/Occupation and Indicate Proof of Evidence	
Current competencies	**Proof of Evidence**

FORM 1.3

COMPARING AND CROSS MATCHING OF COMPETENCIES

Current Competencies	Required Units of Competency/Learning Outcomes	Training Gaps/Requirements

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FORM 1.4

TRAINEES TRAINING REQUIREMENT

Gaps	Module Title/Module of Instruction	Duration (hours)

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PERFORMANCE CRITERIA CHECKLIST 4.1-4
DETERMINING TRAINEES TRAINING REQUIREMENTS

Trainee's Name: _____   Date : _____

In accomplishing the templates, did you do the following?

CRITERIA	YES	NO
1. Listed all the competencies and learning outcomes in the self assessment checklist based on the Competency Standards		
2. Filled-up all forms with hypothetical data		
3. Determined trainees' current competencies		
4. Ways or means of validation are filled-up		
5. Determined training gaps by comparing and cross matching current competencies with the required competencies/learning outcomes		
6. Translated training gaps into appropriate trainees' training requirement form		

Comments/Suggestions:

_____

_____

_____

Trainer's Signature: _____   Date : _____

INFORMATION SHEET 4.1-5
TRAINING PLAN

Learning Objectives:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. define a training plan;

2. differentiate a training plan from session plan;

3. identify the parts of the training plan; and

4. describe how to accomplish each column of the training plan;

Before deploying your trainees to their industry training, a thorough planning based on their training is very important. This plan shall serve as an agreement between the industry and your training institution. This will serve as a guide in the implementation of the industry training of the individual trainee.

In this lesson, you will learn how a training plan is accomplished.

What is a Training Plan?

Training plan is a description of how the training will be done, the flow of training from input to end results, including the resources that will be used. The objective of the Training Plan is to define the strategies, tasks, and methods that will be used to meet the training requirements.

The training plan will outline who will deliver the training, and when and where your apprentice or trainee needs to go to receive the structured component of the training.

Note that it should be treated as a working document. It should be flexible enough to meet all the need of the industry, your institution and the trainee. Remember that you can talk about this at any stage during the training.

What to include in the training plan

The training plan must specify the following:

- the competencies to be obtained
- the time-frame for achieving the competencies
- the training to be undertaken
- the delivery modes to be employed

- who is responsible for the delivery and/or assessment of each competency

- assessment details and arrangements

- the name of the qualification to be issued

- any other specific requirements to be met in accordance with the particular training contract in question

(http://www.skills.vic.gov.au/for-business/recruiting/training/plan)

Steps in Preparing the Training Plan

1. Identify the trainees' training requirement (refer to FORM 4.1)

   - List the competencies or learning outcomes that the trainees need to learn

   - List down the module's title/module of instruction

   - Determine the training duration

2. Sequence the training modules in a logical order so that each element of the job is learned.

3. Identify the training activity or task that the trainee would perform to learn the training requirement

4. Identify the person who will be involved in the training (trainer/supervisor/etc...)

5. Identify the facilities/tools and equipment needed

6. Identify the venue of the training

7. Schedule the training (date and time)

Note:

- The trainer could use other forms as long as it would contain the information needed

- In case that the training would be conducted outside the training center (OJT), the Training Plan must be discussed with the Employer/Industry Trainer so as not to hamper the production of the company.

TRAINING PLAN

Qualification: _____

Trainees' Training Requirements	Training Activity/Task	Mode of Training	Staff	Facilities/Tools and Equipment	Venue	Assessment Arrangement	Date and Time
These are the competencies or learning outcomes that the trainees need to learn *based on the results of the training needs assessment.*	*These are the activities / task that the trainees need to perform to learn the competencies or learning outcome. (this should be discussed with the industry trainer/supervisor of the company/ actual workplace.)*	*This refers to the medium used to deliver the training/facilitate the learning*	*The personnel involved in the training (trainer/ training coordinator/ supervisor/ etc). If possible, the name of the person should be written.*	*The Resources that would be needed during the conduct of the program.* *You could use the TR/CBC as reference.*	*The place where the training will be conducted. In this instance it could be a simulated workplace or the actual workplace (industry/ company)*	*Assessment and judgment on quality of evidence in order to conclude whether you achieved the learning objectives or not*	*Schedule of the training*

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JOB SHEET 4.1-5

Title	: Prepare Training Plan

Performance Objective:

　　In reference to the output of the previous activity, prepare a Training Plan using the attached template.

Supplies	: Bond Paper

Equipment	: PC, Printer with Ink

Reference/s :

　　　　　　Identified trainees' training requirement (Form 4.1-4.4)

Steps/Procedures :

　　Using the list of identified trainees' training requirement (output of previous Job Sheet) prepare the Training Plan. Specifically, you must:

1. Identify training activity/task appropriate to practice/learn the required competency/learning outcome (if the training will be conducted in a company, this should be discussed with the industry trainer/supervisor)

2. Identify the staff responsible for the training

3. Identify the training delivery Mode

4. List down tools, equipment and materials needed per training activity

5. Determine trainees' training requirement

6. Identify the venue of the training

7. Identify the assessment method to be employed

8. Schedule the training

Assessment Method:

　　Portfolio Assessment, Questioning

TRAINING PLAN

Qualification: _____

Trainees' Training Requirements	Training Activity/Task	Mode of Training	Staff	Facilities/Tools and Equipment	Venue	Assessment Method	Date and Time

PERFORMANCE CRITERIA CHECKLIST 4.1-5

Trainee's Name: _____ Date : _____

CRITERIA **Did you…**	YES	NO
1. Identify training activity/task appropriate to practice/learn the required competency/learning outcome?		
2. Identify the staff responsible for the training?		
3. Identify the training delivery mode?		
4. List down the tools, equipment and materials needed per training activity?		
5. Determine trainees' training requirement?		
6. Identify the venue of the training?		
7. Identify the Assessment method to be employed?		
8. Schedule the training activities?		

Comments/Suggestions:

_____

_____

_____

Trainer's Signature: _____ Date : _____

LEARNING OUTCOME NO. 2:

MONITOR WORK-BASED TRAINING

Contents:

1. Training Facilities for Work-Based Learning
2. Monitoring Tools for Work-Based Training
3. Feedback

Assessment Criteria:

1. Work-based training venue and facilities are prepared in accordance with requirements to ensure training arrangements are met
2. Trainees progress is monitored and recorded against the training plan and contingencies are addressed
3. Work performances are observed and alternative approaches are suggested
4. OHS requirements are monitored to ensure health, safety and welfare of the trainees
5. Feedback is provided to trainees about work performance

Conditions:

The student/trainee must be provided with the following:

1. Workplace location (simulated workplace)
2. Equipment
   a. Computer
3. Training Materials may include but not limited to:
   b. Learning Packages
   c. Bond Papers
   d. Ball Pens
   e. Whiteboard Marker
   f. Manuals
   g. Competency Standard
   h. Training Regulations

Assessment Method:

1. Written examination

2. Demonstration with oral questioning

3. Portfolio

4. Third Party Report

LEARNING EXPERIENCES

LEARNING OUTCOME (LO) 2

MONITOR WORK-BASED TRAINING

Learning Activities	Special Instruction
Read Information Sheet 4.2-1 on Training Facilities for Work-Based Training	This learning outcome is about monitoring of work-based learning. You shall prepare monitoring tools and practice how to use them.
Answer Self-Check 4.2-1 Compare answers to Answer Key 4.2-1	The outputs of this LO shall be the following:
Read Information Sheet 4.2-2 on the Monitoring Tools in Work-Based Training	1. Trainees Record Book 2. Trainees Record Sheet Feel free to consult your facilitator while preparing these monitoring tools. Use Performance Criteria Checklist to evaluate your own outputs.
Answer Self-Check 4.2-2 Compare answers to Answer Key 4.2-2	Soft copies of the templates needed for these activities are available from your facilitator.
Perform Job Sheet 4.2-2a on how to prepare Trainees Record Book Evaluate own output using the Performance Criteria Checklist 4.2-2a	Submit your outputs to your facilitator for evaluation and recording in the achievement chart.
Perform Job Sheet 4.2-2b on how to prepare Trainee's Progress Sheet Evaluate own output using the Performance Criteria Checklist 4.2-2b	

INFORMATION SHEET 4.2-1
Training Facilities for Work-Based Learning

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to

1. identify the facilities for training based on the trainees training requirement;

2. classify training facilities.

Going back to the definition of competency which is the possession and application of knowledge, skills and attitude to perform work activities to the standard expected in the workplace, all three related to work needs. A moment's pause of reflection brings the realization that these are unlikely to be met well unless the correct equipment or materials or facilities are available. Thus, the preparation of training facilities for a work-based training is very important.

For work-based training conducted within the industry/company it is assumed that the necessary equipment and machineries are already available, although as a trainer, you have to check whether all of which are in place and can be used by the trainees during training. It is also important to discover, however, what additional materials will help. Books, pamphlets, diagrams, models may help trainees to develop their knowledge and skills more quickly.

If the work-based training shall be conducted within the training center, then it is even more important to build the correct range of resources. At this juncture the trainer's knowledge on the content of the training regulations will again come into use.

On earlier discussion about the Training Regulations, Section 3 of which is the Training Standards wherein the List of Tools, Equipment and Materials as well as the Training Facilities are included. These would serve as guide for trainers in the preparation of the resources that is required for the trainee's training requirement.

Note that trainers must identify from the list what are the required tools, equipment and materials; and facilities that the trainees would use to attain the required competency/ies based on the training plan. The trainer should also check with the person concerned the availability of these resources before starting the training.

See sample of the list on the next page

SAMPLE OF THE LIST FOR PLUMBING NC I
LIST OF TOOLS, EQUIPMENT AND MATERIALS
PLUMBING NC I

Recommended list of tools, equipment and materials for the training of 25 trainees for Plumbing NC I.

TOOLS		EQUIPMENT		MATERIAL	
Qty.	Description	Qty.	Description	Qty.	Description
6 units	Pipe wrench	2 units	Pressure pump devices	6 roll	Pattern paper
2 units	Pressure gauge	2 units	Pipe vise(chain or Yoke	2 box	Pen and pencil
6 units	Flaring tools	2 units	Pipe reamer	6 units	Pipe system drawing
6 units	Aligning tools	6 units	Pipe support and braces	6 units	Plastic plugs
6 units	Bending tools	12 units	Drawing table	6 units	Plugs G.I.
4 units	Steel square	1 units	Welding machine	2 units	Drum
6 units	Reamer (Pipe)	1 units	Threading machine	12 units	Hard hat
6 units	Swaging tools	1 units	Cutting outfit-set	12 units	Safety shoes
12 units	Chisel 1" to 1-1/2"	4 units	Blow torch	12 units	Goggles
6 units	Flaring tools	6 units	Solder	24 units	Copper pipes fittings
6 units	Cold chisel	2 units	Fire extinguisher	2 units	Blue print plan
6 units	Saw	2 units	Drill	24 units	PVC pipes joints
2 units	Push cart	2 units	Concrete cutter	6 units	Welding mask

4 units	Shovel			12 units	Gloves
6 units	Pointing trowel			6 units	Soldering Paste
12 units	Push pull rule			6 units	Brazing compound
6 units	Spirit level or water hose level			12 units	Safety shoes
				12 units	Ear muff

TRAINING FACILITIES

The Construction – Civil Works (Plumbing) NC I workshop must be of concrete structure. Based on class size of 25 students/trainees the space requirements for the teaching/learning and circulation areas are as follows:

TEACHING/LEARNING AREAS	SIZE IN METERS	TOTAL AREA IN SQ. METERS
Wash/ comfort room	2 x 3	6.0
Tool and storage room	2.5 x 4	10.0
Laboratory area (working area)	6 x 4	24.0
Learning Resource Center/ conference area	4 x 5	20.00
Total Workshop Area		**60.0**

INFORMATION SHEET 4.2-2
Monitoring Tools for Work-based Training

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. identify tools for monitoring work-based training;

2. explain the importance of monitoring training activities in work-based training.

Training design always involves gathering of data, planning, implementation, monitoring and evaluation. In the previous lessons you learned how to gather training needs, develop the training plan and prepare facilities for training.

In this lesson, you will be introduced to various monitoring tools that will be helpful during work-based training.

Monitoring

Monitoring is the routine assessment of ongoing activities and progress. It is the systematic and continuous assessment of the progress of a piece of work over time. It is a basic and universal management tool for identifying strengths and weaknesses in a programme. Its purpose is to help all the people involved make appropriate and timely decisions that will improve the quality of the work.

It is the primary role of the trainer to monitor the training. This is to ensure that trainees would attain the required competency at the end of the training program for them to be ready for the assessment.

At this context, trainer must be able to prepare materials that can be used to closely monitor the type of training program conducted.

Here are the two most commonly used monitoring tools:

1. **Training Plan**
   The training plan is the basis of the training of individual trainee. The industry supervisor should have a copy of this plan which shall serve as a reminder of individual trainee activities in the industry.

   Always remember that work-based training should also be self-paced and individualized. Each trainee may have a different training plan

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from each other as a result of your activity in determining training needs. Work-based training should always be based on the training needs of individual trainee.

2. Trainee's Record Book (TRB)

The objective of the Training Record Book is to record the achievement of competencies agreed within the training plan while in the industry.

This record is an important document that must be kept by the trainee throughout the training and given to the trainer/industry trainer or supervisor, when requested, for inspection and to have entries updated, on a regular basis.

This is a record of all training activities undergone by the individual trainee based on the training plan. The TRB should contain the activities in the Training Plan. Each trainee should keep his own TRB and lets the supervisor affix his signature everyday so that all activities are monitored by the supervisor and are recorded in the TRB.

The TRB may also be used to:

- Show to employers the training you have completed
- Gain credits or exemptions in other training courses
- Serves as reference in preparing for future job applications
- Determine your competency level thereby supporting eligibility for wage progression
- Confirm completion of the training program and your eligibility for the issuance of training certificate; and
- Assess your skill levels should competency be the subject of dispute between you and your employer

In preparing the TRB, it may be more difficult to be preparing different TRB per trainee. It is therefore recommended that you prepare one TRB for your qualification then copy the activities required of individual trainees from the training plan of each trainee.

See sample of Trainees' Record Book

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Technical Education and Skills Development Authority

___(your institution)___

TRAINEE'S RECORD BOOK

I.D.

Trainee's No._____

NAME: _____

QUALIFICATION: _____PLUMBING NC II_____

TRAINING DURATION :_____

TRAINER: _____

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Instructions:

This Trainees' Record Book (TRB) is intended to serve as record of all accomplishment/task/activities while undergoing training in the industry. It will eventually become evidence that can be submitted for portfolio assessment and for whatever purpose it will serve you. It is therefore important that all its contents are viably entered by both the trainees and instructor.

The Trainees' Record Book contains all the required competencies in your chosen qualification. All you have to do is to fill in the column "Task Required" and "Date Accomplished" with all the activities in accordance with the training program and to be taken up in the school and with the guidance of the instructor. The instructor will likewise indicate his/her remarks on the "Instructors Remarks" column regarding the outcome of the task accomplished by the trainees. Be sure that the trainee will personally accomplish the task and confirmed by the instructor.

It is of great importance that the content should be written legibly on ink. Avoid any corrections or erasures and maintain the cleanliness of this record.

This will be collected by your trainer and submit the same to the Vocational Instruction Supervisor (VIS) and shall form part of the permanent trainee's document on file.

THANK YOU.

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NOTES:

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Unit of Competency: 1 PREPARE PIPES FOR INSTALLATION

NC Level I

Learning Outcome	Task/Activity Required	Date Accomplished	Instructors Remarks
• Lay out measurements • Cut pipe within the required length and according to job requirements • Thread pipes in accordance with standard thread engagement			

_____

Trainee's Signature

_____

Trainer's Signature

Unit of Competency: 2 PERFORM MINOR CONSTRUCTION WORKS

NC Level I

Learning Outcome	Task/Activity Required	Date Accomplished	Instructors Remarks
•Perform piping lay outs •Cut pipes through walls and floors			

_____

Trainee's Signature

_____

Trainer's Signature

Unit of Competency: <u>3 MAKE PIPING JOINTS AND</u> CONECTIONS

Unit of Competency: <u>4 PERFORM SINGLE UNIT PLUMBING</u> <u>INSTALLATION AND ASSEMBLES</u>

NC Level I

Learning Outcome	Task/Activity Required	Date Accomplished	Instructors Remarks
•Fit-up joints and fittings for PVC pipe •Perform threaded pipe joints and connections •Caulk joints\			

_____
Trainee's Signature

_____
Trainer's Signature

NC Level I

Learning Outcome	Task/Activity Required	Date Accomplished	Instructors Remarks
•Prepare for plumbing works •Install pipe and fittings •Install hot and cold water supply •Install/assemble plumbing fixtures			

_____
Trainee's Signature

_____
Trainer's Signature

Unit of Competency: <u>5 PERFORM PLUMBING REPAIR AND</u>

<u>MAINTENANCE WORKS</u>

NC Level I

Learning Outcome	Task/Activity Required	Date Accomplished	Instructors Remarks
• Clear clogged pipes •clear clogged fixtures			

_____   _____

Trainee's Signature   Trainer's Signature

3. Trainee's Progress Sheet

Progress chart can be for a) an individual trainee or b) for a group of trainees. For individual trainees, use Trainee Progress Sheet. For a class, use the Class progress Chart.

The Class progress chart is more appropriately used in a workshop where all trainees train. This is a record and monitor of the learning outcomes accomplished by the trainees.

In work-based training, the trainees progress sheet is more appropriately used. This is a monitor of individuals accomplishments as per training plan. This is accomplished by the training supervisor and is monitored by the trainer or the industry coordinator of the training institution. Data on the progress sheet should summarize the data in the Trainees Record Book.

Here are the steps in preparing and accomplishing the Trainees Progress Monitoring Chart:

1. From the Training Plan, identify the training activities per unit of competency or learning module;

2. Prepare a summary of competencies that the trainee has to attain/master; (These are the series of competencies that the trainee has to perform/do to be able to master the required competency. If the competency have to be mastered in sequence, the listing should also be listed in sequence)

3. From the list, check from time to time the development of the trainees.

4. Indicate the nominal duration for each unit of competency/learning outcome

5. Indicate also the date when the training started and when it finished per activity.

See Sample Trainee Progress Monitoring Chart and Class Progress Chart.

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TRAINEE'S PROGRESS SHEET

Name : JUAN DELA CRUZ **Trainer** :

Qualification : Machining NC I **Nominal Duration** :

Units of Competency	Training Activity	Training Duration	Date Started	Date Finished	Rating	Trainee's Initial	Supervisor's Initial
Total							

Note: *The trainee and the supervisor must have a copy of this form. The column for rating maybe used either by giving a numerical rating or simply indicating competent or not yet competent. For purposes of analysis, you may require industry supervisors to give a numerical rating for the performance of your trainees. Please take note however that in TESDA, we do not use numerical ratings.*

JOB SHEET 4.2-2a
Title   :   Prepare Trainee's Record Book

Performance Objective:

      In reference to the output of the previous activity which is the Training Plan, prepare your Trainees Record Book following suggested Template.

Supplies	:	Bond Paper
Equipment	:	PC, Printer with Ink
Reference/s	:	Training Plan
		Training Regulations

Steps/Procedures :

1. Secure a copy of the CBC of your qualification;

2. Prepare the template for each competency of your qualification. It is recommended that you make a TRB for the qualification as a template.

3. List the learning outcomes for each competency;

4. Secure a copy of the Training Plan you accomplished in previous Job Sheet.

5. To make a TRB for a particular trainee, copy the training activities identified in the training plan.

6. Using hypothetical data, try to accomplish TRB for at least one competency.

7. Evaluate your output using the Performance Criteria Checklist.

Assessment Method:

    Portfolio Assessment, Questioning

PERFORMANCE CRITERIA CHECKLIST 4.2-2a

Trainee's Name: _____ Date : _____

CRITERIA	YES	NO
1. Are all competencies of the qualification included?		
2. Are all learning outcomes included in the TRB?		
3. Are tasks/activities listed in the LOs based on Training Plan developed in the previous Job Sheet?		
4. Is there an accomplished competency based on hypothetical data?		
5. Are columns to be accomplished by the training supervisor accomplished and signed?		
6. Are columns to be accomplished by the trainee filled up and signed?		

Comments/Suggestions:

_____

_____

_____

Trainer's Signature: _____ Date : _____

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<td rowspan="2">Trainers Methodology Level I</td>
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<td colspan="2">Document No. NTTA-TM1-03</td>
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	JOB SHEET 4.2-2b

Title	:	Prepare Trainee's Progress Sheet

Performance Objective:

   In reference to the output of the previous activity which is the Training Plan, prepare your Trainee's Progress Sheet following suggested Template.

Supplies	:	Bond Paper

Equipment	:	PC, Printer with Ink

Reference/s	:	Training Plan
		Training Regulations

Steps/Procedures :

1. Secure a copy of the CBC of your qualification;

2. Prepare the template for each competency of your qualification. It is recommended that you make a TRB for the qualification as a template.

3. Secure a copy of the Training Plan you previously prepared.

4. Using the suggested template, prepare a trainees progress sheet for one trainee.

5. Using hypothetical data, try to accomplish the Trainees Progress Sheet.

6. Evaluate your output using the Performance Criteria Checklist.

Assessment Method:

   Portfolio Assessment, Questioning

PERFORMANCE CRITERIA CHECKLIST 4.2-2b

Trainee's Name: _____ Date : _____

CRITERIA	YES	NO
1. Are all competencies of the qualification included?		
2. Are tasks/activities listed in the LOs based on Training Plan?		
3. Are hypothetical data correctly filled in the Trainee's Progress Chart?		
4. Are columns to be accomplished by the training supervisor accomplished and signed?		
5. Are columns to be accomplished by the trainee filled up and signed?		

Comments/Suggestions:

_____

_____

_____

Trainer's Signature: _____   Date : _____

INFORMATION SHEET 4.2-3
Feedback

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. provide the necessary feedback to trainees

2. state the purpose of feedback

3. identify the characteristic of an effective feedback

It is important for trainees to know how well they are doing as they learn. This is because the knowledge that they are doing well gives trainees a sense of achievement which motivates them to learn more. Similarly, it is also important to let trainees know when they have made a mistake so that they will learn from it and take corrective measures. Hence, it is absolutely essential for trainers to monitor trainees' learning and give them feedback. Feedback can be given to individual trainee, to a group of them, or to the whole class. It would be more efficient if the whole class can share in the monitoring process and the feedback.

Purpose of giving feedback:

1. Provide basis for maintaining or improving performance
2. Provide forum for assessing need and planning additional experiences/activities

Characteristics of an Effective Feedback

1. Relates performance to the standards
Shows how the performance compares to the standard, exemplar or goal
(John, your session plan did not include the learning objective as shown here in the standard session plan)

2. Relates performance to strategies
Give trainees feedback about how well they apply specific strategies or steps
(John, you set up the table correctly, I can see that you followed the guidelines in setting up the table)

3. Indicates progress
By placing the feedback in the context of previous expected performance
(Mona, your session plan has improved by showing logical sequence in your presentation. Now you need to improve in developing your information sheet)

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4. Indicates corrective procedures/action

Corrective action is pragmatic and possible. It gives students specific actions in which they can manage to improve

(you have made errors in presenting your modules of instruction. Please refer to module #1 and review how it should be presented)

5. Is given frequently & immediately

Provide more frequent, immediate feedback when you:
- Develop or select activities with built-in opportunities for feedback;
- Go around to monitor individual work making comments to trainees performance;
- Provide examples and directions to trainees so they can self assess
- Use examples of ongoing trainee's work to show all trainees mistakes and corrections
- Use techniques during discussion to monitor the progress of all learners

6. Is specific and descriptive

If your feedback is not specific and descriptive, it will not be helpful to the trainee. It will only communicate a sense of goodness or badness to the performance of the learner

(Mario, I want the way you develop your information sheet because it is very informative)

7. Focuses on key errors

It is best to determine what the most significant error is or what changes will be most helpful to the learner

8. Focuses on effort attribution

Effort attributions are helpful because they help establish a positive self efficiency that communicate an ability to do work successfully. It is specifically important for low performing trainees. Too often, these participants develop attribution that they are successful for some external reason (luck, trainors help, co-trainees assistance)

Guidelines in Giving Constructive Feedback

- All comments shall be based on observable behaviour and not assumed motives or intents;
- Positive comments should be made first in order to give the trainees confidence and gain his/her attention;
- Language should be descriptive of specific behaviours rather than general comments indicating value judgements;

- Feedback should emphasize the sharing of information. There should be opportunities for both parties to contribute
- Feedback should not be detailed and broad so as to overload the trainees
- Feedback should deal with the behaviours the trainees can control and change;
- Feedback requires the ability to tolerate the feeling of discomfort

Praise

Is a type of feedback that is very helpful to the trainee when it draws attention to the trainees progress and performance in relation to standards. As trainer, we should often use praise to our trainees' performance so that he/she will be motivated to do the activities consistently and with quality

Do's and Don'ts of Effective Praise

DO'S	DON'T
- Focus on specific accomplishment - Attribute success to effort and ability - Praise spontaneously - Refer to prior achievement - Individualize and use variety - Give praise immediately - Praise correct strategies leading to success - Praise accurately with credibility - Praise privately - Focus on progress	- Focus on general or global achievements - Attribute success to luck or other's help - Praise predictably - Ignore prior achievement - Give the same praise to all students - Give praise much later - Ignore strategies - Praise for under performance - Praise publicly - Focus solely on current performance

SELF CHECK 4.2-3

Instruction: Answer each question briefly and responsively.

1. Why is it important to give feedback to trainees?

2. What are the different types of feedback?

3. Enumerate the 8 characteristics of an effective feedback?

4. Give one guideline of constructive feedback?

5. How will you motivate your learner to perform his activities consistently and with quality?

MODEL ANSWER 4.2-3

1. Why is it important to give feedback to trainees?

   Feedback is important to trainees for them to know how well they are doing as they learn. This is because the knowledge that they are doing well gives trainees a sense of achievement which motivates them to learn more. Similarly, it is also important to let trainees know when they have made a mistake so that they will learn from it and take corrective measures.

2. What are the different types of feedback?

   Constructive Feedback and Praise

3. Enumerate the 8 characteristic of an effective feedback?
   - Relates performance to standards
   - Relates performance to strategies
   - Indicates progress
   - Indicates corrective procedures/action
   - Given frequently and immediately
   - Specific and descriptive
   - Focus on key error
   - Focuses on effort attributions

4. Give one guideline of constructive feedback?

   Positive comments should be made first in order to give the students confidence and motivation.

5. How will you motivate your learner to perform his activities consistently and with quality?

   To motivate the trainee to perform his activities consistently and with quality, the trainer must continuously give feedback.

LEARNING OUTCOME NO. 3:

REVIEW AND EVALUATE WORK-BASED LEARNING EFFECTIVENESS

Contents:

1. Work-based Evaluation Tools

2. Program Evaluation Analysis

Assessment Criteria:

1. Work performance and learning achievement are analyzed in accordance with requirements

2. Trainees are encouraged to provide feedback on their learning experience

3. The effectiveness of the work-based learning is evaluated against the objectives

4. Improvements and changes to work-based learning are recommended based on the review process

Conditions:

The student/trainee must be provided with the following:

1. Workplace location (simulated work-place)

2. Equipment

3. Computer

Training Materials

  a. Learning Packages

  b. Bond Papers

  c. Ball Pens

  d. Whiteboard Marker

  e. Manuals

  f. Competency Standard

  g. Training Regulations

Assessment Method:

1. Written examination

2. Demonstration with oral questioning

3. Portfolio

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LEARNING EXPERIENCES

LEARNING OUTCOME (LO) 3

REVIEW AND EVALUATE WORK-BASED TRAINING EFFECTIVENESS

Learning Activities	Special Instruction
Read Information Sheet 4.3-1 on Work-based Evaluation Tools	
Answer Self-Check 4.3-1 Compare your answer with Answer Key 4.3-1	
Read Information Sheet 4.3-2 on Program Evaluation Interpretation and Analysis	
Answer Self-Check 4.3-2 Compare your answers with Answer Key 4.3-2	

INFORMATION SHEET 4.3-1
Work-Based Training Evaluation Tools

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to;

1. Enumerate ways of evaluating the effectiveness of work-based training;

2. explain how to prepare work-based training evaluation tools.

Program evaluation is very important in training because this will help you gauge the success of the program. Evaluation will give information on what aspect of the program needs improvement.

In this lesson, you will learn how to use questionnaires and other evaluation tools.

Training Evaluation

Evaluation should be regularly done during and at the completion of the training program. Evaluation measures trainee progress and provides performance feedback to the instructor and the trainees that served to reward success and identify needed improvement in trainee performance. Trainees's performance is also used to evaluate the effectiveness of the training program.

One very important role of the trainer is to evaluate the training for its improvement. The trainer should gather information for analysis of the learning experience.

Below are some items to be considered in the training evaluation:

Review of the Training Plan

The trainer must review and evaluate his/her Training Plan and identify the parts that were changed during the implementation. State the reasons why these changes were necessary. This is a very important step in improving your Training Plan for the succeeding training sessions. Reflect these also in your session plan at the trainer's reflection portion.

Evaluate Trainee's Progress Report

The trainer shall evaluate the trainees' performance and record learning achievements in their individual progress sheet. From these, make a summary of the trainee's progress chart. Note the time required for the trainees to accomplish each task and identify the areas where the trainees

had the most difficulty. From these, you can identify learning strategies that can be used to improve learning of trainees.

Feedback from the Trainees

Feedback from the trainees is a very good source of information regarding the implementation of the work-based training. Although, it is very seldom that they would openly make comments on the way the training was done, it would be very helpful if the trainer could accomplish a questionnaire which the trainees answer at the end of the training session.

The questionnaire must be made simple to accomplish but must include feedback regarding the trainer, learning activities or tasks, the content, the resources provided and the assessment process to make it more responsive to the areas to be assessed.

Sample evaluation questionnaires are recommended for use. You may improve these questionnaires to include areas that may deem necessary for the improvement of industry training.

For purposes of our discussion on how evaluate work-based training, we shall be using these questionnaires as basis.

TRAINING SESSION EVALUATION FORM

INSTRUCTIONS:

This post-training evaluation instrument is intended to measure how satisfactorily your trainer has done his job during the whole duration of your training. Please give your honest rating by checking on the corresponding cell of your response. Your answers will be treated with utmost confidentiality.

TRAINERS/INSTRUCTORS Name of Trainer: _____	1	2	3	4	5
1. Orients trainees about CBT, the use of CBLM and the evaluation system					
2. Discusses clearly the unit of competencies and outcomes to be attained at the start of every module					
3. Exhibits mastery of the subject/course he/she is teaching					
4. Motivates and elicits active participation from the students or trainees					
5. Keeps records of evidence/s of competency attainment of each student/trainees					
6. Instill value of safety and orderliness in the classrooms and workshops					
7. Instills the value of teamwork and positive work values					
8. Instills good grooming and hygiene					
9. Instills value of time					
10. Quality of voice while teaching					
11. Clarity of language/dialect used in teaching					
12. Provides extra attention to trainees and					

students with specific learning needs					
13. Attends classes regularly and promptly					
14. Shows energy and enthusiasm while teaching					
15. Maximizes use of training supplies and materials					
16. Dresses appropriately					
17. Shows empathy					
18. Demonstrates self-control					

This post-training evaluation instrument is intended to measure how satisfactorily your trainer prepared and facilitated your training. Please give your honest rating by checking on the corresponding cell of your response. Your answers will be treated with utmost confidentiality.

Use the following rating scales:

5 - Outstanding

4 - Very Good/Very Satisfactory

3 – Good/Adequate

2 – Fair/Satisfactory

1 – Poor/Unsatisfactory

PREPARATION	1	2	3	4	5
1. Workshop layout conforms with the components of a CBT workshop					
2. Number of CBLM is sufficient					
3. Objectives of every training session is well explained					
4. Expected activities/outputs are clarified					
DESIGN AND DELIVERY	1	2	3	4	5
1. Course contents are sufficient to attain objectives					
2. CBLM are logically organized and presented					
3. Information Sheet are comprehensive in providing the required knowledge					
4. Examples, illustrations and demonstrations help you learn					
5. Practice exercises like Task/Job Sheets are sufficient to learn required skills					
6. Valuable knowledge are learned through the contents of the course					
7. Training Methodologies are effective					
8. Assessment Methods and evaluation system are suitable for the trainees and the competency					
9. Recording of achievements and competencies acquired is prompt and comprehensive					
10. Feedback about the performance of learners are given immediately					

TRAINING FACILITIES/RESOURCES	1	2	3	4	5
1. Training Resources are adequate					
2. Training Venue is conducive and appropriate					
3. Equipment, Supplies, and Materials are Sufficient					
4. Equipment, Supplies and Materials are suitable and appropriate					
5. Promptness in providing Supplies and Materials					
SUPPORT STAFF	1	2	3	4	5
1. Support Staff are accommodating					

Comments/Suggestions:

_____

_____

_____

1. Self Evaluation

The trainer shall design a self-evaluation questionnaire that he/she shall answer after the conduct of the training. This shall serve as a checklist of what he/she must do. A short sample is given below.

During the session, did I?	Yes	No
1. Establish an atmosphere of trust?		
2. Encourage participation of the trainees?		
3. Assist the trainees when they needed assistance?		
4. Consider the feedback of trainees?		
5. Remain aware of non verbal communication?		
6. Praise effort?		
7. Summarize key points?		
8. Vary activities and tasks to aid attainment of competency?		
9. Provide opportunities for practice?		
10. Achieve the learning objectives?		

Sample questions that the trainer could answer:

1. Were there any parts of the session which did not run as expected? Why?

2. Did any unexpected problem arise? Did I deal with them correctly?

3. Were the session outcomes achieved? If not, why?

4. Should anything be changed for the next training sessions?

SELF-CHECK 4.3-2

Instructions: Answer the following questions briefly and responsively.

1. Why is Training Evaluation important?

2. What are the ways in evaluating training?

3. How can you encourage feedback from the trainees?

4. Why is there a need to summarize trainees progress chart/report?

MODEL ANSWER 4.3-2

1. Why is Training Evaluation important?

   Training evaluation is important because it measures trainee progress and provides performance feedback to the instructor and the trainees and identifies needed improvement in trainee performance. It would also serve as input in the delivery of the training.

2. What are the ways in evaluating training?

   ➢ Review of the Training Plan
   ➢ Summarize Trainee's Progress Report
   ➢ Feedback from the Trainees
   ➢ Self Evaluation

3. How can you encourage feedback from the trainees?

   To encourage trainees to give their feedback, it would be very helpful if the trainer could prepare a questionnaire which the trainees answer at the end of the training session

4. Why is there a need to summarize trainees' progress chart/report?

   The summary could provide the trainer the data on required time for the trainees to accomplish each task and identify the areas where the trainees had the most difficulty, thus learning strategies that can be identified to improve learning of trainees.

The Supervised Industry Training or On the Job Training Evaluation Form below is a sample evaluation for to evaluate the implementation of SIT and OJT. It is recommended that this evaluation form be used and improved so that appropriate areas to be evaluated are covered.

SUPERVISED INDUSTRY TRAINING OR ON THE JOB TRAINING EVALUATION FORM

Dear Trainees:

The following questionnaire is designed to evaluate the effectiveness of the Supervised Industry Training (SIT) or On the Job Training (OJT) you had with the Industry Partners of (your institution). Please check ( ) the appropriate box corresponding to your rating for each question asked. The results of this evaluation shall serve as a basis for improving the design and management of the SIT in SICAT to maximize the benefits of the said Program. Thank you for your cooperation.

Legend:

> 5 – Outstanding
>
> 4 – Very Good/ Very Satisfactory
>
> 3 – Good/Adequate
>
> 2 – Fair/ Satisfactory
>
> 1 – Poor/Unsatisfactory
>
> NA – not applicable

Item No.	Question	Ratings					
	INSTITUTIONAL EVALUATION	1	2	3	4	5	NA
1	Has (your institution) conducted an orientation about the SIT/OJT program, the requirements and preparations needed and its expectations?						
2	Has (your institution) the provided the necessary assistance such as referrals or recommendations in finding the company for your OJT?						

3	Has (your institution)showed coordination with the Industry partner in the design and supervision of your SIT/OJT?							
4	Has your in-school training adequate to undertake Industry partner assignment and its challenges?							
5	Has (your institution) monitored your progress in the Industry?							
6	Has the supervision been effective in achieving your OJT objectives and providing feedbacks when necessary?							
7	Did (your institution) conduct assessment of your SIT/OJT program upon completion?							
8	Were you provided with the results of the Industry and (your institution)'s assessment of your OJT?							
Comments/Suggestions:								

Item No.	Question	Ratings					
	INDUSTRY PARTNER	1	2	3	4	5	NA
1	Was the Industry partner appropriate for your type of training required and/or desired?						
2	Has the industry partner designed the training to meet your objectives and expectations?						
3	Has the industry partner showed coordination with (your institution) in the design and supervision of the SIT/OJT?						
4	Has the Industry Partner and its staff welcomed you and treated you with respect and understanding?						
5	Has the industry partner facilitated the training, including the provision of the necessary resources such as facilities and equipment needed to achieve your OJT objectives?						
6	Has the Industry Partner assigned a supervisor to oversee your work or training?						
7	Was the supervisor effective in supervising you through regular meetings, consultations and advise?						
8	Has the training provided you with the necessary technical and administrative exposure of real world problems and practices?						
9	Has the training program allowed you to develop self-confidence, self motivation and positive attitude towards work?						
10	Has the experience improved your personal skills and human relations?						

11	Are you satisfied with your training in the Industry?						

Comments/Suggestions:

Signature: _____

Printed Name: _____   Qualification: _____

Host Industry Partner _____   Supervisor: _____

Period of Training: _____   Instructor: _____

INFORMATION SHEET 4.3-2
Program Evaluation Interpretation and Analysis

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to

1. interpret the evaluation result; and
2. analyze evaluation results

Evaluation tools are effective instruments of evaluation. Its interpretation and analysis are equally important.

In this lesson you will learn how to interpret and analyze data.

Analyzing and Interpreting Data

Once the evaluation tools has been administered, it is now the time to analyze and interpret the data collected. Analyzing quantitative and qualitative data is often the topic of advanced research and evaluation methods. There are certain basics which can help to make sense of reams of data.

When analyzing data (whether from questionnaires, interviews, focus groups, or whatever), always start from review of your evaluation goals, i.e., the reason you undertook the evaluation in the first place. This will help you organize your data and focus your analysis. For example, if you wanted to improve your program by identifying its strengths and weaknesses, you can organize data into program strengths, weaknesses and suggestions to improve the program. If you wanted to fully understand how your program works, you could organize data in the chronological order in which clients go through your program. If you are conducting an outcomes-based evaluation, you can categorize data according to the indicators for each outcome.

1. Make copies of your data and store the master copy away. Use the

Basic analysis of "quantitative" information (for information other than commentary, e.g., ratings, rankings, yes's, no's, etc.):

copy for making edits, cutting and pasting, etc.

2. Tabulate the information, i.e., add up the number of ratings, rankings, yes's, no's for each question.

3. For ratings and rankings, consider computing a mean, or average, for each question. For example, "For question #1, the average ranking was 2.4". This is more meaningful than indicating, e.g., how many respondents ranked 1, 2, or 3.

<table>
<tr><td rowspan="4">
NTTA-TESDA
NATIONAL TVET
QA System TRAINERS ACADEMY</td><td rowspan="2">Trainers Methodology Level I</td><td>Date Developed:
July 2010</td><td colspan="2">Document No. NTTA-TM1-03</td></tr>
<tr><td>Date Revised:
March 2012</td><td>Issued by:

NTTA</td><td rowspan="3">Page 92 of 100</td></tr>
<tr><td rowspan="2">Supervising Work-Based Learning</td><td>Developed by:
Nomer Pascual
Redilyn C. Agub</td></tr>
<tr><td>Revision # 01</td></tr>
</table>

How to compute the average or the mean:

1. Add the points per item per rater
2. Divide the sum by the total number of raters

Example:

Rater	Rating for Item 1	Rating for Item 2
Rater A	3	
Rater B	4	
Rater C	5	
Rater D	2	
Rater E	4	

Total points   = 18

Number of Rater = 5

Computing for the Average or Mean

$$\text{Average} = \frac{\text{Total Points}}{\text{Number of Rater}}$$

$$\text{Average} = \frac{18}{5}$$

$$\text{Average} = 3.6$$

Consider conveying the range of answers, e.g., 20 people ranked "1", 30 ranked "2", and 20 people ranked "3".

Sample range:

0.00 - 1.49	=	Poor/Unsatisfactory
1.50 - 2.49	=	Fair/ Adequate
2.50 - 3.49	=	Good/Satisfactory
3.50 - 4.49	=	Very Good/Very Satisfactory
4.50 - 5.0	=	Outstanding

Basic analysis of "qualitative" information (respondents' verbal answers in interviews, focus groups, or written commentary on questionnaires):

1. Read through all the data.
2. Organize comments into similar categories, e.g., concerns, suggestions, strengths, weaknesses, similar experiences, program inputs, recommendations, outputs, outcome indicators, etc.
3. Label the categories or themes, e.g., concerns, suggestions, etc.
4. Attempt to identify patterns, or associations and causal relationships in the themes, e.g., all people who attended programs in the evening had similar concerns, most people came from the same geographic area, most people were in the same salary range, what processes or events respondents experience during the program, etc.
5. Keep all commentary for several years after completion in case it shall be needed for future reference.

Interpreting Information:

1. Attempt to put the information in perspective, e.g., compare results to what you expected in the following categories: like trainers/instructors pre-training activity, preparation of facilities, design and delivery, training facilities and resources, management

of program staff like support staff; indicate the description of the program's experiences, strengths, weaknesses, etc. (especially if you're conducting a process evaluation).

2. Consider recommendations to help program staff improve the program, conclusions about program operations or meeting goals, etc.

3. Record conclusions and recommendations in a report document, and associate interpretations to justify your conclusions or recommendations.

4. Submit recommendations to the supervisor/administrator, as needed.

TASK SHEET 4.3-2		

Title	:	Interpret and Analyze Program Evaluation

Performance Objective:

　　Given a hypothetical data, you should be able to interpret and analyze data, using the 5 point likert scale.

Supplies	:	Bond Paper
Equipment	:	PC, Printer with Ink
Reference/s	:	Discussion on Work-Based Training

Steps/Procedures :

1. Ask your facilitator for the hypothetical data that you will interpret.
2. Interpret the data using simple averages.
3. Complete the summary table of results.
4. Analyze the data using the 5 point likert scale.
5. Make recommendations based on the results.

Assessment Method:

Portfolio Assessment, Questioning

RATER A

PREPARATION	1	2	3	4	5
1. Workshop layout conforms with the components of a CBT workshop		x			
2. Number of CBLM is sufficient			x		
3. Objectives of every training session is well explained			x		
4. Expected activities/outputs are clarified			x		

RATER B

PREPARATION	1	2	3	4	5
1. Workshop layout conforms with the components of a CBT workshop			x		
2. Number of CBLM is sufficient				x	
3. Objectives of every training session is well explained				x	
4. Expected activities/outputs are clarified			x		

RATER C

PREPARATION	1	2	3	4	5
1. Workshop layout conforms with the components of a CBT workshop			x		
2. Number of CBLM is sufficient				x	
3. Objectives of every training session is well explained			x		
4. Expected activities/outputs are clarified					x

Average Ratings

PREPARATION	Average
1. Workshop layout conforms with the components of a CBT workshop	
2. Number of CBLM is sufficient	
3. Objectives of every training session is well explained	
4. Expected activities/outputs are clarified	
General Average	

Range:

                0.00 - 1.49 =   Poor/Unsatisfactory

                1.50 - 2.49 =   Fair/ Adequate

                2.50 - 3.49 =   Good/Satisfactory

                3.50 - 4.49 =   Very Good/Very Satisfactory

                4.50 - 5.0   =   Outstanding

General Interpretation:

_____

_____

_____

Recommendation:

_____

_____

_____

_____

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Technical Education and Skills Development Authority
National TVET Trainers Academy

VALIDATION OF COMPETENCY-BASED LEARNING MATERIALS (CBLMs)

QUESTIONNAIRE
_____

Introduction:

The National TVET Trainers Academy (NTTA) of the Technical Education and Skills Development Authority (TESDA) is undertaking continuous validation of the herein contained Competency-Based Learning Materials (CBLMs), through their actual use, for purposes of improving the CBLMs.

The users of these CBLMs are encouraged to give their valuable comments and recommendations to meet the given purpose. The patience and diligence of the users in answering every item of the questionnaire are requested. All responses shall be treated with confidentiality. As found acceptable, the indicated comments and recommendations would be considered in the process of improvement of the materials.

Instruction:

The questionnaire is divided into two parts. **Part I** requires a more detailed and in-depth analysis of the materials in order to obtain important notes which would greatly contribute to their improvement. **Part II** is more general in approach in gathering comments on the CBLMs.

Please tick ☑ the box corresponding to your answer. If you tick NO, please write your comments, suggestions and observations on the space provided.

Please accomplish the Validation Instrument and submit to your trainer/facilitator at the end of the training.

Module Title :_____

Name:_____

　　　　　　　　　　Last　　　　　　　　　　First　　　　　　　　　　M.I.

Position/Designation:_____No. of Years of Experience as Trainer _____

Title of Qualifications Earned:_____

Educational
　　Attainment:_____

Training Institution/ Company_____

Address: _____

Tel/CP Nos. _____ E-mail Address: _____

Signature:_____Date:_____

PART I

*Please check the appropriate box. Aside from the correctness and orderliness of the materials, please write on the space provided your specific comments, suggestion and observation especially when you check the box corresponding to the **NO** reply.*

1) **COVER PAGE:**

Does the Cover Page supplies enough information to immediately recognize that the material is a CBLM?

YES	NO

If the answer is **NO**, please indicate your suggestion/observation.

COVER PAGE:_____

_____

_____

_____

_____

	YES	NO
2) **Table of Content**: Are all the materials inside the package listed down in correct sequential order ? _____ _____		
3) **CBLM User's Guide**: Does the CBLM User's Guide give clear direction on how to use the CBLM? _____ _____		
4) **List of Competency**: Does this page inform and guide you on the scope of the material and give you a comprehensive top down perspective of the whole program? _____		

_____

5) Module Content: Does this page help you understand the different activities of the module which conforms to the requirement of the competency standard/competency-based curriculum?

	YES	
	NO	If NO, please specify which part of the Module Content NOT helpful to you and give us your suggestion.

_____
_____
_____

6) Competency Summary: Does this material give you clear introduction and description of the unit of competency you are about to learn, including the Learning Outcomes and Assessment Criteria?

	YES	
	NO	If NO, please specify which part of the Competency Summary not clear to you and give us your suggestion.

_____
_____
_____

7) Learning Outcome Summary: Does the content of the Learning Outcome Summary give you a clear outline of the Contents, Performance Criteria, Condition and Assessment Method that would take place in a given Learning Outcome?

	YES	
	NO	If NO, please specify which part of the Learning Outcome Summary is not clear to you and give us your suggestion.

_____
_____
_____

8) Learning Experience: Does the content of this page give you a clear and sequential guide to the activities in a specific Learning Outcome?

YES	
NO	If NO, please specify which part of the Learning Experience is not clear and in order.

_____

_____

9) Are the **Information Sheets** readable, easy to understand and address the knowledge requirements of the specific Learning Outcome?

YES	
NO	If **NO**, please specify which Information Sheet is not an appropriate learning content.

_____

_____

_____

10) Are the **Information Sheets** sufficient to attain the knowledge required in the assessment criteria of the specific Learning Outcome?
If not, please write the missing content on the spaces provided below.

YES	**NO**

LO1:_____

LO2:_____

LO3:_____

11) Are the prepared **Self-Checks** have clear direction and relevant test items to measure the knowledge learned in the information sheet?

YES	
NO	If NO, please specify which Self-check do not have clear direction and relevant test items.

_____

_____

_____

12) Are the **Task/Operation/Job Sheets** in appropriate sequence, easy to understand and would help in the attainment of the skills necessary for the learning outcome?

YES	
NO	If NO, please specify which Task/Operation/Job Sheet is:

NOT In appropriate sequence._____
_____
_____

NOT easy to understand_____
_____
_____

would NOT help in the attainment of the skills necessary for the learning outcome
_____
_____
_____

13) Are the **Task/Operation/Job Sheets** sufficient to attain the skills required in the assessment criteria of each learning outcome?

YES	
NO	If NO, please specify which Task/Operation/Job Sheet should be included in the LOs below:

LO1:_____
LO2:_____
LO3:_____

14) Are the **Procedural/Performance Criteria Checklists** valid, sufficient and available for every Operation/Task/Job Sheets?

YES	
NO	If **NO**, please specify the appropriate Procedural/Performance Criteria Checklist.

_____
_____

15) Is the list of references/ bibliography of materials for further readings or Acknowledgement page included in this package?

YES	
NO	If **NO**, please specify which module does NOT have the Bibliography or Acknowledgement page

_____

_____

PART II

Competency-Based Learning Materials Checklist **Directions:** Rate the CBLM against each of the following criteria. Place a tick [**/**] in the NO or YES box beside each item to indicate how well the materials meet the criterion.	Unit of Competency:
	Title of Module:
	Title of LO:

	Yes	No	Comments
1. The learning materials contain the following basic components:			
a. clear directions for using the learning materials or self explanatory format			
b. a rationale or introduction explaining the purpose and importance of the skill or knowledge being covered.			
c. a competency statement of learning outcomes			
d. clear, complete explanations of the activities to be completed in order to achieve each learning outcomes			
e. instructions sheet or reference to other resources/references			

containing the needed information			
f. device for immediate feedback			
g. a performance checklist designed to measure actual student performance of the competency			
2. The learning materials also contain the following components:			
a. listing of prerequisites			
b. definition of terms			
c. Job sheets/Task Sheets			
d. Self-checks			
d. assessment instrument			
3. The learning material either includes all necessary materials or clearly specifies what outside materials are needed			
4. The learning material contains a variety of activities to suit a range of learning abilities and style			
5. The learning materials provides opportunities for trainees to interact with peers, trainer, and others			
6. Supplementary enrichment activities are provided to meet the needs and interest of the trainees.			

Other Comments/Suggestions:

_____

_____

_____

Thank you for your patience and diligence in answering every item

of the questionnaire, as requested.

- from the NTTA Family -

Director

Dir. F. B. Zurbano

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The Competency-Based Learning Materials contained herein support the development of the competency **Supervise Work-Based Learning,** which is one of the competencies of a Technical Education and Skills Development trainer under the Deliver Training Session competency of the Trainers Methodology Level I Qualification, in reference to the Philippine TVET Trainers Qualification Framework.

The PTTQF is the system that establishes the structure and specifies the   competency standards, as bases for certification of TESD trainers given different roles and qualification levels as follows: TM Level I: Trainer/Assessor; TM Level II: Training Designer/Developer; TM Level III: Training Mentor; and TM Level IV: Master Trainer.

The competencies under the TM Level I Qualification include the following:

Deliver Training Session

- Plan Training Sessions;
- Facilitate Learning Sessions;
- Supervise Work-Based Learning;
- Utilize Electronic Media in Facilitating Training;
- Maintain Training Facilities; and

Conduct Competency Assessment.

Technical Education and Skills Development Authority

National TVET Trainers Academy

The National TVET Trainers Academy of the Technical Education and Skills Development Authority leads in training and development of TESD trainers aligned to industry requirements. The NTTA is highly recognized for its global expertise, state-of-the-art training technologies and innovative programs and services, whose graduates are sought for employment both local and overseas.

The NTTA serves the TESD trainers by providing them with continuous and integrated programs that help them attain the appropriate qualification. By doing this, it helps TESDA achieves its purpose of providing quality TESD; and drives the Authority's economic model through proactively responding to TESD trainers' training needs based on industry demands.

Continuously, the NTTA improves its programs to exceed its customers' satisfaction level. Its programs are also explicitly designed such that other than graduates, secondary output training materials are produced resulting to savings tantamount to materials development cost. In addition, the NTTA empowers its regional

For inquiries, please contact:

The Director, NTTA