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(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)
Maynila

August 1, 1989

DECS O R D E R
No. 72, s. 1989

GUIDELINES ON THE IMPLEMENTATION OF SUPERVISED INDUSTRIAL
TRAINING PROGRAM FOR THE THREE-YEAR DIPLOMA OF TECHNOLOGY
AND TWO-YEAR CERTIFICATE OF TECHNOLOGY

To: Bureau Directors
Regional Directors
Presidents, State Colleges and Universities
Vocational School/College Superintendents
Vocational School Administrators/Principals

1. The inclosed Guidelines on the implementation of the Supervised Industrial Training program for the three-year Diploma of Technology and two-year Certificate of Technology, is hereby approved for use by Technician Education Institutes (TEIs) authorized to offer technician courses under MECS Order No. 38, s. 1982 as amended by MECS Order No. 17, s. 1986 and other technical vocational institutions authorized to offer technical vocational courses under DECS Orders Nos. 56, 59, and 63, s. 1987.
2. These guidelines are an outgrowth of a series of consultations with representatives of the education and industry sectors. They are designed to provide an efficient and effective system of implementing the Supervised Industrial training program for institutions involved in training technicians and skilled workers for industry.
3. Strict adherence to the herein guidelines is desired and a report on the compliance of its implementation should form part of the Annual Reports to be submitted to the offices concerned.
4. Immediate dissemination of this Order to all concerned is desired.

(SGD.) LOURDES R. QUISUMBING
Secretary

Incl.:

As stated

References:

MECS Orders: (Nos. 38, s. 1982 and 17, s. 1986)

DECS Orders: (Nos. 56, 59 and 63, s. 1987)

Allotment: 1-3--(M.O. 1-87)

To be indicated in the Perpetual Index
under the following subjects:

Course of Study, COLLEGIATE
PROGRAM, SCHOOL
REPORTS
TECHNICAL EDUCATION

TRAINING PROGRAM
UNIVERSITIES & COLLEGES
VOCATIONAL EDUCATION

(Inclosure to DECS Order No. 72, s. 1989)

SUPERVISED INDUSTRIAL TRAINING IMPLEMENTATION GUIDELINES

RATIONALE:

The amendments to MECS Order No. 38, s. 1982, defining the standards for the Diploma of Industrial Technician, are embodied in MECS Order No. 17, s. 1986. The three-year technician course leading to the Diploma of Technology makes the technician education program more effective in responding to the manpower needs of the country. It promotes recognition of technicians and enhances the status and conditions of service in line with acceptable standards.

The issuance of DECS Orders Nos. 56, 59, and 63, s. 1987, the two-year Certificate of Technology that includes the seven areas of Trade and the two-year Food and Beverage Preparation and Service of the Non-Traditional Courses, all the more strengthens the need for and importance of industrial exposure for hands-on experience of tech-voc students.

In this regard, four major features characterize the amendments in the three-year program to wit: (1) lengthening the curriculum to three years and enriching the course content by the inclusion of new topics, (2) changing the sequencing of some subjects, (3) adding technical measurements and computer technology subjects, and (4) providing longer time allotment for supervised industrial training.

The Training component of the DT curriculum includes three phases, namely: (1) Supervised Industrial Training 1 (288 hours), (2) Supervised Industrial Training 2 (288 hours), and (3) Supervised Industrial Training 3 (912 hours). The curriculum structure below defines each component of the SIT Program for the DT Program.

Likewise, SIT for the two-year program will follow the illustration specified below.

SUPERVISED INDUSTRIAL TRAINING DESIGN STRUCTURE

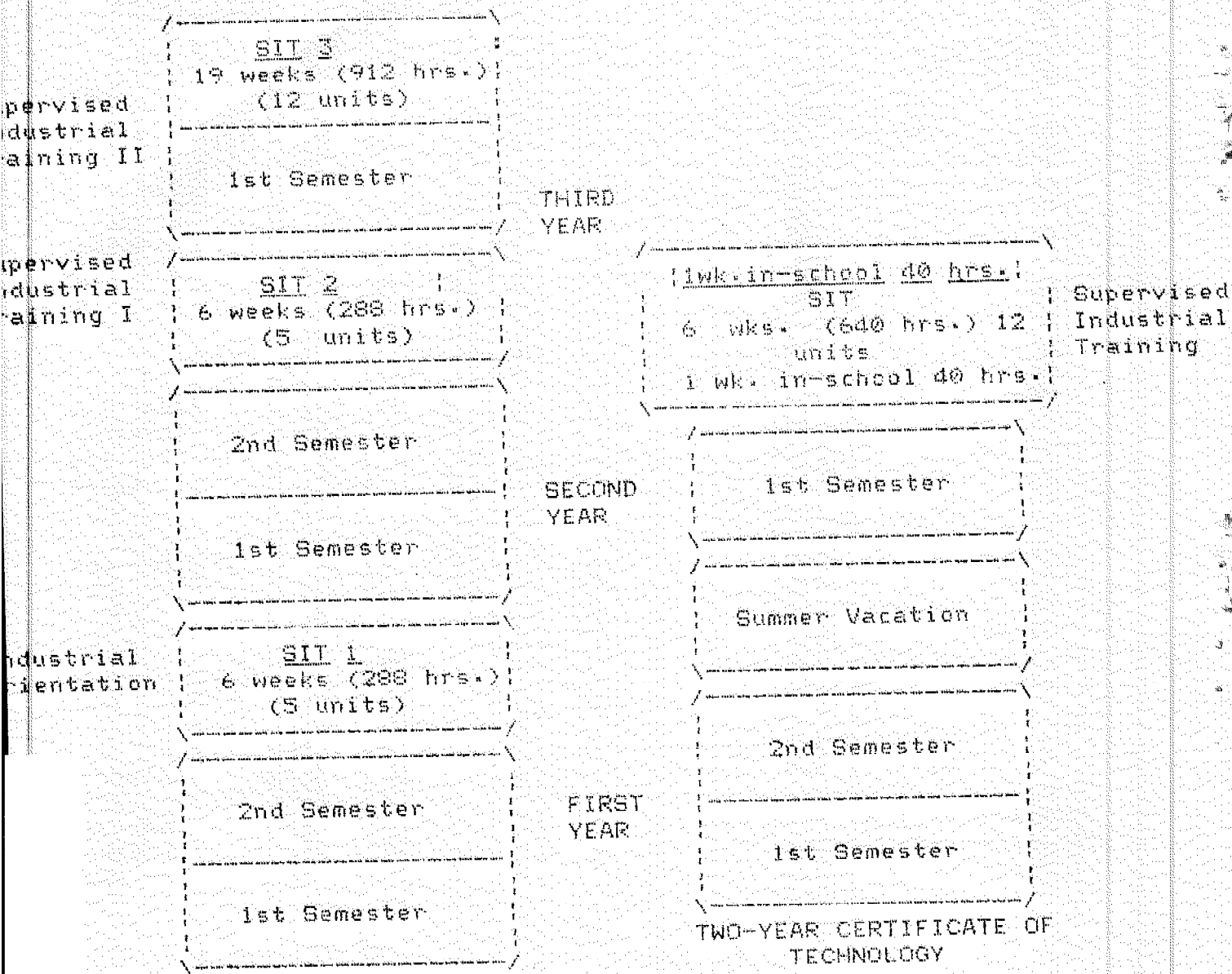


Figure 1

Considering the impact of the SIT on the development of positive attitudes towards work, as well as the appropriate behavior patterns which are best acquired through exposure to practical training situations, effective implementation of each component deserves careful examination. Hence, these SIT implementing guidelines.

OBJECTIVES:

The SIT program aims to develop industrial competencies in the students to meet current and emerging needs.

The student trainee is expected to:

1. acquire adequate information and knowledge about the nature of work related to various technology areas.
2. make a sound choice regarding his major area of specialization.
3. acquaint himself with the actual work setting, work schedule, policies, rules and regulations and other related matters in the industries.
4. strengthen the skills acquired from schools for more gainful employment.
5. develop desirable work habits and attitudes required of an effective and productive technician.
6. be equipped with the skills required for employment in the rank and file level of industry/establishments.
7. develop communication skills that will facilitate effective and efficient service whether in-country or foreign-based.
8. develop entrepreneurial skills for self employment projects.
9. be equipped with equal amounts of theoretical input and practical skills in the different aspects of his chosen course.

IMPLEMENTATION GUIDELINES:

A. SIT Organizational Structure

To effectively implement the Supervised Industrial Training (SIT) program, an organizational structure reflecting the inter-relationship of the

personnel involved is designed to promote coordination and ensure an understanding of the program's philosophy and goals, as well as their roles and functions in the activity.

Four organizational structures are prepared; one for DECS-supervised TEIs which were former EDPITAF pilot industrial schools (Type A); one for DECS-supervised TEIs which were not EDPITAF pilot schools (Type B); one for TEIs integrated with state colleges and universities (SUCs) (Type C); and one for school of arts and trades (SATs) and other technical vocational schools (Type D).

B. Roles/Functions

An effective SIT program has to define clearly the functions and roles of the personnel involved in carrying out its various activities.

1.0 DECS-Supervised TEIs (Type A)

1.1 Head of the School

1.1.1 Provides administrative support for the SIT program.

1.1.2 Consults and discusses with the industrial advisory committee in identifying industries for SIT.

1.2 Vocational Placement Supervisor

1.2.1 Supervises the guidance counselor and placement coordinators.

1.2.2 Closely coordinates with the Project Implementing Officer (PIO) in formalizing placement of student trainees in the industries.

1.3 PIO

1.3.1 Supervises teacher coordinators.

1.3.2 Closely coordinates with the Vocational Placement Supervisor and the Industry Training Officer in determining and evaluating the program of activities (contents) of the SIT program.

1.4 Guidance Counselor for Diploma of Technology (DT)

1.4.1 Prepares and keeps records of all student trainees.

1.4.2 Closely coordinates with the Vocational Placement Coordinators, the Industry Training Officer and teacher coordinators in monitoring the progress of student trainees.

1.4.3 Submits ratings of student trainees to the school registrar.

1.4.4 Serves as adviser to student trainees in matters pertaining to their social, psychological and emotional problems.

1.5 Vocational Placement Coordinator

1.5.1 Coordinates with the industry training officers for the final placement and/or termination of student trainees.

1.5.2 Coordinates with the DT guidance counselor and teacher coordinators in the preparation of records of student trainees.

1.5.3 Establishes contacts with industries on the manpower needs and demands within the service area of the institution.

1.6 Instructor Coordinator (At least 1 instructor coordinator per area of specialization)

1.6.1 Prepares SIT syllabus in consultation with the Industry Training Officer and the PIO.

1.6.2 Prepares and submits competency profile reports of each student trainee to the DT guidance counselor.

1.6.3 Conducts visits to the training station and confers with the training officers on the program and problems of the student trainees.

1.6.4 Assists in finding/recommending solutions to the problems of student trainees.

1.6.5 Serves as the adviser of student trainees in matters pertaining to instruction and attendance.

1.7 Employer (Industrial Establishment)

1.7.1 Implements terms and conditions as stipulated in the Memorandum of Agreement (MOA).

1.7.2 Provides student trainees actual hands-on access to the training facilities, equipment and use of consumable materials in training.

1.7.3 Assigns industrial supervisors and training officers to supervise the student trainees.

1.7.4 Coordinates with the head of school and confers with the Placement Officer regarding student trainees' status and progress of performance.

1.7.5 Assigns specific jobs or training to the trainees along their major specialization.

1.7.6 Informs the head of institution of possible employment opportunities for student trainees.

1.7.7 Provides medical attention on emergency cases.

1.7.8 Provides transportation and meal allowances to trainees whenever possible.

1.8 Student Trainees

The student trainees must consider the SIT experience as contributory to their aim of acquiring the necessary skills for employment. Therefore, each student trainee is expected to:

1.8.1 perform all assigned tasks as prescribed in the SIT syllabi/plan.

- 1.8.2 follow and abide with the rules, regulations and policies of the company as stipulated in the MOA.
- 1.8.3 participate in the co-curricular activities of the company.
- 1.8.4 maintain an upright conduct while performing assigned tasks.
- 1.8.5 submit reports as required in the SIT program.
- 1.8.6 consult concerned personnel regarding problems related to SIT.
- 1.8.7 be regular in attendance, both in school and at the industrial training site.
- 1.8.8 show honesty, punctuality, courtesy or cooperative attitude, proper grooming habits, and a willingness to learn.

1.9 Technical Advisory Committee

The Committee is expected to:

- 1.9.1 identify training requirement needs of students to match the needs of industry and community.
- 1.9.2 provide information needed in developing new courses for employment opportunities.
- 1.9.3 assign and prepare standards for student selection.
- 1.9.4 provide expert advice on the development of instructional materials based on the needs of the community/industry.
- 1.9.5 assist in undertaking community needs survey.
- 1.9.6 recommend criteria for evaluation of program.

*SIT STRUCTURE FOR DECS SUPERVISED SCHOOLS (TYPE A)
 (Formerly EDPITAF Pilot Industrial Schools)

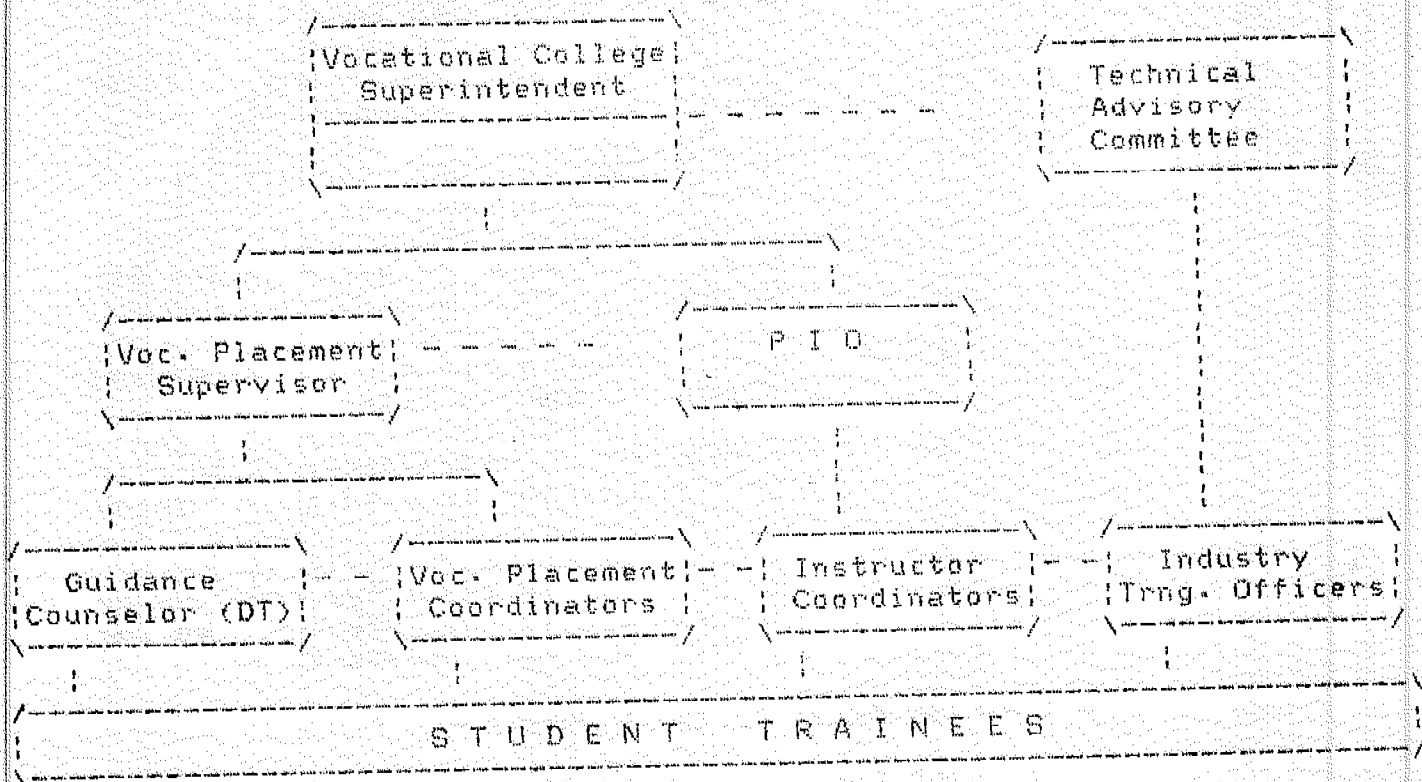


Figure 2

*MARIKINA I.S.T
 BATAAN N.S.A.T.

BICOL C.A.T
 ZAMBOANGA S.A.T.

2.0 DECS-Supervised TEIs (Type B)

2.1 Head of the TEI

2.1.1 Provides financial and administrative support for the SIT program.

2.1.2 Consults the technical advisory committee on matters of identifying industries for SIT.

2.1.3 Sees to it that students get jobs after graduation in consultation with Technical Advisory Committee.

2.2 P I O

2.2.1 Has overall supervision of the SIT program.

- 2.2.2 Closely coordinates with the Industrial Training Officer and the Career Guidance Placement Services (CGPS) personnel in the proper implementation of the SIT program.
- 2.2.3 Monitors and evaluates the SIT Program of the TEI.
- 2.3 Head, CGPS
 - 2.3.1 Plans, initiates, coordinates and supervises the implementation of the SIT Program of the TEI.
 - 2.3.2 Undertakes needs assessment surveys on manpower demands within the service area of the institution.
 - 2.3.3 Establishes and maintains very close relations with the industries.
 - 2.3.4 Submits progress reports on the SIT Program.
- 2.4 Placement Officer
 - 2.4.1 Identifies placement possibilities of graduates and coordinates with industries for the SIT students.
 - 2.4.2 Places students in identified training stations.
 - 2.4.3 Conducts studies and evaluation of the performance of the student trainees.
 - 2.4.4 Maintains good public relations with the TAC, the industry concerned and the community.
- 2.5 Instructor Coordinator (One instructor coordinator per area of specialization)
 - 2.5.1 Prepares SIT training syllabus.
 - 2.5.2 Prepares and submits competency profile and reports for each student trainee.
 - 2.5.3 Conducts visits to the training stations and confers with the employer and/or training supervisor regarding problems of the student trainees.

2.5.4 Assists in identifying and recommending solutions to common problems to proper authorities.

2.5.5 Refers student trainees with problems to the CGAS.

2.5.6 Assists in rendering remedial instruction activities to enhance the learning competencies of student trainees.

2.5.7 Serves as adviser of the industry trainer, determines the instructional activities and keeps record of attendance, performance and other matters related to the SIT of the students.

2.6 Employers

(The same as in Type A TEIs, Section 1.7)

2.7 Student Trainees

(The same as in Type A TEIs, Section 1.8)

2.8 Advisory Committee

(The same as in Type A TEIs, Section 1.9)

*SIT STRUCTURE FOR DECS-SUPERVISED SCHOOLS (TYPE B)

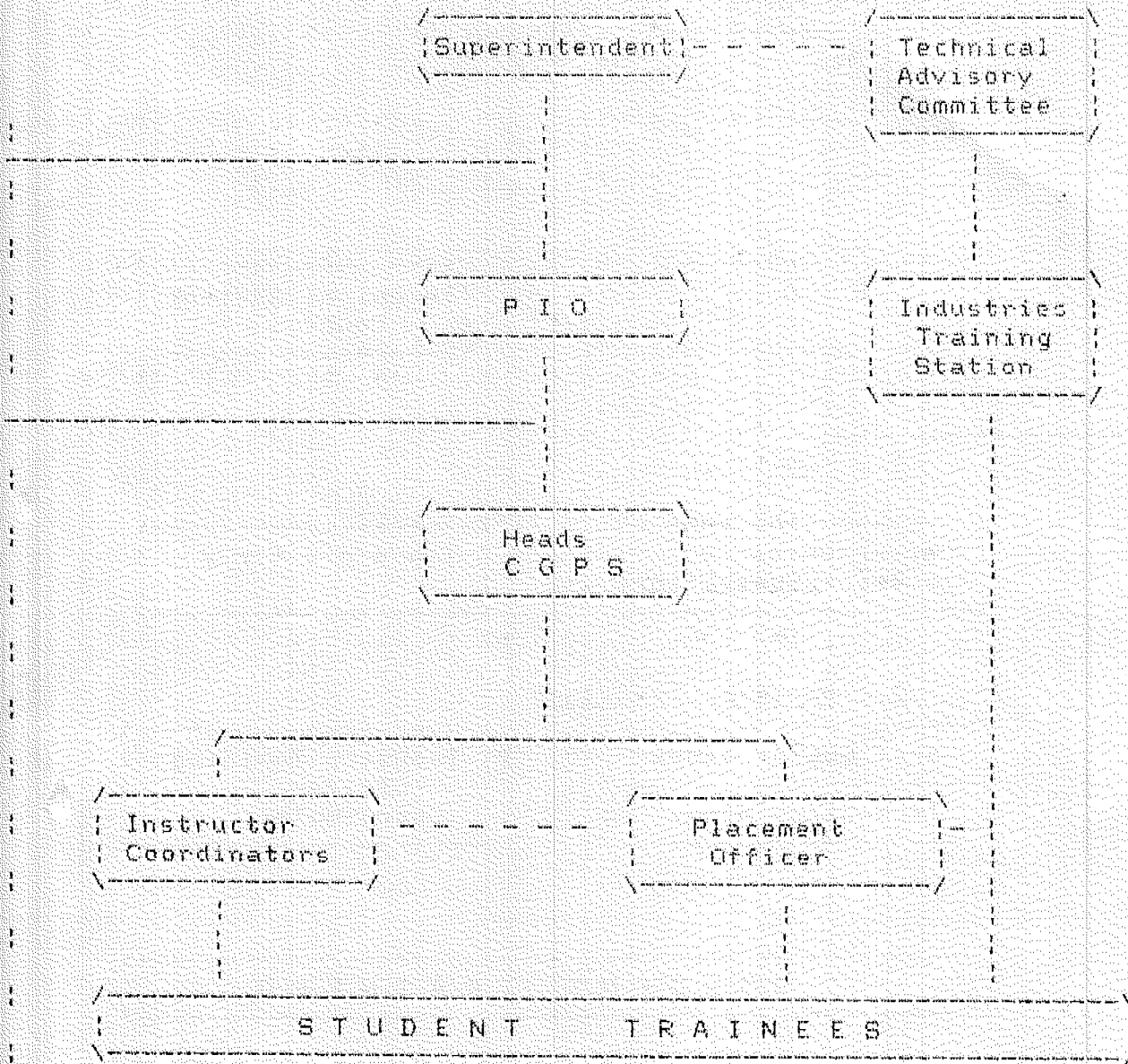


Figure 3

- *Cavite College of Arts and Trades
- Sorsogon College of Arts and Trades
- Surigao del Norte College of Arts and Trades
- North Cotabato College of Arts and Trades

SIT STRUCTURE FOR SUCs (Type C)

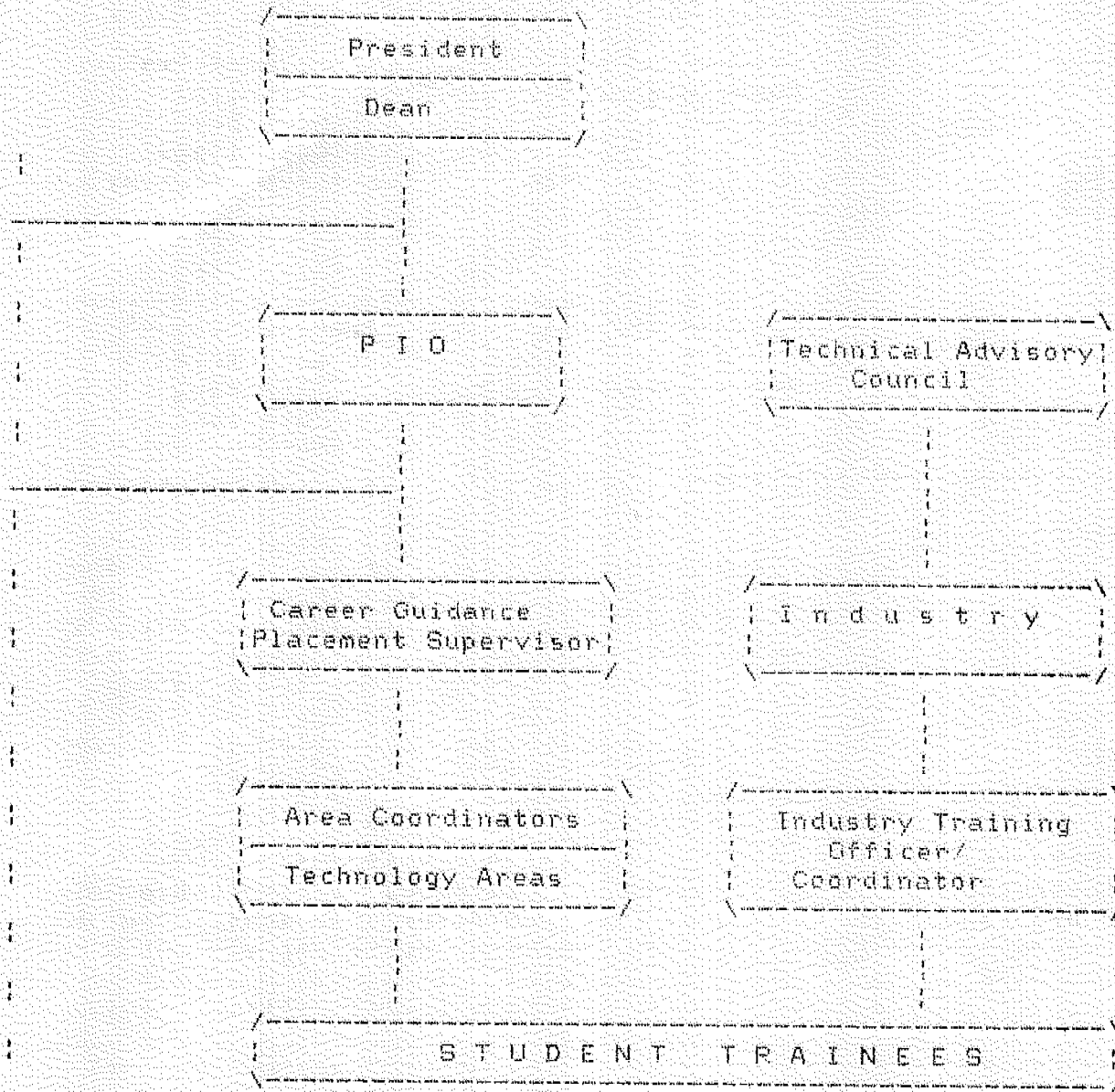


Figure 4

3.0 SATs and other Technical Vocational Schools (Type D)

3.1 Head of the School (VSA, VSP, HITS, Supts.)

3.1.1 Provides financial and administrative support for the SIT program.

3.1.2 Consults the technical advisory committee on matters of identifying industries for SIT.

3.1.3 Sees to it that students get jobs after graduation in consultation with Technical Advisory Committee.

3.2 Head of Department (Head Voc. Dept., Farm Manager, etc.)

3.2.1 Has overall supervision of the SIT program.

3.2.2 Closely coordinates with the Industrial Training Officer and the Career Guidance Placement Services (CGPS) personnel in the proper implementation of the SIT program.

3.2.3 Monitors and evaluates the SIT Program of the TEI.

3.3 Placement Officer

3.3.1 Identifies placement possibilities of graduates and coordinates with industries for the SIT of students.

3.3.2 Places students in identified training stations.

3.3.3 Conducts studies and evaluation of the performance of the student trainees.

3.3.4 Maintains good public relations with the TAC, the industry concerned and the community.

3.4 Guidance Counselor

3.4.1 Serves as adviser to student trainees in matters pertaining to their social, psychological and emotional problems.

- 3.4.2 Prepares and keeps records of all student trainees.
 - 3.4.3 Closely coordinates with vocational placement officers/instructors and teacher coordinators in monitoring the progress of student trainees.
 - 3.4.4 Submits ratings of student trainees to the school registrar.
 - 3.4.5 Performs the duties and functions of the placement coordinator in the latter's absence.
 - 3.4.6 Does research and evaluation of students' performance in tech-voc program.
 - 3.4.7 Supplies career information to technician students.
 - 3.4.8 Conducts follow-up activities of technician students.
- 3.5 Instructor Coordinator (One instructor coordinator per area of specialization)
- 3.5.1 Prepares SIT training syllabus.
 - 3.5.2 Prepares and submits competency profile and reports for each student trainee.
 - 3.5.3 Conducts visits to the training stations and confers with the employer and/or training supervisor regarding problems of the student trainees.
 - 3.5.4 Assists in identifying and recommending solutions to common problems to proper authorities.
 - 3.5.5 Refers student trainees with problems to the CSAS.
 - 3.5.6 Assists in rendering remedial instruction activities to enhance the learning competencies of student trainees.

3.5.7 Serves as adviser of the industry
trainer, determines the instructional
activities and keeps record of
attendance, performance and other
matters related to the SIT of the
students.

3.6 Student Trainees

(The same as in Type A, TEIs, Section 1.8)

3.7. Industrial Advisory Committee

(The same as in Type A, TEIs, Section 1.9)

SIT STRUCTURE FOR SATs AND OTHER TECHNICAL VOCATIONAL SCHOOLS
(Type D)

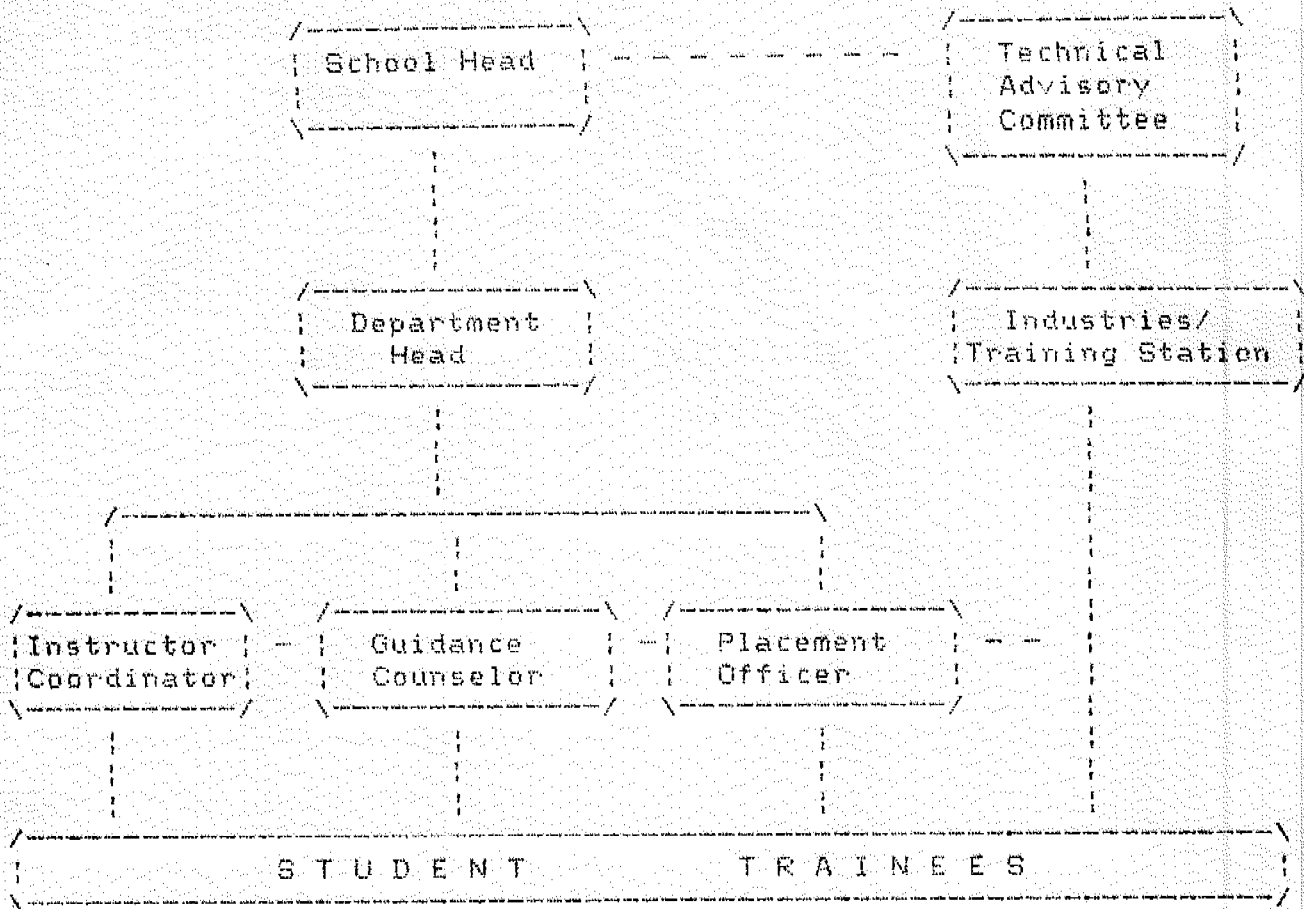


Figure 5

C. Selection of Training Stations (SIT Sites)

The coordinator in cooperation with the TAC should consider the following in selecting the training station:

1. The employer understands the intent and purpose of the SIT as a component of the Diploma of Technology and Certificate of Technology Curricula.
2. The employer understands that the SIT is a training program conducted in an industrial atmosphere.
3. The employer has adequate facilities, equipment, consumable materials to provide appropriate training opportunities.
4. The employer through the Industrial Training Supervisor and in cooperation with the Industrial Coordinator provides adequate supervision to ensure strict adherence and compliance to the planned program of activities.
5. The industrial establishment can provide training in general aspects of the occupation.
6. Pre-planned tasks to be performed on the job are within the range of the students' ability and provide challenging in-plant atmosphere for training.
7. The training station is conveniently located.
8. Strategies:

Through the TAC of the School, it shall be:

- 8.1 school-initiated
- 8.2 industry-initiated

D. Placement of Student Trainees

1. An assessment of every student trainee must be provided by the CGPS Division specifically on the following:
 - 1.1 Home background
 - 1.2 Personal qualities
 - 1.2.1 Interests

1.2.2 Attitudes

1.3 Scholastic/Academic status

1.4 Personal profile

2. Proper briefing and orientation of all students should be undertaken before assigning them.
3. SIT students, whenever possible should be assigned to a certain area/department for a certain period, then transferred to another area/department, until they have explored as many areas of work as possible in their fields of specialization. Period of stay in one area will depend upon his SIT term.

E. Follow-Up Visits of Student Trainees

To ensure effectiveness and productivity among student trainees, the Placement Officer and the industrial coordinators should make the desired follow-up of their SIT students.

F. Use and Design of Training Plan

1.0 Use of Training Plan

The training plan as approved by the TAC outlines a definite plan of progressive experiences and learning activities based on the course syllabus of the technology area. It serves as a schedule or step-by-step plan for training to be used by:

- 1.1 Training supervisor - to aid in planning supervised industrial instruction.
- 1.2 Industrial Coordinator - to aid in the planning of classroom evaluation and the progress of SIT in cooperation with the Industry Training Officer.
- 1.3 The student - to provide awareness of the expected competencies he has to develop.

2.0 Design of Training Plan

- 2.1 The plan should be designed in such a manner that it would serve as a guide for the trainer-coordinator in planning his related instructional units and in identifying instructional needs.

2.2 The training plan should also be designed to serve as guide in identifying specific training responsibilities and should be completed only after consultation with the student-learner, the teacher coordinator, and the industry training officer.

2.3 The training plan should contain a record of the instruction and experiences of the job, as well as individual or group instructions to be engaged in by the student as he prepares for his career objectives.

2.4 The training plan should provide a continuing record of student occupational experiences and should be a permanent part of each student's Competency Profile.

G. Use of Training Agreement

The training agreement consists of documents covering training commitments of each party involved - the employer, the school, the student, and the parents. It is a business-like way of coming to an agreement on the responsibilities of the individuals concerned. The training agreement is used to clearly define the schedule and conditions of the training and serves as a guide to the cooperating parties.

The following information should be included in the Training Agreement:

1. Statement of the program's purposes
2. Career goals of the student
3. Duration of the training period
4. Schedule of work and school (minimum and maximum hours of work per week)
5. Beginning wages and possibly conditions for increases in wages (optional)
6. Employer's responsibilities
7. School and industrial coordinator responsibilities
8. Student's responsibilities
9. Parent's responsibilities
10. Name, date of birth, age, address, and telephone number of the student

11. Signature of student, parents, employer and industrial coordinator

H. Health Services and Insurance Coverage

1. SIT trainees must be physically examined by a government physician before they go out for industrial training.
2. Yearly group insurance coverage is a must for all students. Insurance premiums should be paid from the school funds allocated for the purpose.

I. Student Trainees Evaluation

Student evaluation must be undertaken by the teacher coordinator and the establishments' training supervisors. Separate evaluation forms should be designed for SIT 1, SIT 2 and SIT 3 of the Diploma of Technology (DT) and SIT 1 of the Certificate of Technology (COT). To effectively assess the performance of each trainee while on training, a competency profile must be designed for the purpose and should be drawn from the training plan and course syllabus.

1.0 When to Evaluate:

- 1.1 The industrial coordinator visits the student on the job and confers with the Industry Training Officer of the student.
- 1.2 At least one visit or conference every two weeks during the summer and at least one visit or conference a month per student during the regular semester for SIT 3 and SIT 1 of the DT program and COT respectively.

2.0 What to Evaluate:

- 2.1 The SIT industrial coordinator and industry training officer have to evaluate the following areas of student performance: work habits or attitudes, personal characteristics, safety and skills.

2.1.1 SIT 1

2.1.2 SIT 2

2.1.3 SIT 3

- 2.2 The skills component should be drawn from the training plan and course syllabus.

2.3 Non-technical skills should be included in the competency profile for the first year students because they are essential to job success.

3.0 Who will Evaluate:

3.1 Student trainees should be directly involved in the evaluation process and may rate themselves in the same areas as the teacher coordinator and training supervisor.

3.1.1 The students should prepare a weekly report on the following to be reflected on their log book.

- the tasks they have done;
- the hours they have worked each day; and
- their successes, failures, and problems.

3.2 The industrial coordinator/SIT instructor should prepare an observation and evaluation report regarding student's attitudes, performance on particular tasks, interpersonal competencies, and strengths and weaknesses.

4.0 Use of Competency Profiles:

4.1 A uniform evaluation form for SIT 2 and SIT 3 for the DT curriculum should be used. Competencies drawn from the training plan and course syllabus should reflect the overall competency profile of each student trainee.

4.2 A similar format should be adopted for SIT of the Certificate of Technology.

5.0 Accreditation of Work Experience:

Industrial and related work experience certified by the establishment shall be credited under SIT as determined by an accreditation committee of the school based on the course content and implementing guidelines for the Diploma of Technology and Certificate of Technology curricular programs.

6.0 Administrative Support:

No supervised industrial training program can effectively operate without administrative support. The budget of every TEI must include adequate allocation of funding specifically for the SIT Program. The budget must be prepared by the school head, in consultation with Industrial Coordinator and the Industry Training Officer concerned with SIT, and in accordance with the planned activities of the supervised industrial training program.

The Budget shall include funds for:

1. Supplies and materials (SIT forms, communication, reports, etc.)
2. Travels, follow-up visits
3. Industrial visits
4. Honoraria for resource speakers
5. Consumables/Training materials of student trainees while on SIT
6. Honoraria for the TEI personnel directly involved in the SIT Program
7. Honoraria for the Industrial Training Officers/Supervisors
8. Group Insurance
9. Contingencies

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