

3.2.3 Design the Evidence Plan

The **Evidence Plan** is a document which consists of evidence requirements with the applicable methods of assessment to be used in assessing the candidate for a particular qualification. (Source: TESDA Circular No. 059, s. 2020)

An evidence plan helps both the trainer and the learner understand the following:

- What skills the learner needs to show;
- How these skills will be checked (assessment methods); and
- What proof is needed to confirm the learner is competent.

It helps trainers and learners stay on the same page. It makes training and assessment clear, fair, and based on TESDA standards.

EVIDENCE PLAN FOR INSTITUTIONAL ASSESSMENT

CBTP Program Title:			
Ways in which evidence will be collected: <i>[tick the column]</i> CBTP Learning Contents <i>The evidence must show that the trainee...</i>	Written Test	Observation & Questioning	Demonstration & Questioning
	Learners Training Requirements		
	•		
•			
•			
•			

NOTE: *Critical Aspects of Competency

Table 4. Evidence Plan

Components of an Evidence Plan:

3.2.3.1 CBTP Program Title

The program title provides a clear and immediate understanding of what the training covers. It helps learners, trainers, and community partners easily grasp the main focus of the Community-Based Training Program (CBTP). The title should be concise and accurately reflect the targeted occupational outcome and the corresponding certifiable qualification.

- **Identify the CBTP Program Title using the CBTP Training Plan:**
 - Check the Training Plan (CBTP Information Table) to find the relevant CBTP Title Program.

3.2.3.2 Learner's Learning Requirements/Unit of Competency

A Learner's Learning Requirements is a key part of the Competency Standard. It focuses on one specific task or function in a job, and it serves as the basis for training and assessment.

Example:

- Unit of Competency: Observe Workplace Hygiene Procedures
- Qualification: Housekeeping NC II

This ensures that the training and assessment are aligned with TESDA standards.

- **Identify the Learner's Learning Requirements:**
 - Go back to your CBTP Training Plan (Information Table).
 - Look at the Unit of Competency assigned to your program.
 - Use these units to begin building your evidence plan.

3.2.3.3 Learning Contents

The Learning Contents show what learners need to know and do to meet the requirements of the Unit of Competency. These contents are organized into modules or learning sessions and should match what will be assessed.

In the Evidence Plan, this acts like a roadmap, making sure what you teach is exactly what is being assessed.

- **Identify the Learning Contents:**
 - Review the Training Contents Table in your Training Plan.

- List down on the left-hand column the learner's learning requirement that learners must demonstrate.

**Use the Self-Assessment Guide (SAG) to see what can be observed, questioned, or documented for assessment.*

3.2.3.4 Evidence Gathering Methods

It clearly defines the specific evidence required for each element of the Unit of Competency, making sure that all important tasks, skills and knowledge are thoroughly assessed and documented.

For every evidence requirement, it is important to identify the best method of collecting the evidence.

Method	When to Use
Written Test	For checking theoretical knowledge or decision-making
Observation & Questioning	When learners perform tasks in real/simulated settings
Demonstration & Questioning	For tasks that require performance and explanation

**Always check the “Methods of Assessment” section in the Evidence Guide of the TR to know the required ways of collecting evidence.*

3.2.3.5 Developing an Institutional Assessment Tool

Institutional Assessment Tools (IATs) are developed by Technical Vocational Institutions (TVIs) when national assessment tools are not yet available for a given qualification. In Community-Based Training Programs (CBTPs), these tools play a vital role in ensuring relevant, fair, and practical assessments that match the real-life contexts and skills application of community learners.

IATs are tailored to reflect local tools, practices, and environments, and they validate competencies that have been gained through hands-on, grassroots-level learning—often outside traditional classroom settings.

For the Trainer:

- The institutional assessment will cover the learning outcome that describes what the learner must be able to do after the training. It must be:
 - Measurable
 - Competency-based
 - Aligned with industry standards
 - Contextualized for the learner's environment

Components of Learning Outcome:

- Action/Task - what the learner is expected to do
 - Objective/Process - what is being worked on
 - Context/Condition - under what situation or setup
 - Standard/Criteria - how well it must be done
- The assessment method is based on the evidence plan and this includes
 - Types of evidence (direct, indirect, supplementary)
 - Sources of evidence (community projects, OJT, portfolio)
 - Tools/Instruments (checklists, interview guides)
 - The trainer will give feedback at the end of the assessment. The feedback shall indicate:
 - COMPETENT - the learner has demonstrated all required competencies as specified in the unit of competency.
 - NOT YET COMPETENT - the learner needs further practice or training to meet one or more performance criteria.
 - Rubrics for Evaluating Process & Output Evidences - Used to assess the quality and correctness of the learner's process and final product.
 - For Written Test

Used when assessing knowledge that can be measured through structured questions.

- Table of Specifications - Ensures alignment of test items with the Learning Requirements
- Written Test - Contains the written questions; may include multiple choice, short answer, or essay-type questions.

**Always base your IATs on the CBTP Training Plan and make sure they reflect real community practices while staying aligned with TESDA competency standards.*

End of Section 3.2.3 Design the Evidence Plan

Instructions:

- Answer the Self-Check Quiz for 3.2.3: Design the Evidence Plan
- Self-Check Quiz: <https://forms.gle/BLVS1wbf8W5ZQSDB8>

LS- 3 Task 3: Design the Evidence Plan

Instructions:

- Download the template for [Task 3: Design the Evidence Plan](#)
- Use this document as your **working file**. Submission is not required at this stage. It will be consolidated at the end of Learning Session 3 and further refined for use in subsequent sessions.
- Refer to the discussion guide in 3.2.3

3.3.1.2 TASK SHEET Evidence Plan
Performance Objective: At the end of the session, you should be able to develop and submit one (1) Evidence Plan, one for the identified top-priority client of the four (4) CBTVET client clusters. The plan should reflect alignment with the competency standards and incorporate key information from the previous learning sessions.
Expected Outputs: • 1 completed Evidence Plan template for your identified top-priority client.
Reference/s: • TESDA Training Regulations (TRs): https://tesda.gov.ph/Download/Training_Regulations • TESDA Self-Assessment Guide (SAG): https://www.tesda.gov.ph/Download/Self_Assessment • Session Output from 3.2.1 (Program Title and Module)

Steps/Procedures:

1. Review your completed **CBTP Information Outputs** from the earlier session to fill out the basic information of the evidence plan.
2. Identify the four (4) **CBTVET priority client clusters** you will focus on to guide you on selecting the training qualifications relevant to the chosen client group.
3. Based on the **Learners Training Requirements**, list down on the left-hand column the **evidence requirements** or the **critical aspects of competency** that aligns with what needs to be assessed.
4. You can review the **Self-Assessment Guide (SAG)** and the **CBTP Training Plan** to help you identify what knowledge/skills to assess.
5. For each unit, determine the most appropriate methods of gathering evidence: **Written Test, Demonstration and Questioning, Observation and Demonstration**. You may refer to **TESDAs Training Regulations (TR)**.
6. Fill out the Evidence Plan Template using the information above.
7. Make sure each plan clearly shows:
 - CBTP Program Title
 - CBTP Learning Contents
 - Learners Training Requirements

Submission Guidelines:

- Prepare one Evidence Plan from the client cluster (A, B, C and D)
- Review and make sure that the information is complete, accurate, and aligned with the outputs from the previous learning sessions.
- Submit your outputs via the LMS or as instructed by your assigned facilitator.

3.2.3 TASK SHEET Evidence Plan

Complete this table for one identified top-priority client.

Name	:	
Designation	:	
Province	:	

CBTP Program Title:				
Ways in which evidence will be collected: <i>[tick the column]</i>		Written Test	Observation & Questioning	Demonstration & Questioning
CBTP Learning Contents				
<i>The evidence must show that the trainee...</i>				
Learner's Training Requirements/Unit of Competency				
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•				
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