

3.2.4 Resources for Institutional Assessment

Institutional Assessment is a formal process used to determine whether learners have achieved the required competencies set out in the Training Regulation (TR). To carry this out properly, the right **resources** must be in place—this includes tools, equipment, materials, facilities, and other support items needed for an objective and valid assessment.

For an institution to conduct assessments, these resources must meet the standards prescribed by TESDA. This ensures consistency, fairness, and alignment with industry expectations. Unlike training, which can sometimes allow for flexible or substitute materials based on local context, assessment requires stricter compliance to maintain credibility.

Before any assessment takes place, institutions must ensure that all required resources are:

- **Available and functional;**
- **Up-to-date and properly maintained** to reflect actual workplace conditions;
- **Organized and clearly separated** from training resources to avoid losing resources for the Institutional Assessment.

3.2.4.1 Resources for Institutional Assessment Table

To help organize and prepare these resources effectively, the **Assessment Resource Table** below functions similarly to the Training Resources Table. It assists institutions in identifying, sourcing, and budgeting for all required items before an assessment is conducted.

Title of CBTP: _____

Unit of Competency: _____

Resource	Specification/ Description	Quantity	Unit Cost	Estimated Cost
Tools				
Materials				
Equipment				

Table 5. Resources for Institutional Assessment

In order to determine the needed Tools, Equipment and Materials (TEM), you may refer to the **Assessment Methods as found in the Evidence Plan**

Let's go through each column of the table, using this as a guide:

1. Resource

Write the name of the item. It can be a:

- **Tool** – e.g., Digital thermometer
- **Equipment** – e.g., Blood pressure monitor
- **Material** – e.g., Gloves, cotton balls, alcohol

2. Specification / Description

Describe the item clearly. Include size, type, or any specific feature to ensure you get the right item.

Examples:

- Digital thermometer, battery-operated
- BP monitor, digital, upper arm type
- Gloves, disposable, medium size, 100 pcs/box

3. Quantity

How many pieces or sets do you need? Think about how many trainees there are and whether items will be shared or used individually.

Examples:

- 5 thermometers (1 per group)
- 10 boxes of gloves (1 per trainee)
- 2 BP monitors (shared)

4. Unit Cost

Enter the estimated cost per unit. Take note that this may vary depending on the local supplier or regional price differences.

5. Estimated Costing

Compute and record the estimated cost based on the quantity and unit price. This will support budget preparation and resource sourcing.

Examples:

- Digital thermometer – ₱500 each
- Gloves – ₱300 per box
- BP monitor – ₱1,500 each

3.2.4.2 Key Considerations in Planning Assessment Resources

Assessment is a crucial part of any Community-Based Training Program (CBTP), as it measures whether learners have achieved the required competencies. To ensure fairness, reliability, and alignment with TESDA standards, trainers and organizers must carefully plan the resources needed specifically for assessment activities.

Below are the key considerations when preparing **assessment resources**:

1. Separate Assessment Resources from Training Resources

It is important to distinguish assessment tools and materials from those used during training. This separation helps maintain the **objectivity and integrity** of the assessment process. Learners should be assessed in a controlled environment using standard resources that have not been previously practiced on during training.

- **Why this matters:** Using different tools for assessment helps prevent overfamiliarity and ensures that performance is based on actual competence—not memory or routine.

2. Regularly Update and Calibrate Tools and Equipment

Assessment results depend heavily on the **accuracy and condition** of the tools and equipment used. Outdated or poorly maintained resources may lead to incorrect judgments of a learner's skill.

- **What to do:**
 - Check that measuring instruments, machines, or devices are calibrated according to standards.

- Replace or repair any defective tools before the scheduled assessment.
- Update equipment as technology or industry practices evolve.

3. Prepare Ahead to Prevent Resource Shortages

Planning ahead ensures a smooth assessment process. Waiting until the last minute may lead to missing materials, unavailable equipment, or incomplete documentation.

- **Best practices:**

- Review the contents of the CBTP **Evidence Plan**
- Prepare all needed materials—forms, checklists, tools—at least several days in advance.
- Coordinate with the assessment team to avoid duplicate or missing items.

4. Ensure Facility Compliance with Safety and Environmental Standards

Assessment venues must meet **minimum facility requirements** to support a fair and safe evaluation environment.

- **Key elements to check:**

- **Safety:** Proper ventilation, emergency exits, fire safety, and first-aid kits.
- **Lighting:** Sufficient lighting for the tasks being performed.
- **Space:** Enough working area for assessors and candidates to move and operate tools freely.
- **Cleanliness and orderliness:** An organized space supports better focus and fewer distractions.

Conclusion

Planning for assessment resources is not just about having materials ready—it's about ensuring the **quality, fairness, and credibility** of the entire training and certification process. By separating resources, keeping tools updated, preparing early, and maintaining proper facilities, you help create a learning and assessment environment that meets both community and TESDA standards.

End of Section 3.2.4 Resources for Institutional Assessment

Instructions:

- Answer the Self-Check Quiz for 3.2.4 Resources for Institutional Assessment
- Self-Check Quiz: <https://forms.gle/C39xmZVXYxDaCSQ57>

LS- 3 Task 4: Resources of Institutional Assessment

Instructions:

- Download the template for [Task 4: Resources of Institutional Assessment](#)
- 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 3.2.4.

3.3.4.2 TASK SHEET Resources for Institutional Assessment
Performance Objective: At the end of this task, you should be able to identify, document, and validate the necessary tools, equipment, and materials required for Institutional Assessment ensuring all resources are available and functional, aligned with actual workplace conditions and clearly separated from training resources.
Expected Outputs: • Completed Resources for Institutional Assessment Table (see template below) for at least one Unit of Competency - one for each CBTVET priority

client cluster (A, B, C, and D).

- Each table must reflect a CBTP and one corresponding Learners Training Requirement

Reference/s:

- TESDA Training Regulations (TRs):
https://tesda.gov.ph/Download/Training_Regulations
- Existing CBTP Facility Records and Inventory Reports
- Session Output from 3.2.1 (Program Title and Module)

Steps/Procedures:

1. Review the session output from **3.2.1 (Program Title and Module)**, **3.2.2 (Training Resources)** and refer to the **Training Plan**.
2. Write the **Title of the CBTP** and **Learners Training Requirement**.
3. Identify the list of required tools, equipment, materials, and facilities for the selected Unit of Competency.
4. Fill out the Resources for Institutional Assessment Table provided below to record each item, its quality, condition, cost, and source.
5. Review your Evidence Plan for cross-checking to verify that all provided resources directly support the assessment activities outlined for each unit of competency.
6. Make sure each:
 - Resource table completed with specifications, cost, and sources
 - Minimum of **two (2) appropriate assessment tools** listed
 - Must align with your **CBTP informations from session 3.2.1**

Submission Guidelines:

- Prepare one complete Resources Table for your top-priority CBTVET client clusters.
- 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.

3.2.4 TASK SHEET Training Resources

Name	:	
Designation	:	
Province	:	

CLUSTER A

Title of CBTP: _____

Module: _____

CBTVET Trainer _____

Learners Training Requirement _____

Resource	Specification/ Description	Quantity	Unit Cost	Estimated Cost
Tools				
Materials				
Equipment				

CLUSTER B

Title of CBTP: _____

Module: _____

CBTVET Trainer _____

Learners Training Requirement _____

Resource	Specification/ Description	Quantity	Unit Cost	Estimated Cost
Tools				
Materials				
Equipment				

CLUSTER C

Title of CBTP: _____

Module: _____

CBTVET Trainer _____

Learners Training Requirement _____

Resource	Specification/ Description	Quantity	Unit Cost	Estimated Cost
Tools				
Materials				
Equipment				

CLUSTER D

Title of CBTP: _____

Module: _____

CBTVET Trainer _____

Learners Training Requirement _____

Resource	Specification/ Description	Quantity	Unit Cost	Estimated Cost
Tools				
Materials				
Equipment				