STRUCTURES AND MECHANISMS for Recognition/Validation/Accreditation on all Forms of Learning

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THE PHL QUALIFICATIONS FRAMEWORK

WAGE EMPLOYMENT/ENTREPRENEURSHIP/SELF-EMPLOYMENT

BASIC EDUCATION

LEVEL

L8
L7
L6
L5
L4
L3
L2
L1

GRADE 10
GRADE 12

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT

DOCTORAL AND POST DOCTORAL
POST BACCALAUREATE
BACCALAUREATE

HIGHER EDUCATION

BACCALAUREATE

DIPLOMA

NC IV
NC III
NC II
NC I

LIFELONG LEARNING
RECOGNITION OF PRIOR LEARNING
EQUIVALENCY
ASSESSMENT AND CERTIFICATION
THE Kto12 CURRICULUM MODEL

Grades 11-12
• Core (Languages, Literature, Math, Philosophy, Science, Social Sciences) + Career Pathways (including OJT)

Grades 9-10
Core Learning Areas plus elective Technology & Livelihood Education

Grades 7-8
Core Learning Areas and exploratory Technology & Livelihood Education

Grades 1-6
Core Learning Areas (AP, English, EPP/TLE, EsP, Filipino, Math, MAPEH, MT, Science); MTB-MLE from Grades 1-3

Kindergarten
Learning Domains

Learning Domains

Business and Entrep

Technical/Vocational

Humanities and Social Sciences

Science, Technology and Engineering

Sports
His Excellency Benigno S. Aquino III, President of the Republic of the Philippines, signed the Executive Order No. 83 dated October 1, 2012 entitled

INSTITUTIONALIZATION OF THE PHILIPPINE QUALIFICATIONS FRAMEWORK
The PQF

• To adopt national standards and levels of educational outcomes

• To support the development and maintenance of pathways and equivalencies

• To align Philippine qualifications with international qualifications
Section 6. Learning Standards

- DepEd, TESDA and CHED shall make detailed descriptors of each qualification level based on learning standards in basic education, competency standards or training regulations, and the policies and standards of higher education academic programs. They shall jointly implement national pilot programs to determine its relevance and applicability in all levels of education.
The Philippine Education System

**Elementary**
- Six (6) Years
- One (1) Year

**Secondary**
- Four (4) Years Junior HS +
- Two (2) Years Senior HS +
- TESD Specialization (NC I and NC II) + Arts & Sports

**Tertiary**
- Technical Education and Skills Development
- Baccalaureate, Post-Baccalaureate, Post-Doctoral/Specialization
<table>
<thead>
<tr>
<th><strong>LEVEL</strong></th>
<th><strong>1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE, SKILLS AND VALUES</strong></td>
<td>Knowledge and skills that are manual or concrete or practical and/or operational in focus.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures.</td>
</tr>
<tr>
<td><strong>DEGREE OF INDEPENDENCE</strong></td>
<td>In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.</td>
</tr>
<tr>
<td><strong>QUALIFICATION TYPE</strong></td>
<td>NATIONAL CERTIFICATE I</td>
</tr>
<tr>
<td><strong>LEVEL</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>KNOWLEDGE, SKILLS AND VALUES</strong></td>
<td>Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>Applied in activities that are set in a range of familiar and predictable contexts; involve routine issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures.</td>
</tr>
<tr>
<td><strong>DEGREE OF INDEPENDENCE</strong></td>
<td>In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.</td>
</tr>
<tr>
<td><strong>QUALIFICATION TYPE</strong></td>
<td>NATIONAL CERTIFICATE II</td>
</tr>
<tr>
<td>LEVEL</td>
<td>3</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Knowledge and skills that are a balance of theoretical and/or technical and practical. Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in activities that are set in contexts with some unfamiliar or unpredictable aspects; involve routine and non-routine issues which are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations.</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Application at this level may involve individual responsibility or autonomy, and/or may involve some responsibility for others. Participation in teams including team or group coordination may be involved.</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>NATIONAL CERTIFICATE III</td>
</tr>
<tr>
<td>LEVEL</td>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>Knowledge and skills that are mainly theoretical and/or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.</td>
</tr>
</tbody>
</table>

| APPLICATION | Applied in activities that are set in range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures which require interpretation and/or adaptation. |

| DEGREE OF INDEPENDENCE | Work involves some leadership and guidance when organizing activities of self and others |

<p>| QUALIFICATION TYPE | NATIONAL CERTIFICATE IV |</p>
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Knowledge and skills that are mainly theoretical and/or abstract with significant depth in some areas together with wide-ranging, specialized technical, creative and conceptual skills. Perform work activities demonstrating breadth, depth and complexity in the planning and initiation of alternative approaches to skills and knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/ innovation.</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>In conditions where there is broad guidance and direction, where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others. Undertake work involving participation in the development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organizing others.</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>DIPLOMA</td>
</tr>
<tr>
<td>LEVEL</td>
<td>6</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Graduates at this level have broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Application in professional work or research in a specialized field of discipline and/or for further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Independent and/or in teams of related field with minimal supervision</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>BACCALAUREATE DEGREE</td>
</tr>
<tr>
<td>LEVEL</td>
<td>7</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---</td>
</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Graduates at this level have advanced knowledge and skills in specialized or multidisciplinary field of study for professional practice or self-directed research</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in professional work that requires leadership and management in a specialized or multidisciplinary professional work, research and/or for further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Independent and or in teams of multidisciplinary field with very minimal supervision</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>POST-BACCALAUREATE PROGRAM</td>
</tr>
</tbody>
</table>
## Philippine Qualifications Framework

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS &amp; VALUES</td>
<td>Graduates at this level have highly advanced systematic knowledge and skills in very specialized or complex multidisciplinary field of learning for multifaceted research or professional practice or for the advancement of learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in highly specialized or complex multidisciplinary field of professional work, research and/or further study that require management expertise, innovation and leadership</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Independent and/or in teams of multi-disciplinary and complex setting</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>DOCTORAL DEGREE AND POST-DOCTORAL PROGRAMS</td>
</tr>
</tbody>
</table>
TVET SECTOR TRAINING DELIVERY SYSTEM

Formal School-based

Enterprise-based

Community-based
TVET SECTOR TRAINING DELIVERY

1. **School Based Program**
   - refers to the direct delivery or provision of TVET programs by the TESDA-administered schools.

2. **Community Based Programs**
   - purposively designed to catalyzed the creation of livelihood enterprises that shall be implemented by the trainees, immediately after the training.

3. **Enterprise Based Programs**
   - training program being implemented within companies/firms.
     - Apprenticeship Program
     - Learnership Program
     - Dual Training System
## TVET SECTOR TRAINING DELIVERY

<table>
<thead>
<tr>
<th>Delivery Mode</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>EO Sem 1-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>1,984,646</td>
<td>1,568,617</td>
<td>1,572,131</td>
<td>1,804,742</td>
<td>1,795,779</td>
</tr>
<tr>
<td>Institution-based</td>
<td>910,657</td>
<td>881,625</td>
<td>875,848</td>
<td>1,041,960</td>
<td>1,010,266</td>
</tr>
<tr>
<td>Enterprise-based</td>
<td>127,708</td>
<td>66,632</td>
<td>80,309</td>
<td>90,707</td>
<td>86,453</td>
</tr>
<tr>
<td>Community-based</td>
<td>946,281</td>
<td>620,720</td>
<td>615,974</td>
<td>672,075</td>
<td>699,060</td>
</tr>
<tr>
<td>Graduates</td>
<td>1,903,793</td>
<td>1,344,371</td>
<td>1,332,751</td>
<td>1,600,658</td>
<td>1,605,848</td>
</tr>
<tr>
<td>Institution-based</td>
<td>873,558</td>
<td>690,709</td>
<td>679,306</td>
<td>856,544</td>
<td>841,006</td>
</tr>
<tr>
<td>Enterprise-based</td>
<td>122,505</td>
<td>54,131</td>
<td>72,082</td>
<td>80,370</td>
<td>80,120</td>
</tr>
<tr>
<td>Community-based/KASH</td>
<td>907,730</td>
<td>599,531</td>
<td>581,363</td>
<td>663,744</td>
<td>684,722</td>
</tr>
</tbody>
</table>
Competency Clusters

Competency Cluster

- A set of all the basic, common and some core units of competency leads to a full qualification
- Can be assessed independently and combined flexibly with other units
- Leads to a job
- Prescribed by industry
A Certificate of Competency is issued to individuals who have satisfactorily demonstrated competence on a particular or cluster of competency.
A National Certificate is issued when a candidate has demonstrated competence in **ALL UNITS of competency** that comprise a Qualification.
R.A. 7796: The TESDA Law

Section 22 of the RA 7796 states the mandate of the TESDA on Competency Certification.

- The Authority shall develop & implement a certification and accreditation program.
- Private industry groups and trade associations may be accredited to assist TESDA in the conduct of competency assessment.
- The local government units to promote such assessment activities in accordance with the guidelines to be set by the Authority.
- All certificates relating to the national assessment and certification system shall be issued by the Authority through the TESDA Secretariat.
R.A. 7796: The TESDA Law

Section 22 of the RA 7796 states the mandate of the TESDA on Skills Certification... thru

PHILIPPINE TVET QUALIFICATION AND CERTIFICATION SYSTEM
The Philippine TVET Qualification and Certification System (PTQCS)

- The PTQCS is a quality-assured structure used as a platform for giving recognition to the attainment of competencies (knowledge, skills, attitudes and values) along the middle-level skilled occupations.

- It is the process of determining the qualification level of a person and giving recognition to the attainment of the competencies in that particular level.
RECOGNITION PROGRAMS

- Alternative Learning Systems (ALS)
- Philippine Education Placement Test (PEPT)
- Competency Assessment and Certification (CAC)
- Expanded Tertiary Education and Accreditation Program (ETEAP)
- Ladderization Program (LEP)
The Competency Assessment and Certification System

DEVELOPMENT OF COMPETENCY STANDARDS
TESDA -SOP–CACO-01

Industry Experts
Academe
Labor

DEVELOPMENT OF COMPETENCY ASSESSMENT TOOLS
TESDA -SOP–CACO-13

Industry Experts
Academe
Labor

CERTIFICATION
TESDA -SOP–CACO-08

RWAC

CONDUCT OF COMPETENCY ASSESSMENT
TESDA -SOP–CACO-07

Accredited Assessment Centers
Accredited Competency Assessors
TESDA Rep

ACCREDITATION OF ASSESSORS AND ASSESSMENT CENTERS
TESDA -SOP–CACO-05
TESDA -SOP–CACO-06
ASSESSMENT AND CERTIFICATION PROCESS
TESDA -SOP–CACO-07 and TESDA -SOP–CACO-08

ASSESSMENT
- Written test
- Third Party Report
- Demonstration
- Portfolio

CERTIFICATION
- Accredited Assessment Center/Designated Venues
- TVET graduates
- Industry Workers

APPLICATION
COC
NC I

REPORTING
RWAC
Registry of Assessed & Certified

SCHEDULING
Not Yet Competent
Competent
ACCREDITATION OF COMPETENCY ASSESSMENT CENTER
TESDA - SOP - CACO-05

- Private Companies/Establishments
- Schools/Institutions with WTR registered Programs

REQUIREMENTS FOR ACCREDITATION:

- Letter of Intent
- Copy of SEC Registration
- Business permit
- BIR Registration
- Company Profile
- Organizational Structure
- Staff Complement and Profile
- Building Lay-out/Floor plan/Shop lay-out
- Self-Assessment Checklist
- List of equipment, tools and materials
- Location Map
- Lease of Contract, when applicable
- Fire Safety Certificate
The role played by the competency assessors is very crucial in the success of the competency assessment and certification program.

Accreditation is a privilege given by TESDA to individuals who can be fully trusted to safeguard the integrity of the program.
Assessor = Trainer or Industry Worker

REQUIREMENTS FOR ACCREDITATION:

- Letter of Intent
- Application Form
- Certificate of Employment indicating compliance to the requirement of two(2) years work or teaching experience
- For trainer-assessor, Photocopy of NTTC Level I
- For industry practitioners who are not engaged in any training activity, the following requirements shall be applicable:
  - Photocopy of COC – “Conduct Competency Assessment”
  - Photocopy of National Certificate for Driving NC III
  - Endorsed by a respectable association
- Certification attested by the AC manager/accredited competency assessor/TESDA representative that the applicant has assisted in the administration of assessment under the supervision of an Accredited Competency Assessor
<table>
<thead>
<tr>
<th></th>
<th>EO 2009</th>
<th>EO 2010</th>
<th>EO 2011</th>
<th>EO 2012</th>
<th>EO Sem 1 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Training Regulations (TRs)</td>
<td>207</td>
<td>222</td>
<td>226</td>
<td>238</td>
<td>241</td>
</tr>
<tr>
<td>Number of Competency Assessment Tools (CATs)</td>
<td>202</td>
<td>217</td>
<td>221</td>
<td>233</td>
<td>236</td>
</tr>
<tr>
<td>Registered Programs WTR</td>
<td>15,349</td>
<td>16,966</td>
<td>17,698</td>
<td>17,702</td>
<td>17,770</td>
</tr>
<tr>
<td>Registered Programs NTR</td>
<td>2,998</td>
<td>3,079</td>
<td>2,607</td>
<td>2,289</td>
<td>2,209</td>
</tr>
<tr>
<td>Total Programs Registered (WTR+NTR)</td>
<td>18,347</td>
<td>20,045</td>
<td>20,305</td>
<td>19,991</td>
<td>19,979</td>
</tr>
<tr>
<td>Accredited Assessors</td>
<td>2,665</td>
<td>2,274</td>
<td>3,408</td>
<td>7,622</td>
<td>5,800</td>
</tr>
<tr>
<td>Assessed</td>
<td>836,131</td>
<td>716,220</td>
<td>835,572</td>
<td>968,535</td>
<td>347,794</td>
</tr>
<tr>
<td>Certified</td>
<td>690,836</td>
<td>594,323</td>
<td>703,360</td>
<td>830,458</td>
<td>307,946</td>
</tr>
<tr>
<td>Accredited Assessment Centers</td>
<td>1,676</td>
<td>1,173</td>
<td>2,120</td>
<td>2,158</td>
<td>2,987</td>
</tr>
</tbody>
</table>