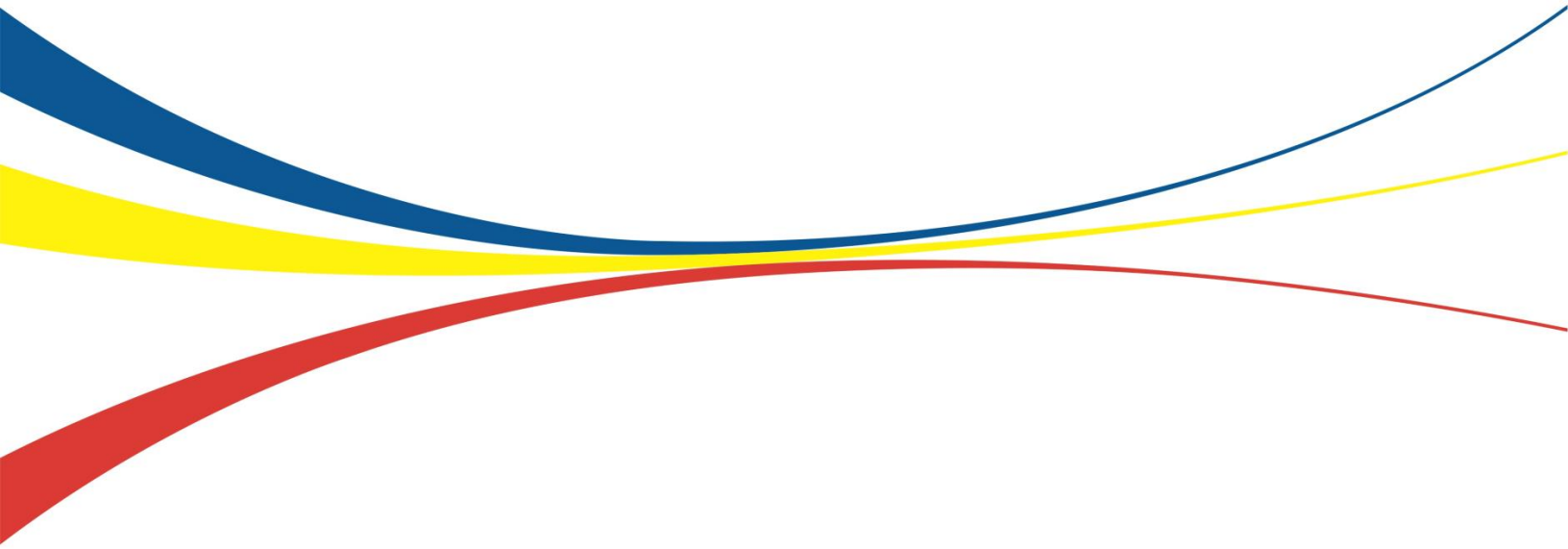




AQRF REFERENCING REPORT OF THE PHILIPPINES

22 May 2019



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one identity
one community

CONTENTS

LIST OF ANNEXES	iv
LIST OF TABLES	v
LIST OF FIGURES.....	vi
LIST OF ACRONYMS	vii
 INTRODUCTION	 1
Background and Organization of the Report	1
The Report in Context.....	2
The Philippine Qualifications Framework (PQF).....	3
CRITERION 1: The Structure of the Education and Training System.....	6
Overview of Philippine Education and Training	6
Formal Education.....	8
Structure, Governance and Regulation	12
Non-formal Education	24
Lifelong Learning: Linking Formal, Non-formal and Informal Education.....	25
Reflections: Ongoing Reforms and PQF Implementation	30
CRITERION 2: National Bodies involved in Referencing.....	33
The Relevant National Bodies.....	33
Functions carried out that are Relevant to Referencing.....	35
Letting the Public Know.....	39
Quality Assurance performed by Private Bodies	39
CRITERION 3: Procedures for Inclusion of Qualifications in the PQF.....	41
Background Information	41
Mapping of Qualifications Against the PQF Levels	41
How a Qualification for PQF Levels is Developed and Awarded	61
Allocating a Qualification to a Level.....	61
Validating the Level Alignment	63
How Qualifications are Quality Assured	65
The Philippine Qualifications Register (PhQuaR)	66
Purpose	67
Scope.....	67
Procedure for Listing and Updating of Qualifications in the PhQuaR	68
Quality Assurance	69
CRITERION 4: Link of the PQF Levels to the AQRF Level Descriptors	70
Broad Structural Comparison of PQF and AQRF	70
Basis for Linking Levels in the PQF to the AQRF Level Descriptors	70

CRITERION 5: Basis of PQF in Agreed Standards	82
Education Standards.....	82
Technical Vocational Education and Training (TVET).....	83
Higher Education.....	84
Standards at the Interface of TVET and Higher Education	86
Standards for Education and Training Providers	88
Professional Standards	88
Industry and Occupational Standards.....	89
CRITERION 6: Quality Assurance of PQF	90
Legal Basis of Quality Assurance in Philippine Education	91
Minimum Education Standards	91
Quality Assurance by Government Agencies	91
Quality Assurance in Technical Vocational Education and Training	92
Quality Assurance in Higher Education	96
Quality Assurance of the Regulated Professions	104
Philippine Quality Award Framework for Education Performance Excellence	106
School-Based Accrediting Organizations	109
Professional Organization-Based Accrediting Organizations.....	110
Factoring in the PQF in Quality Assurance.....	111
Quality Assurance through Voluntary Accreditation by International Organizations	112
Alignment of Quality Assurance Systems with International Standards	114
Technical Vocational Education and Training	114
Higher Education	115
CRITERION 7: Process involving the Main Public Authority and Stakeholders in Referencing the Qualifications	117
CRITERION 8: Involvement of External Experts in the Field of Qualifications	118
CRITERION 9: Publication of the Referencing Report	119
CRITERION 10: Outcome of the Referencing	120
CRITERION 11: Diplomas and Certificates Referenced to the AQRF Levels .	120
GLOSSARY ..	121
ANNEXES ..	123

LIST OF ANNEXES

Annex	Title	Page
A	Composition of National AQRF Committee (NAC) and National Referencing Committee (NRC)	124
B	Referencing Workplan	128
C	Consultative Conferences	129
D	The PQF Domains and Level Descriptors	141
E	The Legal Mandates for the Functions and the Subsequent Executive Issuances to Carry Out the Mandates	143
F	Institutions Involved in Awarding or Using Qualifications	154
G	Minimum Set of Program Outcomes for Baccalaureate Programs	157
H	Sample Level Alignment Matrix: Doctor of Dental Medicine	158
I	Sample Practice Standards: Philippine Professional Nursing Practice Standards	160
J	Procedure for Accreditation of Continuing Professional Development (CPD) Providers and Programs	167
K	Development of Qualifications	172
L	CHED OBE Handbook on Outcomes-based Education and Institutional Sustainability Assessment	177

LIST OF TABLES

Table No.	Title	Page
1	Overview of the Formal Education by Age and Number of Learners; Type of Training Providers and % of Learners by Type of Provider	8
2	Legal Basis of Mandate/Issuances to Implement the Mandate by Function and Agency	36
3	Mapping of Qualifications against the PQF Levels	41
4	Comparative Matrix of the Level Descriptors of the AQRF and the PQF	73
5	Location of the Discussion of the Quality Assurance Processes in the Sections of Criterion 6	90
6	Quality Assurance by Government Bodies and Educational Level	91
7	Quality Assurance Arrangements Managed by CHED	97
8	Government Agencies Involved in Quality Assuring Regulated Professions	105
9	Number of PQA Award Recipients by Level and Type of HEI	107
10	Voluntary Accreditation Agencies by Education Level	108
11	Number of HEIs with Accredited Programs and the Number of Accredited Programs by Level	110
12	Number of HEIs and Programs Accredited by Professional Organization-Based Accreditation Bodies	111
13	Voluntary Accreditation or Assessment by International Organizations	112
14	Number of HEIs and Programs with International Accreditation by Accreditor and Affiliation of the Accreditor	113
15	Opportunity for Improvement by AQAF Principle/Statement	116

LIST OF FIGURES

Figure No.	Title	Page
1	The Philippine Qualifications Framework Diagram	5
2	The Philippine Education and Training System	7
3	Quality Assured Technical Education and Skills Development Framework	13
4	TVET Functional Analysis Map and Alignment to PQF	62
5	Diagrammatical presentation of the alignment of the PQF levels and descriptors with those of the AQRF	72

LIST OF ACRONYMS

AACCUP	Accrediting Association of Chartered Colleges and Universities of the Philippines
ACSCU-AAI	Association of Christian Schools, Colleges, and Universities—Accrediting Agency, Inc.
AIMS	ASEAN International Mobility of Students
ALCUA	Association of Local Colleges and Universities Commission on Accreditation
AMS	ASEAN Member States
APACC	Asia Pacific Accreditation and Certification Commission
AQAF	ASEAN Quality Assurance Framework
AQAN	ASEAN Quality Assurance Network
AQRF	ASEAN Qualifications Reference Framework
ASEAN	Association of Southeast Asian Nations
AUN	ASEAN University Network
BESRA	Basic Education Sector Reform Agenda
CAAP	Civil Aviation Authority of the Philippines
CAV	Certificate of Authentication and Verification
CEAP	Catholic Educational Association of the Philippines
CEB	Commission en banc
CHED	Commission on Higher Education
CHEDROs	Commission on Higher Education Regional Offices
CMO	CHED Memorandum Order
COC	Certificate of Competency
COPC	Certificate of Program Compliance
CPD	Continuing Professional Development
CSC	Civil Service Commission
CTPR	Certificate of TVET Program Registration
DBM	Department of Budget and Management
DepEd	Department of Education
DOLE	Department of Labor and Employment
DTI	Department of Trade and Industry
EASTVETQAF	East Asia Summit Technical and Vocational Education and Training Quality Assurance Framework
ETEEAP	Expanded Tertiary Education Equivalency and Accreditation Program
HEI	Higher Education Institution
IAS	Industry Associations
ICAO	International Civil Aviation Organization
ICITEG	International Center for Innovation, Transformation and Excellence in Governance
ISA	Institutional Sustainability Assessment
KEGs	Key Employment Generators
LAM	Level Alignment Matrix
LEP	Ladderized Education Programs
LET	Licensure Examination for Teachers
LGUs	Local Government Units
LLL	Lifelong Learning
LUCs	Local Universities and Colleges
MARINA	Maritime Industry Authority
MORPHE	Manual of Regulations for Private Higher Education
MRAs	Mutual Recognition Arrangements
NAC	National AQRF Committee
NC	National Certification
NCBTS	National Competency-Based Teacher Standards
NEC	National Evaluation Committee
NNQAA	National Network of Quality Accreditation Agencies
NRC	National Referencing Committee
ODL	Open and Distance Learning

OIQAG	Office of Institutional Quality Assurance and Governance
OPSD	Office of Programs and Standards Development
PAASCU	Philippine Accrediting Association of Schools, Colleges and Universities
PACUCOA	Philippine Association of Colleges and Universities, Commission on Accreditation
PASBE	Philippine Accreditation System for Basic Education
PASUC	Philippine Association of State Universities and Colleges
PCAR	Philippine Civil Aviation Regulation
PCS	Philippine Computing Society
PCTS	Philippine Credit Transfer System
PEPT	Philippine Educational Placement Test
PhQuaR	Philippine Qualifications Register
PICAB	Philippine Information and Computing Accreditation Board
PPST	Philippine Professional Standards for Teachers
PQF	Philippine Qualifications Framework
PQF-NCC	Philippine Qualifications Framework-National Coordinating Council
PRB	Philippine Regulatory Board
PRC	Professional Regulation Commission
PSGs	Policies, Standards and Guidelines
PTC-ACBET	Philippine Technological Council - Accreditation and Certification Board for Engineering and Technology
PTCACS	Philippine Technical Vocational Education and Training Competency Assessment and Certification Systems
PTQCS	Philippine TVET Qualification and Certification System
PTQF	Philippine TVET Qualifications Framework
PTTQF	Philippine TVET Trainers Qualifications Framework
QAAF	Quality Assurance and Accountability Framework
QATESDF	Quality Assured Technical Education and Skills Development Framework
RPL	Recognition of Prior Learning
RQAT	Regional Quality Assessment Teams
RWAC	Registry of Workers Assessed and Certified
SAG	Self-Assessment Guide
SO	Special Order
STAR	System for TVET Accreditation and Recognition
STCW	Standards of Training, Certification and Watchkeeping of Seafarers
SUCs	State Universities and Colleges
TC	Technical Committee
TESDA	Technical Education and Skills Development Authority
TLE	Technical Livelihood Education
TNE	Transnational Education
TOR	Transcript of Records
TOS	Table of Specifications
TP	Technical Panel
TR	Training Regulation
TVET	Technical Vocational Education and Training
TVI	Technical Vocation Institutes
TWG	Technical Working Group
UMAP	University Mobility in Asia and the Pacific
UTPRAS	Unified TVET Program Registration and Accreditation System

INTRODUCTION

The Philippine Referencing Report (PRR) to the ASEAN Qualifications Reference Framework (AQRF) is organized along the criteria stipulated in the AQRF Referencing Guidelines. Apart from providing information on the background and organization of the Report, this Introduction briefly describes the context within which the Report ought to be read and ends with an overview of the Philippine Qualifications Framework (PQF)—its development and key features.

Background and Organization of the Report

Upon the submission of the intent of the Philippines to reference to the AQRF in 2018, the Philippine Qualifications Framework-National Coordinating Committee (PQF-NCC), acting also as the National AQRF Committee (NAC), approved on 29 March 2017 the creation of the National Referencing Committee (NRC) which it mandated to draft the referencing report and define the contents and documentation requirements for submission to the NAC/PQF-NCC for review, approval and transmission to the AQRF Committee. The NRC members were selected based on expertise in basic education, technical vocational education and training, and higher education, and their experience in activities that are relevant to the referencing process. The list of members of the NAC and NRC is in **Annex A**.

The NRC prepared a Work Plan for the conduct of activities related to the preparation of the referencing report. The original duration of the report preparation was from June 2017 to June 2018 in time for the July 2018 deadline for submission of the Complete Referencing Report to the AQRF Committee. When the AQRF Committee extended the deadline to October 2018, the work plan of the NRC extended to September 2018. The timeline covers the conceptualization and preparation of the report, consultation with relevant stakeholders, final review by an international expert, submission to the PQF-NCC/NAC for review and approval and submission of the final referencing report to the AQRF Committee by October 2018. **Annex B** provides the updated Workplan. **Annex C** lists the stakeholder groups represented in the October 2017 Multi-sectoral consultation; the June 2018 consultation on the QA of the PQF; a consultation with accreditors for chartered higher education institutions in September and the two Multi-sectoral consultations also in September 2018.

This Report incorporates the comments made by stakeholders on earlier draft versions in the 23 October 2017 Multisectoral Consultation; the 11 June 2018 Consultation on Quality Assurance (QA); the 6 September Multisectoral Consultation (with the External Reviewer of the Philippine Referencing Report and external AMS [ASEAN Member States] observers from Laos and Thailand); and the 21 September 2018 Consultation; as well as the comments of ASEAN Australia New Zealand Free Trade Area's (AANZFTA) National Qualifications

Framework Project consultants Mike Coles and Andrea Bateman; Australian representative assigned by the ASEAN Secretariat to comment on the write-up of Criteria 1 to 6 in the 6th draft of this Report Elizabeth Campbell Dorning; the international expert of the Philippine Referencing Report Dr. Dorte Kristoffersen; and the members and observers of the AQRF Committee in its 3rd, 4th, and 5th Meetings held in November 2017, May 2018, and November 2018, respectively.

By way of organization, the Report begins with an overview of the country's education and training structure, which is heavily influenced by the United States—the Philippines having been its former colony from 1901 to 1945.

The overview is followed by a straightforward mapping of the responsibilities and legal basis of all relevant national bodies involved in the referencing; the specification of procedures for the inclusion of qualifications in the PQF; a nuanced demonstration of the link between the qualification levels in the PQF and the AQRF and the basis in agreed standards of the qualifications system. A mapping and elucidation of the complex quality assurance system of the Philippines follows the discussion of standards.

The Report also includes a description of: 1) the referencing process that engaged the main stakeholders; and 2) the involvement of an external expert reviewer and an observer each from Laos and Thailand as well as relevant entries corresponding to Referencing Criteria 9 to 11 that connect with the forthcoming outcomes of the referencing process.

The Report in Context

At the outset, it is important to emphasize that this Report ought to be read in the historical and contemporary context of the Philippine education and training system.

Historically, Philippine education has been profoundly shaped by the colonial influence of the United States from 1901 to 1945. Among the more salient manifestations of this influence is the underlying principle of letting a strong market operate in all spheres of social, political and economic life including education, with the state performing a facilitative role. This particular manifestation is reflected in the following:

- the dominance of private providers of qualifications vis-à-vis public providers in TVET and higher education;
- a licensure examination system for regulated professions in addition to the education and training of professionals;
- the requirement of a first degree for specific professions, i.e., medicine and law;

- a separate General Education program in higher education to supplement a curriculum that may be too oriented to the specialized needs of industry and the professions; and
- a complex complementation of public and private quality assurance (QA) bodies that constitute the country's system for quality assuring qualifications.

The American influence on the education and training system of the Philippines is important to keep in mind to render the Philippine Qualifications Framework (PQF) intelligible to ASEAN Member States (AMS), most of which have been influenced historically by the European system of education and state regulation.

Contemporarily, the Philippines is undergoing three major reforms with profound implications for the country's qualifications system:

- the implementation of the K to 12 reform which made kindergarten compulsory in 2012 and added two years of Senior High School starting 2016—with the first batch of Senior High School learners having graduated in 2018 and the first batch of learners who have completed the fully revised curriculum from Kindergarten to Senior High School graduating in 2024.
- the policy shift from an inputs- and knowledge-based education and training approach to a learning outcomes-based approach that privileges knowledge and skills as well as competencies—i.e., the ability to apply knowledge and skills in context; and
- the much broader shift to a lifelong learning (LLL) framework that further underscores the importance of non-formal and informal learning and the need for an expanded system of pathways, equivalencies and credit transfers.

Although the policies and structures are in place, the implementation and iterative fine-tuning of such major reforms are expectedly ongoing.

The Philippine Qualifications Framework (PQF)

The Philippine Qualifications Framework was established in 2012 through Executive Order No. 83. While its governance is stipulated in the Ladderized Education Act of 2014, the passage of the PQF Act in January 2018 provided the legal support for its full implementation.

The groundwork for the establishment of PQF was laid more than a decade earlier with the implementation of reforms leading to a quality assured competency-based TVET system in 1998 and the establishment of the Philippine TVET Qualifications Framework (PTQF) in 2004—institutionalizing National Certificates I to IV based on units of competency that were developed with industry stakeholders.

The involvement of the Philippines in the Task Force on the development of the ASEAN Qualifications Reference Framework (AQRF) under the ASEAN Australia New Zealand Free Trade Area (AANZFTA) hastened the pace of PQF institutionalization and its acceptance by key stakeholders.

The PQF is a quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers educated/trained in the Philippines. It describes the levels of educational qualifications and sets the standards for qualification outcomes. As defined in RA 10968, qualification refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements. A qualification confers official recognition of value in the world of education and training, work and job creation.

The PQF has eight (8) Levels of qualifications differentiated by descriptors of expected learning outcomes along three domains: knowledge, skills and values; application; and degree of independence. See **Figure 1** below for a diagram of the PQF and **Annex D** for the descriptors for each of the levels. It has sub-frameworks corresponding to the sub-systems of the education and training system. For example, the Technical Education and Skills Development Authority (TESDA) sub-system covers National Certificates (NC) I through IV corresponding to the first four levels while the Commission on Higher Education Sub-system covers Baccalaureate, Post-Baccalaureate Diploma, Master's, and Doctorate degrees that correspond to Levels 6 to 8.

The two Sub-systems interface in the provision of Diplomas at Level 5 although this interface is not reflected in Figure 1 at this point in time.¹ Footnote 1 provides an explanation for this discrepancy and for the exclusion of existing Level 5 qualifications other than 'diplomas' in the Figure. The Footnote also contextualizes the generic usage of the term 'diploma' in the Philippines.

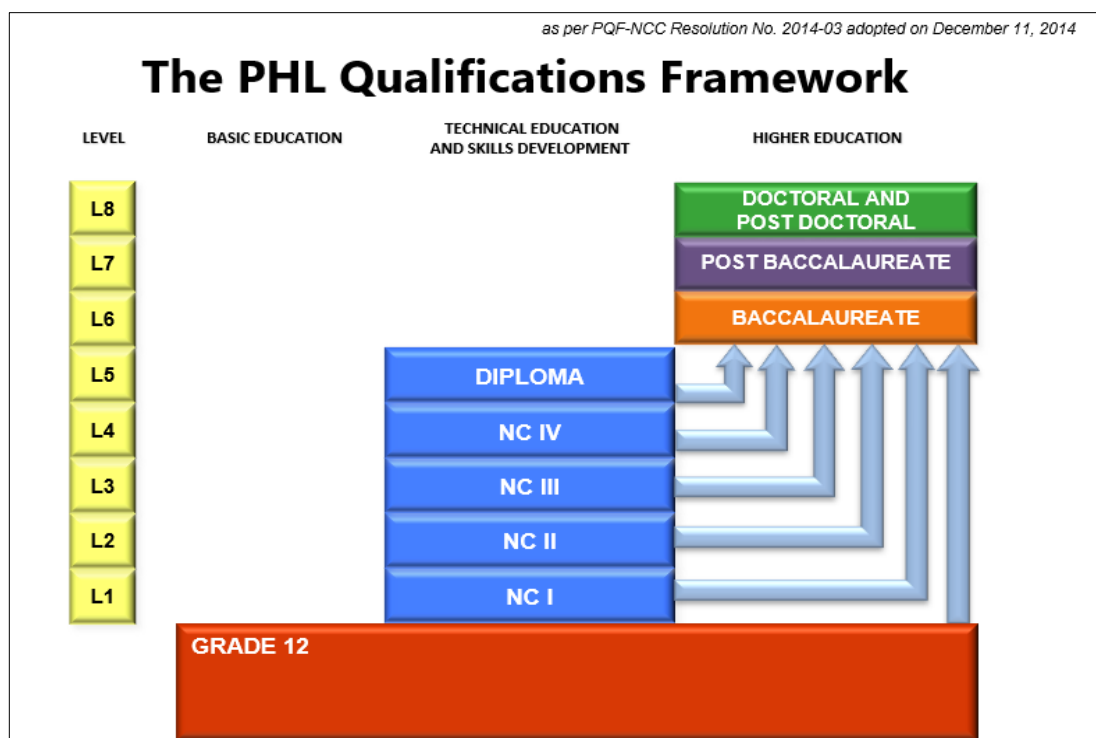
¹ Level 5 straddles the Technical Education and Skills Development Sector and the Higher Education Sector in the Philippine Qualifications System although the diagram approved in 2014 as shown in Figure 1 does not accurately capture this interface. Since the revision of the diagram as part of an ongoing Review stipulated in the newly promulgated Implementing Rules and Guidelines of the law has not been completed as of the 8 April 2019 deadline for submission of the Philippine Referencing Report to the ASEAN Secretariat, Figure 1 remains the officially approved depiction of PQF. Nevertheless, there is consensus among stakeholders in pertinent government agencies that Level 5, which is confined to Diploma in the TVET sector, covers Diplomas and Associate degrees in Higher Education. It is important to further note that as far as the Filipino public is concerned, certificates for associate degrees are referred to in Philippine parlance as an associate degree diploma in much the same way that 'diploma' is also the generic nomenclature for Bachelor, Master's or doctoral degrees in the public mind. The harmonization of the nomenclature with global usage and the revision of Figure 1 in line with RA10968 to more accurately capture the qualifications of PQF are part of an ongoing review.

The PQF aims to benefit various sectors and stakeholders of education and training by encouraging lifelong learning of individuals; providing employers specific training standards and qualifications that are aligned with industry standards; ensuring that training and education institutions adhere to specific standards and are accountable for achieving the same; and providing the government with common standards, taxonomy, and typology of qualifications as bases for granting approvals to stakeholders.

Its specific objectives are as follows:

- to adopt national standards and levels of learning outcomes of education;
- to support the development and maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market; and
- to align domestic qualification standards with the international qualifications framework thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.

Figure 1. The Philippine Qualifications Framework



The PQF considers Senior High School as the foundation of the 8 levels, and provides eligible Senior High School graduates the possibility of obtaining qualifications up to Level 5 as well as admission to degree programs in Level 6.

CRITERION 1: The Structure of the Education and Training System

The structure of the education and training system is described.

Overview of Philippine Education and Training

The Philippine education and training system covers both formal and non-formal education and training and recognizes prior learning (**Figure 2**). It is tri-focalized by law into basic, technical vocational and higher education under three different agencies: the Department of Education (DepEd) headed by a Cabinet Secretary for basic education; the Technical Education and Skills Development Authority (TESDA) headed by a Director General for technical vocational education and training; and the Commission on Higher Education (CHED) under the Office of the Philippine President headed by the Chairperson of a collegial body of five Commissioners.

A fourth Agency, the Professional Regulation Commission, grants registration and licenses to graduates of tertiary education and a few non-baccalaureate programs.²

² RA No. 11052 or the Philippine Food Technology Act mandate the creation of the PRB of Food Technology. The law was enacted on 29 June 2018. The PRB of Food Technology has not yet been constituted to this date.

Figure 2. The Philippine Education and Training System

Normal Age	Sector/ Governing Agency	Academic Qualifications by formal education providers/PQF Level	TVET Qualification provided by institutes. Enterprises, communities /PQF Level	Illustrative Examples of Non-Formal Programs	Interface of formal, non- formal and informal qualifications
24 up	Higher Education Commission on Higher Education (CHED)	Doctoral/L8		• Extension Programs • Certificate courses • Continuous Professional Development Programs (CPDs)	Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)
22 up		Master's/L7			
22 up		Post-Bac diploma/L6			
18 and up		Bachelor's degree/L6 Diploma, Associate Degrees*/L5			
15 and up	Technical Vocational Education Technical Education and Skills Development Authority (TESDA)		National Certification (NC) NC I, II, III, IV and Diploma*/ L1 to L5	Community- based trainings	Philippine Technical Vocational Education and Training Competency Assessment and Certification Systems (PTCACS)
16-17	Basic Education Department of Education (DepEd)	Senior High School diploma <u>Tracks:</u> • Academic <u>Strands</u> -Science, Technology, Engineering, Mathematics (STEM) -Humanities and Social Sciences (HUMSS) -Accountancy and Business Management (ABM) -General Academic Studies (GAS)- • Technical Vocational Livelihood (TVL)*** • Sports • Arts and Design		Programs under Alternative Learning Systems (ALS)**	Philippine Education Placement Test (PEPT)
12-15		Junior High School Certificate			
6-11		Elementary Certificate			
5		Kindergarten			

*See Footnote 1.

**At present, the DepEd ALS program is in the process of developing the assessment system for the Senior High School Level

*** TVL graduates are awarded appropriate NC up to NC III if they meet the competency standards in PTCACS.

Formal Education

The country's formal education is a progression of academic schooling from Kindergarten to Grade 3 (Primary School) for learners aged 5 to 8; Grades 4 to 6 (Intermediate School) for learners 9 to 11 years old; Grades 7 to 10 (Junior High School) for 12 to 15-year-old learners; and Grades 11 to 12 (Senior High School) for 16 and 17-year-old learners; to technical vocational education and training (TVET) and/or higher education for those 18 years of age and above.

Table 1 provides a snapshot of the Philippine formal education system. Close to 30 million learners are engaged by the system on an annual basis—89% of whom are in basic education, 10% in higher education and 1% in TVET. A total of 67,727 schools, of which 71% is public, provide basic education. The reverse is true for TVET and higher education providers where 71% and 88%, respectively, are private. For the TVET schools, the proportion of learners in private institutions (75%) is not too far off from the proportion of private providers (71%). This is not the case, however, for higher education. Since about half of private higher education institutions is small in size, only slightly more than 50% of higher education learners are studying in private higher education institutions. This share of students is significantly lower than its 88% share of the total number of HEIs.

Table 1. Overview of the Formal Education by Age and Number of Learners; Type of Training Providers and % of Learners by Type of Provider*

Education Level		Age of learners	Number of learners	Number of Providers by Type		% of Learners by Type of Provider	
				Public	Private	Public	Private
Basic Education	Primary (w/ Kinder)	5-8	15,832,380	46,663 (77%)	14,064 (23%)	77%	23%
	Intermediate	9-11					
	Junior High School	12-15	7,973,874				
	Senior High School	16-18	2,823,591				
Technical/Vocational	Technical/Vocational	16+	256,305	2317 (29%)	5674 (71%)	25%	75%
Higher Education	Pre-Baccalaureate	18-19+	110,342	233 (12%)	1,673 (88%)	70%	30%
	Undergraduate	18-21+	2,618,756			45%	55%
	Post-Baccalaureate	21+	11,204			71%	19%
	Master's	21+	214,540			48%	52%
	Doctorate	23+	26,961			49%	51%
Total			29,867,953	49,213	21,411		

*Source for basic education: EBEIS SY 2016-17; Source for TVET: T2MIS-March 2019; Source for higher education: CHEDMIS- AY 2017-2018; CHED OPKRM, 2018.

Basic Education

Structure

Basic education serves as the foundation of the Philippine Qualifications Framework. The current basic education system consists of the 13-year four-stage program: Primary School (including Kindergarten); Intermediate School, Junior High School and Senior High School. A National Achievement Test is administered in Grade 6 and at the end of Junior High School while a Basic Education Exit Examination is given to Senior High School learners. The learner's acquisition of an elementary certificate upon completing Grade 6, a Junior high school certificate in Grade 10 and a senior high school diploma in Grade 12 constitutes the milestones in basic education.

Current Reform

This basic education structure is a result of the K to 12 reform which requires Kindergarten and Senior High School. Pre-school education became compulsory in the Philippines only in 2012 with the legislation of the Kindergarten Education Act (Republic Act 10157), although many private elementary schools have prescribed—since the 1950s—one or two years of Kindergarten/Preparatory school for their learners who usually hailed from middle and upper-class families. These private schools include the Maria Montessori and Waldorf schools.

The K to 12 Reform involved the revision of the curriculum from Kindergarten to Senior High School. The Senior High School (SHS) Curriculum, in particular, requires students to choose one of four tracks: 1) Academic, 2) Arts and Design, 3) Sports, and 4) Technical Vocational Livelihood. The academic track is further subdivided into four strands: 1) Accountancy, Business and Management (ABM); 2) Science, Technology, Engineering, and Mathematics (STEM); 3) Humanities and Social Science (HUMSS); and 4) General Academic (GAS).

Junior high school learners who pass the TESDA assessment can obtain a National Certificate I while a Senior high school learner who passes the appropriate assessment can earn an NC I, II or III.

It is important to note that while Senior High School offers tracks and four strands within the Academic Track, SHS graduates—regardless of tracks—can gain admission to Baccalaureate degree programs. Tracking students early and making them progress within the same track, which is usual for some ASEAN Member States, is not culturally acceptable in Philippine society, college education for the social mobility of their children being a universal aspiration of Filipino parents.

For this reason, **ALL** SHS learners, regardless of track, are required to take 15 core subjects (including Statistics and Probability) to ensure that they are equipped with competencies required for specialization studies in their chosen SHS tracks.

In addition, learners are expected to take 16 additional subjects in the Applied Track and in Specialized areas within their chosen Track. Geared toward the acquisition of common but critical competencies in SHS, i.e., English language proficiency, research, ICT, etc., Applied Track subjects are prescribed for learners in all tracks, but are delivered with teaching-learning content and strategies customized to the requirements of each track.

Apart from the K to 12 reform, Philippine basic education has made the paradigm shift to lifelong learning and a learning outcomes-based approach at the level of policy and professional teacher standards and is currently refining its implementation in the classroom.

Governance

The Department of Education (DepEd) fulfills its basic education regulatory mandate through a large organization of 722,710 personnel as of 2017. Its supervisory and regulatory functions are carried out through officials at the Central Office, Regional Directors, Superintendents, Education Supervisors and Principals.

The Department of Education subscribes to School-based Management. While curricular freedom at the basic education level is limited for the public schools directly under its wings, the Department grants some level of autonomy to school heads in managing their schools—e.g., adopting innovative teaching methodologies, resource generation, and teacher development programs.

Technical Vocational Education and Training (TVET)

The Philippine TVET is a competency-based education and training system strategically designed to meet labor-market demand and provide unskilled Filipinos opportunities for decent employment and personal advancement. The system subscribes to the principles of lifelong learning and recognition of prior learning by recognizing learning outcomes achieved through formal, informal and non-formal modalities. The qualifications and the skills formation programs are designed in modular form to provide the needed flexibility that allows the packaging of programs according to present and future needs, ease of amendment and an incremental approach to volume and size while addressing the minimum requirements for a qualification.

The TVET system is reflected in the Quality Assured Technical Education and Skills Development Framework or QATESDF (**Figure 3**) which adheres to the following principles:

- A National Technical Education and Skills Development Plan anchored on national priorities as spelled out in the Philippine Development Plan and in

- the Investment Priorities Plan; current labor market information; and customer needs. National development priorities spelled out in the national plans form the basis for the TESDA Board to draw up the national TVET policies and priorities;
- A system driven by competency standards and training regulations derived from industry requirements and specifications and guided by TVET priorities identified by the TESDA Board;
 - Training Regulations as minimum national standards that serve as basis for the development of a competency-based curriculum and learning packages, competency assessment tools and standards and the training and qualification of trainers and assessors;
 - Accessibility of the System to a broad range of customers including the unemployed, the underemployed, displaced workers, new entrants to the labor force, technical vocational institutions and enterprise-based training providers;
 - Quality of training delivery premised on an efficient and Unified TVET Program Registration and Accreditation System (UTPRAS);
 - The incorporation of a competency-based Philippine TVET Qualification and Certification System (PTQCS) that serves as the basis for the grant of national credentials including trainer and assessor certificates;
 - Recognition of prior competencies acquired through alternative means and through related work experiences through a system of equivalency within the entire education system;
 - Employment and productivity enhancement as ultimate metrics of the technical vocational education and training system to effectively bring about the effective matching of labor supply and demand;
 - TESDA-enhanced TVET sector capability and capacity through financial resource management, human resource development, physical resource management, information management, marketing and advocacy, administrative management, customer feedback, management of external relations and environmental concerns;
 - The entire system operationalized in a quality management system to ensure continual improvement.

As a competency-based system, Philippine TVET operates on the basis of competency standards developed by industry experts and accepted as an official document after the promulgation of the TESDA Board and subsequent publication in the Philippine Official Gazette or in a newspaper of general circulation. The Competency Standards, together with the training standards and the assessment and certification arrangements for each qualification are packaged into Training Regulations (TR) that are published in national newspapers and uploaded in the TESDA Website. As with the development of Competency Standards, the development and deployment of TRs are governed by quality-assured procedures which are ISO 9001:2015 certified.

Structure, Governance and Regulation

As shown in Table 1, TVET is delivered in the form of training programs that are provided by about 7,991 institutions, 71% of which is private. These institutions include TESDA Training Centers and the following academic and government agencies:

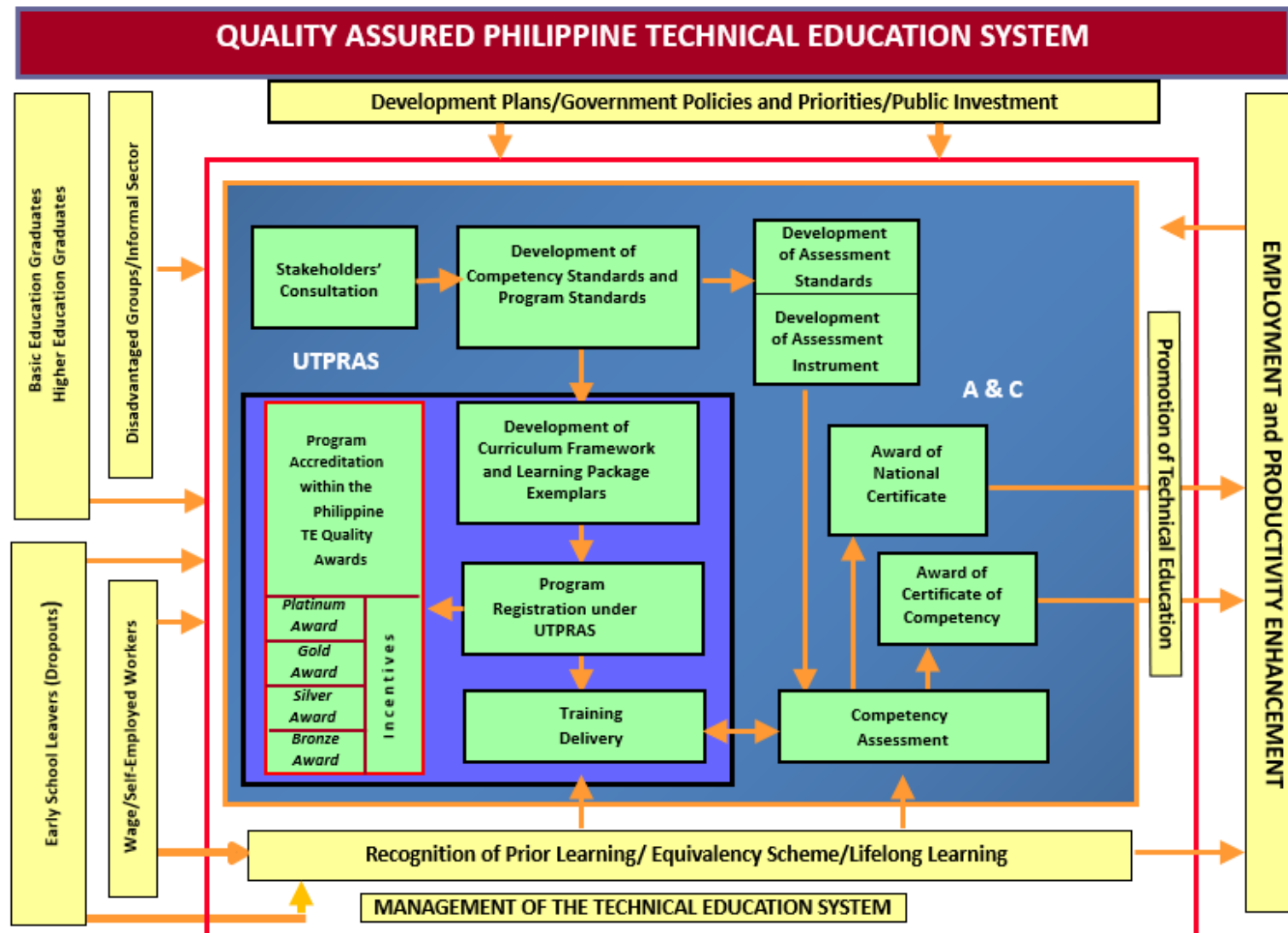
- | | | |
|--------------------------------|--|----------------------------------|
| • State Universities/Colleges | • Local Universities/Colleges | • DepEd Supervised Schools |
| • 16 Regional Training Centers | • 46 Provincial Training Centers | • 4 Specialized Training Centers |
| • Local Govt Units | • Other Government Agencies w/ Skills Training Program | • 57 TESDA-Administered Schools |

TVET institutions/training providers are encouraged to develop their own curriculum based on the competency standards/Training Regulations. Adherence to the competency standards, issued under specific Training Regulations, is the minimum requirement for the design and authorization of any TVET training program.

To ensure greater access, TESDA, through its Centers and designated providers, continues to undertake direct training provisions with four training modalities: school-based, center-based, enterprise-based and community-based. Enterprise-based training is carried out through the Dual Training System/apprenticeship, while community-based training is done in collaboration with Local Government Units.

TESDA is the agency mandated by law (Republic Act No. 7796) to: 1) promote and strengthen the quality of technical education and skills development programs in order to attain international competitiveness; 2) focus technical education and skills development on meeting the changing demands for quality middle-level manpower; 3) encourage critical and creative thinking by disseminating the scientific and technical knowledge base of middle-level manpower development programs; 4) recognize and encourage the complementary roles of public and private institutions in technical and skills development and training systems; and 5) inculcate desirable values through the development of moral character with emphasis on work ethic, self-discipline, self-reliance and nationalism.

Figure 3. Quality Assured Technical Education and Skills Development Framework



Organizationally, the governance of TESDA, specifically its policy formulation and program approval, rests on a Board composed of representatives of government, industry and employers, workers' unions and organizations and TVET providers. The composition of Board membership assures that it will be private sector-led or dominated although the Board is chaired by the Secretary of Labor and Employment and the Co-chaired by the Secretaries of Education (basic education) and Trade and Industry. The Board approves all the policies and plans of TESDA which are implemented by the TESDA executive and regional directors.

Industry participation in the governance of TESDA is clearly enunciated in the following sections of Republic Act 7796, which created the Technical Education and Skills Development Authority (TESDA) out of the Department of Education (DepEd) and Department of Labor and employment (DOLE).

SECTION 7. Composition of the TESDA Board. — The TESDA Board shall be composed of the following:

*In addition, the President of the Philippines shall appoint the following members from the private sector: **two (2) representatives, from the employer/industry organization, one of whom shall be a woman;***

SECTION 22. Establishment and Administration of National Trade Skills Standards. — *There shall be national occupational skills standards to be established by TESDA-accredited **industry committees**. The Authority shall develop and implement a certification and accreditation program in which **private industry groups and trade associations** are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.*

SECTION 30. Skills Olympics. — *To promote quality skills development in the country and with the view of participating in international skills competitions, the Authority, with the **active participation of private industries**, shall organize and conduct annual National Skills Olympics. The Authority, through the TESDA Secretariat, shall promulgate the necessary rules and guidelines for the effective and efficient conduct of Annual National Skills Olympics and for the country's participation in international skills Olympics*

Operationally, industry participation is reflected in the industry stakeholders' involvement:

Through Qualifications and Standards Office where they

- Provide labor market information on the prioritization of Qualifications/Training Regulations to ensure that appropriate skills and knowledge are provided by the education system (User-Led or Market-Driven Strategy);

- Provide technical assistance in the development/review/amendment of Competency Standards (CS)/Qualifications/Training Regulations (TRs), Competency Assessment Tools and formulation of Assessment Fees (AFs) with the Qualifications and Standards Office; and
- Provide technical assistance in the benchmarking and comparability of Competency Standards and Competency Assessment Tools with other economies/countries.

Through the Certification Office where they help:

- Develop and establish a national system of assessment and certification and registration of TVET programs in the country whereby industries can become training providers, assessment venues and industry practitioners can become accredited trainers and assessors.

Through Partnerships and Linkages Office where they

- Provide direction, policies and guidelines on the implementation of the dual training system/apprenticeship/learnerships/supervised industry training schemes and program implemented by various institutions and enterprises; and
- Coordinate, monitor and evaluate all dual training system/apprenticeship/learnerships/ supervised industry training schemes and programs implemented by various institutions and enterprises.

TESDA serves as the Technical Secretariat of the National Coordinating Committee of the Philippine Qualifications Framework. It is responsible for ensuring that the levels of the qualifications it certifies are aligned with Levels 1 to 5 of the Philippine Qualifications Framework.

Qualifications

Philippine TVET programs provide qualifications from Levels 1 to 4 of the PQF in the form of National Certificates—e.g., Animation NC III, Automotive Servicing NC II; Bread and Pastry Production NC II—that are issued when a candidate has demonstrated competence in all units of competency that comprise a Qualification.

TVET qualifications at Level 5—e.g., TESDA diplomas—are at the interface with higher education and are at the same level as diplomas and associate degrees in higher education. In ladderized programs, TESDA diplomas constitute the qualification for the next stage in the ladder towards higher education qualifications.

Higher Education

Structure

Degree and non-degree programs at the undergraduate or graduate levels are provided by 1,906 higher education institutions (HEIs), excluding the satellite campuses of State Universities and Colleges. These institutions may be differentiated by type of ownership, mandate and relative autonomy, among others.

In terms of ownership, the HEIs are classified either as state-owned or private. Public institutions, in turn, consist of State Universities and Colleges created by legislation and their satellite campuses; Local Universities and Colleges which are established through the ordinance of Local Government Units to serve their communities and other special HEIs like the Philippine Military Academy, Philippine Public Safety College and the Philippine Defense College.

Public		Private	
State Universities and Colleges (SUCs)	111	Sectarian	350
SUCs Satellite Campuses	447	Non-Sectarian	1,323
Local Universities and Colleges	108		
Others (Include Special HEIs like the Philippine Military Academy)	14		

Private institutions, on the other hand, can be further classified into sectarian or non-sectarian. The former cover those run by religious orders or institutions such as Protestant or Catholic religious congregations. A significant number of non-sectarian HEIs operate for profit.

The type of ownership of Philippine HEIs accounts for variation in fee structures, with public institutions charging significantly lower tuition than private institutions because of government subsidy. Note, however, that the passage of Republic Act No. 10931 or the Universal Access to Quality Tertiary Education Act in 2017 has rendered public HEIs tuition-free and exempted from other fees in state universities and colleges (SUCs), and local universities and colleges (LUCs). Private HEIs, on the other hand, differ in the amounts they charge, with the top institutions charging much more than the others since government subsidy for private institutions is minimal. While their tuition fees cater to the elite, these HEIs also provide grants-in-aid or scholarships to poor but deserving learners.

HEIs can be further classified in terms of mandate into three general categories: universities that are expected to produce knowledge and innovations in addition to teaching and extension services; professional institutes that are expected to specialize in producing technical experts and professionals and forge strong

linkages with industry; and colleges that are either liberal arts colleges or community colleges.

CHED instituted the horizontal typing of HEIs according to their mission, allowing those whose corporate name includes “University” to apply for reclassification as professional institutes for quality assurance purposes while retaining their corporate name. The horizontal typing is ongoing. To date, there are 194 universities of which 111 are privately owned.

An institution may be classified horizontally either as university, professional institute, or college on the basis of their mission or mandate for purposes of the quality assurance instruments to use in their program and institutional assessment. They are also classified vertically along their program and institutional quality as autonomous, deregulated or regulated.

CHED grants autonomous and deregulated status—for a renewable period from three to five years—to private higher education institutions that have shown exemplary performance in the provision of education, research and extension services³ as evidenced by their long tradition of integrity and untarnished reputation, commitment to excellence and sustainability and viability of operations. Institutions granted Autonomous Status by CHED demonstrate both exceptional institutional quality and enhancement through internal Quality Assurance (QA) systems and excellent program outcomes. On the other hand, institutions granted deregulated status demonstrate very good institutional quality and enhancement through internal QA systems and demonstrate very good program outcomes. At present, there are 65 autonomous and 9 deregulated HEIs.⁴

The regulated HEIs can be further differentiated in terms of their quality as gauged by their internal and external program and institutional accreditation and the passing rate of their students in PRC’s licensure examinations for regulated professions, among other indicators.

The differences among Philippine HEIs along quality measures nuance the country’s qualifications at Levels 6, 7 and 8. For instance, the PQF levelling of existing Bachelor of Science or Bachelor of Arts degree programs as Level 6

³ Extension services broadly refer to the systematic transfer of information, knowledge, and innovation generated by higher education institutions and their partners in search for solutions to development problems. These also cover the university’s public service of transferring expertise to address policy and implementation issues at the macro and micro (e.g., community) levels. In the Philippines, higher education institutions are mandated to address three functions—i.e., teaching, research and extension.

⁴ See CMO 58 Series of 2017 for the list of autonomous and deregulated institutions in the following link

<https://ched.gov.ph/wp-content/uploads/2017/10/CMO-58-s-2017.pdf>

instead of Level 5 on the basis of the level of learning outcomes resulting from external quality assurance remains a challenge. While this is the case, however, the institutionalization of PQF has catalyzed a process of reviewing the graduate attributes and competencies of existing programs by the CHED Technical Panels of experts who are responsible for recommending revisions in Policies, Standards and Guidelines. As a case in point, the Technical Committee for the Bachelor of Science in Industrial Technology has aligned its learning outcomes with the Sydney Accord in Engineering which corresponds to Level 5 in the Philippine Qualifications Framework.

On other selected features of Philippine higher education, HEIs adopt a semester term, although a few HEIs are authorized to implement trimestral or quarterly terms. The duration of undergraduate study varies. Most of the bachelor or undergraduate programs have a 4-year duration; two programs (architecture and pharmacy) take 5 years to complete and two programs (dentistry and veterinary medicine) have a 6-year duration. The number of years corresponds to the applicable term in an HEI (i.e., semester, trimester, quarterly).

Aligning with the regional and global schedule of classes, a number of HEIs, particularly those with student and faculty exchange programs, have shifted to an August start of class schedule. Most of the Philippine HEIs, however, have retained their opening in June.

Admission policies of HEIs range from selective to open admissions, depending on the demand for access to the HEI. The University of the Philippines, for instance, admits from 10% to 14% of its applicants. The current implementation of the free tuition law has resulted in higher number of applications, which is expected to further increase the applications and subsequently, the University's selectivity. On the other hand, some HEIs have an open admission policy but a more stringent retention rule.

In terms of enrollment by discipline, the cluster of business and related programs has the highest enrolment (26%); followed by education and teaching-related trainings (21%); engineering and technology (12%); information technology (11%); health-related programs (6%). Enrollment in the other disciplinal clusters makes up the remaining 24%.

CHED recognizes and supports both conventional and non-conventional modes of delivery in higher education. The conventional mode entails traditional face-to-face classroom interaction between the learners and the faculty members. The common approach involves a variety of instructional methods such as lectures, laboratory experiments, demonstrations, visualization exercises, concept maps, film showing, class and group discussions, problem solving exercises, computer modeling, field trips, tutorials, among others.

Higher education degrees may also be obtained through the following non-conventional models of learning being implemented in the country: open and distance learning (ODL); ladderized education programs; Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP); and transnational education (TNE) programs.⁵

Open and Distance Learning (ODL). Combines the methodology of distance education with the philosophy of open and flexible learning. It is a learner-centered and guided independent study utilizing research-based learning and teaching methodologies to deliver well-designed learning materials through various media or modes of delivery.

Ladderized Education. Allows students to progress between technical vocational and higher education programs or vice versa using the principle of credit transfer. It is a process which provides multiple entry and exit points and ladders of learning opportunities and allows students to make the smooth transition from one course, program or education level to the next without experiencing duplication of learning. This means that students will not repeat the same course content for which credit has already been received, even if obtained elsewhere or from another institution, subject to the admission policy of the admitting HEI in the exercise of academic freedom.

Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP). A mechanism for obtaining qualification recognition through assessment of individual's skills and competencies, or through recognition of prior learning. It is an alternative mode of granting post-secondary and higher education credits to individuals through a compendium of competency assessment processes that culminate in the awarding of academic degrees. The equivalency system is based on the assignment of academic credits equivalent to competencies obtained outside the formal school system as demonstrated by knowledge, skills, attitudes and values (KSAVs). At present, there are 96 higher education institutions deputized by CHED to assess and grant degrees in about 340 different programs or disciplines through ETEEAP. It must be noted, however, that since the graduate education in the country has been under review in the last few years, the Commission on Higher Education suspended the implementation of ETEEAP at the graduate level to align it with the revised Policies, Standards and Guidelines for Graduate education. As of this writing, the revised CHED PSG has gone through the series of public hearings required prior to the approval of the CHED Commission en banc.

⁵ SEAMEO RIHED Regional Seminar on Curriculum Structure and Development for Southeast Asian Higher Education, Country Paper presented and submitted by Dr. Amelia A. Biglete, Director IV, Office of Programs and Standards Development, CHED, August 4, 2017.

Transnational Education (TNE). Higher education programs or educational services in which learners are located in a country different from the one where the awarding institution is based. This can be provided through inbound and outbound modalities, with categories such as academic franchising, articulation of programs, extension programs, joint or double degrees, online blended or distance learning, offshore programs, twinning arrangement, validation, etc. Majority of TNE programs offered are in the form of *collaborative* TNE provision (between host institutions and HEIs/providers). They take the form of academic franchising, twinning arrangements and double degrees.⁶ An international branch campus is not yet possible in the Philippines because of the issue of ownership as provided for in the existing law governing TNE.

The eligibility requirements for foreign TNE higher education partners include the following:

- Accreditation or certification by respective higher education ministry/ commission or appropriate regulatory body for higher education;
- Legal standing in its country of origin and/or other countries in which it conducts business as well as recognition of its qualifications including those delivered through TNE;
- Academic reputation in academic communities;
- Qualifications and/or experience of academic staff in regard to teaching and research when tutoring/academic support is provided by the offshore partner;
- Quality and accessibility of student learning support services such as ICT infrastructure and facilities, library, computing services, bandwidth availability, meeting rooms, virtual learning environment, and learning management system;
- Quality teaching & learning resources such as Open Educational Resources (OERs);
- Institutional and national quality assurance procedures for TNE including published standards and reports; and
- Appropriate student support services, including when international students are to spend a period of time in the Philippines as part of course or program requirements, information on legal requirements and accommodation

⁶ **Academic Franchising** refers to a higher education institution (franchiser) from a certain country that grants another institution (franchisee) in another country the right to provide the franchiser's program/qualifications in the franchisee's host country, regardless of the students' provenance (from the first, the second or any other country; **Twinning arrangements** are characterized by students studying for a degree in two countries, starting in their own and finishing in another, which typically is the country of a partner institution; **Double degrees**, on the other hand, are jointly developed and jointly delivered/offered by two institutions, but the student obtains two degrees from the partner institutions. Double degree models overlap with twinning arrangements.

arrangements, subject to Bureau of Immigration requirements for international students.

At present, there are 21 HEIs authorized to offer 79 TNE programs in various disciplines and in the pipeline are 20 HEIs intending to operate new TNE programs.

Governance and Regulation

Mandated to oversee the higher education sector, CHED is headed by the Chairperson of a collegial body of five (5) Commissioners, all of whom must have had at least 10 years of experience in a higher education institution. (Per wording of RA 7722)

At the Central level, CHED is supported in its policy-making function by 16 Technical Panels representing different clusters of related disciplines—i.e., natural sciences and mathematics, social sciences and communications, humanities, computing sciences, humanities, management, etc.—and Technical Committees focusing on 96 disciplines and open education programs. A total of **516** duly appointed experts from academe, the Professional Boards for regulated Professions, professional associations and industry constitute the Technical Committees and Technical Panels.

CHED policies are implemented by regional offices headed by Regional Directors, who, in turn, are assisted in their program assessment, monitoring and evaluation work by Regional Quality Assurance Teams (RQATs) of academic experts and local representatives from industry who are vetted by CHED.

Qualifications

Undergraduate Education

At the undergraduate level, the total number of credit units and hours required to complete an academic program depends not only on the nature and delivery mechanisms of a program. Some HEIs require units above the minimum requirement for a specific degree program in light of their mission and functions. For instance, comprehensive Catholic universities with a strong liberal arts tradition require additional units of philosophy and theology courses. In general, there is no specific policy as to the sequence of the subjects in a particular degree program to allow flexibility in the HEIs' curricular implementation.

The number of units for undergraduate courses does not necessarily correspond to the number of learning hours. Lecture hours are equivalent to the corresponding number of units, i.e., 3 units equals 3 hours/week. However, three hours of laboratory work, drafting, shop or field work are equivalent to one hour of classroom lecture. Until the revision of the law creating CHED that legislates *the*

use of units, the Philippines will continue to use “units,” albeit while harmonizing them with learning hours.

In almost all fields of study, work or experiential learning is part of the undergraduate curriculum. For instance, in business and management, teacher education, engineering, maritime, agriculture, medicine and other health-related programs, the curriculum requires students to undergo on-the-job exposure that may take the form of practicum, on-the-job training/occupational internship, community work or extension activities. The duration varies depending on the degree program. For a number of programs, the practicum or on-the-job training ranges from an entire semester to a year or more.

Undergraduate degree programs in the Philippines are located at Level 6 of the Philippine Qualifications Framework. Their graduates must be able to demonstrate broad and coherent knowledge and skills in their field of study for professional work; apply their knowledge in professional/creative work or research in a specialized field of discipline and/or further study; and be able to work with a substantial degree of independence and or/in teams of individuals in related fields with minimal supervision. Note, however, that HEI-provided ladderized programs that culminate in a PQF Level 6 degree also provide qualifications at Level 5 for students who exit before proceeding to the higher education rung of the ladder.

Apart from acquiring undergraduate degrees, passing the licensure examination is an additional PQF Level 6 requirement for graduates of disciplines regulated by the Professional Regulation Commission. Without a license, such graduates are not eligible to work in their chosen regulated profession in the Philippines. They are also increasingly ineligible to work in other countries where their baccalaureate degree is not sufficient qualification for employment.

Through the various Professional Regulatory Boards (PRBs), PRC regulates the practice of 43 professions in the Philippines—Accountancy, Aeronautical Engineering, Agricultural and Biosystems Engineering, Agriculture, Architecture, Chemical Engineering, Chemistry, Civil Engineering, Criminology, Customs Broker, Dentistry, Electrical Engineering, Electronics Engineering, Environmental Planning, Fisheries, Forestry, Geodetic Engineering, Geology, Guidance and Counseling, Interior Design, Landscape Architecture, Librarianship, Master Plumbing, Mechanical Engineering, Medical Technology, Medicine, Metallurgical Engineering, Midwifery, Mining Engineering, Naval Architecture, Nursing, Nutrition and Dietetics, Optometry, Pharmacy, Physical and Occupational Therapy, Psychology, Teaching, Radiologic Technology, Real Estate Service, Respiratory Therapy, Sanitary Engineering, Social Work, and Veterinary Medicine.

Insofar as PRC’s issuance of a professional license is publicly recognized as certifying that those granted the license have successfully achieved specific learning outcomes that would allow them to demonstrate the full independence necessary to practice their professions in the Philippines—and in other countries

that now require PRC licensure of Filipino professionals—the license has effectively been considered an added qualification to the baccalaureate degree for the technical and above enumerated professional fields.

To ensure the alignment of the licensure examination with CHED's program Policies, Standards and Guidelines (PSGs) for regulated disciplines/professions, a member of the Professional Boards sits on the CHED Technical Committee for a particular regulated discipline and, in this capacity, participates in the formulation of the draft CHED Policies Standards and Guidelines, which are subsequently subjected to a series of stakeholder consultations prior to CHED approval and publication in the government's Official Gazette or in a newspaper of general circulation.

Graduate Education

Graduate education in the Philippines is expected to achieve a clear progression beyond baccalaureate/undergraduate education by underscoring integrative and interrogative teaching and learning contents and methods and recognizably higher competencies in knowledge production (research), knowledge transmission (teaching) and knowledge application (professional practice, vocational arts, technology).

Qualifications at the graduate level correspond to Levels 7 and 8 of the Philippine Qualification Framework (PQF). With respect to PQF Level 7, the expected outcomes of a master's degree are: demonstration of advanced knowledge and skills in a specialized or multidisciplinary field of study for professional practice; self-directed research; and/or high substantial degree of independence in the exercise of leadership and initiative, and in professional/creative work or research conducted individually or in multidisciplinary teams. Post-baccalaureate diploma/certificate programs (e.g., Diploma in Development Economics) lie between Level 6 and Level 7, but may lead to a master's qualification.

The program outcome that corresponds to PQF level 8 takes the form of graduates with the capacity to demonstrate highly advanced systematic knowledge and skills in highly specialized and/or complex multidisciplinary fields of learning and/or professional practice. These graduates are expected to work independently—whether individually or in disciplinal or multidisciplinary teams—and demonstrate research leadership and creativity. In other words, significant levels of expertise-based autonomy and accountability are applied to professional leadership for innovation, research and/or development management in a highly specialized or multidisciplinary field.

Master's and doctoral programs in the Philippines have two tracks: Academic or Research Track (PhD by Research) and a Professional Track. Since the Philippine higher education system is heavily influenced by the United States where course work is combined with the thesis research requirement, Master's or PhD degrees

by Research is a recent development. The prevailing graduate curriculum is based on coursework with thesis/dissertation. It is also important to note that non-thesis Master's degrees are provided by higher education institutions, usually for professional programs, but they do not fulfill the usual requirement for admission to a PhD degree program given its research thrust.

Non-formal Education

Non-formal education in the Philippines refers to any organized, systematic educational activity carried outside the framework of the formal system that provides selected types of learning to a segment of the population. It involves educational activities developed for identified learners (e.g., women in disadvantaged communities, workers or professionals) along specific learning objectives (e.g., adult literacy, professional enhancement in the practice of professions) that do not necessarily lead to formal qualifications, but may be recognized towards such qualifications if stipulated standards are met.

The Department of Education, while veering away from the use of the 'non-formal' and replacing it with 'alternative learning,' administers an expanded Alternative Learning System (ALS) for Out-of-School Youth and adult learners with a corresponding system of accreditation and equivalency—2.4% of enrolment in 2017–2018 were in ALS. An Alternative Learning System is in place as a practical option to the existing formal instruction with DepEd authorized providers.

Non-formal education in TESDA has usually taken the form of, among others, community-based training. In 2018, for instance, its community-based training enrolled 1,355,107 and graduated 1,276,837.

While non-formal education in the Philippines is undertaken by a thriving community of development non-government organizations (NGO) and government agencies without an education mandate such as the Department of Labor, Department of Social Welfare and Development, and the Department of Trade and Industry that nevertheless organize non-formal education programs for specific clientele, HEIs conduct non-formal education activities as a matter of course because extension services are one of the functions of Philippine universities and inherent in the mission of sectarian institutions like the Catholic HEIs. Extension services take several forms, ranging from the training conducted by HEIs for the disadvantaged groups they serve—examples of which include community-based adult literacy and the training of farmer-scientists—to providing specialized training for professional growth (e.g., research methods and new software; data analytics; medical technologies and techniques; management training). For the latter forms of training, CHED had issued Memorandum Order 7 Series of 1995 that allows for the crediting of relevant training by as many as 6 units depending on the content of the training, the qualifications of lecturers/facilitators and the number of hours.

It is worth noting that for the regulated professions, the PRC and the PRBs, in consultation with the Accredited Professional Organization/ Accredited Integrated Professional Organization, the Civil Service Commission, other concerned government agencies and stakeholders, are in the process of formulating and implementing Career Progression and Specialization Programs for every profession which shall form part of the Continuing Professional Development (CPD). Through Pathways and Equivalencies, the amount of learning earned through CPDs may be accumulated and transferred, allowing a professional to progress from one qualification to another, thus facilitating professional mobility and mutual recognition of professional qualifications.

CPD carried out in non-formal contexts accumulates credits awarded for achieving the learning outcomes of learning activities. The Commission on Higher Education has developed criteria for the accreditation of CPD programs for credit in the graduate programs. This Memorandum Order is currently being enhanced and aligned with the PQF and CPD Laws.

The formal learning process of professional career progression allows the inclusion of non-formal learning. Thus, certain course subjects/specialized modules can be obtained through CPD, thereby, allowing flexibility. A professional can accumulate CPD credits that may be combined with other requirements to obtain specific graduate qualifications, as required by degree-awarding institutions.

Lifelong Learning: Linking Formal, Non-formal and Informal Education

Lifelong learning pertains to all learning activities undertaken throughout life, which result in improving knowledge, know-how, skills, competencies and/or qualifications for personal, social and/or professional reasons, but which could be credited towards formal qualifications in the formal system⁷

Lifelong learning is underpinned by the mandates of the 6 educational agencies involved in the PQF: DepEd, TESDA, CHED, PRC, the Civil Aviation and Authority of the Philippines (CAAP) and Maritime Industry Authority (MARINA). It is also the central mandate in Republic Act 10647: An Act Strengthening the Ladderized Interface between the Technical Vocational Education and Training and Higher Education. Republic Act 10968 or the PQF Act states as an objective of the PQF *“to support the development and maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market.”*

After completion of Senior High School, learners have the option to proceed to higher education, undertake technical vocational training or join the workforce.

⁷ Derived from the CEDEFOP Glossary as cited by the AQRF-endorsed document.

Those interested in taking technical vocational courses after high school may enroll in the various TESDA accredited programs and obtain National Certifications (NC) upon successfully passing the certification process or national competency assessment. National Certification holders may join the workforce at any time or may opt to pursue higher education with credits given to their NC or their qualification/competency upon assessment and evaluation or through ladderized education programs (LEP). These programs allow for a steady progression from certificate to diploma to degree learning.

Recognition of prior learning is conferred through validation of competencies achieved in non-formal or informal modes of learning in the Philippine TVET Competency Assessment and Certification System (PTCACS). The validation system utilizes the same competency standards required in the Training Regulation and uses varied assessment methods applicable to those who achieved competencies through non-formal and informal means.

Programs providing credit transfer overlap with some common learning, for which credit can be awarded. There can be credit obtained horizontally from one certificate program to another in a related field, opening career change opportunities for students. Academic degree holders may wish to strengthen their professional skills through addition of an applied technical-level certificate or diploma, with appropriate credit transfer from the degree into the certificate or diploma. Equivalency also covers associate qualifications which, by definition, bear full credit within a Baccalaureate degree.⁸

Those pursuing college education, on the other hand, may choose to accumulate learning credits through the Conventional mode such as formal schooling or through non-conventional modes such as transnational education or open and distance learning. Individuals may also obtain their college degree through ETEEAP—more commonly referred to in the Philippines as a college diploma—through the recognition of prior learning and/or competency standards assessment. College learners may at some point exit school and be subjected to evaluation and assessment to determine their re-entry level. Those who obtain undergraduate degrees may opt to pursue higher learning through graduate studies or join the world of work and return anytime to proceed to graduate school—while obtaining credits for graduate school-related competencies acquired informally or non-formally in the world of work.

It is worth reiterating PRC's vigorous efforts to further push CPDs and noting the ongoing drafting by the Professional Regulatory Board of their respective Career Progression and Specialization and the qualification titles of each specialized area appropriate to specific level descriptors in the PQF.

⁸ Implementing the Philippine National Equivalency System (NES), A Handbook of Information, Good Practices and Advice, CHED-TESDA-DepEd, May 2005.

The PQF Working Group on Pathways and Equivalencies, in partnership with the Asian Development Bank, undertook a study focused on matching learning outcomes of TVET and higher education levels towards the formalization of the Philippine Credit Transfer System in accordance with the intent of the Ladderized Education Act and the PQF Act. This initiative was built on the previous output of the partnership of CHED and TESDA with British Council on the development of a Framework for the Philippine Credit Transfer System (PCTS). The current advanced discussions on the PCTS include the application of the following underpinning principles and the mechanisms to determine equivalencies in articulation, credit transfer and recognition of prior learning.

Underpinning Principles

- Supports lifelong learning
- Outcomes-based
- Learner-centered, Fair and Transparent
- Quality Assured
- Supports institutional autonomy and academic freedom
- Promotes co-operation

The PCTS uses articulation, credit transfer and recognition of prior learning as the mechanisms to determine equivalencies between learning outcomes and to award credit for the purpose of progression through the PQF levels.

Articulation arrangements are built into qualifications at the design stage and are accredited by CHED and/or registered by TESDA as an integrated progress from a completed qualification to another qualification with automatic admission to the next level qualification and with credit for all components of the program already achieved. Articulation is typically a vertical pathway of embedded programs in the same or related discipline. Articulation provides a defined, ladderized qualification pathway. (Currently, the Ladderized Education Program is implemented along the articulation arrangement.)

Credit transfer is a mechanism for determining the equivalencies between two existing qualifications and agreement on the amount of credit that may be awarded from this matching of equivalencies.

The amount of credit is based on a determination of equivalencies after matching the learning outcomes of the two qualifications, taking into account the requirements of the different PQF levels and the discipline/industry. The draft Guide to Matching Learning Outcomes for Credit Transfer provides further guidance on the process that cannot yet be appended to this Referencing Report because it is still going through the formal adoption by CHED and TESDA as of this writing.

The outcome is a formal credit transfer agreement. Credit transfer can provide credit for admission into a qualification, subject to the admitting institution's admission requirements, and/or credit for components of the second qualification.

It is important to note that while the PCTS is work in progress, credit transfer within an education sector is not new in the Philippines. It has existed for decades. To illustrate, higher education institutions have, as a matter of policy, assessed equivalent courses of transferring learners from other local and international institutions to determine which of these courses may be credited to the curriculum of the host institution applied for. What a fully operational PCTS will contribute to the PQF are to clarify the use of learning outcomes in awarding credits and to fill gaps in the transfer of credits from one education sector to another—e.g., from TVET to higher education (beyond existing ladderized programs) or from informal learning to TVET or higher education programs, among others.

Recognition of prior learning. *Recognition of prior learning (RPL) is a process of formal assessment of a learner's knowledge and skills, gained through previous non-formal or informal learning, to determine the achievement of learning outcomes for the purpose of awarding credit towards a qualification. RPL assessment is undertaken by an institution, or another approved assessment authority. While RPL is intended to assess evidence from non-formal and informal learning, previous formal learning may also be considered as part of the assessment if no credit transfer arrangement is available to the learner. RPL provides a mechanism for learners to negotiate with institutions to gain credit for the achievement of learning outcomes through prior learning.*

The outcome of an RPL assessment may be admission to a qualification, subject to the admission requirements of the admitting institutions, and/or credit towards components of a second qualification.

Assessment of prior learning through an RPL process matches the prior learning against the learning outcomes for the program and takes into account the PQF level requirements and the discipline requirements for the qualification.

RPL in TVET is undertaken through Philippine TVET Competency Assessment and Certification System (PTCACS) as discussed above. In higher education, RPL is implemented through the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP).

Under an educational assessment scheme that establishes equivalency competence standards and a comprehensive assessment system employing a written test, interview, skills demonstration and other creative assessment methodologies, deputized higher education institutions may administer competency-based evaluation. CHED, through ETTEEAP deputizes HEIs to convene a Panel of Assessors to determine a candidate's KSAVs relevant to a particular discipline, and

awards appropriate equivalency credit or academic degree to the successful candidate.

The basic qualifications of the candidate are the minimum criteria for an applicant to qualify for admission to the program. The deputized HEIs have the prerogative to add to these their own admission criteria.

- *The candidate must be a Filipino citizen.*
- *The candidate must possess a high school diploma, now as Senior High School diploma or the Philippine Educational Placement Test (PEPT) for placement in first year college.*
The candidate must have graduated from high school or obtained a PEPT placement at first year college. This ensures that competencies for basic skills and functional knowledge must have been obtained in preparation for tertiary level education.
- *The candidate must have been employed for an aggregate of five (5) years in industry related to the academic degree program or discipline he/she is vying for.*
The candidate must demonstrate substantial experience in the field related to the degree program. He/She must have experiences in decision-making and planning, some supervisory responsibilities, and opportunity to function within an organization.
- *The candidate must be at least 25 years old. He/She must present a birth certificate to support the claim.*
The candidate must be mature and responsible in order to succeed in the rigorous process of assessment. He/She must be able to cope with the discipline required in the alternative learning program should he/she opt to avail himself/herself of the competency enhancement scheme.
- *The candidate must be proficient in a branch of the discipline applied for. To validate this, he/she must submit any of the following evidences: 1) certificate of proficiency issued by the government regulatory body, 2) certificate of proficiency issued by the employer(s), 3) certificate of proficiency issued by a licensed practitioner in the field (where applicable), or 4) a business registration certificate (for those who are self-employed).*
The candidate must show a certification that he/she has achieved a certain level of competence in the discipline for which he/she aspires a degree. Furthermore, the HEIs shall authenticate the documents before these are accepted as valid certification of a candidate's proficiency.
The certificate of proficiency in some fields can be obtained from the Technical Education and Skills Development Authority (TESDA). The Professional Regulation Commission also gives licensure examinations for certain technician occupations. Presentation of authentic certificates from any of these two bodies shall be considered a straightforward compliance of this requirement.
- *Candidate must submit an accomplished ETEEAP Application Form.*
The ETEEAP Application Form is a package of information intended to assist the HEI faculty and staff to determine whether the applicant is eligible or not for the program.

Reflections: Ongoing Reforms and PQF Implementation

As noted in the Introduction, the Philippine National Qualifications Framework was legislated in the midst of ongoing and complex education reforms, particularly K to 12, the paradigm shift to learning outcomes and the lifelong learning framework that privileges non-formal and informal learning alongside formal learning.

The rationale for the K to 12 reform is to make the country's basic education system functional in terms of developing productive and responsible citizens equipped with the essential competencies, skills and values for lifelong learning, employment or job creation. In particular, it aimed to give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. It is important to note that until the legislation of Senior High School, the acquisition of foundational knowledge and the honing of basic education skills and competencies in the Philippines were compressed into 10 years as opposed to 12 years in almost all countries worldwide. Adding two more years at the high school level was deemed necessary to enable the development of 21st century skills and competencies that would help Filipino students adapt to the “*evolving requirements of the labor market*” and better master “*the changing time-frames and rhythms of individual existence*.”⁹

The shift to a learning outcomes approach, on the other hand, occurred at different times in basic, TVET and higher education as well as in the licensure of regulated professions. Given its closer links to industry and the nature of its training, TVET shifted much earlier—in the 1990s—and much faster—all of its programs are now learning outcomes-based, specifically learning competency-based. Comparing basic and higher education, the shift took root faster policy-wise in the former sector. The Department of Education, for instance, adopted the National Competency-Based Teacher Standards (NCBTS) in 2006 and has since issued the Philippine Professional Standards for Teachers (PPST) or the revised NCBTS in 2017. As for higher education, the Commission on Higher Education pushed the shift to learning outcomes/learning competency-based education only in 2012 except in particular disciplines bound by international conventions (e.g., maritime education) or emerging industry standards (e.g., Engineering, Medicine, Information Technology, Nursing, Tourism) that shifted paradigms earlier.

With respect to the much broader shift to lifelong learning—that subsumes the above cited shift to a learning outcomes approach—the Philippines continues to face the same challenge confronted by other AMS: that of bridging the gap between the policy articulation of LLL and the corresponding shift to learning outcomes on the one hand, and a deeper understanding and imbibing of the *raison*

⁹ Delors, J. et al. (1998). *Learning: The Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-First Century, p. 100.

d'être and LLL spirit, on the other. The policy shift to LLL has impelled the education and training agencies to expand existing programs that offer pathways and equivalencies to formal education, making it imperative to complete the development of the Philippine Credit Transfer System.

The ongoing implementation of major education and training reforms render apropos the description of the Philippine education and training system as “being in transition.” Such description makes the temporal nuancing of the Referencing Report necessary. In other words, this Report must be read as reflective of the state of the Philippine Qualifications Framework in a period of transition which is targeted to end in 2024 when the major reforms and related changes would have been fully implemented and iteratively revised.

At what stage in the reform process is the Philippines in in 2019 and how does its transition to the full implementation of education and training reforms impact on the current state of PQF implementation?

With respect to the K to 12 reform, it is important to note that the law was passed only in 2013, but attendant curricular changes in basic education, in anticipation of its promulgation, began in 2010—with inputs from TVET and higher education experts. The changes were completed before the roll out of Senior High School in 2016. Note that the first cohort of Senior High School students who completed their basic education under the revised curriculum graduated in 2018.

In higher education, curricular changes and revision of program standards commenced in 2013. These changes include the reduction of the General Education (GE) program from 63 (Option A) or 51 (Option B) to 36 units (1 unit=17 hours per term)—with some of the GE courses downloaded to Senior High School to give way to professional subjects and more intensive practicum or apprenticeship for the profession- and industry-oriented disciplines.

The shift to learning outcomes-based education—which occurred much earlier in the TVET sector—proceeded alongside the curricular revisions in basic and higher education. While the policies are already in place, their implementation at the level of teaching/learning and assessment on the ground is still understandably uneven. As in the other ASEAN Member States (AMS), the requisite change in mindset and practice, especially in higher education, remains a major challenge. Nevertheless, significant headway has been achieved in opening the minds of teachers/professors in Philippine HEIs to the paradigm shift through the continuing advocacy of the country's education and professional regulation agencies, reinforced by international Quality Assurance networks (e.g., the ASEAN Quality Assurance Network) and accreditation/assessment agencies (e.g., the ASEAN University Network). Crucial as well has been the support of international agencies in conducting workshops or projects that enhance learning outcomes-based education (e.g., Support to Higher Education in the ASEAN Region [SHARE] and

the Tuning Asia-South Asia Project to build a framework of comparable and compatible qualifications).

Much work has gone, for instance, into the development of the Philippine Credit Transfer System (PCTS) to provide pathways between TVET and higher education. As of this writing, the TVET and higher education working groups have finalized the draft PCTS, albeit have not yet completed the process of public hearings and approval, both of which are expected in the second half of 2019.

Being in transition to the full implementation of major education reforms bears profound implications for PQF implementation. The state of the changes in the curriculum and program standards of higher education is a case in point. While these have been revised, **as of this writing**, some of the changes are still in the last stage of final approval by the Commission on Higher Education.

Finally, while PQF Levels 1 to 5 are operational, ensuring that qualifications with the same nomenclature, i.e., Bachelor of Science or Bachelor of Arts, are delivered with Level 6 learning outcomes across higher education institutions poses a big implementation challenge. Until the system is fully in place by 2024, countries that have had their own system of classifying Philippine higher education institutions may have to continue relying on their classifications in consultation with CHED.

CRITERION 2: National Bodies involved in Referencing

The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process.

The Relevant National Bodies

Republic Act No. 10968, also known as the PQF Act, along with the other laws and issuances pertinent to the implementation of the PQF (**Annex E**) provides for the *Institutionalization of the Philippine Qualifications Framework (PQF)*. *Sec. 5 of the said law* created the PQF National Coordinating Council (NCC) with the principal objective of harmonizing and promoting a seamless education and training system. It has the following powers and functions:

1. To harmonize qualification levels across basic, technical vocational and higher education;
2. To align education standards and learning outcomes with the level descriptors contained in the PQF;
3. To promote the PQF and its elements, including the principles, key features, definitions and terminologies, structures and governance arrangements, and provide information and guidelines in the implementation of the PQF;
4. To rationalize the quality assurance mechanisms in Philippine education;
5. To develop and rationalize pathways and equivalencies;
6. To maintain the national registry of qualifications;
7. To ensure the international alignment of the PQF with the qualification framework of other countries or regions;
8. To create technical working groups in support of the development and implementation of the PQF;
9. To represent the country in international fora or negotiations in line with qualifications agreements and arrangements;
10. To review and update the PQF;
11. To submit to the Office of the President, the Senate and the House of Representatives an updated report of the progress and accomplishments in relation to the PQF; and
12. To perform such other functions that may be related to the implementation of the PQF.

The above powers and functions make the PQF-NCC the main public authority responsible for the referencing process. The PQF-NCC has the following composition:

Chairperson: Secretary of the Department of Education (DepEd)

Members:

- Secretary, Department of Labor and Employment (DOLE)
- Chairperson, Commission on Higher Education (CHED)

- Director General, Technical Education and Skills Development Authority (TESDA)
- Chairperson, Professional Regulations Commission (PRC)
- Representative of the Economic sector
- Representative of the Industry sector

The last two representatives represent the users of the qualifications.

The National AQRF Committee (NAC) has the following functions:

1. Considers information and issues from the AQRF Committee and is the single source of national information;
2. Represents the main stakeholders in qualifications in the country;
3. *Responsible for the Referencing report but may not be directly engaged in writing the report* or conducting the referencing process;
4. Considers the design of a referencing process that will inspire trust in the qualifications and qualifications framework in the country;
5. Considers the results of a national consultation on the provisional linkage and amend the proposal if necessary;
6. Endorses a draft referencing report so that it may be submitted to the AQRF Advisory Committee; and
7. Considers the discussions of the report at the AQRF Advisory Committee and to agree to any amendments.

The National Referencing Committee (NRC), on the other hand, is responsible for drafting the referencing report under the overall framework and line of direction defined by NCC.

Specifically, the NRC shall be responsible for:

1. Defining the content of the referencing report as well as the documentation requirements for the referencing of the PQF to the AQRF;
2. Ensuring that a transparent methodology is used in the report preparation process, and that decisions made as part of that work are documented;
3. Preparing the referencing report and recommending to the NAC the reference between the levels in the PQF and the AQRF based on the documentation and analysis.

The composition of the NAC and the NRC may be found in **Annex A**.

In order to pursue the implementation of the PQF, working groups have been established, as provided for by law, in the areas of qualifications register, quality assurance, pathways and equivalencies, information and guidelines, and international alignment. Each is led by a specific NCC-member agency.

A precursor to the PQF Act is Republic Act 10647, the Ladderized Education Act of 2014, which practically provides for the same composition of the PQF National Coordinating Committee (PQF-NCC). The Ladderization of Education Act has since been basically superseded by the PQF Act, but it retains some provisions that are relevant to the implementation of the PQF as identified in the latter portions of this report.

Functions carried out that are Relevant to Referencing

By virtue of [R.A 10968](#), the PQF-NCC's institutional members are the national bodies that are legally mandated to carry out the referencing process.

The basic document entitled "ASEAN Qualifications Reference Framework," endorsed by the ASEAN Economic Ministers in August 2014; the ASEAN Education Ministers in September 2014; and the ASEAN Labor Ministers through Ad-referendum from November 2014 to May 2015, states that:

"Bodies with these types of functions (below) are generally considered as having such legitimate role (in the referencing process):

1. Those responsible for governing the processes through which nationally recognized qualifications are designed and awarded;
2. Those bodies that support the labor market relevance of education and training;
3. Those in charge of quality assurance in relation to design and award of nationally recognized qualifications;
4. Those managing and maintaining a qualifications framework (if in existence);
5. Those responsible for the recognition of foreign qualifications and providing information on national qualifications; and
6. Representatives of institutions awarding qualifications; and
7. Representatives of those using qualifications (employers, learners).

Each of the members of the NCC perform some, if not all, of functions 1 to 5. TESDA and PRC also directly award qualifications (function 6).

Table 2 below shows which of the five functions are performed by each of the PQF-NCC members. It indicates the pertinent laws and government executive issuances that form the basis of the performance of the functions. The Table likewise shows two non-NCC member agencies that also have a mandate to perform functions 1 to 5. These are the Civil Aviation Authority of the Philippines (CAAP) and the Maritime Industry Authority (MARINA). A list of all relevant laws and issuances is in **Annex E**.

Functions 6 and 7 are further discussed after the presentation of Table 2.

Table 2. Legal Basis of Mandate/Issuances to Implement the Mandate by Function and Agency

(Please see Annex E for the detailed provisions of laws and issuances)

LEGAL BASIS FOR GOVERNMENT AGENCIES INVOLVED IN THE REFERENCING PROCESS					
GOVERNMENT AGENCY	FUNCTION				
	1 Governing the processes through which nationally recognized qualifications are designed and awarded	2 Support the labor market relevance of education and training	3 Implement quality assurance in relation to design and award of qualifications in the NQF	4 Manage and maintain a qualifications framework	5 Have responsibility for the recognition of foreign qualifications and providing information on qualifications in the NQF
Department of Education (DepEd)	RA 10533: Enhanced Basic Education Act of 2013; RA 10968: PQF Act	RA 10968: PQF Act	R.A. 10968: PQF Act	RA 10647 (Ladderized Education Act of 2014) ; RA 10968: PQF Act	RA 10968: PQF Act
Technical Education and Skills Development Authority (TESDA)	RA 7796: TESDA Act of 1994; R.A. 10968: PQF Act ; TESDA Board Resolution 2004-13 Training Regulations Framework as amended by Resolution 2014-04.	RA 7796: TESDA Act of 1994; R.A. 10968: PQF Act	RA 7796: TESDA Act of 1994; TESDA Board Resolution 2004-13 Training Regulations Framework as amended by Resolution 2014-04.; TESDA Circular Implementing Guidelines for the STAR Rating System of TVET Programs	RA10647: Ladderized Education Act of 2014; R.A. 10968: PQF Act; RA 7796 : TESDA Act of 1994; TESDA Board Resolution 98-01 "Installing a Quality Assured Technical Education and skills Development (TESD); TESDA Circular Guidelines on Assessment and Certification under the Philippine TVET Competency Assessment and Certification System (PTCACS); TESDA Circular Amended Omnibus Guidelines on Program Registration under the Unified TVET Program Registration and Accreditation System (UTPRAS); TESDA Board Resolution 2004-13 Training Regulations Framework as amended by Resolution 2014-04 System	RA 7796: The TESDA Act of 1994

LEGAL BASIS FOR GOVERNMENT AGENCIES INVOLVED IN THE REFERENCING PROCESS					
GOVERNMENT AGENCY	FUNCTION				
	1 Governing the processes through which nationally recognized qualifications are designed and awarded	2 Support the labor market relevance of education and training	3 Implement quality assurance in relation to design and award of qualifications in the NQF	4 Manage and maintain a qualifications framework	5 Have responsibility for the recognition of foreign qualifications and providing information on qualifications in the NQF
Commission on Higher Education (CHED)	RA 7722: Higher Education Act of 1994; RA 8292: Higher Education Modernization Act; CHED Administrative Order (CAO) 1 series of 2012	RA 7722: Higher Education Act of 1994	RA 7722: Higher Education Act of 1994 ; CHED Memorandum Order (CMO) 46 series of 2012: A Typology- and Outcomes-Based Quality Assurance System	RA 10647: Ladderized Education Act of 2014; R.A. 10968: PQF Act of 2017; RA 7722 Higher Education Act of 1994; Executive Order 330: ETEEAP; Various CHED Memorandum Orders on Policies, Standards and Guidelines (PSGs) for different disciplines	RA 7722; CHED International Affairs Services; CHED Office of Programs and Standards Development on Certification of Equivalency of Degrees obtained Abroad RA 10968: PQF Act ; CMO No. 55 s. 2016: Policy Framework on Internationalization of Philippine Higher Education; CMO No. 62, s 2016: Transnational Education
Department of Labor and Employment (DOLE)	RA 7796: TESDA Act of 1994	RA 10968: PQF Act	P.D 422 Labor Code of the Philippines: On DOLE Function; R.A. 10968: PQF Act	RA 10647: Ladderized Education Act of 2014; R.A. 10968: PQF Act	RA 8981: PRC Modernization Act of 2000
Professional Regulations Commission (PRC)	RA 8981: PRC Modernization Act of 2000; RA 10912: Continuing Professional Development Act of 2016	RA 10968: PQF Act	RA 8981: PRC Modernization Act of 2000; RA 10912: Continuing Professional Development Act of 2016; CHED-PRC MOA on M&E (Nov 4, 2008)	R.A. 10968: PQF Act	RA 8981: PRC Modernization Act of 2000; RA 10968: PQF Act
Civil Aviation Authority of the Philippines (CAAP)	RA 9497: Civil Aviation Authority Act of 2008 Chapter VII Sec. 35h	RA 9497 Chapter VI Sec 34	RA 9497 - Sec 40 and 67	R.A. 10968: PQF Act	RA 9497: Civil Aviation Authority Act of 2008 Chapter VII Sec. 35J

LEGAL BASIS FOR GOVERNMENT AGENCIES INVOLVED IN THE REFERENCING PROCESS					
GOVERNMENT AGENCY	FUNCTION				
	1 Governing the processes through which nationally recognized qualifications are designed and awarded	2 Support the labor market relevance of education and training	3 Implement quality assurance in relation to design and award of qualifications in the NQF	4 Manage and maintain a qualifications framework	5 Have responsibility for the recognition of foreign qualifications and providing information on qualifications in the NQF
Maritime Industry Authority (MARINA)	RA 10635: MARINA STCW Administration Act of 2014	RA 10635: MARINA STCW Administration Act of 2014.; Presidential Decree Blg. 474: Maritime Industry Decree of 1974, Section 13. "Maritime Industry Manpower Needs"	RA 10635 Sec. 6.6.6.1 Quality Management Division; MARINA Circ. 2013-01 Series of 2012- Rules on the Inspection and Accreditation of Maritime Training Courses; STCW Circular 2018-02; CMO no. 67 s. 2017- for 1st yr level; CMO no. 20 s. 2015; CMO 70; STCW Circular no. 2017-03; STCW Circular no. 2017-04 -; STCW Circular No. 2017- 05; STCW Circular no. 2017-07; STCW Circ. No. 2014-08; STCW Circ. No. 2014-09; STCW Circ. No. 2014-10; STCW Circ. No. 2014-11; STCW Circ. No. 2014-12; STCW Circ. No. 2014-13; STCW Circ. No. 2016-13	STCW Circular 2018-02; R.A. 10968: PQF Act; Approved Training Programs (ATPs) and assessment of seafarer's competence carried out by MHEIS, MTIs, PACs And MACs.(for MTIs and PACs and MACs); Joint CHED-MARINA 01 Memorandum Circular No. 1, Guidelines on Joint CHED-MARINA Monitoring of Maritime Education Programs; Executive Order No. 63 (September 2018)	RA 10635: "An Act Establishing The Maritime Industry Authority (Marina) As The Single Maritime Administration Responsible For The Implementation And Enforcement Of The 1978 International Convention On Standards Of Training, Certification And Watchkeeping For Seafarers, As Amended, And International Agreements Or Covenants Related Thereto" ; STCW Circular 2018-02

Letting the Public Know

After their enactment, laws in the Philippines have to be published in an Official Gazette for dissemination to the public. Laws may also be searched and downloaded by typing the law title and/or number. Typing “PQF Law”, for example, leads to the following link: www.officialgazette.gov.ph/downloads/2018/01jan/20180116-RA-10968-RD.pdf.

The PQF-NCC as the main public authority created the PQF website <https://pqf.gov.ph/>.

Quality Assurance (*Function 3 in Table 2 above*) performed by Private Bodies

In the section on Referencing Criterion 6 (Quality Assurance) of this Report, it is stated that there are non-governmental bodies involved in quality assurance work (function 3 in Table 2). Historically, the Philippine QA system has evolved into one where the QA function assumed by government, as laid out in Table 2 above, is complemented by private QA agencies. The legitimacy of the roles of these private QA bodies may be found in their Articles of Incorporation and in the system where the results of their accreditation activities blend in with government policies, for example, in the award of CHED autonomous status (see page 84 for a description of autonomous HEIs).

Institutions involved in awarding qualifications

The government bodies that award qualifications are:

- TESDA through the Philippine Technical Vocational Education and Training Competency Assessment and Certification Systems (PTCACS), which is further discussed under Referencing Criterion 6 (RA 7796)
- PRC as part of its licensing function (RA 8981)
- MARINA for seafarers (RA 10635)
- CAAP for civil aviation personnel (RA 9497)

On the side of the private sector, technical vocational institutions (TVIs) award qualifications. There are subjects in the Senior High School curricula that lead to the award of National Certificates. In these cases, TESDA awards the qualification through the PTCACS. A number of training hospitals and hotels are also involved in the award of qualifications in the medical and hospitality fields. They may be organic parts or partners of TVIs.

In the case of higher education, public and private HEIs award qualifications.

All these award-giving institutions are regulated by the relevant government bodies as described in this report’s section on Referencing Criterion 6.

The Professional Regulation Commission administers a licensure examination that confers on those who hurdle the examination the right to practice the regulated profession. In lieu of a licensure examination, the Professional Institute of Industrial Engineers (PIIE) awards certificates to those who pass a qualifying examination for entry into the practice of industrial engineering.

Aside from the main function of awarding qualifications, the private organizations mentioned above, and their associations, are also involved in the design of qualifications (function 1 in Table 2). For example, a good number of college professors and experts from industry and professional organizations are members of CHED's Technical Panels and Technical Committees. TESDA's Board includes representatives from associations of TechVoc education and training providers.

Institutions and Parties involved in using qualifications

The main users of qualifications are the learners and the employers. As the users they rightfully have a hand in the design of these qualifications (function 1 in Table 2). They get involved in the development of CHED-prescribed minimum standards for academic degrees and in TESDA's Training Regulations and MARINA's approved training courses development.

The learners get involved through professional societies, trade unions, seafarers' unions and other workers' organizations. The professional societies help CHED Technical Committees develop degree programs and they lead two accreditation bodies—i.e., the Philippine Technological Council's Accreditation and Certification Board for Engineering and Technology and the Philippine Computer Society's Information and Computing Accreditation Board.

As the provider of jobs for persons awarded the qualifications, the employers' needs define the very relevance of these qualifications (function 2 in Table 2). Rightfully as well, the process of the determination of which qualifications are included in the registry of qualifications and how the minimum standards and training regulations are developed, as discussed in the next section of this report, rely heavily on their inputs. They also have a big interest and involvement in assuring the quality of these qualifications (function 3 in Table 2). As mentioned in the previous paragraph, two accrediting bodies are led by professional societies with representatives from industry. This complies with the ASEAN Qualifications Reference Framework's (AQAF) guideline on the involvement of industry in the accreditation process. This is more deeply discussed in this report's section on quality assurance.

The employers are represented in the performance of functions 1, 2 and 3 through sectoral industry organizations, chambers of commerce and industry (local and foreign), business clubs and management associations, business associations with advocacies in education and cooperatives.

Annex F lists the institutions involved either in awarding or using qualifications.

As stated in the Introduction to this Report, **Annex C** lists the consultative conferences conducted as part of the referencing process, including a list of participating organizations for each such activity. The extensive participation of all stakeholders may be noted.

CRITERION 3: Procedures for Inclusion of Qualifications in the PQF

The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent.

Background Information

Mapping of Qualifications Against the PQF Levels

As described in the discussion of Referencing Criterion 1 in this Report, the Philippine Education and Training System covers both formal and non-formal education and recognizes informal learning modalities. Formal education and training reflect a progression of academic schooling from elementary (grade school) to secondary (high school) and tertiary levels (technical vocational and higher education). Non-formal education covers learning embedded in planned activities—e.g., work—which are assessed in terms of learning objectives and learning outcomes. Informal education and training cover learning resulting from daily activities related to work, family or leisure that have been validated based on set standards of learning outcomes.

The learning outcomes/competency-based, market-oriented and assessment-based PQF has eight (8) levels of qualifications, each with descriptors of expected learning outcomes in three domains: knowledge, skills and values; application; and degree of independence. A mapping of the qualifications against the PQF levels is shown in **Table 3** below:

Table 3. Mapping of Qualifications Against the PQF Levels

Educational Subsector	Qualifications	PQF Level	PQF Level Descriptors
Basic Education		Grade 12	• Possess functional knowledge across a range of learning areas and technical skills in chosen career tracks with advanced competencies in communications, scientific, critical and creative thinking and in the use of technologies. • Have an understanding of right and wrong; one's history and cultural heritage; and deep respect for self, others and their culture and the environment. • Apply functional knowledge, technical skills and values in academic and real-life

			situations through sound reasoning, informed decision making, and the judicious use of resources. • Apply skills in varied situations with minimal supervision.
Technical Vocational Education and Training	National Certificate (NC) I	1	• Knowledge and skills that are manual or concrete or practical and/or operational in focus. • 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. • In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.
	National Certificate (NC) II	2	• Knowledge and skills that are manual, practical and/or operational in focus with a variety of options. • Applied in activities that are set in a range of familiar predictable context; involve routine issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures • In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.
	National Certificate (NC) III	3	• 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. • 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. • 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.
	National Certificate (NC) IV	4	• 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. • Applied in activities that are set in a 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. • Work involves some leadership and guidance when organizing activities of self and others.
TVET and Higher Education	Diploma***	5	• 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 • Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/innovation. • 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.
Higher Education	Baccalaureate Degree	6	• Demonstrated broad and coherent knowledge and skills in their field of study. for professional work and lifelong learning • Application in professional/creative work or research in a specialized field of discipline and/or further study. • Substantial degree of independence and or/in teams of related fields with minimal supervision.

	Post-Baccalaureate Degree	7	• Demonstrated advanced knowledge and skills in a specialized or multidisciplinary field of study for professional practice, self-directed research and/or lifelong learning. • Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multidisciplinary professional work/research. • High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multidisciplinary field.
	Doctoral and Post-doctoral Degree	8	• Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multidisciplinary field of learning for complex research and or professional practice and/or for the advancement of learning. • Applied for professional leadership for innovation, research and/or development management in highly specialized or multidisciplinary field. • Full independence in individual work and/or in teams of multidisciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability.

*The Educational Subsectors are described in Referencing Criterion 1.

** The Technical Vocational Track of Senior High School follows the levels in the TVET Subsector

*** PQF Level 5 is referred to as Diploma and is meant to cover the sub-baccalaureate level of the traditional associate baccalaureate and the Diploma level in TVET for technologist. It is not called NC V for this purpose. See Footnote 1 for the explanation of the exclusion of associated degrees in Level 5 in Figure 1.

The foundation level (Basic Education), denoted as Grade 12 and the foundational descriptors are included in Table 3 to show the base of the Philippine education and training system but no PQF level is assigned to it. Only the levels for tertiary are denoted by PQF levels.

The qualifications covered by the PQF are listed in the Philippine Qualifications Register (PhQuaR)

The qualifications covered by the PQF are listed in the Philippine Qualifications Register (PhQuaR). The PhQuaR is the national database of quality assured qualifications authorized under the PQF. The database provides information about qualifications authorized by the mandated agencies in compliance with the policies of the PQF, are ready and publicly available and are linked to government repository of official documents. The information includes the Qualification Title, Qualification Descriptors, the PQF Level, the Authority-granting Agency, the Qualification Code, the Instrument and Date of Authorization

How qualifications are included in the PQF and how a qualification is located at a PQF Level

As defined earlier, the PQF qualifications are official certificates that recognize individuals as having been assessed to have achieved learning outcomes or competencies to the standard specified for the qualification title—e.g., certificate, diploma or degree. Learning for a qualification can take place through a program of study and other non-formal or informal learning modes. A qualification confers official recognition of value in the labor market and in further education and training. Qualification refers to a package of competencies describing a particular function or job role existing in an economic sector, covering the work activities required to undertake a particular job role. PQF levels, on the other hand, denominate qualifications in terms of the application to work and/or professional activities of knowledge, skills and attitudes and the degree of independence allowed in the application.

Considerations for Inclusion

Qualifications are recognized in the PQF on the basis of economic and social factors related to job requirements and to the job/study and life readiness of a citizen at all stages of lifelong learning. For PQF levels 1 to 5, the following factors figure in the TESDA Board's consideration of occupations for Training Regulation development and redevelopment

- An analysis of development needs based on the Philippine Development Plan; industry roadmaps of the Department of Trade and Industry; industry studies; labor market considerations as recommended by the industry associations; key employment generator (KEGs) studies and the Human Resource Development Plan of the Department of Labor and Employment); National Technical Education and Skills Development Plans together with the regional and provincial companion plans; and other relevant laws and government issuances that guides the inclusion of qualifications;

- The advice of industry associations, professional organizations, trade unions, labor unions provided to the PQF-NCC and the mandated qualification-granting bodies especially on:
 - The advent of new qualifications based on emerging knowledge and skills requirements as a consequence of technological changes and local as well as global labor market restructuring; and
 - Amendments to existing qualifications in response to the shifting of knowledge and skills elements and the consequent need to repackage clusters of competencies aimed at enabling the development of more effective and efficient learning programs and new qualifications.
- The movement of skilled workers and professionals to overseas labor markets governed by international conventions on education, credentialing, mutual recognition of qualifications;
- Workplace health and safety considerations; and
- Environmental dynamics.

The Policies, Standards and Guidelines for PQF Levels 6, 7 and 8, on the other hand, are formulated on the basis of existing national development plans and priorities, sectoral and labor standards, higher education and industry roadmaps, professional regulatory laws, Mutual Recognition Arrangements (MRAs), international accords/conventions, and international developments in academic disciplinal and cross-disciplinal programs, among others.

Procedures for the Inclusion of a Philippine Qualification in the PQF

The governance arrangement of the Philippine education and training system at the tertiary level lodges the management of these levels under two different and co-equal agencies of government: TESDA for TVET and CHED for higher education. The two agencies design and organize their operations pursuant to the set goals of the State and guided by the standard operating mechanisms of government. The enactment of the PQF Law synchronizes the implementing mechanics of the two agencies. The procedures for the development, approval and inclusion of a qualification as described are aligned in key desired goals, development outcomes and activities. Thus the program implementing procedures of TESDA and CHED are aligned and compatible.

Recalling the trifocalized governance arrangement of the Philippine education and training system, the procedures for the development, approval and inclusion of a qualification under the PQF is described in the following flowchart. The flowchart covers:

The Process for the Award of a PQF Qualification for National Certificates I to V

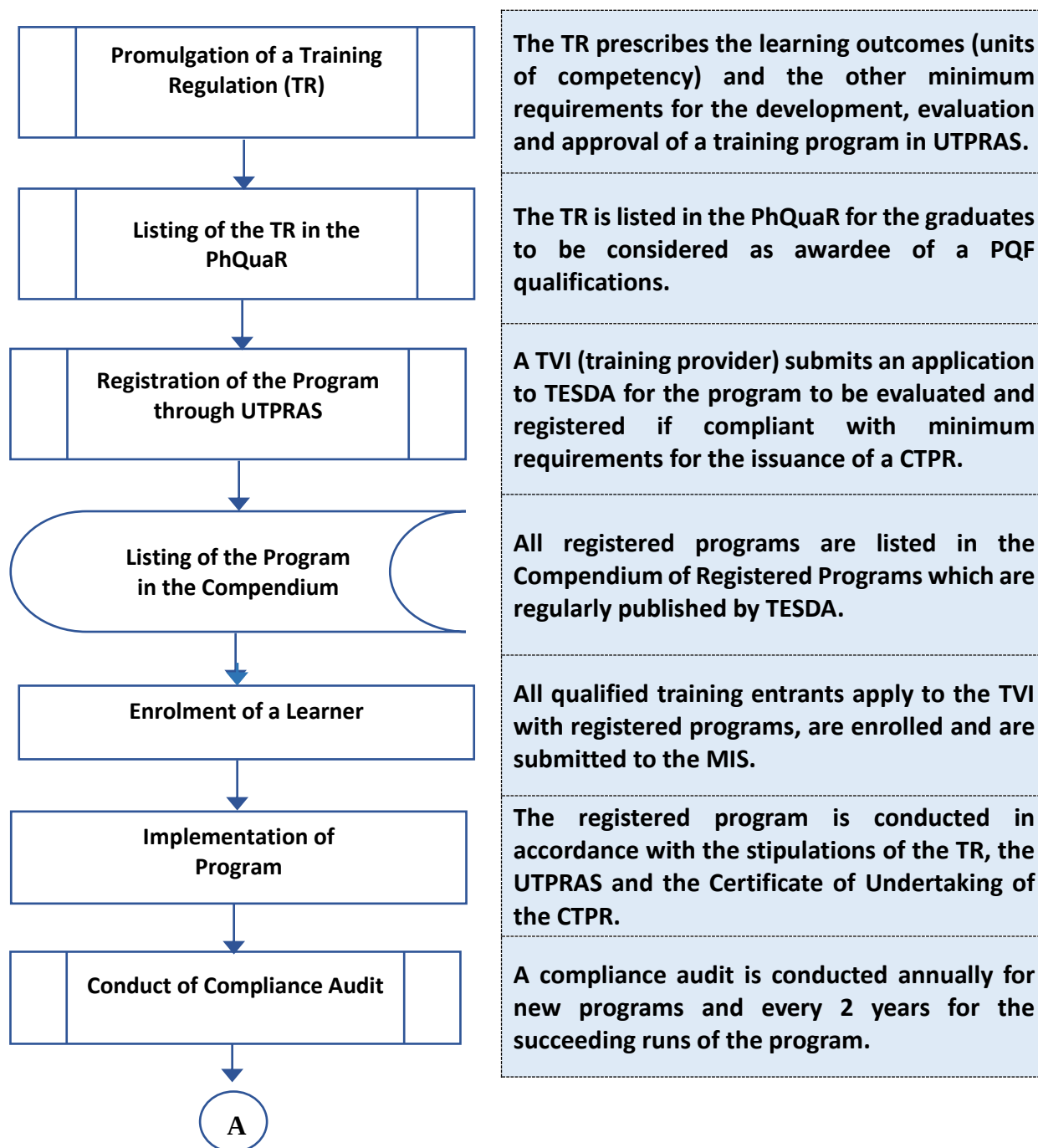
- A. Qualifications Achieved through Formal Education and Training
- B. Qualifications Achieved through Recognition of Prior Learning (RPL through PTCACS)

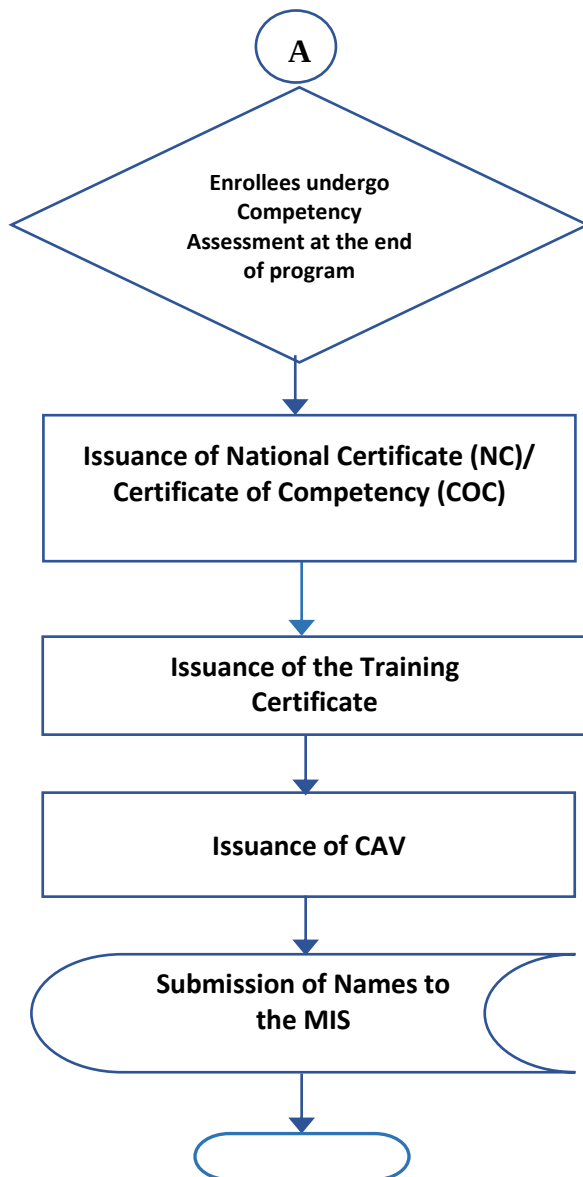
The Process for the Award of a Qualification for PQF Levels 6, 7 and 8

- A. Qualifications Achieved through Formal Education (covered by PSG)
- B. Qualifications Achieved through Formal Education for SUCs, LUCs and Non-Autonomous HEIs (for Non-PSGs)
- C. Qualifications Achieved through Formal Education by Private Autonomous HEIs (Covered by Existing PSGs or Non-PSGs)
- D. Qualifications Achieved through Formal Education by the University of the Philippines (UP) System
- E. Qualifications Achieved through Recognition of Prior Learning (RPL) through ETEEAP
- F. Qualifications Achieved through Professional Licensing

The Process for the Award of a PQF Qualification for National Certificates I to V

A. Qualifications Achieved through Formal Education and Training





The enrolled learners undergo the competency assessment and certification.

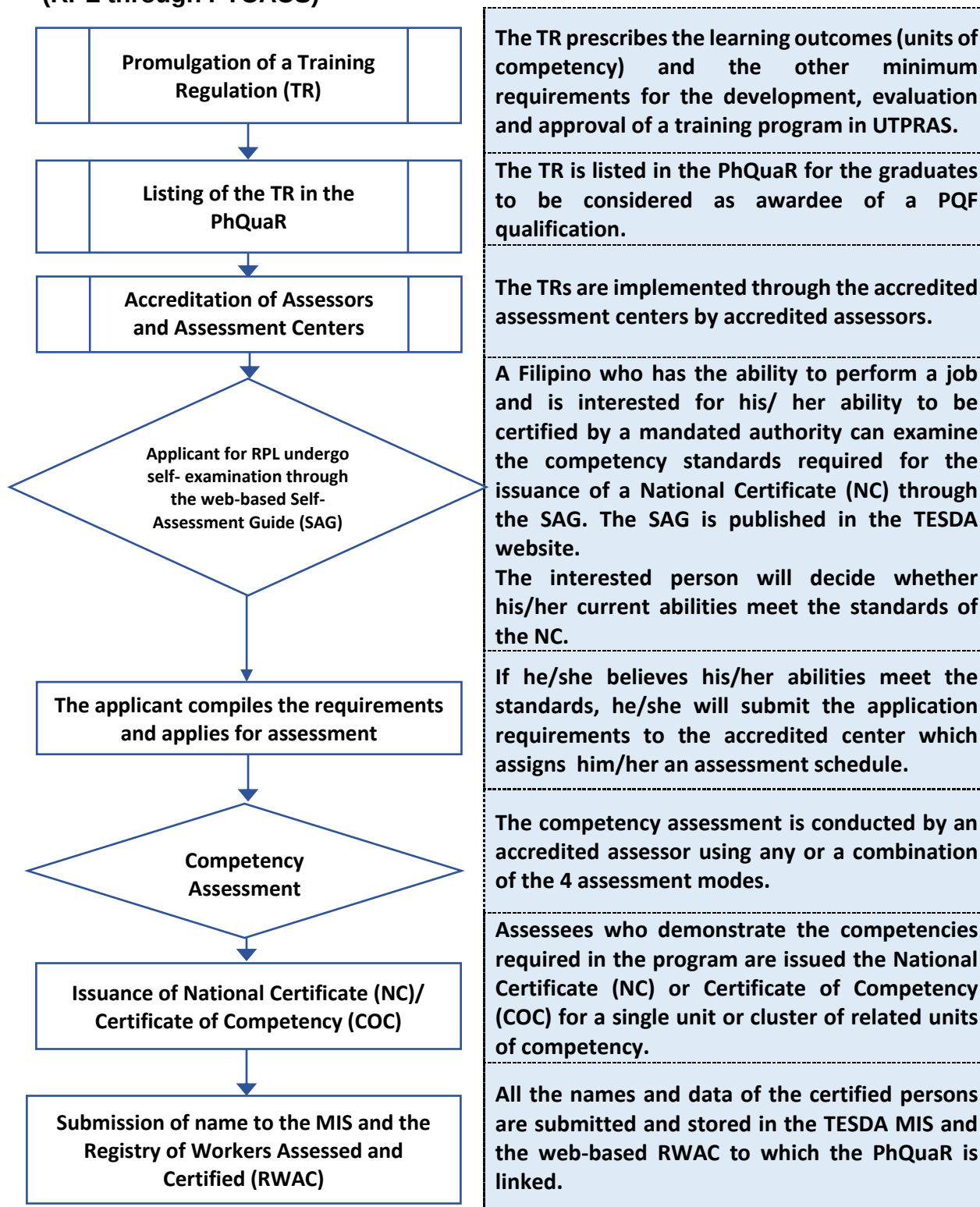
Assesseees who demonstrate the competencies required in the program are issued the National Certificate (NC) or Certificate of Competency (COC) for a single unit or cluster of related units of competency.

Enrollees who meet the requirements for completion of the program are issued the training certificate by the TVI that conducted the registered program.

The training certificates are authenticated and validated by TESDA through the issuance of the Certificate of Authentication and Validation (CAV).

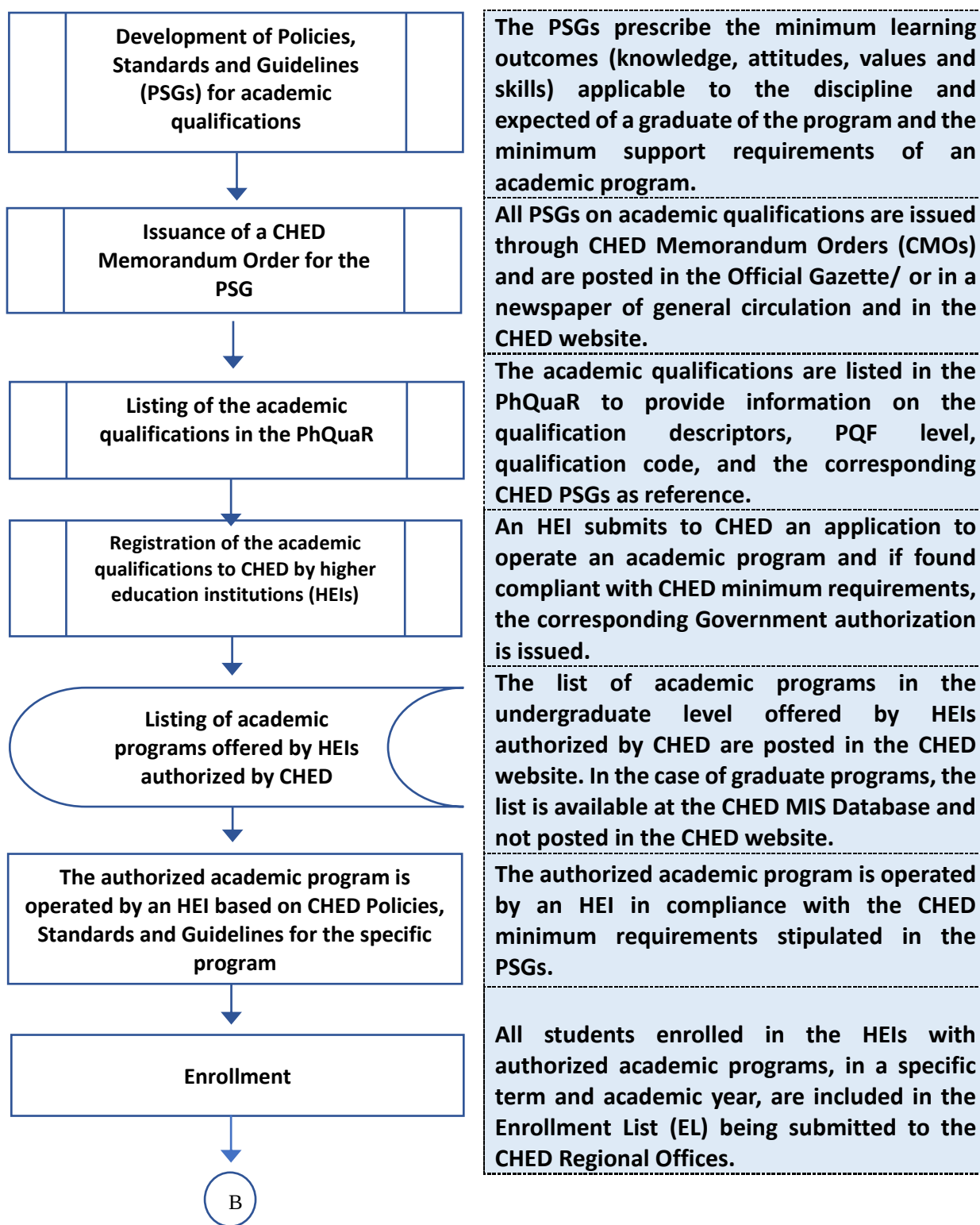
All the names and data of the graduates are submitted and stored in the TESDA MIS to which the PhQuaR is linked.

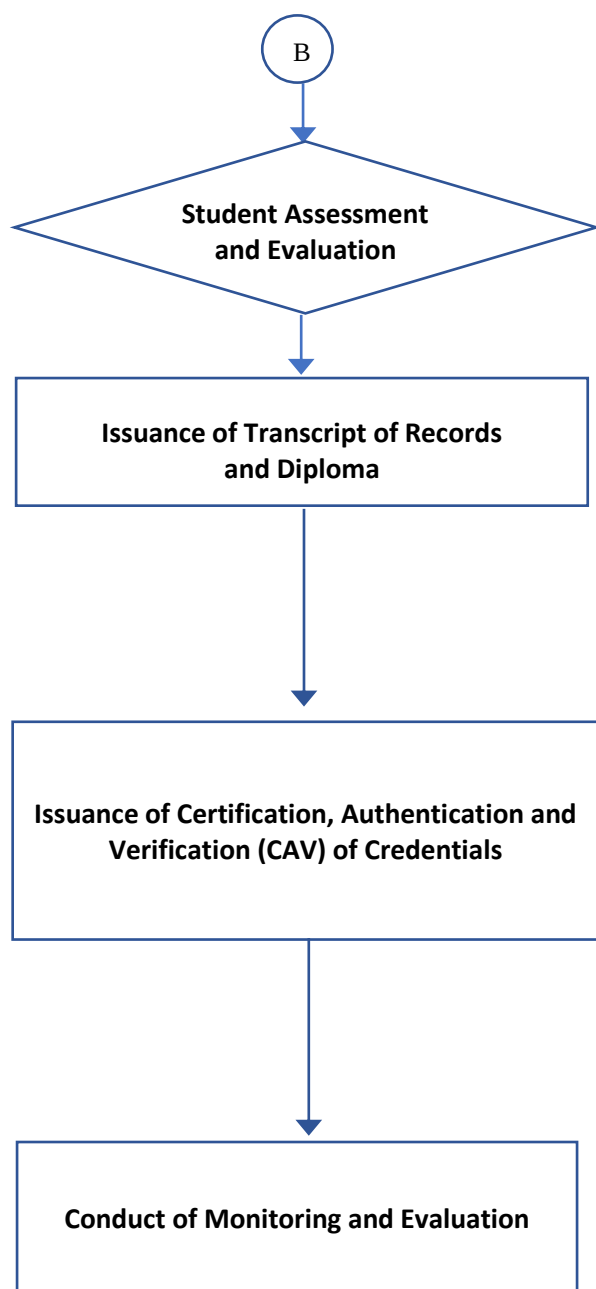
B. Qualifications Achieved through Recognition of Prior Learning (RPL through PTCACS)



The Process for the Award of a PQF Qualification in PQF Levels 6, 7 and 8

A. Qualifications Achieved through Formal Education (Covered by PSG)





The enrolled student undergoes assessment and evaluation by the HEI consistent with the course and program.

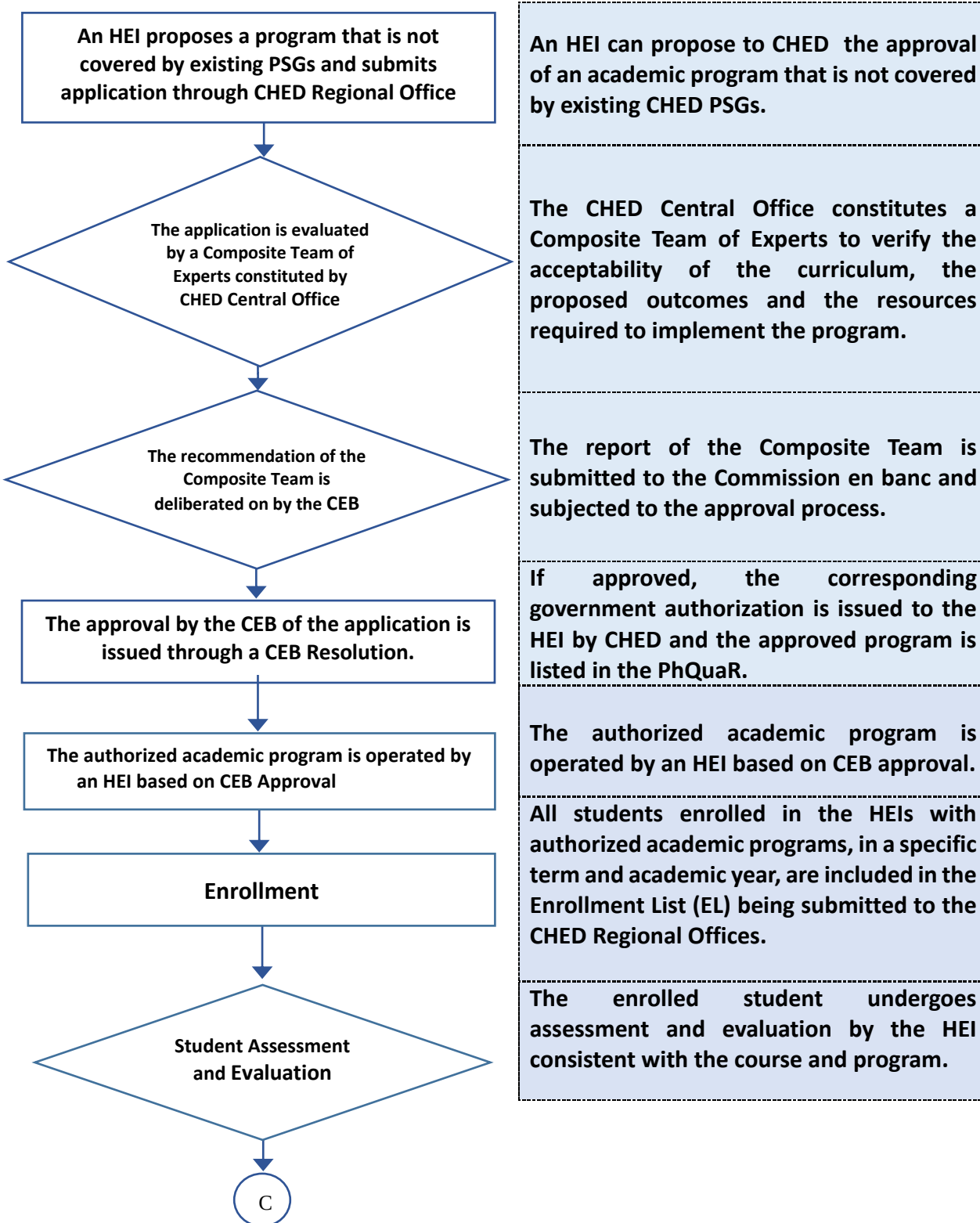
Enrollees who meet the requirements for completion of the program are issued the transcript of records (TOR) with Special Order (SO) and diploma and conferred the qualification title.

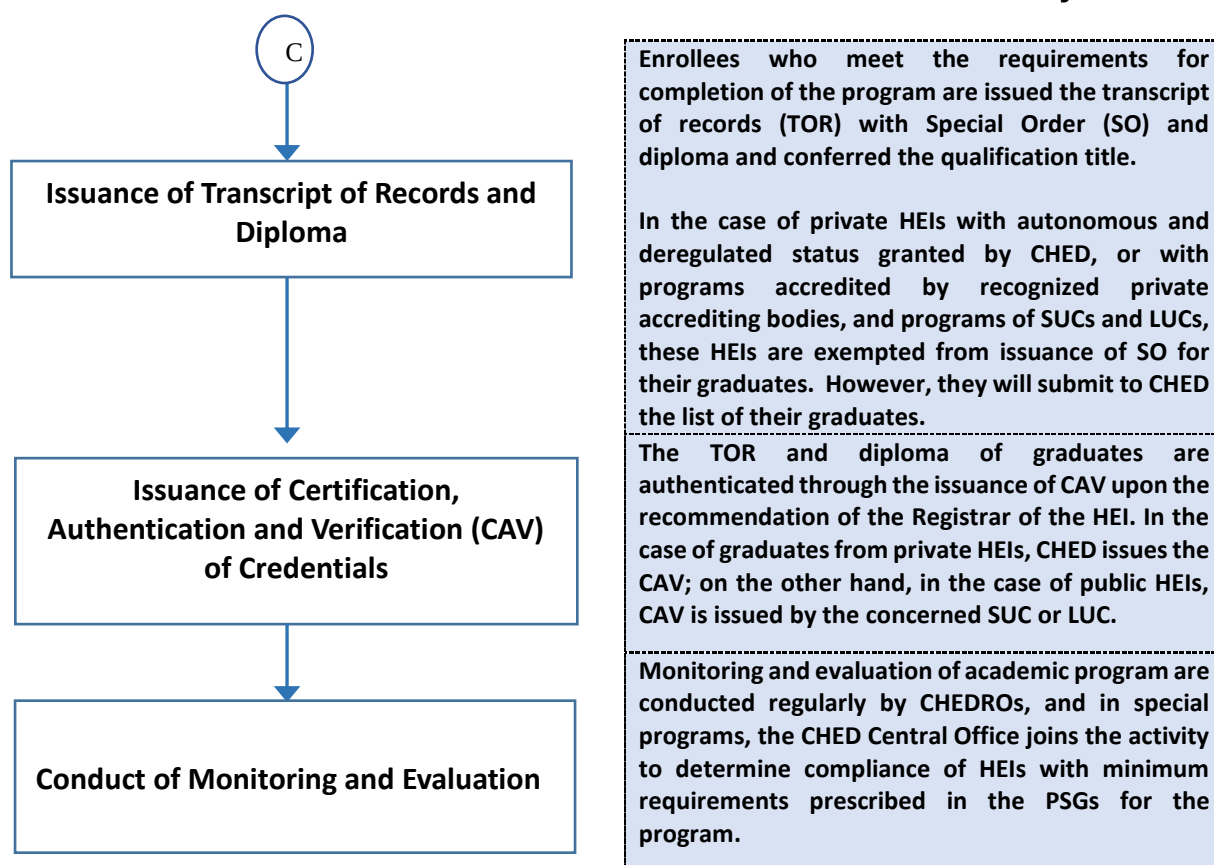
In the case of private HEIs with autonomous and deregulated status granted by CHED, or with programs accredited by recognized private accrediting bodies, and programs of SUCs and LUCs, these HEIs are exempted from issuance of SO for their graduates. However, they will submit to CHED the list of their graduates.

The TOR and diploma of graduates are authenticated through the issuance of CAV upon the recommendation of the Registrar of the HEI. In the case of graduates from private HEIs, CHED issues the CAV; on the other hand, in the case of public HEIs, CAV is issued by the concerned SUC or LUC.

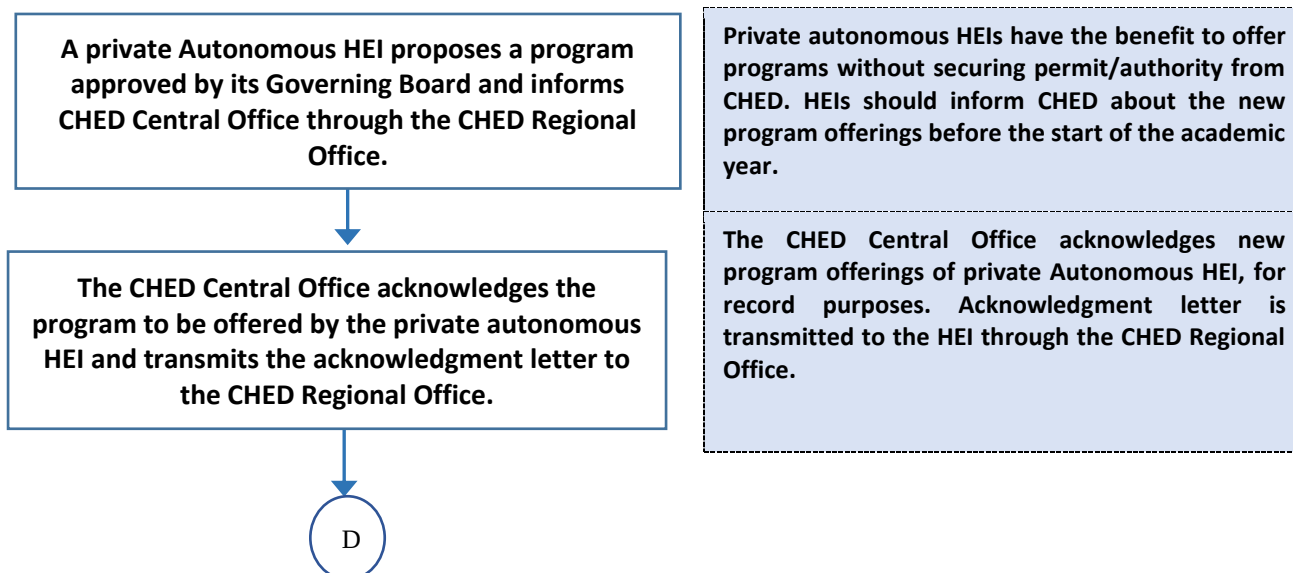
Monitoring and evaluation of academic program are conducted regularly by CHEDROs, and in special programs, the CHED Central Office joins the activity to determine compliance of HEIs with minimum requirements prescribed in the PSGs for the program.

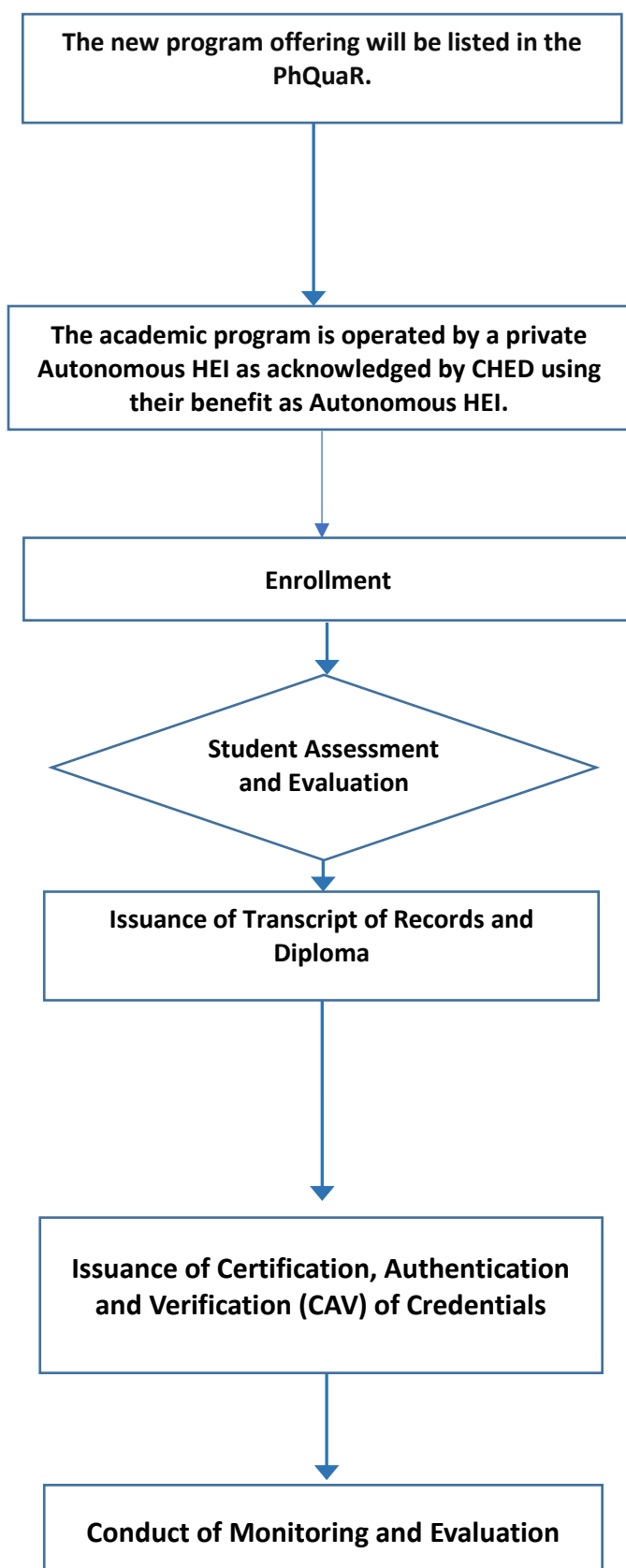
B. Qualifications Achieved through Formal Education for SUCs, LUCs and Non-Autonomous (For Non-PSG)





C. Qualifications Achieved through Formal Education by Private Autonomous HEIs (Covered by Existing PSGs or Non-PSGs)





The CHED Central Office includes the program in the list of CHED authorized programs and is listed in the PhQuaR.

The list of academic programs in the undergraduate level offered by HEIs authorized by CHED are posted in the CHED website. In the case of graduate programs, the list is available at the CHED MIS Database and not posted on the CHED website.

The authorized academic program is operated by an HEI as acknowledged by CHED using their benefit as Autonomous HEI.

All students enrolled in the HEIs with authorized academic programs, in a specific term and academic year, are included in the Enrollment List (EL) being submitted to the CHED Regional Offices.

The enrolled student undergoes assessment and evaluation by the HEI consistent with the course and program.

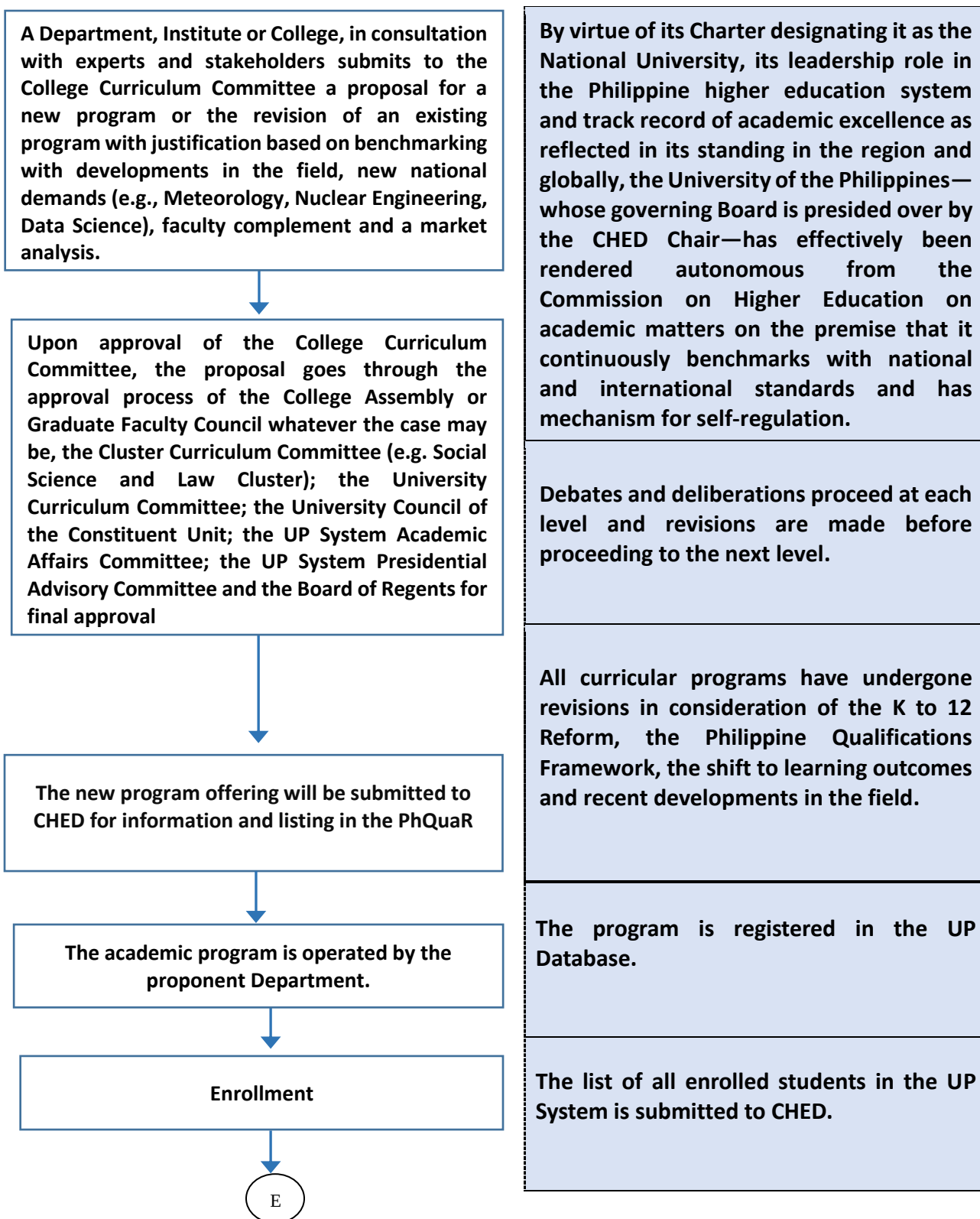
Enrollees who meet the requirements for completion of the program are issued the transcript of records (TOR) and diploma and conferred the qualification title.

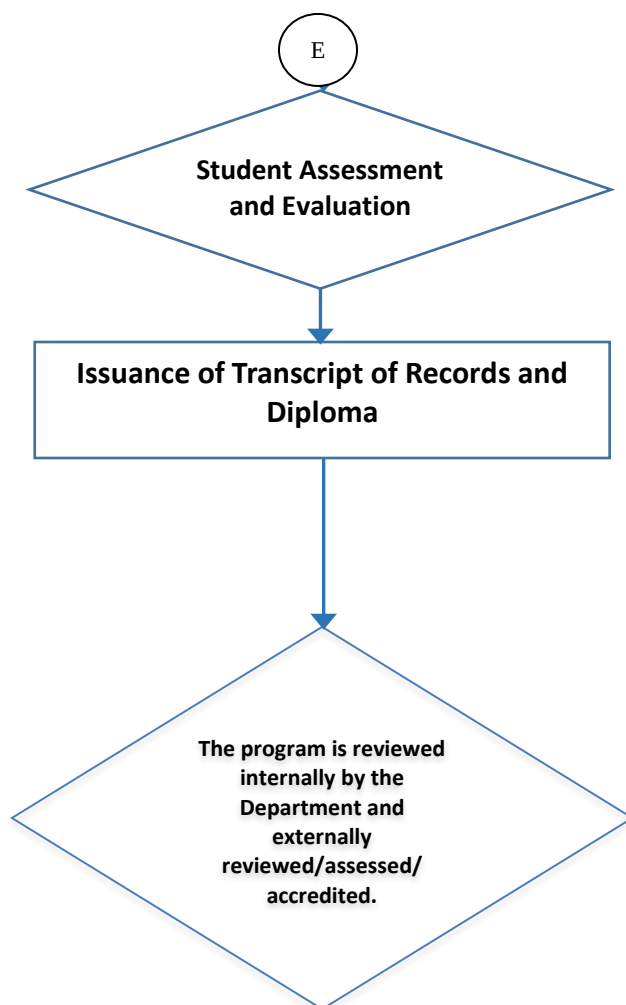
Private autonomous HEIs are exempted from issuing SO for their graduates and instead what is reflected in the TOR is the corresponding CMO which designates them as autonomous institution. However, they have to submit to CHED the list of their graduates.

The TOR and diploma of graduates are authenticated through the issuance of CAV upon the recommendation of the Registrar of the HEI. CHED issues the CAV.

Private Autonomous HEIs have the benefit of being exempted from regular monitoring.

D. Qualifications Achieved through Formal Education by the University of the Philippines System



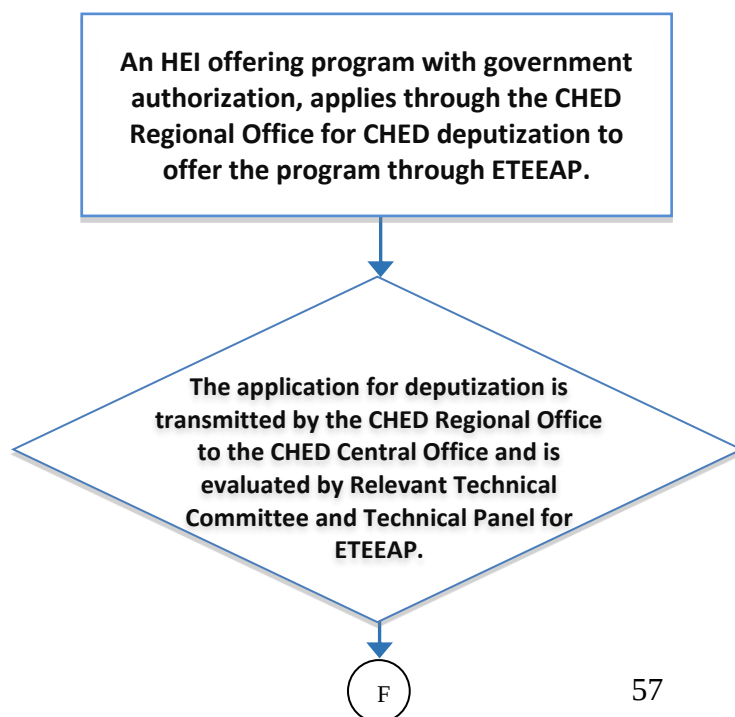


The enrolled student undergoes assessment and evaluation consistent with the course and program.

Enrollees who meet the requirements for completion of the program and are recommended by the University Council of the Constituent University to the Board of Regents are issued the transcript of records (TOR) and degree and conferred the qualification title.

The Internal Academic Assessment and Development System of the University of the Philippines, the University's Internal Quality Assurance System, stipulates a regular review of programs.

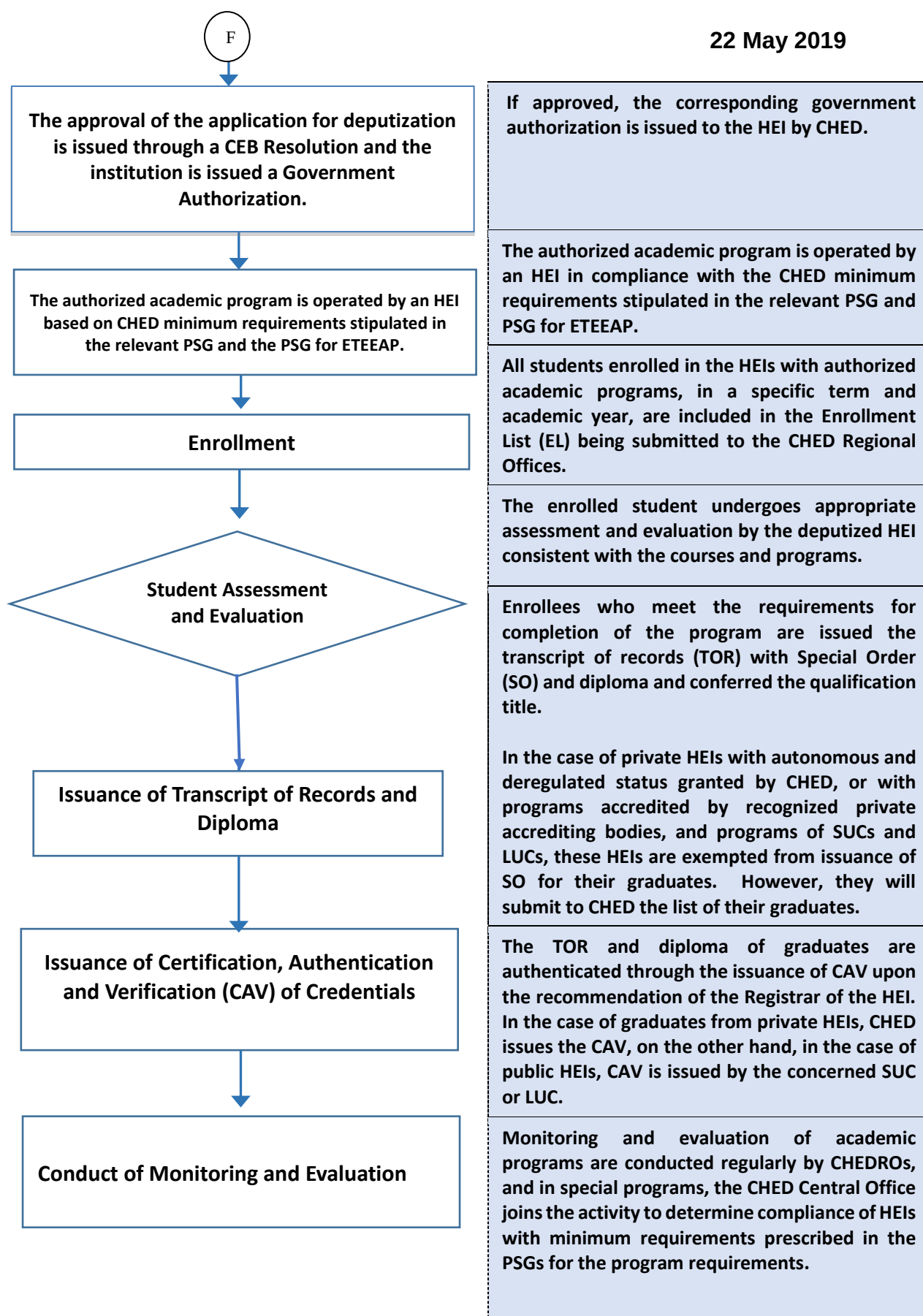
E. Qualifications Achieved through Recognition of Prior Learning (RPL) through ETEEAP



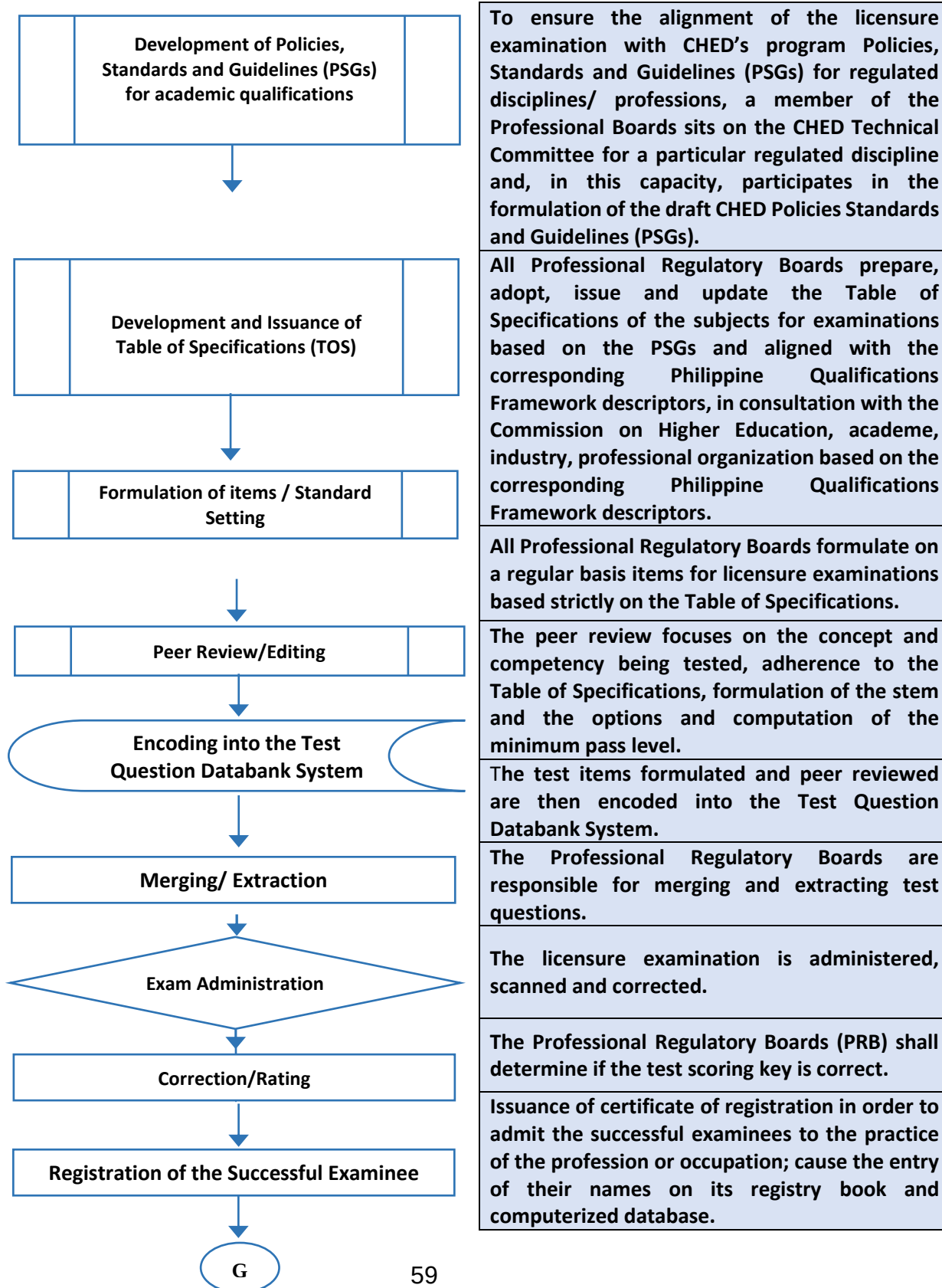
An HEI can be deputized by CHED to offer a degree program through ETEEAP if program has Level III Accreditation or is identified as a CHED Center of Excellence or Center of Development or in special cases, as determined and approved by Commission en banc.

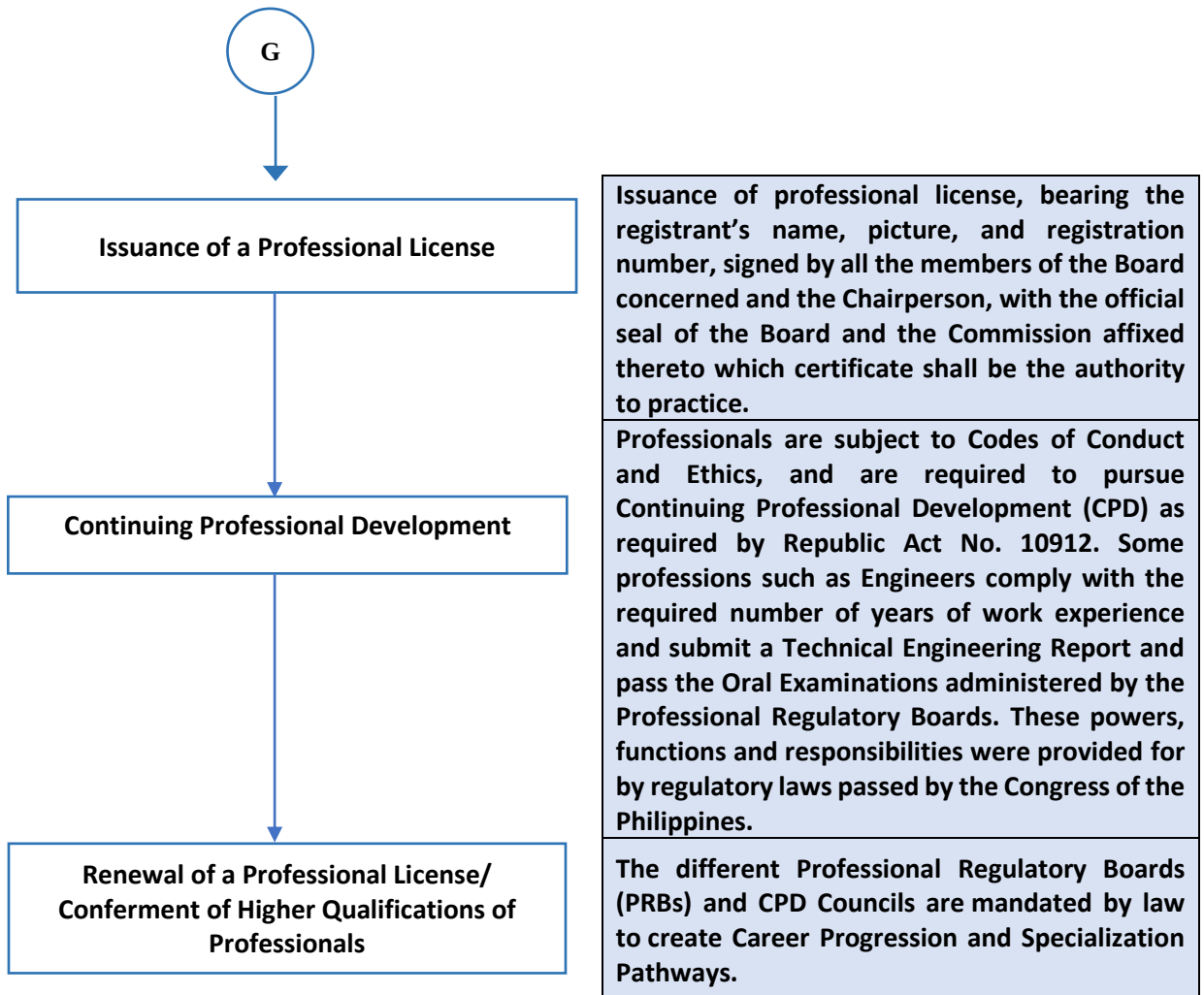
The CHED Central Office constitutes a Relevant Technical Committee and Technical Panel (TP) ETEEAP to conduct the following:

- Validation of Compliance with minimum requirements; and
- compliance with deputization requirements.



F. Qualifications Achieved through Professional Licensing





How a Qualification for PQF Levels is Developed and Awarded

The bodies mandated to grant or authorize the provision of PQF qualifications, namely the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA) and the Professional Regulation Commission (PRC) determine the qualifications at the tertiary level, allocate their PQF levels and submit the approved qualifications to the PQF Qualifications Register. TESDA and CHED are assisted by Technical Experts and Technical Panels, respectively. In the case of the former, the Technical Experts are composed of industry experts, representatives of professional organizations, relevant government agencies, representatives of education and training institutions and workers' representatives. The Technical Panels of CHED, on the other hand, involve academic experts in disciplinary clusters (e.g., natural sciences and mathematics), representatives of professional organizations, PRC representatives (for regulated disciplines) and industry representatives (especially in industry-oriented disciplines). As previously cited in this Report, CHED Technical Panels are assisted by Technical Committees that focus on specific disciplines in academic fields within the TP coverage—e.g., chemistry for the natural sciences and mathematics cluster.

The approval/promulgation of the qualifications and the qualification levels is the purview of the CHED Commission en banc for higher education; the PRC Commission en banc for professional licensing; and the TESDA Board for TVET qualifications.

Allocating a Qualification to a Level

For TVET Qualifications

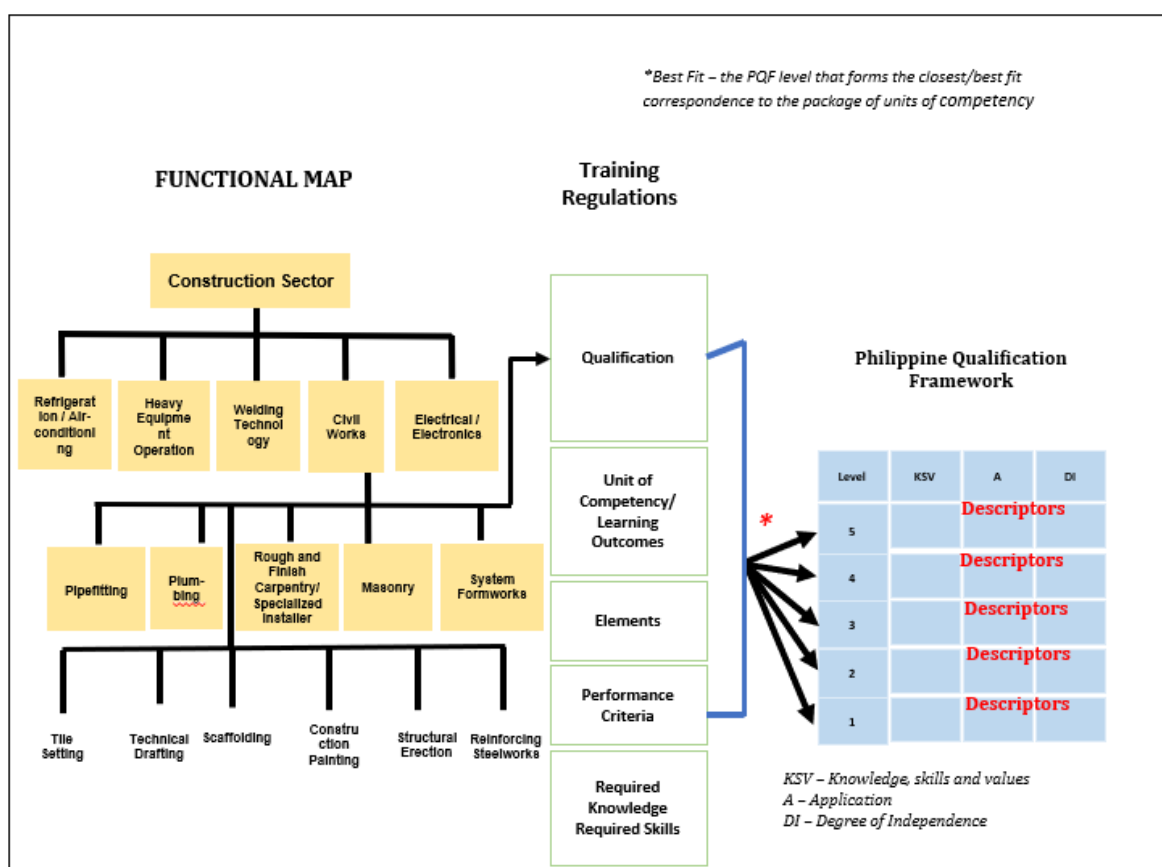
When deciding the level of TVET qualifications, the industry experts and TESDA facilitators carefully analyze the components of the units of competency especially the elements, the performance criteria, the required knowledge and skills vis-à-vis the domains (knowledge, skills and values, degree of independence and application) of the PQF level descriptors. The PQF level most applicable to the unit of competency is then applied. The analysis is guided by a matrix of the domains in the PQF level descriptors and the elements, performance criteria, required knowledge and skills in the proposed Training Regulations.

Whenever the elements, performance criteria, required knowledge and skills do not exactly match any of the PQF descriptors, the experts from industry extend the discussion and find a common understanding of what the elements, performance criteria and required knowledge and skills call for. Either they amend what is written or they seek a common agreement on the qualification requirement and decide on which level is most applicable. This is the application of the principle of best fit. The same process is practiced when the proposed Training Regulation is presented to

the TESDA Board for approval and promulgation since the final decision on the PQF level is made by the TESDA Board.

Figure 4 shows the diagram of deciding/aligning the level of qualifications/training regulations with the PQF. It reflects the method of how the functional analysis analyzes occupations, thus becoming the basis for the creation of competency standards and learning outcomes. The units of competencies and the learning outcomes are the determinants for the PQF level that will be assigned by the TESDA Board for a particular qualification.

Figure 4. TVET Functional Analysis Map with Alignment to PQF



For Higher Education

The set of program outcomes for both the undergraduate and graduate programs is anchored on the level descriptors of the PQF. Specifically, the minimum program outcomes stated in the PSGs for the baccalaureate level reflect the PQF Level 6 descriptors, while the master's and doctoral levels are anchored on the level descriptors of PQF Level 7 and Level 8, respectively.

The Technical Committees and Technical Panels list the Program Outcomes and Performance Indicators for the Policies, Standards and Guidelines cognizant of the domains in the PQF descriptors for the levels.

The alignment of qualifications to their respective PQF levels is so stated in the enabling instrument for the qualification. For the baccalaureate level, the alignment is stated in the Policies, Standards and Guidelines for each of the Level 6 qualifications. An example is quoted below: “The degree shall be Bachelor of Science in Nursing (BSN). To ensure the quality of the nursing graduate, the degree is conferred upon completion of at least 4-year BSN offered by a college, professional institution or university duly recognized by the CHED. In the Philippines, **the BSN degree is equivalent to Level 6** of the Philippine Qualifications Framework” (page 2, Section 5, CHED Memorandum Order No. 15, Series 2017).

For Professional License

The Table of Specifications for the Licensure Examination, developed by the Professional Regulatory Boards for each of the regulated professions, follows the Program Outcome and Performance Indicators in the Policies, Standards and Guidelines for Higher Education. As such, the levels in the PSG and the License are always the same.

Validating the Level Alignment

The **Level Alignment Matrix (LAM)** is used to ensure that the Qualifications match the PQF and AQRF Levels and descriptors. The LAM matches the learning outcomes for each program or qualification with the level descriptor, both from the PQF and the AQRF, in a granulized form. The level descriptor per domain is broken down to elements of the descriptor, e.g., Knowledge and skills *Has broad and coherent knowledge and skills in their **field of study for professional work*** as one element and Knowledge and skills *Has broad and coherent knowledge and skills in their **field of study for lifelong learning*** as another element. Each learning outcome is then checked against each element and the evidence that the learning outcome is aligned with the level descriptor is indicated in the appropriate column. The evidences are traceable to the curriculum map attached to the Policies, Standards and Guidelines. In the case of TVET level qualifications, the evidences are traceable to the Training Regulations. For the Licensure for Professional Practice, the evidences are traceable to the Table of Specifications for the Licensure Examination.

The Level Alignment Matrix Template

LINKS BETWEEN QUALIFICATION OUTCOMES TO THE ELEMENTS OF LEVEL DESCRIPTORS

NAME OF QUALIFICATION

QUALIFICATION Reference No.*

PQF Level 6

AQRF Level 7

LEARNING OUTCOMES	PQF LEVEL 6							
	DOMAIN: Knowledge, Skills & Values	DOMAIN: Application & Degree of Independence						
	Has broad and coherent knowledge and skills in their field of study for professional work	Has broad and coherent knowledge and skills in their field of study for lifelong learning	Can apply knowledge and skills in a specialized discipline in professional work	Can do creative work in a specialized discipline	Can do research in a specialized discipline	Can do further study in a specialized discipline	Can substantially do independent work	Can work in a team
LO 1.								
LO 2.								
LO 3.								
LO 4.								
LO 5.								

A sample of a Level Alignment Matrix is shown in **Annex H**. The sample is the test of alignment for the Doctor of Dental Medicine program in PQF Level 6 and as such, the descriptor for Level 6 is granulated in the matrix. The learning outcomes for the qualification Doctor of Dental Medicine are ranged against specifics of the level descriptor and evidence is indicated across each learning outcome to attest that the learning outcome is aligned to the descriptor in the head row.

The matrices are developed by the Technical Panels of TESDA and CHED and of the PRC Professional Regulatory Boards. The panel members who conducted the comprehensive analysis of the learning outcomes and performance indicators are experts in the qualification being developed and the broad meanings of level descriptors in qualifications frameworks.

The alignment to level descriptors has now become a consideration in the approval/promulgation/publication of the PSG, the TOS and the TR.

In discussions on the appropriate level of qualifications—both at the development and approval stages—there have been instances when the match was not perfect, either in the specific granulated descriptors or in the mix of learning outcomes. In such instances, the Technical Panels used the *best-fit approach* to decide on whether the learning outcome really belongs to the descriptor or which level is most appropriate for the mix of learning outcomes for the qualification. To illustrate, in the Doctor of Dental Medicine LAM illustration above, the discussion for the Learning Outcome—*"Develop comprehensive evidence-based treatment plan and obtain informed consent"* and its fit with the descriptor *"Can apply knowledge and skills in a specialized discipline in professional work"* was the result of a long Technical Panel discussion. TP Member A posited that *Can do creative work in a specialized discipline* might fit better while Members D and E initially proposed *Can do further study in a specialized discipline*. In the end, the members went back to the complete statements of the PQF descriptors and to their previous contentious discussions on levels. The TP Chairperson reminded the Panel members that the discussion is not an academic exercise but an exercise in a real-life application. The "what if" circumstances were considered lengthily. The Technical Panel called on independent opinion from non-dental medicine panel members in the next session and in the end agreed to endorse the Learning Outcome as Level 6.

How Qualifications are Quality Assured

The quality assurance measures for the application of the TRs, PSGs and TOS in program implementation are presented in Criterion 6.

- For TVET Qualifications

The procedures and responsibilities for Program Registration, Compliance Audit, Competency Assessment and Certification, Issuance of National Certificate, Issuance of Training Certificate are described in Criterion 6.

- For Higher Education
Quality assurance arrangements for higher education managed by the CHED and by accrediting bodies both for institutional and program levels are presented in Criterion 6.
- For Professional Licenses
Quality assurance of the processes for the issuance and renewal of professional licenses are presented in Criterion 6.

The Philippine Qualifications Register (PhQuaR)

GOVPH
Home
About PhQuaR
Qualifications
Publication


DEPED | TESDA | CHED | PRC | DOLE
Philippine Qualifications Register

Register of Qualifications

Q Search Qualifications

Qualification

Level

Search

Qualification Code	Qualifications	Descriptor	Level	Authority Granting Agency	Instrument (PSG/CMO/Board Resolution)	Date of Authorization
AFFACP105	Agricultural Crops Production NC I	The AGRICULTURAL CROPS PRODUCTION NC I consists of competencies that a person must achieve in the production of crops such as rice, vegetables, fruits and nuts as well as many others.	I	TESDA	TESDA Board Resolution No. 2005-15	8/4/2005 - Present
AFFFCSC105	Fish Capture NC I	The FISH CAPTURE NC I Qualification consists of competencies that a person must achieve to catch and deliver seafood products. Workers at his level would have no previous experience in this industry sector. Work would be routine and carried out under close supervision.	I	TESDA	TESDA Board Resolution No. 2005-15	8/4/2005 - Present

- The Philippine Qualifications Register is the national database of quality assured qualifications authorized under the Philippine Qualifications Framework (PQF). It provides information to employers, education and training providers and students. The information includes the Qualification Title, Qualification Descriptors, the PQF Level, the Authority-granting Agency, the Qualification Code, the Instrument and Date of Authorization. (<https://pqf.gov.ph/PhQuaR/Qualifications?SearchQualification>)

- The PhQuaR includes information on the quality assurance system and procedures applied to the awarding/conferment of the qualifications and the agencies mandated to authorize/issue such qualification.
- The PhQuaR is a web-based information-sharing system managed by the PQF Technical Working Group on Qualifications Register headed by the Executive Director of the TESDA Qualifications and Standards Office with members from CHED, PRC, DepEd and DOLE. Developed for use in 2013, the website offers a direct connection to the awarding agencies' official websites via links.
- Inclusion of a TVET qualification in the PhQuaR requires that the TVET Qualification has been developed and promulgated in accordance with the criteria and procedures enumerated in TESDA Board Resolution No. 2014-04 dated 30 April 2014 (Approving the Amendments of the Training Regulations Framework); Updated Operating Procedures (TESDA-OP-QSO-01 dated 5 December 2017 on Training Regulations Development and Deployment) and various sector specific TESDA Board Resolutions on Approving and Promulgation of Training Regulations (e.g., TESDA Board Resolution 2016-06 dated 30 March 2016 for Chemical Processing NCIII). Inclusion of a Higher Education Qualification requires that the qualification has been processed in accordance with Administrative Order No. 1 series of 2014 (Revised Guidelines in the Formulation of CHED Policies, Standards and Guidelines (PSGs) of Baccalaureate Level Academic Programs). For Professional License, it requires the development of Table of Specifications issued by various Professional Regulatory Boards of the Professional Regulation Commission for each of the regulated professions, aligned with the Program Outcome and Performance Indicators in the Policies, Standards and Guidelines for Higher Education.
- The PhQuaR is open to all, free of charge. There is a search box for ease of locating a qualification. All communications and queries are addressed to the geregistrar@tesda.gov.ph.

Purpose

- The PhQuaR ensures that information about qualifications authorized by the mandated agencies in compliance with the policies of the PQF is readily and publicly available and is linked to government repository of official documents

Scope

The PhQuaR shall include all qualifications that:

- have been developed as Programs and Standards Guidelines and issued by the Commission on Higher Education through a CHED Memorandum Order as well as qualifications that have been officially authorized/acknowledged by the CHED en banc including those of the University of the Philippines, the country's only national university, the private autonomous institutions as defined in CMO 19 S. 2016 and CMO 46 S of 2012, and the State Universities and Colleges as mandated by their charters and certified by CHED as compliant with its PSGs;

- have been developed as Training Regulations and issued by the Technical Education and Skills Development Authority through a Board Resolution as well as WTR qualifications that have been officially authorized / acknowledged by the appropriate Regional Director of TESDA;
- have been developed as Table of Specifications for the License for Professional Practice officially issued by the various Professional Regulatory Boards of the Professional Regulation Commission;
- have been developed by the CAAP in accordance with the Philippine Civil Aviation Regulations (PCAR), Part II which covers the regulated qualifications for pilots and mechanics adopted by the CAAP thru Board Resolution No. 2011-025 dated April 11, 2011; and
- have been developed by the STCW Office of MARINA listed in Annex I of the STCW Circular 2018-02 dated 20 April 2018 in accordance with the International Maritime Organization (IMO) on Standards of Training, Certification & Watchkeeping for Seafarers (STCW).

Procedure for Listing and Updating of Qualifications in the PhQuaR

STEP 1: CHED-OPS, TESDA-QSO, PRC-TTD officially submit to the QRegistrar (Technical Working Group Head) the formal request for inclusion of the Policies, Standards and Guidelines (PSG) and other authorized higher education qualifications, Training Regulations (TR) and other WTR-registered programs or Table of Specifications (TOS) for professional licenses in the PhQuaR with the following evidences:

For Higher Education

- CHED Memorandum Order on the PSG or the CEB authorization/ acknowledgment for a non-PSG program
- Official listing of current qualifications issued by CHED-recognized autonomous HEIs
- Evidence of submission and publication of the CMO in the Official Gazette or in a newspaper of general circulation
- Matrix on the Alignment of Learning Outcomes with the PQF Descriptors

For Professional Practice

- Resolution of the PRC approving the Table of Specifications (TOS)
- Matrix of Alignment of the TOS with the PSG and the PQF level descriptors

For TVET

- Training Regulations duly promulgated by the TESDA Board
- Evidence of submission and publication of the TR in the Official Gazette or in a newspaper of general circulation
- Matrix of Alignment of Learning Outcomes with the PQF Descriptors

A listed qualification can be delisted from the PhQuaR if the qualification is redundant or the qualification is phased out and ceases to be recognized by the mandated government body and/or the education and training institutions.

For TVET, a qualification is delisted in accordance with the provisions of Amended Omnibus Guidelines on Program Registration under the Unified TVET Program Registration and Accreditation System (UTPRAS) covered by TESDA Circular No. 07 Series of 2016 dated 20 January 2016 and Operating Procedures on Compliance Audit on closure of programs.

For higher education, a qualification is delisted in accordance with the provisions of the Manual of Regulations for Private Higher Education of 2008 covered by CHED Memorandum Order No. 40, Series of 2008, dated 31 July 2008 and CHED Memorandum Order No. 30, Series of 2009 on Applicability of the Manual of Regulations for Private Higher Education (MORPHE) of 2008 to State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs).

For maritime training, a qualification is delisted for violation of the provisions of STCW Circ. 2018-02 and other related MARINA issuances, in accordance with the IRR of RA 10635 and MARINA Circular 2013-05, Rules of Procedures in Administrative Investigation of Cases involving Violations committed by Maritime Training Institutions and Filipino Seafarers and the corresponding Table of Penalties, including any amendment or addendum thereof as may be promulgated by the Administration.

For aviation training, a qualification is delisted for violation of the provisions of RA 9497 and other related Philippine Civil Aviation Regulations in accordance with CAR Part 1 – General Policies, Procedures and Definitions, Implementing Standards (IS) 1.2.1.8 (d) Sanction Tables, including any amendment or addendum thereof as may be promulgated by the Authority.

STEP 2: The QRegistrar notifies the members of the Technical Working Group of the submitted qualification by concerned agency.

STEP 3: The QRegistrar authorizes the uploading of the Qualification in the PhQuaR.

Quality Assurance

Monitoring

The TWG submits a report on the status of the PhQuaR to the PQF-NCC in its NCC meeting.

Internal and External Quality Management Certification

Preparations are under way in the conduct of the Second Party Audit in 2019.

Status of Implementation

The PhQuaR is currently populated by 1,087 qualifications titles, broken down to: 25 for **Level 1**; 166 for **Level 2**; 75 for **Level 3**; 24 for **Level 4**; 1 for **Level 5**; 396 for **Level 6**; 253 for **Level 7**; and 147 for **Level 8**. The listing is an ongoing effort towards a full listing at a current number of 2,578. The current effort for completion consists of real-time submission of entries with supporting documents and the monitoring and updating of entries. The PhQuaR Working Group has strengthened its coordinating mechanism to facilitate the updating and full listing.

CRITERION 4: Link of the PQF Levels to the AQRF Level Descriptors

There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF.

Broad Structural Comparison of PQF and AQRF

Basis for linking levels in the PQF to the AQRF level descriptors

Levels and Level Descriptors: Both the PQF and the AQRF have 8 levels. Level Descriptors are expressed in domains.

The PQF has eight (8) levels which are hierarchical in design to show progression in terms of complexity and depth of achievement and autonomy. The PQF levels are described in 3 domains: 1) knowledge, skills and attitude; 2) application and responsibility; and 3) degree of independence, while the AQRF levels are described in 2 domains: 1) knowledge and skills; and 2) application and responsibility. There is no structural difference between the 3 domains in PQF and the 2 domains in the AQRF. The PQF looks at knowledge, skills and attitude while the AQRF looks at knowledge and skills. In real terms attitude is embedded in the PQF knowledge and skills. Both frameworks look at application and responsibility, but PQF has a separate domain for degree of independence. In real terms, degree of independence is covered in the analysis of application and responsibility in the descriptors.

The purpose of level descriptors for Levels 1 to 8 of the Philippine Qualifications Framework is to ensure coherence in learning achievement in the allocation of qualifications and part qualifications to particular levels, and to facilitate the assessment of the national and international comparability of qualifications and part qualifications.

The underpinning principle of the Philippine Qualifications Framework and the level descriptors is applied competence, which is in line with the outcomes-based theoretical framework adopted in the Philippine context.

To aid in the comparison of level descriptors in order to show the alignment of the PQF with the AQRF, the phrases that are used in the PQF descriptors are color-coded with the corresponding phrases used in the AQRF descriptors.

Principles: The PQF is referenced to the AQRF on the basis of the AQRF's endorsed principle that the AQRF respects each member state's specific structures and processes which are responsive to national priorities.

Components:

The PQF uses learning outcomes as the metric of hierarchy of learning in the Policies, Standards and Guidelines (PSG), the Training Regulations (TR) and the Table of Specifications (TOS) as described in Referencing Criterion 3.

The qualification levels denote the complexity of learning and its application and concomitant responsibility.

The PQF is underpinned by quality assurance systems that were designed to provide confidence in the qualifications issued under the PQF. The quality assurance systems for each educational subsector cover, among others, the functions of the registering and accrediting agencies, the systems for assessment and learning and issuance of qualifications and the regulation of the issuance of certificates.

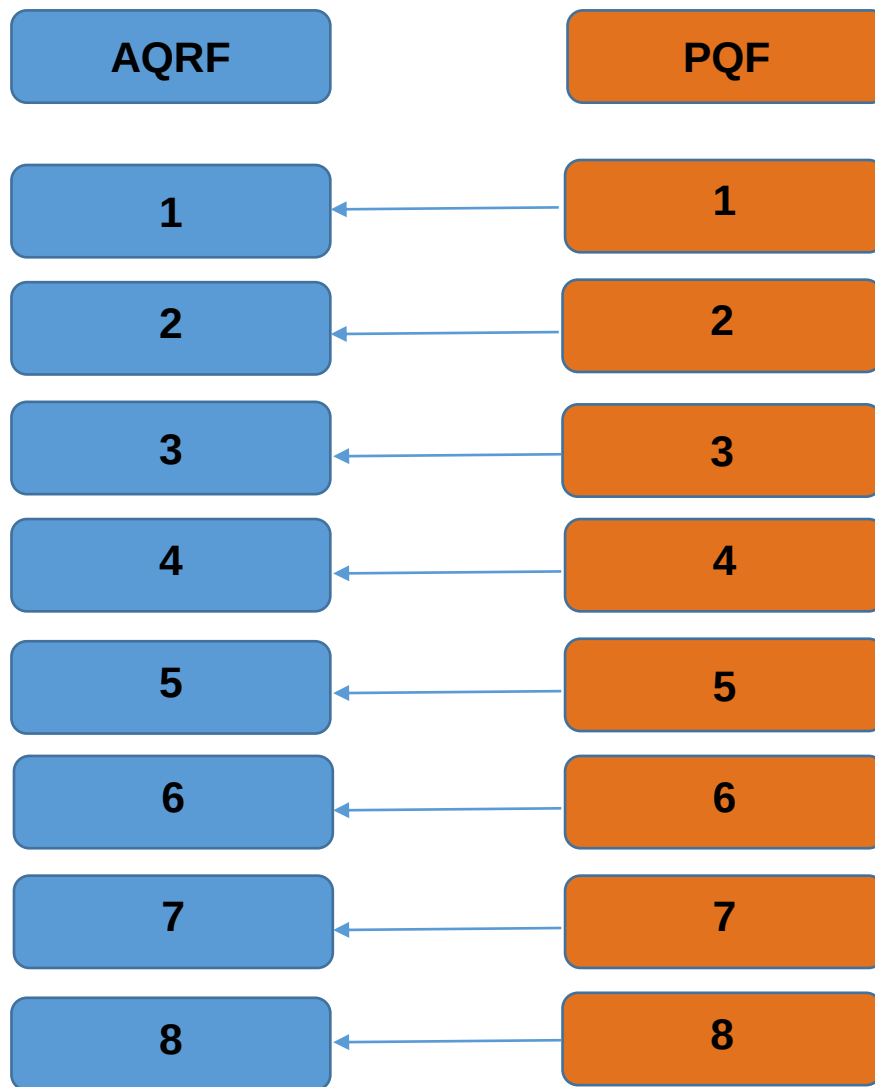
Structural similarities or differences between the AQRF and the PQF level descriptors

Alignment Statement

The Philippine Qualifications Framework with its 8 levels is substantially aligned with the 8 levels of the ASEAN Qualifications Reference Framework. Likewise, the PQF concept and implementation is aligned with those of the AQRF.

Figure 5 below is a diagrammatic presentation of the alignment of the PQF levels and descriptors with those of the AQRF. Table 4 that follows **Figure 5** shows the descriptors for all the 8 levels of the AQRF in the domains of: 1) Knowledge and Skills; and 2) Application and Responsibility, and the descriptors for the 8 levels of the PQF in the domains of: 1) Knowledge and Skills; 2) Application and Responsibility; and 3) Degree of Independence. For each level, an analysis of both sets of descriptors is presented and efforts taken to be faithful to the wording and intent of the given descriptor.

Figure 5. Diagrammatical presentation of the alignment of the PQF levels and descriptors with those of the AQRf



To aid in the comparison of level descriptors and show the alignment of the PQF with the AQRf, the phrases used in the PQF descriptors and the phrases used in the AQRf descriptors are color-coded to show similarity in meaning and intent. The phrases without matching colors reflect the differences. Explanations regarding the similarities and differences between the two frameworks are provided in the analysis box after each color-coded level.

Table 4. Comparative Matrix of the Level Descriptors of the AQRF and the PQF

Level	AQRF		PQF		
	Knowledge and Skills	Application and Responsibility	Knowledge, Skills and Attitude	Application and Responsibility	Degree of Independence
1	<i>Demonstration of knowledge and skills that:</i> - are basic and general - involve simple, straightforward and routine actions	<i>The contexts in which knowledge and skills are demonstrated:</i> - involve structured routine processes - involve close levels of support and supervision	Knowledge and skills that are manual or concrete or practical and/or operational in focus.	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.	In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.
Analysis Level 1 descriptor of the PQF is best fit with Level 1 descriptor of the AQRF. While the AQRF uses <i>basic and general</i> knowledge and skills, and PQF uses <i>manual or concrete or practical and/or operational in focus</i> , the PQF application in <i>highly familiar and predictable context</i> and resolve <i>routine issues</i> indicates parity with the AQRF's <i>structured and routine processes</i> . Both require close level of supervision. It should be noted in Table 3 that PQF 1 is pertaining to National Certificate I which is a TVET qualification. As such, it is operational in nature. It is basic as it is the entry level to TVET qualifications and covers the entry learning outcomes in terms of basic and common competencies.					
2	<i>Demonstration of knowledge and skills that:</i> - are general and factual - involve use of standard actions	<i>The contexts in which knowledge and skills are demonstrated:</i> - involve structured processes - involve supervision and some discretion for judgment on resolving familiar issues	Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.	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.	In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.
Analysis Level 2 descriptors are aligned as best fit. In the AQRF, knowledge and skills are stated as <i>Use of standard actions</i> . In the PQF, knowledge and skills are stated as <i>manual, practical and operational with a focus on variety of options</i> . <i>Operational</i> is interpreted here as <i>use of standard action</i> . The <i>variety of options</i> and <i>with limited judgment</i> in the PQF are addressed in application in AQRF stated as <i>some discretion with judgment</i> .					

3	<i>Demonstration of knowledge and skills that:</i> - include general principles and some conceptual aspects - involve selecting and applying basic methods, tools, materials and information	<i>The contexts in which knowledge and skills are demonstrated:</i> - are stable with some aspects subject to change - involve general guidance and require judgment and planning to resolve some issues independently	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.	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.	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.
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Analysis

The context of application of knowledge and skills/competence descriptions between the two frameworks are best fit. The PQF's *theoretical, technical and practical* and work process involves problem solving and making decisions vis-a-vis AQRF's *general principles and conceptual aspects that involve selecting and applying basic methods, tools, materials and information*. Balance of theoretical and/or technical and practical in PQF Level 3 are carried in the basic and common competencies for TVET NC III and conforms to the general principles and some conceptual aspects in the AQRF. **The application and responsibility are basically the same.** The PQF stipulates in the 3rd domain of degree of independence that the application *may involve some responsibility for others*.

4	<i>Demonstration of knowledge and skills that:</i> • is technical and theoretical with general coverage of a field • involve adapting processes	<i>The contexts in which knowledge and skills are demonstrated:</i> • are generally predictable but subject to change • involve broad guidance requiring some self-direction and coordination to resolve unfamiliar issues	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.	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.	Work involves some leadership and guidance when organizing activities of self and others.
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Analysis

The descriptors in the AQRF and the PQF are a good fit along the domains of knowledge and skills. The PQF descriptors have a wider requirement in application and in degree of independence.

The knowledge and skills requirements in the AQRF are technical and theoretical with general coverage of a field and involve adapting processes. In the PQF, knowledge and skills are mainly theoretical and abstract with significant depth in one or more areas to be able to contribute to technical solutions of a non-routine or contingency nature and to be able to analyze and evaluate practices, criteria and procedures. Application in AQRF is in a *context that is generally predictable but subject to change* and involves broad guidance requiring some self-direction and coordination to resolve some unfamiliar issues. In the PQF, application and degree of independence involve *some unfamiliar and unpredictable context requiring interpretation and adaptation*. In the PQF work involves *leadership and providing guidance in organizing activities of self and others*.

Generally, the PQF level 4 descriptors apply to programs for the technician requirements in industry.

5	<i>Demonstration of knowledge and skills that:</i> - are detailed technical and theoretical knowledge of a general field - involve analytical thinking	<i>The contexts in which knowledge and skills are demonstrated:</i> - are often subject to change - involve independent evaluation of activities to resolve complex and sometimes abstract issues	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.	Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/innovation.	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.
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Analysis

In level 5, the AQRF and the PQF descriptors require knowledge and skills for similar application in complex situations, though the PQF has a wider application in the knowledge and skills. The AQRF requires detailed technical and theoretical knowledge of a general field and analytical thinking for application to independent evaluation and resolution of complex and abstract issues. The PQF requires theoretical and abstract knowledge with significant depth, wide-ranging technical, creative and conceptual skills to perform work activities demonstrating breadth, depth and complexity in the planning and initiation of alternative approaches to applications across a broad range of technical and management requirements. The application domain of the PQF, though, adds that the knowledge and skills are applied in activities that are supervisory, complex and non-routine and require an extensive interpretation or innovation.

Generally, the PQF Level 5 descriptors apply to programs for technologists in industry, therefore PQF level 5 is a **good fit** to AQRF level 5.

6	<i>Demonstration of knowledge and skills that:</i> • are specialized technical and theoretical within a specific field • involve critical and analytical thinking	<i>The contexts in which knowledge and skills are demonstrated:</i> • are complex and changing • require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues	Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning	Application in professional/creative work or research in a specialized field of discipline and/or further study	Substantial degree of independence and or/in teams of related fields with minimal supervision
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Analysis

The PQF descriptors for Level 6 are best fit to the intent of AQRF Level 6.

In the AQRF, knowledge and skills in level 6 are *specialized technical and theoretical within a specific field* while in the PQF requirement for knowledge and skills is *demonstrated broad and coherent body in a field of study for professional work and lifelong learning*. While the PQF requires broad and coherent knowledge and skills, it clarifies application in a *field of study* and thus meets the AQRF's *specialized technical and theoretical within a specific field*. The requirement for *critical and analytical thinking and the initiative and adaptability* can be argued as, in the Philippine connotation of professional, covered in *for professional work and lifelong learning*.

Generally, the PQF level 6 descriptors apply to baccalaureate or bachelor's degree programs.

7	<i>Demonstration of knowledge and skills that:</i> • are at the forefront of a field and show mastery of a body of knowledge • involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice	<i>The contexts in which knowledge and skills are demonstrated:</i> • are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues • require expert judgment and significant responsibility for professional knowledge, practice and management	Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning	Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research	High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multidisciplinary field
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Analysis

In the context of knowledge and skills, PQF is comparable to AQRF which demonstrates “mastery of a body of knowledge” and “advanced knowledge and skills in specialized or multi-disciplinary field of study.” Both frameworks involve “independent thinking as basis for research” and “self-directed research.” On the application and responsibility, while the AQRF requires expert judgment and responsibility for professional knowledge, practice and management, this can be seen in the PQF as manifested/characterized in the leadership requirement of the level in *high substantial degree of independence*. **A good fit is demonstrable then in both sets of level descriptors.**

8	<i>Demonstration of knowledge and skills that:</i> - are at the most advanced and specialized level and at the frontier of a field - involve independent and original thinking and research, resulting in the creation of new knowledge or practice	<i>The contexts in which knowledge and skills are demonstrated:</i> - are highly specialized and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues - require authoritative and expert judgment in management of research or an organization and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.	Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multidisciplinary field of learning for complex research and or professional practice and/or for the advancement of learning	Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field	Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability
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Analysis

The requirement for “advanced skills” in both frameworks demonstrates their comparability. PQF Level 8 is a perfect fit with AQRF Level 8. The AQRF additionally includes a requirement for transmission of knowledge and skills for this outcome. PQF descriptors cover a similar aspect to *full independence in individual work and/or in multidisciplinary teams*. AQRF attributes on the knowledge and skills with the *creation of new knowledge or practice* are reflected in the PQF requirement of *highly advanced systematic knowledge and skills in highly specialized and/or complex multidisciplinary field of learning for complex research and or professional practice and/or for the advancement of learning*.

Levels 1, 2, 3, 6 and 8 are deemed best fit with all phrases in both QFs aligned as color-coded to each other.

In Level 4, application in AQRF is in a context that is generally predictable but subject to change and involves broad guidance requiring some self-direction and coordination to resolve some unfamiliar issues.

In the PQF, application and degree of independence involve some unfamiliar and unpredictable context requiring interpretation and adaptation. In the PQF, work involves leadership and providing guidance in organizing activities of self and others.

Generally, the PQF level descriptors apply to programs for the technician requirements in industry.

In Level 5, the knowledge and skills in the PQF and the AQRF are matched. There is, however, one phrase that is different from the AQRF: In the PQF, application of knowledge and skills is in activities that are supervisory, complex and non-routine, requiring an extensive interpretation or innovation, as against the AQRF application of knowledge or skills which are subject to change and involve independent evaluation of activities to resolve complex and sometimes abstract issues.

The other remaining phrases are matched; the NRC still finds a good fit in Level 5 descriptors.

Generally, the PQF Level 5 descriptors apply to programs for technologists in industry.

Procedures followed for the linking of qualification levels in the PQF to the AQRF levels including explanation of assumptions, approximations and professional judgments

1. Consultations of the 5 authorities directly involved in the issuance of qualifications on the PQF, scope and application to current E&T systems, levels and descriptors, governance and working structure that resulted in the PQF Framework in Executive Order 83, S of 2012 and Republic Act 10968 issued on 16 January 2018
2. Focus group discussions conducted by the National Referencing Committees and the Technical Working Groups with key education and training stakeholders
 - Analysis of levels: AQRF and PQF
 - Analysis of terms and interpretation of meanings
 - Application of the interpretation to current educational levels (The outcomes for referencing the PQF levels to the AQRF levels will be valid only for all the quality assured qualifications under the new PQF system)
 - Application of “best-fit” principle
 - Agreed relationship between the PQF and the AQRF levels
3. Discussions of the National Referencing Committee as a result of the focus group discussions
4. National Consultations on the Referencing Report
5. The Color-coding of the Level Alignment Matrix to AQRF Descriptors
6. Validation of alignment of qualifications to AQRF levels: The use of the Level Alignment Matrix (LAM)

The **LAM** is used to ensure that the Qualifications match the PQF and AQRF Levels and descriptors. The LAM matches the learning outcomes for each program or qualification with the level descriptor, both from the PQF and the AQRF, **in a granularized form**. The level descriptor per domain is broken down into characteristics of the descriptor, e.g., Knowledge and skills *Has broad and coherent knowledge and skills in their **field of study for professional work*** as one characteristic and Knowledge and skills *Has broad and coherent knowledge and skills in their **field of study for lifelong learning*** as another characteristic. Each learning outcome then is checked against each characteristic and the evidence that the learning outcome is aligned with the level descriptor is indicated in the appropriate column. The evidences are traceable to the curriculum map attached to the Policies, Standards and Guidelines. In the case of TVET level qualifications, the evidences are traceable to the Training Regulations. For the Licensure for Professional Practice, the evidences are traceable to the Table of Specifications for the Licensure Examination.

An example of the LAM that demonstrates matching of learning outcomes to PQF and AQRF descriptors is shown in **Annex H**.

What work needs to be completed to engender full trust in the referencing outcome?

1. Expand the Philippine Qualifications Register (PhQuaR) for a full coverage of public and private, local and foreign qualifications issued in the Philippines and to all Filipinos.

The PhQuaR currently lists qualifications being issued by mandated government authorities: CHED, TESDA, PRC, MARINA and CAAP. The mandate, purposes, scope, procedures and quality assurance of the issuance of the qualifications of the 5 authorities have been evaluated as aligned with requirements of the PQF. The PhQuaR will be expanded to include qualifications issued in the Philippines by non-government entities such as industry groups, professional associations, program vendors and foreign education and training organizations recognized in the Philippines.

2. Full implementation of the Outcomes-based Education in higher education.

As discussed in the Introduction in this report and in Referencing Criterion 1, the higher education programs are in transition to outcomes-based system that fulfills the policy shift from an input- and knowledge-based education and training approach to a learning outcomes approach that privileges the ability to apply knowledge and skills in context. Curricular changes and program standards have been revised but some of the changes are still in the last stage of final approval and the actual implementation of the reform has just started this school year 2018-2019. The transition timeline has affected the entry of some qualifications in the current Qualifications Registry. As the AQRF is premised on the principle of learning outcomes-based education (OBE), the full implementation of OBE in higher education will be pursued.

3. Strengthen mechanisms for recognition of prior learning

One of the objectives of the PQF is to support the development and maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily within the different education and training sectors and between these sectors and the labor market. This objective is underscored by the adherence of the PQF to an outcomes-based education and training and the recognition of qualifications derived from formal, non-formal and informal means. The current system of recognition of prior learning is being reviewed under the Philippine Credit Transfer System and the Philippine TVET Competency Assessment and Certification System to expand the reach of the country's education and training system and the informal and non-formal learning be recognized under the PQF.

CRITERION 5: Basis of PQF in Agreed Standards

The basis in agreed standards of the national framework or qualifications system and its qualifications is described.

The following standards underlie, albeit differentially, the qualification system of the Philippines:

- Education standards in line with the International Standard Classification of Education (ISCED 2011 with ongoing review and adjustments in light of the 2016 revised ISCED Code and the development of the Philippine Qualifications Framework;
- Institutional Standards for Education and Training Providers;
- Professional Standards for regulated professions; and
- Industry Standards and Occupation Standards.

Credit arrangements, methods of validation, and relevant information on quality assurance of qualifications where appropriate, are embedded in the narrative below.

Education Standards

The minimum Education Standards of the Philippines consist of program standards aimed at enabling the achievement of learning outcomes at different levels of the education system. As noted previously in this Report, the explicit articulation of program standards in terms of learning outcomes is a fairly recent development, with TVET having made the full shift to learning outcomes earlier while higher education sector is nearing the completion of the process.

The education standards are reflected in the following physical and online documents issued by the government agencies responsible for TVET, higher education and professional regulations.

- TESDA's 269 Training Regulations (TRs), each of which defines the competency standard for a national qualification (e.g., Bookkeeping National Certificate III) and how such qualification can be gained, assessed, and recognized;
- CHED's Policies, Standards, and Guidelines (PSGs), each of which prescribe program specifications, curriculum, and required resources for a degree program (e.g., Bachelor of Science in Accountancy); CHED Memorandum Order 36 Series of 1998 (Policies and Standards on Graduate Education); CHED Memorandum Order 9 Series of 2003 Addendum to CMO 36 Series of 1998 on alternative criteria to Level III accreditation as requirement for establishing graduate programs; CHED Memorandum Order 46, series of 2012 (Policy-Standard to Enhance Quality Assurance in Philippine Higher Education Through an Outcomes-Based and Typology-Based Quality Assurance), including the requirement for Internal Quality Assurance; and CHED Administrative No. 1 Series of 2014 on the Revised Guidelines in the Formulation of CHED Policies, Standards and Guidelines of Baccalaureate Level Academic Programs;

- Professional Regulation Commission’s Professional Regulatory Laws of the 43 Regulatory Boards governing the regulated professions; the Commission’s Tables of Specifications (TOS) for regulated professions (e.g., Certified Public Accountant) and DepEd’s National Competency-Based Teacher Standards (NCBTS) and Philippine Professional Standards for Teachers (DO 42, Series of 2017);
- The education standards of other regulatory agencies for specialized professions. These other regulatory agencies and the specialized professions they regulate include the following:
 - a. Civil Aviation Authority of the Philippines (CAAP) for the licensing of pilots, flight engineers, flight navigators, aviation maintenance technicians or specialists, air traffic controllers, flight operations officers, aeronautical station operators, and air traffic safety electronic personnel.
 - b. Maritime Industry Authority (MARINA) for seafarers.

Technical Vocational Education and Training (TVET)

The discussion under Referencing Criteria 3 and 4 described the development of the Standards for TVET and the levelling of qualifications in the PQF. As described, the TVET learning outcomes in the form of units of competencies are packaged as Training Regulations and submitted by the industry associations to the TESDA Board for approval and promulgation. The development of the qualification/training regulations that constitute the TVET standards goes through a validation process involving independent academic, labor, and industry stakeholders who are not involved in the process of developing the Training Regulations.

As of April 2018, TESDA has developed a total of 272 Training Regulations (TRs). Among the sectors, Construction has the highest number of developed TRs, comprising 16.0% of the total number of TRs, followed by Automotive and Land Transport (14.0%), Agriculture, Forestry and Fishery (11.5%), and Metals and Engineering (10.4%). Note that all TVET qualifications promulgated by the TESDA Board are national qualifications.

As to the number of TRs for Electrical and Electronics, Information and Communication Technology, each sector has 19 TRs (7%). It is important to note that while most TVET qualifications have TRs, TVET programs may be registered as “With Training Regulations” (WTR) or “No Training Regulations” (NTR). The NTR programs are those which are in demand in specific areas or in the country, but Training Regulations have not been developed for them yet. Since WTR programs require mandatory competency assessment, programs without corresponding Training Regulations are also evaluated and accepted provided the TVET institutions furnish TESDA with evidence of demand/employment opportunities for the graduates of the course.

Beyond the minimum standards promulgated in the Training Regulations, TESDA has developed quality standards through its TVET Accreditation and Recognition (STAR) Program which is discussed more elaborately in the next section on Referencing Criterion 6.

TESDA has instituted the Philippine TVET Trainers Qualifications Framework that consists of four levels corresponding to the different roles assumed by trainers. These are: Trainer Qualification Level I for Trainer/Assessors; Trainer Qualification Level II for Training Designers/Developers; Trainers Qualification Level III for Training Supervisors and Mentors; and, Training Level IV for Master Trainer.

Higher Education

As discussed under Referencing Criterion 1, the education standards in higher education are embodied in the CHED Policies, Standards and Guidelines (PSGs). The PSGs set minimum standards operationalized as the minimum set of desired program outcomes in terms of knowledge, skills and values that learners are expected to demonstrate at the end of the learning experience or at the time of graduation.

Most undergraduate programs are governed by PSGs. The PSGs specify the minimum requirements for program implementation. These requirements include the minimum number of units which, depending on the program, ranges from 110 to 150 units with most programs requiring about 150 units. As mentioned in Criterion 1, the number of units has usually been lower than the actual number of hours expended by learners since laboratory work, drafting, shop or field work activities are allotted less units than the required number of hours in the Philippines. The total number of units translates into 4 to 6 years of undergraduate education except for a few programs and institutions that have been given permission to follow a trimestral or quarterly academic calendar.

While PSGs govern most undergraduate programs, the country's national university (University of the Philippines) and private HEIs that are granted autonomous status for a specific period are allowed to develop programs without PSGs because they are presumed to be at the forefront of disciplinal or interdisciplinary developments. The reality that private autonomous institutions are those with programs that are externally accredited to go beyond minimum standards or have attained institutional accreditation reinforces government's trust in their capacity to benchmark with reputable institutions and quality assure the programs without PSGs. As of 2018, 65 private HEIs enjoy autonomy.

Being among the top HEIs in the country in terms of CHED's quality indicators, autonomous private HEIs are expected to benchmark against national and international standards. Their academic experts take cognizance of national standards in their respective disciplinal or interdisciplinary programs since they are usually the Chairs or members of the CHED Technical Committees or Technical Panels that draft the Policies Standards and Guidelines. The internal mechanisms for the approval and evaluation of programs and curricula in these institutions are multi-layer and deemed stringent with the requisite external review.

Two points are worth noting:

First, CHED approves emerging/new disciplines or interdisciplinary programs that are neither covered by PSGs nor instituted by autonomous private higher education institutions subject to the vetting of these programs by technical experts in the

discipline/s covered by the program. Special Quality Teams also monitor such programs after their establishment.

Second, in this period of reforms in basic and higher education, the PSGs have been revised to align with: 1) the K to 12 curricular revision; 2) New General Education Curriculum; 3) the paradigm shift to learning outcomes; and 4) the Philippine Qualifications Framework.

While most undergraduate programs are covered by PSGs, this is the case for only 23 graduate programs. Nevertheless, CHED Memorandum Order (CMO) 36 Series of 1998 on graduate programs renders higher education institutions offering graduate programs without at least a Level III Accreditation in the corresponding undergraduate program or its equivalent as amended by CMO 9 Series of 2003 ineligible to offer graduate programs. The equivalents include a Level III accreditation in the liberal arts or in a discipline closely related to the program for which government authority has been sought; or the higher education institution is a Center of Excellence or a Center of Development in the program for which government authority has been sought. In addition, the amendment requires a strong research program in the area of study being applied for.

Interestingly, CMO 36 Series of 1998 does not specify the minimum number of units for graduate programs. However, graduate programs at PQF Level 7 have an average minimum credit requirement of 30 units for a professional master's (with comprehensive examinations or a capstone project) and 36 units for a master's with thesis. Following the American system, the required units for most master's degree programs are allotted to course work with about 6 units for thesis research. At this juncture, there are very few master's programs by research.

At PQF Level 8, the average minimum number of units for most programs is between 36 to 48 inclusive of research. Doctoral programs by research are new but are gaining ground. They are explicitly recognized in the draft PSG on the revised graduate policy that has undergone the requisite public hearings prior to the approval and issuance of a CHED Memorandum Order by the Commission en banc. The draft PSG is a totally revised version of CMO No. 36 Series of 1998.

As with TESDA, all PSGs go through a long process of national, zonal regional consultations in which experts are invited to critique a draft PSG at different stages of revision. Since experts in the field and other stakeholders including representatives of industry and professional associations are engaged, the series of consultations as well as technical meetings involving those who did not participate in the development of the PSG and public hearings are deemed to constitute the validation process.

Like TESDA, CHED also has quality standards beyond the minimum as reflected in PSGs that grant the title and privileges of Centers of Excellence and Centers of Development which are discussed in Referencing Criterion 6.

Unlike TESDA that has separate curricular standards from teacher/trainer standards, the requirements for higher education programs, including the qualifications of the faculty, are contained in the PSGs. Since the academic freedom of higher education institutions is enshrined in the Philippine Constitution and curricular freedom lies at the

heart of academic freedom, the PSGs do not prescribe a standard curriculum but sets the minimum program requirements that higher education institutions have to meet, except for disciplines governed by international convention—e.g., BS Marine Transportation and BS Marine Engineering—that is now moving towards a prescribed curriculum. It is important to note that supervision over the maritime programs is now jointly being undertaken by CHED and Maritime Industry Authority. In addition to MARINA, the Civil Aviation Authority of the Philippines regulate the aviation programs of the country following international convention in the case of MARINA and CAAP.

With the shift to learning outcomes-based education promulgated by CMO No. 46 Series of 2012 and the issuance of CHED Administrative Order 1 Series of 2014 on the Revised Guidelines of PSGs at the baccalaureate level to align with learning outcomes-based education, the Philippine Qualifications Framework and the curricular revision demanded by the implementation of Senior High School starting 2016, 81% (87/107) of the undergraduate PSGs have been revised to hew closely to the learning outcomes-based education paradigm that underlies the Philippine Qualifications Framework as of this writing. The revisions, however, maintain minimum credit and duration requirements.

The shift to the learning outcomes-based paradigm is not a once-and-for-all event. It is the result of an iterative process with overlapping phases. The first phase involves the groundwork for the shift and the actual promulgation of the policy—in this case the policy issuances in the early 2000s for TESDA and DepEd and in 2012 for CHED—whether the policy makers who are pushing it fully understand its philosophy and operational requirements. Continued advocacy for the shift, including the exercise by educators of recasting policies and programs, constitutes another phase. Discussions with academic leaders of universities in ASEAN who shepherded the shift in the second half of the 2000s reveal the strong resistance of professors to the change at the start because of the cumbersome paperwork entailed, but as they began to understand what it is all about—after several years—they have managed to streamline the process and appreciate the value of a learning outcomes-based approach.

Against this backdrop, the Philippine TVET institutions have successfully made the full shift to learning outcomes. Like their counterparts in Europe in the early years when the Bologna process intersected with the lifelong learning framework of adult education, Philippine HEIs and their faculty initially resisted the reform. However, by now they have begun to engage even if only for initial compliance because it is required for the approval of programs and academic incentives. Such immersion is a necessary first step to a deeper appreciation of the *raison d'être* of the paradigm shift and implementation of its spirit on the ground.

Standards at the Interface of TVET and Higher Education

Both TESDA and CHED interface at Level 5 in the provision of qualifications through diploma courses (e.g., Diploma in Electronics and Engineering Technology); associate degrees (e.g., Associate in Computer Technology); or ladderized programs (see Footnote No. 1).

The Ladderized Education Act (Republic Act No. 10647) institutionalizes the ‘...ladderized interface between technical vocational education and training and higher

education to open the pathways of opportunities for career and educational progression of students and workers, create a seamless and borderless system of education, empower students and workers to exercise options or choose when to enter and exit in the educational ladder, and provide job platforms at every exit as well as the opportunity to earn income’.

Under the Ladderized Education Act 2014 (RA 10647), the Commission on Higher Education (CHED), the Technical Education and Skills Development Agency (TESDA) and the Department of Education (DepEd) are jointly responsible for determining harmonized guidelines, equivalency of learning outcomes and mechanisms to support the interface between TVET and Higher Education. At present, there are 10 ladderized programs including mechanical engineering, medical technology, Radiation technology, Information Systems, and Computer Science.

The development of the Philippine Credit Transfer System (PCTS) is still work in progress. Nevertheless the draft document for approval asserts that the PCTS would rely on articulation, credit transfer and recognition of prior learning as the mechanisms to recognize learning outcomes achieved and award credit for the purpose of progression through the PQF levels. As mentioned in the discussion of Referencing Criterion 1, the PCTS is to be subjected to zonal and multi-sectoral public hearings before its finalization and approval for formal adoption by CHED and TESDA, target to be issued in the second half of the year.

It is worth reiterating a point raised in Referencing Criterion 1 that while the development of the PCTS is ongoing, there are existing credit transfer mechanisms for higher education programs. The added value of the PCTS is to establish mechanisms to facilitate the matching of learning outcomes for credits as well as the transfer of credits between and across educational levels on the one hand and between informal and formal learning, on the other.

Articulation, in turn, is proposed to take the form of embedded programs. These are purpose-designed and accredited/registered programs that integrate two or more qualifications at different PQF levels in a ladderized package that facilitate learners’ progression. At the interface of TVET and Higher Education, embedded programs include a TVET Diploma and Higher Education Bachelor in the same discipline, with the completion of the Diploma program leading to automatic entry to the Degree program. Such embedded programs may also include Certificates at PQF Level 4 or lower. The embedded Diploma/Bachelor program at the TVET/Higher Education interface has entry and exit points at the end of each PQF level qualification. As noted in the discussion of Referencing Criteria 1, the embedment of TVET competencies and qualifications in the curriculum of ladderized programs at the baccalaureate level (e.g., Mechanical Engineering, Computer Science, Information Technology, Information System, Agricultural Technology) is an operationalization of the Ladderized Education Act of 2014.

The Philippine Technical Vocational Education and Training Competency Assessment and Certification Systems (PTCACS) provides the standards for validating informal or non-formal learning for TESDA, while ETEEAP sets the standards for CHED.

Standards for Education and Training Providers

The criteria for establishing higher education institutions and the process of approving providers are enumerated in the discussion of Quality Assurance in higher education under Criterion 6 (see next section). CHED's quality assurance framework for higher education in CMO 46 Series of 2012, which includes a discussion of the operational criteria for program excellence and institutional sustainability of higher education institutions, is also discussed in the section on Criterion 6.

Similarly, the criteria for approving TVET providers whose proposed programs comply with TESDA's Training Regulations are as follows: Trainors' qualifications; tools, equipment and facilities; competency standards identified by the industries; and curriculum.

The imperative to continuously improve the quality of the TVIs and HEIs is embedded in the quality assurance processes of TESDA and CHED as discussed extensively in Criterion 6. In the case of TESDA, a compliance audit to signify continuous compliance is regularly conducted by accredited TESDA auditors based on registration standards. In the case of CHED, the agency's regular monitoring of the programs of regulated HEIs and an external accreditation system—that focus on program excellence and institutional sustainability, on the one hand, and improvements over time from the last accreditation for HEIs that go through voluntary program and institutional accreditation on the other—underscore continuous quality improvements. See the discussion under the subheading “internal quality assurance” in Criterion 6.

Professional Standards

In the Philippine context, professional standards usually refer to the minimum standards set in the practice of a profession, which licensed and registered professionals are required to achieve. These are prescribed and issued by the 43 Professional Regulatory Boards regulating the 44 baccalaureate programs and few non-baccalaureate programs and upon due consultation with accredited professional organizations and other stakeholders.

The Professional Regulatory Laws stipulate the qualifications and composition of the Professional Regulatory Boards and define as well the scope and the practice of the respective professions.

As cited in the discussion under Referencing Criteria 3, the Professional Regulatory Boards prepare the Table of Specifications for the regulated professions in consultation with the Commission on Higher Education, academe, industry, professional organization based on the corresponding Philippine Qualifications Framework descriptors. Upon recommendation of the Professional Regulatory Board, the PRC Commission approves the adoption of the Table of Specifications, on which are based the items in the licensure examinations.

Two standards are illustrative cases in point:

- the Philippine Professional Nursing Practice Standards that is presented in **Annex I**; and

- the Philippine Professional Standards for Teachers (PPST) promulgated by DepEd. The PPST built on the National Competency Based Teacher Standards (NCBTS) of 2006 which introduced the notion of competency-based teaching whereby the standards or criteria for characterizing good teaching are defined in terms of how a teacher is able to facilitate student learning—rather than the usual indicators used within an input-based paradigm, e.g., the teacher's credentials, his or her scores in LET, grades in graduate school, degrees, and personality traits, among others. After almost a decade of NCBTS implementation, the Department of Education reviewed the teacher standards and in 2017, issued DepEd Order 42 adopting the PPST. Anchored on the principles of lifelong learning and on seven domains of a quality teacher—i.e., Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; Assessment and Reporting; Community Linkages and Professional Engagement; and Personal Growth and Professional Development with 37 strands of specific teacher practices—the Standards are nuanced by the qualities/qualifications associated with a teacher's stage in the profession—whether he or she is a Beginning Teacher; a Proficient Teacher; a Highly Proficient Teacher or a Distinguished Teacher.

While PRC has called for a shift to competency-based practice and outcomes-based assessments, an outcomes-based articulation of the practice of professions is still work in progress at this juncture.

It is notable that both the regulated professions as well as those that are not regulated are governed by Codes of Ethics.

Industry and Occupational Standards

Industry Standards are usually expressed in terms of quality management standards. While qualification standards for industry are not as well articulated, they are clearest in professions/occupations that are governed by international conventions such as maritime education and aviation. They are also manifested in the role of influential industry representatives in shaping the training programs of TESDA.

While the articulation between industry and higher education is not as palpable, It is notable that in recent years qualifications standards for industry has been the advocacy of captains of industry—e.g., those who constitute the Philippine Business for Education (PBE)—who are proactively linking with academe to articulate the competencies and qualifications they require.

Occupation Standards, on the other hand, are not as well articulated, except in the Training Regulations or qualifications issued by TESDA which link and use them in the coding of the units of competencies. The country uses the 2012 Philippine Standard Occupational Classification (PSOC) mainly as basis for manpower and educational planning, program formulation, policy decision-making and serves as useful guide for statistical operations and activities, such as censuses and surveys. The PSOC is patterned after the 2008 International Standard Classification of Occupations (ISCO) released by the International Labor Organization (ILO), but has modified it to suit the national situation and requirements. Link to PSOC: <https://psa.gov.ph/content/philippine-standard-occupational-classification-psoc>

CRITERION 6: Quality Assurance of PQF

The national quality assurance systems for education and training that refer to the national qualifications framework or systems are described. All of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome.

The Philippine response to Referencing Criterion 6 is guided by a working definition that describes the quality assurance of qualifications design and provision of education and training as consisting of four key processes: (1) the registration of education and training providers, (2) supervision of assessment systems that lead to the award of a qualification, (3) accreditation of qualifications, and (4) regulation of the issuance of certificates.¹⁰ In the interest of achieving a concise description of the national quality assurance systems and to the maximum extent feasible, the descriptions in this section are limited to overviews that are supplemented by reference to publicly available documents, by which reference are incorporated into this Report.

Table 5. Location of the Discussion of the QA Processes in the Sections of Criterion 6

SECTION	Quality Assurance Processes			
	Registration of Education & Training Providers	Supervision of Assessment Systems That Lead to the Award of a Qualification	Accreditation of Qualifications	Regulation of the Issuance of Certificates
Legal Basis of QA in Philippine Education	1		1	1
Minimum Education Standards			2	2
Quality Assurance by Government Agencies		3		
Quality Assurance Through Voluntary Accreditation by Private Local Agencies			4	
Quality Assurance Through Voluntary Accreditation by International Organizations			4	

¹⁰A. Bateman, J. Keating, J. Burke, M. Coles, and A. Vickers, *Concept Design: ASEAN Regional Qualifications Framework, Education and Training Governance: Capacity Building for National Qualifications Frameworks (AANZ-0007)*, ASEAN Secretariat, Jakarta, January 2012.

Legal Basis of Quality Assurance in Philippine Education

The first key national quality assurance process—the registration of education and program and training providers—is performed by DepEd, TESDA and CHED for their respective domains in the Philippine education system (i.e., basic, TVET, and higher education). Additional government agencies, chief of which is the Professional Regulation Commission (PRC), are involved in quality assurance of regulated professions, which require completion of appropriate qualifications offered by the Philippine education system.

In terms of the four key national quality assurance processes, these agencies perform the regulation of the accreditation of qualifications and issuance of certificates.

Minimum Education Standards

Referencing Criterion 3 described the procedures for inclusion of qualifications in the [Philippine Qualifications Register \(PhQuaR\)](#), which is the national database of quality-assured qualifications authorized under the Philippine Qualifications Framework. The inclusion of a proposed qualification in the PhQuaR requires compliance with the appropriate minimum education standards discussed in Referencing Criterion 5.

Quality Assurance by Government Agencies

For the four national quality assurance processes, a total of six government agencies perform the supervision of assessment systems that lead to the award of a qualification. The following Table shows the government agencies that are involved in setting, monitoring, and evaluating minimum standards, as well as voluntary assessments beyond compliance with minimum standards:

Table 6: Quality Assurance by Government Bodies and Educational Level

Educational Level	Setting, Monitoring, and Evaluating Compliance with Minimum Standards	Voluntary Assessment of Quality Beyond Compliance with Minimum Standards
Basic Education	Department of Education (DepEd)	
TVET	Technical Education & Skills Development Authority (TESDA) Marine Industry Authority (MARINA)	<u>Programmatic Quality Assurance (QA)</u> TESDA System for TVET Accreditation and Recognition (STAR)
		<u>Institutional QA</u> Department of Trade and Industry (DTI) Philippine Quality Award (PQA) Framework for Education Performance Excellence
Higher Education	Commission on Higher Education (CHED)	<u>Programmatic QA</u> - CHED Center of Development (COD) - CHED Center of Excellence (COE)

Educational Level	Setting, Monitoring, and Evaluating Compliance with Minimum Standards	Voluntary Assessment of Quality Beyond Compliance with Minimum Standards
	Marina Industry Authority (MARINA)	<u>Institutional QA</u> • CHED Institutional Sustainability Assessment (ISA) • CHED Autonomous or Deregulated Status (for private HEIs) • CHED State Universities and Colleges (SUC) Levelling and Normative Financing (for SUCs) • DTI Philippine Quality Award (PQA) Framework for Education Performance Excellence

Quality Assurance in Technical Vocational Education and Training

TESDA, the sole certifier of TVET schools, is the government body that approves providers of TVET programs and performs quality assurance of TVET programs based on minimum requirements, except for the TVET level programs currently mandated to the MARINA, and CAAP. TESDA's programs and initiatives for the TVET sector are designed and implemented within the context of a quality-assured TVET system to ensure that TVET produces job-ready Filipino workers meeting the requirements of the 21st-century local and international labor markets.

The system is industry-led, driven by competency and training standards derived from the requirements and specifications guided by TVET priorities identified by the industries. The system is accessible to a broad range of customers, including the unemployed, underemployed, displaced workers, career shifters, new entrants to the labor force, high school graduates, and even college and graduate students. Employment and productivity enhancement are the ultimate metrics of the technical vocational education and training system as a result of effective matching of labor supply and demand.

The Quality-Assured Philippine TVET System is guided by national sectoral development plans and priorities and international developments to meet the changing requirements of the global market.

The system has three major components: (a) qualification standards development, (b) program registration and accreditation, and (c) competency assessment and certification system.

Qualification Standards Development

Standards development begins with the stakeholders, the end-users of qualified competent workers. TESDA promulgates the competency and training standards and assessment arrangements and competency assessment tools recommended by industry experts who are nominated by industry associations. These standards give the TVET providers guidance on learning outcomes-based curriculum, tools,

equipment, facilities, and trainers' qualifications necessary to develop the skills of workers, whether for wage or self-employment or entrepreneurship development.

Unified TVET Program Registration and Accreditation System (UTPRAS)

The TESDA mandate embodies quality assurance. [Republic Act No. 7796](#) (the TESDA Act of 1994) empowers TESDA to establish and maintain a system of accrediting, coordinating, integrating, monitoring and evaluating formal and non-formal TVET programs. Further, TESDA Board Resolution 98-03 approved the establishment of the [Unified TVET Program Registration and Accreditation System \(UTPRAS\)](#) in the pursuit of the quality-assured TVET system.

TVET Program Registration and Accreditation System is a two-stage process of quality assurance that covers the following: 1) the mandatory registration of TVET programs with TESDA and the monitoring for continuous compliance with the prescribed minimum requirements; and 2) the voluntary accreditation of institutions which involves the institutionalization of quality management systems. All TVET programs offered by public and private TVET institutions are required to get prior authority from TESDA through the mandatory process of Program Registration.

Program Registration prescribes full compliance with the minimum requirements specified in the Training Regulations and anchored on the competency-based system. The Training Regulations include the competency standards, the minimum training standards by which programs are qualified and registered, and assessment arrangements.

Program Registration prescribes full compliance with prevailing training standards. The program registration process takes into consideration four (4) essential components of training delivery: the curriculum, the qualification of trainers, the tools and equipment required, as well as training facilities.

As noted in the discussion of Referencing Criterion 5, TVET programs may be registered as "With Training Regulations" (WTR) or "No Training Regulations" (NTR). The few NTR programs are those which are in demand in specific areas or in the country, but Training Regulations have not yet been developed for them. Like the WTR programs which go through assessment, they are also evaluated and accepted as long as the TVET institutions provide evidence of demand/employment opportunities for the graduates of the course.

Compliance Audit is an integral part of UTPRAS. It includes the monitoring of registered programs to ascertain compliance with the UTPRAS requirements and guidelines. Compliance Audit is regularly conducted one year after registration, and every two (2) years thereafter. The compliance audit follows a checklist of all the requirements at the time of registration and validated on the day of audit. Special and spot audits are likewise conducted upon instruction of the TESDA Director General, or based on feedback from stakeholders. Programs are closed when found to have deficiencies that are not addressed within the given 30-day period.

Qualifications Standards Development and UTPRAS are two major core processes certified under ISO 9001:2008. To maintain the ISO 9001 Certification, TESDA

undertakes various activities and interventions in its effort to have these core processes be recertified under ISO 9001:2015.

Program Accreditation is a voluntary process of demonstrating quality assurance of programs and institutional processes that lead to recognition and conferment of awards for exemplary performance at various levels. The following systems of accreditation are currently adopted in Philippine TVET:

- [Asia Pacific Accreditation and Certification Commission \(APACC\)](#) is a regional accreditation and certification body that Colombo Plan member-governments recognized in light of the need to cope with the rapid changes in the labor market and skills taught in TVET institutions. APACC focuses on seven criteria: Governance and Management; Faculty and Staff; Research and Development; Extension Consultancy and Linkages; Resources; Physical, Plant and Facilities; and Support to Students.
- [STAR Rating System of TVET Programs](#) is a system of recognizing TVET programs beyond the program registration minimum requirements. The system is anchored on an evidence-based criteria, which are translated into numerical points that will correspond to the STAR Level award of the program. The STAR Rating System of TVET Programs focuses on the following areas: Program Governance and Management, Curriculum and Program Delivery, Support Services, and Program Performance Measures. The standards criteria and standards of the [East Asia Summit Technical Vocational Education and Training Quality Assurance Framework \(EASTVET QAF\)](#) are integrated in the STAR Rating System of TESDA. TESDA Circular No. 48 Series of 2018 entitled Amended Implementing Guidelines on the System for TVET Accreditation and Recognition (STAR) was issued to clarify the alignment of the EAS TVET QAF indicators with the indicators of the STAR.

EAS TVET QAF is one of the quality assurance frameworks recognized in the ASEAN Qualifications Referencing Framework (AQR) referencing process. The Philippines is one of the 18 member countries of the East Asia Summit which had signified its interest to adopt the EAS TVET QAF that will help EAS countries assess, develop and improve the quality of their TVET systems; guide the design and implementation of measures to strengthen quality assurance at the member country level; provide the basis for alignment between national TVET systems across the region; and increase transparency of and consistency in TVET policy developments and thereby promote mutual trust, worker and learner mobility, as well as lifelong learning.

In 2017, a total of 70 programs in 45 technical vocational institutions received the STAR awards in various levels.

Philippine Technical Vocational Education and Training Competency Assessment and Certification Systems (PTCACS)

TESDA's assessment and certification system is pursuant to the provisions of Republic Act 7796, Section 14 (b), which authorizes TESDA to develop and establish a national system of skills standardization, assessment and certification. The

Philippine TVET Competency Assessment and Certification System (PTCACS) defines a national comprehensive and flexible certification system for TVET Level qualifications.

The competency standards, which are contained in the Training Regulations promulgated by the TESDA Board, are the benchmarks for training, assessment and certification. The assessment process is based on gathered evidence or information to prove possession of competence. The process may be applied on an employable single unit of competency or a cluster of relevant units of competency or on all units of competency in a Full National Qualification. Evidence is gathered through a range of methods.

The Certificate of Competency (CoC) is issued to individuals who were assessed as competent in a single unit or cluster of related units of competency. The National Certificate (NC) is issued to individuals who have achieved all the required units of competency of a national qualification defined under the promulgated Training Regulations. The NC or CoC has a validity period of five years.

The PTCACS is anchored on the competency-based system, with the competency requirements defined in the relevant Training Regulations. Quality assurance in PTCACS spans levels and the responsibility of various actors: the TESDA Central Office, TESDA Regional and Provincial Offices, the Accredited Assessment Centers and the Accredited Competency Assessors.

The Central Office, through the Certification Office, provides oversight function in the implementation of assessment and certification programs in the country; provides capability building programs for Lead Competency Assessors and regional/provincial/sectoral implementers; formulates assessment and certification policies, guidelines and procedures and other assessment arrangements outside of what is provided in the guidelines; manages and maintains the National Registry of Certified Workers; handle complaints and appeals; and conducts external and 2nd level audits on the implementation of assessment and certification.

The TESDA field offices implement accreditation and assessment activities in accordance with the quality assurance system; conducts compliance audits; accredits the Assessment Centers and Competency Assessors and issues the National Certificates or the Certificates of Competency. The Assessment Centers, which are not necessarily part of TESDA—i.e., they are private or public institutions/organizations—accept and process applications, manage the actual conduct of assessment and assign competency assessors on a rotation basis; and submit reports to TESDA.

The PTCACS has been ISO 9001:2008 certified since 2012 and recertified to ISO 9001:2015. In addition to the audits undertaken by the field and central offices, the certifying body auditor conducts surveillance at least once a year. These strengthen the quality management of the TVET program registration and assessment and certification processes, as well as the standards development.

Consistent with the principles of Recognition of Prior Learning, PTCACS applies to competent individuals who acquired their competencies through formal, non-formal or

informal modes of learning. A training certificate is not required for an application for assessment. The assessors' multiple methods of evidence gathering enable those assessed to prove their competencies. A Self-Assessment Guide (SAG) allows the applicants to gauge their level of competency before they undergo the actual assessment.

Quality Assurance in Higher Education

The Commission on Higher Education is the government agency charged with the responsibility of ensuring that programs and institutions in the higher education sector are of quality. All higher education institutions (HEIs) follow the quality standards of CHED, and it is CHED that ensures HEI compliance with these standards in their operation and program offerings.

CHED is specifically responsible for ensuring that HEIs comply with minimum standards relative to the operation of HEIs and program offerings. CHED performs regulatory functions and undertakes developmental programs. At the CHED Central Office, the Office of Programs and Standards Development (OPSD) is primarily responsible for quality assurance at the program level, while the Office of Institutional Quality Assurance and Governance (OIQAG) is concerned with quality assurance at the institutional level. At the regional level, there are 17 CHED Regional Offices (CHEDROs) which serve as the Commission's frontline offices tasked to enforce its various policies, standards and guidelines and implement its programs and projects as well as conduct regular monitoring and evaluation of HEIs and their programs offerings.

OPSD, through the Technical Panels and Technical Committees, formulates the policies, standards, and guidelines (PSGs) for various degree programs that serve as guides for HEIs in ensuring compliance with the CHED prescribed minimum requirements for offering higher education programs. On the other hand, the OIQAG has its Task Force on Quality Assurance and various Technical Working Groups (TWGs), which provide technical assistance in the formulation of policies and guidelines for the establishment and operation of HEIs and classification of HEIs, both horizontal (i.e., professional schools, colleges and universities) and vertical typologies (i.e., autonomous, deregulated and regulated for private higher education institutions or SUC Levels I to V on the basis of program and institutional quality).¹¹ Further, the CHEDROs through their Regional Quality Assessment Teams (RQATs) composed of duly designated program experts in the region who are not organic CHED staff, undertake the compulsory assessment and program approval of application for permit or recognition of HEIs for their program offerings at the undergraduate level.

¹¹Horizontal typology refers to the classification of Philippine private HEIs into three groups—colleges, professional institutes or universities based on the basis of the competencies of the graduates they produce, the nature of the degree programs they offer, the qualifications of their faculty members, the types of learning resources and support structures available, and the nature of their linkages and community outreach activities. In the vertical typology, HEIs within each horizontal type are differentiated in terms of status (autonomous, deregulated and regulated) on the basis of program and institutional quality.

The following table drawn from Bateman et al. summarizes the quality assurance arrangements managed by the Commission on Higher Education.

Table 7. Quality Assurance Arrangements Managed by CHED*

Philippines	Responsible Entity for				
	Initial Approval of HEIs to Operate	Monitoring of HEIs	Approval of Programs of Study	Approval of Delivery of Programs of Study	Monitoring of Programs of Study
Law and Regulation	Republic Act No. 7722, "The Higher Education Act of 1994" –Establishment of the Commission on Higher Education Various Republic Acts on the Creation and Conversion/Elevation of State Universities and Colleges (SUCs) -- Chartered HEIs Republic Act 8292, "Higher Education Modernization Act of 1997" – An Act Providing for Uniform Composition of Powers of Governing Boards, Manner of Appointment and Terms of Office of the President of Chartered State Universities and Colleges and for other purposes CHED Memorandum Order (CMO) No. 32, Series of 2006 – Establishment of Local Universities and Colleges (LUCs) Omnibus Rules, Regulations and Standards for the Creation of New State, City and Community Schools, Universities and Colleges and Their Conversion/Elevation Corporation Code of the Philippines and Education Act of 1982 (Batas Pambansa Bilang 232), as amended by Republic Act No. 7798 – Establishment of private HEIs, either as a non-stock, non-profit or as a stock, for-profit educational corporation Manual of Regulations for Private Higher Education (MORPHE) [Note: This Manual is also applicable to Public HEIs in line with CMO No. 30, Series of 2009, entitled "Applicability of the Manual of Regulations for Private Higher Education (MORPHE) of 2008 to State Universities and Colleges" (SUCs) and Local Universities and Colleges (LUCs).] CHED Memorandum Orders (CMOs) pertaining to the policies, standards, and guidelines (PSGs) for different degree programs. (www.ched.gov.ph)				
Public HEIs	External Congress Local Govern- ment Unit CHED	External CHED	Internal HEI's Governing Body (Board of Trustees or Board of Regents) External CHED	Internal HEI's Governing Body (Board of Trustees or Board of Regents) External CHED	Internal HEI's various offices/units External CHED CHED and PRC for programs covered by professional licensure examina- tions
Private HEIs	External CHED	External CHED	External CHED	External CHED	External CHED CHED and PRC for programs covered by professional licensure examina- tions

*Lifted en toto from Bateman, Andrea and Chloe Dyson's (2018). *Quality Assurance Arrangements Related to National Qualifications Frameworks In ASEAN and their Impact on Higher Education*. Report published by the Support to Higher Education in the ASEAN Region (SHARE). August.

Establishment of Higher Education Institutions¹²

The establishment of State Universities and Colleges (SUCs) and the conversion of State Colleges into State Universities are vested in the Philippine Congress. The laws promulgated in the last five years for such SUCs stipulate that these institutions meet CHED requirements for university status. Local Universities and Colleges (LUCs), which are created to address local needs, are established by Local Government Units with authorization from CHED.

Private HEIs are incorporated either as non-stock, non-profit or stock, for-profit corporations in accordance with the Corporation Code of Philippines and Education Act of 1982 as amended by RA 7798, and register with the Securities and Exchange Commission (SEC) with favorable endorsement from CHED.

For program operations, approval of SUC program offerings is vested in their Governing Boards as provided for by Republic Act No. 8292. However, CHED recognition of such programs requires Certificates of SUC Program Compliance from the Commission. In the case of LUCs and private HEIs, government authorization from CHED is needed to operate programs.

Republic Act No. 7722 enjoins public and private HEIs to comply with the minimum requirements prescribed by CHED for the operation of higher education programs. Further, regular and periodic monitoring and evaluation of the performance of HEIs and their programs are primarily CHED's responsibility.

Approval of Programs

Approval of programs is listed as one of the functions of CHED in RA 7722, specifically stated in Sections 8(d) and 8(e) of the law. CHED is the only QA agency responsible for managing program approval processes and monitoring compliance of the HEIs with the existing minimum standards. Based on the existing organizational structure of CHED, the OPSD and the CHEDROs are in charge of the processing of program approval. The OPSD is tasked to develop the PSGs for various degree programs that set the minimum quality standards or requirements pertaining to administration (deans/department heads), faculty qualifications, learning resources, facilities/laboratories, and curriculum for particular disciplines. The CHEDROs, on the other hand, implement the PSGs on the ground.

The PSGs are developed by legally mandated Technical Panels (TP) of experts belonging to a discipline cluster—e.g., social sciences and communication; humanities; natural sciences and mathematics; engineering sciences—or special programs—e.g., General Education (required liberal education program),

¹²ASEAN External Quality Assurance Agency Workshop “Sharing Good Practices in Standards, Procedures and Assessors’ Development,” Jointly Organized by BAN-PT and AQAN, presented and submitted by Dr. Amelia A. Biglete, Director IV, Office of Programs and Standards Development, CHED, August 9, 2017.

Transnational Education. Composed of academics, representatives of professional organizations, members of the Professional Regulation Commission (for disciplines leading to regulated professions) and industry representatives (especially for industry-oriented disciplines), the Technical Panels are assisted in their work by Technical Committees (TC) with a similar composition but belonging to specific disciplines (e.g. The Technical Committee for Psychology supporting the Technical Panel for the Social Sciences and Communication).

The CHED Policies, Standards and Guidelines (PSG) for the various programs have undergone revision since 2013 to hew closely to the learning outcomes-based education paradigm that underlies the Philippine Qualifications Framework.

The process of program approval is different for private and public HEIs.

Private HEIs submit their application to offer an undergraduate degree program to the CHEDRO for evaluation. If deemed complete, the CHEDRO will send a Regional Quality Assessment Team (RQAT) to conduct an on-site evaluation of the HEI. The RQAT determines the compliance of the HEI with the minimum requirements pertaining to the degree program applied for. The RQAT's recommendation will be submitted to the CHEDRO which, in turn, issues the appropriate certificate of government authorization based on the RQAT's favorable recommendation. The HEIs apply in three phases before the programs applied for are fully approved. The first phase is the application for an initial permit to offer a particular degree program for a first and second year of operation. This means that the HEI must comply with the minimum requirements pertaining to the first two years of a program's operation. The second phase of application is for the renewal of the permit for a third year of operation. The third and final phase is the application for Government Recognition that the HEI has fully complied with the minimum requirements for the first to the fourth years.

For SUCs and LUCs, approval of their academic programs is coursed through their governing boards following the Charters/Ordinance that created them. Prior to 2010, public HEIs subjected their new programs to the CHED process of approval on a voluntary basis. However, since then, there has been a marked increase in applications of SUCs and LUCs for Certificates of Program Compliance after CHED explained to their respective governing boards that CHED will only recognize existing public HEI programs that have gone through the Commission's process of approving programs. Except for the University of the Philippines, the country's national university, the prior approval of the CHEDRO for undergraduate programs of SUCs and OPSD for their graduate programs has become a prerequisite for the SUC governing board's approval of new programs.¹³

For programs in medicine, nursing, dentistry, maritime education, and graduate education, as well as programs without PSGs, both private and public HEIs apply at the CHEDRO, which endorses the application to the OPSD. It is the OPSD that processes the program approval or authority for these particular programs to operate

¹³The control of CHED over the approval of SUC and LUC programs is currently reinforced by the stipulation that SUCs and LUCs that do not obtain certificates of compliance for their programs will not be granted the budget equivalent to the tuition and miscellaneous fees that have become free under Republic Act No. 10931 or the Free Tuition Act of 2017.

with the assistance of the Technical Committees/Panels and recommends approval to the CHED Commission en banc (CEB).

The [CHED website](#) currently has a listing of authorized undergraduate program offerings of each HEI. The list shall be expanded to include graduate programs, which are available at the CHED MIS Database and not yet posted on the CHED website.

Approval of Providers

CHED, specifically the CHEDROs, is the only body that approves the establishment of private HEIs. The key functions of CHED are found in Sections 8(d) and 8(e) of RA 7722.

Congress approves the establishment of SUCs. However, CHED provides its review and position on such establishment prior to the enabling legislation. For LUCs, it is the local government units (LGUs) that approve the establishment of providers. According to Republic Act 7160 or the Local Government Code of 1991 (Article 3, Section 447; Article 3, Section 458; Article 3, Section 468), municipalities, cities, and provinces through their respective local governing councils can establish schools that offer post-secondary programs because these are the units that can address the particular needs of their immediate communities.

The horizontal classification of new private and public HEIs (university, professional institute and college) as well as their vertical classification as autonomous, deregulated for private HEIs or SUC Levels I to V on the basis of program and institutional quality (per DBM CHED Joint Circular No. 1, series of 2016), is the responsibility of the OIQAG.

Approval Process for Private HEIs. The institution submits its application to CHEDRO to be recognized as an HEI and simultaneously to offer/operate a degree program. CHEDRO conducts document analysis and site visit of the facilities. CHEDRO determines compliance with the set of criteria as per CMO No. 40, series of 2008 (Manual of Regulations for Private Higher Education or MORPHE). The CHEDRO checks the completeness and validity of the data submitted, after which the CHEDRO endorses to OIQAG for evaluation. OIQAG evaluates the application and then presents its findings to the Technical Working Group (TWG) on HEI Classification. The TWG deliberates on the findings and then makes a recommendation on the classification of the HEI to the Commission en banc (CEB) for approval. The CEB makes the final decision on the classification of the HEI.

Approval Process for SUCs. A House Bill is filed at the Lower House of Congress (House of Representatives) for establishing a SUC or converting a state college into a state university. CHED determines compliance of the institution and submits compliance reports and its position on the eligibility of the HEI to the Committee on Higher and Technical Education of the Lower House, which subsequently makes the decision to proceed with the process of passing the Bill in the Lower House and file the Bill if passed to the Upper House of Congress (Senate). Once passed, the bill is transformed into law, which is referred to as a Republic Act, for signature of the President of the Philippines.

Approval Process for LUCs. Pursuant to CMO No. 32, series of 2006, LGUs establishing new LUCs must work closely with CHEDROs. They have to submit the required documents to CHEDROs and CHEDROs conduct the initial evaluation and informs the LGU Governing Council of their findings. It is the LGU Governing Councils that will decide whether they will establish the LUCs or not. However, establishment does not necessarily confer authority by CHED to operate a degree program. The LUCs still need to undergo the evaluation process for program approval. For existing LUCs, applications are submitted to OIQAG through the CHEDROs to be recognized as higher education institutions. The CHEDROs submit their initial evaluation report to OIQAG. OIQAG then conducts on-site evaluation and its findings are presented to the Technical Working Group (TWG) for LUCs. The TWG discusses the findings and makes recommendations for approval of the CEB.

The CHED website lists the HEIs with recognized program offerings. CMO No. 58, Series of 2017, contains the list of autonomous and deregulated HEIs.

It is the function of CHEDROs to monitor the quality and currency of programs. There are instances that Professional Regulation Commission (PRC) with CHED also conduct monitoring of programs that have licensure examinations. This monitoring is only conducted when the need arises.

In relation to monitoring of providers, all public and private HEIs are required to submit statistical data to CHED. CHEDROs are expected to monitor the HEIs under their jurisdiction and take follow up actions. Monitoring of HEIs is usually program-based and done yearly. The monitoring reports are not made public. The CHEDROs can strategize on how they can do the monitoring depending on their context or situation. There is no uniform risk-based approach.

Voluntary Assessment of Quality Beyond Minimum Standards

To encourage the continuous improvement in the quality of program implementation and operation of public and private HEIs, CHED implements development programs in the form of providing support/incentives, grants, awards or recognition to selected and deserving programs of HEIs.

Program-Level Voluntary QA (OPSD). CHED, through OPSD, identifies Centers of Excellence (COEs) and Centers of Development (CODs) in various disciplines in recognition of exemplary performance of HEIs in the areas of instruction, research and extension and which are expected to serve as potential catalysts in specific program areas needed to develop world-class scholarship and nation building, and envisioned to become centers of graduate education and research in their fields of strength. As of 7 August 2017, there were 199 identified Centers of Excellence (COEs) and 233 Centers of Development (CODs) or a total of 432 Centers in various disciplines.

Institutional Level (OIQAG). CHED, through OIQAG, is implementing a typology-based quality assurance system by classifying all HEIs based on their functional differentiation vis-à-vis their service to the nation as reflected on their vision and mission. A typology-based QA means that the QA criteria are nuanced by whether an institution is a university, a professional institution or a liberal arts or community college. To apply for vertical classification (autonomous or deregulated status) or

horizontal classification (university, professional institution, college), in compliance with CMO No. 46, Series of 2012, the HEI submits the necessary documents to CHEDRO. It should be noted that horizontal and vertical classification of private HEIs is currently on an application basis and thus is voluntary in nature. However, horizontal classification is a prerequisite to vertical classification.

Under the horizontal typology, the applicant HEI shall be evaluated based on the CHED criteria and guidelines and then may either be typed as Professional Institute, College or University. Under the vertical typology, the applicant HEI shall be evaluated based on the CHED criteria and guidelines, and then may be granted either Autonomous or Deregulated status with privileges and benefits to be enjoyed. For instance, institutions granted autonomous or deregulated status benefit in terms of exemption from regular monitoring and evaluation by CHED and priority in the grant of subsidies and other financial incentives/assistance from the Commission. They enjoy curricular autonomy since they have the privilege to determine and prescribe their curricular programs, offer new programs, through the various delivery modes, without securing permit/authority from CHED except in disciplines/degree programs that are under moratorium, the Doctor of Medicine degree, and any other field duly specified by CHED. CHED has designated 65 Autonomous institutions and 9 Deregulated institutions.

Private and public HEIs are encouraged by CHED to undergo Institutional Sustainability Assessment (ISA), which is also voluntary in nature and is conducted at no cost to the HEI. The ISA Framework aims to enhance or develop the Internal Quality Assurance (IQA) Management Systems of HEIs. HEIs are evaluated in five key result areas: (a) governance and management, (b) quality of teaching and learning, (c) quality of professional exposure, research, and creative work, (d) support for students, and (e) relations with the community. For HEIs that have successfully undergone ISA, the ISA score will form part of the HEI's scores towards their application for autonomous or deregulated status. A total of 44 HEIs have undergone the ISA, while 52 institutions have undergone ISA's predecessor, the Institutional Monitoring and Evaluating for Quality Assurance (IQuaME).

SUC Levelling

SUC Levelling refers to the vertical classification system for SUCs and is similar to the process of determining autonomous or deregulated status in private HEIs. SUC Levelling is governed by the Joint Circular of CHED and the Department of Budget and Management (DBM). The SUC accomplishes the SUC Levelling Instrument under oath. The completed instrument is submitted with complete supporting documents to the CHEDRO within 30 working days upon the issuance of the Joint Circular.

A Regional Evaluation Committee (REC) is convened composed of the regional directors of CHED and DBM and the authorized representative of the Philippine Association of State Universities and Colleges (PASUC). The CHED Regional Director designates appropriate CHED staff as Secretariat which undertakes the initial evaluation of SUCs. The REC has the following tasks: (a) collect and validate data and supporting documents submitted by SUCs, (b) conduct evaluation of SUCs in the region based on issued criteria and guidelines, (c) coordinate and work with the Task

Force on SUC Levelling, and (d) in coordination with the Task Force, organize consultation meetings with the SUCs in their respective regions.

The results of the REC evaluation are forwarded to the Task Force on SUC Levelling through OIQAG for consolidation, validation, and endorsement to the CHED's CEB for deliberation and recommendation to the National Evaluation Committee (NEC). The NEC is co-chaired by the Secretary of DBM and Chairperson of CHED or their representatives, with three other permanent members from DBM, CHED and PASUC. The NEC reviews and confirms the levels of SUCs based on the recommendation of the CHED's CEB. The corresponding levels of SUCs are disseminated in a form of CHED Memorandum Order (CMO) for information and guidance of all concerned.

SUC Levelling results are approved for dissemination and implementation for the purpose of establishing one of the bases for determining the classification and salary grade of the SUC President and the allowable number of Vice Presidents to be designated.

Internal Quality Assurance

Article II Section 8 of CHED's CMO 46 Series of 2012¹⁴ (Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA) states that an Internal QA system *"begins with the HEIs identity and enters a quality cycle of planning, implementation, review and enhancement. The plan-do-check-act cycle or the Deming Cycle...is applied to the HEI's capacity to 1) translate vision, mission and goals (VMG) into desired outcomes; 2) establish the proper learning environment (implementation of teaching-learning systems as well as support processes and procedures); 3) review against performance indicators and standards defined in the assessment system; and 4) enhance programs and systems. The cycle continues as the HEI develops into a mature institution."*

To operationalize the transition of institutions to outcomes-based education and institutionalize quality assurance in the institutions at the program level, CHED issued CHED Administrative Order No. 1, Series of 2014. This Administrative Order provides guidance to HEIs in their transition to outcomes-based education (OBE) as advocated in CMO 46, S 2012. In particular, this Order supports the current CHED norm of including a section on Compliance of HEIs in all PSGs formulated by the Office of Program Standards and Development through its Technical Panels.

This section requires all HEIs to develop their proposed curriculum with a complete set of program outcomes, performance indicators, outcomes-based syllabi, delivery of the curriculum, student assessment and support resources as well as to propose a system of program assessment and evaluation, and a system of program continuous quality improvement (CQI). The CQI recognizes that while the standards are set at the policy level, it does not instantly end in a perfect state for the all of the HEIs, hence the need to help the HEIs adapt to its changing environment/transition through the Plan-Do-Check-Act quality. The gap between the actual measure and targets of the program outcomes serves as the basis for program evaluation and interventions for

¹⁴ See CMO 46 Series of 2012.

continuous quality improvement of the program which is undertaken within the institution. CHED through its revised PSGs determine that even at the department level, there are systems in place to ensure compliance with the minimum standards and achievement of program outcomes.

Along with the CMO 46, s 2012, CHED also issued an implementation handbook for OBE and Institutional Sustainability Assessment to be used as a guide and reference by the institutions to transition and strengthen its internal quality assurance system (See **Annex L**). The Handbook specifies the indicators of program excellence and institutional sustainability of HEIs. Governance and management; quality of teaching and learning; quality of professional exposure/research and creative work; support for students; and relations with the community are the areas covered by the indicators that figure in the Institutional Sustainability Assessment Framework and instrument.

The Office of Institutional Quality Assurance and Governance (OIQAG) implements the Institutional Sustainability Assessment (ISA) of HEIs. The ISA Framework aims to enhance or develop the IQA of HEIs.

Although the institutional implementation of IQA is not legislated, undergoing the ISA process is considered in the evaluation of private HEIs applying for autonomous or deregulated status and of SUCs in determining their SUC Levels. OIQAG encourages but does not require HEIs to have a dedicated quality assurance unit or office. OIQAG's recent surveys found that, in many HEIs, the Office of the Vice President for Academic Affairs handles quality assurance concerns, while some mature institutions have a dedicated unit such as an Office of Institutional Effectiveness.

CHED recognizes the role of ISO 9001 audits in helping HEIs develop their Quality Management Systems in place, but urges ISO providers to adapt their audits to the nuances of higher education systems so as to have greater impact on the quality of educational institutions.¹⁵ It has also encouraged the accreditation bodies to undertake institutional accreditation of HEIs to help improve their internal QA systems.

Quality Assurance of the Regulated Professions

Philippine Higher Education Institutions offer programs that provide the requisite qualifications for entry into regulated professions. As noted previously, the Philippines differs from many countries in requiring the additional qualification of passing a licensure examination for the practice of the profession in regulated professions, despite the attainment by tertiary education graduates of educational qualifications that have made them eligible to apply for jobs in the same professions in countries without professional licensure examinations. The following are the government agencies involved in setting, monitoring, and evaluating minimum standards for the regulated professions, as well as conduct of voluntary quality assurance beyond compliance with minimum standards.

¹⁵The ISO [International Workshop Agreement \(IWA\) 2:2007](#) provides guidance for the application of ISO 9001 to educational institutions.

Table 8. Government Agencies Involved in Quality Assuring Regulated Professions

Regulated Professions	Setting, Monitoring, and Evaluating Compliance with Minimum Standards	Voluntary Assessment of Quality Beyond Compliance with Minimum Standards
Entry to the Profession	Professional Regulation Commission (PRC) Civil Aviation Authority of the Philippines (CAAP) Department of Health (DOH) Marine Industry Authority (MARINA)	
Practice of the Profession—Continuing Professional Development	PRC	Continuing Professional Development (CPD) Council
Practice of the Profession—Professional Practice Standards	PRC	• ASEAN Monitoring Committees – Engineering Services – Architectural Services – Professional Accountancy Services • APEC National Monitoring Committees – APEC Engineer Register – APEC Architect Register

The Professional Regulation Commission (PRC) through its 43 Professional Regulatory Boards (PRBs) as they administer the professional licensure examinations—provide the point of entry into the regulated professions.

All PRBs prepare, adopt, issue and update the Table of Specifications (TOS) of the subjects for examinations in consultation with the Commission on Higher Education, academe, industry, and professional organizations based on the corresponding Philippine Qualifications Framework descriptors. Upon recommendation of the PRB, the Commission approves the adoption of the Table of Specifications, publishes it in the Official Gazette or in a newspaper of general circulation and distributes it to stakeholders.

All PRBs formulate on a regular basis items for licensure examinations based on the TOS. The Test Development Division coordinates the consultation meeting of the PRBs with the Test Consultant prior to encoding of new and revised items.

A peer review is conducted by the PRB with the oversight Test Consultant.

The PRBs submit to the Rating Division their monthly report on the preparation/formulation of test items and peer review prior to encoding of their test questions into Test Question Databank System.

The PRBs and authorized Rating Division personnel merge and extract the required number of test questions.

The licensure examination is administered, scanned and scored.

After the scoring of the licensure examination, the Rating Division issues the Item Analysis results. The Professional Regulatory Boards shall determine if the scoring key for each subject is correct. Before the release of the results of the licensure examination, the Professional Regulatory Boards shall submit to the Chief of the Rating Division a Certification signed by all the members that a review of the test items was conducted.

To facilitate the comprehension of the test results, the Test Development Division prepares an Item Analysis Matrix indicating the facility and discrimination indices of each item per subject and schedules the meeting of the PRBs and oversight consultant.

The Test Consultant explains to the PRBs the result of the Item Analysis and assists the PRBs in improving the test items that need to be revised. The process ensures that all test items in the test question databank have met the criteria of a good test item.

The Test Development Division submits a monthly report to the Commission on the item analysis conducted by each PRB. The PRBs submit to the Commission the ratings obtained by each candidate after the examination.

All successful candidates in the examination are required to take an oath of profession before any member of the Board or before any government official authorized by the Commission or any person authorized by law to administer oaths.

A certificate of registration is issued to examinees who pass the licensure examination subject to payment of fees prescribed by the Commission. A Professional Identification Card is likewise issued to every registrant renewable every three (3) years and upon compliance of the required credit units for Continuing Professional Development. The Professional Identification Card issued by PRC serves as the Professional License to Practice.

Continuing Professional Development

Maintenance of the professional licensee's currency through CPD is mandated by Republic Act 10912 (The Continuing Professional Development Act of 2016), with the implementing guidelines and procedures contained in the PRC Memorandum Circular No. 10, Series of 2017. **Annex J** presents the PRC issuances pertaining to the accreditation of applicant individuals and organizations as CPD providers and the accreditation of CPD programs to be delivered by accredited CPD providers.

The law institutionalized the Continuing Professional Development program of PRC for non-formal education of professionals that may be accumulated and credited towards formal qualification in the future.

Philippine Quality Award Framework for Education Performance Excellence

The Philippine Quality Award (PQA) is the country's highest award for quality, continuous improvement, and organizational excellence. The PQA is the centerpiece program of the National Action Agenda for Productivity, which is the blueprint for the

country's integrated approach to improve nationwide productivity. It was created through Executive Order No. 448 signed by former President Fidel V. Ramos on 3 October 1997 and institutionalized on 28 February 2001 through the signing of Republic Act 9013 (the Philippine Quality Award Act) by former President Gloria Macapagal Arroyo. The PQA is managed by the Department of Trade and Industry and is administered by the Development Academy of the Philippines (for public organizations) and the Philippine Society of Quality (for private organizations).

The PQA sets a standard of excellence to help Filipino organizations achieve world-class performance and serves as a template for global competitiveness based on the principles of Total Quality Management. Referenced against the U.S. Malcolm Baldrige National Quality Award and other national quality award programs in Europe and Asia, the PQA evaluation criteria consist of seven assessment categories: leadership, strategy, customers, information, workforce, operations, and results. Depending on the applicant organization's scores and role-model characteristics (including legal, regulatory, and accreditation compliance), an applicant may be recognized at any one of four levels, with Level 4 recognition calibrated at the level of performance of U.S. Baldrige Award recipients.

Since 1998, a total of 13 recognitions have been awarded to HEIs, including one SUC and 12 private HEIs.

Table 9. Number of PQA Award Recipients by Level and Type of HEI

Level	Description	Number of Award Recipients	
		Public HEIs	Private HEIs
1	Commitment to Quality Management	1	8
2	Proficiency in Quality Management	-	4
3	Mastery in Quality Management	-	-
4	Philippine Quality Award for Performance Excellence	-	-
TOTAL		1	12

Quality Assurance Through Voluntary Accreditation by Private Local Agencies

The following non-governmental organizations based in the Philippines are involved in voluntary assessment of quality beyond compliance with minimum standards. In terms of the four national quality assurance processes, these organizations perform the accreditation of qualifications. In view of the voluntary nature of accreditation of higher education programs beyond minimum standards, the Philippines acknowledges that, although post-secondary credentials may be aligned with PQF Levels 5 through 8 as appropriate, the quality of such credentials provided by non-accredited programs is not necessarily as quality-assured as those for programs that undergo voluntary external accreditation.

Table 10. Voluntary Accreditation Agencies by Educational Level

Educational Level	Voluntary Accreditation by Private Local Organizations
Basic Education	• Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) • Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) • Association of Christian Schools, Colleges, and Universities-Accrediting Agency, Inc. (ACSCU-AAI)
TVET	
Higher Education	<u>School-Based Programmatic Accreditation</u> • PAASCU • PACUCOA • ACSCU-AAI • Accrediting Association of Chartered Colleges and Universities of the Philippines (AACCUP) • Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA)
	<u>Professional Organization-Based Programmatic Accreditation</u> • Philippine Technological Council-Accreditation and Certification Board for Engineering and Technology (PTC-ACBET) • Philippine Computer Society (PCS) Information and Computing Accreditation Board (PICAB)
	<u>Institutional Accreditation</u> • PAASCU • PACUCOA • ACSCU-AAI • AACCUP

CHED provides support to both public and private HEIs to pursue voluntary accreditation process in CHED-recognized private (non-governmental) local accrediting agencies. Accreditation by these organizations is voluntary in nature on the part of the HEIs, meaning that HEIs still have authority from CHED to operate and offer degree programs without undergoing this voluntary accreditation. Accreditation by these accrediting bodies accordingly refers to the process of assessing and upgrading the educational quality of HEIs and programs beyond CHED's minimum standards through self-evaluation and peer judgment, which can lead to the grant of accredited status (Levels I to IV) by the accrediting bodies and which provide public recognition and information on educational quality.

There are two types of local accrediting bodies for higher education programs and, in some cases, institutions in the Philippines. The first are the "school-based" accrediting organizations whose membership consists of HEIs. The second are the "professional organization-based" accrediting organizations whose standards are directly aligned with international standards and whose evaluators come from several stakeholder groups (including professors, practitioners, and students). These local accrediting

bodies, as external quality assurance agencies under the meaning of the ASEAN Quality Assurance Framework, have unequivocal support for the referencing outcome.

School-Based Accrediting Organizations

The school-based accrediting organizations that cater to the private HEIs are federated under the Federation of Accrediting Agencies (FAAP). These accrediting organizations for private HEIs include: (a) the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), the third oldest accreditation body in the world, having been founded in 1957 originally for Catholic institutions; (b) the Association of Christian Schools Colleges and Universities-Accrediting Agency, Inc. (AACSCU-AAI) founded in 1976 originally for non-Catholic Christian institutions; and (c) the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) founded in 1973 for non-sectarian HEIs. While originally serving particular types of HEIs, all three accrediting agencies are not restrictive in their membership.

On the other hand, the school-based accrediting organizations that cater to the public HEIs are federated under the National Network of Quality Accrediting Agencies (NNQAA). The accrediting organizations for public HEIs include: (a) the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) founded in 1987 to accredit SUCs, and (b) the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA) founded in 2003 to accredit local colleges and universities. Of these accrediting organizations, three are members of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE): PAASCU, PACUCOA, and AACCUP.

The evaluation criteria and processes of the five accrediting organizations are similar. The accreditation criteria consist of ten areas of evaluation: philosophy and objectives, faculty, instruction, laboratories, research, library, student services, social orientation and community involvement, physical plant and facilities, and administration and organization. The accreditation process is based on a system of peer review and normally consists of the following eight phases:

1. Orientation Visit
2. Self-Survey – the period when the HEI prepares the self-study report for the program to be accredited
3. Preliminary Visit – a site visit to validate the self-study report, the successful outcome of which is the conferment of Candidate status for a two-year period
4. Formal Visit – a site visit to assess implementation of recommendations from the Preliminary Visit and compliance with all accreditation standards, the successful outcome of which is the conferment of Level I accreditation status for a three-year period
5. Re-Accreditation Visit – a site visit to assess implementation of recommendations from the Formal Visit and continuing compliance with all accreditation standards, the successful outcome of which is the conferment of Level II accreditation status for a period of 3-5 years
6. Level III Visit – a site visit to assess implementation of recommendations from the Re-Accreditation Visit and significant improvement in accreditation standards (especially in the mandatory requirements of instructional

effectiveness and community extension, among others), the successful outcome of which is the conferment of Level III accreditation status for a five-year period

7. Level IV Visit – a site visit to assess implementation of recommendations from the Level III visit and demonstrated excellence in research, instruction, and service, the successful outcome of which is the conferment of Level IV accreditation status for a five-year period
8. Assessment for Institutional Accreditation – FAAP grants institutional accreditation to HEIs with at least 75 percent of the undergraduate programs enjoying accreditation; exemplary performance in professional licensure examinations and outstanding faculty educational qualification; and those with proven institutional planning.

The following table shows the number of HEIs with accredited programs and the number of accredited programs by level:¹⁶

Table 11. Number of HEIs with Accredited Programs and the Number of Accredited Programs by Level

Indicator	2012/13	2013/14	2014/15
Number of HEIs with Accredited Programs	515	566	606
Percentage of HEIs with Accredited Programs	22.40%	24.47%	25.38%
Number of Accredited Programs by Level	3,351	3,992	4,856
Level 1	1,173	1,345	1,641
Level 2	1,343	1,644	1,835
Level 3	725	851	1,199
Level 4	110	152	181

Professional Organization-Based Accrediting Organizations

Over the last decade, CHED has begun to recognize accrediting bodies constituted by professional associations that provide specialized programmatic accreditation aligned with international standards. These include: (a) the Philippine Technological Council (PTC) Accreditation and Certification Board for Engineering and Technology (ACBET) Engineering Accreditation Commission (EAC) for engineering, which has a provisional status under the Washington Accord; and (b) the Philippine Computer Society (PCS) Information and Computing Accreditation Board (PICAB) for information technology education, which has a provisional status with the Seoul Accord.

¹⁶Conrado E. Iñigo, Jr., "Philippines," in *Productivity in Higher Education: Research Insights for Universities and Governments in Asia* (Tokyo: Asian Productivity Organization, 2017), 204.
http://www.apo-tokyo.org/publications/wp-content/uploads/sites/5/eReport_Productivity_in_Higher_Education_Oct2017.pdf

The PTC ACBET EAC and the PICAB accreditation standards include the same nine general criteria. The nine general criteria include: program educational objectives; student outcomes; students; faculty and support staff; curriculum; facilities and learning environment; leadership and institutional support; extension service, community-oriented programs, and industry-academe linkage; and continuous quality improvement. In addition, the PTC ACBET EAC has specific program criteria for 15 engineering disciplines, while the PICAB has specific criteria for three programs evaluated and certified by its independent Computing Accreditation Commission (CAC) (BS Computer Science, BS Information Systems, and BS Information Technology). Thus far, PTC ACBET EAC and PICAB have accredited the following number of programs:

Table 12. Number of HEIs and Programs Accredited by Professional Organization-Based Accreditation Bodies

Accrediting Organization	Number of HEIs	Number of Programs
PTC ACBET EAC	17	50
PICAB	3	9

While HEIs are not mandated to undergo accreditation by private accrediting bodies, CHED nevertheless supports such accreditation and encourages HEIs to undergo the process by utilizing the results of their accreditation in the grant of incentives to HEIs such as curricular and administrative deregulation. The level of accreditation status of an HEI, for instance, serves as a measure of program or institutional excellence, which are among CHED's criteria for the grant of autonomous or deregulated status to private HEIs and SUC Levelling status to public HEIs. It is also a criterion for the selection of Centers of Excellence and Centers of Development in various disciplines.

Factoring in the PQF in Quality Assurance

With the CHED-led shift towards Outcomes-Based Education (OBE), QA bodies would naturally be led towards assessing the level of the attainment the desired student outcomes as a part of the accreditation process. In fact the accreditation bodies have described their accreditation systems as being outcomes-based in order to be harmonized with the changed nature of the education system.

In 2014 CHED Administrative Order No. 1 (CAO 1) entitled "*Revised Guidelines in the Formulation of CHED Policies, Standards and Guidelines (PSGs) of Baccalaureate Level Academic Programs*", was issued. Referring to CHED Memorandum Order No. 46, it stated that, "*The revised PSGs shall substantiate the higher education component of the PQF.*" It proceeded to quote the descriptor of PQF Level 6, which it stated should be incorporated into the "Required Minimum Set of Program Outcomes."

Thus in evaluating the attainment of student outcomes, the accrediting bodies would automatically be assessing the attainment of the various elements of the PQF Level 6 descriptor. In order to go beyond such an indirect arrangement there is movement by PAASCU, PACUCOA, PTC-ACBET, and AACUP towards making explicit reference to the PQF level 6 descriptor and its attainment in the QA bodies' documents on

standards, processes and criteria. As of this writing, the major private accreditation bodies of the country have signified their intention to make such an explicit reference.

Quality Assurance through Voluntary Accreditation by International Organizations

A growing number of post-secondary education institutions have undergone voluntary assessment of quality using the standards of international organizations involved in accreditation, assessment, or certification. The following organizations comprise the set of international organizations whose quality standards are referenced by post-secondary institutions in the Philippines (Table 13). In terms of the four national quality assurance processes, these international organizations perform the accreditation of qualifications.

Table 13. Voluntary Accreditation or Assessment by International Organizations

Educational Level	Voluntary Accreditation or Assessment by International Organizations
Basic Education	
TVET	<u>Institutional Accreditation</u> • Asia Pacific Accreditation and Certification Commission (APACC)
	<u>Institutional Certification</u> • ISO family of standards (9001, 14001, 27001, 45001)
Higher Education	<u>Programmatic Assessment</u> • ASEAN University Network Quality Assurance (AUNQA)
	<u>Programmatic Accreditation</u> • Architecture – Korea Architectural Accrediting Body (KAAB) – National Architectural Accrediting Body (NAAB) • Business and Accountancy • Association to Advance Collegiate Schools of Business (AACSB International) • International Accreditation Council for Business Education (IACBE) • Engineering and Technology – ABET – Washington Accord – Sydney Accord – Dublin Accord – Seoul Accord • Hotel and Restaurant Administration – Accreditation Commission for Programs in Hospitality Administration (ACPHA) – American Culinary Foundation (ACF) – International Centre of Excellence in Tourism and Hospitality Education (ICE-THE) • Journalism and Mass Communications – Accrediting Council on Education in Journalism and Mass Communications • Maritime • Foreign maritime certifying bodies (e.g., European Maritime Safety Agency, other national maritime authorities)

Educational Level	Voluntary Accreditation or Assessment by International Organizations
	<u>Institutional Assessment</u> • AUNQA
	<u>Institutional Certification</u> • ISO family of standards (9001, 14001, 27001, 45001)
Regulated Professions	• Coordinating Committees for 12 Engineering Professions – ASEAN Chartered Professional Engineer – APEC Engineer • For Architecture – ASEAN Architect Council – APEC Architect Central Council • For Accountancy – ASEAN Chartered Professional Accountant Coordinating Committee

Table 14 lists the international accrediting organizations that are known to be either accreditors of local degree programs or targets of Philippine HEIs seeking international accreditation for their degree programs. Nearly all of these international accreditors tend to be affiliated or listed with one or a combination of international organizations: the Association of Specialized and Professional Accreditors (ASPA-USA), the Council for Higher Education Accreditation (CHEA), the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), or professional organizations such as the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE).

To date, specialized programmatic accreditation has been provided by international organizations to the following number of HEIs and programs:

Table 14. Number of HEIs and Programs with International Accreditation by Accreditor and Affiliation of the Accreditor

Accreditor (Home Country)	Affiliation	Number of HEIs	Number of PQF Levels 5+ Programs
AACSB (USA)	ASPA-USA, INQAAHE	1	1
IACBE (USA)	CHEA, INQAAHE	1	4
ABET (USA)	CHEA, INQAAHE	9	45
ACPHA (USA)	ICHRIE	1	3
ACF (USA)	CHEA	3	5
ICE-THE (Australia)	INQAAHE	4	15

Programmatic accreditation by international accrediting organizations has enabled the transferability of academic credits earned in internationally accredited Philippine programs to their accredited counterpart programs in other countries. In some professions such as engineering, ABET accreditation has enabled graduates of ABET-accredited engineering programs in the Philippines to directly apply to take professional licensure examinations in the home countries (e.g., USA) of these international accrediting organizations.

Alignment of Quality Assurance Systems with International Standards

AQRF Referencing Criterion 6 expects that the quality assurance systems described earlier are aligned with international standards. The referencing report also requires that “all of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome” (i.e., the documentation provided in the referencing process).

Technical Vocational Education and Training

The East Asia Summit (EAS) Technical and Vocational Education and Training (TVET) Quality Assurance Framework (QAF) is the regional reference framework for quality assurance in TVET. Representatives of 16 of the 18 EAS member-countries met in March 2012 to refine and finalize the EAS TVET QAF accompanied by a self-assessment guide.

The four key principles of EAS TVET QAF are: (a) transparency and accountability, (b) continuous improvement, (c) flexibility and responsiveness, and (d) provision of basis for comparability between and among countries. EAS TVET QAF prescribes quality standards pertaining to governance, registration, and accreditation, which are operationalized at the agency (TESDA) and provider levels. Starting in 2012, five member-countries, including the Philippines, have tested the concept, principles, and self-assessment guide.

TESDA has piloted the EAS TVET QAF quality standards at both agency and provider levels.

The 2012 pilot of the agency standards found that EAS TVET QAF dovetails with the current TESDA Quality Management System (QMS) and the self-assessment provided wider opportunities for improvement in governance and accreditation. As a result of the 2012 self-assessment, TESDA prepared an action plan that focused on three aspects: (a) research, labor market information, and wider stakeholder participation, (b) improve QMS systems and recognition of prior learning, articulation, and credit grants system, and (c) enhance capability building of staff at agency and provider levels. As external validation of TESDA's continuous quality improvement efforts, it received the 2015 Philippine Quality Award (PQA) Level 1 recognition for Commitment to Quality Management and has had five cycles of ISO 9001 certification in 22 quality assurance processes.

In 2017, TESDA piloted the self-assessment instrument for the provider quality standards with 80 institutions, consisting of 31 TESDA-administered schools, 10 regional training centers, and 39 provincial training centers. The self-assessments reported that, overall, planning for compliance with EAS TVET QAF has been in place and that there has been partial compliance with the standards by 52% of TESDA-administered schools, 44% of regional training centers, and 10% of provincial training schools. In terms of compliance with governance, registration and accreditation standards, the primary strength was in the area of registration while the primary area for improvement was in the area of accreditation. The EAS TVET QAF as applied and implemented in STAR is presented under Quality Assurance in Technical Vocational Education and Training – Program Accreditation. TESDA Circular No. 48 Series of

2018 was issued to clarify the alignment of indicators of the STAR with those of the EAS TVET QAF.

Higher Education

The ASEAN Quality Assurance Framework (AQAF) provides a set of guiding principles for ASEAN countries' quality assurance arrangements for higher education. Formulated by the ASEAN Quality Assurance Network (AQAN) in 2013, the Framework consists of four sets of interrelated principles, namely:

- External Quality Assurance Agencies (EQAA)
- External Quality Assurance (EQA) Standards and Processes
- Institutional Quality Assurance (IQA)
- National Qualifications Framework (NQF)

Each principle, in turn, consists of ten core statements, which are generic, non-prescriptive descriptions of good practices.

The Commission on Higher Education has addressed Principle 3 (Institutional Quality Assurance) by including specifications for Internal Quality Assurance and Institutional Sustainability Assessment in CHED Memorandum Order 46, Series of 2012 (Policy-Standard to Enhance Quality Assurance in Philippine Higher Education Through an Outcomes-Based and Typology-Based Quality Assurance). Due to the similarity of the AQRF Referencing Criteria to the statements in Principle 4 (National Qualifications Framework), the process and content of this referencing report directly address Principle 4.

The higher education quality assurance systems have been assessed against AQAF Principle 1 (External Quality Assurance Agency) and Principle 2 (External Quality Assurance Standards and Processes). The Commission on Higher Education and the five voluntary local accrediting organizations (i.e., PAASCU, PACUCOA, ACSCU-AAI, AACCUP, and ALCUCOA) are the subjects of the applications of these two sets of principles. To date, there have been two published studies describing and evaluating quality assurance in Philippine higher education primarily through accreditation. The UNESCO International Institute for Educational Planning and the Philippine Institute for Development Studies published these studies in 2003 and 2015, respectively.¹⁷

Some issues about Philippine higher education quality assurance that these studies brought up are still current and validated by recent experience. These issues pertain to some of the AQAF statements. Specifically, they concern program accreditation vs. institutional accreditation (related to Statement 1.6), variation in process management (Statement 1.9), comparability of standards to international good practices (Statement 2.2), and variation in application of standards (Statement 2.4). The following is a summary of these four issues:

¹⁷Adriano A. Arcelo, *In Pursuit of Continuing Quality in Higher Education Through Accreditation: The Philippine Experience*, New Trends in Higher Education (Paris: UNESCO International Institute for Educational Planning, 2003); Mitzie Irene P. Conchada and Marites M. Tiongco, "A Review of the Accreditation System for Philippine Higher Education Institutions," *PIDS Discussion Paper Series*, Discussion Paper Series No, 2015-20, Philippine Institute for Development Studies, Manila, June 2015.

Table 15. Opportunity for Improvement by AQAF Principle/Statement

AQAF Principle/Statement	Opportunity for Improvement
1.6 The EQAA keeps abreast of new developments and innovations in quality assurance as part of its internal continuous improvement system.	There is an opportunity to disentangle program accreditation from institutional accreditation. Program accreditation should focus on the curriculum of the program being accredited and how that curriculum is being delivered. Institutional accreditation should focus on the characteristics of the whole organization and how it pursues quality and excellence, rather than being based on number of accredited programs. Unlike in the USA, where institutional accreditation is a prerequisite to program accreditation, the attainment of FAAP institutional accreditation in the Philippines occurs only when the HEI has already achieved Level III accreditation and when almost all of the academic programs of the HEI are already accredited.
1.9 The EQAA has a reliable system for controlling, auditing, and assessing all processes of its operations.	There is a variation in the focus of CHED and the accrediting agencies in their approach to process management. For example: Whereas one accrediting agency demonstrated its commitment to process management by having a quality management system certified to the ISO 9001 standard, other agencies do not appear to share that commitment, with at least one viewing ISO 9001 as competitive rather than complementary to accreditation. One accrediting body requires HEIs being visited to pay honoraria for its accreditors, while accreditors in another accrediting body regard their accreditation work as a voluntary engagement.
2.2 Standards must be comparable to international good practices and related to internal quality assurance of either education institutions.	There is an opportunity to improve the quality standards to conform to international good practices. <u>Example 1—Curriculum.</u> There is a wide diversity in the number of units required in the four-year bachelor's program, even with a K-12 Basic Education system. Although the typical length of a U.S. four-year bachelor's degree is 120-124 semester units, the length of the four-year Philippine bachelor's degree ranges from 122 semester units (<u>Business Administration</u>) to 192 units (<u>Nursing</u>). <u>Example 2—Library.</u> With the ubiquity of electronic databases, it is not a prudent utilization of scarce HEI resources to purchase at least five journal titles for each discipline when the electronic databases already include those journals. The accreditation standards of <u>American higher education libraries</u> do not even have a requirement for print journals. This library issue is hardly new. An article in the <u>Journal of Philippine Librarianship</u> has already spoken about the subject of electronic library resources in 2008. <u>Example 3—Organizational Structure.</u> Accreditation feedback reports often include recommendations that seem to dictate the organizational structure that the HEI should adopt. Organizational structure is a prerogative of the highest policy-making body of the HEI, not the accrediting organization.
2.4 Standards must be made publicly available and applied consistently and with	With five accrediting organizations, it is difficult to achieve identical standards despite a uniformity of accreditation instruments and uniform accreditation processes. "The perception persists that one accrediting body has higher

AQAF Principle/Statement	Opportunity for Improvement
due regards for cultural diversity.	standards than another. Likewise, accrediting bodies may evaluate another's accreditation reports and training of accreditors, as well as judge its interpretation of accreditation variables and implementation of accrediting processes as having certain weak points. Since each accrediting body is independent of each other, it is not feasible for one accrediting body to impose its suggestions for the refinement of the other's accreditation reports. This controversy has reached the point where some members have expressed reservation in being with FAAP. AACCUP has recently resigned from membership of the FAAP. ¹⁸

The national quality assurance systems for Philippine higher education are aligned with nearly all of the statements embodied in AQAF Principles 1 (External Quality Assurance Agency) and 2 (External Quality Assurance Standards and Practices). Addressing some opportunities for improvement will help enhance the alignment of the national quality assurance systems for higher education with the AQAF.

CRITERION 7: Process involving the Main Public Authority and Stakeholders in Referencing the Qualifications

The process of referencing has been devised by the main public authority and has been endorsed by the main stakeholders in the qualifications system

The National AQRF Committee (NAC) is the main public authority in the Philippine referencing process. It is composed of high-level government officials with overall responsibility for the referencing process and the qualifications system in the Philippines.

The NAC was established during the 11th Philippine Qualifications Framework (PQF) National Coordinating Committee Meeting on 29 March 2017. The Meeting agreed that the PQF-NCC is to be chaired by the Secretary of the Department of Education, with the Secretary of the Department of Labor and Employment, the Secretary/Director General of the Technical Education and Skills Development Authority, the Chairperson of the Commission of Higher Education and the Chairperson of the Professional Regulation Commission as members.

Pursuant to RA 10698 or the Philippine Qualifications Framework Act of 2017 which was passed on 16 January 2018, the new PQF NCC/NAC shall include a representative from industry and a representative from the economic sector.

Responsibilities of the NAC include the following:

- Serves as the interface between the national policymaking bodies and national qualifications agencies and the AQRF Committee;
- Considers information and issues from the AQRF Committee and is the single source of national information and AQRF implementation progress coming to the AQRF Committee;

¹⁸Arcelo, 115.

- Represents the main stakeholders in qualifications in the country;
- Responsible for the Referencing report but is not directly engaged in writing the report or conducting the referencing process;
- Discusses the most effective ways to establish the AQRF in the country and promote its use for national and international recognition and comparability of qualification standards and the alignment of qualifications standards and frameworks;
- Considers the design of a referencing process that will inspire trust in the qualifications and qualifications framework in the country;
- Discusses and agrees to a provisional level to level linkage between the NQF levels and the level of the AQRF;
- Considers the results of a national consultation on the provisional linkage and amends the proposal, if necessary; and
- Endorses a draft referencing report so that it may be submitted to the AQRF Committee.

The NAC/PQF NCC created the National Referencing Committee (NRC) to draft the referencing report, undertake stakeholder consultations and submit the report to the NAC for consideration. The establishment of the NRC will ensure substantive compliance and the timely submission of the Philippine Referencing Report to the AQRF Committee as a prerequisite to formal referencing.

The NAC and the NRC already conducted initial stakeholders consultations on the referencing process with the various stakeholders on 12-13 July 2017 in a back-to-back activity with the Philippines' hosting of the 2nd AQRF Meeting; with Philippine Constructors Association on 16 August 2017; with Multiple stakeholders on 23 October 2017 and with Quality Assurance stakeholders on 11 June 2018. The participants of the said consultations favorably endorsed the referencing process. In particular, the Quality Assurance stakeholders, while differing in their views of what the quality assurance of the PQF ought to be, agreed that the description of the QA System in Criterion 6 accurately depicts the existing arrangements.

Upon further revision and inputs of the international expert in the draft referencing report, a series of multi-stakeholder consultations were conducted: the 6 September 2018 Multisectoral Consultation (with the External Reviewer of the Philippine Referencing Report and external observers from Laos and Thailand); the 20 September 2018 Annual Conference of Accreditors for chartered higher education institutions and the 21 September 2018 Multisectoral Consultation on PQF.

CRITERION 8: Involvement of External Experts in the Field of Qualifications

People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting.

Several International Experts from Australia and New Zealand were considered by the Philippines to support and critique the Philippine Referencing Report and processes. The Philippines was privileged to have been advised by Dr. Dorte Kristoffersen who is an experienced quality assurance professional with a strong international profile, having held senior executive positions in quality assurance bodies around the world.

She was the Executive Director of Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

Dr. Kristoffersen was responsible for the delivery of short-term support to the National Referencing Committee (NRC) in the drafting and finalization of the Referencing Report and in other areas of the process. The international expert was tasked to ensure that the report is clear, readable and coherent. Specifically, her role was to review the close to final version of the Referencing Report against the Standards and Guidelines of the Referencing process. She noted that the Philippine Referencing report was very comprehensive and of high quality and acknowledged its multiple iterations under the supervision of the NRC. Accordingly, It reflected the group's high degree of commitment to the process and to providing a report that is faithful to the referencing framework. Her comments focused more on gaps and areas from the perspective of an external reader.

Dr. Kristoffersen read the report twice, after its submission and revision based on her comments. She also had the opportunity to discuss her comments via a Skype meeting with the NRC. After the revisions, the report was circulated among stakeholders and discussed during the Multi-Stakeholders Consultation where she observed by Skype.

As stipulated in the AQRF Referencing Guidelines, aside from the engagement of an international expert, the Philippines also involved two observers from two (2) ASEAN Member States to further facilitate mutual trust and build capacity within the region for the completion of the referencing report. The main role of the observers was to provide additional transparency by understanding the context of the referencing report. The AMS observers, Mr. Panya Chantavong of Laos PDR (by Skype) and Dr. Paiboon Saiyowongs of Thailand participated in the 6 September 2018 Multi-stakeholders' consultation organized by the NRC. During the consultation, Mr. Chantavong commended the active participation of the stakeholders in the consultation process. Further, he asked about the next steps of the referencing process, to which the NRC responded that they will further enhance the referencing report based on the inputs of the stakeholders, prior to submission to the ASEAN Secretariat.

The AMS Observers were considered because of their familiarity with various aspects of the qualifications framework and quality assurance in terms of assessment and accreditation and standardization and harmonization of education and training systems. That they were available on the consultation date and keen to learn from the referencing process reinforced the NRC's initial decision to invite them.

CRITERION 9: Publication of the Referencing Report

One comprehensive report, setting out the referencing and the evidence supporting it, shall be published by the competent national bodies and shall address separately in order each of the referencing criteria.

The Philippine Referencing Report was written by the National Referencing Committee and endorsed to the ASEAN Secretariat by the National AQRF Committee and the PQF National Coordinating Council through Resolution No. 2019-03 dated 5 April 2019. It was subjected to several formal consultations with stakeholders, responsible bodies, the international expert and AMS observers. The Report includes

an Introduction that contains a description of the Philippine Qualifications Framework and the Philippine responses to each Referencing Criterion. The Annexes, Tables and Figures cited in the text are included. There is no supplementary or minority report.

The Philippine Referencing Report shall be uploaded in the 3rd week of July 2019 in the PQF Website (currently hosted and maintained by TESDA) and in the websites of the relevant national bodies mandated to authorize the issuance of the qualifications, specifically, the Department of Education (DepEd), the Department of Labor and Employment (DOLE), the Technical Education and Skills Development Authority (TESDA), the Commission of Higher Education (CHED), the Professional Regulation Commission (PRC), the Maritime Industry Authority (MARINA), the Civil Aviation Authority of the Philippines (CAAP).

CRITERION 10: Outcome of the Referencing

The outcome of the referencing is published by the ASEAN Secretariat and by the main national public body.

The PQF-NCC as the main national public body for PQF shall publish the outcome of the referencing report in printed and/or electronic format by the 3rd week of July 2019.

It is expected that the ASEAN Secretariat shall likewise publish the report immediately thereafter.

CRITERION 11: Diplomas and Certificates Referenced to the AQRF Levels

Following the referencing process, all certification and awarding bodies are encouraged to indicate a clear reference to the appropriate AQRF level on new qualifications certificates and diplomas issued.

Upon endorsement of the Philippine referencing report by the AQRF Committee, the involved national agencies that are mandated to authorize the issuance of qualifications shall implement a system of indicating a clear reference to the appropriate AQRF Level on new qualifications certificates or diplomas to be issued for each of the qualifications listed in the Philippine Qualifications Register (PhQuaR).

As indicated in the referencing guidelines, this criterion is aimed to raise the public profile of the AQRF and its added value, showing the AQRF as a force for cooperation and mobility of direct relevance to citizens of ASEAN. Indicating an AQRF level on a certificate would help stakeholders ascertain the level of a national qualification and facilitate comparison of qualifications from different systems (for example, in case of mobile workers). Once the level-to-level agreements are in place and qualifications are linked, through NQFs, to the AQRF levels, the AQRF can be seen as adding international currency to national qualifications.

The various orientations and consultations conducted in line with the referencing process discussed the indication of alignment of a qualification to an AQRF level.

GLOSSARY

<i>Assessment</i>	the process of appraising learning outcomes in terms of the domains of knowledge, skills, values, application, and degree of independence of an individual against predefined criteria or standards
<i>Basic Education</i>	refers to that part of the educational system intended to meet basic learning needs and provides the foundation on which subsequent learning can be based. It encompasses kindergarten, elementary and secondary education as well as alternative learning systems for out-of-school youth and those with special needs
<i>Career Progression</i>	in professional life is the process of developing or moving towards a more advanced state in a person's job, title, position, or profession; it outlines the route one may follow in order to reach identified career development goals
<i>Equivalency</i>	a process that involves assigning equivalent credits to the competencies demonstrated by a learner through assessment, thereby providing entry points to different levels of qualifications, the purpose of which is to provide opportunities to the learner to continue to learn and to re-enter the educational and training programs at various levels without retaking courses on which a learner has already demonstrated competence and knowledge
<i>Formal Education</i>	refers to the systematic and deliberate process of hierarchically structured and sequential learning corresponding to elementary, secondary, technical vocational education and training, and higher education
<i>Higher Education</i>	refers to post-secondary education offered usually by universities, colleges, academies or professional/technical institutions with programs leading to academic degrees at the baccalaureate level and academic degrees, diplomas or certificates at the post-baccalaureate levels
<i>Informal Education</i>	a lifelong process of learning by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences at home, at work, at play and from life itself.
<i>Learning outcomes</i>	are clear statements of what a learner can be expected to know, understand and/or do as a result of a learning experience
<i>Level Descriptor</i>	a general statement that summarizes the learning outcomes appropriate to a specific level in the PQF grouped in domains of learning. It describes what an individual should be able to know, perform or demonstrate at a particular level

<i>Lifelong learning</i>	refers to all learning activities whether formal, non-formal or informal, undertaken throughout life, which result in improving knowledge, know-how, skills, competencies and/or qualifications for personal, social and/or professional reasons
<i>Non-Formal Education</i>	any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population. This shall also cover learning outcomes derived from professional development in the practice of profession which leads to qualifications
<i>Pathways</i>	refers to mechanisms or access ramps which provide access to qualifications and assist people to move easily and readily between the different education and training sectors and between these sectors and the labor market
<i>Qualification</i>	refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements. A qualification confers official recognition of value in the labor market and in further education and training
<i>Recognition of prior learning</i>	refers to the acknowledgment of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit
<i>Technical Vocational Education and Training</i>	refers to the education involving the study of technology-related sciences, in addition to general education, as well as the acquisition of practical skills relating to occupations in various sectors of economic life and social life, and which comprise formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches
<i>Trifocalized Education and Training</i>	refers to the shared administration of the education system by the three (3) agencies responsible for each education level: Department of Education (DepEd) for basic education; the Technical Education and Skills-development Authority (TESDA) for technical vocational education and training; and Commission on Higher Education (CHED) for higher education

**AQRF REFERENCING REPORT
OF THE PHILIPPINES
2019**

ANNEXES A-L

ANNEX A: Composition of NAC and NRC

National AQRF Committee (NAC)

NAC Designation	Name and Brief Profile
Chairperson	Secretary Leonor Magtolis Briones Department of Education Chairperson, PQF-National Coordinating Council She is also professor emeritus of public administration at the National College of Public Administration & Governance (NCPAG) of the University of the Philippines Diliman. She also served as the Chairman of the Board of Directors of Silliman University in Dumaguete City, Negros Oriental. She was a former Presidential Adviser for Social Development with the rank of Department Secretary and is best known for her stint as National Treasurer of the Philippines (as head of the Bureau of the Treasury) from August 1998 to February 2001.
Member	Secretary Silvestre Bello III Department of Labor and Employment He is the current Secretary of the Department of Labor and Employment and concurrently Presidential Adviser on the Peace Process. Secretary Bello was a former Justice Secretary (July 1990 to February 1992), Solicitor General (September 23, 1996 until February 3, 1998) and representative of 1-BAP party-list during the 16th Congress of the Philippines. He was the Chairman of the Government Negotiating Panel for Talks with the CPP/NPA/NDF from January 2001 to August 2004. He served as President and CEO of PNOC Development and Management Corporation from November 2004 to December 2005. From January 2006 to December 2006 he was the General Manager and CEO of PRA. He was a presidential adviser for New Government Centers from July 2007 to July 2008.
Member	Dr. J. Prospero De Vera Chairman Commission on Higher Education Member, PQF-National Coordinating Council Dr. De Vera is Professor of Public Administration, teaching courses in administration of social development, public administration and national development, Philippine administrative system, and policy process among others. His specializations include demography/population, environmental policy, higher education governance, legislative studies, monitoring and evaluation, non-governmental organizations, policy analysis, political management, and social development. Prior to his stint at CHED, he was the Vice President for Public Affairs of the University of the Philippines. He also served as the Director of two NCPAG centers: the Center for Policy and Executive Development (CPED) and the Center for Leadership, Citizenship, and Democracy (CLCD).

Member	Dr. Isidro S. Lapeña Director General Technical Education and Skills Development Authority Member, PQF-National Coordinating Council Secretary Isidro Samson Lapeña is the 12th Director General of the Technical Education and Skills Development Authority. On top of his agenda as the current TESDA chief is facilitating the gainful employment or livelihood of the graduates after their training and education. Prior to his current post, he was appointed in August 2017 as the 39th Commissioner of the Bureau of Customs (BOC). It was under his leadership that the BOC made record-breaking revenue collection, exceeding monthly targets. He became the 5th Director-General of the Philippine Drug Enforcement Agency (PDEA) in 2016. With only a year at the helm, he was able to enhance the operational systems and organizational capability of the agency. He was an active officer of the Philippine National Police (PNP) in his early years in the public service and was appointed to lead one office to another from 1994 to 2007.
Member	Chairman Teofilo S. Pilando, Jr. Professional Regulation Commission The Commission Chairman, Teofilo S. Pilando, Jr. was law clerk to a Supreme Court Justice, thereafter was policy consultant to the Senate President, trustee of the Asset Privatization Trust, and Deputy Executive Secretary in the Office of the President. He also served as National President of the Integrated Bar of the Philippines, arbitrator for the International Court of Arbitration, and consultant for World Bank and Asian Development Bank projects. His professional affiliation includes the American Bar Association, British Institute of International and Comparative Law, Pi Gamma Mu International Honor Society in Social Science, Union Internationale des Avocats, and the Chatham House.

PQF-AQRF REFERENCING
National Referencing Committee (NRC)

NRC Designation	Name
Chairperson	Dr. Reynaldo B. Veal President and Chief Executive Officer Mapua University Email: rbveal@mapua.edu.ph
Member	Dr. Maria Cynthia Rose B. Bautista Member, ASEAN Qualifications Reference Framework Committee Vice President for Academic Affairs University of the Philippines Email: cbanzonbautista@gmail.com / vpaa@up.edu.ph
Member	Ms. Irene M. Isaac Member, ASEAN Qualifications Reference Framework Committee Former Director-General Technical Education and Skills Development Authority (TESDA) Email: ireneisaac6@gmail.com
Member	Dr. Luis Maria Chito R. Calingo President Holy Angel University Email: lcalingo@hau.edu.ph
Member	Dr. Dan C. Lachica President Semiconductor and Electronics Industries in the Philippines, Inc. (SEIPI) Email: dclachica@seipi.org
Member	Dr. Melinda L. Garcia Board of Dentistry Professional Regulation Commission Email: drmlgarcia@gmail.com
Member	Dr. Paraluman R. Giron Board for Professional Teachers Professional Regulation Commission Email: giron0537@gmail.com
Member	Ms. Ana Maria S. Bongato Former Executive Director, Talend Development and Research Information Technology and Business Process Association of the Philippines (IBPAP) Email: penny@pennybongato.com

PQF-NCC WORKING GROUPS

Working Groups	Lead Agency	Focal Person/s
Qualifications Register	Technical Education and Skills Development Authority	Executive Director Imelda B. Taganas
Quality Assurance	Commission on Higher Education	Commissioner Lilian A. De Las Llagas
Pathways and Equivalencies	Commission on Higher Education	Director Amelia A. Biglete
Information and Guidelines	Department of Education	Undersecretary Nepomuceno A. Malaluan Director Margarita Consolacion B. Ballesteros
International Alignment	Professional Regulation Commission	Commissioner Jose Y. Cueto Jr. Dr. Melinda L. Garcia

PQF-NCC Secretariat

Lead Agency: **Technical Education and Skills Development Authority**
 Focal Persons: Deputy Director General Rosanna A. Urdaneta
 Executive Director Imelda B. Taganas
 Technical Support: Ms. Ma. Isabel G. Gamurot
 Ms. Yasmin Ann I. Pimentel

NRC Technical Secretariat

Lead Agency: **Commission on Higher Education**
 Focal Persons: Director Amelia A. Biglete
 Ms. Aline Genato-Magalong
 Technical Support: Dr. Buenaventura D. Macatangay
 Dr. Marivic V. Iriberry

ANNEX B: Referencing Workplan

WORKPLAN-PHILIPPINE NATIONAL REFERENCING COMMITTEE

Activities	Dates
▪ PQF-NCC Signified intent to Reference the PQF with AQRF	29 March 2017
▪ Establishment of the National AQRF Committee (NAC) and Creation of the National Referencing Committee (NRC)	29 March 2017
▪ Conceptualization and Preparation of the Referencing Report	May to June 2017
▪ Conduct of Conference on Mobility in ASEAN: Referencing and Recognition of Qualifications	14 July 2017
▪ Stakeholder's Consultation with Philippine Construction Association	16 August 2017
▪ Multi-Sectoral Consultation on AQRF Referencing Report for Criterion 1 to 3	23 October 2017
▪ 3rd AQRF Committee Meeting (Kuala Lumpur) which included in the Agenda the submitted PH Referencing Report Criterion 1 to 3	14 November 2017
▪ Focus Group Discussions on Criterion 4	Various dates
▪ 4 th AQRF Committee Meeting (Bangkok) which included in the Agenda the submitted PH Referencing Report Criterion 1 to 6	14 May 2018
▪ Consultation Conference on Criterion 6: Quality Assurance	11 June 2018
▪ Conduct of NRC Meetings to discuss and finalize full Philippine draft report including pre-referencing requirements	July to August 2018
▪ Sent full Philippine draft report to the International Expert, Dr. Dorte Kristoffersen	August 2018
▪ Dr. Kristoffersen comments on report	27 August – 2 September 2018
▪ Conduct of Multi-Sectoral Consultation with External Reviewers and External AMS Observers	6 September 2018
▪ Conduct of NRC meetings with Dr. Kristoffersen via electronic means	September 2018
• Endorsement by the PQF-NCC of the Referencing Report and submission to ASEAN Secretariat Criterion 1 to 11	9 October 2018
• 5th AQRF Meeting (Brunei) which included in the Agenda the submitted PH Referencing Report – Criterion 1 to 11	27 November 2018
• Writing of the Final Referencing report and addressing comments, queries and recommendations	December 2018 to March 2019
• Endorsement by the PQF-NCC and submission of the Final Report to the AQRF Committee	8 April 2019

ANNEX C: Consultative Conferences



Philippine Qualifications Framework-National Coordinating Council
National Referencing Committee

Consultative Conference on the Referencing of PQF to the AQRF

October 23, 2017, Monday, 1:00 p.m.
TESDA Women's Center, TESDA Complex, Taguig City.

Time	Activity	Speaker
12:30	Registration	
1:00	Opening Ceremony Philippine National Anthem Invocation Welcome Remarks	Dr. Rosanna A. Urdaneta <i>Deputy Director General for Policies and Planning TESDA</i>
1:15 – 2:00	Introduction of the AQRF Referencing Criterion 1: Structure of the Education and Training System	Dr. Maria Cynthia Rose B. Bautista <i>Member, National Referencing Committee for Philippines</i> <i>Member, ASEAN Qualification Reference Framework (AQRF) Committee</i>
2:00 – 2:45	Criterion 2: Responsibilities and Legal Basis of All Relevant National Bodies involved in the Referencing Process	Dr. Reynaldo B. Vea <i>Chairperson, National Referencing Committee for Philippines</i>
2:45 – 3:30	Criterion 3: Procedures for Inclusion of Qualifications in the National Qualifications Framework	Ms. Irene M. Isaac <i>Member, National Referencing Committee for Philippines</i> <i>Member, ASEAN Qualification Reference Framework (AQRF) Committee</i>
3:30 – 4:00	Open Forum	
4:00	End of Program	

**Participating Agencies in the Consultative Conference of
PQF Referencing to the AQRF**

October 23, 2017

1. Department of Education (DepEd)
2. Technical Education and Skills Development Authority (TESDA)
3. Commission on Higher Education (CHED)
4. Professional Regulation Commission (PRC)
5. Department of Labor and Employment (DOLE)
6. Senate of the Philippines – Office of Senator Villanueva
7. Department of Trade and Industry (DTI)-BSMED
8. Department of Science and Technology-Industrial Training Section
9. CHED Technical Panel for Engineering
10. CHED Technical Panel for Maritime Education
11. CHED Technical Committee for Architecture
12. CHED Technical Committee Engineering Technology
13. CHED Technical Committee for Humanities
14. PRC Professional Regulatory Boards
15. Philippine Association of State Universities and Colleges (PASUC)
16. University of the Philippines Los Banos (UPLB)
17. Philippine Normal University
18. University of Science and Technology Southern Philippines (USTP)
19. Technological University of the Philippines Manila
20. Colegio de Sto. Cristo de Burgos
21. Refrigeration and Air conditioning Technicians for Development of the Philippines (RACTAP)
22. Institute of Integrated Electrical Engineers of the Philippines (IIEE)
23. Tourism Industry Board Foundation (TIBFI)
24. Toyota Philippines.
25. NCR Alliance of TVET Schools Association Inc. (NATSA)
26. Association of Carriers and Equipment Lessors Inc. (ACEL Inc.)
27. Animation Council of the Philippines Inc.



Philippine Qualifications Framework-National Coordinating Council
National Referencing Committee

**Consultative Conference on the Draft AQRF Referencing Report for
Criterion 6: Quality Assurance**

June 11, 2018, Monday, 1:00 p.m.

Executive Lounge, 4th Floor, Commission on Higher Education
HEDC Building, C.P. Garcia Ave., Diliman, Quezon City

Objective: This conference aims to present the draft Philippine report's section on the national quality assurance systems for education and training for comments and inputs of concerned quality assurance bodies and other relevant stakeholders.

Time	Activity	
12:30	Registration	
1:00	Opening Ceremony Philippine National Anthem Invocation	
1:15 – 1:45	Welcome and Statement of Purpose Introduction of the PQF and the AQRF Referencing Process	Dr. Reynaldo B. Vea <i>Chairperson, National Referencing Committee for Philippines</i>
1:45 – 3:00	Criterion 6: National quality assurance systems for education and training	Dr. Luis Maria C. Calingo <i>Member, National Referencing Committee for Philippines</i>
3:00 – 4:00	Open Forum	
4:00	End of Program	

**Participating Agencies in the Consultative Conference of PH AQR
Referencing Report-Criterion 6: Quality Assurance
June 11, 2018**

1. Department of Education (DepEd)
2. Technical Education and Skills Development Authority (TESDA)
3. Commission on Higher Education (CHED)
4. Professional Regulation Commission (PRC)
5. Department of Labor and Employment (DOLE)
6. Department of Health (DOH)
7. Senate of the Philippines – Office of Senator Villanueva
8. CHED Technical Panels
9. CHED Technical Committees
10. PRC Professional Regulatory Boards
11. Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP)
12. Association of Christian Schools, Colleges & Universities Accrediting Agency, Inc. (ACSCU-AAI)
13. Association of Local Colleges and Universities (ALCU)
14. Association of Local Colleges and Universities Commission on Accreditation (ALCUCA)
15. Civil Aviation Authority of the Philippines (CAAP)
16. Coordinating Council of Private Educational Associations of the Philippines (COCOPEA)
17. Federation of Accrediting Agencies in the Philippines (FAAP)
18. Legal Education Board (LEB)
19. Maritime Industry Authority (MARINA)
20. National Network of Quality Accrediting Agencies, Inc. (NNQAA)
21. PCS Information and Computing Accreditation Board (PICAB)
22. Philippine Association of Colleges and Universities Commission on Accreditation (PACUCA)
23. Philippine Association of State Universities and Colleges (PASUC)
24. Philippine Accrediting Association of Schools, Colleges, & Universities (PAASCU)
25. Philippine Quality Award
26. Philippine Technological Council (PTC)



Philippine Qualifications Framework-National Coordinating Council
National Referencing Committee

Consultative Conference on the Draft AQRF Referencing Report

September 6, 2018, Thursday, 9:00 a.m.
Bulwagan ng Karunungan, Department of Education Complex,
Meralco Avenue, Pasig City

Objective: This conference aims to present the Draft AQRF Referencing Report.

Programme

Time	Activity	Resource Person
8:00 a.m.	Registration	
9:00 a.m.	Philippine National Anthem Invocation	
9:15 – 9:30 a.m.	Welcome and Statement of Purpose	Useo. Nepomuceno A. Malaluan Undersecretary and Chief-of-staff, Department of Education
9:30-9:35 a.m.	Acknowledgement of Guests	Dr. Melinda L. Garcia Member, National Referencing Committee for Philippines
9:35-10:00 a.m.	Introduction of the PQF and the AQRF Referencing Process	Dr. Maria Cynthia Rose B. Bautista Member, National Referencing Committee for Philippines
10:00-10:30 a.m.	Photo Opportunity/Break	
10:30 – 11:30 a.m.	The Philippine Referencing Report: Structure of the Education and training system in the Philippines	Dr. Reynaldo B. Vea Chairperson, National Referencing Committee for Philippines
11:30 a.m. -1:00 p.m.	Open Forum	
1:00-2:00 p.m.	Lunch	

Master of Ceremonies

Dr. Paraluman P. Giron
Professional Regulation Commission

**Participating Agencies in the
Consultative Conference of PH AQRF Referencing Report
September 6, 2018
Bulwagan ng Karunungan, Department of Education Complex**

No.	Office
1	Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), Inc.
2	Animation Council of the Philippines (ACEL)
3	Ateneo De Manila University
4	Bicol University
5	Cavite State University
6	Colombo Plan Staff College (CPSC)
7	Commission on Higher Education (CHED)
8	Department of Education - ICO
9	Department of Education (DepEd)
10	Department of Health-Health Human Resource Development Bureau (HHRDB)
11	Department of Health-HHRPS
12	Department of Labor and Employment (DOLE)
13	Department of Labor and Employment-BLE
14	Department of Science and Technology-SEI
15	Department of Trade and Industry - BTR
16	Department of Education - Angeles City
17	Department of Education-Central Office
18	DepEd CARAGA
19	DepEd Meycauyan
20	DOLE-ILAB
21	DOLE-IPS
22	Don Bosco - One TVET Phils., Inc.
23	Education for Life
24	Employers Confederation of the Philippines (ECOP)
25	FEATI, Bulacan
26	Federation of Filipino Chinese Chambers of Commerce and Industry, Inc. (FFCCCII)
27	ICTS-ASPEX
28	Integrated Chemists of the Philippines
29	International School of Hotel and Restaurant Management (ISHRM) System School
30	IT & Business Process Association of the Philippines (IBPAP), Inc.
31	Job Crest
32	Mabalacat City
33	Maritime Industry Authority (MARINA)
34	National Referencing Committee
35	National University
36	Office of Senator Sonny Angara

- 37 Office of the President-Office of the Cabinet Secretary
- 38 Olongapo-Zambales Association of Private Technical Institutions (OZAPTI)
- 39 Pamantasan ng Lungsod ng Maynila (PLM)
- 40 Philippine Association of Registered Dental Technologists (PARDTI)
- 41 Philippine Chamber of Commerce, Inc - Human Resource Development Foundation, Inc.
- 42 PDN
- 43 Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)
- 44 Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
- 45 Philippine Association of Medical Technologists (PAMET), Inc.
- 46 Philippine Business for Education (PBEd)
- 47 Philippine College of Health Sciences, Inc. (PCHS)
- 48 Philippine Computer Society Information and Computing Accreditation Board (PICAB)
- 49 Philippine Guidance and Counseling Association (PGCA)
- 50 Philippine Nurses Association (PNA), Inc.
- 51 Philippine Pharmacists Association (PPhA)
- 52 Philippine Technological Council (PTC)
- 53 Professional Regulation Commission (PRC)
- 54 Schools Division of Zambales (SDO Zambales)
- 55 Servicio Filipino Inc (SFI)
- 56 Technical Education and Skills Development Authority (TESDA)
- 57 Technical Vocational Schools and Associations of the Philippines (TEVSA)
- 58 TESTECH Inc.
- 59 Tourism Industry Board Foundation, Inc. (TIBFI)/ Lyceum of the Philippines, Inc. (LPI)
- 60 TMPTeum
- 61 University of the Cordilleras, Baguio
- 62 University of the East
- 63 Vibal Publishing House, Inc.

2018 AACCUP Annual Accreditors' Conference
Great Eastern Hotel, 1403 Quezon Avenue, Quezon City
September 19-21, 2018

No.	Region	Participating University/College
1	I	Don Mariano Marcos Memorial State University
2	I	Ilocos Sur Polytechnic State College
3	I	Mariano Marcos State University
4	I	Pangasinan State University
5	I	University of Northern Philippines
6	I	North Luzon Philippines State College
7	II	Cagayan State University
8	II	Isabela State University
9	II	Nueva Vizcaya State University
10	II	Quirino State University
11	III	Aurora State College of Technology
12	III	Bataan Peninsula State University
13	III	Bulacan State University
14	III	Bulacan Agricultural State College
15	III	Central Luzon State University
16	III	Don Honorio Ventura Technological State University
17	III	Nueva Ecija University of Science and Technology
18	III	Pampanga State Agricultural University
19	III	President Ramon Magsaysay State University
20	III	Tarlac Agricultural University
21	III	Tarlac State University
22	IV-A	Batangas State University
23	IV-A	Cavite State University
24	IV-A	Laguna State Polytechnic University
25	IV-A	University of Rizal System
26	IV-B	Mindoro State College of Agriculture and Technology
27	IV-B	Romblon State University
28	IV-B	Palawan State University
29	IV-B	Western Philippines University
30	IV-B	Occidental Mindoro State College
31	V	Bicol University
32	V	Camarines Norte State College
33	V	Camarines Sur Polytechnic Colleges
34	V	Catanduanes State University
35	V	Bicol State College of Applied Sciences and Technology
36	V	Central Bicol State University of Agriculture
37	V	Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture And Technology
38	V	Partido State University
39	V	Sorsogon State College
40	VI	Aklan State University

41	VI	Capiz State University
42	VI	Carlos Hilado Memorial State College
43	VI	Central Philippine State University
44	VI	Guimaras State College
45	VI	Iloilo State College of Fisheries
46	VI	Iloilo Science and Technology University
47	VI	Northern Iloilo Polytechnic State College
48	VI	Northern Negros State College of Science and Technology
49	VI	University of Antique
50	VI	West Visayas State University
51	VII	Bohol Island State University
52	VII	Cebu Technological University
53	VII	Cebu Normal University
54	VII	Siquijor State College
55	VII	Negros Oriental State University
56	VIII	Eastern Samar State University
57	VIII	Leyte Normal University
58	VIII	Palompon Institute of Technology
59	VIII	Samar State University
60	VIII	Southern Leyte State University
61	VIII	Naval State University
62	VIII	University of Eastern Philippines
63	VIII	Visayas State University
64	IX	Jose Rizal Memorial State University
65	IX	Zamboanga State College of Marine Sciences and Technology
66	IX	Zamboanga City State Polytechnic College
67	X	Bukidnon State University
68	X	Camiguin Polytechnic State College
69	X	Central Mindanao University
70	X	Mindanao State University - IIT
71	X	University of Science and Technology of Southern Philippines
72	X	Northwestern Mindanao State College of Science and Technology
73	XI	Davao Del Norte State College
74	XI	Southern Philippines Agri-Business and Marine and Aquatic School of Technology
75	XII	Cotabato Foundation College of Science and Technology
76	XII	Cotabato City State Polytechnic College
77	XII	Mindanao State University-General Santos City (Gen-San) Campus
78	XII	Sultan Kudarat State University



**NATIONAL CAPITAL REGION (NCR) PUBLIC CONSULTATION ON
THE
IMPLEMENTING RULES AND REGULATIONS (IRR)
OF THE PHILIPPINE QUALIFICATION FRAMEWORK
(PQF) ACT (R.A. 10968)**

**September 21, 2018 | 9:00 AM – 4:00 PM
Bayanihan Center, UNILAB, Pioneer St., Mandaluyong City**

Programme

TIME	ACTIVITY	RESOURCE PERSONS
9:00 AM – 9:30 AM	Registration	
9:30 AM – 10:00 AM	Opening - Invocation, National Anthem - Acknowledgement of Participants	DepEd Chorale
10:00 AM – 10:30 AM	Presentation	Dr. Cynthia Bautista Vice-President for Academic Affairs, University of the Philippines (UP)
10:30 AM – 11:00 AM	Reactors	Usec. Nepomuceno A. Malaluan (DepEd) Dr. Reynaldo B. Veja, National Referencing Committee (NRC) Chairperson
11:00 AM – 11:10 AM	Intermission	KPTEP Teachers
11:10AM – 12:00 PM	Open Forum	To be facilitated by: Dir. Dominique Rubia-Tutay (DOLE)
12:00 PM – 1:00 PM	Lunch Break	
1:00 PM – 1:20 PM	Presentation of PQF IRR	
1:20 PM – 2:30 PM	World Cafe	To be facilitated by: Dir. Amelia Biglete (CHED) Dr. Melinda Garcia (PRC) Dir. Imelda Taganas (TESDA)
2:30 PM – 3:30 PM	Presentation	
3:30 PM – 4:00 PM	Closing Message	Secretary Leonor Magtolis Briones Department of Education

Consultative Conference on the Draft PQF-IRR

September 21, 2018 | 9:00 am

JY Campos Hall A, Bayanihan Center, United Laboratories, Inc., Pioneer St., Pasig City

No.	Participating Agencies Represented
1	Asian Caregiving and Technology Education Centers (ACTEC)
2	AER Construction and Development Company Inc.
3	Association of Philippine Medical Colleges Foundation Inc. (APMC)
4	Ateneo De Manila University
5	AWS Distribution Philippines Corporation
6	Business Mirror
7	CIT QC/QCAA
8	Colombo Plan Staff College (CPSC)
9	Commission on Higher Education (CHED)
10	CPD Council for Physical Therapy
11	CQMI
12	Department of Education (DepEd)
13	Department of Labor and Employment (DOLE)
14	Department of Trade and Industry
15	Don Bosco Technological Institute
16	Excel Career Innovators, Inc.
17	Federation of Accrediting Agencies in the Philippines
18	ICC-CAMANAVA
19	ICC-MTC
20	ICTS-SDD
21	Integrated Philippine Association of Optometrists, Inc. (IPAO)
22	Laguna Techno Park
23	Las Piñas National High School
24	League of Provinces of the Philippines (LPP)
25	MAMPAP Inc.
26	Manila Central University
27	Maritime Industry Authority (MARINA)
28	MEAP
29	Miriam College
30	MRSP
31	National Economic and Development Authority (NEDA)
32	National Referencing Committee (NRC)
33	National University
34	Our Lady of Fatima University
35	Overseas Academy
36	Pamantasan ng Lungsod ng Pasig
37	PAS-CD
38	Philippine Business for Education (PBEd)

- 39 Philippine Chamber of Commerce & Industry (PCCI)-HRDF
- 40 Philippine Dental Association (PDA)
- 41 Philippine Medical Association (PMA)
- 42 Philippine Normal University
- 43 Philippine Physical Therapy Association (PPTA)
- 44 Philippine Technological Council (PTC)
- 45 PMMSTVSA-ITCHI
- 46 Professional Regulation Commission (PRC)
- 47 PS Link
- 48 PTV 4
- 49 PTV QC
- 50 QC LGU/KPITTC
- 51 Quezon City Polytechnic University
- 52 Radio Veritas Leader News PH
- 53 SMATI
- 54 Sunshine Radio
- 55 Teacher Education Council (TEC)
- 56 Technical Education and Skills Development Authority (TESDA)
- 57 TEVSA Phil.
- 58 The Asia Foundation
- 59 United Nations Children's Fund (UNICEF)
- 60 University of Asia and the Pacific
- 61 University of Santo Tomas
- 62 University of the Philippines Diliman
- 63 Valenzuela City Polytechnic College

Participants to the Consultative Conference on the Draft PQF-IRR-September 21, 2018

ANNEX D: PQF Domains and Level Descriptors

PQF Level	Knowledge, Skills and Values	Application	Degree of Independence	Qualification Type
GRADE 12	Possess functional knowledge across a range of learning areas and technical skills in chosen career tracks with advanced competencies in communication; scientific, critical and creative thinking; and the use of technologies. Have an understanding of right and wrong; one's history and cultural heritage; and deep respect for self, others and their culture, and the environment.	Apply functional knowledge, technical skills and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources.	Apply skills in varied situations with minimal supervision	
1	Knowledge and skills that are manual or concrete or practical and/or operational in focus.	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.	In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.	NATIONAL CERTIFICATE I
2	Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.	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.	In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.	NATIONAL CERTIFICATE II
3	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.	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.	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.	NATIONAL CERTIFICATE III

PQF Level	Knowledge, Skills and Values	Application	Degree of Independence	Qualification Type
4	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.	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.	Work involves some leadership and guidance when organizing activities of self and others	NATIONAL CERTIFICATE IV
5	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.	Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/innovation.	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	DIPLOMA
6	Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning	Application in professional/creative work or research in a specialized field of discipline and/or further study	Substantial degree of independence and or/in teams of related fields with minimal supervision	Baccalaureate Degree
7	Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning	Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research	High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field	Post-Baccalaureate Program
8	Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multi-disciplinary field of learning for complex research and or professional practice and/or for the advancement of learning.	Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field	Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability	Doctoral Degree and Post-Doctoral Programs

ANNEX E: Legal Mandates

THE LEGAL MANDATES FOR THE FUNCTIONS AND THE SUBSEQUENT EXECUTIVE ISSUANCES TO CARRY OUT THE MANDATES

Table shows which of the five functions is performed by each of the PQF-NCC members. It indicates the specific provisions of law and executive issuances that form the basis of the performance of the functions. A distinction is made between the legal mandates for performing the functions and the subsequent issuances that are the vehicles for carrying out such mandates.

Legal Basis of Mandate/Issuances to Implement the Mandate by Function and Agency

Department of Education (DepEd)

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
Govern the processes through which nationally recognized qualifications are designed and awarded	<u>RA 10533: Enhanced Basic Education Act of 2013</u> Sec 2(b): The state shall...broaden the goals of high school education for higher preparation, <i>vocational and technical career opportunities</i> as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment. <u>RA 10968: PQF Act</u> SEC. 5 (4) Rationalize the quality assurance mechanism in Philippine Education (5) Develop recognize pathways and equivalencies (6) Maintain a national registry of qualifications
Support the labor market relevance of education and training	<u>RA 10968: The PQF Act</u> SEC. 8 (3rd Par.): The PQF NCC members shall jointly implement national pilot programs to determine their relevance and applicability in all levels of education. The DOLE shall provide the necessary updated market information regarding the demand for specific qualifications and emerging occupations as bases for the prioritization of learning standards development. SEC. 4 (B): To support the development and maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market.
Implement quality assurance in relation to design and award of qualifications in the NQF	<u>R.A. 10968: PQF Act</u> SEC. 2 (Last. Par) “Ensure that training and educational institutions comply with specific standards and are accountable for achieving corresponding learning outcomes and provide government with a common taxonomy and qualifications typology as bases for recognizing education and training programs as well as the qualifications formally awarded and their equivalents. “
Manage and maintain a qualifications framework	<u>RA 10647 (Ladderized Education Act of 2014)</u> Sec 4: The PQF National Coordinating Committee (PQF-NCC) is composed of the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), the Department of Education (DepEd), the Department of Labor and Employment (DOLE) and the Professional Regulation Commission (PRC) and is chaired by DepEd. In the development of ladderized education, the CHED, TESDA and DepEd are hereby mandated to closely coordinate and effectively implement a unified PQF that establishes equivalency pathways and access ramps allowing for easier transitions and progressions between

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
	TVET and higher education. <u>RA 10968: PQF Act</u> Sec 5: The PQF-NCC is hereby created to be chaired by the Secretary of the Department of Education (DepEd) with the following as members: a) Technical Education and Skills Development authority (TESDA); b) Commission on Higher Education (CHED); c) Department of Labor and Employment (DOLE); d) Professional Regulation Commission (PRC); e) 1 representative from the economic sector and; f) 1 representative from the industry sector. The PQF-NCC shall be chaired by DepEd and shall have the following powers and functions: 1.) Harmonize qualification levels across basic, technical-vocational and higher education, 2.) To align education standards and learning outcomes with level descriptors in the PQF.
Have responsibility for the recognition of foreign qualifications and providing information on qualifications in the NQF	<u>RA 10968: PQF Act</u> Sec. 5 (3) Promote the PQF and its elements, including the principles, key features, definition or terminologies, structure, and governance arrangements and provide information and guidelines in the implementation of the PQF. (5) To develop and recognize pathways and equivalencies (9) To represent the country in international for or negotiations in line with qualifications agreement or arrangements.

Technical Education and Skills Development Authority (TESDA)

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
Govern the processes through which nationally recognized qualifications are designed and awarded	<u>Legal Basis</u> <u>RA 7796: TESDA Act of 1994</u> Sec 8. Powers and Functions of the Board. — The Authority shall primarily be responsible for formulating, continuing, coordinated and fully integrated technical education and skills development policies, plans and programs. Sec 8d1: The Board, shall have the following powers: ... promulgate, after due consultation with industry groups, trade associations, employers, workers, policies, plans, programs and guidelines as may be necessary for the effective implementation of this Act; Sec 8d5: The Board, shall have the following powers: approve trade skills standards and trade tests as established and conducted by private industries; Sec 14: Office of Formal Technical Vocational Education and Training (OFFVET). The Office of Formal Technical Vocational Education and Training to be under the office of the Deputy Director-General and shall have the following functions: Sec 14 d1: to provide policies, measures and guidelines for effective and efficient administration of formal technical-vocational education and training programs implementing by various institutions in the country; Sec 14 e: Office of the Non-Formal Technical-Vocational Education and Training (ONFTVET). — The Office of the Non-Formal Technical-Vocational Education and Training to be under the Office of the Deputy Director-General and shall have the following functions: Sec 14e1: to provide direction, policies and guidelines for effective implementation of non-formal, community-based technical- vocational

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
	education and training; Sec 20: Skills Development Centers. — The Authority shall strengthen the network of national, regional and local skills training centers for the purpose of promoting skills development. This network shall include skills training centers in vocational and technical schools, technical institutes, polytechnic colleges, and all other duly accredited public and private dual system educational institutions. The technical education and skills development centers shall be administered and operated under such rules and regulations as may be established by the Authority in accordance with the National Technical Education and Skills Development Plan. Sec 22. Establishment and Administration of National Trade Skills Standards. — There shall be national occupational skills standards to be established by TESDA-accredited industry committees. The Authority shall develop and implement a certification and accreditation program in which private industry groups and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority. All certificates relating to the national trade skills testing and certification system shall be issued by the Authority through the TESDA Secretariat. <u>R.A. 10968: PQF Act</u> Sec. 5 On the composition of the PQF NCC <u>Implementing Issuances</u> <u>TESDA Board Resolution 2004-13 Training Regulations Framework as amended by Resolution 2014-04.</u> The Training Regulations (TR) refers to the package of competency standards, training standards documents, assessment and certification arrangements promulgated by TESDA, Board for nationwide application. A TVET Qualification: is given: a-.functional nomenclature followed by 'a, qualification level aligned with the level descriptors: of the Philippine' Qualifications Framework, (PQF). A TVET Qualification refers to the package or group of competencies that describes a particular function or job-role existing in an-industry sector. It consists of units of competency to cover the work activities required to undertake a particular job role. It is promulgated by the TESDA Board.
Support the labor market relevance of education and training	<u>RA 7796: TESDA Act of 1994</u> Sec 2: Declaration of Policy. — It is hereby declared the policy of the State to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities. Sec 3b: Statement of Goals and Objectives. — It is the goal and objective of this Act to ... focus technical education and skills development on meeting the changing demands for quality middle-level manpower; Sec 21. Formulation of a Comprehensive Development Plan for Middle-Level Manpower. — The Authority shall formulate a comprehensive development plan for middle-level manpower based on a national employment plan or policies for the optimum allocation, development and utilization of skilled workers for employment entrepreneurship and technology development for economic and social growth. Sec 26. Industry Boards. — The Authority shall establish effective and

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
	efficient institutional arrangements with industry boards and such other bodies or associations to provide direct participation of employers and workers in the design and implementation of skills development schemes, trade skills standardization and certification. <u>R.A. 10968: PQF Act</u> SEC 4. (C) To align domestic qualification standards with the international framework thereby enhancing recognition of the value of the comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.
Implement quality assurance in relation to design and award of qualifications in the NQF	<u>RA 7796: TESDA Act of 1994</u> Sec 2: Declaration of Policy. — It is hereby declared the policy of the State to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities; Sec 3a: Statement of Goals and Objectives. — It is the goal and objective of this Act to ... promote and strengthen the quality of technical education and skills development programs to attain international competitiveness. Sec 8d2: The Board, shall have the following powers: organize and constitute various standing committees, subsidiary groups, or technical working groups for efficient integration, coordination and monitoring technical education and skills development programs at the national, regional, and local levels; Sec 8d6: The Board, shall have the following powers: establish and administer a system of accreditation of both public and private institutions; Sec 14: On the functions of the Office of Formal Technical Vocational Education and Training (OFFVET). Sec 14 d2: to establish and maintain a system for accrediting, coordinating integrating, monitoring and evaluating the different formal technical- vocational education and training program vis-a-vis the approved national technical education and skills development plan; Sec 14e: On the functions of the Office of the Non-Formal Technical-Vocational Education and Training (ONFTVET). Sec 14e2: to accredit, coordinate, monitor and evaluate various non-formal technical-vocational education and training programs implemented by various institutions particularly, by local government units; Sec 21b: The comprehensive plan shall provide for reformed industry-based training program including apprenticeship, dual training system and other similar schemes intended to: improve the quality and relevance and social accountability of technical education and skills development; Sec 22: On the establishment and Administration of National Trade Skills Standards. <u>Implementing Issuances</u> <u>TESDA Board Resolution 98-01 "Installing a Quality Assured Technical Education and skills Development (TESD) System;</u> Stressed the need for a dynamic TESD system that responds quickly and creatively to the changing environment and market.

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
	<u>TESDA Circular Implementing Guidelines for the STAR Rating System of TVET Programs:</u> Focuses on the accomplishments, innovations and improvements that technical vocational institutions have instituted beyond the minimum requirements set in the UTPRAS or the Unified TVET Program Registration and Accreditation System.
Manage and maintain a qualifications framework	<u>RA 10647: Ladderized Education Act of 2014</u> Sec 4: On the composition of the PQF-NCC <u>R.A. 10968: PQF Act</u> Sec 5: On the composition of the PQF-NCC. Sec 6: To pursue the implementation of the PQF, working groups shall be established, especially in the areas of qualifications register, quality assurance, pathways and equivalencies, information and guidelines and international alignment. <u>RA 7796 : TESDA Act of 1994</u> Sec 14. Structural Organization and Personnel. — The TESDA Secretariat, in addition to the offices of the Director-General, Deputy Director-General and Chief of Services for Administration shall be composed of the following offices to be headed by an Executive Director to be appointed by the Director-General; Sec 14b: Skills Standards and Certification Office (SSCO). — The Skills Standards and Certification Office shall be under the office of the Deputy Director-General and shall have the following functions: Sec 14 b1: to develop and establish a national system of skills standardization, testing and certification in the country; Sec 14 b2: to design, innovate and adopt processes and methodologies whereby industry groups and workers' guilds take note on progressively the responsibility of setting skills standards for identified occupational areas, and the local government units actively participate in promoting skills standards, testing and certification; Sec 14c: National Institute for Technical Vocational and Education Training (NITVET). — The National Institute for Technical Vocational and Education Training to be under the office of the Deputy Director-General and shall have the following functions: Sec 14c2: to develop curricula and program standards for various technical-vocational education and training areas; Sec 22. On the establishment and Administration of National Trade Skills Standards. <u>Implementing Issuances</u> <u>TESDA Board Resolution 98-01 "Installing a Quality Assured Technical Education and skills Development (TESD) System:</u> Provided for the need for quality management system that would propel the organization and the TVET sector to attain its objectives. <u>TESDA Board Resolution 2004-13 Training Regulations Framework as amended by Resolution 2014-04:</u> The Training Regulations (TR) refers to the package of competency standards, training standards documents, assessment and certification arrangements promulgated by TESDA, Board for nationwide application... A TVET Qualification: is given: a-functional nomenclature followed by 'a, qualification level aligned with the level descriptors: of the Philippine' Qualifications Framework, (POF)...A TVET Qualification refers to the package or group of competencies that describes a particular function or job-role

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
	existing in an-industry sector. It consists of units of competency to cover the work activities required to undertake a particular job role. <u>TESDA Circular Amended Omnibus Guidelines on Program Registration under the Unified TVET Program Registration and Accreditation System (UTPRAS):</u> UTPRAS is centered on two elements: registration and accreditation. Registration is compulsory in nature and imposes compliance on minimum standards, while Accreditation is a quality assurance scheme. <u>TESDA Circular Guidelines on Assessment and Certification under the Philippine TVET Competency Assessment and Certification System (PTCACS):</u> This system seeks to determine whether the graduate or worker can perform to the standards expected in the workplace based on the defined competency standards.
Have responsibility for the recognition of foreign qualifications and providing information on qualifications in the NQF	<u>RA 7796: The TESDA Act of 1994</u> Sec 8d3: The Board, shall have the following powers: enter into, make, execute, perform and carry-out domestic and foreign contracts subject to existing laws, rules and regulations;

Commission on Higher Education (CHED)

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
Govern the processes through which nationally recognized qualifications are designed and awarded	<u>RA 7722: Higher Education Act of 1994</u> Sec 8d: set minimum standards for programs and institutions of higher learning recommended by panels of experts in the field and subject to public hearing, and enforce the same; Sec 8h: rationalize programs and institutions of higher learning and set standards, policies and guidelines for the creation of new ones as well as the conversion or elevation of schools to institutions of higher learning; Sec 12: The Commission shall reconstitute and/or organize technical panels for different disciplines/program areas. They shall assist the Commission in setting standards and in program and institution monitoring and evaluation. <u>Implementing Issuances</u> <u>CHED Administrative Order (CAO) 1 series of 2012: Revised Guidelines in the Formulation of CHED Policies, Standards and Guidelines (PSGs) of Baccalaureate Level Academic Programs:</u> Sec 3.4: Revised learning competency-based standards as reflected in the revised PSG's shall substantiate the higher education component of PQF. -CAO - also discussed the different minimum set of program outcomes.
Support the labor market relevance of education and training	<u>RA 7722: Higher Education Act of 1994</u> Sec 2: State-supported institutions of higher learning shall gear their programs to national, regional or local development plans. Sec 7: There shall be constituted a Board of Advisers which shall meet with the Commission at least once a year to assist it in aligning

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
	its policies and plans with the cultural, political and socioeconomic development needs of the nation and with the demands of world-class scholarship.
Implement quality assurance in relation to design and award of qualifications in the NQF	<u>RA 7722: Higher Education Act of 1994</u> Sec 8e: monitor and evaluate the performance of programs and institutions of higher learning for appropriate incentives as well as the imposition of sanctions such as, but not limited to, diminution or withdrawal of subsidy, recommendation on the downgrading or withdrawal of accreditation, program termination or school closure; Sec 12: The Commission shall reconstitute and/or organize technical panels for different disciplines/program areas. They shall assist the Commission in setting standards and in program and institution monitoring and evaluation. Sec 14: The Commission shall provide incentives to institutions of higher learning, public and private, whose programs are accredited or whose needs are for accreditation purposes. Sec 8f: The Commission shall have the following powers and functions... identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship, nation building and national development. <u>Implementing Issuances</u> CHED Memorandum Order (CMO) 46 series of 2012: A Typology- and Outcomes-Based Quality Assurance System: Concerns policy standards which applies to private and public HEI's. It aims to enhance the quality assurance system of Philippine higher education through learning competency-based standards and outcomes based system of quality assurance.
Manage and maintain a qualifications framework	<u>RA 10647: Ladderized Education Act of 2014</u> Sec 4: On the composition of PQF-NCC and on the establishment of unified pathways of equivalencies. <u>R.A. 10968: PQF Act of 2017</u> Sec 5: On the composition of PQF-NCC Sec. 8 (2nd par) The PQF-NCC shall make detailed descriptors for each qualification level following the principles of lifelong learning and the recognition of prior learning from previous informal experiences, while incorporating the learning standards in basic education, competency standards of training regulations and the policies and standards of higher education academic program. Sec 9: The PRC and CHED shall review the system of assessment of learning outcomes and align them with those of PQF. <u>RA 7722 Higher Education Act of 1994</u> Sec. 7. Board of Advisers. - There shall be constituted a Board of Advisers which shall meet with the Commission at least once a year to assist it in aligning its policies and plans with the cultural, political and socioeconomic development needs of the nation and with the demands of world-class scholarship. The Board of Advisers shall be composed of the following: a. the Secretary of Education, Culture and Sports, as chairman;; b. the Director-General of the National Economic and Development Authority, as co-chairman;; c. the Secretary of Science and Technology;; d. the Secretary of Trade and Industry;; e. the Secretary of Labor and Employment;; f. the President of the Federation of Accrediting Associations of the Philippines (FAAP); and, g. the

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
	President of the Fund for Assistance to Private Education (FAPE). Two (2) additional members of the Board of Advisers may be appointed by the President upon recommendation of the Commission Sec. 12. The Technical Panels. - The Commission shall reconstitute and/or organize technical panels for different disciplines/program areas. They shall assist the Commission in setting standards and in program and institution monitoring and evaluation. The technical panels shall be composed of senior specialists or academicians to be appointed by the Commission.
Have responsibility for the recognition of foreign qualifications and providing information on qualifications in the NQF	CHED International Affairs Services Serves as the clearing house for all bilateral and multilateral academic agreements services, exchanges, international recognition of degrees and qualifications and policy coordination on the inflow and outflows of international students and services (transnational education). RA 10968: PQF Act Sec. 5 (5) To develop pathways and equivalencies (7) To ensure the international alignment of the PQF with the qualification framework of other countries and regions.

Department of Labor and Employment (DOLE)

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
Govern the processes through which nationally recognized qualifications are designed and awarded	RA 7796: TESDA Act of 1994 Sec 22: On the role of DOLE in the establishment and administration of national trade skills standards. —. “The Secretary of Labor and Employment shall determine the occupational trades for mandatory certification.”
Support the labor market relevance of education and training	R.A. 10968: PQF Act Sec. 8 (3rd Par.): The PQF NCC members shall jointly implement national pilot programs to determine their relevance and applicability in all levels of education. The DOLE shall provide the necessary updated market information regarding the demand for specific qualifications and emerging occupations as bases for the prioritization of learning standards development.
Implement quality assurance in relation to design and award of qualifications in the NQF	P.D 422 Labor Code of the Philippines: On DOLE Function (2) Formulating and recommending policies, plans and programs for manpower development, training, allocation, and utilization. R.A. 10968: PQF Act Sec. 5 On the powers and functions of the members of PQF-NCC
Manage and maintain a qualifications framework	RA 10647: Ladderized Education Act of 2014 Sec 4: On the composition of PQF-NCC R.A. 10968: PQF Act Sec 2: On the composition of PQF-NCC
Have responsibility for the recognition of foreign qualifications	RA 8981: PRC Modernization Act of 2000 Sec 7j: Upon recommendation of the Professional Regulatory Board concerned, to approve the registration of and authorize the issuance of

Function	Legal Basis of Mandate/ Issuances to implement the Mandate
and providing information on qualifications in the NQF	a certificate of registration/license and professional identification card with or without examination to a foreigner who is registered under the laws of his state or country and whose certificate of registration issued therein has not been suspended or revoked: Provided, That, the requirements for the registration or licensing in said foreign state or country are substantially the same as those required and contemplated by the laws of the Philippines and that the laws of such foreign state or country allow the citizens of the Philippines to practice the profession on the same basis and grant the same privileges as those enjoyed by the subjects or citizens of such foreign state or country: Provided, further, That, the Commission may, upon recommendation of the Board concerned, authorize the issuance of a certificate of registration/license or a special temporary permit to foreign professionals who desire to practice their professions in the country under reciprocity and other international agreements; consultants in foreign-funded, joint venture or foreign-assisted projects of the government, employees of Philippine or foreign private firms or institutions pursuant to law, or health professionals engaged in humanitarian mission for a limited period of time: Provided, finally, That agencies, organizations or individuals whether public or private, who secure the services of a foreign professional authorized by law to practice in the Philippines for reasons aforementioned, shall be responsible for securing a special permit from the Professional Regulation Commission (PRC) and the Department of Labor and Employment (DOLE), pursuant to PRC and DOLE rules.

Professional Regulation Commission (PRC)

Function	Legal Basis of Mandate/Issuances to implement the Mandate
Govern the processes through which nationally recognized qualifications are designed and awarded	<u>RA 8981: PRC Modernization Act of 2000</u> Sec 7a: To administer, implement and enforce the regulatory policies of the national government with respect to the regulation and licensing of the various professions and occupations under its jurisdiction including the enhancement and maintenance of professional and occupational standards and ethics and the enforcement of the rules and regulations relative thereto; Sec 7d: to administer and conduct the licensure examinations of the various regulatory boards in accordance with the rules and regulations promulgated by the Commission; Sec 7e: To admit the successful examinees to the practice of the profession or occupation; cause the entry of their names on its registry book and computerized database; issue certificates of registration/professional license, bearing the registrant's name, picture, and registration number. <i>Note: The qualification is a registered professional.</i> Sec 9: Powers, Functions and Responsibilities of the Various Professional Regulatory Boards – The various, professional regulatory boards shall retain the following powers, functions and responsibilities: Sec 9h: To prepare, adopt and issue the <i>syllabi or tables of specifications</i> of the subjects for examinations in consultation with the academe; determine and prepare the questions for the licensure examinations which shall strictly be within the scope of the syllabus or table of specifications of the subject for examination; score and rate the examination papers ... and subject to the approval by the Commission,

Function	Legal Basis of Mandate/Issuances to implement the Mandate
	determine the appropriate passing general average rating in an examination if not provided for in the law regulating the profession. <u>RA10912: Continuing Professional Development Act of 2016</u> Sec 6: Powers and functions of the PRC and the Professional Regulatory Boards; Sec 6c: Formulate, issue and promulgate guidelines and procedures for the implementation of the Continuing Professional Development (CPD) programs; Sec 11 Recognition of Credit Units - All duly validated and recognized CPD credit units earned by a professional shall be accumulated and transferred in accordance with the Pathways and Equivalencies of the PQF.
Support the labor market relevance of education and training	SEC. 8 (3rd Par.): The PQF NCC members shall jointly implement national pilot programs to determine their relevance and applicability in all levels of education. The DOLE shall provide the necessary updated market information regarding the demand for specific qualifications and emerging occupations as bases for the prioritization of learning standards development.
Implement quality assurance in relation to design and award of qualifications in the NQF	<u>RA 8981: PRC Modernization Act of 2000</u> Sec 7m: To monitor the performance of schools in licensure examinations and publish the results thereof in a newspaper of national circulation; Sec 7n: To adopt and institute a comprehensive rating system for universities, colleges, and training institutes based on the passing ratio and overall performance of students in board examinations; <u>RA10912: Continuing Professional Development Act of 2016</u> Sec. 4. Strengthening the CPD Program. – There shall be formulated and implemented CPD Programs in each of the regulated professions in order to: (a) Enhance and upgrade the competencies and qualifications of professionals for the practice of their professions pursuant to the PQF, the AQRf and the ASEAN MRAs; (b) Ensure international alignment of competencies and qualifications of professionals through career progression mechanisms leading to specialization/sub-specialization; (c) Ensure the development of quality assured mechanisms for the validation, accreditation and recognition of formal, non-formal and informal learning outcomes, including professional work experiences and prior learning. <u>Implementing Issuances</u> <u>CHED-PRC MOA on M&E (Nov 4, 2008)</u> The parties hereby enter into MOA for the purpose of implementing effectively and efficiently the intent of the respective charter of the parties, specifically, in the regulation of board programs, conduct of monitoring and ocular inspections of in higher education institutions, publication of board performance, prescription of faculty qualifications and standards, registration of professionals and other activities
Manage and maintain a qualifications framework	<u>RA 10968: PQF Act</u> Sec 4: The PQF National Coordinating Committee (PQF-NCC) is composed of the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), the Department of Education (DepEd), the Department of Labor and

Function	Legal Basis of Mandate/Issuances to implement the Mandate
	Employment (DOLE) and the Professional Regulation Commission (PRC) and is chaired by DepEd Sec 5: On the composition of the PQF-NCC Sec 9: The PRC and CHED shall review the system of assessment of learning outcomes and align them with those of PQF.
Have responsibility for the recognition of foreign qualifications and providing information on qualifications in the NQF	<u>RA 8981: PRC Modernization Act of 2000</u> Sec 7j: Upon recommendation of the Professional Regulatory Board concerned, to approve the registration of and authorize the issuance of a certificate of registration/license and professional identification card with or without examination to a foreigner who is registered under the laws of his state or country and whose certificate of registration issued therein has not been suspended or revoked: Provided, That, the requirements for the registration or licensing in said foreign state or country are substantially the same as those required and contemplated by the laws of the Philippines and that the laws of such foreign state or country allow the citizens of the Philippines to practice the profession on the same basis and grant the same privileges as those enjoyed by the subjects or citizens of such foreign state or country: Provided, further, That, the Commission may, upon recommendation of the Board concerned, authorize the issuance of a certificate of registration/license or a special temporary permit to foreign professionals who desire to practice their professions in the country under reciprocity and other international agreements; consultants in foreign-funded, joint venture or foreign-assisted projects of the government, employees of Philippine or foreign private firms or institutions pursuant to law, or health professionals engaged in humanitarian mission for a limited period of time: Provided, finally, That agencies, organizations or individuals whether public or private, who secure the services of a foreign professional authorized by law to practice in the Philippines for reasons aforementioned, shall be responsible for securing a special permit from the Professional Regulation Commission (PRC) and the Department of Labor and Employment (DOLE), pursuant to PRC and DOLE rules; Mutual Recognition Agreements (MRAs) <u>R.A. 10968: PQF Act Sec. 5 (3)</u> On the promotion of PQF and its elements (5) On the recognition and development of pathways and equivalencies.

ANNEX F: Institutions Involved in Awarding or Using Qualifications

INSTITUTIONS INVOLVED IN AWARDING QUALIFICATIONS

Government bodies

- Technical Education and Skills Development Authority (TESDA)
- Professional Regulation Commission (PRC)
- Maritime Industry authority (MARINA)
- Civil Aviation Authority of the Philippines (CAAP)

Non-governmental bodies

Higher Education Institutions (HEIs) award associate, baccalaureate, post-graduate diploma, master's and doctoral degrees. They may have attached training hospitals or training hotels as organic part of the school or as partners.

Technical-Vocational Institutions (TVIs) award National Certificates from levels 1 to 5.

Organizations of TechVoc Institutions (TVIs)

- Association of Technical Vocational Schools of MPLTP, Inc. (ATVS)
- Mindanao TVET Association (MinTVET)
- Olongapo-Zambales Association of Private Technical Institutions (OZAPTI)
- Technical Vocational Schools and Associations of the Philippines (TEVSAPHIL)
- TechVoc Schools Association of the Philippines, Inc. (TVSA)

Organizations of HEIs

- Philippine Association of Colleges and Universities (PACU)
- Catholic Education Association of the Philippines (CEAP)
- Association of Christian Schools, Colleges, and Universities (ACSCU)
- Coordinating Council of Private Education Associations (COCOPEA)
- Philippine Association of state Universities and Colleges (PASUC)
- Philippine Association of Colleges of Pharmacy, Philippine Association of Engineering Schools and other degree-based association of colleges and schools

INSTITUTIONS INVOLVED IN USING QUALIFICATIONS

Learners and workers

Accredited Professional Organizations (APOs) and their federations

Lifelong learners

Seafarers unions

Students

Trade Unions and Workers organizations

- National Congress of Unions in the Sugar Industry of the Philippines (NACUSIP-TUCP)
- Federation of Free Workers (FFW)
- Council of Teachers and Staff of Colleges and Universities of the Philippines (CoTeSCUP)

Workers

Employers

Sectoral Industry Organizations

- Agricultural Machinery Manufacturers and Distributors Association, Inc. (AMMDA)
- Animation Council of the Philippines, Inc. (ACPI)
- Association of Carriers and Equipment Lessors (ACEL)
- Biomed Society of the Philippines
- Chamber of Automotive Manufacturers of the Philippines (CAMPI)
- Commission on Higher and Technical Education (CHTE)
- Contact Center Association of the Philippines (CCAP)
- Electronics Industries Association of the Philippines, Inc. (EIAPI)
- Game Developers Association of the Philippines (GDAP)
- Healthcare Information Management Association of the Philippines, Inc. (HIMAP)
- IT and Business Process Association of the Philippines (IBPAP)
- Mechatronics and Robotics Society of the Philippines (MRSP)
- National Masters Plumbers Association of the Philippines (NAMPAP)
- National Union of Hotel and Restaurant and Allied Industries (NUWHRAIN)
- Philippine Instrumentation & Control Society
- Philippine Pharmacists Association Inc. (PPhA)
- Philippine Society of Plumbing Engineers (PSPE)
- Philippine Software Industry Association (PSIA)
- Semiconductor and Electronics Industry of the Philippines, Inc. (SEIPI)
- Servicio Filipino Inc. (SFI Group)
- Society of Philippine Electrotechnical Constructors and Suppliers Inc. (SPEC)
- Technical Skills Training Corporation (Culinary)
- Tourism Industry Board Foundation, Inc. (TIBFI)

Chambers of Commerce and Industry

- American Chamber of Commerce and Industry (AmCham)
- European Chamber of Commerce of the Philippines (ECCP)
- Federation of Filipino-Chinese Chamber of Commerce and Industry, Inc. (FFCCCI)
- Philippine Chamber of Commerce and Industry (PCCI)

Business Clubs and Management Associations

- Management Association of the Philippines (MAP)
- Personnel Management Association of the Philippines (PMAP)

Organizations of Businesses for Education

- APEC Business Advisory Council (ABAC)
- Philippine Business for Education (PBE)

Employers Organizations

Employers Confederation of the Philippines (ECOP)
East Manila Cable Internet, Inc.
Industrial Controls Corporation

Cooperatives

Civil Service Commission (CSC)

ANNEX G: Minimum Set of Program Outcomes for Baccalaureate Programs

The Required Minimum Set of Program Outcomes for Baccalaureate Level Academic Programs

The required minimum set of program outcomes is organized in the CHED PSGs as follows:

1. Common to all programs in all types of schools
The graduates have the ability to:
 - a) articulate and discuss the latest developments in the specific field of practice (PQF level 6 descriptor)
 - b) effectively communicate orally and in writing using both English and Filipino
 - c) work effectively and independently in multi-disciplinary and multi-cultural teams (PQF level 6 descriptor)
 - d) act in recognition of professional, social, and ethical responsibility
 - e) preserve and promote Filipino historical and cultural heritage based on Republic Act 7722)
2. Common to a discipline –Formulated according to the cluster of discipline
3. Specific to a sub-discipline - Formulated according to specific discipline
4. Common to a horizontal type as defined in CHED Memorandum Order No. 46, series of 2012 entitled —Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA
 - Graduates of professional institutions demonstrate a service orientation in one's profession
 - Graduates of colleges participate in various types of employment, development activities, and public discourses, particularly in response to the needs of the communities one serves.
 - Graduates of universities participate in the generation of new knowledge or in research and development projects

The levels of attainment of the outcomes that are common to all programs are progressively elevated from the General Education (GE) courses through to the professional courses as appropriate.

The TPs and TCs flesh out items 2 and 3, respectively. They develop the performance indicators for each program outcome as part of the PSGs.

The PSGs allow latitude for an HEI to have mission-related program outcomes that are not included in the minimum requirements set.

The Guidelines for the Implementation of CMO 46 s 2012 provide guidance for aligning with international frameworks and linking with industry:

- For discipline with internationally agreed-upon frameworks and mechanisms (e.g., engineering, information technology and computing; maritime education; accounting; nursing), learning outcomes or learning competency standards shall be aligned with international frameworks and mechanisms.
- Special programs in discipline with internationally agreed-upon frameworks and mechanisms that are created to address specific local and national needs (e.g., medical programs that are geared towards producing —Doctors to the BarriosII) shall, in addition to what the Technical Committee/Panel considers the core learning competencies of the discipline, include learning outcomes that are appropriate to the mission of the special program.
- For programs with competing schools of thought that may not have a hegemonic paradigm, i.e., dominant frameworks and mechanisms that are consensually agreed upon at the international level, such as some programs in the humanities and social sciences, learning outcomes or learning competency standards as determined by the Technical Committees and Technical Panels shall nevertheless be comparable to similar programs in the Asia-Pacific region and other regions of the world in terms of quality standards.

ANNEX H: Sample Level Alignment Matrix

The granularized format for level descriptors using the Doctor of Dental Medicine program in level 6 as example

PROGRAM OUTCOMES AND PERFORMANCE INDICATORS FROM THE CHED POLICIES, STANDARDS AND GUIDELINES FOR THE DOCTOR OF DENTAL MEDICINE PROGRAM	PQF LEVEL VI							
	DOMAIN: Knowledge, Skills & Values		DOMAIN: Application & Degree of Independence					
	Has broad and coherent knowledge and skills in their field of study for professional work	Has broad and coherent knowledge and skills in their field of study for lifelong learning	Can apply knowledge and skills in a specialized discipline in professional work	Can do creative work in a specialized discipline	Can do research in a specialized discipline	Can do further study in a specialized discipline	Can substantially do independent work	Can work in a team
PO 1. Provide quality oral health care 1.1. Obtain medical, dental, social and occupational history 1.2. Obtain and interpret diagnostic information and procedures 1.3. Maintain record of patient 1.4. Develop comprehensive evidence-based treatment plan and obtain informed consent 1.5. Perform appropriate clinical procedures 1.6. Provide preventive care and emergency dental services 1.7. Coordinate with other health professionals and refer to specialists, if necessary 1.8. Implement and monitor infection control and environmental safety 1.9. Proficient in the use of clinical equipment and facilities	1.1-1.2 1.5 1.8	1.7 1.9	1.1-1.2 1.4-1.6 1.8	1.4-1.5	1.2 1.5	1.2 1.4	1.1 1.9	1.4 1.7

PROGRAM OUTCOMES AND PERFORMANCE INDICATORS FROM THE CHED POLICIES, STANDARDS AND GUIDELINES FOR THE DOCTOR OF DENTAL MEDICINE PROGRAM	AQRF LEVEL VI							
	DOMAIN: Knowledge & Skills			DOMAIN: Application & Responsibility				
	Has specialized technical and theoretical knowledge in a specific field	Has specialized technical skills in a specific field	Can think critically and analytically	The context is complex and changing	Can take initiative	Can adapt	Can develop and implement strategies to improve activities	Can develop and implement strategies to solve complex and abstract issues
PO 1. Provide quality oral health care 1.1. Obtain medical, dental, social and occupational history 1.2. Obtain and interpret diagnostic information and procedures 1.3. Maintain record of patient 1.4. Develop comprehensive evidence-based treatment plan and obtain informed consent 1.5. Perform appropriate clinical procedures 1.6. Provide preventive care and emergency dental services 1.7. Coordinate with other health professionals and refer to specialists, if necessary 1.8. Implement and monitor infection control and environmental safety 1.9. Proficient in the use of clinical equipment and facilities	1.1-1.2 1.4	1.5-1.6 1.8-1.9	1.2 1.4	1.4-1.5	1.1-1.2 1.4-1.6	1.1 1.4-1.7	1.4 1.7	1.1-1.2 1.4-1.7

ANNEX I: Sample Practice Standards

THE PHILIPPINE PROFESSIONAL NURSING PRACTICE STANDARDS (PPNPS) for the LICENSED PROFESSIONAL QUALIFICATION

NAME OF QUALIFICATION: BACHELOR OF SCIENCE IN NURSING L6

STANDARDS (S)	COMPETENCIES (C)	DOMAIN: Knowledge/Skills/Values			
		PERFORMANCE INDICATORS (PI)			
		<i>A. Value-based Nursing Practice Standards</i>	<i>B. Knowledge- driven Nursing Practice</i>	<i>C. Outcome- oriented Professional relationships</i>	<i>D. Leadership and Governance</i>
SA1. Care of Clients	C1. Provides quality and safe nursing care utilizing the nursing practice	PI 1.1 -PI 1.6			
	C2. Demonstrates appropriate knowledge and skill	PI 2.1 - PI 2.3			
	C3. Provides sound decision	PI 3.1 - PI 3.4			
	C4. Promotes client safety	PI 4.1 - PI 4.5			
	C5. Set priorities	PI 5.1 - PI 5.3			
	C6. Implements sound nursing care to achieve identified client outcomes	PI 6.1 - PI 6.3			
	C7. Ensures continuity of care	PI 7.1 - PI 7.4			
	C8. Participates in quality improvement activities	PI 8.1 - PI 8.3			

SA2. Ethical, Moral, and Legal Practice	C1. Adheres to ethico-moral-legal considerations when providing safe and quality care	PI 1.1 - PI 1.4			
	C2. Protects client's rights based on "Patient's Bill of Rights and Obligations"	PI 2.1 - PI 2.5			
	C3. Applies ethical reasoning and decision-making process to address situations of ethical and moral dilemma.	PI 3.1 - PI 3.2			
	C4. Adheres to the established norms of conduct based on the Philippine Nursing Law and other legal, regulatory and institutional requirements relevant to safe nursing practice	PI 4.1 - PI 4.3			
	C5. Accepts responsibility and accountability for own decisions and actions	PI 5.1 - PI 5.4			
SA3 Personal and Professional Values	C1. Assumes responsibility and accountability for personal and professional development and for lifelong learning	PI 1.1 - PI 1.4			
	C2. Demonstrates continual competence and professional growth	PI 2.1 - PI 2.3			
	C3. Engages in advocacy activities to influence health and social care	PI 3.1 - PI 3.4			
SA3 Personal and Professional Values (Cont.)	C4. Models personal and professional behavior and values	PI 4.1 - PI 4.2			
SB1. Research	C1. Plans research activities		PI 1.1 - PI 1.5		

	individually or in groups to generate relevant areas of study				
	C2. Conducts relevant research studies		PI 2.1 -PI 2.2		
	C3. Uses research results/ findings to improve nursing practice.		PI 3.1 - PI 3.2		
SB2. Evidence based Nursing	C1. Uses the current best evidence in providing safe and quality care		PI 1.1 - PI 1.3		
	C2. Collaborations with the health care team and other stakeholders in the application of best research evidence in client care.		PI 2.1 - PI 2.2		
	C3. Integrates client's values, preferences, best evidences and clinical expertise in decision making for client care.		PI 3.1 - PI 3.2		

SB3. Continual Quality Improvement	C1. Participates in quality improvement programs and activities		PI 1.1 - PI 1.3		
	C2. Contributes to continuing growth and development of the professional and the nurse		PI 2.1 - PI 2.2		
	C3. Keeps abreast with trends and developments of health care system and nursing profession		PI 3.1 - PI 3.2		
				PI 1.1 - PI 1.3	
SC1. Communication	C1. Establishes working relationship with clients, family/relatives, health team members, and other stakeholders.			PI 2.1 - PI 2.3	
	C2. Communicates effectively with clients, health team members and other stakeholders to facilitate delivery of care			PI 3.1 - PI 3.3	
	C3. Responds to needs of individuals, families, population, groups and communities			PI 4.1 - PI 4.2	
	C4. Uses safe, appropriate and secure technology to facilitate communication				

SC2. Collaboration and teamwork	C1. Establishes collative relationships with colleagues and other health team members			PI 1.1 - PI 1.2	
	C2. Coordinates plan of care with inter-personal health team members.			PI 2.1 - PI 2.3	
	C3. Applies principles of partnership and collaboration to improve delivery of health services			PI 3.1 - PI 3.2	
	C4. Determines resources available for networking, linkage building, and referral necessary for improving delivery of health services			PI 4.1 - PI 4.2	
	C5. Collaborates with government organizations (GOs), non-government organizations (NGOs) and other socio-civic organizations on matters			PI 5.1 - PI 5.2	
	C6. Engages in advocacy activities that foster the growth and development of the nursing profession.			PI 6.1 - PI 6.2	

SC3. Transcultural Nursing Care	C1. Demonstrates better understanding of the role of culture in the delivery of nursing care.			PI 1- PI 3	
SD1. Personal and Professional Development	C1. Develops self-awareness towards personal and professional development.				PI 1.1 - PI 1.3
	C2. Determines one's career path, considering the current and relevant frameworks for development				PI 2.1 - PI 2.2
	C3. Pursues continuing professional development (CPD).				PI 3.1 - PI 3.2
	C4. Adapts to changes in nursing and health				PI 4.1 - PI 4.2
	C5. Gets involved in professional organizations and socio-civic activities				PI 5.1 - PI 5.3
	C6. Performs functions according to professional standards.				PI 6.1 - PI 6.3
	C7. Demonstrates positive attitude towards change and criticism.				PI 7.1 - PI 7.2

SD2. Responsibility and Accountability	C1. Supervises the nursing care given by others, while retaining accountability for the quality for the quality of care given to clients.				PI 1.1 - PI 1.2
	C2. Seeks ways to promote nursing autonomy and accountability				PI 2.1 - PI 2.2
	C3. Participates in the development of policies and standards regarding safe nursing practice				PI 3.1 - PI 3.5
SD3. Positive Practice Environment	C1. Promotes a healthy, safe and quality environment of care.				PI 1.1 - PI 1.3
	C2. Maintains professionalism in the workplace.				PI 2.1 - PI 2.6
SD4. Social Responsibility	C1. Participates in activities that contribute to the attainment of social goals and development.				PI 1.1 - PI 1.2
	C2. Empowers self, clients and society towards social responsibility.				PI 2.1 - PI 2.4
SD5 Resource Management	C1. Utilizes resources necessary to deliver client care.				PI 1.1 - PI 1.3
	C2. Advocates for safe staffing pattern.				PI 2.1 - PI 2.3
	C3. Utilizes financial, technical, physical and material resources to support client care.				PI 3.1
	C4. Follows established mechanism to ensure proper functioning of equipment.				PI 4.1 - PI 4.2
	C5. Maintains a safe work environment.				PI 5.1 - PI 5.6

LEGEND: S - Standards C - Competencies PI - Program Indicators

ANNEX J: Procedures for Accreditation of CPD

PROCEDURE FOR ACCREDITATION OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PROVIDERS AND PROGRAMS



Republic of the Philippines
Professional Regulation Commission
Manila



MEMORANDUM

FOR : HON. MELINDA L. GARCIA
Member, National Referencing Committee
Member, PRB of Dentistry

FROM : L. LOUIS P. VALERA
Chief, International Commitments Negotiation Division
International Affairs Office

SUBJECT : WRITE-UP ON QUALITY ASSURANCE ON THE CPD

DATE : 20 FEBRUARY 2018

Relative to PRC deliverable under Criterion 6 of the AQRF Referencing Report, may we respectfully transmit the write-up (hard and soft copy) on Quality Assurance on the following as prepared by Atty. Maria Liza M. Hernandez, Chief, Continuing Professional Development Division, Regulation Office:

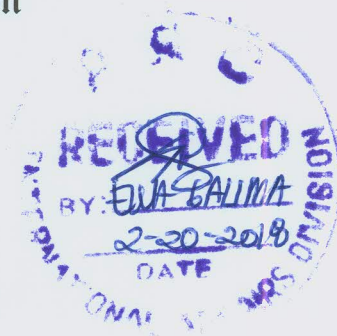
1. Accreditation as CPD providers and
2. Accreditation of CPD program.

For your Honor's perusal and further instructions to the undersigned.

Thank you.



Republic of the Philippines
Professional Regulation Commission
Manila



MEMORANDUM

TO: L. LOUIS P. VALERA
Chief, International Commitments Negotiation Division
International Affairs Office

FROM: ATTY. MARIA LIZA M. HERNANDEZ
Chief, Continuing Professional Development Division
Regulation Office

**SUBJECT: WRITE-UP ON QUALITY ASSURANCE PROCEDURE FOR
ACCREDITATION OF CPD PROVIDERS AND PROGRAMS**

DATE: 19 February 19, 2018

Pursuant to your Memorandum dated 12 February 2018, the above signed respectfully submits this compliance.

Upon the effectivity of the Republic Act (R.A.) No. 10912 or the Continuing Professional Development Act of 2016, the Commission issued Resolution No. 1032 or the Implementing Rules and Regulations of RA 10912. Further, on the basis of Section 15, Article IV of R.A. 10912, the Professional Regulatory Boards (Boards) issued their own Operational Guidelines in order to prescribe their requirements or procedure relating to the CPD as may be pertinent and applicable to their respective profession.

Furthermore, the Commission issued Memorandum Circular No. 10, Series of 2017 with the Subject: Guidelines and Procedures in the Implementation of Republic Act (R.A.) No. 10912 otherwise known as "The Continuing Professional Development Act of 2016", in order to establish standard procedures and uniform processes for accreditation of CPD providers and programs, as follows:

1. Accreditation as CPD Providers:

- a) The applicant shall submit the duly notarized Application Form and one (1) set of the prescribed supporting documentary requirements to CPD Secretariat of the PRC Central or Regional Offices

For applicants under the Foreign Provider category, the proof of registration in the country/state of origin must be duly authenticated by the Philippine Embassy/Consulate in the said country/state and must be accompanied by an official English translation thereof. The Application Form and Affidavit of Undertaking (required document to be executed by CPD Provider-applicant) must be subscribed and sworn to before the Philippine Embassy/Consulate in the country/state of the applicant.

- b) The assigned CPD Staff shall conduct an initial evaluation of the application and check the authenticity and completeness of the submitted documentary requirements, in accordance with PRC Resolution No. 1032, Series of 2017, or the "Implementing Rules and Regulations of Republic Act No. 10912, otherwise known as the Continuing Professional Development Act of 2016" and the Operational Guidelines in the implementation of R.A. 10912 of the concerned profession.

- c) If the documentary requirements are incomplete, the CPD Staff shall not accept the same. On the same day of application, the CPD Staff shall provide the applicant with a letter stating the reason/s for declining the application, and shall advise the applicant to comply and re-submit the application. If the documentary requirements are complete, the CPD Staff shall advise the applicant to proceed to the Cashier, present the application form with the attached documents, and pay the prescribed non-refundable fees.
- d) After payment, the applicant shall return to the CPD Division to submit the application form including the attached documents.
- e) After the application is processed, the CPD Staff shall immediately forward it to the CPD Secretariat in the Central Office for the evaluation of the concerned CPD Council.
- f) The concerned CPD Council through its Secretary shall provide the applicant with a written notice duly signed by the CPD Council Chairperson, on whether the application is approved, deferred with enumerated deficiencies, or totally disapproved.

Submission of additional requirements, if applicable, shall be made within fifteen (15) days from receipt of notice by the applicant. Failure to submit the required documents within the period given shall be construed as abandonment of the application and the prescribed fee shall be forfeited in favor of the government.

- g) If the application is approved, the CPD Council through its Secretary shall issue a Certificate of Accreditation as CPD Provider.
- h) The processing period for application as CPD provider shall not exceed sixty (60) days from receipt of the complete set of documentary requirements by the CPD Division.

2. Accreditation of CPD Program:

- a) The Accredited CPD Provider shall submit the duly notarized Application Form (application for accreditation of CPD program), and one (1) set of the prescribed supporting documentary requirements to the CPD Secretariat of the PRC Central or Regional Offices.

For Foreign CPD Providers, the Application Form must be subscribed and sworn to before the Philippine Embassy/Consulate in the country/state of the applicant.

- b) The assigned CPD Staff shall conduct an initial evaluation of the application and check the authenticity and completeness of the submitted documentary requirements, in accordance with PRC Resolution No. 1032, Series of 2017, and the Operational Guidelines in the implementation of R.A. 10912 of the concerned profession.
- c) If the documentary requirements are incomplete, the CPD Staff shall not accept the same. On the same day of application, the CPD Staff shall provide the applicant with a letter stating the reason/s for declining the application, and shall advise the applicant to comply and re-submit the

application. If the documentary requirements are complete, the CPD Staff shall advise the CPD Provider to proceed to the Cashier, present the application form with the attached documents, and pay the prescribed non-refundable fee.

- d) After payment, the applicant shall return to the CPD Division to submit the application form including the attached documents.
- e) After the application is processed, the CPD Staff shall immediately forward it to the CPD Secretariat at the Central Office for evaluation of the concerned CPD Council.
- f) The concerned CPD Council through its Secretary shall provide the applicant with a written notice duly signed by the CPD Council Chairperson, on whether the application is approved, deferred with enumerated deficiencies, or totally disapproved.

Submission of additional requirements, if applicable, shall be made within fifteen (15) days from receipt of notice by the applicant. Failure to submit the required documents within the period given shall be construed as abandonment of the application and the prescribed fee shall be forfeited in favor of the government.

- g) If the program is approved, the CPD Council through its Secretary shall notify the CPD Provider in writing indicating the program accreditation number and the approved CPD credit units, and shall issue a Certificate of Accreditation of CPD Program.
- h) The processing period for application for accreditation of CPD program shall not exceed forty five (45) days from receipt of the complete set of documentary requirements by the CPD Division.
- i) In case of **any deviation** from the CPD Program, the CPD Provider shall, prior to the conduct of the program, explain it in writing. The said deviation shall be subject to the approval of the CPD Council.
- j) After the conduct of the program, the CPD monitor and CPD Provider shall submit their respective reports.
- k) CPD credit units earned shall depend on the actual attendance of each participant.

The accreditation of CPD provider is valid for three (3) years subject to renewal. The renewal of accreditation shall be based on CPD provider's performance of its responsibilities and obligations and compliance with the guidelines during the previous three (3) year period.

Thus, as part of the quality assurance procedure, the CPD Councils are empowered to monitor and evaluate the implementation of the CPD programs (Section 8 (c), Article II of R.A. 10912). In line with this function, Resolution No. 1032, Series of 2017, sets qualifications for designated monitors and develops monitoring tools for CPD programs.

For consideration.

Thank you.

ANNEX K

DEVELOPMENT OF QUALIFICATIONS

Developing the Training Regulations for TVET Qualifications

The Training Regulations prescribe the competency standards, the training standards and the assessment and certification arrangement for each qualification. The competency standards are the performance criteria for each element of the qualification. As such, the competency standards are the learning outcomes for each training program and each National Certificate and Certificate of Competency issued. Philippine TVET has been designed and implemented based on competency standards developed by industry practitioners and experts.

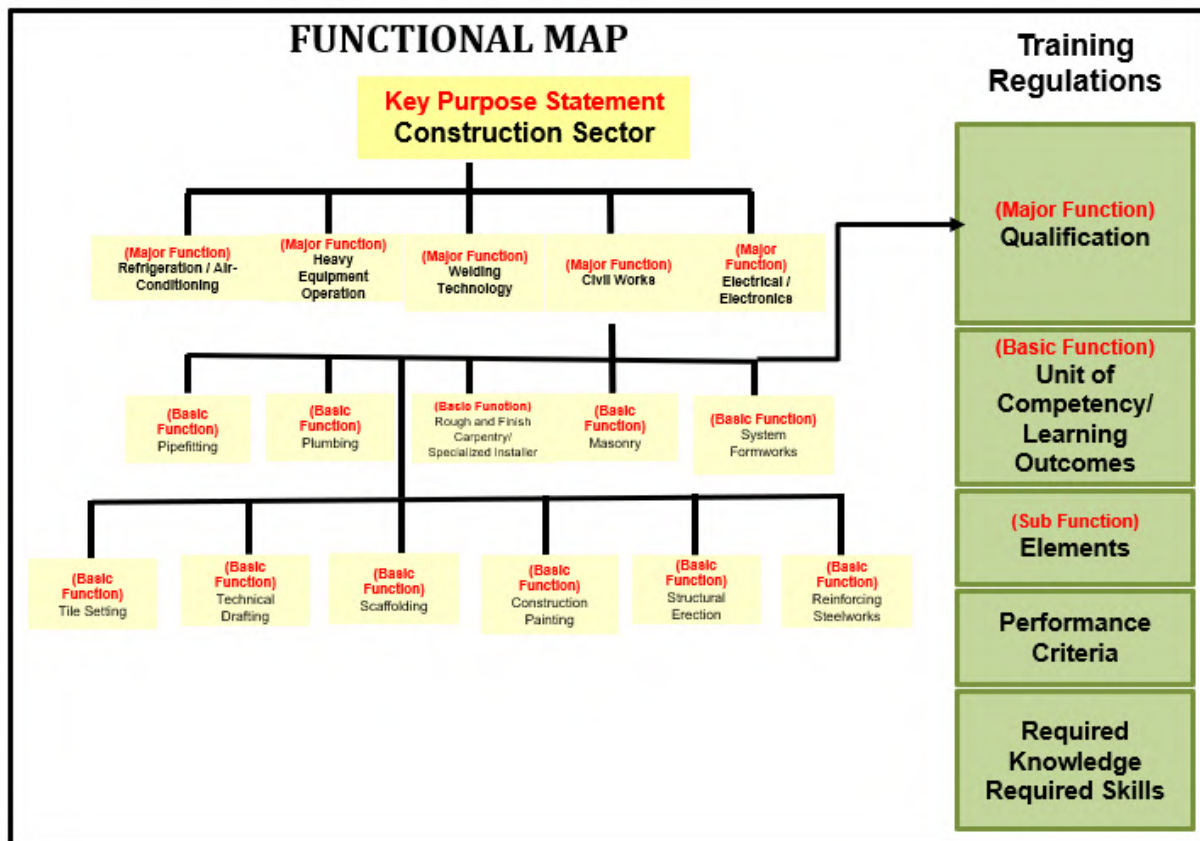
The development of TVET Qualifications starts with the **analysis of development needs** through the **conduct of sectoral consultations** with relevant industry associations (IAs) at the regional and national level and relevant government departments and agencies. The resultant outputs of the consultation process the sectoral skills requirements.

The sectoral skills requirements are further analyzed to identify the priorities for standardization and training program development since such requirements, most often, are not immediately critical in terms of skills development. The TESDA Board decides on the priorities based on the following general criteria for prioritization:

- Priority needs of the industry-sector
- Nationwide application in terms of public interest/welfare
- Employment generation and investment opportunities; and
- The criteria for skills standardization and certification, to wit:
 - Long period of education or training required;
 - Whether the performance of a competency affects and endangers people's lives and limbs; and
 - Whether the competency involves the handling of complex equipment, tools and supplies.

The occupations and jobs prioritized by the TESDA Board for competency standardization and training development are analyzed functionally by industry experts nominated by the relevant industry associations. The diagram of the functional analysis process is shown in **Figure 1**.

Figure 1 – TVET Functional Analysis



The industry sector is broken down into major functions which are further broken down into basic functions. The functional analysis serves as the basis for developing the Training Regulations which contain the 1) Competency Standards, 2) Training Arrangements and 3) National Assessment and Certification Arrangements. The sub-functions in the functional map are generally transformed into the units of competencies that will comprise the qualification under the following conditions/criteria:

1. Discrete function (it has an identifiable beginning and ending and can be completed within a short period of time);
2. The function must be performed by only one person;
3. The size of the function should not be too small as to make training and assessment fragmented; and
4. The size of the function should facilitate the identification of performance gaps from one functional area into another.

Practicing industry experts nominated by the relevant industry associations are commissioned by TESDA to develop the Training Regulations and the assessment packages. The commissioned experts and relevant government regulatory bodies for

products and production processes present the draft Training Regulations to the TESDA Board for consideration and promulgation.

To ensure transparency in the development of qualification/training regulations including the alignment to the PQF level descriptors, a zonal validation process is conducted. Zonal validation is done in focus group discussions participated in by various stakeholders from academe, labor and industry, who are not involved in the process of TR development to ensure impartiality. Nominated by relevant local stakeholder groups, the zonal discussants review the draft training regulations starting from the functional map to the identification of units of competencies and the attendant components of the training regulations. They discuss and connect the local/zonal ramifications to the national outlook on the competency standards of an occupation.

The validated qualifications/training regulations and the proposed PQF level alignment are presented by the commissioned experts and officials from related government regulatory bodies to the TESDA Board for deliberation and promulgation through a TESDA Board Resolution and authorization for publication and submission for entry into the Official Gazette.

A mandatory 3-year review of the promulgated Qualification/Training Regulation is required by the TESDA Board considering the following:

- Technology change
- Environmental/ occupational health and safety standards
- Compliance with MRAs/Regional Industry Group Competency standards / International Conventions and protocols

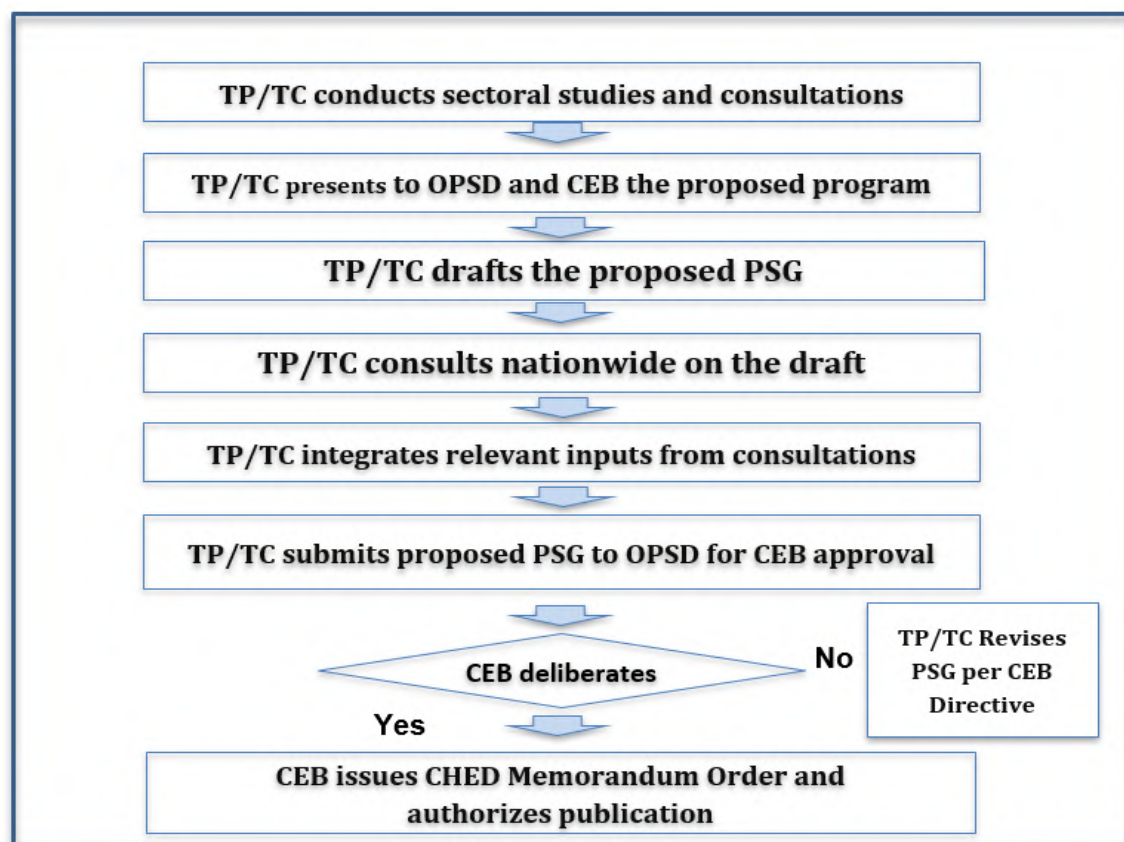
Developing the Policies, Standards and Guidelines for Higher Education

The Policies, Standards and Guidelines (PSGs) prescribe the Authority to Operate under a learning outcomes-based approach providing general provisions to follow in a learner-centered/outcomes-based system. Program Specifications include Degree name, Nature of the Field of Study, program Education Objectives, Institutional and Program Outcomes, Sample Performance Indicators, Program Assessment and Evaluation, Continuous Quality Improvement, Curriculum and the description of the Outcomes-based Teaching and Learning, Required Resources, Faculty. The shift to the outcomes-based approach is marked by the amendment of the existing PSGs as of 2017. As discussed in Criterion 1, the implementation of the shift started in 2018 and is work in progress.

In the process of formulating the Policies, Standards and Guidelines (PSGs) for higher education qualifications, the Technical Panels (TP) and Technical Committees (TC) conduct sectoral studies, focused group discussions, consultations with industry, key players, relevant government and private agencies, academe representatives and other major stakeholders to solicit inputs, comments, suggestions and recommendations. With the guidance and support of the CHED Office of Programs and Standards Development, the proposed program is presented to the Commission (CHED) en Banc

for approval to proceed with the development of the PSG. The PSG is then drafted and validated in structured and nationwide stakeholder consultations. Depending on the PSG, subsequent consultations on a revised version may be conducted but as a general rule, an amended second draft of the PSG, incorporating key stakeholder comments, is usually deemed ready to go to the Commission en Banc for approval. The CEB deliberations on the PSGs focus on the Required Minimum Set of Program Outcomes for Academic Programs at the Baccalaureate Level. Once the CEB approves a PSG, a corresponding CHED Memorandum Order is issued and the PSG is deployed to all stakeholders, most especially to all HEIs. Figure 2 illustrates how a PSG is developed.

Figure 2: Flow of the Development of CHED Policies, Standards and Guidelines.



The Required Minimum Set of Programs Outcomes for Baccalaureate Level Academic Programs are presented in **Annex G**.

Developing the Table of Specifications for Professional Licensing

The Professional Regulation Commission follows the procedure for development and issuance of the Table of Specifications which are the basis for the licensure examinations for regulated professions.

- All Professional Regulatory Boards prepare, adopt, issue and update the Table of Specifications of the subjects for examinations in consultation with the Commission on Higher Education, academe, industry, professional organization based on the corresponding Philippine Qualifications Framework descriptors. Upon recommendation of the Professional Regulatory Board, the PRC Commission approves the adoption of the Table of Specifications.
- All Professional Regulatory Boards formulate on a regular basis items for licensure examinations based strictly on the Table of Specifications. The Test Development Division coordinates the consultation meeting of the Professional Regulatory Boards with the Test Consultant prior to encoding of new and revised items and provides the accomplished Item Analysis Matrix to the Professional Regulatory Boards. The Test Consultant assists the Professional Regulatory Boards in their preparation and formulation of new test items and in revising and improving administered items based on the item analysis results.
- A peer review is conducted by the Professional Regulatory Boards with an assigned Test Consultant. The peer review focuses on the concept and competency being tested, adherence to the Table of Specifications, formulation of the stem and the options and computation of the minimum pass level. The Professional Regulatory Boards subsequently submits to the Rating Division their respective monthly reports on the preparation/formulation of test items and peer review prior to encoding of their test questions into the Test Question Databank System.
- The test items formulated and peer reviewed are then encoded into the Test Question Databank System. The Professional Regulatory Boards are responsible for merging and extracting test questions.

ANNEX L: CHED Handbook on Typology, OBE and ISA

**HANDBOOK ON TYPOLOGY, OUTCOMES-BASED EDUCATION
AND INSTITUTIONAL SUSTAINABILITY ASSESSMENT**



HANDBOOK ON TYPOLOGY, OUTCOMES-BASED EDUCATION, AND INSTITUTIONAL SUSTAINABILITY ASSESSMENT

2014
COMMISSION ON HIGHER EDUCATION

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Commission on Higher Education

Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment

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Office of Institutional Quality Assurance and Governance

HEDC Building, C.P. Garcia Avenue, U.P. Diliman, Quezon City, 1101 Philippines

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This handbook can be downloaded in PDF from the CHED website, www.ched.gov.ph.

CONTENTS

ACKNOWLEDGEMENTS.....	6
ACRONYMS	7
PART I – INTRODUCTION	8
PART II – HORIZONTAL AND VERTICAL TYPOLOGIES.....	12
Choosing Your Horizontal Type	13
Operational Criteria for the Different Horizontal Types.....	15
Vertical Classification as a Measure of Quality	17
Program Excellence	18
Institutional Sustainability and Enhancement.....	18
Autonomy and Deregulation	20
PART III – OUTCOMES-BASED EDUCATION	24
Determining Program Outcomes	27
Aligning with the HEI’s VMG	27
Using PSGs as Guide to Determining Program Outcomes	28
Using HEI Type	28
Determining Performance Indicators and Standards.....	30
Indicators, Metrics, Targets	31
Designing the Learning Environment.....	32
Preparing a Curriculum Map	32
Planning for Resources	33
Implementing the Teaching-Learning System.....	34
Curriculum Delivery: Student-Centered Courses	34

Developing an Outcomes-Based Syllabus and Learning Plan	35
Assessment of the Program Outcomes	40
Completing the Quality Cycle: Continuous Quality Improvement	41
PART IV – INSTITUTIONAL SUSTAINABILITY ASSESSMENT: TOWARDS OUTCOMES-BASED QUALITY ASSURANCE	43
Determining Institutional Outcomes	43
Outcomes based on HEI VMG	43
Describing the Ideal Graduate Attributes and Impact on Society	45
Indicators, Metrics, Targets	48
Designing Institutional Systems	48
Planning for Resources	49
Planning with the KRAs	49
Implementing the QA Systems	56
Efficiency and Effectiveness	56
QA Systems for the KRAs	57
Assessment of the Institutional Outcomes	58
The Institutional Sustainability Assessment Tool	59
Completing the Quality Cycle: Continuous Quality Improvement	59
PART V – DEFINITION OF TERMS.....	60
BIBLIOGRAPHY	71
ANNEX 1 – CRITERIA FOR COMMITMENT TO EXCELLENCE: EQUATIONS TO DETERMINE POINTS FOR LOCAL ACCREDITATION	73

ANNEX 2 – INSTITUTIONAL SUSTAINABILITY ASSESSMENT FRAMEWORK	75
<i>Table A2-1. ISA: KRA Indicators and Criteria</i>	<i>75</i>
<i>Table A2-2. ISA Indicators by HEI Type</i>	<i>76</i>
<i>Table A2-3. Summary of ISA Indicators according to HEI Type</i>	<i>77</i>
<i>Table A2-4. Rubric for Rating Each Indicator</i>	<i>77</i>
<i>Table A2-5. Minimum Scores to Qualify for Autonomous and Deregulated Status</i>	<i>78</i>
ANNEX 3 – SAMPLE CURRICULUM MAPS FROM THE NURSING PROGRAM	79
ANNEX 4 – RECOMMENDED VERBS FOR WRITING LEARNING OUTCOMES	83
ANNEX 5 – SAMPLE SYLLABUS	86
ANNEX 6 – SAMPLE LEARNING PLAN	87
ANNEX 7 – PROGRAM OUTCOMES – PERFORMANCE INDICATORS – ASSESSMENT EVALUATION METHODS – STANDARDS MATRIX	88

LIST OF FIGURES

Figure 1. Outcomes-Based Quality Assurance	9
Figure 2. Outcomes-Based Framework for Higher Education	10
Figure 3. Framework for Outcomes-based Education	24
Figure 4. Sample of a SWOT Analysis for an HEI	45

LIST OF TABLES

Table 1. Criteria for Commitment to Excellence (70%)	18
Table 2. Criteria for Institutional Sustainability and Enhancement (30%)	19
Table 3. Point System for Autonomous by Evaluation (Minimum of 80 points plus additional evidences)	20
Table 4. Point System for Deregulated by Evaluation (Minimum of 65 points plus additional evidences)	22

Table 5. Ideal Typical Depiction of Inputs-based and Outcomes-based Education Paradigms.....	25
Table 6. Changing Educational Paradigms and their Implication for Education	27
Table 7. Sample Curriculum Map	33
Table 8. Shift in Perspective using an Outcomes-based Approach.....	36
Table 9. Sample Elements of a Learning Plan.....	40

LIST OF BOXES

Box 1. Examples of Program Outcomes by Discipline	29
Box 2. Examples of Learning Outcomes.....	30
Box 3. Example of Determining Learning Outcomes	36
Box 4. Ten Points to Remember in Writing Outcomes.....	37
Box 5. Example of Selection of Methodology	38
Box 6. A System Illustrating how OBE Concepts can be Practiced as Developed by TP for Engineering	42
Box 7. Example of Institutionalizing QA Systems	47
Box 8. Example of Setting Indicators, Metrics, and Targets.....	48
Box 9. Points to Consider in KRA Governance and Management	51
Box 10. Points to Consider in KRA Quality of Teaching and Learning	52
Box 11. Points to Consider in KRA Professional Exposure, Research, and Creative Work	54
Box 12. Points to Consider in KRA Support for Students.....	55
Box 13. Points to Consider in KRA Relations with the Community	56

ACKNOWLEDGEMENTS

In a borderless society, cross-country mobility of students, workers, and businesses is bound to happen. For the Philippines, this means more opportunities for the Filipinos to study or work abroad as well as more foreign students and workers coming in the country. But to be globally competitive, there is a need to ensure that Filipinos have the right competencies and attitudes through excellent quality education at all levels.

To address the demands and challenges of an international community, the Philippine government have been implementing educational reforms for the past few years. In basic education, we have the universalization of kindergarten, the mother-tongue based education in the early years, and the senior high school.

In higher education, we have shifted from an inputs-based to an outcomes-based education (OBE), thus placing the students in the center of all educational planning. There is also a recognition that higher education institutions (HEIs) are different from each other and thus, a typology or classification of HEIs was developed to guide HEIs to have an alignment among their vision, mission, and goals (VMGs); their desired graduate attributes and impact on society; and their educational programs. A major key that will enable HEIs to achieve their VMGs is their institutional quality assurance systems which they could establish following the Institutional Sustainability Assessment (ISA) framework.

There have been questions on the typology of HEIs, OBE, and ISA and these concepts have been explained in CMO No. 46, series 2012, however, the specifics can be found in this handbook. It was not designed to be comprehensive, but it gives enough information to guide HEIs, the Technical Panels and Technical Committees of the Commission on Higher Education (CHED), and other stakeholders to move forward towards an outcomes-based and typology-based quality assurance.

This handbook would have not materialized without the technical expertise and assistance of the Task Force to Assist the Management of the Transition to Outcomes-based and Typology-based Quality Assurance (TFOTQA). CHED is greatly appreciative of the unselfish contribution and collective effort of the TFOTQA members, chaired by Dr. Maria Assunta Cuyegkeng and co-chaired by Dr. Reynaldo Vea.

Special thanks also goes to Commissioner Maria Cynthia Bautista and Dr. Allan Bernardo who were part of the Task Force on Quality Assurance (TFQA) that conceptualized the typology of HEIs.

ACRONYMS

ABET	Accreditation Board for Engineering and Technology
ASEAN	Association of Southeast Asian Nations
CHED	Commission on Higher Education
CMO	CHED Memorandum Order
COD	Center of Development
COE	Center of Excellence
CQI	Continuous Quality Improvement
CSO	CHED Special Order
EHEA	European Higher Education Area
EUR-ACE	EUR opean AC credited E ngineer
HEI	Higher Education Institution
HOTS	Higher Order Thinking Skills
ICT	Information and Communications Technology
IQuAME	Institutional Quality Assurance Monitoring and Evaluation
ISA	Institutional Sustainability Assessment
IT	Information Technology
LLL	Lifelong Learning
KPI	Key Performance Indicator
KSA	Knowledge, Skills, and Attitudes
MRA	Mutual Recognition Agreements
OBE	Outcomes-based Education
OBTL	Outcomes Based Teaching and Learning
OJT	On-the-Job Training
PEO	Program Educational Objectives
PQA	Philippine Quality Award
PQF	Philippine Qualification Framework
PTC	Philippine Technological Council
PSG	Policies, Standards, and Guidelines
QA	Quality Assurance
SED	Self-Evaluation Document
SMART	Specific, Measurable, Attainable, Realistic, and Time-bound
STCW	Seaman's Training Certification Watchkeeping
SWOT	Strengths, Weaknesses, Opportunities and Targets
TFQA	Task Force on Quality Assurance
TP	Technical Panel
VMG	Vision, Mission and Goals

PART I – INTRODUCTION

“The changing realities spurred by globalization underscore the shift in contemporary international education discourse from education to lifelong learning, and from education as transmission of expert knowledge to education as building learner competencies – including learning how to learn.”¹

Furthermore, *“jobs can be moved readily from one country to another, and multi-national employers do not hesitate to relocate jobs to their maximum advantage. There will be many factors influencing relocation, including cost, access to markets, and the regulatory environment of a country, among others.”²*

These are realities that Philippine higher education institutions (HEIs) have to face or already facing as they compete in a global and regional arena, where borders are starting to disappear.

What this means is that the competitive advantage of Philippine HEIs – and in many cases, their survival – is premised on their ability to offer quality degree programs that meet world-class standards and produce graduates with lifelong learning competencies. HEIs are therefore expected to develop *“human resources with various types of knowledge, competencies, and expertise, especially in support of the social, economic, and development needs of the Philippines.”³*

As such, the Commission on Higher Education (CHED) *“supports the development of HEIs into mature institutions by engaging them in the process of promoting a culture of quality. Premised on a shared understanding of quality, CHED encourages institutional flexibility of HEIs in translating policies into programs and systems that lead to quality outcomes, assessed and enhanced within their respective internal quality assurance (QA) systems.”⁴*

CHED Memorandum Order (CMO) No. 46, series 2012, entitled “Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA” discussed the role of the state in providing quality education to its citizens. It also discussed how quality in higher education has been defined in different ways, often as “excellence” or “fitness for purpose”, but also as “transformation” of stakeholders, especially for mature institutions.⁵

Taking these important elements as bases, CHED defines quality as the *“alignment and consistency of the learning environment with the institution’s vision, mission, and goals demonstrated by exceptional learning and service outcomes and the development of a culture of quality.”⁶*

Quality, thus, is premised on the HEIs’ ideals and on their commitment to achieve them while involving their respective organizations in the process. This kind of commitment is translated into having a mindset for QA which is *“about ensuring that there are mechanisms,*

¹ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 11, p. 4.

² *Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs*, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA, p. 14.

³ *Ibid.*, p. 15.

⁴ *Ibid.*, p. 14.

⁵ Harvey, L. and Green, D. (1993), “Defining quality”, *Assessment and Evaluation in Higher Education*, 18(1): 9-34.

⁶ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 6, p. 3.

procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered.”⁷

“The internal capacity of HEIs to translate policy into quality programs and quality results depends on established internal QA systems. The starting point of QA is the articulation of the desired quality outcomes, set within the context of the HEI’s Vision, Mission, and Goals (VMG).”⁸

The VMG can be stated in operational terms as the HEIs’ *institutional outcomes* (i.e., attributes of ideal graduates and desired impact on society) that would serve as the foundation for the development of a proper learning environment (i.e., teaching-learning and support systems). It is important to note that the learning environment needs to be focused on developing the attributes of the HEIs’ ideal graduates.

This then is CHED’s definition of *outcomes-based education*: it is an approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve the desired level of competence. Thus, this kind of teaching-learning system will have its appropriate assessment of student performance.

The HEI’s management systems are set up to support its goals and strategies. There should be appropriate assessment tools to measure performance and to check if the mechanisms, procedures, and process actually deliver the desired quality. Such systems and processes, when properly implemented could lead to quality outcomes as well as sustainable programs and initiatives (refer to Figure 1). QA systems then “*look at institutional performance in terms of the HEI’s capacity to translate policy (in terms of VMG) into quality programs and quality results.*”⁹

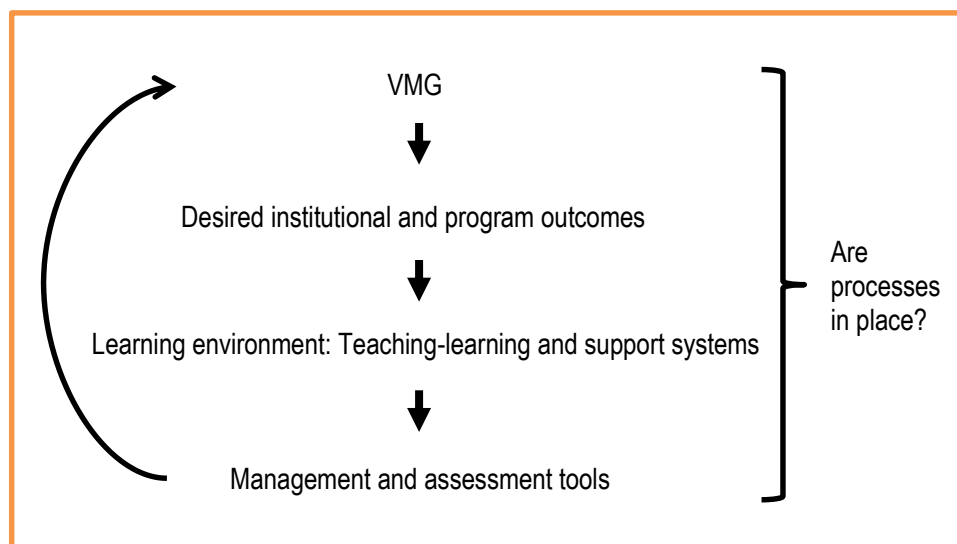


Figure 1. Outcomes-Based Quality Assurance

In the context of CHED, these internal QA systems should focus on programs and institutional processes. These should also look into the cycle of planning, implementation, assessment, and transformation (refer to Figure 2, adapted from CMO No. 46, series 2012).¹⁰

⁷ Ibid., Section 7, p. 3.

⁸ *Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs*, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA, p. 14.

⁹ Ibid., p. 16

¹⁰ Deming, W. E. (1986). *Out of the Crisis*. Massachusetts: Massachusetts Institute of Technology Press, p. 88.

Moreover, “QA can be carried out with the help of external agencies, like CHED and the accrediting bodies. The role of CHED is to oversee a rational and cohesive system that promotes quality according to the typology of HEIs. This recognizes that different types of HEIs have different requirements in terms of the qualifications and corresponding desired competencies of their graduates, their programs, the qualifications of their faculty, their learning resources and support structures, and the nature of their linkages and outreach activities.”¹¹

“This also means that CHED will have different incentives depending on the type of HEI, and programs of recognition within each type, e.g., autonomous and deregulated status, and Centers of Excellence (COEs) and Centers of Development (CODs).”¹²

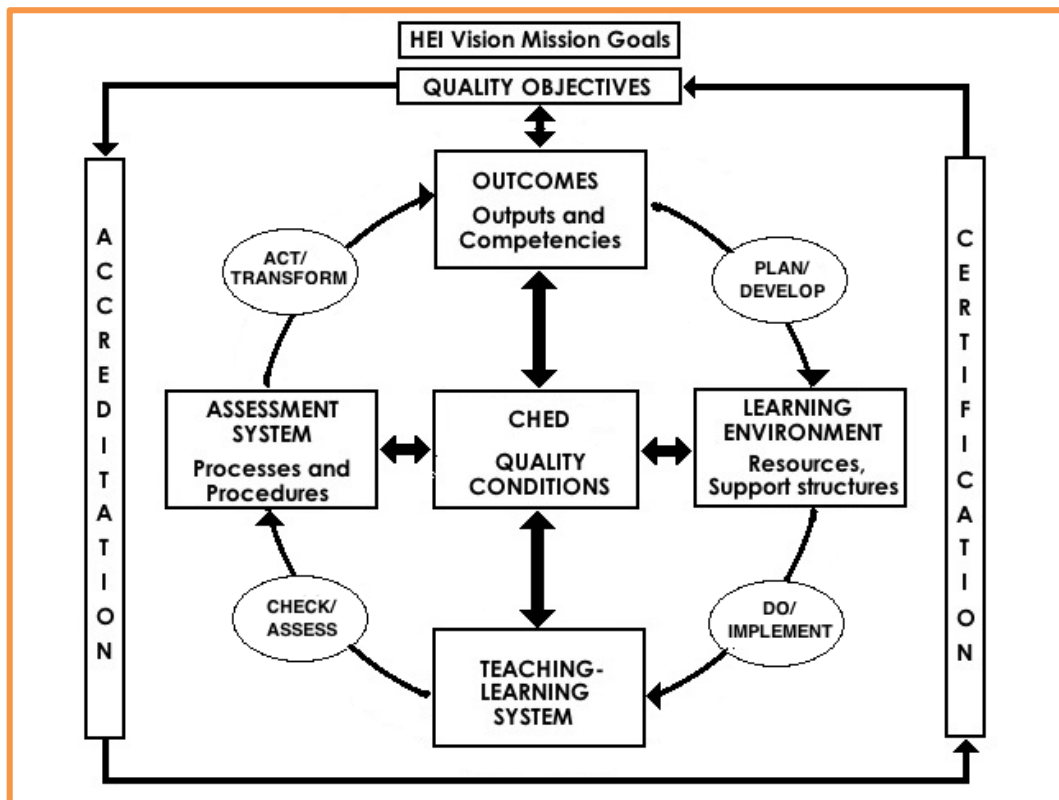


Figure 2. Outcomes-Based Framework for Higher Education

CHED is adopting an *outcomes-based approach* to assessment (including monitoring and evaluation) because of its potential “to greatly increase both the effectiveness of the QA system, and the quality, efficiency, and effectiveness of higher education.”¹³ There is a need to demonstrate that the achievement of outcomes matches international norms. The Philippine Qualification Framework (PQF) was designed to make our system more aligned with these norms, including the Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework, Washington Accord for engineering, Seoul Accord for information technology, Canberra Accord for architecture; and the Seaman’s Training Certification Watchkeeping (STCW) for maritime.

¹¹ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 9, p. 3

¹² *Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs*, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA, p. 16.

¹³ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 14, p. 4.

Increasingly, these agreements are made among accrediting bodies and the government is entering into Mutual Recognition Agreements (MRAs) with ASEAN. These allow for global mobility (e.g., for studies and employment) and competitiveness of graduates in whatever industry they are involved in. This can be achieved through quality tertiary education, thus, CHED is interested in developing the systems that would help the country produce the best professionals and more competitive Philippine-based companies.

“Mature evaluation systems are based upon outcomes, looking particularly into the intended, implemented, and achieved learning outcomes. Inputs and processes remain important, as they shape the learning experience that is made available to students.”¹⁴

“CHED adopts two different approaches to outcomes-based evaluation of programs and of institutions.”¹⁵

Approach 1: *“A direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes.”¹⁶ “This can provide a basis for program accreditation.”¹⁷*

Approach 2: *“An audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes. Such an audit will not normally make direct judgments on academic programs, but it will consider program-level evidence to the extent necessary to establish that institutional systems are functioning properly.”¹⁸ “This can provide a basis for institutional accreditation.”¹⁹*

“A move to outcomes-based evaluation from an evaluation system based more on inputs represents a shift to a review process that is more reflective, e.g., asking the HEI to provide justification for their initiatives and chosen strategies, in view of its VMG and desired outcomes. Factual data are still required to support the HEI’s effective performance but not as an end in itself. This approach is less prescriptive, and gives the institution the opportunity to propose solutions that is more fitting to its VMG, culture, and context.”²⁰

This handbook discusses horizontal and vertical typologies of HEIs since their type will be the bases of their quality outcomes (refer to Part II). It also serves as a guide to HEIs on how to implement outcomes-based education (refer to Part III) and outcomes-based quality assurance, specifically institutional sustainability assessment (refer to Part IV). It also contains definitions of terms that are relevant to quality, quality assurance, outcomes-based education, among others (refer to Part V).

¹⁴ *Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs*, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA.

¹⁵ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 16, p. 5.

¹⁶ *Ibid.*

¹⁷ *Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs*, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA.

¹⁸ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 16, p. 5.

¹⁹ *Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs*, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA.

²⁰ *Ibid.*

PART II – HORIZONTAL AND VERTICAL TYPOLOGIES

Quality is premised on the:

- 1) alignment and consistency of the learning environment with the HEI's VMG;
- 2) demonstration of exceptional learning and service outcomes; and
- 3) development of a culture of quality.

The first element is related to the horizontal type of the HEI while the last two are related to *level of program excellence* and *institutional quality*.

Program excellence is manifested through accreditation, Centers of Excellence and Development, and international certification.

Institutional quality is manifested through institutional accreditation, Institutional Sustainability Assessment (ISA), or other evidences in the areas of governance and management; quality of teaching and learning; quality of professional exposure, research, and creative work; support for students; and relations with the community.²¹

Furthermore, the maturity of the HEI's internal QA system can be seen in the institutionalization and documentation of systems or processes in the HEI, the extent of implementation of these systems or processes, and the quality outcomes that contribute to program excellence.

The overall quality is reflected in the vertical typology of the HEI as:

- *Autonomous HEI (by Evaluation)*,
- *Deregulated HEI (by Evaluation)*, or
- *Regulated HEI*.

CHED recognizes that particular types of HEIs will respond fittingly to particular global and national challenges, and thus can be autonomous or deregulated in view of their horizontal type, namely *Professional Institution*, *College*, or *University*.

Although the mandates of the types are *not mutually exclusive*, they provide focus for the HEI, especially in the use of resources. They are differentiated through features in their desired competency of graduates, kinds of academic and co-curricular programs, qualification of faculty, learning resources and support structures, and the nature of their linkages and outreach activities.

²¹ Evidences in the five KRAs would be considered in the interim. There is a further recommendation to allow accrediting agencies to use this instrument in parts or en toto.

Choosing Your Horizontal Type

As described in CMO No. 46, series 2012, the different horizontal types have different roles to play in the national development of the Philippines.

“Professional Institutions contribute to nation building by providing educational experiences to develop technical knowledge and skills at the graduate and undergraduate levels, which lead to professional practice, e.g., Engineering, Medicine, Law, IT, Management, Teacher Education, Maritime Education). Professional Institutions develop adults who will have the technical and practical know-how to staff the various professional sectors that are required to sustain the economic and social development of the country and the rest of the world, as well as to contribute to innovation in their respective areas.”²²

In line with this mandate, Professional Institutions should have:²³

- 1) Full-time permanent faculty members who have the relevant degrees as required by CHED, as well as professional licenses and/or professional experience in the subject areas they handle;
- 2) Degree programs in professional fields that develop graduates with specialized skills;
- 3) Learning resources and support structures that are appropriate for developing professional knowledge and skills, including laboratories, practicum sites or internship programs, linkages with the relevant professional sectors, etc.;
- 4) Sustained program linkages with relevant industries, professional groups, and organizations that support the professional development programs; and
- 5) Outreach programs involving all students in social-development oriented experiences that allow them to develop the service orientation in their professions.

“Colleges contribute to nation building by providing educational experiences to develop adults who have the thinking, problem solving, decision-making, communication, technical, and social skills to participate in various types of employment, development activities and public discourses, particularly in response to the needs of the communities they serve. In order to attain its mandate, Colleges should have:”²⁴

- 1) Full time permanent faculty members who have the relevant graduate degrees as required by CHED and/or experience in the subject areas they handle;
- 2) Degree programs characterized by a core curriculum that holistically develops thinking, problem solving, decision-making, communication, technical, and social skills in line with the mission of the College;
- 3) Learning resources and support structures that are appropriate for developing knowledge and skills in the specific natural science, social science, humanities, and professional disciplines offered by the college, including laboratories, books and journals, etc.;
- 4) Links with the community that would ensure the development of relevant academic and extension programs as well as the application of their learning outcomes; and

²² CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 23, p. 7.

²³ Ibid., Section 23.1, p. 7.

²⁴ Ibid., Section 23.2, pp. 7 – 8.

- 5) *Outreach programs involving students in social-development oriented experiences that allow them to contextualize their knowledge within actual social and human experiences.*

“Universities contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinal areas and by emphasizing the development of new knowledge and skills through research and development. The focus on developing new knowledge is emphasized from the basic post-secondary (i.e., baccalaureate) academic programs through the doctoral programs; thus, a research orientation is emphasized in the Bachelor, Master’s and doctoral degree programs. Universities contribute to nation building by producing experts, knowledge, and technological innovations that can be resources for long-term development processes in a globalized context. In order to attain its mandate, Universities should have:”²⁵

- 1) *Faculty members with relevant degrees in their areas of specialization as required by CHED, and who participate in research and development activities in their respective disciplines as evidenced by refereed publications, and other scholarly outputs;*
- 2) *A comprehensive range of degree programs in all levels, from basic post-secondary to doctoral programs;*
- 3) *Viable research programs in specific (disciplinal and multidisciplinary) areas of study that produce new knowledge as evidenced by refereed publications, citations, inventions and patents, etc.;*
- 4) *Comprehensive learning resources and support structures (e.g., libraries, practicum laboratories, relevant educational resources, and linkages with the relevant disciplinal and professional sectors) to allow students to explore basic, advanced, and even cutting edge knowledge in a wide range of disciplines or professions;*
- 5) *Links with other research institutions in various parts of the world that would ensure that the research activities of the university are functioning at the current global standards; and*
- 6) *Outreach activities that allow the students, faculty, and research staff to apply the new knowledge they generate to address specific social development problems, broadly defined.*

²⁵ Ibid., Section 23.3, p. 8.

Operational Criteria for the Different Horizontal Types

The following operational criteria should guide the HEI as to which data it needs to prepare in order to be typed as a Professional Institution, College, or University.

To be typed as a Professional Institution:²⁶

- 1) *At least 70% of the enrollment (graduate and undergraduate levels) is in degree programs in the various professional areas²⁷ ...*
- 2) *At least 60% of the academic degree program offerings are in the various professional areas ... and have enrollees.*
- 3) *There should be a core of permanent faculty members. Until 2017, at least 50% of full time permanent faculty members have the relevant degrees as required by CHED ... as well as professional licenses (for licensed programs) and/or professional experience in the subject areas they handle, ... All other faculty should have the relevant degrees, professional licenses (for licensed programs), and/or professional experience in the subject areas they handle (e.g. in the event a professional institute has doctoral programs, all faculty members teaching in these programs must have doctoral degrees).*
- 4) *Learning resources and support structures are appropriate to the HEI's technical or professional programs.*
- 5) *There are sustained program linkages with relevant industries, professional groups and organizations that support the professional development programs. Outreach programs develop in students a service orientation in their professions.*

These minimum requirements for Professional Institutions should be reviewed by 2017, to determine if these are responsive to the development needs of the country.

To be typed as a College:²⁸

- 1) *At least 70% of undergraduate programs have a core curriculum that develops thinking, problem solving, decision-making, communication, technical, and social skills in line with the College's mission ...*
- 2) *There should be a core of permanent faculty members. Until 2017, at least 50% of the full time permanent faculty members have the relevant degrees as required by CHED in the subjects they handle All other faculty should have the relevant degrees as well as licenses (for licensed programs), and/or experience in the subject areas they handle (e.g. In the event the college has doctoral programs, all faculty members teaching in these programs must have doctoral degrees).*
- 3) *Learning resources and support structures are appropriate for the HEIs' programs.*

²⁶ *Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA. Section 5.3.1, p. 18.*

²⁷ *Examples: Engineering, Health, Medicine, Law, Teacher Education, Maritime, Information Technology, Management, Communication, Agriculture, Forestry, and Fisheries, among others.*

²⁸ *Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA. Section 5.3.2, p. 19.*

- 4) *Outreach programs in the relevant geographic or special communities towards which the College mission is oriented allow students to contextualize their knowledge within actual social and human experiences.*

These minimum requirements for Colleges should be reviewed by 2017, to see if these are responsive to the development needs of the country.

To be typed as a University:²⁹

- 1) *The presence of graduate students manifests the training of experts, who will be involved in professional practice and/or discovery of new knowledge.*
- 2) *Academic degree programs should be comprehensive and manifest the pursuit of new knowledge.*
- 3) *There are at least twenty (20) active academic degree programs with enrollees, at least six of which is at the graduate level.*
- 4) *There is at least one doctoral program in three different fields of study³⁰ (disciplines or branches of knowledge) with enrollees.*
- 5) *All graduate programs and at least 50% of baccalaureate programs require the submission of a thesis/project/or research papers.*
- 6) *There should be a core of permanent faculty members. All full-time permanent faculty members and researchers have the relevant degrees as required by CHED. ... All faculty members teaching in the doctoral programs have doctoral degrees. All other faculty should have the relevant degrees, professional licenses (for licensed programs), and/or relevant experience in the subject areas they handle.*
- 7) *At least thirty (30) full-time faculty members or 20% of all full-time faculty, whichever is higher, are actively involved in research.*
- 8) *Any one of these conditions:*
 - 8.1 *Annual research cost expenditure for the past five years is equivalent to at least PhP75,000 x the number of faculty members involved in research³¹; or*
 - 8.2 *At least 5% of full-time faculty members engaged in research have patents, articles in refereed journals, or books published by reputable presses in the last ten years³²*
- 9) *Comprehensive learning resources and support structures allow students to explore basic, advanced, and even cutting edge knowledge in a wide range of field of study/disciplines or professions.*
- 10) *Links with other research institutions in various parts of the world ensure that the research activities of the university are functioning at the current global standards.*

²⁹ Ibid., Section 5.3.3, pp. 19 – 21

³⁰ For purposes of this CMO, field of study refers to recognized areas of specialization within a discipline (IACES and NSCB, 2006, p. 33). Given this definition, the comprehensiveness of a university may be gauged from the existence of programs representing a range of disciplines in different branches of knowledge; different disciplines within a branch of knowledge; or different recognized fields of study within a discipline.

³¹ Including external grants, monetary value of research load of faculty members, equipment, and similar expenses credited to research.

³² Includes the CHED-accredited journals.

- 11) Outreach activities allow the students, faculty, and research staff to apply the new knowledge they generate to address specific social development problems, broadly defined.

These minimum requirements for Universities – particularly the numbers and percentages pertaining to academic degree programs, faculty, and costs – should be reviewed by 2017, to see if these are responsive to the development needs of the country.

HEIs recognized as universities before the establishment of CHED or granted such status by the Commission will retain their status unless they choose to be classified differently along the horizontal typology.

Furthermore, the lead university for HEIs that are recognized as university system status ought to meet the requirements for university by 2014. By 2017, the system as a whole must meet the 2017 requirement for university status.

To facilitate the gathering of data of the HEIs, a template (in MS Excel format) is available for download at the CHED website. Although this may seem overwhelming at first, the data will provide the HEI with basic information that it can use for effective strategic management. Most of the data asked for are also data that accrediting agencies and applications for COE/COD may require.

Vertical Classification as a Measure of Quality

As mentioned earlier, the overall quality is reflected in the vertical typology of the HEI.

“Autonomous HEIs (by Evaluation) demonstrate exceptional institutional quality and enhancement through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of Centers of Excellence (COE) and/or Development (COD), and/or international certification. In particular, they show evidence of outstanding performance consistent with their horizontal type, e.g., research and publications for universities; creative work and relevant extension programs for colleges; and employability or linkages for professional institutes.

Deregulated HEIs (by Evaluation) demonstrate very good institutional quality and enhancement through internal QA systems, and demonstrate very good program outcomes through a good proportion of accredited programs, the presence of COEs/CODs, and/or international certification. In particular, they show evidence of very good performance consistent with their horizontal type.

Regulated HEIs are those institutions, which still need to demonstrate good institutional quality and program outcomes.”³³

“Vertical classification is based on the assessment of the HEI’s **Commitment to Excellence** and **Institutional Sustainability and Enhancement**. Commitment to Excellence mainly considers program excellence while Institutional Sustainability and Enhancement is largely based on institutional quality.”³⁴

³³ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 25, p. 9.

³⁴ Ibid., Section 26, pp. 9 – 10.

A maximum of 70 percentage points is awarded for Commitment to Excellence (refer to Table 1) while a maximum of 30 percentage points is awarded for Institutional Sustainability and Enhancement (refer to Table 2).³⁵

Program Excellence

Table 1 shows the criteria and corresponding point system for Commitment to Excellence which include the presence of COEs and/or CODs, program accreditation (local/international), and international program certification.³⁶

Commitment to Excellence cannot be fully manifested using just one criterion. Ideally, points from at least two criteria are needed to get the maximum points.

Points for local accreditation (refer to Annex 1) are obtained using the proportion of accredited programs to the total number of programs that can be accredited, as well as the level of accreditation.

Thus, commitment to excellence is shown by the efforts of the HEI to have a good proportion of their programs accredited at a high level.

Table 1. Criteria for Commitment to Excellence (70%)

Criteria	No. of points	Max points that can be awarded
COE	10/COE	60
COD	5/COD	
Local accreditation	(Refer to Annex 1)	60
International accreditation (CHED recognized-mobility)	10/program	40
International certification	10/program	20

Institutional Sustainability and Enhancement

Table 2 shows the criteria and corresponding point system for Institutional Sustainability and Enhancement which include institutional accreditation, institutional certification (local/international), the Institutional Sustainability Assessment (ISA) and international institutional certification (such as ISO for institutions).³⁷

An HEI may accumulate more points for each area but only the maximum number of points will be awarded.

In the interim, in the absence of the suggested evidences, assessment can be made on the basis of additional evidence in the areas of Governance and Management, Quality of Teaching and Learning, Quality of Professional Exposure/Research/Creative Work, Support

³⁵ *Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA*. Section 6.3, p. 22.

³⁶ *Ibid.*, Section 6.3.1, p. 22.

³⁷ *Ibid.*, Section 6.4, p. 23.

for Students, and Relations with the Community, however, the points awarded for these evidences will be smaller than those given to HEIs that went through the formal processes.³⁸

After the interim, CHED will use the Institutional Sustainability Assessment (ISA) Framework (refer to Annex 2).

Table 2. Criteria for Institutional Sustainability and Enhancement (30%)

Criteria	No. of points	Max points that can be awarded
Institutional accreditation		30
- based on program accreditation³⁹ - using instrument for type-based institutional accreditation	25 ⁴⁰ Points to be aligned with the ISA ⁴¹	
IQuAME (Categories from 2005-2010)	Category A: 30 Category B: 25	30
Institutional Sustainability Assessment ⁴²	Ave $\geq$ 2.75 : 30 2.75 > Ave $\geq$ 2.50 : 25 2.50 > Ave $\geq$ 2.00 : 20 Six Sigma, Baldrige PQA	30
Institutional certification	ISO 2014: 25 ISO 9001: 20	25
Additional evidence (type-based): - Governance & Management - Quality of Teaching & Learning - Quality of Professional Exposure/ Research/ Creative Work - Support for Students - Relations with the Community	Max 4/key result area	20

³⁸ Ibid., Section 6.4.1, p. 24.

³⁹ Program-based institutional accreditation is considered only for the transition period, i.e. May 2014-May 2015 when the HEIs renew/apply for autonomy and deregulation. For this period, it is assumed that these HEIs meet the minimum ISA scores. After the interim, accrediting agencies are recommended to have their own type-based institutional accreditation that may use elements of the CHED ISA. Their scores have to be harmonized with ISA. The accrediting agency makes a proposal of equivalences to CHED; approved equivalences may be used in the vertical classification by 2015 (for institutions seeking initial institutional accreditation) and by 2017 (for institutions seeking renewal of institutional accreditation).

⁴⁰ As accreditation bodies harmonize their criteria and develop institutional accreditation separate from program accreditation, "having a high number of accredited institutions" may be a criterion that will merit higher maximum points than 25.

⁴¹ Refer to Footnote 38.

⁴² Refer to Annex 2.

Autonomy and Deregulation

In the vertical classification, HEIs that accumulate 80 points may be classified as Autonomous (refer to Table 3) while those with a minimum of 65 points may be classified as Deregulated (refer to Table 4). The HEIs should also show type-based evidences, *which should already form part of the materials for COEs/CODs and/or accreditation*. Thus, most of these evidences should already be available to the HEIs. This further means that there can be Autonomous and Deregulated HEIs in the different horizontal types.

Note that CHED is using a “moving target” framework in both cases, in order to give time for HEIs to adjust to the new system before raising the bar for quality in 2017.

*Table 3. Point System for **Autonomous** by Evaluation (Minimum of 80 points plus additional evidences)⁴³*

Horizontal Type	Evidences by 2014	Evidences by 2017
Professional Institution	1. The Institutional Sustainability Score (e.g. ISA) or its equivalent ⁴⁴ ≥ 2.75 (see Annex 2).	1. The Institutional Sustainability Score or its equivalent ⁴⁵ ≥ 2.75 (see Annex 2).
	2. Any two of the following:	2. Any two of the following:
	a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is higher than the national passing rate ⁴⁶ in board/licensure exams, in the last five years.	a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is at least 1.1 times than the national passing rate in board/licensure exams, in the last three years .
	b. At least two programs are accredited under internationally agreed upon criteria and procedures, which promote professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a probationary member of said Accord, etc.)	b. At least two programs are accredited under internationally agreed upon criteria and procedures, which guarantee professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a full signatory of said Accord; Bologna Accord, etc.)
	c. Over the last five years, at least 80% of its graduates were employed within the first two years of graduation.	c. Over the last five years, at least 80% of its graduates were employed within the first two years of graduation.
	d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.	d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.

⁴³ *Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA*. Section 6.6, pp. 24 – 26.

⁴⁴ The score has to be harmonized with other accrediting systems. The accrediting agency makes a proposal of equivalences to CHED; approved equivalences may be used in the vertical classification by 2015 (for institutions seeking initial institutional accreditation) and by 2017 (for institutions seeking renewal of institutional accreditation).

⁴⁵ Refer to Footnote 44.

⁴⁶ For first time takers; the national passing rate (taken from PRC data) = total national passers in the set of programs offered by the HEI divided by total national takers in the set of programs offered by the HEI. The passing rate of the HEI = total HEI passers in the set of programs offered by the HEI divided by total HEI takers in the set of programs offered by the HEI.

Table 3. (con't)

Horizontal Type	Evidences by 2014	Evidences by 2017
College	1. The Institutional Sustainability Score or its equivalent ⁴⁷ ≥ 2.75 (Annex 2).	1. The Institutional Sustainability Score or its equivalent ⁴⁸ ≥ 2.75 (Annex 2).
	2. At least 80% of all graduates were required as students to participate in a community-based research/public service/ extension program for a cumulative period of two years.	2. At least 80% of all graduates were required as students to participate in a community-based research/public service/ extension program for a cumulative period of two years.
	3. Over the last five years, at least 20% of faculty members were engaged in research and extension services that contribute to instruction and/or community development.	3. Over the last five years, at least 20% of faculty members were engaged in research and extension services that contribute to instruction and/or community development.
University	1. The Institutional Sustainability Score or its equivalent ⁴⁹ ≥ 2.75 (Annex 2).	1. The Institutional Sustainability Score or its equivalent ⁵⁰ ≥ 2.75 (Annex 2).
	2. At least 50 full-time faculty members or at least 30% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last two years. (Evidence of this includes completed/progress reports, approved research grants, presentation at conferences, books and anthologies, and documented creative work.)	2. At least 50 full-time faculty members or at least 30% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last five years . (Evidence of this includes completed/progress reports, approved research grants, presentation at conferences, books and anthologies, and documented creative work.)
		3. At least 10% full-time faculty has patents or publications in refereed journals. Of these, at least 5% of full-time faculty has publications in internationally indexed journals and/or books published in reputable academic presses in the last five years.

⁴⁷ Refer to Footnote 44.⁴⁸ Refer to Footnote 44.⁴⁹ Refer to Footnote 44.⁵⁰ Refer to Footnote 44.

Table 4. Point System for Deregulated by Evaluation (Minimum of 65 points plus additional evidences)⁵¹

Horizontal Type	Evidences by 2014	Evidences by 2017
Professional Institution	1. The Institutional Sustainability Score (e.g. ISA) or its equivalent ⁵² ≥ 2.50 (see Annex 2).	1. The Institutional Sustainability Score or its equivalent ⁵³ ≥ 2.50 (see Annex 2).
	2. Any two of the following:	2. Any two of the following:
	a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is at least equal to the national passing rate ⁵⁴ in board/licensure exams, in the last five years.	a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is higher than the national passing rate in board/licensure exams, in the last three years .
	b. At least one program accredited under internationally agreed upon criteria and procedures, which promote professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a probationary member of said Accord; Bologna Accord, etc.).	b. At least one program is accredited under internationally agreed upon criteria and procedures, which guarantee professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a full signatory of said Accord; Bologna Accord, etc.).
	c. Over the last five years, at least 70% of its graduates were employed within the first two years of graduation.	c. Over the last five years, at least 70% of its graduates were employed within the first two years of graduation.
	d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.	d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.
College	1) The Institutional Sustainability Score or its equivalent ⁵⁵ ≥ 2.50 (Annex 2).	1. The Institutional Sustainability Score or its equivalent ⁵⁶ ≥ 2.50 (Annex 2).
	2. At least 70% of all graduates are required to participate in a community-based extension program for a cumulative period of two years.	2) At least 70% of all graduates are required to participate in a community-based extension program for a cumulative period of two years.
	3) Over the last five years, at least 15% of faculty members were engaged in research and extension service that contributes to instruction and/or community development.	3. Over the last five years, at least 15% of faculty members were engaged in research and extension service that contributes to instruction and/or community development.

⁵¹ Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA. Section 6.6, pp. 26 – 27.

⁵² Refer to Footnote 44.

⁵³ Refer to Footnote 44.

⁵⁴ Refer to Footnote 46.

⁵⁵ Refer to Footnote 44.

⁵⁶ Refer to Footnote 44.

Table 4. (con't)

Horizontal Type	Evidences by 2014	Evidences by 2017
University	1. The Institutional Sustainability Score or its equivalent ⁵⁷ ≥ 2.50 (Annex 2).	1. The Institutional Sustainability Score or its equivalent ⁵⁸ ≥ 2.50 (Annex 2).
	2. At least 30 full-time faculty members or at least 25% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last five years.	2. At least 30 full-time faculty members or at least 25% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last five years.
		3. At least 7% full-time faculty has patents or publications in refereed journals.

It must be noted that vertical typology of the HEI requires that it states its horizontal type as seen in the point system. The triple role of the HEI (i.e., instruction, research, and outreach) can still be achieved, but the extent and manner to which this is done depends on the mission of the HEI.

This emphasizes that the *“operationalization of the horizontal typology do not mean that they are mutually exclusive to the HEI type, e.g. colleges and universities may offer professional programs, professional institutions and universities may have their own core curricula; professional institutions and colleges may conduct research associated with the scholarship of discovery.”*⁵⁹ The differences therefore lie on the focus and thrust of the HEI.

Furthermore, HEIs that wish to qualify for Autonomous or Deregulated status should highlight type-based evidences, which are already part of the materials submitted for COEs/CODs and/or accreditation.

⁵⁷ Refer to Footnote 44.

⁵⁸ Refer to Footnote 44.

⁵⁹ *Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA.* Section 5.1.3.8, p. 17.

PART III – OUTCOMES-BASED EDUCATION

“CHED is committed to developing competency-based learning standards that comply with existing international standards when applicable (e.g. outcomes-based education for fields like engineering and maritime education) to achieve quality and enable a more effective integration of the intellectual discipline, ethos and values associated with liberal education.”⁶⁰

CHED defines *outcomes-based education* (OBE) as an approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve a desired level of competence. OBE is *“open to incorporating discipline-based learning areas that currently structure HEI curricula.”⁶¹*

For the HEIs, this means describing the attributes of their ideal graduates based on their visions and missions as part of their *institutional goals or outcomes*, and using these as bases for developing specific program outcomes.

Program outcomes are the sets of competencies (related knowledge, skills, and attitudes) that all learners are expected to demonstrate. Institutional or program outcomes may also emphasize lifelong learning. For instance, HEIs could describe the attributes of their ideal graduates which they expect to see five years after graduation.

These desired outcomes have to be translated to what the students learn in specific courses. The HEI should ensure that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment (refer to Figure 3).

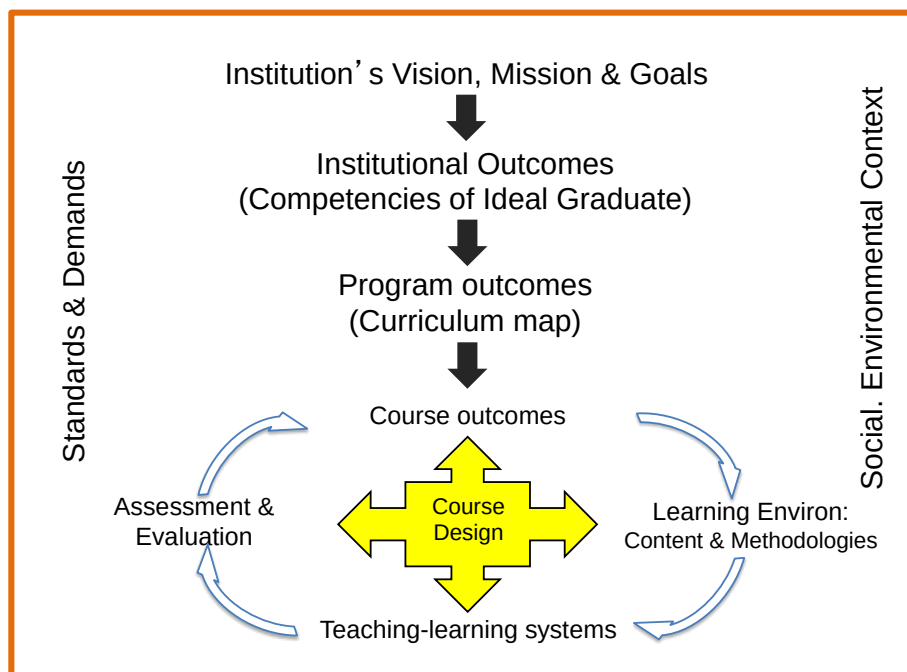


Figure 3. Framework for Outcomes-based Education

⁶⁰ CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*, Section 13, p. 4.

⁶¹ *Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA*. Section 3.1.4.3, p. 12.

Course outcomes refer to the knowledge, values, and skills all learners are expected to demonstrate at the end of a course. **Learning outcomes** may result from a specific lesson, although it is sometimes used interchangeably with course outcomes. Thus, in the hierarchy, learning outcomes are seen as building blocks toward course outcomes, which in turn, support the program outcomes.

Implementing OBE further translates to the quality and orientation of the faculty members in charge of the courses. This may be more crucial than a total change of systems and structures, that is, education managers and faculty internalize the attitude that the core mission of teaching HEIs is to build the learning competencies and the ability to continuously learn of the students, as well as to mobilize resources and methods, including conventional pedagogies (e.g., lectures), that would enhance learning.⁶²

In the OBE paradigm, there is a shift in the focus of education from an inputs-based, teacher-centered “instruction” paradigm to an outcomes-based, learner-centered educational paradigm. Table 5 shows the difference between these two paradigms.

Table 5. Ideal Typical Depiction of Inputs-based and Outcomes-based Education Paradigms⁶³

Dimension	The Instruction (Inputs-Based) Paradigm	The Learning (Outcomes-Based) Paradigm
Mission and Purposes	• Provide/deliver instruction	• Produce learning
	• Transfer knowledge from faculty	• Elicit student discovery towards construction of knowledge
	• Offer courses and programs	• Create powerful learning environments
	• Improve the quality of instruction	• Improve the quality of learning
	• Achieve access for diverse students	• Achieve success for diverse students
Criteria for Success: Learning varies with ...	• Inputs/Resources	• Learning and student success outcomes
	• Quality of entering students	• Quality of exiting students
	• Curriculum development, expansion	• Learning technologies development
	• Quantity and quality of resources	• Quantity and quality of outcomes
	• Enrolment and revenue growth	• Aggregate learning growth, Efficiency
	• Quality of faculty, instruction	• Quality of learning
Teaching/Learning Structures	• Atomistic, parts prior to whole	• Holistic, whole prior to parts
	• Time held constant, learning varies	• Learning held constant, time varies
	• 50-minute lecture, 3-unit course	• Learning environments
	• Classes start, end at same time	• Environment ready when student is
	• One teacher, one classroom	• Whatever learning experience works
	• Independent discipline/ departments	• Cross disciplines/department
	• Covering material/content	• Specified learning results
	• End of course assessment	• Pre-during and post-assessment
	• Grading within classes by instructors	• External evaluation of learning
	• Private assessment	• Public assessment
	• Degree equals accumulated credit hours	• Degree equals demonstrated knowledge and skills

⁶² Task Force on Quality Assurance (TFQA) Report, October 2011.

⁶³ Barr, R. and Tagg, J. (1995). “Teaching to Learning: a New Paradigm for Undergraduate Education,” *Change*, November/December, pp. 13 – 25.

Table 5. (con't)

Dimension	The Instruction (Inputs-Based) Paradigm	The Learning (Outcomes-Based) Paradigm
Learning Theory	Knowledge “exists out there”	Knowledge exists in each person’s mind and is shaped by experience
	Knowledge comes in chunks and bits; delivered by instructors and gotten by students	Knowledge is constructed, created
	Learning is cumulative and linear	Learning is a nesting and interacting of frameworks
	Fits the storehouse of knowledge metaphor	Fits learning how to ride a bicycle metaphor
	Learning is teacher-centered and controlled	Learning is learner-centered and learner-controlled
	“Live” teacher, “live” student required	“Active” learner required but not “live” students required
	The classroom and learning are competitive and individualistic	Learning environments and learning are cooperative, collaborative and supportive
	Talent and ability are rare	Talent and ability are abundant
Productivity/ Funding	Definition of productivity: cost per hour of instruction per student	Definition of productivity: cost of unit of learning per student
	Funding for hours of instruction	Funding for learning outcomes
Nature of Roles	Faculty are primarily lecturers	Faculty are primarily designers of learning methods and environments
	Faculty and students act independently and in isolation	Faculty and students work in teams with each other and with other staff
	Teachers classify and sort students	Teachers develop every student’s competencies and talents
	Staff serve, support faculty and the process of instruction	All staff are educators who produce student learning and success
	Any expert can teach	Empowering learning is challenging and complex
	Line governance/independent actors	Shared governance, teamwork independent actors

This paradigm shift has implications on the management of educational processes.⁶⁴ While supply-side factors, inputs, access issues and investment efforts are important, OBE focuses on learning outcomes at the institutional, program, and course levels; the social demand for education; and the results and impact of educational processes and system efficiency (refer to Table 6).

⁶⁴ Tawil, S., Abdeljalil, A., and Macedo, B. (2011). “Beyond the Conceptual Maze: The Notion of Quality in Education.” *ERF Discussion Papers*. Paris: UNESCO Education Research and Foresight No. 2.

Table 6. Changing Educational Paradigms and their Implication for Education Management and Planning⁶⁵

Education Management and Planning Focus on	Education Management and Planning Concerned with
Quantitative approach	Qualitative dimensions
Supply	Demand
Access	Equity and Relevance
Inputs	Results and Impact
Investment Effort	System efficiency

It is also important to note that *assessment* plays a very important role in OBE. Assessment drives OBE, and conventional methods are usually not sufficient to assess the achievement of desired outcomes.

As mentioned earlier, in the initial report of the Task Force on Quality Assurance (October 2011), the core mission of teaching HEIs is to build the learning competencies of students and their ability to continuously learn as well as to mobilize resources and methods, including traditional pedagogies (e.g., lectures), that would enhance learning.

If the spirit of this mission is imbibed, HEIs and CHED will find it easier to discern, in the specific contexts they are operating in, which elements of the instruction paradigm they have to change and which they can work with and bend to produce positive learning outcomes.

Determining Program Outcomes

Aligning with the HEI's VMG

The vision and mission of an HEI should determine its institutional goals or outcomes, i.e., the kind of graduates it produces and the impact it has on society. Therefore, before an HEI can meaningfully discuss its program outcomes, it is important that the attributes of its ideal graduates are articulated and used as a foundation for outcomes at different levels of learning. The outcomes are the ends while the educational structures and curricula are the means in attaining these outcomes.

Thus, planners should be able to imagine and describe the competencies, qualities, and values they envision their graduates should have by the end of their stay in the HEI. These performance indicators would then be the bases of the design of academic and non-academic programs (such as programs for student support, faculty development, extension programs, etc.), the learning resources to support the programs, the faculty profile, and the overall school environment.

While an HEI has an overall picture of its graduates, academic programs are designed to develop specific sets of competencies (knowledge, skills, and attitudes). Therefore, we

⁶⁵ Adapted with permission from Figure 1 of the UNESCO draft paper of Tawil et. al. (2011), as it appears in the report of TFQA (October 2011).

speak of desired *program outcomes* which are more specific to the program of study and clearly aligned with the institutional goals.

Using PSGs as Guide to Determining Program Outcomes

CHED's new Policies, Standards, and Guidelines (PSGs) have been rewritten to reflect the minimum program outcomes that are:

- 1) common to all programs in all types of schools,
- 2) common to the discipline,
- 3) specific to a sub-discipline and a major, and
- 4) common to a horizontal type as defined in CMO No. 46, series 2012.

Thus, while these PSGs may be used as guide, an HEI may incorporate program outcomes that are unique in the context of its horizontal type as well as its vision and mission.

For example, the program outcomes common to all disciplines and types of schools may very well reflect some of the attributes of the HEI's ideal graduate, namely, the ability to:

- a) articulate and discuss the latest developments in the specific field of practice⁶⁶.
- b) effectively communicate orally and in writing using both English and Filipino.
- c) work effectively and independently in multi-disciplinary and multi-cultural teams⁶⁷.
- d) act in recognition of professional, social, and ethical responsibility.
- e) preserve and promote "*Filipino historical and cultural heritage*"⁶⁸.

Using HEI Type

Some program outcomes are based on HEI type because this determines the focus and purpose of the HEI. For example:

- Graduates of professional institutions demonstrate a service orientation in one's profession.
- Graduates of colleges participate in various types of employment, development activities, and public discourses, particularly in response to the needs of the communities one serves.
- Graduates of universities participate in the generation of new knowledge or in research and development projects.
- Graduates of State Universities and Colleges must, in addition, have the competencies to support "national, regional and local development plans"⁶⁹.

⁶⁶ PQF Level 6 Descriptor

⁶⁷ Ibid.

⁶⁸ Based on Republic Act 7722, *The Higher Education Act of 1994*

⁶⁹ Ibid.

Thus, a psychology graduate from different institutions will demonstrate common attributes, which are also measured through the licensure examinations. A psychology graduate from a professional institution is expected to clearly demonstrate service orientation in the professional practice. A psychology graduate from a college is expected to be more attuned to respond to needs of a community (geographic, sectoral, or sectarian). And a psychology graduate from a university is expected to be more prepared to do research and development projects.

Other desired attributes of the HEI's ideal graduate could be added, based on their mission and vision or on the core values of the institution. For example, this could include "reflect and act in accordance with one's faith" for some sectarian colleges, or "analyze and discuss different schools of thought" for universities.

Aside from the attributes of its ideal graduate, another institutional outcome would be the HEI's impact to society. Again, this can be in the context of the HEI type.

Program outcomes begin with the end in mind: What are the attributes of the graduates of a program?

The general attributes are the desired competencies, qualities, and values of the graduates. Thus, they are much bigger than skills, knowledge, or attitudes of the graduates. Sometimes, the attributes that immediately come to mind are the competencies. If so, determine how related competencies can be articulated as program outcomes. The component competencies can then become the performance indicators of the program outcome. Although this is not exactly in the spirit of OBE, which uses the principle of designing down, this might be helpful for HEIs that are just beginning their transition to OBE. Box 1 shows more examples of program outcomes by discipline.

Example 1: An attribute of an engineering graduate, which can be written as a program outcome, is:

Provide engineering solutions in the context of social, environmental and ethical considerations.

Note that the verb is active and can be observed/measured. Compare this with:

Understand engineering solutions in the context of social, environmental and ethical considerations.

The verb "understand" is difficult to observe/measure.

In this example, the program outcome has the following the performance indicators (further discussed in the following section):

- 1) To produce an Environmental Impact Assessment; and
- 2) To design engineering solutions according to legal requirements.

This shows that the program outcome is something bigger than its component competencies, which actually become the performance indicators of the program.

Example 2: Another example is the program outcome for English:

Communicate in oral and written English fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings.

This program outcome is the combination of two competencies:

- 1) speak and write fluently, accurately, and creatively in English; and
- 2) assess the appropriate communication strategies in various social, cultural, academic, and professional settings.

These competencies are now the performance indicators of program outcome.

Box 1. Examples of Program Outcomes by Discipline

Determining Performance Indicators and Standards

Each academic degree program has a focus, and this is what program outcomes describe. They describe *what the graduate of that program can know, do and be*. These program outcomes can be broken down to component competencies, which are actually the *performance indicators* that will show a match between the desired or intended outcomes and the design and implementation of the learning experience.

These particular competencies will then have to be developed in the specific courses of the program. The courses, thus, will have specific learning outcomes that develop particular competencies (related knowledge, skills, and attitudes). **Knowledge** refers to information that one has stored through experience. **Skills** are demonstrable abilities. **Attitudes** refer to evaluative cognitions regarding things/activities, usually associated with positive or negative judgment. See Box 2 for examples of learning outcomes.

For example, a graduate of the psychology program is expected to be able to apply psychological theories and methods to social, organizational, or clinical contexts.

This is a very broad idea, and needs to be broken down to specific competencies, such as the ability to:

- 1) apply appropriate methods to identify the needs of a particular group or situation;
- 2) use psychological theories and methods to analyze problems and situations; and
- 3) use these theories and methods to identify suitable interventions to a situation.

These competencies are developed at different levels with different scopes, in the various courses of the program, such as introduction to psychology, social psychology, clinical psychology, organizational development, research methods, etc.

Each of these courses spells out its learning outcomes, identifying particular knowledge, skills, and attributes pertinent to the course.

For instance, the Introduction to Psychology could include in its learning outcomes the following (adapted from the APA Undergraduate Learning Goals and Outcomes):

- 1) Describe the nature of psychology as a discipline;
- 2) Discuss concepts in selected content areas of psychology – theory and research, history of psychology, relevant levels of analysis, overarching themes in psychology, and ethical issues;
- 3) Apply the concepts, language, and major theories of the discipline to explain psychological phenomena; and
- 4) Explain major perspectives of psychology.

For the course on Social Psychology, the learning outcomes could include:

- 1) Give examples of how the scientific method is used in social psychology, particularly the generation of hypotheses, evaluation of the hypothesis through experimentation, or through observational, correlational and survey methods;
- 2) Discuss the major theoretical perspectives in social psychology and the latest advances in the field; and
- 3) Apply concepts and methods to specific areas of interest.

Box 2. Examples of Learning Outcomes

Standards for the program and its component courses can also be defined, in terms of targeted levels of competencies. The HEI should check if there are national or international levels against which programs would be assessed. Based on these desired competencies and standards, administrators and teachers will design the learning environment, which includes the curricula, content, methodologies, and student assessment. This will be discussed in a subsequent section.

Indicators, Metrics, Targets

In order for the HEI to know if the desired program outcomes have been attained, it needs to set its indicators, metrics, and targets. In some literature these are used interchangeably, but for the sake of a common language, **indicators** correspond to the competencies (which should be specific, measurable, attainable, realistic, and time-bound); **metrics** refer to what will be measured, and **targets** refer to the desired value.

At the level of the institution, indicators would be the overall program outcomes.

For example:

- An attribute of the ideal graduates (an institutional goal) could be their ability to “apply their professional skills to become experts in their areas of specialization and expertise”.
- Metrics could include overall results of licensure examinations or employment rates of graduates, awards to the graduates or to the institution, or the HEI’s involvement in the development of local/regional/national policies.
- Targets refer to the desired standard, such as minimum values of 70% passing rate in licensure exams, 80% employment rate, an award per year, or involvement in the development of two local policies.

Each program outcome has performance indicators, which could also have been listed as the component competencies under each outcome.

For example:

- An HEI’s engineering graduates are expected to “provide engineering solutions in the context of social, environmental and ethical considerations.”
- Metrics could include completion of a capstone project or undergraduate thesis geared toward problem solving that contributes to professional practice, community concerns, or research.
- The targets refer to the desired standard, such as 100% completion of projects or thesis with 70% having an impact on the profession, community, or research.

At the level of the course, indicators are the achieved learning outcomes.

For example:

- After a course in Introduction to Psychology, students are expected to be able to “discuss concepts in selected content areas of psychology.”
- Metrics could include the completion of papers and particular levels of examinations.
- Targets would be desired standards, such as 100% completion with the average rating C+.

Designing the Learning Environment

The HEI's vision and mission and institutional goals are important input in designing the *learning environment*, which includes the pedagogical philosophy, the curriculum, modes of delivery, non-academic programs, support structures, and the overall approach to learning and assessment.

The **pedagogical philosophy** is the lens through which the learning environment is seen. The courses in the **curriculum** and their **mode of delivery** should contribute towards the achievement of program outcomes. **Non-academic programs** should develop other qualities and values to complement the academic programs. Learning resources and **support structures** enable and enhance the teaching-learning systems. Program assessment should improve the learning environment. The other details will follow if the major features are clear to everyone.

The learning environment should, therefore, be designed to produce the kind of ideal graduate of the HEI.

There are some suggestions to help the HEI ensure that it is able to achieve its institutional goals:

- 1) correlate the courses in the curriculum with the program outcomes,
- 2) shift to student-centered learning,
- 3) assess program outcomes and use the feedback to enhance the learning environment,
- 4) provide learning resources and support services, and
- 5) provide opportunities to broaden perspectives through community engagement.

Preparing a Curriculum Map

The new policies, standards and guidelines (PSGs) include a *sample* curriculum map which can indicate the extent to which the courses in the curriculum correspond to program outcomes.

The intended curriculum is the design of the degree program that will try to achieve the program outcomes. It should describe not only the courses but also major teaching, learning, and assessment methods that lead to the outcomes.

It is suggested that a curriculum map be developed to validate if there is a match between desired outcomes (competencies) and the content of programs. This will give the stakeholders a holistic perspective to see how the desired outcomes will be developed in the academic program. By making this map, the institution and the department concerned could redesign, add, or remove courses to develop the desired competencies.

As shown in Table 7, the curriculum map is prepared by making a grid with the outcomes occupying a row and the courses occupying a column (or the other way around). The idea is to check the outcomes to which each course contributes.

Table 7. Sample Curriculum Map

Courses/ Subjects	Outcome 1 Apply management theories & methods to various types of organizations	Outcome 2 Solve problems using methods of management science	Outcome 3 Act within social and ethical dimensions	Outcome 4 Develop the capacity for learning new knowledge and skills	Outcome 5 Use inter-personal & communication skills effectively	Outcome 6 Plan for self-development while managing one's self
Accounting 101	L	L	O	P	O	O
Business Statistics	L	L	O	P	O	O
Marketing 101	L	L	O	P	O	O
Finance 101	L	L	O	P	O	O
Philippine Business Law	L	L	O	P	O	P
Organizational Behavior	L	L	O	P	O	O
Financial Management	L	L	O	P	O	O
Operations/ Production	L	L	O	P	P	O
Strategic Management	L	L	P	P	P	O
Practicum	L	L	P	L	P	P

(Legend: L–learned in the course; P–practiced in the course; O–not yet learned/practiced but the opportunity to exists)

A legend is useful in correlating the outcomes and the courses.

For example: L – learned in the course; P – practiced in the course; O – opportunity to learn or practice in the course, not yet learned or practiced.

Another legend is as follows: I – Introduce, P – Practice skills with supervision, D – Demonstrate skills, without supervision. Health-related programs use this legend since the courses are designed to develop competencies at different levels (see Annex 3).

It is also possible to simply put a check where the courses lead to certain program outcomes.

Planning for Resources

The learning environment needs proper support structures, which means planning for the resources to put these things in place. If the HEI decides to put up a particular degree program, it should thus consider the resources that will go with it.

An important resource is the **faculty**. The nature of the learning environment determines the kind of faculty that the HEI hires, retains, and develops.

For example:

- a professional institution may wish to focus on hiring practitioners,
- a university on researchers,

- a college on policy-makers or combinations of qualifications.

Facilities and learning resources are also important.

For example:

- a degree in chemistry or physics requires science laboratories;
- a degree in chemical engineering requires laboratories and pilot plants;
- a degree in computer science requires computer laboratories;
- a degree in maritime requires simulation laboratories;
- a degree in health sciences needs patient care facilities, both in hospitals and communities.

But it is not the facilities per se that are required, rather, it is the *use* of these facilities to develop particular competencies that underlies the need to put them in place. Library and other learning resources also have to be made available.

Non-academic programs also contribute to the learning environment. These include programs for student support, faculty development, and extension programs, among others.

Communal areas, especially those for study and extra-curricular activities, also have to be considered in the planning since they contribute to the well-being of students.

These are part of the decision and commitment that the HEI makes when it decided to exist as a provider of higher education in general and offer degree programs in particular. Given the limited resources of most HEIs, it is important to make the strategic decisions as to what programs to offer.

Implementing the Teaching-Learning System

Curriculum Delivery: Student-Centered Courses

OBE assumes a certain approach to delivering and assessing learning. There is a shift from the teacher being at the center of the learning process to the student being at the center of the learning process. This approach is also known as the Outcomes Based Teaching and Learning (OBTL)⁷⁰.

In this paradigm shift, the teachers are not just experts giving inputs, they are facilitators of learning, allowing the students to play their part in constructing knowledge through experience, discussions, reflections, and other processes that promote analytical and critical thinking. Because the focus is now on the student's attainment of competencies, there is a need to observe and/or measure the knowledge, skills, and attitudes that have been achieved.

The paradigm shift also means that the learning process involves a system that begins with designing the curriculum so that course outcomes are aligned with program outcomes, and that learning activities and assessment are aligning with the learning outcomes of each course. This systematic alignment of teaching/learning activities and assessment tasks to the course outcomes is referred to as *constructive alignment*.⁷¹ It means that the planning of these activities and tasks as well as other teaching decisions are always in view of "achieving or assessing the intended learning outcomes."

⁷⁰ Biggs, J. and Tang, C. (2011). *Teaching for Quality Learning at University: What the Student Does*, 4th Edition (The Society for Research into Higher Education). US: Open University Press.

⁷¹ Ibid.

These learning outcomes are written in terms of desired outcomes, and uses active verbs that can be observed/measured in terms of behavior. These describe exemplary behavior and standards that can be used as bases for assessment of performance. The revised Bloom's Taxonomy⁷² provides a good starting point in choosing the verbs for learning outcomes and the different levels of thinking skills.

By its very nature, OBE is holistic in its outcomes focus. Attaining the learning outcomes is not an end in itself but it provides building blocks for achieving higher-level outcomes, such as applying learning, analyzing ideas, evaluating options, or creating new solution methods.

This new paradigm requires a new approach to assessment as well. Assessment tools have to reflect the attainment of desired competencies, which are stated in terms of something observable and/or measurable.

Developing an Outcomes-Based Syllabus and Learning Plan

At the level of courses, the syllabus helps in shifting the paradigm from teacher-centered to student-centered learning. Preparing the syllabus begins with the writing of learning outcomes instead of course objectives.

The simple act of changing the verbs from the intent of the teacher to the competencies of the student actually helps both the teacher and the student shift their perspectives. Learning outcomes thus use verbs that are **active** and describe behavior that is **observable/measurable** (see Annex 4 for sample verbs).

These learning outcomes will then help the teacher determine the content and methodology that will help achieve the learning outcomes. The syllabus usually contains the learning outcomes, the planned content and methodology that will lead towards the learning outcomes, the learning resources to be used, the requirements, the grading system, and relevant policies for the class (see Annex 5 for sample syllabus).

Writing the Learning Outcomes

Developing the syllabus begins with asking what competencies (knowledge, skills, and attitudes or KSA) students should have by the end of the course.

- What knowledge is the student able to articulate at the end of the course? – This refers to *information that they would have stored through the learning experience*.
- What skills is the student able to demonstrate at the end of the course? – This refers to *demonstrable abilities*.
- What attitudes is the student able to exhibit at the end of the course? – This refers to *evaluative cognitions regarding things/activities* (positive or negative judgment).
- Finally, which KSAs can be grouped together to form a competency? – These competencies constitute the learning outcomes or objectives of the course as well as translate to the performance indicators of the course (see Annex 5 for sample syllabus).

Box 3 shows an example of determining learning outcomes.

⁷² Anderson, L. W. and Krathwohl, D. R. et al. (Eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston, MA: Allyn & Bacon.

For example, for a Basic English course, there are at least two ways of determining the learning outcomes:

One is to think directly of the combination of KSAs, e.g., speak fluently, accurately, & creatively in English.

Or we can begin by thinking of the KSAs you want them to learn from the class, e.g., the knowledge of grammar, syntax, and pronunciation; the skills of organization, fluency, and enunciation; and the attitude of openness to communicate.

These can be combined in the competency: speak fluently, accurately, and creatively in English.

Box 3. Example of Determining Learning Outcomes

Once these competencies are determined, the learning outcomes should be written using **active** verbs that are **observable/measurable** and demonstrate *exemplary* behavior and standards, or a particular action, as mentioned earlier.

In many cases, since the course objectives had been written in the more traditional way, the exercise is to change the verbs, and in the process, change the perspective from teacher-centered inputs to student-centered learning outcomes. Changing the verbs forces the teacher to see learning from the perspective of competencies the students learn and what they are able to know, do and be. (see Annex 4 for sample verbs.)

Table 8 shows the shift in perspective, with the use of an outcomes-based approach:

Table 8. Shift in Perspective using an Outcomes-based Approach

Teacher-Centered Inputs	Student-Centered Learning Outcomes
At the end of the course, students should have a deeper and more reflective understanding of the context within which they will practice guidance counselling.	At the end of the course, the student will be able to share their reflections on the context within which they will practice guidance counselling.
Appreciate the interrelations between attitude, behavior and the other factors in society.	Discuss the interrelations between attitude, behavior and the other factors in society.
Be aware of current issues and challenges in an educational setting.	Share insights on current issues and challenges in an educational setting.
Pinpoint the national and international trends that will have an impact on education in the 21 st century.	Pinpoint the national and international trends that will have an impact on education in the 21 st century.

Box 4 discusses some pointers or tips in writing outcomes.

- 1) Keep statements short and simple. State the outcome as a single sentence of 25 words or less.
 - 2) Keep goals and outcomes aligned with the aims of education as stated in the Philippine Constitution, the national goals of education, and the vision, mission and goals of the institution.
 - 3) SMART
 - **Specific:** Write the outcome so that it expresses exactly what the learner is going to show, perform or accomplish, hence a specific action that is observable. Start with an action verb.
 - **Measurable:** Identify the deliverables, focus on the evidence that learners will produce.
 - **Attainable or Achievable:** Ensure that the outcome can be achieved.
 - **Realistic:** Ensure that you have the appropriate resources to successfully attain the outcomes.
 - **Time-bound:** Set target completion date. State the preamble.

For program goals: "After five years, the graduate will be able to..."
 For program outcomes: "Upon graduation, the learner will be able to..."
 For learning outcomes: "At the end of the learning experience, the learner will be able to..."

If learning outcomes are achieved, then the program outcomes will be attained.
 - 4) Consider the three domains of learning (Bloom, 1956, 1973) in stating the preamble:
 - Cognitive (knowledge or mental skills)
 - Affective (emotional areas or attitude)
 - Psychomotor (manual or physical skills)

For Cognitive and Psychomotor: ".....the learner will be able to..."
 For Affective: ".....the learner will choose to/ demonstrate/ voluntarily/ freely/ etc...."
 - 5) State learning outcomes as short-term statements and SMART. State program goals and outcomes as long-term general statements, but are still measurable, attainable, realistic, and time-bound.
 - 6) State learning outcomes as results, not processes (activities or strategies). Outcomes are ends while activities are means.
 - 7) Choose only one observable verb/behavior in a statement of outcome. Choose the behavior that is of a higher dimension of complexity.
 - 8) Sequence outcomes logically, e.g., according to –
 - Complexity – from lowest to highest level of the Taxonomy
 - Domain – cognitive, affective, psychomotor
 - Topic or content – sequence of learning experience

Whatever the sequence, ensure that a range of abilities and skills is developed.
 - 9) State objectives from the learner's point of view, not the teacher's.
 - 10) Align content, methodologies, and assessment with the learning outcomes.
- Source: Compilation of Dr. Evelina Vicencio from various references.*

Box 4. Ten Points to Remember in Writing Outcomes

Choosing the Methodology

If the learning outcomes focus on the student, there should also be changes in the methodology used. While it would be difficult to totally do away with lectures for practical reasons, new approaches have to be implemented, particularly those that focus on the competencies that the student has to develop.

For example:

- An engineering class could have simulations, experiments, and problem solving.
- A philosophy class could have discussions of readings, or critique of schools of thought.

It is important to remember that with the student-centered focus, the competencies of the teacher will also have to change.

While traditional approaches start with what the teacher wants to impart, the student-centered approach begins with what competencies the student has to learn as defined in the learning outcomes. This means that the teacher has to see the students in action, to diagnose where the students need improvement, and to make the necessary interventions to address these points of weakness.

This shifts the role of the teacher to being more of a facilitator of learning. As such, the processes may also take more time, and may be initially demanding for the teacher. However, as this becomes part of what the teacher routinely does, the experience of listening, interaction and observation may actually be fulfilling.

In the previous example (see Box 3), the content includes the knowledge of English grammar, syntax, and pronunciation; the skills of organization, fluency, and enunciation; and the attitude of openness to communicate.

- One approach could be an exercise followed by a lecture followed by an application activity.
- Another approach would be starting with a text that need to be corrected, culling the principles of grammar from the corrections, and then having writing exercises.

The latter approach would need more time but may actually have a deeper impact on learning.

Box 5. Example of Selection of Methodology

Assessing Student Learning

Assessment involves one or more processes that identify, collect, analyze, and report data that can be used to evaluate achievement of learning outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures appropriate to the learning outcome⁷³. This implies that there is no single best type of assessment. The basic consideration is that the assessment reflects the learning outcomes, that is, the assessment should be aligned with learning outcomes and not the other way around.

Very often, teachers and students alike give more importance to the content and the corresponding assessment than the learning outcomes because the result of assessment translates into the grades students will get. Learning outcomes stated in the syllabus become formalities that have to be formulated as an essential part of the syllabus and not used to determine methodology and assessment.

Alignment of learning outcomes, content, methodology and assessment cannot be overemphasized. Whether assessment is direct, indirect, quantitative, qualitative, formative, or summative, it is important to remember that it should be appropriate to the learning outcomes.

Assessment data inform the teachers of what, how, how much, and how well the students are learning what they are teaching, based on mutually agreed explicit criteria. It is,

⁷³ CMO No. 37, series 2012, *Policies Standards and Guidelines in the Establishment of an Outcomes-based Education (OBE) System in Higher Education Institutions Offering Engineering Programs*

therefore, an **interactive process** between the students and the teachers and mutually beneficial to both.

Being interactive focuses on assessment being student-centered since its primary aim is to improve learning. It also focuses on its being teacher-directed, because the teacher initially plans what and how to assess. As such, the criteria for assessment are mutually agreed upon by the student and the teacher. Meaning, as assessment improves the student's learning, it likewise improves the teacher's teaching.

The purposes of assessment have been categorized into three:

- 1) assessment *for* learning;
- 2) assessment *as* learning; and
- 3) assessment *of* learning.

The above order or sequence (*for, as, of*) is intentional, indicating the importance of assessment *for* learning and assessment *as* learning in enhancing student learning.

Assessment of learning is used in making summative decisions.⁷⁴ The purposes are distinct, but interrelated.

Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. The students actively monitor and critically assess their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand and how they are learning.

Assessment for learning provides feedback to both the teacher and the student of the latter's progress towards achieving the learning outcomes, which should be used by the teacher to revise and develop further instruction.

Both assessment as learning and assessment for learning occur throughout the learning process, making it **formative** in nature.

Assessment of learning occurs at the end of the course, when teachers use evidence of student learning to make judgments on the student's achievement against competencies and standards stated as learning outcomes, making it **summative** in nature. Whatever the purpose of assessment, they all use a variety of assessment methods.

Because the focus is on outcomes, examination questions should enable the student to demonstrate the deeper insights and higher order thinking skills (HOTS). Alternative modes of assessment, such as reflection papers, projects, portfolios, etc., can demonstrate a range of competencies that cover analytical, critical, and synthetic thinking.

For example:

- Assessment for an engineering class showing the students' theoretical knowledge, practical skills, and creativity, could be through design or manufacturing a product.
- Assessment for a philosophy class demonstrating the students' analytical and critical thinking could be through a discourse and reflection paper.

It is also important to remember that in developing alternative modes of evaluation and assessment, rubrics must be clear so that the process maintains a certain objectivity and transparency. These rubrics will have to be developed by each teacher (or by the department) and communicated to the students. This also means that the students should take a more proactive role in their own learning.

⁷⁴ Western and Northern Canadian Protocol (WCNP). (2006). *Rethinking Classroom Assessment with Purpose in Mind. Assessment for Learning Assessment as Learning Assessment of Learning*. Manitoba, Canada: Crown in Right of Manitoba.

Preparing the Learning Plan

Based on the learning outcomes, the learning plan could be constructed, that is, lay out the plans for content, methodology, resources, and assessment. The learning plan is thus a syllabus with time element and specific activities. This entails planning the different lessons so that certain KSAs are learned in the process, that is, budgeting class time so that the content is learned using an appropriate methodology and student learning is properly assessed.

Note that some methodologies take more time than others to implement. The learning plan can have different styles (refer to Table 9 and Annex 6), but it is essentially a tool to oversee the match between the learning outcomes and the content and methodology.

In an excerpt from a sample learning plan, as shown in Table 9, the learning outcomes are presented against the topics, activities, resources, and assessment tools needed to attain the stated learning outcomes.

Table 9. Sample Elements of a Learning Plan

Learning Outcomes	Topics	Activities	Resources	Assessment
Discuss the inter-relations between attitude, behavior, and the other factors in society.	• Introduction to attitude and behavior • Interrelations between attitude, behavior, and other factors in society	• Case study • Discussion • Role playing	• Case files • Guide questions • Role playing exercises	• Case analysis: ▪ identifying inter-relations ▪ concept mapping
Share insights on current issues and challenges in an educational setting.	• The nature of an educational setting • Current issues and challenges	• Lecture • Small Group Discussion • Group Reports	• Readings • Guide questions • LCD projector • Laptop	• Group Report

Assessment of the Program Outcomes

After going through OBE at the course level, the unit in charge of programs still need to make sure that the sum or combination of learning outcomes in the various courses is truly aligned with the program outcomes.

Furthermore, the HEI is encouraged to develop its own systems for monitoring and assessing the alignment of these program outcomes with its VMG.

In developing this QA system for program assessment and evaluation, several elements should be included:

First, it should consider the *performance indicators* that were set at the start while planning for the program, i.e., the competencies under each outcome, which each student should demonstrate at the end of the program.

Second, it should consider the *assessment methods* which should be appropriately selected to measure the performance. These methods should also be able to look into the *quality of the processes* involved in running the program since this indicates the level of system design and preparation as well as the level of engagement of the faculty and program directors.

Third, it should consider the *standards* since these indicate the *quality of the product*, i.e., *level of student performance*. This element also indicates the presence, extent, and effectiveness of the implementation of the learning plan. This also means that the learning plan took into consideration the starting point of the students.

Fourth, the *efficiency* with which the program operates should be considered. This indicates how much (in terms of human/ physical/ financial resources) was required in order to deliver a certain level of performance.

The HEI may also want to incorporate at this stage the monitoring and evaluation elements of various accrediting and certification agencies.

The unit concerned (e.g., the department) can develop a scoring system at the program level so that it can better assess how effective it had been in implementing the program.

The results of this scoring system are valuable input to helping the unit and top administration to identify areas for improvement and eventually feed into the CQI (Continuous Quality Improvement) for the program.

Completing the Quality Cycle: Continuous Quality Improvement

The gap between the actual measure and targets of the program outcomes serves as the basis for program evaluation and interventions for continuous quality improvement of the program. However, the Plan-Do-Check-Act quality cycle, which serves as the basis of the framework of CHED's quality reforms, does not really end in a perfect state for the HEI. Instead, it is a cycle that helps the HEI adapt to its changing environment.

More so in the current context, the environment of HEIs is in flux. Thus, the HEI is faced with the challenge to constantly adapt, even its quality improvements. It is, therefore, a mindset that the HEI has to acquire, that is, continuing its quality reforms, and this can be achieved by implementing Quality Assurance systems. The HEI can develop a program for CQI that will help it move through different levels of performance.

Program outcomes themselves should be improved continuously, thus, there should be a system that helps the HEI to see the levels that should be attained in each cycle (or spiral, to indicate increasing levels), e.g., in the areas of employability and competitiveness. It could begin with internal indicators, then move on to benchmarking with industry, and then look at the level of macro indicators. The system should involve collaborative processes that enable stakeholder feedback, e.g., benchmarking vs. external indicators through alumni and industry.

The HEI's development of program monitoring and assessment tools is one step in this direction. But the overall picture still needs to be considered since the HEI's programs is just one aspect of the QA systems that have to be put in place.

Box 6 shows a system developed by the Technical Panel (TP) for Engineering in 2012 to illustrate how the concepts of OBE can be practiced.

- 1) It begins by asking the respondent (e.g., the department or HEI) to illustrate and explain its *OBE Framework*. *Basic Program Information* should also be provided, including information on the HEI, average annual student enrolment data, institutional vision-mission statement, college vision-mission statement, and program educational objectives or PEOs.

PEOs are broad statements describing the career and professional accomplishments that the program is preparing graduates to achieve within a few years of graduation, based on the needs of the program's constituencies.

- 2) The *program outcomes* then have to be stated. These should specify what are expected for graduates to know and be able to do. These relate to the KSAs that the students acquire as they go through the program.
- 3) A *curriculum map* has to be provided, indicating whether a course is:
 - Introductory course to an outcome,
 - Enabling course or a course that strengthens the outcome, or
 - Demonstrative course or a course that demonstrates an outcome.

A *summary of course prerequisites* (or a course prerequisite map) follows.

- 4) There is also an *Outcomes-Based Teaching and Learning Delivery Checklist*, including:
 - Program of Study by Term
 - OBTL Framework and Short Description
 - OBTL-based Syllabus Template
 - Course Assessment/ Evaluation System
 - Faculty Qualifications Sheet
 - Faculty Loading Sheet Per Term
 - Faculty Classification/ Evaluation System
 - Classroom Facilities Sheet
 - Laboratory Facilities Sheet
 - Computing Facilities Sheet
 - Learning Resources Sheet
 - Faculty Development Support Sheet
 - Student Development Support Sheet
- 5) The *Program Outcomes - Performance Indicators - Assessment Evaluation Methods - Standards Matrix* summarizes the important elements described in the section on the Assessing the Program Outcomes (see Annex 7).
- 6) Finally, there is the CQI Information Sheet, which lists the documents pertaining to:
 - Institutional Mission-Vision CQI Process Description,
 - Program Educational Objectives CQI Process Description,
 - Program Outcomes CQI Process Description,
 - CQI Project/Program Proposal Template,
 - Sample Approved CQI Projects/Programs, and
 - Sample CQI Project/Program Reports.

Each step is evaluated, and thus provides valuable feedback to the HEI implementing the program.

Box 6. A System Illustrating how OBE Concepts can be Practiced as Developed by TP for Engineering

PART IV – INSTITUTIONAL SUSTAINABILITY

ASSESSMENT: TOWARDS OUTCOMES-BASED QUALITY ASSURANCE

CHED promotes Institutional Sustainability Assessment (ISA) because it can serve as a learning process for the HEI and contribute to its continuing quality cycle.⁷⁵ The ISA is developmental in nature and entails a more reflective review of the institution's VMG and desired outcomes.⁷⁶

The ISA Framework has five key result areas within which judgments are made about the performance of institutions.⁷⁷

- 1) *Governance and Management (including Management of Resources)*
- 2) *Quality of Teaching and Learning (competency, programs, faculty)*
- 3) *Quality of Professional Exposure, Research, and Creative Work (including linkages)*
- 4) *Support for Students (learning resources and support structures)*
- 5) *Relations with the Community (extra-curricular linkages, service learning, outreach)*

Within each key results area, there is a number of indicators. Some of these are core indicators that apply to all institutions. The other indicators apply to institutions to the extent that is appropriate in relation to the mission and stage of development of the institution. There are fourteen indicators, eight of which are core indicators.⁷⁸ (Refer to Annex 2 for the specific indicators.)

Determining Institutional Outcomes

Outcomes based on HEI VMG

The first step to this exercise is to establish the HEI's VMG. The VMG are the foundations of an organization, a company, or an institution.

The **Mission** states what the institution is all about: its purpose and identity, its core values, its reason for being. This may be stated in the documents that created it, but this may also have been redefined in the course of its history.

The **Vision** is a picture of the long-term future, taking into consideration the institution's mission and what it aspires to be.

The institution then moves toward this future by achieving particular **goals** within a timeframe, using appropriate strategies.

Many organizations revisit their VMGs in a process referred to as **Strategic Planning**. Key leaders of the organization, with inputs from other stakeholders, determine how the organization can best achieve their VMG in the context of the current environment. Strategic

⁷⁵ Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA, Section 7.2, p. 28.

⁷⁶ *Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs*, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA, p. 17.

⁷⁷ Ibid.

⁷⁸ Ibid.

Planning exercises usually begin with an environmental scan, in order to situate the institution within its immediate (local) as well as its macro-environment (regional, national).

While the Vision-Mission may not change often, the goals and strategies may have to be modified to respond to current opportunities and threats. The HEI then has to make key decisions in terms of how it will pursue its VMG in the new context.

Among the challenges of Philippine HEIs today are the limited human, physical, and financial resources available to them; the increasing competitiveness and accessibility of other universities in the Asian region; and complex problems requiring new skills from graduates of the HEIs. Thus, the

HEI needs to understand not only its internal but also its external environment. The HEI can then identify its strengths and weaknesses based on the internal environment as well as the opportunities and threats coming from the external environment.

The HEI's institutional goals or outcomes can be stated in terms of the ideal attributes of its graduates and its impact to society. The strategies describe how to achieve these outcomes with the proper programs and learning environment. The HEI also needs to decide how to allocate resources (e.g., human, financial, physical, learning resources) and what performance indicators to use in order to know if it has achieved its goals.

There should be a periodic review, which should yield enhancement of programs and systems that give quality outcomes. The cycle (or spiral) continues as the HEI develops into a mature institution.

For example:

- An HEI can do an environmental scan to show trends in the political, economic, socio-cultural, technological, legal, and environmental landscape as well as trends in higher education. It is good to see these trends at the local, regional, and/or national levels.
- The HEI also needs to reflect on its internal environment, i.e., articulate the state of its organization in terms of its human, physical, and financial resources; the efficiency of its operations; its effectiveness in attaining its targets, etc. This can be done with the help of assessment and evaluation tools.
- The internal and external environmental scan could be the basis of a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, i.e., determine the HEI's strengths and weaknesses based on the state of its internal environment, as well as opportunities provided and threats posed by the external environment (refer to Figure 4).

Based on the SWOT analysis, the HEI can define outcomes in terms of graduate attributes and its contribution to local/regional/national development.

- What kind of graduate could be most productive in the context of the new environment?
- What kind of competencies would this graduate need?
- What is the role of the HEI in local/regional/national development?

The HEI may even wish to revisit its VMG and strategies in the context of the new environment.

- What programs and learning environment will help move the HEI forward?
- How should resources be allocated?
- What are the performance indicators?
- When will the review take place?
- What improvements can be made to enhance the programs and systems?

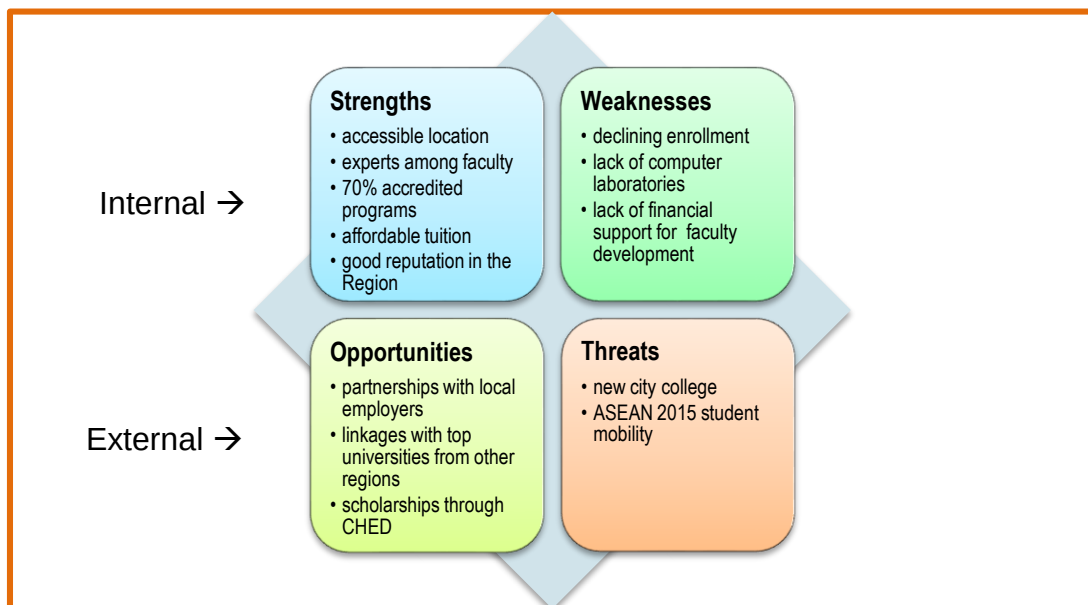


Figure 4. Sample of a SWOT Analysis for an HEI

Describing the Ideal Graduate Attributes and Impact on Society

The current context of higher education is much more complex because it is not limited to the local, regional, or national conditions. Global mobility, international rankings, and institutional sustainability are just a few factors that must also be considered.

Philippine HEIs are particularly challenged to produce Filipino graduates who can engage meaningfully in their communities and in building the nation and who are productive and competitive, especially in the context of ASEAN 2015 and the globalization of professional practice.

CHED recognizes that different types of HEIs will respond fittingly to particular global and national challenges and CHED classifies HEIs into horizontal typologies – *Professional Institution, College, and University*.

In its journey towards quality, each HEI must then ask itself four things to serve as its roadmap – given its type, VMG, and the external environment:

Question 1: What are the attributes of our ideal graduate?

The attributes of its ideal graduate can include competencies (skills, knowledge, and attitudes), qualities (traits, work ethics), and values. These attributes become the bases for the kind of teaching-learning environment and support systems that need to be designed for the HEI, including the resources that needed to implement these.

Question 2: As an institution, what impact do we want to have on society?

The HEI's impact on local/regional/national development may include policy, economic, social, technological, and environmental aspects of development.

Question 3: How can we achieve these goals?

With the outcomes in mind, it will be easier to write the goals (ends) of the HEI and the strategy (means) that the HEI will employ to achieve the goals. These translate into the programs, learning environment, support and management systems that will be implemented. The goals will also determine the performance indicators against which the HEI will assess the success of its initiatives.

Question 4: Are our operations sustainable?

Institutional sustainability is an important question because this reflects not only the HEI's capability to survive and achieve its VMG, but also its culture of quality.

The HEI's desired outcomes regarding the attributes of its ideal graduate and its impact on local/regional/national development, together with the CHED PSGs, will then be the bases for the HEI's program outcomes. (Refer to Box 7 for an example on how to institutionalize QA systems.)

Step 1: A College can describe its **ideal graduate** as one who has:

- competencies for meaningful employment in social work and healthcare;
- qualities such as being articulate, disciplined, and professional; and
- values such as honesty and service-orientation.

Step 2: It can also describe its desired **impact on society** as the catalyst for community-based solutions for rural development.

Step 3: The next question is what kind of programs will develop these graduate attributes and create the impact on society? How will the academic degree programs be implemented? Do we create a learning environment that promotes experiential learning or discourse? What kind of non-academic programs can be offered to promote service-orientation? What kind of extension programs will promote the interaction of people in communities?

Once these have been decided, the **goals** can be written, for example:

- 1) to improve public recognition of competencies of the HEI's graduates; and
- 2) to implement community-based solutions for rural development.

Step 4: **Strategies** also need to be identified, such as:

- linking with the healthcare industry and community development organizations for on-the-job training and
- establishing extension programs for farmers or fisher folks in the locality.

Step 5: These then have to be translated into **specifics of the programs** such as:

- the content and methodologies of teaching and learning (such as implementing active/experiential learning)
- the kind of support systems that have to be put in place
- the processes and procedures that will ensure a smooth flow of activities.

The HEI also needs to ask:

- Who are the leaders who can champion these programs?
- What resources are needed and where will they be sourced?
- What are the performance indicators against which it will assess the success of its initiatives?

Step 6: At the program level, the departments will write their own **program outcomes**, considering the following:

- 1) the minimum program outcomes defined in the appropriate PSGs, i.e., outcomes common to all programs in all types of schools, common to a discipline, specific to a sub-discipline and a major, common to a horizontal type as defined in CMO 46 s 2012;
- 2) the attributes of its ideal graduate; and
- 3) its impact on local/regional/national development.

These program outcomes will spell out the competencies of the ideal graduate of a program as well as the potential impact of its related activities (extension, research, innovation) to society.

Step 7: These outcomes can then be mapped against the existing courses within the program to see if there is a match between the curriculum and the outcomes. The results of the **curriculum mapping** can provide inputs into the improvement of content, methodology, course delivery, learning resources, and support services.

Step 8: The HEI can also institutionalize its **faculty development** so that the faculty members have a shared view of their institutional outcomes, a culture of quality, and the practice of outcomes-based education in the HEI.

Box 7. Example of Institutionalizing QA Systems

Indicators, Metrics, Targets

Performance indicators or key performance indicators (KPI) are used to assess whether the goals of the institution have been achieved. They define what is being measured, how it is measured, and the unit of measurement (metric) if it is a quantitative indicator.

Although ideally KPIs should be specific and measurable, some qualitative indicators may also be useful. The HEI can then work towards a target value, which is then equivalent to successful performance.

Performance indicators should also be identified for the program outcomes, and these refer to the competencies that have actually been developed in the students, as discussed in Part III. Box 8 shows an example of setting the indicators, metrics, and targets.

For example:

Some KPIs for the HEI goal of improving the recognition of competencies of the HEI's graduates would be the:

- 1) performance of first-time takers in the licensure examinations; and
- 2) employability of graduates.

For the first KPI, the metric would be the passing rate reported by PRC and the target of the HEI could be 70% passing rate.

For the second KPI, the metric could be the percentage of graduates employed within one year determined through tracer studies and the target of the HEI could be 80% employment rate.

Box 8. Example of Setting Indicators, Metrics, and Targets

For the aspect of institutional sustainability, the CHED ISA tool can be used as a guide for determining the HEI's indicators, metrics, and targets.

It is to be noted that while the thrust is outcomes-based QA, ISA has some inputs-based metrics that are still important foundations of the HEI. However, these will have to be aligned with the institutional and program outcomes. (See Annex 2 for the ISA Framework.)

Designing Institutional Systems

After determining the goals and strategies, the next question is what kind of learning environment and what types of academic and non-academic can aid in the implementation of the strategic plan. The HEI must thus make decisions in this regard, particularly the thrust of its programs, the content and methodologies of teaching and learning, the kind of support systems these require, etc.

These decisions mean that the HEI is committing resources and other forms of support to the programs, teaching-learning systems, and other initiatives that will help the HEI achieve its goals.

Planning for Resources

While HEIs can dream, they must also be **realistic** in terms of their capabilities and resources. The HEI should explore different ways of achieving its goals, including the prioritization of its resources.

It helps to have key stakeholders involved in the planning for resources because they could contribute different things, depending on their background, e.g., learning paradigms, financial analysis and projections, Information and Communications Technology (ICT) solutions, and human resource management.

When planning for these resources, it is important to keep going back to the VMG, to be true to the mission and identity of the HEI, instead of making decisions based on short-term cosmetic effects.

In the long-term, this consistency to the VMG can give the HEI more focus on what it will do in terms of academic and non-academic programs, and make the institution more sustainable as it builds a more solid and consistent reputation.

It also helps to have a transparent process for planning and decision-making, especially when certain areas are given priority (and thus larger allocations) than others. One way of doing this is to set up the guidelines and criteria ahead of time, and not change the rules of the game midstream.

Planning with the KRAs

Institutional QA systems are key to the organization's sustainability. As mentioned earlier, CHED recommends that these QA systems cover five KRAs under the ISA Framework, namely *Governance and Management*, *Quality of Teaching and Learning*, *Systems based on HEI Type (Professional Exposure, Research, and Creative Work)*, *Support for Students*, and *Relationship with the Community*. These KRAs and the corresponding criteria are summarized in Table A2-1 in Annex 2.

QA systems in HEIs refer to mechanisms, procedures and processes that help to achieve the desired quality in the five KRAs.

If the HEI is clear about its desired institutional outcomes, then it is also expected to articulate the means that will lead to those outcomes, particularly for each of the five KRAs. These KRAs can guide the HEI in determining what systems to put in place. Some *examples* of general questions that can lead them to appropriate mechanisms, procedures and processes are:

- What governance and management systems are needed to ensure sustainable and transparent operations, so that the programs may be carried out over the long-term?
- What kind of learning environment is needed to achieve the desired quality of teaching and learning? What mode of delivery is appropriate and what support systems are needed? In this regard, what kind of faculty will best implement the strategies?
- What kind of type-specific programs will enhance the HEI's contribution to national development?

- What kind of support for students is needed for them to develop the desired attributes of the HEI's ideal graduate?
- How can the HEI best relate to the community so that their programs are relevant and benefit not only the students and faculty but also the development of the community?

To help HEIs design more specific systems, it would be helpful to use the ISA Self-Evaluation Document (SED) Guide. Under each criterion of the KRAs, there are suggested elements that may be used as a guide in determining what systems should be put in place to help the HEI in its quality cycles. The ISA SED Guide can be downloaded from the CHED website.

Governance and Management

Governance refers to the systems that reflect the principles guiding the overall use of authority and decision-making of the institution's governing body. The institution's governance arrangements should demonstrate:

- probity
- strategic vision
- accountability
- awareness and management of risk, and
- effective monitoring of performance.

Governance should start with a clear articulation of the VMG which reflect the context of the HEI.

There should also be a transparent governance system (such as structure and processes) especially in determining policies of the HEI. There should be systems for communicating these to the stakeholders.

Management refers to the overall systems and processes of operations of the institution. The institution's management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.

Governance and management are usually most effective if there are **enabling features**. These refer to particular initiatives of the institution that contribute to efficiency, productivity, and quality of the community environment.

Examples are:

- 1) use of information, communications and technology (ICT) for more efficient and effective management; and
- 2) viable, sustainable, and appropriate resource generation strategies to support its development plans.

Box 9 lists some pointers to consider relative to planning the HEI's governance and management.

- In terms of **governance**, the HEI's Board has clear processes in developing and approving policy, and communicating resolutions to the stakeholders. The criteria for choosing the Board members are clear and the processes of nomination and election are transparent.
- In terms of **management**, the different aspects of the HEI's operations are clearly documented in various manuals that guide the management of human, financial, and physical resources. There are criteria and processes for choosing key administrators, with a bias for merit and track record.
- In terms of **enabling features**, the HEI has a strong Management Information System that allows it to keep track of resources, outputs, and wastage.

Box 9. Points to Consider in KRA Governance and Management

Quality of Teaching and Learning

The quality of teaching and learning can be sustained if there are clear program standards. These, in turn, are achieved through transparent processes of approval and implementation, as well as monitoring and review.

The results of these processes should enable the HEI to undertake actions to strengthen their programs. Thus, these three criteria should be considered in the teaching-learning systems:

1. Program Approval and Implementation

This refers to processes for approving and implementing programs. Processes for program approval should take into consideration the HEI's VMG and resources, the development needs of the region/country, and appropriate design to achieve the desired competencies of its graduates.

Processes for program implementation should ensure that every effort is made to achieve the intended outcomes through proper resources and oversight.

2. Program Monitoring and Review

This refers to processes for monitoring and reviewing the effectiveness of its programs. These processes should look at outcomes, especially in terms of student achievements, performance of graduates, and efficient use of resources.

3. Action to Strengthen Programs

This refers to processes, which ensure that the HEI takes effective action to address weaknesses, build on strengths, and to enhance performance by the dissemination of good practice.

Aside from the programs themselves, faculty members are keys to the implementation of teaching-learning programs. Thus, there should be a system, which ensures that there is an adequate number of faculty members with the appropriate expertise and competence to teach and facilitate learning in the courses offered by the institution. **The HEI needs to have systems and processes of hiring, retaining, and developing such faculty.**

In the context of contemporary modes of learning, the HEI needs to make effective use of learning resources, such as library resources, laboratories, and ICT to support student learning. Thus, **there should be systems and processes in place that will ensure the relevance and appropriateness of such resources, as well as access and utilization by faculty and students.**

Box 10 list some pointers to consider in developing quality of teaching and learning.

Setting and Achieving Program Standards

Program Approval and Implementation

There are clear procedures for proposing, approving, and implementing new programs. Usually, the guidance of an office or an administrator could facilitate the dissemination of information regarding procedures. There are also requirements, such as the rationale of the proposed program, a feasibility study to ensure the sustainability of the program, persons/department in charge of implementation, etc. There is some form of documentation, such as manuals, memos, or minutes of meetings.

Such systems will protect the HEI from arbitrary program approval, and result to the sustainability of programs and efficient use of resources.

Program Monitoring and Review

There are also clear procedures for monitoring and review of approved programs. These include the persons/bodies in charge, performance indicators and targets, and tools for observing/measuring performance.

Such processes will give feedback to the implementing groups and help them assess the actual state of the programs.

Action to Strengthen Programs

Feedback mechanisms allow the HEI to gain an alternate perspective on how things are being managed on the ground. These should be the bases of any action to improve/strengthen the program.

In some cases, the HEI may even look at the option of freezing or closing programs to preserve the overall effectiveness of the HEI.

Undertaking the right action will help the HEI to become more efficient and focused in the use of its resources and in channeling the energy of its administrators.

Box 10. Points to Consider in KRA Quality of Teaching and Learning

Faculty Profile

Systems for hiring, retaining, and developing faculty help the HEI choose persons with the appropriate expertise and competence to facilitate learning, the right attitude that support the development of the attributes of the ideal graduate, and the values that are consistent with the HEI's VMG.

Since faculty members are key in the implementation of academic (and even non-academic) programs, systems that help the HEI achieve its desired faculty profile can actually help the HEI achieve its desired institutional outcomes, thereby improving its reputation and competitive advantage.

Use of ICT and Learning Resources

ICT and other learning resources support learning, especially in today's context. It is, therefore, important that the faculty and students have access to and use these resources.

Given the limited resources of HEIs, a mechanism/system can optimize the availability of resources to users. It also ensures that students get the proper support for learning, especially in fields which require use of equipment, facility with software, and skill in operations.

Such systems can develop students who can better adapt to their work environment, or who can better innovate because of their training and exposure.

Box 10. (con't)

Systems based on HEI Type (Professional Exposure, Research, Creative Work)

HEIs should design programs to strengthen their horizontal types.

Professional Institutions are expected to have programs that allow students to practice their learned competencies in view of their future careers, such as programs for practicum, internship, and on-the-job training (OJT).

There should be mechanisms and processes that enable the students to avail of these programs, guided by faculty members.

Colleges are expected to promote creative work and/or innovation in the arts and humanities, science and technology, social sciences, and/or management science.

There should be mechanisms and processes that enable faculty and students to engage in creative work and innovation, whatever their field of study might be. In particular, such creative work and innovation should be relevant to the communities these colleges serve.

Universities are expected to develop a research community of faculty, post-graduate students and post-doctoral research workers, which fosters and supports creative research and other advanced scholarly activity.

There should be mechanisms and processes that enable faculty and students to participate actively in these scholarly activities.

Box 11 lists some points to consider relative to professional exposure, research, and creative work.

- Different HEI types are still expected to have the three basic activities of instruction, research, and extension. However, different HEI types will have their own focus.
- **Professional** exposure is one way to introduce the students into their future professional practice. Thus, programs are expected to truly enhance the students' entry into the profession, instead of being used as labor for unrelated activities.
- **Colleges** may focus on certain disciplines and it is their creative work and/or innovation, which may be an indication of how they respond to the needs of the communities they serve. For example, are there awards for creative work and/or innovation because these are recognized as contributions to a local, sectoral, or sectarian community?
- The research in **universities** is demonstrated by publications and research activities. However, it is not enough to just count the outputs, which may be generated by a very limited number of participants. One way to observe the systems and mechanisms for research is the presence of a research community, which involves faculty and students from different levels. By this, we mean not only research activity, but a sharing of resources, results, and learning.

Box 11. Points to Consider in KRA Professional Exposure, Research, and Creative Work

Support for Students

If the HEI is true to its desire of developing particular attributes among its students, there should be appropriate and sufficient support. There should be processes for recruitment and admission of and academic support for students, taking special groups into consideration.

Furthermore, there should be effective arrangements to direct scholarships and study grants on merit to support the most able students in programs that develop competencies needed to support the Filipino economy and to enable the country to compete in global labor markets.

These processes can bring about a healthy combination of student diversity that can improve student quality.

There should also be structures and processes for delivering non-academic services for students that would enable them to complete their education and improve their performance.

Box 12 lists some points to consider in designing the support for students.

- HEIs generally achieve quality through student performance. Thus, systems for recruitment, admission, and academic support are keys in developing graduates with particular competencies.
- In the world ranking of universities, selectivity is a factor that has been correlated with good performance. However, many Philippine HEIs practice open admission, i.e., accepting anyone who applies. This practice can be very challenging in developing quality in the HEI.
- The point is to have systems that will allow the HEI:
 - to match the aptitude of the student with the academic program (e.g., diagnostic tests),
 - to bring the students to the academic level required for that program (e.g., bridging programs), and
 - to help the students adjust to the demands of the program (e.g., academic counseling).

Box 12. Points to Consider in KRA Support for Students

Relations with the Community

HEIs can have different kinds of relationships with the community.

- One relationship involves promoting developmental needs at local, regional, and national levels.
- Another involves relationships with partner institutions.
- A third kind of relationship involves more direct responses to the needs of its local community.

There should be mechanisms and processes for implementing programs that promote the social, cultural, economic, and/or developmental needs of the country at the local, regional, and/or national levels, as reflected in the HEI's VMG and in consideration of the country's need to compete effectively in global markets.

The HEI can also demonstrate its reputation through its networking and linkages. Thus, it is important to have structures and processes that promote and support partnership with other institutions.

Likewise, there should be structures and processes that promote extension programs which are relevant and responsive to the needs of the community, especially for people empowerment and self-reliance.

Box 13 discusses some points to consider in establishing relations with the community.

- Philippine HEIs generally are very good in maintaining non-academic programs that reflect their relations with the community.
- The **challenge** is to show that there are systems/mechanisms that help the institution select which relations and types of programs actually resonate with their VMG.
- It is also important to balance what the HEI does to create impact on society with what the HEI does to produce quality graduates. This means balancing the non-academic with the academic programs. In some institutions, this may mean a good system for aligning and integrating certain activities to enhance both the academic program and the relations with the community.

Box 13. Points to Consider in KRA Relations with the Community

Implementing the QA Systems

The HEI's roadmap will not mean much if it remains a document. The HEI needs to be on the road implementing its plans. This means translating its plans to reality and making the necessary adjustments along the way.

Efficiency and Effectiveness

Good managers try to ensure that initiatives and activities in the organization are done efficiently and effectively.

Efficiency refers to getting the most output or results from the input of resources or having the least wastage of resources.

Effectiveness generally refers to achieving the organization's goals, or at least contributing toward achieving these goals.

These are challenges that HEI administrators face. Given limited resources, efficiency means channeling these into activities and initiatives so that the maximum results are achieved. For instance, this can mean choosing academic degree programs that will require less on-campus facilities, but capitalize on the strength of linkages with the industry within the region. Connected to this is ensuring that the planned programs are implemented accordingly, with the help of efficient processes and procedures that will give quality outcomes.

Some HEIs may have the systems in place, but these may not be documented. The practice of documenting these systems helps the organization pass on what were once "unwritten rules" or even the culture of the organization.

It helps if these processes and procedures are documented, usually in a manual that can be used as a reference by the different stakeholders. Although documentation seems tedious initially, getting people to do this contributes to the development of a culture of quality because documents allow others to review the processes and decisions.

Aside from the transparency that this brings, it also clarifies the accountability of the different persons, sectors, and offices.

QA Systems for the KRAs

The SED is designed to guide HEIs in developing QA systems. It is structured such that KRAs are broken down into *indicators*, which in turn are broken down into *criteria*. Under each criterion are *elements*, or statements that suggest the expectations and outcomes for the systems in that KRA. The HEI may add statements that reflect additional elements for that criterion.

Governance and Management

The implementation of **good governance systems** leads to **systematic policy formulation and decision-making** as well as **sustainability of operations**.

Good governance systems also mean that an **effective communication system** is in place, so that stakeholders are familiar with the HEI's vision and mission and are informed of policies and decisions.

Good management systems, on the other hand, lead to **efficient and effective operations**. This means that there is speedy and appropriate response to external and internal developments which in turn can strengthen the support of stakeholders.

Quality of Teaching and Learning

Good teaching and learning systems will be reflected in student achievement and the performance of its graduates, and will have an impact on the **reputation and competitive advantage** of the HEI.

The implementation of processes to set and achieve program standards increases the **credibility** of the HEI, the level of student achievements, and the performance of graduates of the program in licensure examinations, their employability, or contribution to society.

Good systems for hiring, retention, and faculty development lead to **faculty competence** that will help ensure **better student performance**.

Systems for access and use of learning resources also lead to better student performance as well as **faculty engagement** that can fuel innovative programs.

Systems based on HEI Type (Professional Exposure, Research, Creative Work)

The implementation of mechanisms and processes that lead to **student and faculty engagement** in professional exposure, research, and creative work, should help the **HEI achieve its VMG**, particularly in responding to the needs of the country, the professions, the disciplines, or the community it serves.

Support for Students

Systems for the recruitment and admission of and academic support for students, and student scholarships ensure **student diversity** that could improve the **teaching-learning quality** and **student performance** which in turn could be instrumental in preparing citizens who can contribute to social development and compete in global labor markets.

Structures and systems for student services (such as guidance, counseling, and placement services) contribute to the **well-being of students** which may in turn contribute to their performance.

Relationship with the Community

Structures and processes that promote local/regional/national development and global competitiveness allow the HEI to contribute to the **social and economic development of the country**.

Systems that promote and support partnership with other institutions improve its **reputation** and even allow it to create more impact because of shared resources.

Implementation of systems for extension programs provides a more **direct engagement** with local communities, especially for **people empowerment and self-reliance**.

Assessment of the Institutional Outcomes⁷⁹

The HEI's journey to quality starts with a **roadmap**, which will be followed as the institution hits the road with its implementation activities.

It is important to remember, however, that it is wise to make the occasional **pit stop** to check if the HEI is on the right track. This translates to monitoring and measuring the results of its activities according to performance indicators.

Monitoring and evaluation help the HEI determine how effective it has been in achieving its goals.

In monitoring these QA systems, the following are considered:

- 1) **Presence of the system**

Mechanisms, procedures and processes exist, i.e., they are defined, known by users, and ideally, documented through a manual or a memo.

- 2) **Extent of implementation**

All users follow the mechanisms, procedures, and processes. Exceptions to the system are documented and justified.

- 3) **Outcomes**

The system leads to stakeholder satisfaction, HEI policy and reputation, etc.

⁷⁹ Refer to Self-Evaluation Document

4) **Effectiveness of implementation**

The implementation of the system helps the HEI achieve its goals and targets, as shown by the quantity and quality of outcomes.

The Institutional Sustainability Assessment Tool

The ISA tool has been developed to help HEIs in the monitoring and evaluation process. This tool takes the form of the Self-Evaluation Document (SED).

The SED guide not only gives the HEI the elements that external assessors will look for. It also gives the HEI a chance to reflect on its processes and outcomes. Hence, while it is essentially an assessment tool, it also serves as a guide in the design of institutional QA systems and the approaches to implementation.

Whether the HEI decides to be assessed by an external team or to simply use the tool to guide it in developing its QA systems, the ISA tool can be used in helping the HEI understand its systems better, reflect on areas for improvement, and search for solutions given their specific context.

Although ISA takes an outcomes-based approach to QA, there are still some inputs-based metrics included because these are important foundations of the HEI. However, these will have to be aligned with the institutional and program outcomes.

Completing the Quality Cycle: Continuous Quality Improvement

To complete one quality cycle, the HEI needs to get back on the road again, acting on the points that need to be improved. This means that the HEI takes the assessment results to heart, and looks for ways to enhance and transform its systems.

Although one quality cycle may be completed, the cycle does not stop and the journey continues with changing destinations. The process goes through many iterations, partly because the HEI itself is being transformed and having different expectations, and partly because the environment changes and the HEI has to adapt.

This is where the transformation happens. The HEI internalizes its VMG, sets its own quality targets, and develops sensitivity to how it is positioned in a growing complex educational environment.

PART V – DEFINITION OF TERMS⁸⁰

Terms	Definition
Accreditation	The process of assessment and review that enables a higher education program or institution to be recognized or certified as meeting appropriate standards [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012].
Accreditation bodies	Agencies that assess the quality of educational institutions based on a set of criteria, measured through surveys and onsite reviews by experienced accreditors. The following accreditation bodies are recognized by CHED: Under the umbrella of the Federation of Accrediting Agency of the Philippines (FAAP) – • Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) • Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA) • Association of Christian Schools, Colleges and Universities – Accrediting Agencies Inc. (ACSCU-AAI) Under the National Network of Quality Assurance Agencies, Inc. (NNQAA) – • Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP) • Association of Local Colleges and Universities Commission on Accreditation, Inc. (ALCU-COA)
Achieved learning outcomes	Learning outcomes that are actually attained by the students as opposed to intended learning outcomes.
ASEAN 2015	A roadmap to achieve better regional integration of the socio-cultural, economic, and political security pillars of the Association of Southeast Asian Nations (ASEAN) member-states by 2015. ASEAN 2015, also known as ASEAN Community 2009-2015 will be marked by labor mobility within the region, among others.
Assessment	A process used to improve future performance by involving both the assessee and assessor in a thorough analysis of current performance, with the assessor providing quality feedback (Parker et al., 2001). <i>Applied to individuals:</i> The process of evaluating the knowledge, skills or competencies of individual learners. <i>Applied to programs and institutions:</i> The process of evaluating the educational quality of a higher education institution or program. [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012]

⁸⁰ Based on CMO No. 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-based and Typology-Based QA*

Terms	Definition
Assessment of learners	
<i>Direct Assessment</i>	Gathers tangible evidence of what learners have and have not learned based on learner performance that demonstrates the learning itself; can be related to standards, or quantitative. Examples are classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations.
<i>Indirect Assessment</i>	Gathers evidence about how learners feel about learning and their learning environment rather than actual demonstrations of learning outcome achievement. Examples are surveys, questionnaires, interviews, focus groups, and reflective essays.
<i>Qualitative Assessment</i>	Uses flexible, naturalistic methods and is usually analyzed by looking for recurring patterns and themes. Examples are reflective writing, notes from focus groups, interviews, and observations, and online discussion threads.
<i>Quantitative Assessment</i>	Uses structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistical. Examples are test scores, rubric scores, and survey ratings.
<i>Formative Assessment</i>	The gathering of information about student learning during the progression of a course or program and usually repeatedly to improve the learning of those students. Examples are reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.
<i>Summative Assessment</i>	Done at the conclusion of the course or an activity or plan to determine or judge learner skills and knowledge or effectiveness of a plan or activity. An example is examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others, as well as for the purpose of assigning grades.
Autonomous HEIs (by evaluation)	HEIs that demonstrate exceptional institutional quality and enhancement consistent with their horizontal type through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification.
Autonomous HEIs (by legislation)	Chartered State Universities and Colleges (SUCs) and Local Colleges and Universities (LCUs) that are created by national legislation or local ordinance and whose charters are argued to give them relative autonomy.
Baldrige PQA	Philippine Quality Award (an award given by the Department of Trade and Industry in collaboration with the Development Academy of the Philippines) based on the Baldrige Criteria for Performance Excellence (leadership, strategic planning, customer focus, workforce focus, operations focus, results).

Terms	Definition
Branch of knowledge	A broad clustering of disciplines with similar objects of study, frames of reference and methodological approaches, e.g., natural sciences and engineering, social sciences, the arts and humanities, and the management sciences.
Center of Development	A designation granted by the Commission on Higher Education in recognition of a unit's evident above average performance in teaching, research and extension functions.
Center of Excellence	A designation granted by the Commission on Higher Education in recognition of a unit's exemplary performance in its teaching, research and extension functions.
Colleges	HEIs that contribute to nation building by providing educational experiences to develop adults who have the thinking, problem solving, decision-making, communication, technical, and social skills to participate in various types of employment, development activities and public discourses, particularly in response to the needs of the relevant communities they serve – e.g., geographic, imagined community (e.g. religious community or a particular public).
Competencies	For purposes of CMO No. 46, series of 2012, competencies refer to the combination of knowledge, complex skills, behavior and attitude that enables an individual to perform a specific task or role. The literature, nevertheless, cites overlapping ways of defining or interpreting competencies that include the following: General cognitive ability: “an individual’s knowledge and system beliefs, formed through experience” and with their own “achievements, influences subsequent performance through expectations, attitudes and interpretations”. Competence-performance model: the breakdown of the notion of competence into: (1) conceptual competence (rule-based, abstract knowledge about an entire domain); (2) procedural competence (procedures and skills needed to apply conceptual competence in concrete situations); (3) performance competencies (required to assess a problem and select a suitable strategy for its solution). Modified competence-performance model: goes beyond the cognitive bias of the competence-performance model and includes the available learning and practice environments that shape competence. Action competence: includes all the cognitive, motivational and social prerequisites for successful learning and application and used to analyze the conditions of success in performing tasks. These include general problem solving competence; critical thinking skills; domain-general and domain-specific knowledge; realistic, positive self-confidence; and social competencies. Key competencies: basic competences, such as literacy, numeracy, general education; methodological competences, like problem solving, IT skills; communication skills, including writing and presentation skills; and judgment competences, such as critical thinking.

Terms	Definition
	Meta-competencies: skills in planning, initiating, monitoring and evaluating one's own cognitive processes; experience and knowledge about different task difficulties; knowledge about learning and problem solving; skills in using effective cognitive aids and tools, such as graphics and analogies, and learning how to learn. Sources: Weinert, F. E. (1999). <i>Concepts of Competence</i>. Published as a contribution to the OECD project, Definition and selection of competencies: Theoretical and conceptual foundations (DeSeCo). Neuchâtel: DeSeCo. Munich, Germany: Manx Planck Institute for Psychological Research; Winterton, J., Delamare, F. Le and Stringfellow, D. E. (2005). <i>Typology of knowledge, skills and competences: clarification of the concept and prototype</i>, Toulouse: Centre for European Research on Employment and Human Resources Groupe ESC.
Course	The collection of learning experiences (e.g, lectures, experiments, academic exercises, and projects) within a particular subject area and organized to accomplish particular learning outcomes.
Deregulated (by evaluation)	HEIs that demonstrate very good institutional quality and enhancement consistent with their horizontal type through internal QA systems, and demonstrate very good program outcomes through a good proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification.
Discipline	An area of study constituted by defined academic research methods and objects of study, frames of reference, methodological approaches, topics, theoretical canons, and technologies. May also be seen as “subcultures” with their own language, concepts, tools and credentialed practitioners”. Source: Petts, J., Owens, S. and Bulkeley, H. (2008) “Crossing boundaries: interdisciplinary in the context of urban environments,” <i>Geoforum</i> 39 (2008) 593-601.
EUR-ACE	The EUR opean AC credited E ngineer is a certificate awarded by an authorized accreditation agency to an engineering degree program which has reached the educational standards of the European Higher Education Area (EHEA).
Evaluation	A process used to judge the quality of a performance or work product against a standard (Parker et al., 2001).
Field of study	Recognized areas of specialization within a discipline or sub-discipline.
Full-time faculty	A faculty member employed by an HEI on a full-time basis.
Functional differentiation	Differentiated according to the functions of the HEIs as determined by its vision and mission.

Terms	Definition
Graduate attributes	The “qualities, skills and understandings a university community agrees its students should develop during their time with the institution and, consequently, shape the contribution they are able to make to their profession and as a citizen (Bowden et al 2000).
Graduate programs	A set of advanced courses or study, the completion of which leads to either a master’s or doctorate degree.
Hegemonic paradigm	Dominant paradigm
Higher Education	Refers to post-secondary-level education, training or research that is recognized by the relevant authorities of a party as belonging to its higher education system [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012].
Higher Education Institution (HEI)	An establishment recognized by the relevant authorities of a party that provides higher education [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012].
Higher Education Program	A program of study recognized by the relevant authorities of a party as belonging to its higher education system, the completion of which provides a student with higher education qualifications [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012].
Horizontal Typology	A functionally differentiated typology of HEIs that does not imply any hierarchy. The differentiation is along the following dimensions: 1) qualifications and corresponding competencies of programs; 2) nature of degree programs offered; 3) qualifications of faculty members; 4) types of available learning resources and support structures available; and 5) nature of linkages and community outreach activities. For the Philippines at this juncture, HEIs may be differentiated horizontally as Professional Institutions, Colleges, or Universities.
Implemented learning outcomes	The implemented curriculum/syllabus to achieve specific learning outcomes.
Indexed Journals	Journals recognized as authoritative and high quality source of information in particular fields of study/disciplines because their articles are part of a citation index (e.g. Institute for Scientific Information or ISI or Sci-Verse Scopus).
Institutional accreditation	Refers to the evaluation of a whole educational institution of which the guidelines and standards shall be formulated in collaboration with the existing federations/networks of accrediting agencies and approved by CHED.
Institutional goals or Institutional outcomes	Based on its vision and mission, a statement of what the institution wants to achieve within a given timeframe.

Terms	Definition
Institutional Quality	The quality of HEIs as reflected in their Institutional Accreditation, Institutional Quality Assurance Monitoring and Evaluation (IQuAME), the Institutional Sustainability Assessment (ISA) or other evidences in the areas of governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support for students, and relations with the community.
Institutional Quality Assurance Monitoring and Evaluation (IQuAME)	Refers to a CHED-established mechanism for monitoring and evaluation of the outcomes of the programs, processes, and services of Higher Education Institutions in the key area of quality of teaching and learning as supported by governance and management; support for students; relations with the community; and management of resources. CHED is replacing IQuAME with the Institutional Sustainability Assessment (ISA).
Institutional Sustainability	An organization's ability to address current educational needs and to have the agility and strategic management to prepare successfully for future educational, market, and operating environment.
Institutional Sustainability Assessment (ISA)	A quality assurance process that assesses the institutional sustainability of an HEI in the key areas of quality of teaching and learning as supported by governance and management; support for students; relations with the community; and management of resources. Sensitive to the horizontal typology, it aims to: 1) support HEIs in developing institutional systems that lead to quality outcomes, as demonstrated by students and graduates whose competencies meet internationally recognized standards when applicable and are relevant to employment; 2) support HEIs in developing a culture of quality, reflected in internal QA systems that will help them perform effectively and efficiently and meet their desired outcomes and performance targets; and 3) engage HEIs in addressing policy issues, especially those that address the need to improve the quality of higher education.
Intended learning outcomes	The learning outcomes expressed as objectives of the course or program.
International accreditation	Accreditation by a reputable international accreditation body (e.g. ABET, EUR-ACE)
Internationally agreed upon frameworks and mechanisms of global practice	Agreed upon international frameworks for professional programs such as the Washington Accord for engineering.

Terms	Definition
Learning competency-based standards	Standards that are based on duly-specified learning competencies for a particular field of study or discipline. In an outcomes-based approach, the outcomes are the set of learning competencies that enable learners to perform complex tasks/functions/roles.
Learning resources and support structures	These are libraries, practicum laboratories, relevant educational resources, linkages with the relevant disciplinary and professional sectors, etc. that allow students to explore basic, advanced, and even cutting edge knowledge in a wide range of disciplines or professions.
Liberal Arts programs	Studies intended to provide general knowledge and intellectual skills rather than professional or occupational skills. Examples of liberal arts programs are those in the arts, humanities, natural sciences, social sciences, and mathematics
Lifelong Learning (LLL)	Lifelong learning is a process that involves the acquisition and upgrading of knowledge, skills, values and qualifications throughout all stages of a person's life — from early childhood through adulthood. LLL promotes the development of competencies that will enable citizens to adapt to a knowledge-based society and participate actively in all spheres of life. It values all forms of learning including formal learning (e.g. university-based learning), non-formal learning (e.g. skills acquired at the workplace) and informal learning (e.g. inter-generational learning).
Local Accreditation	The issuance of a certificate of accredited status by any of the accreditation bodies in the Philippines attesting to the quality or standards of a higher education institution or to any of its educational programs, and to the effectiveness of the management and operations of the institution offering the program, as exceeding the minimum standards or criteria for government recognition.
One-size-fits-all QA System	An imposed common set of quality indicators for all Philippine HEIs regardless of their mission, compelling institutions to direct their QA efforts towards meeting CHED quality indicators that may not be aligned with quality outcomes associated with their respective missions.
Outcomes	The benefit or change after an activity or process, such as new competencies, which may be associated with the output or the process itself. Within a learner-centered paradigm, outcomes are the set of learning competencies that enable learners to perform complex tasks/functions/roles.

Terms	Definition
Outcomes-based education (OBE)	In a nutshell, OBE implies the best way to learn is to first determine what needs to be achieved. Once the desired results or 'exit outcomes' have been determined, the strategies, processes, techniques and means are put in place to achieve the predetermined goals. In essence, it is a working-backwards with students as the center of the learning–teaching milieu.
Outcomes-based QA	Program level: A direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes. In this approach, the program outcomes are largely measured against the policies, standards, and guidelines of the discipline. Institutional Level: An audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes. This approach takes into consideration the vision, mission, and goals of the HEI.
Output	The direct product of any activity or the result of a process.
Paradigm	A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline.
Paradigm shift	A change in basic assumptions, premises and frameworks. A change of mindsets or perspectives with real consequences for practice.
Patents	Consists of exclusive rights granted by a sovereign state to an inventor or their assignee for a limited period of time in exchange for public disclosure of an invention.
Permanent faculty	Tenured faculty members who can only be removed from office for cause (e.g. incompetence, immorality) following the proper administrative procedures.
Professional Institutions	HEIs that contribute to nation building by providing educational experiences to develop technical knowledge and skills at the graduate and undergraduate levels, which lead to professional practice, e.g., Engineering, Medicine, Law, IT, Management, Teacher Education, Maritime Education. Professional Institutions develop adults who will have the technical and practical know-how to staff the various professional sectors that are required to sustain the economic and social development of the country and the rest of the world, as well as to contribute to innovation in their respective areas.

Terms	Definition
Professional programs	Traditionally refers to programs whose professional practice is regulated through a licensure examination. For purposes of developing the typology, however, CHED, upon the recommendation of its Technical Panels, broadened the notion of profession-oriented practices beyond those regulated by the Professional Regulatory Commission (PRC) to cover programs with direct (tangible, observable) application of frameworks and skills in future practice. CHED adopted the recommendations of the Technical Panels for the classification of programs within their respective disciplinary jurisdiction. These “professional” programs include unlicensed professions like Journalism, Broadcast Communications, Management, and Information Technology, which are associated with communities of practice that are guided by a Code of Ethics.
Program	Broadly refers to a plan of action and a collection of activities, which aim to accomplish pre-determined objectives, e.g., in research, education, and extension. • Degree program refers to the collection of courses and experiences which is designed and arranged to develop competencies and accomplish objectives, and lead to the awarding of a degree. • Program major refers to the primary specialization in a field of study in which the student takes a specified number of courses as part of the requirement for obtaining a degree. This may also be called area of specialization, field of concentration, professional major, or just plain major (CSO, No. 42, series 2003).
Program evaluation	See Outcomes-Based QA: Program level.
Program excellence	Excellence of academic programs as manifested through accreditation, Centers of Excellence and Development, and international certification.
Qualifications	A combination of academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for a particular task, job, role or profession.
Quality	For quality assurance purposes, CHED adopts the notion of quality as: • “Fitness for purpose”, which is generally used by international bodies for assessment and accreditation. Requires the translation of the institution’s vision, mission, and goals into its learning outcomes, programs, and systems; • “Exceptional”, which means being distinctive; exceeding very high standards; or conformance to standards based on a system of comparability using criteria and ratings; and • Quality, as “developing a culture of quality”, is the transformational dimension of the CHED notion of quality. [Harvey, L, Green D (1993). “Defining quality”. Assessment and Evaluation in Higher Education 18(1):9-34].

Terms	Definition
Quality Assurance	An ongoing process of evaluating and enhancing the quality of a higher education system, institution, or program to assure stakeholders that acceptable standards of education, scholarships, and resources for delivery are being maintained. QA does not mean merely specifying the standards or specifications against which to measure or control quality. Rather, quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered [Church, C.H. (1988). "The Qualities of Validation". <i>Studies in Higher Education</i> 13:27-43].
Refereed journals	Scholarly journals peer-reviewed by experts prior to publication. The reviews are often blind, i.e., the names of the author and the reviewer are withheld.
Regulated HEIs	Institutions, which still need to demonstrate good institutional quality and program outcomes
Reputable academic presses	University presses or academic publishers known for the good quality of their publications
Six Sigma Process	A system of accreditation that lets the market know whether an organization has complied with rigorous standards for the area accredited. It usually covers a training firm's qualifications, an instructor's knowledge and competency, adequacy of curriculum content and the robustness of an internal corporate program.
Skills	A "goal-directed, well-organized behavior that is acquired through practice and performed with economy of effort" [Proctor, R. W., & Dutta, A. (1995). <i>Skill acquisition and human performance</i>. Thousand Oaks, CA: Sage: 18]. There are different types of skills: • the skill of making distinctions or judgments or perceptual skills; • the skill in selecting the appropriate response or response skills; • the manual aspects of performance or motor skills; and • the skill to solve concrete problems or problem-solving skills [Winterton, J., Delamare, F. Le and Stringfellow, D. E. (2005). <i>Typology of knowledge, skills and competences: clarification of the concept and prototype</i>, Toulouse:Centre for European Research on Employment and Human Resources Groupe ESC.] Note that while skills and competencies are not the same conceptually, the broad notion of skills as encompassing attitudes and practical skills and the different interpretations of "competencies" account for the interchangeable use of the terms "skills" and "competencies" in the literature.

Terms	Definition
UNESCO Recognition of Comparable qualifications, degrees, diplomas, certificates in the Asia-Pacific region (1983)	Refers to the 1983 Regional Convention of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific, a legally binding instrument which aims to promote and facilitate academic mobility in the Asia-Pacific region. The Convention was revised in 2011 to hasten the effort of determining the comparability of programs across the region. The revised Convention, which is in the process of ratification by UNESCO member states in the region, is also referred to as the Tokyo Convention.
Undergraduate Program	Refers to a set of four or five-year courses (possibly three for some programs when K to 12 is implemented) or study focused on applied knowledge and hands on learning, the completion of which leads to a baccalaureate degree.
Universities	HEIs that contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinal areas and by emphasizing the development of new knowledge and skills through research and development. The focus on developing new knowledge is emphasized from the basic post-secondary (i.e., baccalaureate) academic programs through the doctoral programs. Thus, a research orientation is emphasized in the Bachelor, Master's and doctoral degree programs. Universities contribute to nation building by producing experts, knowledge, and technological innovations that can be resources for long-term development processes in a globalized context.
Vertical Typology	Refers to the classification of HEIs according to three elements of quality: 1) alignment and consistency of the learning environment with the institution's vision, mission, and goals; 2) demonstration of exceptional learning and service outcomes; and 3) development of a culture of quality.
Washington Accord	Signed in 1989, it is an international agreement among bodies responsible for accrediting engineering degree programs. It recognizes the substantial equivalency of programs accredited by those bodies and recommends that graduates of programs accredited by any of the signatory bodies be recognized by the other bodies as having met the academic requirements for entry into the practice of engineering.

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ANNEX 1 – CRITERIA FOR COMMITMENT TO EXCELLENCE: EQUATIONS TO DETERMINE POINTS FOR LOCAL ACCREDITATION

The points for local accreditation take into account several factors.

1) Proportion of accredited programs

It is the proportion of accredited programs in relation to the total number of programs covered by accreditation that is measured.

For example:

- HEI X has five Level II-accredited programs in a total of 20 programs that can be accredited, while HEI Y has also five Level II-accredited programs but in a total of 10 programs that can be accredited.
- HEI Y will have more points than HEI X because it has a higher proportion of Level II accredited programs.

2) Level of accreditation

There are increasing weights (values) from Level I to Level IV.

3) Undergraduate/graduate programs

The weights for undergraduate (UG) or graduate (G) programs depend on HEI type and the proportion of programs at the two levels.

Total points for local accreditation is the sum of undergraduate and graduate components:

$$\text{Accreditation} = \text{UG Accreditation} + \text{G Accreditation}$$

The weights for the UG and G components depend on the percentage of enrollment in the graduate or undergraduate programs. The points for accreditation are based on the sum of the ratios for the different accreditation levels, multiplied by a value for the level (refer to Table A1-1).

Table A1-1. Weights for Accreditation Levels

Level	Inputs based	Outcomes-based (Levels III & IV)
Level IV	1.25	1.50
Level III	1.00	1.25
Level II	0.75	
Level I	0.50	

Note: After two years, it is recommended that accrediting agencies use the outcomes-based approach in its instruments for which higher weights will be given.

The UG and G accreditation components are given in Equations 1 and 2.

Equation 1:

$$UG\ Accred = \left\{ \left(\frac{UG4}{UG} \times 1.25 \right) + \left(\frac{UG3}{UG} \times 1.00 \right) + \left(\frac{UG2}{UG} \times 0.75 \right) + \left(\frac{UG1}{UG} \times 0.5 \right) \right\} \times Wt$$

where

Wt	= Percentage of undergraduate enrollment, e.g., 90% = 90
UG Accred	= the points earned from the accredited undergraduate programs
UG	= total number of UG programs offered
UG4	= number of UG programs accredited at Level IV
UG3	= number of UG programs accredited at Level III
UG2	= number of UG programs accredited at Level II
UG1	= number of UG programs accredited at Level I

Equation 2:

$$G\ Accred = \left\{ \left(\frac{G4}{G} \times 1.25 \right) + \left(\frac{G3}{G} \times 1.00 \right) + \left(\frac{G2}{G} \times 0.75 \right) + \left(\frac{G1}{G} \times 0.5 \right) \right\} \times Wt$$

where

Wt	= Percentage of graduate enrollment, e.g., 10%=10
G Accred	= the points earned from the accredited graduate programs
G	= total number of G programs offered
G4	= number of G programs accredited at Level IV
G3	= number of G programs accredited at Level III
G2	= number of G programs accredited at Level II
G1	= number of G programs accredited at Level I

ANNEX 2 – INSTITUTIONAL SUSTAINABILITY ASSESSMENT FRAMEWORK

The Institutional Sustainability Assessment (ISA) Framework of CHED consists of five key result areas (KRAs), each of which has one or more criteria, as shown in Table A2-1. Tables A2-2 and A2-3 show the ISA Indicators by HEI Type while Table A2-4 presents the rubric for each indicator. The minimum scores to qualify for autonomous and deregulated status are shown in Table A2-5.

Table A2-1. ISA: KRA Indicators and Criteria

KRA 1: GOVERNANCE AND MANAGEMENT	
Core Indicator: Governance	Criterion: The institution's governance arrangements demonstrate probity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance.
Core Indicator: Management	Criterion: The institution's management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.
Indicator: Enabling Features	Criterion: The institution has enabling features such as the use of Information and Communication Technology (ICT) for more efficient and effective management; and a viable, sustainable and appropriate resource generation strategy to support its development plans.
KRA 2: QUALITY OF TEACHING AND LEARNING	
Core Indicator: Setting and Achieving Program Standards	Criterion 1: Program Approval. The institution sets the objectives and learning outcomes of its programs at appropriate levels, and has effective mechanisms to ensure that its programs achieve those objectives and enable students to achieve the intended outcomes (including board passing rates). Criterion 2: Program Monitoring and Review. The institution has effective arrangements for monitoring the effectiveness of its programs. Criterion 3: Action to Strengthen Programs. The institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.
Core indicator: Faculty Profile	Criterion: The institution has an adequate number of faculty with the appropriate expertise and competence to teach the courses offered by the institution.
Core Indicator: Appropriate Learning Resources	Criterion: The institution makes effective use of learning resources, such as library resources, laboratories, and information and communications technology, to support student learning.
KRA 3: QUALITY OF PROFESSIONAL EXPOSURE, RESEARCH, AND CREATIVE WORK	
Indicator: Professional Exposure	Criterion: The institution has programs that allow students to practice their learned competencies in view of their future careers, such as programs for practicum, internship, on-the-job training (OJT), and case writing (for graduate level).
Indicator: Research Capability	Criterion: The institution has a research community of faculty, students and post-doctoral research workers that fosters and supports creative research and other advanced scholarly activity.
Indicator: Creative Work and/or Innovation	Criterion: The institution has programs that promote creative work in the arts and/or innovation in science and technology and in other fields of study.

Table A2-1. (con't)

KRA 4: SUPPORT FOR STUDENTS	
Indicator: Equity and Access	Criterion 1: Recruitment, Admission, and Academic Support. The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low-level income classes, foreign students, and other special groups. Criterion 2: Student Scholarships. The institution operates effective arrangements to direct scholarships and study grants on merit to support the most able students in programs that develop competences needed to support the Filipino economy and to enable the country to compete in global labor markets.
Core Indicator: Student Services	Criterion: The institution has programs for student services, to support the non-academic needs of the students.
KRA 5: RELATIONS WITH THE COMMUNITY	
Core Indicator: Relevance of Programs	Criterion: The institution offers programs that take into consideration the socio-cultural, economic, and developmental needs of the country at local, regional, and national levels, as well as the need for the country to compete effectively in global markets.
Indicator: Networking and Linkages	Criterion: The institution is valued as a partner by other higher education institutions; professional, government, and/or non-government organizations; and industry, within the Philippines and internationally.
Indicator: Extension Programs	Criterion: The institution is valued by its local community as a provider of extension programs that are responsive to the needs of the community for people empowerment and self-reliance.

Table A2-2. ISA Indicators by HEI Type

Indicator	Professional Institute	College	University
Governance and Management			
Governance	Core	Core	Core
Management	Core	Core	Core
Enabling Features	Indic	Indic	Indic
Quality of Teaching and Learning			
Setting and Achieving Program Standards	Core	Core	Core
Faculty Profile	Core	Core	Core
Appropriate Learning Resources	Core	Core	Core
Quality of Professional Exposure, Research, and Creative Work			
Professional Exposure	Req	Indic	Indic
Research Capability	Indic	Indic	Req
Creative Work and/or Innovation	Indic	Req	Indic
Support for Students			
Equity and Access	Indic	Indic	Indic
Student Services	Core	Core	Core
Relations with the Community			
Relevance of Programs	Core	Core	Core
Networking and Linkages	Req	Indic	Req
Extension Programs	Indic	Req	Indic

Legend: **Core** – Core indicator; **Req** – Required indicator; **Indic** – Indicator

Table A2-3. Summary of ISA Indicators according to HEI Type

Professional Institutions	
Core Indicators:	Governance, Management, Setting and Achieving Program Standards, Faculty Profile, Use of ICT and Learning Resources, Equity and Access, Student Services, Relevance of Programs
Required Indicators:	Professional Exposure, Networking and Linkages
Optional Indicators:	Enabling Features, Research Capability, Creative Work and/or Innovation, Extension Programs
Colleges	
Core Indicators:	Governance, Management, Setting and Achieving Program Standards, Faculty Profile, Use of ICT and Learning Resources, Equity and Access, Student Services, Relevance of Programs
Required Indicators:	Creative Work and/or Innovation, Extension Programs
Optional Indicators:	Enabling Features, Professional Exposure, Research Capability, Networking and Linkages
Universities	
Core Indicators:	Governance, Management, Setting and Achieving Program Standards, Faculty Profile, Use of ICT and Learning Resources, Equity and Access, Student Services, Relevance of Programs
Required Indicators:	Research Capability, Networking and Linkages
Optional Indicators:	Enabling Features, Professional Exposure, Creative Work and/or Innovation, Extension Programs

Table A2-4. Rubric for Rating Each Indicator

Rating	Description
4	The criterion/criteria for the indicator is/are fully met, and its elements are achieved at a level of excellence that provides a model for others.
3	The criterion/criteria for the indicator is/are met, with most elements demonstrating good practice.
2	The criterion/criteria for the indicator is/are met in most respects, but improvement is needed to overcome weaknesses in some elements.
1	The criterion/criteria for the indicator is/are met in some respects, but much improvement is needed to overcome weaknesses.
0	The criterion is not met.

Table A2-5. Minimum Scores to Qualify for Autonomous and Deregulated Status

Indicator	Professional Institution	College	University
AUTONOMOUS			
<i>Governance and Management</i>			
C - Governance	3*	3*	3*
C - Management	3*	3*	3*
I - Enabling Features			
<i>Quality of Teaching and Learning</i>			
C - Setting and Achieving Program Standards	3*	3*	3*
C - Faculty Profile	3*	3*	3*
C - Appropriate Learning Resources	3*	3*	3*
<i>Quality of Professional Exposure, Research, and Creative Work</i>			
I - Professional Exposure	3*		
I - Research Capability			3*
I - Creative Work and/or Innovation		3*	
<i>Support for Students</i>			
C - Equity and Access	3*	3*	3*
C - Student Services	3*	3*	3*
<i>Relations with the Community</i>			
C - Relevance of Programs	3*	3*	3*
I - Networking and Linkages	3*		3*
I - Extension Programs		3*	
Minimum Average Score = 2.75			
No score below 2			
DEREGULATED			
<i>Governance and Management</i>			
C - Governance	3*	3*	3*
C - Management	3*	3*	3*
I - Enabling Features			
<i>Quality of Teaching and Learning</i>			
C - Setting and Achieving Program Standards	3*	3*	3*
C - Faculty Profile	3*	3*	3*
C - Appropriate Learning Resources	3*	3*	3*
I - Professional Exposure	3*		
I - Research Capability			3*
I - Creative Work and/or Innovation		3*	
<i>Support for Students</i>			
C - Equity and Access	2*	2*	2*
C - Student Services	3*	3*	3*
<i>Relations with the Community</i>			
C - Relevance of Programs	2*	2*	2*
I - Networking and Linkages	2*		2*
I - Extension Programs		2*	
Minimum Average Score = 2.50			
No score below 1			

*Required, C = Core, I = Indicator

ANNEX 3 – SAMPLE CURRICULUM MAPS FROM THE NURSING PROGRAM

Mapping of Nursing Program Outcomes by Year Level

First Year Level Outcomes: The student 1) demonstrates self-awareness, 2) communicates effectively, 3) discusses beginning theories and principles, 4) works effectively as a team, 5) demonstrates background on the laws (national and traditional).												
PROGRAM OUTCOMES First Year	Theoretical Foundation	Anatomy and Physiology	NCM 100- Fundamentals of Nursing	Health Assessment	GE - Purposive Communication	Chem 2 - Biochemistry	GE – Understanding Self	STS – Science, Technology and Society	Logic with Critical Thinking	GE – Bioethics	GE- Readings in Philippine History	GE – Arts Appreciation
1. Apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing.	I	IP	IP	IP/L	I/L	IP/L	I/L	IP/L	IP/L	I/L	I/L	I
2. Provide safe, appropriate and holistic care to individuals, families, population groups and communities utilizing nursing process.	I	IP	IP	IP	I	I	I	I	I	I	I	I
3. Apply guidelines and principles of evidence-based practice in the delivery of care in any setting.	I	I	I	I	I	I	I	I	I	I	I	I
4. Practice nursing in accordance with existing laws, legal, ethical and moral principles.	I	I	IP	IP	I	IP	IP	I	I	IP	I	I
5. Communicate effectively in writing, speaking and presenting using culturally-appropriate language.	I	IP	I	I	IP	IP	I	I	I	I	I	I
6. Document and report on client care accurately and comprehensively.	I	-	IP	IP	-	-	-	-	-	-	-	-
7. Work effectively in teams, in collaboration with other disciplines and multi-cultural teams.	I	I	I	I	I	I	I	I	I	I	I	I
8. Practice beginning management and leadership skills in the delivery of client care.	-	-	IP	IP	-	-	-	-	-	-	-	-
9. Conduct research with an experienced researcher.	I	I	-	-	I	I	-	I	I	-	-	-
10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.	I	I	I	I	I	I	I	I	I	I	I	I
11. Demonstrate responsible citizenship and pride of being a Filipino.	I	I	I	-	I	-	IP	I	I	IP	IP	IP

Legend: I - Introduced concepts/principles; P - Practiced with supervision; D - Demonstrated across different clinical setting with minimal supervision

2nd year Level Outcomes: The student demonstrates safe, appropriate, and holistic care, utilizing the nursing process, in the context of a normal and a high-risk family, as well as mother and child in any health setting.											
PROGRAM OUTCOMES Second Year	NCM 101	CHN Community Health Nursing	Microbiology & Parasitology	Contemporary World	Health Education	NCM 102	Nutrition and Diet Therapy	Pharmacology	Nursing Informatics	Math, Science and Technology (Elective)	Pathophysiology
1. Apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing.	P/L	P/L	P/L	I/L	PD/L	D/L	D/L	P/L	IP/L	P/L	I/L
2. Provide safe, appropriate and holistic care to individuals, families, population groups and communities utilizing nursing process.	PD	PD	IP	IP	PD	D	D	PD	PD	P	I
3. Apply guidelines and principles of evidence-based practice in the delivery of care in any setting.	P	P	I	I	I	P	P	P	P	P	I
4. Practice nursing in accordance with existing laws, legal, ethical and moral principles.	P	P	P	I	IP	D	D	P	P	-	I
5. Communicate effectively in writing, speaking and presenting using culturally-appropriate language.	P	P	P	P	D	D	P	P	D	P	I
6. Document and report on client care accurately and comprehensively.	D	D	P	P	D	D	D	P	D	-	I
7. Work effectively in teams, in collaboration with other disciplines and multi-cultural teams.	P	D	P	P	P	D	P	P	D	P	I
8. Practice beginning management and leadership skills in the delivery of client care.	P	P	I	I	D	D	P	I	P	I	I
9. Conduct research with an experienced researcher.	P	P	IP	I	I	P	I	I	IP	IP	I
10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.	P	D	P	D	D	P	D	P	P	IP	I
11. Demonstrate responsible citizenship and pride of being a Filipino.	D	D	D	D	D	D	D	D	D	D	I

Legend: I - Introduced concepts/principles; P - Practiced with supervision; D - Demonstrated across different clinical setting with minimal supervision

3rd year Level Outcomes: The student demonstrates safe, appropriate, and holistic care, utilizing the nursing process, in the context of individuals, families and population group with physiologic and psychosocial alterations and maladaptive patterns of behavior in community, hospital and other healthcare settings.											
PROGRAM OUTCOMES Third Year	NCM 103	GE Math in the Modern World	Health Economics	GE Elective Arts & Humanities	NCM 104	NCM 105	Nursing Research 1	GE Elective - Bioethics	Rizal	Spiritual Care (Elective)	Gerontological Nursing
1. Apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing.	PD	PD	PD	PD	PD	PD	PD	PD	I		
2. Provide safe, appropriate and holistic care to individuals, families, population group and community utilizing nursing process.	PD	PD	PD	P	PD	PD	PD	PD	I		
3. Apply guidelines and principles of evidence-based practice in the delivery of care.	PD	PD	PD	PD	PD	PD	PD	PD	I		
4. Practice nursing in accordance with existing laws, legal, ethical and moral principles.	PD	PD	PD	PD	PD	PD	PD	PD	I		
5. Communicate effectively in speaking, writing and presenting using culturally-appropriate language.	PD	PD	PD	PD	PD	PD	PD	PD	I		
6. Report and document up-to-date client care accurately and comprehensively.	PD	PD	P	D	D	D	P	D	I		
7. Work effectively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams.	D	D	D	D	D	D	D	D	I		
8. Practice beginning management and leadership skills in the delivery of client care.	PD	PD	D	D	D	D	PD	PD	I		
9. Conduct research with an experienced researcher.	P	P	P	P	P	P	P	P	I		
10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.	PD	PD	P	D	I	PD	PD	I	I		
11. Demonstrate responsible citizenship and pride of being a Filipino.	D	-	D	-	D	D	D	D	PD		

Legend: I - Introduced concepts/principles; P - Practiced with supervision; D - Demonstrated across different clinical setting with minimal supervision

4th year Level Outcomes: The student manages safe, appropriate, and holistic care, utilizing the nursing process, in the context of groups of clients (individuals, families, population groups and communities) at risk and/or with alterations or in varying health status.									
PROGRAM OUTCOMES Fourth Year	NCM 106-	Nursing Research 2	NCM 107 (RLE)	NCM 107B	Intensive Nursing Practicum	Nursing Leadership and Management with RLE	Practicum	Foreign Language (Elective)	Emergency and Disaster Nursing
1. Apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing.	D	D	D	D	D				
2. Provide safe, appropriate and holistic care to individuals, families, population group and community utilizing nursing process.	D	D	D	D	D				
3. Apply guidelines and principles of evidence-based practice in the delivery of care.	D	D	D	D	D				
4. Practice nursing in accordance with existing laws, legal, ethical and moral principles.	D	D	D	D	D				
5. Communicate effectively in speaking, writing and presenting using culturally-appropriate language.	D	D	D	D	D				
6. Report and document up-to-date client care accurately and comprehensively.	D	D	D	D	D				
7. Work effectively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams.	D	D	D	D	D				
8. Practice beginning management and leadership skills in the delivery of client care.	D	D	D	D	D				
9. Conduct research with an experienced researcher.	D	D	D	D	D				
10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.	D	D	D	D	D				
11. Demonstrate responsible citizenship and pride of being a Filipino.	D	D	D	D	D				

Legend: I - Introduced concepts/principles; P - Practiced with supervision; D - Demonstrated across different clinical setting with minimal supervision

ANNEX 4 – RECOMMENDED VERBS FOR WRITING LEARNING OUTCOMES

(Adapted from BCIT (2003) and PATE Module on Assessment and Evaluation)

ADAPTED FROM THE REVISED BLOOM'S TAXONOMY

COGNITIVE (K)

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Retrieve knowledge from long-term memory	Construct meaning from instructional messages, including oral, written, graphic communication	Carry out/use procedure in a given situation	Break material into constituent parts; determine how parts relate to one another and to an overall structure or purpose	Make judgments based on criteria and standards	Put elements together to form coherent or functional whole; reorganize elements into a new pattern or structure
<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>
• Define • Describe • Label • List • Match • Recall • Recognize • State	• Classify • Compare • Discuss • Exemplify • Explain • Identify • Illustrate • Infer • Interpret • Predict • Report • Review • Summarize • Translate	• Apply • Change • Choose • Demonstrate • Execute • Implement • Prepare • Solve • Use	• Analyze • Attribute • Debate • Differentiate • Distinguish • Examine • Organize • Research	• Appraise • Check • Critique • Judge	• Compose • Construct • Create • Design • Develop • Formulate • Generate • Invent • Make • Organize • Plan • Produce • Propose

PSYCHOMOTOR⁸¹ (S)

PERCEIVE	SET	RESPOND AS GUIDED	ACT	RESPOND OVERTLY	ADAPT	ORGANIZE
Senses cues that guide motor activity	Is mentally, emotionally, physically ready to act	Imitates and practices skills	Performs acts with increasing efficiency, confidence, ad proficiency	Performs acts automatically	Adapts skill sets to solve a problem	Creates new patterns for specific situations
<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>
• Detect • Differentiate • Distinguish • Identify • Observe • Recognize • Relate • Describe the perception • Describe the sensation: ○ Hear ○ Listen ○ See ○ Smell ○ Taste	• Assume a stance • Display • Perform motor skills • Position the body • Proceed • Show	• Copy • Duplicate • Imitate • Operate under supervision • Practice • Repeat • Reproduce	• Assemble • Calibrate • Complete with confidence • Conduct • Construct • Demonstrate • Dismantle • Fix • Execute • Improve efficiency • Make • Manipulate • Measure • Mend • Organize • Produce	• Act habitually • Control • Direct • Guide • Manage • Perform <i>Note: Same verbs as “ACT”, but with modifiers describing the performance, e.g., faster, better, more accurate, outstanding, etc.</i>	• Adapt • Alter • Change • Rearrange • Reorganize • Revises	• Arrange • Build • Compose • Construct • Create • Design • Originate • Make

⁸¹Dave (1967), Simpson (1972), and Harrow (1972; mainly used for Physical Education) separately developed the Psychomotor set. The one used here is based on Simpson.

AFFECTIVE (A)

RECEIVE	RESPOND	VALUE	ORGANIZE	INTERNALIZE (CHARACTERIZE)
Selectively responds to stimuli	Responds to stimuli	Attaches value or worth to something	Conceptualizes value and resolves conflict between this value and other values	Integrate the value into a value system that controls behavior
<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>
• Acknowledge • Choose • Demonstrate awareness • Demonstrate tolerance • Locate • Select	• Answer • Communicate • Comply • Contribute • Cooperate • Discuss • Participate willingly • Volunteer	• Adopt • Assume responsibility • Behave according to • Choose • Commit • Express • Initiate • Justify • Propose • Show concern • Use resources to	• Adapt • Adjust • Arrange • Balance • Classify • Conceptualize • Formulate • Organize • Prepare • Rank • Theorize	• Act upon • Advocate • Defend • Exemplify • Influence • Perform • Practice • Serve • Support

ANNEX 5 – SAMPLE SYLLABUS

Ch 101 - General Chemistry (Lecture and Laboratory)

Name of Faculty: _____ MWF, 9-10, Rm 100, Chemistry Hall; Th 8-12, Chemistry Lab

A. Course Description

This course covers fundamental chemistry concepts and theories for science and engineering majors. Topics covered include atomic structure, the periodic table and properties of elements, stoichiometry, introduction to aqueous solution chemistry, thermochemistry, electronic structure and chemical bonding, molecular geometry, intermolecular forces, and properties of gases and the condensed phases.

B. Course Objectives

By the end of the course, you should be able to: 1) describe the world of atoms and molecules and discuss basic concepts and their applications; 2) accurately observe and describe chemical phenomena; 3) Demonstrate logical, analytical and critical thinking inherent in the practice and process of science; 4) apply your basic knowledge of the atoms and molecules, fundamental properties of matter, its transformations, classification, nomenclature, structure and reactivity to actual situations; and 5) apply computational skills in gas laws, stoichiometry and thermochemistry.

C. Course Outline and Timeframe (tentative schedule)

Week	Topic
1	Introduction to & Overview of the Course; The Atomic View of Matter
2	Atoms, Molecules, Ions; The Periodic Table; Mole, Molar Mass, % Composition
3	Chemical Formulas and Equations; Solution Stoichiometry; Chemical Reactions in Water: Precipitation, Acid-Base
4	Chemical Reactions in Water: Oxidation; FIRST LONG TEST
5	Gases; Ideal Gas Equation and Applications; Gas Mixtures and Partial Pressures
6	Kinetic Molecular Theory; Effusion/Diffusion; Real Gases
7	Thermochemistry; Heats of Reaction; Calorimetry
8	Hess's Law; Standard Heats of Reaction; SECOND LONG TEST
9	Nature of Light; Atomic Spectra
10	Quantum Theory and Atomic Structure; Chemical Periodicity
11	Chemical Bond
12	Molecular Geometry; Bonding Theories
13	Bonding Theories; THIRD LONG TEST
14	Intermolecular forces: Properties of Liquids and Solids, Phase Changes
15	The Solution Process, Concentration and Properties of Solutions
16	Colligative Properties, FOURTH LONG TEST
17	Chemical Kinetics; Activation Energy and Reaction Mechanisms; Summary and Review
18	FINAL EXAM

D. Required Reading (Textbook)

Silberberg, Martin, *Chemistry: The Molecular Nature of Matter and Change*, NY: McGraw-Hill, 2012.

E. Suggested Readings and References

F. Course Requirements

G. Grading System

H. Classroom Policies

I. Consultation Hours

ANNEX 6 – SAMPLE LEARNING PLAN

Ch 101 - General Chemistry (Lecture/Lab) - Name of Faculty - MWF, 9-10, Rm 100, Chemistry Hall; Th 8-12, Chemistry Lab

Learning Outcome	Topic	Methodology	Resources		Assessment
Describe the world of atoms and molecules and discuss basic concepts and their applications	- The Atomic View of Matter - Atoms, Molecules, Ions - The Periodic Table - Mole, molar mass, % composition - Chemical Equations; Solution Stoichiometry	Demonstration Lecture Visualization exercise Problem solving Experiment	LCD projector Paper and pen Atomic models Chemicals	Glassware Lab hardware Laboratory Balance	Drawing of atomic models Problem-solving Performance of experiments Lab report
Accurately observe and describe chemical phenomena	- Chemical Reactions in water - Gases - Applications of Ideal Gas Equation - Gas Mixtures and Partial Pressures	Demonstration Lecture Problem solving Experiment	LCD projector Paper and pen Chemicals Glassware	Lab hardware Laboratory Balance	Problem-solving Performance of experiments Lab report Discussion of concepts
Apply basic knowledge of atoms and molecules, properties of matter, classification, nomenclature, structure and reactivity to actual situations	- Kinetic Molecular Theory - Effusion and Diffusion - Thermochemistry - Heats of Reaction	Demonstration Lecture Problem solving Experiment	LCD projector Paper and pen Atomic models Chemicals	Glassware Lab hardware Laboratory Balance	Problem-solving Performance of experiments Lab report Discussion of concepts
Demonstrate logical, analytical and critical thinking inherent in the practice and process of science	- Real Gases - Calorimetry - Hess's Law; Standard Heats of Reaction	Problem solving Experiment	Paper and pen Chemicals Glassware	Lab hardware Laboratory Balance	Problem-solving Experiment design Lab report
Apply computational skills in gas laws, stoichiometry and thermochemistry	- Gas laws - Thermochemistry - Stoichiometry	Lecture Problem solving Experiment	Paper and pen Chemicals Glassware	Lab hardware Laboratory Balance	Performance of experiments Problem-solving Lab report
Describe the world of atoms and molecules and discuss basic concepts and their applications	- Nature of Light; Atomic Spectra - Quantum Theory and Atomic Structure - Chemical Periodicity - Chemical bond - Molecular Geometry; Bonding Theories	Demonstration Lecture Problem solving Experiment	LCD projector Paper and pen Atomic models Chemicals	Glassware Lab hardware Laboratory Balance	Drawing of models Performance of experiments Problem-solving Lab report
Apply your basic knowledge of the atoms and molecules, fundamental properties of matter, its transformations, classification, nomenclature, structure and reactivity to actual situations	- Intermolecular forces - Properties of Liquids and Solids - Phase Changes - The Solution Process - Concentration and properties of solutions - Chemical Kinetics - Activation Energy; Reaction Mechanisms	Demonstration Lecture Problem solving Experiment	LCD projector Paper and pen Atomic models Chemicals	Glassware Lab hardware Laboratory Balance	Problem-solving Experiment design Performance of expts Lab report Discussion of concepts

Note: This example is intended for use of the teacher

ANNEX 7 – PROGRAM OUTCOMES – PERFORMANCE INDICATORS – ASSESSMENT EVALUATION METHODS – STANDARDS MATRIX

Technical Panel for Engineering

PO Code	PO Statement	Performance Indicators (PI)	Codes of Key Course(s) for the PI(s)	Assessment Methods			Evaluation Method(s)	Standards	Evaluator's Comments
				A1	A2	A3			
a		1							
		2							
		3							
b		1							
		2							
		3							
c		1							
		2							
		3							
d		1							
		2							
		3							
e		1							
		2							
		3							



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