

Republic of the Philippines  
DEPARTMENT OF LABOR AND EMPLOYMENT  
Intramuros, Manila

37<sup>th</sup> TESDA BOARD MEETING

13 March 2003, Thursday, 8:30 a.m.  
7<sup>th</sup> Floor TESDA Board Room, Office of the Chair  
Taguig, Metro Manila

Resolution No. 2003-05

ADOPTION OF PHILIPPINE TVET QUALIFICATIONS FRAMEWORK (PTQF)

WHEREAS, the Philippine TVET Qualifications and Certification System defines -

- A national, comprehensive and flexible qualifications framework for technical vocational education and training
- The format and process for developing competency standards and training regulations
- Industry-developed competency standards as the benchmarks for curriculum, training and assessment
- The competency-based assessment and certification process

WHEREAS, TESDA is responsible for quality assurance of the above components of the framework;

BE IT RESOLVED FINALLY, that the TESDA Board approves and adopts the PTQF as a reiteration, enhancement and rationalization of the TOQCS and the Framework, as attached, as an integral part of this resolution.

Adopted this 13<sup>th</sup> day of March 2003.

*Ma. Adorinda de Jesus Forro*  
MA. ADORINDA DE JESUS-FORRO  
Board Secretary VI

Attested by:

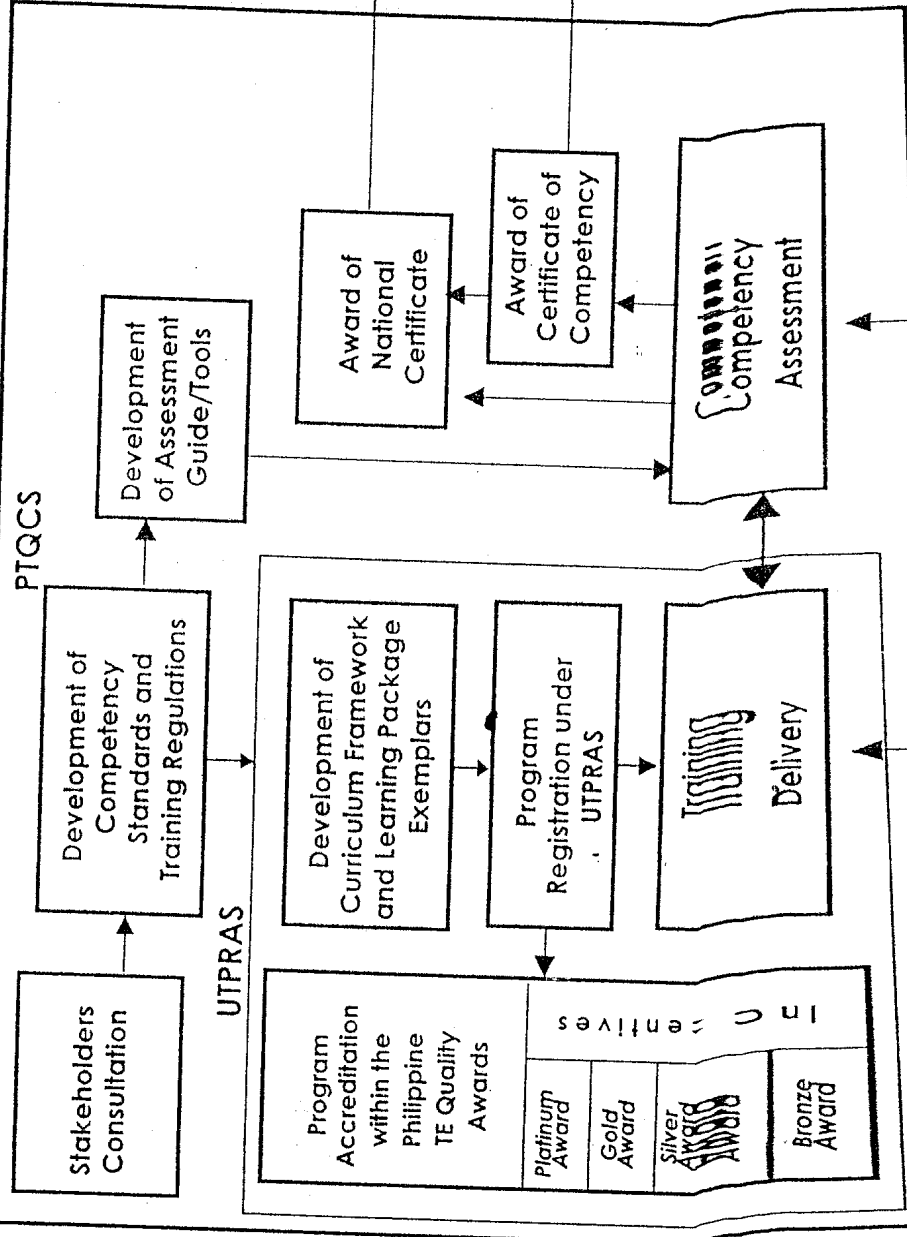
*Patricia A. Sto. Tomas*  
PATRICIA A. STO. TOMAS  
Secretary, Department of Labor and Employment  
Chair, TESDA Board

# QUALITY ASSURED PHILIPPINE TVET SYSTEM

## EMPLOYMENT and PRODUCTIVITY ENHANCEMENT

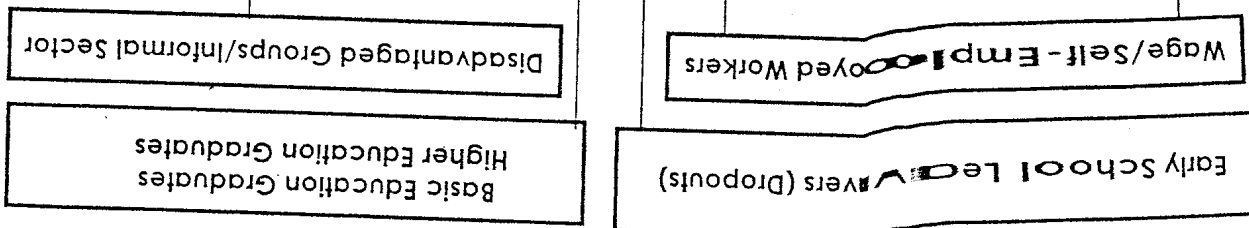
### Promotion of TVET

Development Plans/Government Policies and Priorities/Public Investment



Recognition of Prior Learning/Equivalency Scheme/Relating Learning

MANAGEMENT OF THE TVET SYSTEM



## WHAT IS PHILIPPINE TVET QUALIFICATIONS FRAMEWORK (PTQF)

It is a quality-assured national framework for giving recognition to the attainment of knowledge, skills, attitudes and values along the middle level skilled occupations. The PTQF is meant to serve as a comprehensive, nationally consistent yet flexible framework for all qualifications in the technical vocational education and training. It uses the paradigm as applied in the Philippine TVET Qualification and Certification System (PTQCS) in accumulation of units of competency towards a nationally recognized qualification with corresponding national certificate and level. Moreover, the PTQF defines the qualification levels for certification under the PTQCS.

### Level Descriptors

The characteristics of each level are as follows:

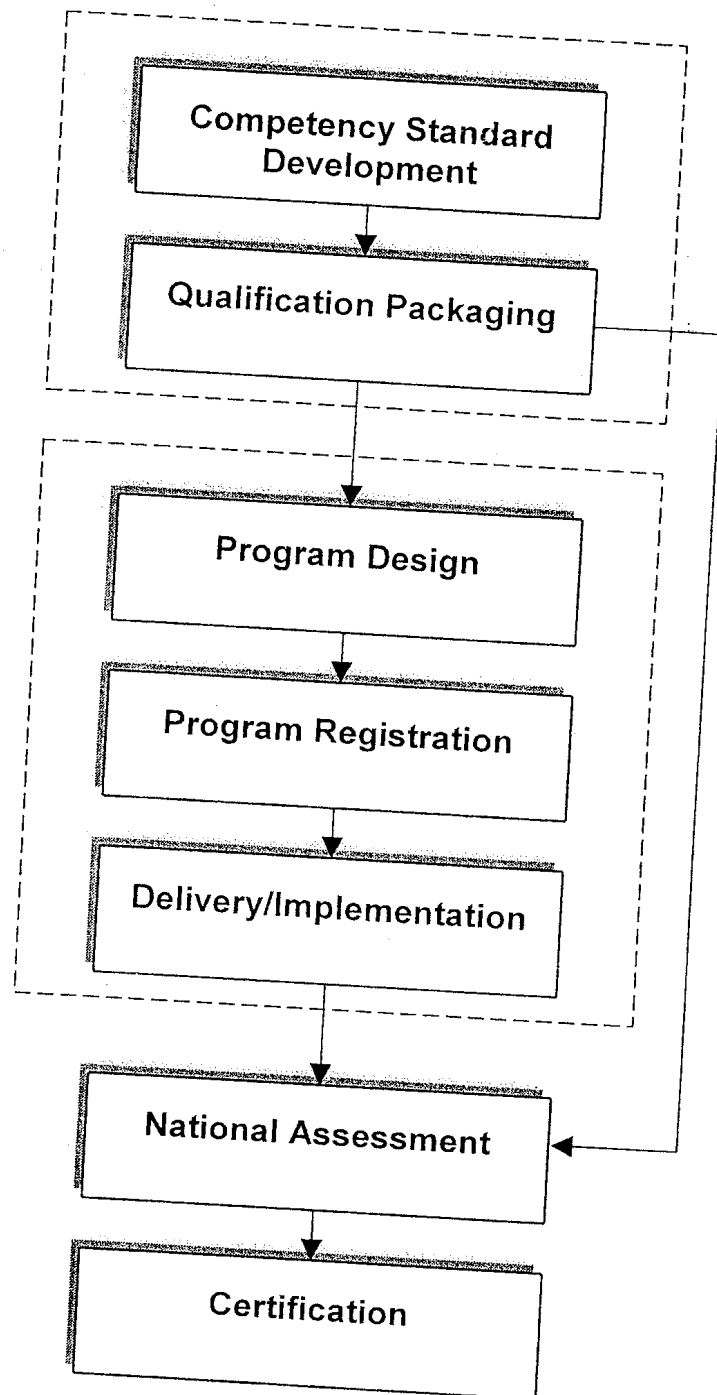
National Certificate I	<ul style="list-style-type: none"> <li>Workers in this level performs routine and predictable tasks involving little or no latitude for judgment</li> <li>Usually involves adherence to appropriate standards or specifications</li> <li>Assignments are usually made by a supervisor or a worker at a higher level who gives simple instructions and makes clarifications or suggestions when necessary</li> </ul>
National Certificate II	<ul style="list-style-type: none"> <li>Worker in this level performs prescribed range of functions involving known routines and procedures, where clearly identified choices and limited complexity applies</li> <li>Work involves some accountability for the quality of outputs</li> <li>Applications at this level may involve individual responsibility or autonomy or working with others as part of a team or group</li> </ul>
National Certificate III	<ul style="list-style-type: none"> <li>Worker in this level performs a wide range of skilled operations at a high level of competence involving known routines and procedures</li> <li>The work context involves some complexity in the extent and choice of options available</li> <li>Work involves understanding the work processes, equipment and materials to be used</li> <li>Applications 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</li> </ul>
National Certificate IV	<ul style="list-style-type: none"> <li>Workers in this level performs a wide range of applications in a variety of context most of which are complex and non-routine</li> <li>Work involves some leadership and guidance when organizing activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature</li> <li>Work at this level also requires evaluation and analysis of current practices and the development of new criteria and procedures. Applications involve responsibility for the organization and performance of others</li> </ul>

The qualification levels and their descriptors are generic in the sense that they apply generally to various skills and job levels in the workplace including production, service and maintenance work in all sectors of industry. Terms such as skilled, or operator or technician are no longer used. The descriptors are equally applied in the packaging of units of competencies into qualifications..

## Features of the PTQF

- Provides for clearer integration of learning and work along middle-level skills
- Serves to rationalize all TVET or middle-level skills qualification into a single, nationally recognized qualifications framework
- Serves as basis for articulation of TVET programs across all TVE-providers and into higher education
- Supports flexible TVET pathways through recognition of prior learning
- Focuses on units of competency as defined in national competency standards

# PHIL. TVET QUALIFICATION FRAMEWORK



## *Parts of a Unit of Competency*

Unit Title

Unit Descriptor

Elements

Performance Criteria

Range of Variables

Evidence Guide