

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

124th TESDA BOARD MEETING
13 October 2020, Tuesday, 2:00 p.m.
Teleconference Via Zoom Platform

Resolution No. 2020 - 47
(Page 1 of 5 pages)

**APPROVING THE OMNIBUS GUIDELINES ON THE PACKAGING OF PQF LEVEL
5 (DIPLOMA) PROGRAM IN THE TVET SECTOR**

WHEREAS, Section 14 (b) of Republic Act No. 7796 mandates that TESDA shall develop and establish a national system of skills standardization, testing and certification and conduct research and development on various occupational areas in order to recommend policies, rules and regulations for effective and efficient skills standardization, testing and certification system in the country;

WHEREAS, Republic Act No. 10647 or the Ladderized Education Act institutionalizes the ladderized interface between the 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;

WHEREAS, on 16 January 2018, Republic Act No. 10968 entitled "An Act Institutionalizing the PQF, Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor" was enacted to institutionalize the Philippine Qualifications Framework (PQF) which sets the standards for qualification outcomes;

WHEREAS, the Philippines has been engaged in the process of referencing the PQF with the ASEAN Qualifications Reference Framework (AQRF), which is a regional framework that enables comparisons of qualifications across the ASEAN Member States (AMS) towards the greater mobility of students and professionals within the ASEAN region;

WHEREAS, as part of the referencing process stipulated in the AQRF Referencing guidelines, the Philippines has to undergo the procedure of including qualifications in a national database of quality-assured qualifications, which is known as the "Philippine Qualifications Register (PhQuaR)";

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

124th TESDA BOARD MEETING
13 October 2020, Tuesday, 2:00 p.m.
Teleconference Via Zoom Platform

Resolution No. 2020 - 47
(Page 2 of 5 pages)

**APPROVING THE OMNIBUS GUIDELINES ON THE PACKAGING OF PQF LEVEL
5 (DIPLOMA) PROGRAM IN THE TVET SECTOR**

WHEREAS, TESDA developed a Diploma level qualifications aligned with the descriptors of the PQF, benchmarked with the ASEAN Mutual Recognition Arrangements (MRAs), among others, and issued TESDA Circular No. 38, Series of 2017, entitled "Implementing Guidelines for the Program Under PQF Level V (Diploma) Pilot." The Diploma programs covered by this foregoing Circular are described by the agreed/developed seventeen (17) Program Learning Outcomes (PLOs). Relative to this, a Procedures Manual in the Evaluation of PQF Level 5 (Diploma) Programs was issued under the TESDA Circular No. 086, Series of 2019, in compliance with the pre-conditions for the development of Diploma Programs and its implication to the articulation and credit transfer. Likewise, all Diploma Programs presented to the TESDA Board for approval are evaluated by the NITESD as the prime responsible office;

WHEREAS, as of June 2020, there are four hundred thirty-two (432) recognized Diploma Programs under the PQF Level 5 with Certificate of Program Recognition (COPR) offered by both public and private training providers. Out of this, only ten (10) recognized TVET Diploma Programs were approved by the TESDA Board through Resolutions Nos. 2019-40 to 43 and 2020-06 to 11.

WHEREAS, the Omnibus Guidelines were presented in different fora such as the Policy and Planning Cluster Meeting on 11 June 2020, Inter Cluster Meeting on 24 June 2020, and Executive Committee Meeting on 29 June 2020. It was deliberated during 124th and 126th Standards-Setting and Systems Development Committee (SSSDC) Meetings of the TESDA Board on 14 July 2020 and 20 August 2020, respectively;

WHEREAS, a virtual public consultation was held on 5 August 2020 wherein it was participated in by five hundred 500 participants, with more than seven hundred (700) registered programs nationwide, who are composed of TESDA Regional/Provincial/District officials/staff members, other stakeholders such as the TVET training providers, TVI Associations, RTESDC/PTESDC, Higher Education Institutions, labor groups, and PQF-NCC TWG members/representatives;

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

124th TESDA BOARD MEETING
13 October 2020, Tuesday, 2:00 p.m.
Teleconference Via Zoom Platform

Resolution No. 2020 - 47
(Page 3 of 5 pages)

**APPROVING THE OMNIBUS GUIDELINES ON THE PACKAGING OF PQF LEVEL
5 (DIPLOMA) PROGRAM IN THE TVET SECTOR**

WHEREAS, the revised Omnibus Guidelines integrating recommendations from various consultations was presented in the 49th Joint Standards Setting and Systems Development - Finance Committee Meeting on 08 October 2020;

WHEREAS, the Omnibus Guidelines on the Packaging of PQF Level 5 (Diploma) Program in the TVET Sector was anchored on the provisions issued under TESDA Circular No. 38, Series of 2017, entitled "Implementing Guidelines for the Program Under PQF Level V (Diploma) Pilot. It also integrated provisions under TESDA Circular No. 086, Series of 2019, on the Procedures Manual in the Evaluation of PQF Level 5 (Diploma) Programs as well as the recommendations provided by the TESDA Board on the approval of the recognition of the various Diploma Programs. The experiences in the implementation and evaluation of more than three hundred (300) Diploma Programs also provided inputs in the formulation of the guidelines. With the approval of the Omnibus Guidelines, TESDA Circular No. 38, Series of 2017, is superseded;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 13 October 2020, Tuesday at 2:00 p.m., approves the herein attached Omnibus Guidelines (Annex A) and made an integral part of this Resolution;

BE IT RESOLVED FURTHER, that the TESDA Board grants the Director General of TESDA the authority to sign for and in behalf of the TESDA Board the approved Omnibus Guidelines on the Packaging of PQF Level 5 (Diploma) Program in the TVET Sector;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution be published in a newspaper of general circulation, and disseminated to all concerned, and the same shall be effective fifteen (15) days after publication;

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

124th TESDA BOARD MEETING
13 October 2020, Tuesday, 2:00 p.m.
Teleconference Via Zoom Platform

Resolution No. 2020 - 47
(Page 4 of 5 pages)

**APPROVING THE OMNIBUS GUIDELINES ON THE PACKAGING OF PQF LEVEL
5 (DIPLOMA) PROGRAM IN THE TVET SECTOR**

(2) Recognition of Diploma Program shall ensure that all subsequent rules and regulations of TESDA pertaining to the Diploma Program shall be complied with; and

(3) Any grantee and agent/representative shall comply with all the existing laws, rules, regulations, policies and guidelines of TESDA;

Adopted this 13th day of October 2020.


Atty. MARICHELE D. DE GUZMAN
TESDA Board Secretary

Attested by:


SEC. ISIDRO S. LAPEÑA, PhD, CSEE
Designated Chairperson, TESDA Board
Director General, TESDA

(Original Signed)
USEC. RENATO L. EBARLE
Department of Labor and Employment

(Original Signed)
USEC. DIOSDADO M. SAN ANTONIO
Department of Education

(Original Signed)
USEC. EPIMACO V. DENSING III
Department of Interior and Local
Government

(Original Signed)
USEC. BRENDA L. NAZARETH-MANZANO
Department of Science and Technology

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

124th TESDA BOARD MEETING
13 October 2020, Tuesday, 2:00 p.m.
Teleconference Via Zoom Platform

Resolution No. 2020 - 41
(Page 5 of 5 pages)

**APPROVING THE OMNIBUS GUIDELINES ON THE PACKAGING OF PQF LEVEL
5 (DIPLOMA) PROGRAM IN THE TVET SECTOR**

(Original Signed)
MR. ISIDRO ANTONIO C. ASPER
Board Member, Labor Sector

(Original Signed)
MR. RENE LUIS M TADLE
Board Member, Labor Sector

(Original Signed)
MR. RAMON R. DE LEON
Board Member, Labor Sector

(Original Signed)
MR. ROGELIO J. CHAVEZ, JR.
Board Member, Labor Sector

(Original Signed)
DR. LEONIDA BAYANI-ORTIZ
Board Member, Employer Sector

(Original Signed)
PROF. RANDOLPH I. NONATO
Board Member, Employer Sector

(Original Signed)
ARTURO M. MILAN
Board Member, Business & Investment
Sector

(Original Signed)
MS. MARY G. NG
Board Member, Business & Investment
Sector

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 1 of 11 pages
Date Issued: October 13, 2020		Number <u>119</u> series of 2020
Effectivity: As indicated		Supersedes: TESDA Circular No. 38 s. 2017

In the interest of the service and corollary with TESDA Circular No. 86, Series of 2019, to provide packaging rules of TVET PQF Level 5 (Diploma) Programs, the Omnibus Guidelines are hereby issued:

I. BACKGROUND/RATIONALE

- 1) The recognition of the TVET PQF Level 5 (Diploma) programs is in line with the issuance of Republic Act No. 10968 entitled "An Act Institutionalizing the Philippine Qualifications Framework (PQF) on 16 January 2018 and the referencing of the PQF with the ASEAN Qualifications Reference Framework (AQRF) towards greater mobility of students and professionals within the ASEAN region. As part of the referencing process, the Philippines requires to undergo the process stipulated in the AQRF Referencing Guidelines that include Criterion 3, which illustrates the procedures for inclusion of qualifications in the Philippine Qualifications Register (PhQuaR), which is the national database of quality-assured qualifications authorized under the PQF being managed by TESDA.
- 2) With reference to TESDA Circular No. 38, Series of 2017, on the "Implementing Guidelines for the Program Under PQF Level 5 (Diploma) Pilot which aimed to scale up technical education and address the need to further develop the global competitiveness of the Filipino workers, the Diploma programs covered by this Circular are described by the agreed and developed seventeen (17) Program Learning Outcomes (PLOs) that are adherent to the PQF Level 5 descriptors, and the graduate attributes of the Sydney Accord (Engineering Technologist) completed with the identified competencies of the 21st Century Skills such as collaboration and teamwork, creativity and imagination, critical thinking, and problem-solving, as well as subjects such as Mathematics, Physics and Chemistry.
- 3) Relative to this, a Procedures Manual in the Evaluation of PQF Level 5 (Diploma) Programs was issued under the TESDA Circular No. 086, Series of 2019, in compliance with the pre-conditions for the development of Diploma Programs and its implication to the articulation and credit transfer.

II. OBJECTIVES

To support the government and the private sector in enhancing the Philippines' global competitiveness through the development of highly competitive and innovative Filipino workforce by developing TVET programs, aligned with the PQF Level 5 (Diploma) descriptors, complemented with the 21st Century Skills, and referenced with the Sydney Accord.

These Guidelines shall be the basis for recognition of Diploma Programs by the Regional Offices of all public and private TVET institutions intending to offer PQF Level 5 (Diploma) programs. Likewise, this shall serve as the quality assurance of PQF Level 5 (Diploma) programs which shall be deemed as promulgated by the TESDA Board for inclusion in the Philippine Qualification Register (PhQuaR).

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 2 of 11 pages
Date Issued: October 13, 2020	Effectivity: As indicated	Number <u>JI9</u> series of 2020
		Supersedes: TESDA Circular No. 38 s. 2017

III. SCOPE/COVERAGE

- 1) The Packaging Rules shall set the minimum requirements, competency standards, learning arrangement, and assessment and certification necessary to develop the PQF Level 5 (Diploma) program. The Procedures Manual for the Evaluation of PQF Level 5 (Diploma) shall serve as a guide in evaluating a Diploma Program per TESDA Circular No. 086, Series 2019.
- 2) The existing Diploma Programs recognized by the Regional Offices shall remain valid in accordance with the Section XV on the Transitory Provisions of the Circular.
- 3) The provisions under the TESDA Circular No. 086, Series of 2019, which are not consistent with these Omnibus Guidelines shall be deemed superseded.

IV. DEFINITION OF TERMS

- 1) **Breadth and Depth** - the volume of learning is a dimension of the complexity of a Qualification. It is used with the level criteria and Qualification type descriptor to determine the **depth and breadth** of the learning outcomes of a Qualification. The volume of learning identifies the **notional duration** of all activities required for the achievement of the **learning outcomes** specified for a particular Qualification type (*Source: AQF Framework, second edition 2013*).
- 2) **Course outcomes**- are statements of what a learner is expected to know, understand, and be able to do at the end of a period of learning. (*TESDA Circular No38, s.2017, AQRF Concept Note No. 2, Learning Outcomes and Qualification Frameworks*)
- 3) **Course Specifications** – pertains to the details on how the qualification will be learned, either as full qualification or integrated in other courses. (*TESDA Circular No.86, Series of 2019*)
- 4) **Credit** -refers to the value given to a particular course or subject, based on competencies and learning outcomes (*RA 10647, LEP Law*)
- 5) **Credit transfer**- refers to a credit conversion established to promote student mobility by ensuring that units earned from different modalities are credited by the institutions (*RA 10647, LEP Law*). It 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 (*PHL AQRF Referencing Report, May 2019*)
- 6) **Graduate attributes** - form a set of individually assessable outcomes that are the components indicative of the graduate's potential to acquire competence to practice at the appropriate level. Graduate attributes are defined for educational qualifications in the engineer, engineering technologist and engineering technician tracks. (*International Engineering Alliance, 2013*)
- 7) **Learning Outcomes** - are clear statements of what a learner can be expected to know, understand and/or do as a result of a learning experience. (*IRR of RA No. 10968*)
- 8) **Performance Indicators (PIs)** – are set of quantifiable measurements that will achieve a certain Program Learning Outcome (PLO). Specifically, corresponds with

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 3 of 11 pages
		Number <u>119</u> series of 2020
Date Issued: October 13, 2020	Effectivity: As indicated	Supersedes: TESDA Circular No. 38 s. 2017

the 17 PLOs which has its own function, whether to Introduce, Enhance or Demonstrate the PLO. (TESDA Circular No. 086, s.2019)

- 9) **Program Learning Outcomes (PLOs)** – refers to the competencies that the learner should be able to articulate and demonstrate after the completion of a training program. In this guideline, these are related to knowledge, skills and attitudes aligned with PQF Level 5 descriptors, 21st Century Skills, and the graduate attributes of an Engineering Technologist based on the Sydney Accord. (TESDA Circular No. 38, Series of 2017)
- 10) **Philippine Qualification Register (PhQuaR)** - 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. (AQRF Referencing Report of the Philippines, May 2019)
- 11) **Qualifications** - 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. (RA No. 10647, IRR of the Ladderized Education Act of 2014)
- 12) **Recognition of Prior Learning** - refers to the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit. (IRR of RA No. 10968)
- 13) **Volume of learning** - is a dimension of the complexity of a Qualification. It is used with the level criteria and Qualification type descriptor to determine the depth and breadth of the learning outcomes of a Qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular Qualification type (AQF Framework, Second Edition 2013).

V. PQF LEVEL 5 (DIPLOMA) PROGRAM FRAMEWORK

The framework combines TVET qualifications with academic courses. The figure below illustrates how a combination of multiple qualifications at different levels addresses the skill component of the TVET program, while academic courses support the acquisition of knowledge and values that reinforce the curriculum.

The diagram is composed of gray blocks representing the Training Regulation (TR)-based qualifications related to the discipline/sector and the technology component of the learning outcomes representing learning outcomes for technologists of the discipline/sector aligned with a specific destination Higher Education (HE) program based on the Policies, Standards, and Guidelines (PSG) of the Commission on Higher Education (CHED).

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 4 of 11 pages
Date Issued: October 13, 2020	Effectivity: As indicated	Number 119 series of 2020
		Supersedes: TESDA Circular No. 38 s. 2017

A. PQF Level 5 (Diploma) Program Framework

RANGES; BREADTH											
LEVELS; DEPTH	5										
	4		Learning outcomes	*Learning outcomes							
	3		*Learning outcomes	*Learning outcomes							
	2		*Learning outcomes	*Learning outcomes							
	1		*Learning outcomes	*Learning outcomes							
			TC1	TC2	TC3	TC4	TC5				

Legend TC = Technology Component of the LOs (e.g GMAW, SMAW, etc)

All courses of the PQF Level 5 (Diploma) Programs shall be purposefully chosen to contribute to the attainment of all 17 PLOs. Each PLO is broken down into several Performance Indicators (PIs) that are more specific and narrower in scope, which renders easier and faster matching of course outcomes.

A PQF Level 5 (Diploma) Program shall be packaged towards the attainment of the 17 PLOs whose context is illustrated below.

B. Adoption of the 17 Program Learning Outcome (PLOs)

Context of the 17 PLOs for PQF Level 5 (Diploma) Programs																	
PLO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PQFL5 Descriptors																	
Sydney Accord																	
21st Century Skills																	
Nationalism & Global Citizenship																	

The shaded cells refer to the PLO numbers (represented by each column 1-17) related to the items in column 1. For example, Nationalism & Global Citizenship is mainly for the attainment of PLO 17.

Given the list of the 17 PLOs with their corresponding PIs (as seen in Annex A), each of which has its function whether to Introduce (I), Enhance (E), or Demonstrate (D) the PLO. A PI Introduces (I) the PLO if it is input-focused or covers knowledge-based contents that are contributory to the attainment of the PLO. A PI Enhances (E) the attainment of the PLO if it is meant to apply knowledge contents in the study/practice of the technologies within the discipline (ex. Chemistry concepts are used to explain how metals are welded together using SMAW) and a PI Demonstrates (D) the PLO if it involves performance of

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page <u>5</u> of <u>11</u> pages
Date Issued: October 13, 2020		Number <u>119</u> series of 2020
Effectivity: As indicated		Supersedes: TESDA Circular No. 38 s. 2017

skills in the technology of the identified discipline. A PLO has at least one (1) of each PI that functions to Introduce, Enhance, or Demonstrate.

VI. PRINCIPLES IN PACKAGING PQF LEVEL 5 (DIPLOMA) PROGRAMS

When packaging Diploma Programs, it is important to consider the implications for all potential clients, particularly on the issues related to access and equity that include:

- 1) Eliminating any unnecessary pre-requisite units of competency as these can create additional barriers for learners, especially those with disabilities.
- 2) The flexibility in packaging of the Diploma Programs also manifests upholding of the Academic Freedom as well as the Epistemological Foundations of the Educational Institutions.
- 3) Considering the needs of some learners in remote communities who may have very specific needs for education and training because of limited employment opportunities available in their locality;
- 4) A Diploma Curricular Program ensures the integration of the three (3) domains of learning such as cognitive, affective and psychomotor;
- 5) UNESCO's Four Pillars of Learning on Learning to Learn — from general to specific — is the principle governing the development of the Diploma Curriculum, which intends to develop technologists and executives with multi-level of multi-skills;
- 6) The cognitive and affective domains focus on the theoretical foundations and values in the application of the psychomotor domains that are anchored on the industry competency standards defined in the Training Regulations;
- 7) A PQF Level 5 (Diploma) Program is anchored on the 17 PLOs and their corresponding PIs;
- 8) The description of the courses identified specifies the scope of what the learner will be learning in relation to the technology (psychomotor) contents found in the competency standards;
- 9) The PQF Level 5 (Diploma) Program's units of competency are grouped and packaged into meaningful workplace combinations reflecting complete and recognizable job roles within the PQF level 5 descriptors. These provide the boundaries agreed by the industry as essential for competent performance in an area of work;
- 10) TVET qualifications at Level 5 are at the interface with higher education and the same level as diplomas and associate degrees in higher education. In ladderized programs, the PQF Level 5 (Diploma) constitutes the qualification for the next stage in the ladder towards higher education qualifications;
- 11) The PQF Level 5 (Diploma) programs are integration of technical education and skills training and designed to facilitate credit transfer from TVET to higher education through alignment of Program Outcomes of both levels of education;

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 6 of 11 pages
Date Issued: October 13, 2020	Effectivity: As indicated	Number <u>119</u> series of 2020 Supersedes: TESDA Circular No. 38 s. 2017

- 12) The Course Outcomes illustrate alignment with the Program Learning Outcomes as illustrated in the Outcome Alignment Matrix and the Curriculum Maps;
- 13) Teaching and learning strategies and assessment criteria are aligned with both the program and course learning outcomes to ensure constructive alignment.
- 14) The laboratory portion of the modules with the technology contents utilizes the competency standards in the Training Regulations as reference to ensure that the learner acquires the National Certificate on specific qualification.
- 15) The PQF Level 5 (Diploma) Programs shall include TR/qualifications up to the highest available level within a sector and/or related to a discipline. The TRs provides details of the units of competency that must be achieved to award each Qualification/National Certificate/Cluster of Competencies;
- 16) The packaging of TVET qualifications must be flexible enough to eliminate, as far as possible, the disadvantages to learners and enable them to choose from a wide range of electives, giving consideration to the horizontal, as well as vertical, competency pathways. This is particularly important to learners with disabilities for the reasonable adjustments that they are entitled to make;
- 17) Engineering-related PQF Level 5 (Diploma) level qualifications shall be aligned with the Sydney Accord and meet the accreditation criteria of the Philippine Technological Council' Certification and Accreditation System for Engineering Education (PTC-CASEE). This will improve the work opportunities of those graduates to have those qualifications recognized internationally;
- 18) The PQF Level 5 (Diploma) Programs are developed for the purpose of ensuring that the learners possess the employability skills, which comprise of the four (4) characteristics namely: (1) entry to work; (2) flexibility at work; (3) opportunity for permanency; and (4) ascent in the hierarchy of the industry. The Diploma Programs are designed to develop worker-leaders and not merely worker-followers;
- 19) All recognized PQF Level 5 (Diploma) Programs shall be subject to compliance audit based on existing operating procedures as part of the quality assurance of the program.

VII. RULES AND REQUIREMENTS IN PACKAGING PQF LEVEL 5 (DIPLOMA) PROGRAMS

- 1) **Description of the development process** - shall include procedures on the development of PQF Level 5 (Diploma) Program such as stakeholder consultations with an industry association to adhere to industry standards and needs and with higher education institutions to articulate credit transfer;
- 2) **Partnership arrangements including Enterprise-based Training modalities and credit transfer system with higher education institutions** - shall include Enterprise-based Training modalities and credit transfer system with Higher Education Institutions through establishing a partnership between the TVET institutions, industry and HEIs through Memorandum of Agreement (MOA);

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 7 of 11 pages
Date Issued: October 13, 2020	Effectivity: As indicated	Number <u>///9</u> series of 2020 Supersedes: TESDA Circular No. 38 s. 2017

- 3) **Alignment with the 17 PLOs and compliance with at least 82 Pls in the evaluation of PQF Level 5 (Diploma) programs** - the courses are aligned with the PSG of the Higher Education on the specific sector in order to ensure the credit transfer system. It shall include the following:
 - a) General education, Technical and Non-technical courses (include those outlined in the PSG of the identified HE degree destination);
 - b) On-the-Job Training/ Supervised Industry Learning and/or Immersion;
 - c) Apprenticeship; and
 - d) Other courses aligned with institutional outcomes.
- 4) **Program content including embedment of Training Regulations** - the PQF Level 5 (Diploma) programs are the integration of Technical Vocational Education and Training (TVET) and are designed to facilitate credit transfer from TVET to Higher Education through alignment of Program and Course Outcomes of both levels of education. By aligning the Program Learning and Course Outcomes of the TVET and Higher Education, the graduate of a PQF Level 5 (Diploma) Qualification will take only an addition of one (1) year to finish a related four-year degree course or two (2) years for a related five-year degree course in the same institution. Otherwise, an endorsement from the industry is required;
- 5) **Establishment of the Regional School Advisory Council for Diploma Programs** - shall be organized to oversee the Diploma Programs' development and implementation. It shall be responsible for monitoring, evaluating, reviewing and amending as necessary to make it more relevant to the needs of the area, composed of the owner of the school, partner companies and labor/worker's representatives.
- 6) **On-the-Job Training (OJT)/Supervised Industry Learning (SIL)/Apprenticeship** - the semestral/summer on-the-job training is mainly focused on the application of the competencies in the workplace. In contrast, the terminal (last semester/summer) on-the-job training is managerial since the PQF Level 5 (Diploma) program intends to develop technologists or managers.
- 7) **Curriculum content and duration** - the curricula developed by the TVET institution shall be aligned with the PQF level 5 descriptors and 17 PLOs and course outcomes. However, TVET institutions may indicate additional PLOs that would satisfy the course outcome;
- 8) **Assessment arrangements** - mandatory assessment provision either through national assessment or institutional assessment;
- 9) **Facilities and Equipment for Training and Assessment** - for training and assessment of WTRs – refer to TR and CATs for a specific qualification. Whereas, for NTRs, the TVET institutions shall provide the lists for purposes of program recognition;
- 10) **Engineering-related Diploma Programs** - shall be designed to meet the 12 graduate attributes of an Engineering Technologist based on the Sydney Accord, respectively. It must ensure that its curriculum encompasses the desired elements of Knowledge Profile, the Range of Complex Problem Solving, and Complex Engineering Activities, as stipulated in the set of Graduate Attributes of the Sydney

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 8 of 11 pages
Date Issued: October 13, 2020	Effectivity: As indicated	Number // 9 series of 2020
		Supersedes: TESDA Circular No. 38 s. 2017

Accord published by the International Engineering Alliance (IEA).

11) Credit Arrangements

- a) Credit arrangements between TVET and higher education institutions can be in the form of credit transfer, articulation, recognition of prior learning (RPL), and combination of all forms of credit. Such credit arrangements shall provide efficiencies in terms of time and costs for students, training providers, and government that will make lifelong learning a reality as such will enable individuals to enter and/or continue with formal education and training by giving recognition to, and avoiding duplication of relevant previous learnings.
- b) For purposes of this Circular, the program providers that will offer Diploma Level Programs shall be encouraged to develop their own systems and processes to implement credit arrangements. The developed system and process can become the basis of future policy on credit arrangements between TVET and higher education. Credit arrangements may be in the following types:
 - i. Articulation is a process that enables students to progress from one completed Qualification/program to another with credits in a defined pathway (Source: AQF National Policy on Credit Arrangements: 2009). It allows students to make a smooth transition from one (1) course, program, or educational level to the next without experiencing duplication of learning. The guiding principle of articulation is that no student should repeat the same course content for which credit has already been received, even if elsewhere or from another institution. In general, articulated programs provide multiple entry and exit points and ladders of learning opportunities and allow a student to move from a technical vocational course to a college degree program, using the principle of credit transfer (Source: RA 10647, LEP Law).
 - ii. Credit transfer is a process that provides students with agreed and consistent credit outcomes based on equivalence in content and learning outcomes between matched Qualifications (Source: AQF National Policy on Credit Arrangements: 2009). It refers to a credit conversion established to promote student mobility by ensuring that units earned from different modalities are credited by the institutions (Source: RA 10647, LEP Law).
 - iii. Recognition of Prior Learning (RPL) is an assessment process that assesses the individual's relevant prior learning to determine the credit outcomes of an individual application for credit. RPL for TVET is via the National Competency Assessment. Corresponding equivalent hours for laboratory and lecture shall be awarded to certificate holders (Source: AQF National Policy on Credit Arrangements: 2009).

VIII. LEARNER'S/TRAINEE'S ENTRY REQUIREMENTS

- 1) Graduates of K to 12 and those who belong to any of the Senior High School track can avail of this program.
- 2) Graduates under the old basic education curriculum (2017 and below) can avail of this program when they have demonstrated prior learning under TESDA's policy on recognition of prior learning (RPL) or they have acquired a Senior High School Track equivalent under the Alternative Learning System (ALS). In the absence of any of these requirements, they will only be allowed to enroll in the Diploma program through a bridging program that the TVIs/HEIs shall require within the duration of the program.

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 9 of 11 pages
Date Issued: October 13, 2020	Effectivity: As indicated	Number 119 series of 2020
		Supersedes: TESDA Circular No. 38 s. 2017

IX. FACULTY QUALIFICATIONS

The learning facilitators/trainers for PQF Level 5 (Diploma) Qualifications are a combination of trainers and instructors in Technology and General Education to deliver contents that address the cognitive, affective, and psychomotor domains of learning.

- 1) The learning facilitators/trainers who will facilitate the General Education and Theoretical courses must have a Master's degree. (Ref: CHED Memorandum Order No. 40, Series of 2008). However, if there is no Master's degree among the faculty, TVET Institutions may partner with HEIs to provide learning facilitators for the General Education and/or Theoretical courses. The partnership arrangement on faculty should be included in the MOA/MOU between the TVIs and HEIs;
- 2) The learning facilitators/trainers who will teach the technology/laboratory courses must be a bachelor's degree and an NC holder relevant to the Training Regulations/Diploma program.

X. ASSESSMENT ARRANGEMENTS

a) National Competency Assessment

- 1) The mandatory assessment shall apply for qualifications/programs covered by Training Regulations, whether integrated or offered independently.

b) Institutional Competency Assessment

- 1) Each program provider shall administer, per course, an institutional assessment as appropriate and shall submit a Progress Chart to the Provincial/District Office at the end of every term as applicable.
- 2) Institutional Competency Assessment shall be conducted prior to the completion of the PQF Level 5 (Diploma) Programs wherein Portfolio Assessment will be the method of Assessment. The following documents shall be assessed:
 - i. Formative Assessment – Evidences of the course outcomes per term as reflected in the Course Specifications (syllabus)
 - ii. Summative Assessment
 1. National Certificates (per PTCACS on relevant National Competency Assessment on courses with technology contents);
 2. Training Certificate per technology program/TR completed;
 3. Technology Research (Thesis/ Project);
 4. OJT/SIL/Apprenticeship/Immersion Certificates; and
 5. NSTP Certificate.

XI. AWARD OF CERTIFICATE OF COMPLETION

- 1) The mandatory national assessment for qualifications within this Diploma Program covered by Training Regulations shall apply. Institutional assessment shall be conducted within the requisite training duration to monitor the progress of learners and ensure that the same possess the necessary knowledge, skills, values and attitude.
- 2) A Certificate of Completion for the Diploma Program shall be awarded by the education and training provider to students who completed the program.

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page <u>10</u> of <u>11</u> pages
		Number <u>119</u> series of 2020
Date Issued: October 13, 2020	Effectivity: As indicated	Supersedes: TESDA Circular No. 38 s. 2017

XII. PROGRAM RECOGNITION

- 1) All recognized PQF Level 5 (Diploma) programs shall adhere to this guideline for inclusion in the PhQuaR.
- 2) All TVET Institutions that will implement the Diploma Programs will be issued the Certificate of Program Recognition.
- 3) The Regional and Provincial/District Offices (ROPO) shall have a Compendium of PQF Level 5 (Diploma) Programs to be submitted to the Certification Office.
- 4) Recognition of Diploma programs shall ensure that all subsequent rules and regulations of TESDA pertaining to Diploma programs shall be complied with.

XIII. TRANSITORY PROVISION

For existing registered Diploma programs recognized under TESDA Circular No. 38, Series of 2017, shall remain valid until the completion of the four (4) cycles of batches. The four (4) cycles of batches refer to enrollees in 2017, 2018, 2019, and 2020.

New applications for recognition of Diploma Programs and inclusion in the PhQuaR shall conform to all the requirements of the Omnibus Guidelines after its effectivity.

XIV. MONITORING AND EVALUATION

- 1) The NITESD shall monitor and conduct evaluation of the PQF Level 5 (Diploma) Programs.
- 2) The Regional Offices shall submit to the NITESD a quarterly status monitoring report of the PQF Level 5 Diploma Programs being implemented in their respective region using Annex C.
- 3) The RO/PO/DO shall require the TVET Institutions to report in the T2MIS and monitor and submit the Monitoring Sheet for PQF Level 5 (Diploma) Programs to the RO/PO/DO containing the following data:
 - a. List of enrolled learners;
 - b. List of learners assessed and certified;
 - c. List of learners that exited the semester;
 - d. List of learners who proceeded to the next term;
 - e. List of learners who completed the PQF Level 5 (Diploma) Programs; and
 - f. List of learners who proceeded to higher education.
- 4) An Impact Evaluation Study (IES) shall be mandatorily conducted by the Planning Office to cover those graduates of the PQF Level 5 (Diploma) programs for the year 2017, 2018, 2019, and 2020. Nonetheless, the Planning Office shall periodically conduct such IES for the graduates of the PQF Level 5 (Diploma) Program covered by the Omnibus Guidelines.
- 5) Recognized Diploma Programs shall be subject to a policy review by the TESDA Board when necessary.

TESDA CIRCULAR

SUBJECT: Omnibus Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page <u>11</u> of <u>11</u> pages
Date Issued: October 13, 2020	Effectivity: As indicated	Number <u>119</u> series of 2020
		Supersedes: TESDA Circular No. 38 s. 2017

XV. EFFECTIVITY

This Circular shall take effect fifteen (15) days upon completion of its publication and shall supersede TESDA Circular No. 38, Series of 2017, on the Implementing Guidelines for the Program under PQF Level 5 (Diploma) Pilot.

Wide dissemination of this Circular by all concerned is hereby enjoined.


SEC. ISIDRO S. LAPEÑA, PhD, CSEE
Director General

