TESDA CIRCULAR

SUBJECT: Amended Implementing Guidelines on the System for TVET Accreditation and Recognition (STAR) Program		Page 1 of 16 Pages Number 099 series of 2019
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As part of the Authority's continuing effort to establish a system of recognizing the accomplishments and improvements that TVIs have instituted beyond the minimum requirements set in Program Registration under the Unified TVET Program Registration and Accreditation System (UTPRAS), the following guidelines in the implementation of the System for TVET Accreditation and Recognition (STAR) Program are hereby issued.

I. Program Description

The System for TVET Accreditation and Recognition (STAR) Program is a system of recognizing TVET programs that have exceeded the minimum requirements of program registration set by TESDA. It aims to look deeper into the stage of implementation of registered programs and aligning the success indicators vis-à-vis East Asia Summit TVET Quality Assurance Framework (EAS TVET QAF).

It also provides basis in classifying which programs of TVIs are good, better, and best through STAR Level Award. The STAR-rated programs of TVIs can serve as model to other institutions that they can benchmark with. The system focuses on the following criteria: 1. Governance and Management, 2. Curriculum and Program Delivery, 3. Support Services, and 4. Program Performance Measures. It utilizes objective and evidence-based criteria, which are translated into numerical points that will correspond to the STAR Level Award of the program.

II. Objectives:

The System for TVET Accreditation and Recognition (STAR) Program shall have the following objectives:

1. Identify registered program(s) of Technical-Vocational Institutions (TVIs) that has/have surpassed the minimum requirements of Program Registration under UTPRAS;

2. Recognize the accomplishments and improvements that the TVIs have instituted in their registered program(s) in furtherance of the competency-based training reforms initiated by TESDA, including program innovation(s), which have resulted into laudable program performance measures; and

3. Determine the level of quality of TVET provision of the TVIs, beyond the minimum expected requirements in the Philippine quality-assured TVET system.

III. Definition of Terms

The following terms shall be used in this guidelines:

1. Candidate Status –refers to a program that has been categorized as not yet eligible for the STAR Level Award due to the need to strengthen areas where weaknesses have been identified based on the criteria. The total weighted score of the program, which is categorized as candidate status ranges from 300 to 374 points.

2. Innovation - refers to making meaningful change to improve the delivery and/or effectiveness of the program to create new value to learners and other stakeholders or change to improve the management of any part of the institution's system that has impact on the students. Innovation involves the adoption of an idea, process, technology, and product that is new to the previous application to the program. The outcome of program innovation is a breakthrough or change in results, products or process.

3. Self-Evaluation Guide – refers to the checklist, which the applicant-TVI shall accomplish to determine their relative scores against the indicators provided. The required evidence is also provided. This will help the applicant-TVIs determine if the program being applied for the STAR Program will meet the required points for a STAR Level.

4. STAR Level Award – refers to the STAR Award based on the points earned by a TVI in relation to the range of scores provided under the guidelines.

5. Technical Expert – refers to a person qualified and authorized to form part of the STAR Regional Review Committee (SRRC) who should be a National Certificate (NC) holder on the qualification where he/she is designated as an expert and/or involved in the development of Training Regulations (TRs) and with at least two (2) years of industry experience and trainings relative to the program to be star-rated.

6. External STAR Validator – refers to a person who is experienced and knowledgeable in the management of technical vocational education and training and quality assurance with no affiliation to any TVI-applicants who will act as the third-party evaluator.

7. Technical Vocational Institution (TVI) – refers to an institution whether public or private offering TVET registered program(s). This shall include TESDA Technology Institutions, Private Technical Vocational Institutes, Higher Education Institutions (HEIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), Training Centers, and enterprises.

8. With Training Regulation (WTR) – refers to programs registered under UTPRAS with corresponding Training Regulations as basis for their registration.

9. Employment – refers to work being performed that is related to the training program undertaken for one (1) year that satisfies either of the following categories:
   a. Self-employed
      cover work through operation of own businesses or trades that do not employ paid workers in the conduct of economic activities
   b. Wage-employed
      Work for pay, in cash or in kind, under contract with an institution or purely on commission basis and may not have regular working hours.

IV. General Policies

1. The STAR Program shall be voluntary in nature.
2. It shall be program-based consistent with program registration in UTPRAS.
3. It shall be open to With Training Regulations (WTR) registered programs.
4. It shall use an objective and evidence-based criteria, aligned with the East Asia Summit TVET Quality Assurance Framework (EAS TVET QAF) and other international framework. The earned numerical points shall determine the STAR Level Award of the program.
5. Application/Participation of all TESDA Technology Institutions shall be mandatory.

V. Eligible Programs for STAR Program

To qualify for the STAR Program, the program of the TVI must:

1. Have undergone program registration compliance audit at least once and non-conformities, if any, have been closed;

2. Have complied with relevant statutory and regulatory requirements such as certification from SEC, BIR, and DOLE for private TVIs and CSC certification for public TVIs;

3. Have been in operation for at least two years and have graduated at least a minimum of 3 batches of graduates for the group-training scheme, or a minimum of 75 graduates in an open entry-open exit program delivery; and

4. Have attended the capability building program for applicants which shall be valid within the year of implementation the capability building program was conducted.

VI. Board of Judges

1. The Regional Technical Education and Skills Development Committee (RTESDC) shall serve as the Regional Board of Judges.

2. The Regional Board of Judges (RBOJs) shall:

   a. Deliberate on the programs which were applied for STAR Program within their areas of jurisdiction;
   b. Approve and endorse qualified program-applicants for the STAR Level Awards to the National Board of Judges through the TESDA Regional Office. Programs classified under Candidate Level Status and below shall not be endorsed to the National Board of Judges; and
   c. Send a member to act as observer/panel in the on-site visit of the applicant-TVI.

3. A National Board of Judges (NBOJs) shall be organized which shall be composed of the following:

   a. A PCCI - nominated representative as Chairperson;
   b. One TESDA Board member representing the employer/industry sector;
   c. One TESDA Board member representing the labor sector;
   d. One representative from Department of Science and Technology; and
   e. Three renowned educators appointed by the Director General of TESDA.

4. The National Board of Judges shall:

   a. Deliberate on the program-applicants endorsed by the External STAR Validators in accordance with national priorities and additional criteria that may be set by the NBoJ;
   b. Confer the STAR Level Awards to qualified program-applicants;
   c. Propose incentive mechanisms for STAR Level Awardees; and
   d. Send a member/representative to act as panel/observer in the on-site visit of the program-applicant conducted by the External STAR Validators for those endorsed at 3-STAR level by the SRRC.

VII. Support Committees

The following Support Committees with their corresponding roles shall be organized in the implementation of the STAR Program:

1. STAR Regional Review Committee (SRRC)

1.1. The STAR Regional Review Committee (SRRC) shall be composed of the following:

a. Regional Director;
b. UTPRAS focal Provincial Director;
c. Regional Operations Division Chief;
d. One Technical Expert in the qualification applied for (The Expert should not be in any way connected with the TVI applying for the STAR Award for its program/s.); and
e. One member of the Regional Board of Judges.

The Regional Director may designate another Provincial Director in case applicants are within the area of jurisdiction of the UTPRAS Focal Provincial Director. The Regional Office shall provide administrative and technical support to the SRRC.

1.2. The roles of the SRRC are as follows:

a. Conducts social marketing and advocacy program on the STAR Program in their region;
b. Evaluates the accomplished self-evaluation instrument and the supporting documents received, and informs the applicant-TVI through the concerned TESDA Provincial Office lacking documents, if any, that have to be completed and/or any non-conformities that have to be addressed;
c. Reviews if the TVI has implemented the recommendations from the previous cycle provided by the External Validators;
d. Conducts on-site visit to the TVI to validate the self-assessment ratings and conformance to the documentary requirements; and
e. Prepares evaluation report and endorses STAR-rated program-applicants to the Regional Board of Judges for deliberation.

1.3. The SRRC must have undergone the capability building program for SRRC.

2. **External STAR Validators**

2.1. The external validators must have the following qualifications:

a. Must have at least 3 years of experience in the management of technical vocational education and training;
b. Must be an effective communicator, and acknowledged leader in his/her discipline with a high standard of professionalism;
c. Should be capable of making objective judgement, a good team leader/worker and is in good health; and
d. Must have undergone training and with related experience in quality assurance (e.g. ISO, PQA, APACC, QMS Audit, STAR Program).

2.2. The External STAR Validators shall perform the following responsibilities:

a. Conduct interview with the TVI Quality Team;
b. Review documents relevant to the STAR Criteria;
c. Visit facilities, researches, extension programs, and other projects as necessary;
d. Interview officials, trainers, and learners of the program;
e. Prepare report and discuss results of the validation with the Head of the TVI and/or Quality Team;
f. Prepare and submit report on the validation results to the National Program Secretariat 3 days after the conduct of validation; and
g. Present and defend evaluation results and rating to the National Board of Judges (NBoJ).

3. **National STAR Program Secretariat (NSPS)**

The National STAR Program Secretariat (NSPS) at the TESDA Central Office which will be lodged at the Certification Office (CO) shall be organized and shall be responsible for the following:

a. Acts as secretariat to the National Board of Judges;
b. Coordinates with the Regional Offices on the activities related to the STAR Program;
c. Organizes the Awarding event; and
d. Documents all activities on the STAR Program

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4. TVI Quality Team

4.1 Composition of the TVI quality team.

4.1. a. The TVI shall organize its Quality Team and shall be composed of the following:

a. TVI Head/Administrator;
b. Quality Management System (QMS) Focal; and
c. Registrar

Additional members may be included as deemed necessary by the TVI.

4.2. Responsibilities of the TVI quality team

4.2. a. The TVI Quality Team shall be responsible in managing the QMS of the TVI. They shall:

a. Prepare all documents necessary for the application and validation of the programs to be subjected to the STAR Program;
b. Review the previous recommendations provided by the External STAR Validators; and
c. Respond to all queries of SRRC, External STAR Validators, and National Board of Judges.

VIII. Application Procedures

1. TVIs interested to participate in the STAR Program shall apply at the TESDA Provincial Office (PO) that has jurisdiction over their registered program. Application documents and other required forms and checklist of requirements shall be provided by the PO or maybe downloaded from the TESDA website: *www.tesda.gov.ph* .

2. The TVIs interested shall attend the capability building program organized by the National STAR Program Secretariat. Participation of TVI-applicant in the said capability building program shall remain valid until such time that the Implementing Guidelines are revised."

3. After attending the capability building program, the Applicant-TVI shall submit the following documents to the TESDA Provincial Office:

   a. Letter of intent applying for the STAR Program. For private TVIs, the Board Resolution supporting the application for STAR Program should be attached;
   b. Accomplished Self-evaluation instrument (Annex A) with the required up-to-date documents attached;

c. Profile of the TVI (not more than 2 pages); and
d. Composition of TVI Quality Team signed by the Head of the institution.

4. The TESDA Provincial Office shall check the completeness and correctness of the documents including conformity of the application to the self-evaluation instrument requirements.

5. The TESDA Provincial Director shall endorse applicant-program that meets the minimum STAR Level Award criteria based on the self-evaluation score of the TVI to the SRRC. The TVI program which falls under Candidate Status Level or below shall be advised to work on identified areas for improvement to elevate their program to the STAR Level Award in the future.

6. The SRRC shall inform the RBoJ to send a member to join the on-site visit at least two weeks before the scheduled date.

7. The SRRC shall conduct actual on-site visit of the program of the TVI to validate and evaluate using the STAR Program criteria vis-à-vis the self -evaluation scores of the TVI.

8. At the closing meeting of the on-site visit, the eligibility to the STAR Level Award will be determined. The applicant-program that meets the minimum STAR Level Award per SRRC evaluation shall be endorsed to the RBoJ. Applicant-program that failed to meet the minimum STAR Level Award will be required to work on their areas of weaknesses before re- applying for the STAR Level Award.

9. The RBoJ will deliberate on the application of the applicant-TVI for STAR Level Award based on the criteria. If found meritorious, it shall be endorsed to the NBoJ through the TESDA Regional Office.

10. The National Validation of all applicant-programs shall be conducted by a team of External STAR Validators.

11. The NBoJ shall deliberate on the STAR Level Award endorsed by the External STAR Validators and confer the appropriate STAR Level Award.

12. Awardees shall be given the STAR Program Plaque corresponding to their STAR Level Award.

IX. Major Requirements and Point Values

The following are the major requirements with their corresponding point values

Requirement	Point Value
1. Governance and Management	**100**
1.A. Vision, mission, goals and objectives ▪ TVI goals and objectives are explicit and promote continuous improvement. ▪ Program goals and objectives are explicit and promote continuous improvement.	20
1.B. Monitoring and review of vision, mission, goals and objectives ▪ The TVI has a system for self-assessment and continuous improvement of its performance and all its key functions. ▪ The program has a system for self-assessment and continuous improvement of its performance and all its key functions.	20
1.C. Quality Management System Implementation ▪ A quality management system is in place to implement the Agency standards for TVIs. ▪ TVI's accountabilities in meeting TESDA requirements	25
1.D. Human Resource Development Management ▪ The skills and knowledge of faculty and staff are systematically monitored and developed so that they continue to satisfy defined standards and industry and/or community requirements. ▪ Staff training and development is in place and implemented.	15
1.E. Green TVET practices or technologies are evident, documented and implemented. ▪ Integration of environment-friendly learning elements in the curricula applicable to the program ▪ Teachers /trainers are trained/oriented on Green TVET. ▪ Development of learning/ teaching materials; ▪ Adaption/Utilization of green technologies/practices - Waste Management - Cost efficient power resources - Use of biodegradable supplies and materials	10
1.F. Financial Capability ▪ The TVI has adequate financial resources to provide an environment which is conducive to effective teaching and learning that supports the TVET programs being offered.	10
2. Curriculum and Program Delivery	**220**
2.A. Curriculum	**40**
2.A.1. Curriculum Design Competency Based Curriculum ▪ The curriculum design competency-based curriculum clearly identifies the competencies in terms of required knowledge, skills, and attitudes to be achieved by the learners.	20

2.A.2. Curriculum Development and Review ▪ A system to ensure currency, relevance, and responsiveness to industry's needs in the development and review of the curriculum is in place and implemented.	20
2.B. Learning Outcomes	**40**
2.B.1. Training plan to achieve the learning outcomes based on learners' needs are in place and implemented.	20
2.B.2. Institutional assessment arrangements to determine the learners' progress in terms of achievement of learning outcomes are in place and implemented. ▪ The TVI has fair, valid and effective systems for assessing learners against the program outcomes. ▪ Institutional Assessment Instrument is validated and/or moderated.	20
2.C. Program Delivery	**105**
2.C.1. The number of enrolled learners within the absorptive capacity of the program relative to what is indicated in the Training Regulations (TR).	10
2.C.2. Qualification of the Assigned Trainer of the Program	10
2.C.3. Instructional materials over and above the requirements in the Competency-Based Curriculum (CBC) are available.	10
2.C.4. Development of Audio-visual or multi-media learning materials	10
2.C.5. The learners' comprehension of modules encountered in the program ▪ The learners are able to explain the current modules they are in and the requirements to advance to the next module.	5
2.C.6. Trainer's delivery of training is according to the methodologies contained in the modules of training. ▪ The trainer is well-versed in the units of competency and is able to select and implement appropriate methodologies for the training.	15
2.C.7. Development of Competency-Based Learning Materials (CBLMs) ▪ CBLMs covering all units of competency are developed and utilized by the trainer/s of the program.	10
2.C.8. Provision of CBLMs to the learners ▪ All learners enrolled in the program are provided with the complete set of CBLMs covering all units of competency.	10
2.C.9. Implementation of Recognition of Prior Learning (RPL) ▪ System of assessing and recognizing students' prior learning is in place and implemented	5
2.C.10. Application of Program Monitoring and Evaluation Methods ▪ The quality of program delivery design is systematically evaluated and improved. ▪ Training programs are systematically monitored and reviewed so that they continue to satisfy defined standards and industry and/or community requirements. ▪ There is a procedure on program monitoring and evaluation	20

2.D. Physical facilities, tools, equipment and consumables	**35**
2.D.1. Arrangement of workshops into workstations is consistent with Competency-Based Training (CBT) delivery. ▪ Workstations are arranged based on the guidelines indicated in the Training Regulations.	10
2.D.2. A maintenance system is in place, documented and implemented. ▪ Maintenance plan of physical facilities, tools and equipment is in place and implemented. ▪ Tool keeper or laboratory technician is designated. ▪ Policy and procedures in borrowing tools and equipment by learners are in place and is complied with. ▪ Tools and equipment used in training are complete, in good working condition and available based on the guidelines set in the Training Regulations.	20
2.D.3 Implementation of 5S ▪ Practice of 5s is evident in the implementation of the program.	5
3. Support Services	**100**
3.A. Conduct of program-related extension or community outreach activity/ies are evident, documented, and implemented ▪ Extension and community outreach activities are specific and related to the program.	20
3.B. Conduct of applied researches related to the program resulting to program improvements and innovations ▪ Researches specific to the program being STAR-rated are undertaken.	20
3.C. Development of Technical Innovations ▪ Technical Innovations are backed up by research ▪ New creation or design of techniques are available and utilized. ▪ Inculcation of the culture of innovation are in place and implemented.	15
3.D. Provision of Career Guidance and Employment Facilitation ▪ Career aptitude tests are administered to all applicants. ▪ One on one interviews between learners and Career Guidance Advocates are conducted. ▪ The monitoring/tracking mechanism on employment of graduates is in place. ▪ Partner companies/institutions in the implementation of (on the job training) OJT or job referral related to the program are in place.	25
3.E. Entrepreneurial activity ▪ The program develops the entrepreneurial skills of the learners (curriculum, EDTP). ▪ Partner institutions (Non-government organizations (NGOs), People's Organizations, Cooperatives and other financing institutions) providing entrepreneurial assistance through financing and training to the graduates are in place.	10

3.F. Gender Sensitivity and Persons With Disability (PWD)-related Activities ▪ Integration of Gender and Development in the curricula of the program ▪ Teachers /trainers are trained/oriented on Gender and Development. ▪ Development and Implementation of activities and programs concerning Gender and Development and PWDs ▪ Facilities of the institution are PWD-friendly	10
4. Program Performance Measures	**80**
4.A. Completion rate of the program ▪ There is high completion rate based on the enrollment of the last 3 batches implemented under the program.	10
4.B. Mandatory assessment of graduates of the program ▪ The learners have undergone mandatory assessment within 5 days after graduation.	20
4.C. Certification rate of graduates of the program ▪ There is high or an increasing trend of certification rate of graduates based on the last 3 batches implemented under the program.	20
4.D. Employment rate of graduates of the program ▪ The graduates of the last 3 batches implemented under the program are employed within 6 months to 1 year after graduation.	20
4.E. Skills Competition Awards received for the program ▪ The program produced learners or graduates who have received at least a Medallion of Excellence in Skills Competition.	10
GRAND TOTAL	**500**

The Self-Evaluation Instrument, with the evidence requirements, is attached herewith as Annex A.

X. Award Categories and Validity Period

The following are the award categories and their period of validity:

Level	Total Score	Award Validity
Candidate Status Need to strengthen some areas where weaknesses have been identified.	300-374	
One ☆ Meets the minimum threshold of Competency-Based Training (CBT) program delivery and program performance measures.	375-424	One (1) year
Two ☆☆ Meets the standards substantially above the threshold of CBT program delivery and program performance measures.	425-474	Two (2) years
Three ☆☆☆ Meets standard substantially way above the threshold of CBT program delivery and program performance measures.	475 -500	Three (3) years

XI. Renewal of the Award Categories

The STAR rated program shall be subjected to re-evaluation within one (1) month prior to expiration of validity period for renewal or elevation of the STAR Level Award by the concerned SRRC using the following procedures:

1. The eligibility criteria for the Award mentioned in Section IV should have been complied first.

2. NSPS shall notify the SRRC two (2) months before the actual expiration of the validity period of the STAR Level Award of the concerned program of the TVI.

3. The procedures for the renewal of STAR Level Award shall follow the Application Procedure in Section VIII.

XII. Awards and Incentives

The following awards and incentives will be granted to STAR Awardees as indicated on TESDA Circular No. 044 series of 2019 re: Incentives for System for TVET Accreditation and Recognition (STAR) Program and Asia Pacific Accreditation and Certification Commission (APACC) Awardees:

1. Exemption from Compliance Audit
   All STAR Program awardees shall be exempted from Compliance Audit during the validity period of the award unless there is/are complaints received. However, the NSPS shall conduct surveillance audit for continuous improvement/development purposes.

2. Scholarship Allocation Grants
   All STAR Program awardees shall be provided with scholarship allocation grants based on absorptive capacity during the validity period of the award.

3. Program and TVI Promotion Mechanism
   All STAR Program awardees shall be recognized and receive prestige for their achievement in meeting the set criteria of the program thus attracting more enrollees for their STAR-rated program.

4. Capability Building Program
   All STAR Program Awardees shall be provided with training programs related to Quality Management System.

5. Funding for Procurement of Equipment and Improvement of Facilities
   All STAR Program and APACC awardees shall be provided with budget allocation to address improvements in their program or institution in terms of tools, equipment, and facilities subject to government audit, accounting, and procurement rules and regulations.

XIII. Schedule of Implementation 2019

1. Dissemination of Revised Implementing Guidelines on System for TVET Accreditation and Recognition (STAR) Program	September 2019
2. Conduct of the following Capability Building Programs by the National STAR Program Secretariat: 2.1. Calibration Workshops for STAR Regional Review Committee (SRRC) and members of RTESDC 2.2. Capability Building for TVI-applicants (at least two (2) members of TVI Quality Team)	 October 1-4, 2019 *(CAR, I, II, III, IV-A, & IV-B)* October 8-11, 2019 *(V, VI, VII, VIII, & NCR)* October 15-18, 2019 *(IX, X, XI, XII, CARAGA &, BARMM)*
3. Deadline of Submission on the requirements by TVI-applicants to Provincial Offices	November 15, 2019
4. Review and Deliberation of SRRC	November-December 2019
5. On-site visit/validation of SRRC to qualified TVI-applicants	November-December 2019
6. Conduct Re-orientation/Calibration Workshop for External STAR Validators and National Board of Judges (NBoJs)	November 12-14, 2019
7. Deadline of Submission/Endorsement of qualified STAR Awardees by the Regional Board of Judges (RBoJs) to the National STAR Program Secretariat	December 15, 2019
8. Conduct of On-site Visit/National Validation by the External STAR Validators and National Board of Judges (NBoJs)	December 2019-March 2020
9. Presentation of Validation Results by the External STAR Validators to the National Board of Judges (NBoJs)	April 2020
10. Deliberation/Conferment of final STAR Awardees by the National Board of Judges (NBoJs)	April 8, 2020
11. Awarding Ceremony for 2019 STAR Awardees	April 29, 2020

XIV. Funding

Expenses for implementation of this Program shall be charged against the budgets of the Certification Office and the Regional Offices for the respective activities.

Payment of honoraria and actual travelling expenses to include travel insurance during the conduct of national validation by the National Board of Judges and External STAR Validators shall be charged against the Certification Office budget subject to government audit, accounting, and procurement rules and regulations.

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

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