# TESDA CIRCULAR

| SUBJECT: TYPOLOGY OF PUBLIC AND PRIVATE TECHNICAL VOCATIONAL INSTITUTIONS (TVIs) | | No. 090, Series 2018<br>Page 1 of 25 pages |
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## I. INTRODUCTION:

Article XIV Section 4 of the 1987 Philippine Constitution declares that the State "recognizes the complementary roles of public and private institutions in the educational system and **shall exercise reasonable supervision and regulation of all educational institutions**."

Section 2 of Republic Act No. 7796 otherwise known as the Technical Education and Skills Development Act of 1994 states that it is 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; Section 3.d TESDA to recognize and encourage the complementary roles of public and private institutions in technical vocational education and skills development and training systems; Section 14.d.1 TESDA to provide policies, measures and guidelines for effective and efficient administration of formal technical vocational education and training programs implemented by various institutions in the country; and Section 14.d.2 TESDA to establish and maintain a system for accrediting, coordinating, integrating, monitoring and evaluating the different formal technical vocational education and training programs vis-a-vis the approved national technical education and skills development plan.

Section 4 of Republic Act No. 10968 "An Act Institutionalizing the Philippine Qualification Framework (PQF), Establishing the PQF National Coordinating Council (NCC) and Appropriating Funds Therefor" states that a PQF shall be established which shall describe the levels of educational qualifications and sets a standard for qualification outcomes. It 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 of the country.

## II. BACKGROUND AND RATIONALE

When TESDA was established in 1994, one of its major mandates is the management of the TVET sector to include the **supervision of all technical vocational institutions (TVIs) both private and public**.

As of July 2018, there are 3,680 private and 344 public TVIs, totaling to 4,024 institutions. These TVIs come with different nomenclature (e.g. academies, centers, training centers, schools, school of fisheries, agricultural schools, agro-industrial

school, technical schools, institutes, institute of technology, technical institutes, polytechnic institutes, colleges, technical colleges, polytechnic colleges, etc.). However, the nomenclature of the TVIs is yet to reflect the type, the magnitude, scope and quality of their program offerings.

On the other hand, TESDA has been developing different mechanisms to ensure quality in TVET services such as the development of various Training Regulations, the Philippine TVET Trainers Qualifications Framework, the Unified TVET Program Registration and Accreditation System (UTPRAS), the Philippine TVET Qualification and Certification System.

In the advent of the Philippine Qualification Framework (PQF) law, which clearly defines the level of program offerings, the TESDA should accordingly come up with a corresponding policy for the better supervision of TVIs.

It is thus necessary to have a system that would define and classify TVIs reflective of their services, capacity and quality in the form of a typology.

**Typology** is a systematic classification of things according to general types. It is a means of classifying people or things by certain commonalities or differences. It can assist in understanding certain conditions or factors by knowing the nature or characteristics of a classified thing, its relationship with others and its position/significance in the system of its classification.

The establishment of a typology is hence a suitable mechanism that would facilitate and improve the supervision of TVIs.

The typology of TVIs will be of two types: **Horizontal** and **Vertical.**

- Horizontal typology will classify the TVIs based on their maximum capacity and PQF levels of program offerings.
- Vertical typology is based on quality assurance and management system on its program offerings.

## III. OBJECTIVES

The establishment of the Typology of TVIs aims to:

a. Provide a common reference in classifying TVIs;
b. Facilitate the better supervision of TVET by being able to quickly identify the capacity and quality of the TVET program offerings;
c. Serve as a quality assurance mechanism;

d. Assist policy makers to identify weaknesses, strengths, gaps and opportunities in the provision of TVET
e. Assist policy makers in determining the appropriate type of TVIs that can be established in a particular location based on the training needs of the constituents; and
f. Serve as a guide for the management of TVIs to enable them to direct the track or future of their institution.

## IV. COVERAGE

This typology covers only institution-based Technical Vocational Institutions.

## V. DEFINITION OF TERMS

1. **Asia Pacific Accreditation and Certification Commission (APACC)** is a regional accreditation and certification body established by Colombo Plan member governments which conducts accreditation and certifies the accreditation status earned by TVET institutions, among others, in Asia and the Pacific Region. *(2018 – 7 APACC Web Brochure)*

2. **Bundled Program** refers to the combination of a number of WTR qualifications offered as a program to produce multi-skilled graduates. *(TESDA Circular No. 7 s. 2016)*

3. **Center** is a TVI offering at least one (1) registered program in either PQF Level I, II, III or IV.

4. **Center of Technical Excellence (CenTEx)** is a TVI that has demonstrated superior results and high level of distinction in implementing its quality assurance system.

5. **Center of Technical Proficiency (CenTPro)** is a TVI that has achieved significant progress in developing and implementing sound processes and procedures in its quality assurance system.

6. **Center of Technical Development (CenTDev)** is a TVI that has demonstrated serious commitment in developing its quality assurance system.

7. **Certificate of TVET Program Registration (CTPR)** refers to a document issued by TESDA to a concerned institution as a manifestation that the TVET program offered complies with the minimum requirements or standards prescribed by the Unified TVET Program Registration and Accreditation System (UTPRAS) of TESDA. (TESDA Circular No. 7 s, 2016)

8. **Competency-Based Training (CBT)** refers to a system by which the learner acquires a competency or a qualification based on demonstrated ability rather than on the time spent on training. *(TESDA Circular No. 7 Series of 2016)*

9. **College** is a TVI offering at least 18 registered programs in either PQF level I, II, III & IV and two (2) in PQF level V (Diploma) programs.

10. **Distinctive Area of Competence (DAC)** refers to the core curricular offering with respect to school strength and needs of community. *(TESDA Glossary of Terms 4th Edition)*

11. **Entrepreneurship Training** is a training scheme to develop persons for self-employment or for organizing, financing and/or managing an enterprise. *(2017 TVET Glossary of Terms)*

12. **Horizontal Breadth Typology** refers to the descriptors of the TVET typology's main classification which are either *Regular, Specialized or Polytechnic*. It also refers to the number of program offerings and the number of industry sector/s that cover all the registered program/s being offered by a TVI.

13. **Horizontal Depth Typology** refers to the main classifications of the TVET typology which are either *Center, Institute or College*. It also refers to the PQF levels of TVI's program offerings.

14. **Income Generating Projects (IGPs)** refer to entrepreneurial business activities of whatever scale that takes place in or by the learning institutions managed by the students and supervised by technical instructors with revolving capital provided by the institution established for the purpose of providing the students the opportunity of learning business acumen and to generate income for the improvement of the institutions. *(2017 TVET Glossary of Terms)*

15. **Institute** is a TVI offering at least nine (9) programs in either PQF level I, II, III & IV and at least one (1) in PQF level V (Diploma) program.

16. **Job Linkaging and Networking Services (JoLiNS)** is a four-platform delivery service by TESDA that includes 1. Blue Desk, 2. Information Education Communication, 3. Networking and Linkaging, and 4. Guidance and Training for Employment. It provides job seekers relevant Labor Market Information (LMI), strategies, approaches and techniques in looking for job opportunities in the easiest and most systematic manner. *(TESDA Circular No. 38, s. 2016)*

17. **Labor Market Information (LMI)** includes all quantitative or qualitative data and analysis related to employment and the workforce. The goal of LMI is to help customers make informed plans, choices and decisions for a variety of purposes, including business investment decision making, career planning and preparation, education and training offerings, job search opportunities, hiring and public or private workforce investments. *(TESDA Circular No. 38, s. 2016)*

18. **Philippine TVET Qualification and Certification System (PTQCS) is** a quality-assured system in recognition of the attainment of competencies (knowledge, skills, attitudes and values) as referred to the competency standards set for middle-level occupation. It is the process of determining the qualification level of a person and a tool in identifying the training needs of a person with competency gaps. *(2017 TVET Glossary of Terms)*

19. **Philippine TVET Trainers Qualification Framework (PTTQF)** is a framework that provides competency standards for TVET trainers and assessors involved in the training delivery, competency assessment, training design/development and training supervision. The framework also defines the competencies of TVET trainers at different roles and levels of technical training. *(TESDA Circular No. 33 s. 2017)*

20. **Philippine TVET Trainers Qualification System (PTTQS)** is a system that provides for the recognition of the competence of TVET trainers at different roles and qualification levels. *(TESDA Circular No. 13 s. 2011)*

21. **Polytechnic** is a TVI offering full and short-term programs/courses, especially technical vocational education and training (TVET) programs/courses in at least three industry sectors. Also, it defines the breadth of the TVET program offerings and industry sectors.

22. **Polytechnic Center** a center with at least eighteen (18) registered programs in either PQF level I, II, III & IV and at least one (1) in PQF level V (Diploma) program and in at least three (3) industry sectors.

23. **Polytechnic Institute** is an institute with at least twenty-seven (27) registered programs in either PQF level I, II, III & IV and at least three (3) in PQF level V (Diploma) program and in at least three (3) industry sectors.

24. **Polytechnic College** is a college with at least thirty-six (36) registered programs in either PQF level I, II, III & IV and at least four (4) in PQF level V (Diploma) program and in at least three (3) industry sectors.

25. **Qualification/s** refers to the 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.

26. **Quality Assurance** is a planned and systematic pattern of all actions necessary to provide adequate confidence that the product, its components, packaging and labeling are acceptable for their intended use. (ISO and *TESDA Glossary of Terms 4th Edition)*

27. **Regular** is a TVI that defines the breadth of the TVET program offerings and industry sectors, in which the minimum for regular is one (1) industry sector.

28. **Specialized** is a TVI that defines the breadth of the TVET program offerings and industry sectors, in which the minimum for specialized is two (2) industry sectors.

29. **Specialized Center** is a center with at least nine (9) registered programs in either PQF level I, II, III & IV and at least one (1) in PQF level V (Diploma) program and in at least two (2) industry sectors.

30. **Specialized Institute** is an institute offering at least eighteen (18) registered programs in either PQF level I, II, III & IV and at least two (2) in PQF level V (Diploma) program and in at least two (2) industry sectors.

31. **Specialized College** is a college offering at least twenty-seven (27) programs in either PQF level I, II, III & IV and at least three (3) in PQF level V (Diploma) program and in at least two (2) industry sectors.

32. **System of TVET Accreditation and Recognition (STAR) Program** is a system recognizing TVET programs beyond the program registration minimum requirements. The system shall be evidence-based criteria, which are translated into numerical points that will correspond to the STAR Level Award of the program. *(TESDA Circular No. 18 s. 2016)*

33. **Technical Vocational Institutions (TVIs)** refers to an institution whether public or private offering TVET program(s). This shall include TESDA Technology Institutions, Public and Private Technical Vocational Institutes, and Higher Education Institutions (HEIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LGUs), Training Centers and enterprises offering TVET programs. *(TESDA Circular No. 7 s. 2016)*

34. **Typology** is a systematic classification of things according to general types. It is a means of classifying people or things by certain commonalities or differences. It assists researchers and others to better understand certain conditions or factors. Moreover, it helps to understand how things relate to each other.

35. **Technology Based Community Training Program (TBCTP)** refers to a program that involves application of technology, conducted in the community by public or private TVI or by local government units, non-government organizations, and other government agencies. Programs conducted under this modality must address specific skills leading to a unit or units of competency needed by the community and promote employment opportunities. TESDA shall register these programs for public and safety concerns based on TRs, for WTR and industry or community requirements, for NTR. *(TESDA Circular No. 7 s. 2016)*

36. **Unified TVET Program Registration and Accreditation System (UTPRAS)** – covers:

    a. **Program Registration (Compulsory)** refers to the process by which TVET programs are registered with TESDA. It is the first stage of the Unified TVET Program Registration and Accreditation System (UTPRAS). Applying for program registration indicates the intent of the institution to offer TVET programs. The registration process attests to the capacity of the Technical Vocational Institution (TVI) to deliver its stated curricula to learners against the minimum standards prescribed in the Training Regulations; or in the case of NTR program, as determined by an expert panel in the absence of such.

Registration begins with the program registration documentation submitted to TESDA by the applicant TVI. It also includes the conduct of periodic compliance audits to ensure continuing compliance to the requirements for programs granted Certificate of TVET Program Registration (CTPR).

b. **Program Accreditation (voluntary)** refers to the process leading to a formal recognition granted by an authorized accrediting agency to an institution's program as possessing certain standards of quality as defined by the accreditation agency.

## VI. GENERAL POLICIES

The typology of TVIs will be categorized into Horizontal and Vertical typology. The Horizontal typology has two sub categories which express a linear track, that is according to **breadth** for the expansion of industry coverage and **depth** for PQF level development. The Vertical typology on the other hand is focused on quality assurance in the development and delivery of program offerings.

The classification of TVIs under the Horizontal Typology will be **MANDATORY**, while for the Vertical Typology will be **VOLUNTARY**.

The Horizontal Typology of an institution shall be maintained by satisfying the requirements through the existing system of UTPRAS compliance audit. The Vertical Typology shall be maintained based on the validity period of its STAR Level Award under the STAR Program of TESDA.

Both the horizontal and vertical typologies will have the following criteria, characteristics and measures:

### A. Horizontal (Breadth and Depth) Typology

#### A.1 Criteria

The criteria used in identifying the commonalities or difference of TVIs are as follows:

1. **Training Capacity (Training Seats)** refers to the absorptive capacity of the TVI based in all its registered program offerings. The absorptive capacity is the product of the total learners per batch and the sum of the total number of

batch/es of all registered program offerings per year. Using the norm 25 learners per batch, the computation for the total number of batch/es per registered program per year is shown below:

Given:

Total Number of Batch/es per registered program per year (TNBPRPPY)
Duration of the Program offering express in days based on TR (DPOEDBTR)
Total number of days per year (TNDPY)
Total number of Saturdays and Sundays per year (TNSSPY)
Total number of Holidays per year (TNHPY)
15 days refers to the unexpected suspension of classes & special holidays
10 days refers to the break between batches

$$\text{TNBPRPPY} = \frac{\text{TNDPY} - \Sigma\,(\text{TNSSPY}+\text{TNHPY} + 15\text{ days})}{\text{DPOEDBTR} + 10\text{ days}}$$

$$\text{Absorptive Capacity} = 25\text{ learners/batch} \times \Sigma\,(\text{TNBPRPPY}^1 + \text{TNBPRPPY}^2 + \ldots\ldots + \text{TNBPRPPY}n)$$

2. **Industry Sector** refers to the division of industry used in the Training Regulations, e.g. Automotive/Land Transport, Metals and Engineering, Construction, etc. As a criterion, it is the minimum number of industry sectors that cover all the registered program offerings of the TVI.

3. **Registered Program** refers to the program offerings of the TVI with corresponding Certificate of TVET Program Registration (CTPR) officially issued by TESDA either with training regulation (WTR) and no training regulation (NTR). As a criterion, it is the minimum number of program offering/s of the TVI either WTR and NTR.

4. **Diploma Program** refers to the PQF level V program offering/s of the TVI officially registered with TESDA. As a criterion, it is the minimum number of registered PQF Level V program offering/s of the TVI.

5. **Training Packages** refer to the updated curriculum, learning materials, institutional assessment instrument of all the program offerings of the TVI. As a criterion, it is the minimum percentage of its registered programs' curriculum, learning materials, and institutional assessment instruments being revised/updated every 2 years.

6. **Industry Partner** refers to the partner companies/enterprises of the TVI in various undertakings e.g. immersion of trainers, updating of training packages, supervised industry training, etc. As a criterion, it is the minimum number of partner enterprises/companies per CTPR. The company/enterprise includes micro, small and medium enterprises (MSMEs).

7. **Teaching Personnel** (TRAINER), refers to the personnel of the TVI either permanent or job orders that serves as the learning facilitators for all its registered program offerings. As a criterion, it is the minimum number of teaching personnel per CTPR.

8. **Qualifications of Teaching Personnel** refers to the qualifications of teaching personnel (Trainer) per training regulation. As a criterion, it refers to the trainer's qualifications per training regulation and the minimum percentage of all teaching personnel with bachelor's degree and masteral degree.

9. **Non-teaching Personnel** refers to the personnel of the TVI both permanent and job orders that serves as the head of the institution, registrar, administrative officer or Human resource officer, etc. As a criterion, it is the minimum number of non-teaching personnel.

10. **Accredited Competency Assessor/s** refers to an individual authorized by TESDA to assess the competencies of a candidate for national certification. As a criterion, it is the minimum percentage of the TVI's trainers as an accredited competency assessor.

11. **Accredited Competency Assessment Center/s** refers to an establishment officially authorized by TESDA to manage the assessment of candidates for national certification. As a criterion, it is the minimum percentage of the TVI's registered WTR program/s as an accredited competency assessment center.

12. **Research Output** refers to the researches conducted by the TVI, e.g. local labor market information (LMI), technology researches, etc. As a criterion, it is the minimum number of researches conducted by the TVI.

13. **Research Output Disseminated to the Community** refers to the TVI's sharing of research outputs to the community for adaptation. As a criterion, it is

the minimum number of research outputs extended to and adapted by the community.

14. **Technology Based Community Training Program (TBCTP)** refers to a program that involves application of technology, conducted in the community by public and private TVI or by local government units, non-government organizations, and other government agencies. As a criterion, it is the minimum number of batches conducted by the TVI.

15. **Entrepreneurship** refers to a training scheme to develop persons for self-employment or for organizing, financing and/or managing an enterprise. As a criterion, it is the minimum number of learners completed entrepreneurship training program.

16. **Income Generating Projects (IGPs)** refer to entrepreneurial business activities of whatever scale that takes place in or by the learning institutions managed by the students and supervised by technical instructors with revolving capital provided by the institution established for the purpose of providing the students the opportunity of learning business acumen. As a criterion, it is the minimum number of and income generating projects implemented by the TVI.

17. **Student Support Services** refer to the *availability of placement services (Job Linkaging and Networking Services), medical services, library services, guidance services (Career Advocates),* and *student council/association.*

    The placement services can be attached to the Guidance Services program or unit that is a requirement in UTPRAS. The medical services can be a unit or can be a partnership with a nearby clinic or hospital.

**A.2 Characteristics**

There are two categories under the horizontal typology: depth and breadth.

For the horizontal depth typology, the TVIs will be classified as ***Center, Institute or College***, while for the horizontal breadth typology, the TVIs will be further classified as ***Regular, Specialized*** and ***Polytechnic.*** The horizontal ***breadth*** typology will serve as the descriptor of the horizontal ***depth*** typology.

As defined, the breadth typology refers to the number of industry sectors their program offerings are under. As such, Regular TVIs will offer programs in only one industry sector, Specialized TVIs will offer programs up to two industry sectors, and Polytechnic TVIs will offer programs in three or more industry sectors.

TVIs are in general learning institutions providing TVET training programs and are classified into Centers, Institutes and Colleges. Their characteristics are the following:

1. A ***Center*** has at least one (1) registered program offering in any PQF Levels from I, II, III or IV.

   To be classified as a Center, the TVI has to have met all the requirements of TESDA UTPRAS program registration.

2. An ***Institute*** has at least nine (9) registered program offerings in either PQF level I, II, III and IV and one (1) in PQF level V (Diploma) program.

   To be classified as an Institute, the TVI has to have met all the requirements of TESDA program registration and should be compliant with the following:

   a. Has a verifiable training capacity (training seat) for nine (9) different programs per year;

   b. Has at least one PQF Level V (Diploma) program with enrollment;

   c. Has at least 5 partner companies/enterprises per CTPR;

   d. Has one dedicated workshop/practical work area per CTPR;

   e. Has at least one dedicated trainer per CTPR;

   f. Has at least 40% of its teaching personnel have Bachelor's degree in any discipline;

   g. Has at least 20% of its teaching personnel have master's degree in any field of specialization;

   h. Has at least three (3) non-teaching personnel;

   i. Has a verifiable working and capable research team or unit;

j. Has a verifiable capacity and capability to conduct at least two (2) batches of Technology-Based Community Training Program per year;
k. Has a verifiable capability to implement entrepreneurship training program for 30% of its learners; and
l. Has a workable Job Linkaging and Networking Services (JoLiNS)

3. A ***College*** has at least eighteen (18) registered program offerings in either PQF level I, II, III and IV and two (2) in PQF level V (Diploma) programs.

To be classified as College, the TVI has met all the requirements of TESDA program registration and should be compliant with the following:

a. Has a verifiable training capacity (training seat) for eighteen (18) programs per year;
b. Has at least two (2) program offerings on PQF Level V (Diploma) with enrollment during the year of application;
c. Has at least 5 partner companies/enterprises per CTPR;
d. Has one dedicated workshop/practical work area per CTPR;
e. Has at least one dedicated trainer per CTPR;
f. Has at least 50% of the teaching personnel have Bachelor's degree in any course or discipline;
g. Has at least 30% of the teaching personnel have master's degree in any course or discipline;
h. Has at least five (5) non-teaching personnel;
i. Has a verifiable working and capable research team or unit;
j. Has a verifiable capacity and capability to conduct three (3) batches of Technology-Based Community Training Program per year;
k. Has a verifiable capability to implement entrepreneurship training program for 50% of its learners; and
l. Has a workable Job Linkaging and Networking Services (JoLiNS)

The Figure below shows the convergence point of the depth and breadth of horizontal typology, each convergence point form one type of horizontal typology. The following are the convergence points that define the types of the horizontal typology of TVIs:

| | | HORIZONTAL BREADTH TYPOLOGY (Number of Industry Sectors) | | |
|---|---|---|---|---|
| | | **REGULAR** | **SPECIALIZED** | **POLYTECHNIC** |
| HORIZONTAL DEPTH TYPOLOGY (PQF LEVEL) | **CENTER** | Regular Center | Specialized Center | Polytechnic Center |
| | **INSTITUTE** | Regular Institute | Specialized Institute | Polytechnic Institute |
| | **COLLEGE** | Regular College | Specialized College | Polytechnic College |

The above identified nine (9) types of horizontal typology will be used to classify all existing and future TVIs, these TVIs will retain their respective business name.

### A.3 Required Evidences

The tables below show the minimum required evidences that have to be met for the different types of horizontal typology.

#### A.3.1 REGULAR CENTER, INSTITUTE AND COLLEGE

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Regular CENTER** | **Regular INSTITUTE** | **Regular COLLEGE** |
| **I. TRAINING** | | | |
| 1) Min. Rated **Training Capacity** (Training seats) | For one (1) program | For nine (9) different programs | For eighteen (18) different programs |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Regular CENTER** | **Regular INSTITUTE** | **Regular COLLEGE** |
| 2) Min. No. of **Industry Sectors** Covered | 1 | 1 | 1 |
| 3) Min. No. of **Diploma Program** (PQF Level V) Offered | Not required | 1 | 2 |
| 4) Min. No. of Registered **Program/s** | 1 | 9 | 18 |
| 5) Min. % **Training Packages** Updated Within 2 Years | Not required | 30% of its program offering curricula updated within 2 years | 60% of its program offering curricula updated within 2 years |
| 6) Min. No. of **Partner Companies/Enterprises** per CTPR | Not required | At least 5 per CTPR | At least 5 per CTPR |
| 7) Min. No. of **Teaching Personnel** per CTPR | At least 1 dedicated trainer per CTPR | At least 1 dedicated trainer per CTPR | At least 1 dedicated trainer per CTPR |
| 8) Min. **Qualifications** of Teaching personnel population | Met the TR and UTPRAS TVET Trainer qualifications | | |
| | | At least 40% of the Teaching Personnel are BS Graduate and 20% of the faculty are with Masteral Degree | At least 50% of the Teaching Personnel are BS Graduate and 30% of the faculty are with Masteral Degree |
| 9) Min. No. of **Non-Teaching Personnel** | At least 3 | At least 3 | At least 5 |
| 10) Min. % (**Accredited Competency Assessors**) / (Teaching Personnel) | 25% of its Trainers are accredited competency assessors | 40% of its Trainers are accredited competency assessors | 50% of its Trainers are accredited competency assessors |
| 11) Min. % of **Accredited National Competency Assessment Center** | Not required | 20% of its program offerings | 30% of its program offerings |
| **II. RESEARCH** | | | |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Regular CENTER** | **Regular INSTITUTE** | **Regular COLLEGE** |
| 12) Min. No. of **Research Output** | At least one local Labor Market Information (LMI) report per year | At least two local Labor Market Information (LMI) report year | • At least two local Labor Market Information (LMI) report; and<br>• 1 technology research per year |
| **III. EXTENSION** | | | |
| 13) Min. No. of **Research output disseminated to** the community for adoption | Not required | At least 1 every 2 years | At least 1 per year |
| 14) Min. No. of batch/es of **Technology-Based Community Training Program/s (TBCTP)** conducted in partnership with LGUs, NGOs, NGAs, etc. | Optional | 1 | 2 |
| **IV. ENTREPRENEURSHIP** | | | |
| 15) Min. % of its learners completed **Entrepreneurship** Training program | Not required | At least 30% of all learners | At least 50% of all learners |
| 16) Min. no. of **Income Generating Project/s (IGP/s)** implemented | Not required | 1 | 2 |
| **V. STUDENT SUPPORT SERVICES** | | | |
| 17) Min. No. of Designated Career Advocate | At least with one designated career advocate | At least with two designated career advocates | At least with three designated career advocates |
| 18) Medical Services: Min. No. of MOA with Clinics/Health Centers/Hospitals and Min. No. of Nurses | With at least one valid MOA with a clinic/health center/hospital **or** clinic and a nurse in the institution | With at least one valid MOA with a clinic/health center/hospital **or** clinic and a nurse in the institution | With at least one valid MOA with a clinic/health center/hospital **or** clinic and a nurse in the institution |
| 19) Library Services: Min. % of Up-to-Date Library Holdings | 20% of its library holdings current | 20% of its library holdings current | 20% of its library holdings current |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Regular CENTER** | **Regular INSTITUTE** | **Regular COLLEGE** |
| 20) Job Facilitation Services (JoLiNS): Min. No. of Active JoLiNS Platforms | With all the 4 JoLiNS platforms active | With all the 4 JoLiNS platforms active | With all the 4 JoLiNS platforms active |
| 21) No. of Active Student Council/ Association | Optional | With an active student council | With an active student council |

### A.3.2 SPECIALIZED CENTER, INSTITUTE AND COLLEGE

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Specialized CENTER** | **Specialized INSTITUTE** | **Specialized COLLEGE** |
| **I. TRAINING** | | | |
| 1) Min. Rated **Training Capacity** (training seats) | For nine (9) different programs | For eighteen (18) different programs | For twenty-seven (27) different programs |
| 2) Min. No. of **Industry Sectors** Covered | 2 | 2 | 2 |
| 3) Min. No. of **Diploma Program** (PQF Level V) Offered | 1 | 2 | 3 |
| 4) Min. No. of Registered **Program/s** | 9 | 18 | 27 |
| 5) Min. % **Training Packages** Updated Within 2 Years | 30% of its program offerings updated within 2 years | 40% of its program offerings updated within 2 years | 60% of its program offerings updated within 2 years |
| 6) Min. No. of **Partner Companies/Enterprises** per CTPR | At least 5 per CTPR | At least 5 per CTPR | At least 5 per CTPR |
| 7) Min. No. of **Teaching Personnel** per CTPR | At least 1 dedicated trainer per CTPR | At least 1 dedicated trainer per CTPR | At least 1 dedicated trainer per CTPR |
| | Met the TR and UTPRAS TVET Trainer qualifications | | |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Specialized CENTER** | **Specialized INSTITUTE** | **Specialized COLLEGE** |
| 8) Min. **Qualifications** of Teaching personnel population | At least 40% of the Teaching Personnel are BS Graduate | At least 60% of the Teaching Personnel are BS Graduate and 30% of the faculty are with Masteral Degree | At least 70% of the Teaching Personnel are BS Graduate and 40% of the faculty are with Masteral Degree |
| 9) Min. No. of **Non-Teaching Personnel** | At least 3 | At least 4 | At least 5 |
| 10) Min. % (**Accredited Competency Assessors**) / (Teaching Personnel) | 40% of its Trainers are accredited competency assessors | 50% of its Trainers are accredited competency assessors | 70% of its Trainers are accredited competency assessors |
| 11) Min. % of **Accredited National Competency Assessment Center** | 20% of its program offerings | 30% of its program offerings | 40% of its program offerings |
| **II. RESEARCH** | | | |
| 12) **No. of Research Output** | At least two local Labor Market Information (LMI) report/ year | • At least two local Labor Market Information (LMI) reports<br>• 1 technology research/ year | • At least three local Labor Market Information (LMI) reports<br>• 2 technology research/ year |
| **III. EXTENSION** | | | |
| 13) Min. No. of **Research output disseminated to** the community for adoption | Not required | At least 1 every 2 years | At least 1 per year |
| 14) Min. No. of batch/es of **Technology-Based Community Training Program/s (TBCTP)** conducted in partnership with LGUs, NGOs, NGAs, etc. | 1 | 2 | 3 |
| **IV. ENTREPRENEURSHIP** | | | |
| 15) Min. % of its Learners Completed | At least 30% of all learners | At least 50% of all learners | At least 70% of all learners |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Specialized CENTER** | **Specialized INSTITUTE** | **Specialized COLLEGE** |
| **Entrepreneurship** Training program | | | |
| 16) Min. no. of **Income Generating Project/s (IGP/s)** Implemented | 1 | 1 | 2 |
| **V. STUDENT SUPPORT SERVICES** | | | |
| 17) Min. No. of Designated Career Advocate | At least with two designated career advocates | At least with three designated career advocates | At least with four designated career advocates |
| 18) Medical Services: Min. No. of MOA with Clinics/Health Centers/Hospitals and Min. No. of Nurses | With at least one valid MOA with a clinic/health center/ hospital **or** clinic and a nurse in the institution | With at least one valid MOA with a clinic/ health center/ hospital **or** clinic and a nurse in the institution | With at least one valid MOA with a clinic/health center/ hospital **or** clinic and a nurse in the institution |
| 19) Library Services: Min. % of Up-to-Date Library Holdings | 20% of its library holdings current | 20% of its library holdings current | 20% of its library holdings current |
| 20) Job Facilitation Services (JoLiNS): Min. No. of Active JoLiNS Platforms | With all the 4 JoLiNS platforms active | With all the 4 JoLiNS platforms active | With all the 4 JoLiNS platforms active |
| 21) No. of Active Student Council/ Association | With an active student council | With an active student council | With an active student council |

### A.3.3 POLYTECHNIC CENTER, INSTITUTE AND COLLEGE

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Polytechnic CENTER** | **Polytechnic INSTITUTE** | **Polytechnic COLLEGE** |
| **I. TRAINING** | | | |
| 1) Min. Rated **Training Capacity** (3 batches/program/ year @ 25 Learners/batch) | For eighteen (18) different programs | For twenty-seven (27) different programs | For thirty-six (36) different programs |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Polytechnic CENTER** | **Polytechnic INSTITUTE** | **Polytechnic COLLEGE** |
| 2) Min. No. of **Industry Sectors** Covered | 3 | 3 | 3 |
| 3) Min. No. of **Diploma Program** (PQF Level V) Offered | 1 | 3 | 4<br>*(in 3 different sectors)* |
| 4) Min. No. of Registered **Program/s** | 18 | 27 | 36 |
| 5) Min. % **Training Packages** Updated Within 2 Years | 50% of its program offerings updated within 2 years | 60% of its program offerings updated within 2 years | 70% of its program offerings updated within 2 years |
| 6) Min. No. of **Partner Companies/Enterprises** per CTPR | At least 5 per CTPR | At least 5 per CTPR | At least 5 per CTPR |
| 7) Min. No. of **Teaching Personnel** per CTPR | At least 1 dedicated trainer per CTPR | At least 1 dedicated trainer per CTPR | At least 1 dedicated trainer per CTPR |
| 8) Min. **Qualifications** of Teaching personnel population | Met the TR and UTPRAS TVET Trainer qualifications | | |
| | At least 50% of the Teaching Personnel are BS Graduate and 30% of the faculty are with Masteral Degree | At least 75% of the Teaching Personnel are BS Graduate and 40% of the faculty are with Masteral Degree | At least 80% of the Teaching Personnel are BS Graduate and 50% of the faculty are with Masteral Degree |
| 9) Min. No. of **Non-Teaching Personnel** | At least 4 | At least 5 | At least 7 |
| 10) Min. % (**Accredited Competency Assessors**) / (Teaching Personnel) | 50% of its Trainers are accredited competency assessors | 70% of its Trainers are accredited competency assessors | 80% of its Trainers are accredited competency assessors |
| 11) Min. % **of Accredited National Competency Assessment Center** | 30% of its program offerings | 40% of its program offerings | 50% of its program offerings |
| **II. RESEARCH** | | | |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | **Polytechnic CENTER** | **Polytechnic INSTITUTE** | **Polytechnic COLLEGE** |
| 12) **No. of Research Output** | • At least two local Labor Market Information (LMI) reports<br>• One technology research every 2 years | • At least three local Labor Market Information (LMI) reports<br>• one technology researches/year | • At least four local Labor Market Information (LMI) reports<br>• three technology researches every 2 years |
| **III. EXTENSION** | | | |
| 13) Min. No. of **Research output disseminated to** the community for adoption | At least 1 every 2 years | At least 1 per year | At least 3 every 2 years |
| 14) Min. No. of batch/es of **Technology-Based Community Training Program/s (TBCTP)** in partnership with LGUs, NGOs, NGAs, etc. | 2 | 3 | 4 |
| **IV. ENTREPRENEURSHIP** | | | |
| 15) Min. % of learners completed **Entrepreneurship** Training program | At least 40% of all learners has completed an entrepreneurship training | At least 60% of all learners has completed an entrepreneurship training | At least 80% of all learners has completed an entrepreneurship training |
| 16) Min. no. of **Income Generating Project/s (IGP/s)** | 1 | 2 | 3 |
| **V. STUDENT SUPPORT SERVICES** | | | |
| 17) Min. No. of Designated Career Advocate | With designated at least three career advocates | With designated at least four career advocates | With designated at least five career advocates |
| 18) Medical Services: Min. No. of MOA with Clinics/Health Centers/Hospitals and Min. | With at least one valid MOA with a clinic/health center/hospital or clinic and a nurse in the institution | With at least one valid MOA with a clinic/health center/hospital or clinic and a nurse in the institution | With at least one valid MOA with a clinic/health center/hospital or clinic and a nurse in the institution |

| CRITERIA | MEASURES OF THE DIFFERENT Classification of Institution-Based TVIs | | |
|---|---|---|---|
| | Polytechnic CENTER | Polytechnic INSTITUTE | Polytechnic COLLEGE |
| No. of Nurses | | | |
| 19) Library Services: Min. % of Up-to-Date Library Holdings | 20% of its library holdings current | 20% of its library holdings current | 20% of its library holdings current |
| 20) Job Facilitation Services (JoLiNS): Min. No. Of Active JoLiNS Platforms | With all the 4 JoLiNS platforms active | With all the 4 JoLiNS platforms active | With all the 4 JoLiNS platforms active |
| 21) No. of Active Student Council/ Association | With an active student council | With an active student council | With an active student council |

All TVIs will be classified through a horizontal typology. Each horizontal type will be assessed through the criteria. To be classified for a certain type, the TVI must satisfy the minimum requirements of all the criteria for that specific type. *(e.g. to be classified under Polytechnic Institute, the TVI must satisfy the minimum required evidence of all the criteria listed under the Polytechnic Institute)*

## B. The Vertical Typology

### B.1 Classification

The vertical typology is applied to the quality of the development and delivery of TVI's program offerings. A TVI's program can be classified as Level I – Center of Technical Development (CenTDev), Level II – Center of Technical Proficiency (CenTPro) and Level III – Center of Technical Excellence (CenTEx) per program offerings.

**Level I - Center of Technical Development (CenTDev)** – is a status conferred to the program offering of a TVI which was awarded One (1) STAR Level under the STAR Program of TESDA and has demonstrated serious commitment in developing its quality assurance system (e.g. CenTDev in SMAW NC-II; CenTDev in Welding Technology PQF Level V).

**Level II - Center of Technical Proficiency (CenTPro) –** is a status conferred to the program offering of a TVI which was awarded Two (2) STAR Level under the STAR Program of TESDA and has achieved significant progress in developing and implementing sound processes and procedures in its quality assurance system (e.g. CenPro in SMAW NC-II; CenTPro in Welding Technology PQF Level V).

**Level III - Center of Technical Excellence (CenTEx) –** is a status conferred to the program offering of a TVI which was awarded Three (3) STAR Level under the STAR Program of TESDA and has demonstrated superior results and high level of distinction in implementing its quality assurance system (e.g. CenTEx in SMAW NC-II; CenTEx in Welding Technology PQF Level V).

**B.2 Criteria**

The criteria to be used for the vertical typology will be focused on the level of implementation of quality assurance system. The vertical typology will make emphasis on the TVI's quality assurance in the development and delivery of its program offerings.

| Requirement | Point Value |
|---|---|
| 1. **Program Governance and Management** | **60** |
| 1.A. TVI goals and objectives | 10 |
| 1.B. Monitoring and review of TVI goals and objectives | 15 |
| 1.C. Quality Management System Implementation | 20 |
| 1.D. Human Resource Development Management | 15 |
| 2. **Curriculum and Program Delivery** | **250** |
| 2.A. Curriculum | 40 |
| 2.B. Learning Outcomes | 40 |
| 2.C. Program Delivery | 125 |
| 2.D. Physical facilities, tool, equipment and consumables | 45 |
| 3. **Support Services** | **90** |
| 3.A. Conduct of extension or community outreach program | 20 |
| 3.B. Conduct of applied researches related to the program | 20 |
| 3.C. Development of Technical Innovations | 15 |

| | |
|---|---|
| 3.D. Provision of career guidance services and Employment Facilitation | 25 |
| 3.E. Entrepreneurial Activity | 10 |
| 4. **Program Performance Measures** | **100** |
| 4.A. Completion rate of the program | 10 |
| 4.B. Mandatory assessment of graduates of the program | 25 |
| 4.C. Certification rate of graduates of the program | 25 |
| 4.D. Employment rate of graduates of the program | 30 |
| 4.E. Skills Competition Awards generated from the program | 10 |
| **Grand Total** | **500** |

**B.3 Required Evidences**

The required evidence to be used on the criteria of the vertical typology will be the **authenticated STAR Program Level Award Certificate** for quality assurance of program offering of a classified TVI.

The table below shows the measures for the three (3) levels of the vertical typology of the TVI's program offering:

| **MEASURES** | **LEVELS** | | | |
|---|---|---|---|---|
| | **Level 0** Commitment Level | **Level I** Center of Technical Development | **Level II** Center of Technical Proficiency | **Level III** Center of Technical Excellence |
| **STAR Program**<br>*Program refers to:*<br>*i) Qualification;*<br>*ii) Bundled Program; and*<br>*iii) Diploma Program* | **300 – 374 Candidate Status** | **375 – 424 1-STAR Level Award** | **425 – 474 2-STAR Level Award** | **475 – 500 3-STAR Award Level** |

**B.4 Benefits being Classified under the Vertical Typology**

The table below shows the benefits for the institutions classified under the vertical typology.

| Benefits | Level I | Level II | Level III |
|---|---|---|---|
| 1. Graduates are automatically certified ***("issued National Certificate")*** in all the qualifications/ program offerings classified under | | | √ |
| 2. Inclusion of personnel in Central Office sponsored staff development program both local and overseas | | | |
| 1st priority | | | √ |
| 2nd priority | | √ | |
| 3rd priority | √ | | |
| 3. Qualification/s will be exempted from the Compliance Audit during the period it is classified under | √ | √ | √ |
| 4. Priority in the allocation of TWSP in all program offerings classified under | | | |
| 1st priority | | | √ |
| 2nd priority | | √ | |
| 3rd priority | √ | | |
| 5. Priority for students exchange program | √ | √ | √ |
| 6. Provision of financial assistance to finance further research programs and other developmental interventions subject to approved guidelines | √ | √ | √ |

## I. SEPARABILITY CLAUSE

If any of the provisions of this Circular is declared invalid, the remaining parts not affected shall continue to be valid and operational.

## II. EFFECTIVITY

This Circular takes effect as indicated and supersedes any other issuance/s inconsistent herewith.

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