TESDA CIRCULAR

SUBJECT: Implementing Guidelines for the STAR Rating System of TVET Programs		Page 1 of 9 Pages Number 18 series of 2016
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As part of the Authority's efforts 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 initial implementation of the STAR Rating System of TVET programs are hereby issued.

I. Objectives:

The STAR Rating System 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 improvement 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.

II. Definition of Terms

The following terms shall be used in this guidelines:

1. Candidate Status – 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 in 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 students and other stakeholders or change to improve the management of any part of the school system that have 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 change in results, products or process.

3. Self-Evaluation Guide – 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 Rating will meet the required points for a STAR Level.

4. STAR Level Award – refers to the STAR Award based on the range of scores.

5. STAR Rating System – a system of 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.

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

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) registered programs – refer to programs registered under UTPRAS with Training Regulations as basis for their registration.

III. General Policies

1. The STAR Rating System 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, with equivalent numerical points. The earned points shall determine the STAR Level Award of the program.

IV. Eligible Programs for STAR Rating System

To qualify for the STAR Rating, 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. Complying with relevant statutory and regulatory requirements such as as certification from SEC , BIR, and DOLE for private TVIs and CSC certification for public TVIs; and

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

V. Board of Judges

1. The RTESDC shall serve as the Regional Board of Judges.

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

   a. At their option, send a member to act as observer/panel in the on-site visit of the applicant-TVI;
   b. Deliberate on the programs applied for STAR Rating within their areas of jurisdiction; and
   c. 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.

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; and
   d. Three renowned educators appointed by the Director General of TESDA.

4. The National Board of Judges shall:

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

VI. Support Committees

The following support committees with their corresponding roles shall be organized in the implementation of the STAR Rating System of TVET Programs:

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

   a. UTPRAS focal Provincial Director;
   b. Regional Operations Division Chief;
   c. One Technical Expert in the qualification applied for
      {Expert should not be in any way connected with TVI applying for the STAR Award for its program(s).}
   d. One member of the RBoJ (optional);
   e. One member/representative of the NBoJ (for 3-STAR level applicants endorsed by the RBoJ); and
   d. The Regional UTPRAS Focal shall act as secretariat of the SRRC.

The roles of the SRRC are as follows:

   a. Conduct social marketing and advocacy program on the STAR Rating System in their region;
   b. Evaluate the accomplished self-evaluation instrument and the supporting documents received, and inform the applicant-TVI through the concerned TESDA Provincial Office lacking documents that have to be completed and/or any non-conformities that have to be addressed;
   c. Conduct on-site visit of the TVI to validate the self-assessment ratings and conformance to the documentary requirements;
   d. Prepare evaluation report and endorse STAR-rated program-applicants to the Regional Board Judges for deliberation; and
   e. Act as secretariat to the Regional Board of Judges.

2. A STAR Awards Committee Secretariat (SACS) 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. Act as secretariat to the National Board of Judges;
   b. Coordinate with the Regional Offices on the activities related to the STAR Rating System;
   c. Organize the Awarding event; and
   d. Document all activities for the STAR Rating

VII. Application Procedures

1. TVIs interested to participate in the STAR Rating System shall visit the TESDA Provincial Office that has jurisdiction over their registered program or download the required forms and checklist of requirements/supporting documents from the TESDA website: www.tesda.gov.ph .

2. The UTPRAS provincial focal person shall provide orientation on the STAR Rating System of TVET Programs.

3. Applicant-TVI shall submit the following documents to the TESDA Provincial Office:

   a. Letter of intent applying for the STAR Rating System;
   b. Accomplished Self-evaluation Instrument (Annex A) with the required updated documents attached; and
   c. Endorsement by industry or community.

   The TESDA Provincial Office shall check the completeness and thoroughly evaluate the documents including conformity of the application to the Self-evaluation instrument requirements

4. The TESDA Provincial Director shall endorse applicant-program that meets the STAR Level Award in the self-evaluation score of the TVI to the SRRC. The TVI whose program 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.

5. The SRRC, upon confirmation of the completeness and technical adequacy of the application documents, shall inform the SACS of the scheduled on-site visit at least two weeks before the scheduled date.

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

7. The SACS shall inform the NBoJ to send their designated member or representative who will join the on-site visit for 3-STAR rated applicants endorsed by the RBoJ.

8. The SACS shall provide the technical expert for the qualification that will be subjected to the STAR Rating System.

9. The SRRC shall meet at least 2 days prior to the conduct of the actual on-site visit, to discuss the roles and responsibilities of each member and the questions/criteria to be evaluated during actual on-site validation.

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

11. 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 STAR Level Award per SRRC evaluation shall be endorsed to the Regional Board of Judges. Applicant-program that failed to meet the STAR Level Award will be required to work on their areas of weaknesses before re-applying for the STAR Level Award.

10. The Regional Board of Judges 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 National Board of Judges through the TESDA Regional Office.

11. The National Board of Judges will deliberate on the STAR Level Award endorsed by the RBoJ and confer the STAR Award Level to qualified Applicant - program.

12. Awardees shall be given the STAR Plaque that symbolizes the Award.

VIII. Major Requirements and Point Values

The following are the major requirements with their corresponding point values

Requirement	Point Values	
1. Program Governance and Management		**50**
1.a. Program goals and objectives	10	
1.b. Monitoring of review of program goals and objectives	15	
1.c. Quality Management System implementation	25	
2. Curriculum and Program Delivery		**250**
2.1. Curriculum	40	
2.2. Learning outcomes	30	
2.3. Program delivery	140	
2.4. Physical facilities, tools, equipment and consumables	40	
3. Support Services		**100**
3.a. Conduct of extension or community outreach program	10	
3.b. Conduct of applied researches related to the program	30	
3.c. Provision of career guidance services on the right choice of career	10	
3.d. Presence of partner companies in implementation of OJT or job referral related to the program	10	
3.e. Presence of partner institutions providing post-training services or entrepreneurial assistance to the graduates of the program	10	
3.f. Placement support services	10	
3.g. Technical and entrepreneurial innovations.	20	
4. Program Performance Measures		**100**
4.a. Dropout 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	
TOTAL POINTS		**500**

IX. Award Categories and Validity Period

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

Level	Total Weighted 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

TVIs with 3 STAR rated programs shall be given priority in the allocation of TESDA scholarship grant or other incentives as may be recommended and approved by the TESDA management.

X. 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 Award by the concerned SRRC using the following procedures:

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

2. SACS shall notify the SRRC two (2) months before the actual expiration of the validity period of the STAR 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 VII.

XI. Schedule of Implementation 2016

Dissemination of implementing guidelines and evaluation instruments to the regions	End of May 2016
Conduct zonal orientation/ calibration workshop for Regional Screening Committee and Technical Experts on STAR Rating System	June 2016
Deadline on the submission of applicant-TVI to TESDA Provincial Office	August 15, 2016
Review and deliberation of STAR Regional Screening Committee	July 15 – Sept. 2016
Deadline on the submission/endorsement of RTESDC to SACS	Sept. 15, 2016
Deliberation/Conferment of NBoJ	Sept. 1 - Oct. 30, 2016
Awarding of STAR rated TVET providers in fitting ceremonies initiated by TESDA.	November 2016

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

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

SEC. IRENE M. ISAAC
Director General

ANNEX A

SELF-EVALUATION INSTRUMENT FOR THE STAR RATING OF TVET PROGRAMS

Name of TVI: _____
Address: _____
Program Applied for STAR Rating: _____

This self-evaluation Instrument will be used by the applicant-TVI to determine their relative points to the requirements provided herein if their registered program (With Training Regulations) is qualified to be STAR-Rated.

The applicant-TVI in answer to the questions provided shall indicate their scores to the given requirements. At the end of each major requirement, the bodies of evidence required or information and data sources needed to be shown to substantiate their earned points are indicated. These documents should be provided with this Self-evaluation.

Summing up all the points earned for all the requirements (See Consolidated Table of Requirements and Corresponding Points Garnered on pages 20-21 and comparing them with the table on the Total Weighted Scores and the STAR Level Award of TVET Programs (page 22), will determine if the program is qualified for the STAR Award. Program that will fall under Candidate Status is recommended not to be applied yet for the STAR Rating System of TVET Programs. The applicant-TVI is advised to work first on the requirements were weaknesses have been identified in the self-evaluation and once these have been addressed application can then be pursued.

The following terms shall mean:

1. Requirement – the standard that has to be satisfied
2. Recognition of Prior Learning (RPL) - refers to the process in which the individual's previous learning outside the formal system, which contributes to the achievement of current competency/ies, can be assessed against the relevant unit of competency and given recognition through the issuance of appropriate certificate.
3. Scoring guide – guide that sets the objective parameters in scoring a given requirement
4. Self-evaluation instrument – an instrument that will be accomplished by the applicant-TVI to determine the relative scores of their program to the requirements of the STAR Rating System for eligibility to the STAR Level Award categories. The instrument also details the required evidence to be provided per given requirement.
5. STAR Level Award – refers to the STAR Award based on the range of scores.
6. Weighted score – sets the scoring gradient from highest to lowest points that will be earned for a given requirement.
7. With Training Regulations (WTR) - refers to the programs registered under UTPRAS with Training Regulations as basis for its registration.
8. Innovation - refers to making meaningful change to improve the delivery and/or effectiveness of the program to create new value to students and other stakeholders or change to improve the management of any part of the school system that have 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 change in results, products or process.

1. Program Governance and Management

1.a What are the goals and objectives of the program?

Scoring guide	Weighted Score	TVI's self-evaluation score
Goals and objectives of the program are explicitly stated in relevant publication/document of the TVI. The program objectives are: • Specific • Measurable • Attainable • Realistic • Time-bound	10	
Goals and objectives of the program are explicitly stated in relevant publication/document of the TVI though the objectives lack the SMART criteria	5	
There are no indicated goals and objectives of the program.	0	

1.b How often do you monitor and review the goals and objectives of the program?

Scoring guide	Weighted Score	TVI's self-evaluation score
Goals and objectives are monitored regularly and in case of unmet objective(s), this/these is/are given corresponding action(s).	15	
Goals and objectives are monitored regularly though there is no corrective action(s) undertaken in case of unmet objective(s).	10	
Goals and objectives of the program are seldom monitored and any unmet objective(s), if any, has/have not been provided corrective action(s).	5	
There is no monitoring and review of the goals and objectives of the program	0	

1.c What Quality Management System (QMS) have you implemented to ensure the quality delivery of your program?

Scoring guide	Weighted Score	TVI's self-evaluation score
Presence of a valid QMS certification from a 3rd party accrediting body the scope of which covers the program.	**25**	
There is an existing QMS in place covering the core processes identified below with evidence of deployment applied to the program although the QMS is not certified by any accrediting body.	**15**	
There is an existing QMS documentation involving the core processes indicated below although there is absence of deployment being applied directly to the program.	**10**	
The institution has already documented procedures in any of the core processes identified below although it is still incomplete.	**5**	
No documented procedures of the following processes: 1. Management review 2. Program development and review 3. Enrolment process 4. Client complaints and appeal 5. Monitoring and measurement of the above processes	**0**	

The following bodies of evidence should be attached for the above requirements:

1. Copy of the goals and objectives of the program.
2. Quality Manual/documented procedures of the institution's core processes
3. Minutes of management review meetings
4. Internal audit reports
5. Certification and surveillance audit reports (for those certified by a third party accrediting body)
6. Documents on the development and review of the program
7. Documents on client complaints/closure reports, if any.

2. Curriclum and Program Delivery Requirements

2.1. Curriculum

2.1.a. Respondents shall be selected and will be asked to explain the competencies to be achieved by the learner/trainee of t e program. The reply of the respondents shall be scored using the following guide:

Scoring guide	Weighted Score	TVI's self-evaluation score
The sampled respondents were able to articuate/explain completely the units of competency to be achieved by the learner/trainee of the program	10	
The sampled respondents were able to articulate/explain the units of competency to be achieved by the learner/trainee of the program with one or two omissions.	6	
The sampled respondents were able to articulate/explain the units of competency to be achieved by the learner/trainee of the program with 3-4 omissions.	3	
The sampled respondents were not able to articulate/explain the units of competency to be achieved by the learner/trainee of the program.	0	

2.1.b. The trainer is well aware of the current lessons and past lessons the trainees are in

Scoring guide	Weighted Score	TVI's self-evaluation score
The trainer is able to explain where the learners are in the various stages of program delivery substantiated with progress chart and grade progression of each learner in the various modules of the program.	10	
There is limited evidence of modular progression, i.e. it is incomplete for all the enrolled learners.	5	
There is absence of modular progression of the learners. All of them start and finish at the same.	0	

2.1.c. How often do you involve industry in the development and review of the curriculum being applied for STAR Rating?

Scoring guide	Weighted Score	TVI's self-evaluation score
Twice or more (Can include before and after the registration of the program)	10	
Only once since the program was registered	5	
No involvement of industry in curriclum development and review eversince	0	

2.1.d. How often have you reviewed the curriculum applied for STAR Rating?

Scoring guide	Weighted Score	TVI's self-evaluation score
Every year since the program was registered	10	
Only once in two years after the program was registered	5	
No review conducted since the program was registered	0	

2.2. Learning Outcomes

2.2. a. Sampled trainees will be asked what are the modules they have completed.

Scoring guide	Weighted Score	TVI's self-evaluation score
Sampled trainees are able to articulate the modules they have completed	10	
Sampled trainees have limited articulation of the modules they have completed	5	
Sampled trainees are not able to articulate the modules they have completed	0	

2.2. b. Sampled trainess will be asked to demonstrate selected competencies.

Scoring guide	Weighted Score	TVI's self-evaluation score
Sampled trainees are able to demonstrate the competencies that were asked of them to do.	10	
Sampled trainees can demonstrate the competency that were asked of them to do but is insufficient in scope.	5	
Sampled trainees cannot demonstrate the competencies they were asked to do.	0	

2.2. c. The trainer is able to show evidence that institutonal assessment is being carried out (inlcudes basic, common and core).

Scoring guide	Weighted Score	TVI's self-evaluation score
Institutional assessment is being carried out. There are competency assessment results to show that the learners progress to the next module after passing the pre-requisite.	10	
Institutional assessment is being carried out. There are competency assessment results to show that the learners progress to the next module after passing the pre-requisite module but not all evidence are present to show this.	5	
There is no evidence that institutional assessment before progression to the next module is being carried out.	0	

2). Program Delivery

2.3.a. The number enrolled is within the training capacity of the program relative to what is indicated in the TR.

Scoring guide	Weighted Score	TVI's self-evaluation score
The number enrolled for the last three batches can be accommodated by the program's training capacity with reference to the requirements set in the TR.	10	
The number of enrolled for the last three batches is in excess of 1-5 trainees relative to the training capacity of the program as set in the TR.	5	
The number enrolled for the last three batches exceeded more than 5 trainees relative to the training capacity of the program as set in the TR.	0	

2.3.b. What additional instructional materials do you have over and above of what is indicated in the TR?

Scoring guide	Weighted Score	TVI's self-evaluation score
Additional instructional materials are available and more than enough of what is indicated in the TR.	10	
Instructional materials just meet the requirements of what is indicated in the TR	5	
Instructional materials fall short of what is indicated in the TR.	0	

2.3.c. What audio-visual or multi-media learning materials have you developed to support your Competency-based learning materials?

Scoring guide	Weighted Score	TVI's self-evaluation score
Trainers were able to develop new and complete package of learning materials using audio-visual or multi-media.	10	
Trainers were able to develop some audio-visual or multi-media learning materials to support existing learning materials.	5	
Trainers were not able to develop audion-visual/multi-media learning materials at all.	0	

2.3.d. What is the qualification of the assigned trainer of the program?

Scoring guide	Weighted Score	TVI's self-evaluation score
Assigned trainer is a holder of TM II Certificate.	10	
Assigned trainer is a holder of at least 2 CoCs in TM II	5	
Assigned trainer is not a holder of TM II Certificate neiither a CoC in TM II.	0	

2.3.e. Sampled trainess will be asked about the methodologies they have gone through in selected modules.

Scoring guide	Weighted Score	TVI's self-evaluation score
Sampled trainees revealed that they were provided all the methodologies indicated in the sampled modules they have finished in the CBC document.	5	
Sampled trainees revealed that they were provided methodologies in the sampled modules they have finished although not all methodologies were covered.	3	
Sampled trainees only went through 1-2 methodologies in the sampled module they finished in the CBC document.	0	

2.3. f. Sampled trainees will be asked on the requirements to advance to the next module given the requirements of the module they are currently doing.

Scoring guide	Weighted Score	TVI's self-evaluation score
Sampled trainess are fully aware of the requirements of the module they are currently taking and the next module they will go through after the completion of the module they are currently in.	5	
Sampled trainees have limited awareness of the requirements of the module they are currently taking and the next module they will go through after completion of the module they are currently in.	3	
Sampled trainees are not aware of the requirements of progressing to the next module and the requirements of the current module they are undertaking.	0	

2.3. g. Sampled trainees will be asked on the frequency of feedback provided by the trainer of the program.

Scoring guide	Weighted Score	TVI's self-evaluation score
Sampled trainees revealed that feedback was provided by the trainer for every learner that completed the modues of instruction.	5	
Sampled trainees revealed that feedback was provided by the trainer but not to all the completed modules of instruction.	3	
Sampled trainees revealed that feedback was never provided by the trainer in the modules of instructions they completed and in the current modules they are doing.	0	

2.3.h. Trainess will be interveiwed if there was a substitute trainer in case the main trainer was absent?

Scoring guide	Weighted Score	TVI's self-evaluation score
Interviewed trainees revealed that a substitute trainer was provided when the main trainer was absent.	5	
Interviewed trainees indicated that no substitute trainer was available when the main trainer was absent.	0	

2.1 . Trainer is well aware of the methodologies contained in the modules of instruction

Scoring guide	Weighted Score	TVI's self-evaluation score
The trainer is well versed and able to demonstrate the methodologies of training contained in the modules of instruction.	10	
The trainer is only partially aware and partially able to demonstrate the methodologies of training contained in the modules of instruction.	5	
The trainer is not aware and unable to demonstrate the methodologies of training contained in the modules of instruction.	0	

2.3.j. How extensive have you developed your Competency-based Learning Mateirals (CBLMs) to support individualized and self-paced learning?

Scoring guide	Weighted Score	TVI's self-evaluation score
100 % of CBLMs developed covering the full qualification	10	
75% above but short of completing the entire required CBLMs	8	
From 51 to 74 % of CBLMs completed	6	
Below 50 % of CBLMs completed	4	
No CBLM done yet	0	

2.3.k. CBLMs are provided to trainees

Scoring guide	Weighted Score	TVI's self-evaluation score
Each learner has a copy of the CBLM in the modules they are currently doing	10	
Not all learners have a copy of the CBLM in the currentl modules they are doing.	5	
No CBLM is provided to each learner.	0	

2.3.l. There is an RPL mechanism in place and the trainees are aware of this.

Scoring guide	Weighted Score	TVI's self-evaluation score
There is an RPL mechanism in place and the trainees are aware of this as contained in the publication of the TVI's student handbook/bulletin of information.	10	
There is an RPL mechanism in place but the trainees are not aware of this since there is no TVI publication provided to students.	5	
There is no RPL mechanism in place	0	

2.3.m. There is proof of implemenation of RPL

Scoring guide	Weighted Score	TVI's self-evaluation score
Presence of documentary evidence of trainees evaluated for RPL on a continuing basis.	10	
There are documentary evidence of trainees evalauted for RPL but these are occassional only	5	
No RPL evaluation of trainees conducted since program implementation	0	

2.3.n. How do you monitor and evaluate the learners of the program?

Scoring guide	Weighted Score	TVI's self-evaluation score
There are achievement charts, progress charts or Trainees Record Book as evidence of progression of all the trainees in the different modules of instruction.	10	
There are achievements charts, progress charts or Trainees Record Book although these do not cover all the trainees.	5	
There are no acheivement charts, progress charts or Trainees Record Book available.	0	

2.3. o. What program evaluation methods do you apply?

Scoring guide	Weighted Score	TVI's self-evaluation score
Program evaluation has been carried out substantiated by program evaluation accomplished questionnaires to aid in program review and improvement.	10	
Presence of program evaluation tools but program evaluation has not been carried out yet since the program was implemented.	5	
No program evaluation was conducted since the program was implemented.	0	

2.3.p. What improvements have you instituted to the program as a result of program evaluation measures?

Scoring guide	Weighted Score	TVI's self-evaluation score
There is evidence of follow through actions addressing the recommendations on the results of program evaluation and these actions have been or are being carried out.	10	
There is evidence that corrective/preventive actions are being undertaken to address program evaluatiion recommendations though not all recommendations had been addressed yet.	5	
No program improvements have been undertaken since the program was implemented.	0	

2). Physical facilities, tools, equipment and consumables

2.4 a. The workshops are arranged into workstations consistent with CBT delivery

Scoring guide	Weighted Score	TVI's self-evaluation score
All workshops are arranged into workstations consistent with CBT delivery	10	
Not all the workshops are arranged into workstations consistent with CBT delivery addressing major work areas of the qualification.	5	
Workshops are not arranged into workstations to be consistent with CBT delivery.	0	

2.4.b. Maintenance of physical facilties, tools and equipment (FEMS)

Scoring guide	Weighted Score	TVI's self-evaluation score
There is a maintenance plan of physical facilties, tools and equipment and there is evidence that the plan is being implemented.	**10**	
There is a maintenance plan of physical facilities, tools and equipment but there is no evidence of actual deployment of the plan.	**5**	
There is no maintenance plan at all.	**0**	

2.4.c. Designated tool keeper and laboratory technician.

Scoring guide	Weighted Score	TVI's self-evaluation score
Presence of the following: 1. Trained/experienced designated tool keeper 2. Trained/experienced laboratory technician	**5**	
Presence of only one of the following: 1. Trained/experienced designated tool keeper 2. Trained/experienced laboratory technician	**3**	
There is no trained/experienced designated tool keeper and laboratory technician.	**0**	

2.4.d. Policy and procedures in the borrowing of tools/equipment by the trainees

Scoring guide	Weighted Score	TVI's self-evaluation score
There is the presence of policy and procedures in the borrowing of tools/equipment by the trainees and there is evidence that this is being implemented.	**5**	
There is the presence of policy and procedures in the borrowing of tools/equipment but there is no evidence of actual deployment.	**3**	
There is no policy and procedure in the borrowing of tools/equipment by the trainees.	**0**	

2.4.e. Implementation of 5S

Scoring guide	Weighted Score	TVI's self-evaluation score
T ᵇ practice of 5S is evident. Presence of visual control in the work stations, 5S posters, orderly filing system, and clean surroundings.	**10**	
The practice of 5S is not fully implemented in the work stations, posters are not pronounced, filing system not fully organized and surroundings not totally clean. (for program applied for STAR Rating)	**5**	
The practice of 5S is absent. The work stations are in disarray, the filing systems are disorderly, the environment is untidy, etc.	**0**	

The following bodies of evidence should be attached for the above requirements:

1. Copy of approved curriculum
2. Copies of progress charts (last three batches of trainees)
3. Documentation/minutes of curriculum review involving industry
4. Sample of institutional assessment tools
5. MIS 03-02 for the last 3 batches of trainees
6. List of instructional materials purchased and/or developed, if any.
7. Sample of audio-visual or multi-media learning materials developed, if any.
8. Xeroxed copy of TM II certificate of trainer, if any
9. Appointment of substitue trainer, if any.
10. List and sample of CBLMs developed
11. RPL procedures, if any
12. Program evaluation instrument, if any.
13. Shop layout
14. Maintenance plan of physical facilities, tools and equipment, if any.
15. Designation of tools keeper and/or laboratory technician, if any.
16. Policy and procedures in borrowing of tools and equipment by trainees, if any.

3. Support Services

3.a. Conduct of extension or community outreach program

Scoring guide	Weighted Score	TVI's self-evaluation score
Community outreach or extension program has been conducted related to the program applied for STAR Rating for more than 3 times already in the past two years. (This includes Mobile Training Program, Training Program on the Air, etc., directly related to the program applied for STAR Rating)	10	
Community outreach or extension program has been conducted related to the program applied for STAR Rating but the frequency is not more than two times in the past two years **OR even CSR initiatives (e.g tree planting).**	5	
There is no community outreach or extension program conducted related to the program applied for STAR Rating.	0	

3.b. Conduct of applied researches related to the program

Scoring guide	Weighted Score	TVI's self-evaluation score
More than four applied researches directly related to the program have been conducted.	30	
Two or three applied researches directly related to the program have been conducted.	20	
One or two applied researches directly related to the program have been conducted	10	
No applied research conducted which can be linked directly to the program	0	

3.c. Provision of career guidance services on the right choice of career.

Scoring guide	Weighted Score	TVI's self-evaluation score
There are several Career guidance services activities to assist the students in selecting the right program/choice of career is provided.	10	
There is very limited Career guidance services activity to assist the students in selecting the right program/choice of career is provided.	5	
Absence of career guidance services activities to assist the students in selecting the right program/choice of career.	0	

3.d. Presence of partner companies in the implementation of OJT/DTS/DTP related to the program.

Scoring guide	Weighted Score	TVI's self-evaluation score
Presence of more than 6 active partner companies with OJT/DTS/DTP, arrangements	**10**	
Presence of 3 – 5 active partner companies with OJT/DTS/DTP arrangements.	**7**	
Presence of 1 - 2 active partner companies with OJT/DTS/DTP arrangements.	**3**	
No partner company for OJT/DTS/DTP arrangements.	**0**	

3.e. Presence of partner institutions (NGOs, People's Organizations, Cooperatives and other financing institutions) providing post-training services or entreprenuerial assistance to the graduates of the program.

	Weighted Score	TVI's self-evaluation score
Presence of 6 or more partner institutions providing post-training services or entrepreneurial assistance to graduates of the program.	**10**	
Presence of 3 - 5 partner institutions providing post-training services or entrepreneurial assistance to graduates of the program.	**7**	
Presence of 1 – 2 partner institutions providing post-training services or entrepreneurial assistance to graduates of the program.	**3**	
No partner institution providing post-training services or entreprenuerial assistance to graduates of the program.	**0**	

3.f. Placement /Job Referral Support Services

Scoring guide	Weighted Score	TVI's self-evaluation score
Presence of placement services and activities to facilitate employment of graduates of the program (this may inlcude jobs bridging activities, MOA with partner companies, and other jobs search facilitation activities)	**10**	
There are support activities to facilitate employment of graduates of the program (this may include jobs bridging activities, MOA with partner companies, and other jobs search facilitation activities)	**5**	
No placement services and activities to facilitate employment of the graduates of the program	**0**	

3.g. Innovations (Technical and entrepreneurial) (Best practice)

Scoring guide	Weighted Score	TVI's self-evaluation score
The program allows the trainees to have engagement in the following aspects: • New creation or design of process or techniques in the production or service offered by the program (e.g Technology incubation) **AND** • Entrepreneurship, where trainees are engaged in IGPs, Training cum Production as entrepreneurs.	**20**	
The program allows the trainees to have engagement in any of the following aspects: • New creation or design of process or techniques in the production or service offered by the program (e.g Technology incubation) **OR** • Entreprenuership, where trainees are engaged in IGPs as entreprenuers.	**10**	
The program does not allow the trainees to have engagement in the following aspects: • New creation or design of process or techniques in the production or service offered by the program. (e.g Technology incubation) and • Entreprenuership, where trainees are engaged in IGPs as entreprenuers.	**0**	

The following bodies of evidence should be attached for the above requirements:

1. Documentation of extension/outreach activities conducted related to the program applied for STAR Rating, if any.
2. Documentation of applied research(es) conducted related to the program applied for STAR Rating, if any.
3. Career guidance aptitude test being used, if any.
4. MOA with partner company/insitution, if any.
5. Documentation of technical and entreprenuerial innovation being applied to the program, if any.

4. Program Performance Measures

4.a. What is the dropout rate of the program?

Scoring guide	Weighted Score	TVI's self-evaluation score
No recorded dropouts for the last 3 batches of the program.	10	
Dropout rate of the program as revealed in the last 3 batches is from 1-2 percent of the enrolled trainees	8	
Dropout rate of the program as revealed in the last 3 batches is from 3-4 percent of the enrolled trainees	6	
Dropout rate of the program as revealed in the last 3 batches is from 5-7 percent of the enrolled trainees.	4	
Dropout rate of the program as revealed in the last 3 batches is from 8-10 percent of the enrolled trainees.	2	
Dropout rate for the last three batches of trainees is more than 10 percent of the recorded enrollees.	0	

4.b. Mandatory assessment administered before graduation to the program

Scoring guide	Weighted Score	TVI's self-evaluation score
All Graduates of the last 3 batches of the program have been subjected to the mandatory national assessment	25	
95 - 99 % of the gradautes of the last 3 batches of the progam have been subjected to mandatory national assessment.	20	
90 - 94 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	15	
85 - 89 % of the graiudates of the last 3 batches of the program have been subjected to mandatory national assessment	10	
80 - 84 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	5	
Below 80 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	0	

4.c. Certification rate of graduates of the program

Scoring guide	Weighted Score	TVI's self-evaluation score
Certification rate of graduates (last 3 batches) is 95 % and above.	25	
Certification rate of graduates (last 3 batches) is 91- 94 %.	23	
Certification rate of graduates (last 3 batches) is 87- 90 %.	21	
Certification rate of graduates (last 3 batches) is 83 - 86 %.	18	
Certification rate of graduates (last 3 batches) is 79 - 82 %.	15	
Certification rate of graduates (last 3 batches) is 75 - 78 %.	10	
Certification rate of graduates (last 3 batches) is 71- 74 %.	8	
Certification rate of graduates (last 3 batches) is 67 - 70 %.	6	
Certification rate of graduates (last 3 batches) is 63 - 66 %.	4	
Certification rate of graduates (last 3 batches) is 60- 62 %.	2	
Certification rate of graduates (last 3 batches) is below 60%.	0	

4.d. Employment rate of graduates of the program

Scoring guide	Weighted Score	TVI's self-evaluation score
The cumulative employment rate of the graduates for the last 3 batches is 96% and above	30	
The cumulative employment rate of the graduates for the last 3 batches is from 90-95 %.	27	
The cumulative employment rate of graduates for the last 3 batches is 85 - 89 %.	24	
The cumulative employment rate of graduates for the last 3 batches is 80 - 84 %.	21	
The cumulative employment rate of graduates for the last 3 batches is 75 - 79 %.	18	
The cumulative employment rate of graduates for the last 3 batches is from 70 - 74 %.	15	

The cumulative employment rate of graduates for the last 3 batches is from 65 - 69 %.	**12**	
The cumulative employment rate of graduates for the last 3 batches is from 60 - 64 %.	**9**	
The cumulative employment rate of graduates for the last 3 batches is from 55-59 %.	**6**	
The cumulative employment rate of graduates for the last 3 batches is from 50-54 %.	**3**	
The cumulative employment rate of graduates for the last 3 batches is below 50 %	**0**	

4.e. Skills Competition Awards generated from the program for the past 5 years' highest attainment in the following

Scoring guide	Weighted Score	TVI's self-evaluation score
The program has produced at least a Diploma of Excellence award in the ASC	**10**	
The program has produced at least a Diploma of Excellence award in the PNSC	**7**	
The program has produced at least a Diploma of Excellence award in the RSC	**5**	
The program has produced at least a Diploma of Excellence award in the PSC	**3**	
Diploma of Excellence produced so far	**0**	

The following bodies of evidence should be attached for the above requirements:

1. Copy of MIS 03-02 (enrolment, graduate, & employment reports) submitted to the PO for the last 3 batches of the program or for the last 75 graduates in an open-entry open-exit training delivery.
2. RWAC of graduates for the last 3 batches for the group training scheme or the last 75 graduates in an open-entry open-exit training delivery
3. Copy of skills competition awards, if any.
4. Tracked employment of graduates, if any.

Consolidated Table of Requirements and Corresponding Points Garnered

Requirement	Maximum points	TVI's self-evaluation score
1. Program Governance and Management	**50**	
1.a. Program goals and objectives	10	
1.b. Monitoring and review of program goals and objectives	15	
1.c. Quality Management System Implementation	25	
2. Curriculum and Program Delivery	**250**	
2.1. Curriculum	**40**	
2.1.a. Articulation of the competencies to be achieved by the learners/trainees of the program	10	
2.1.b. Awareness of the current and past lessons the trainees are in	10	
2.1.c. Involvement of industry in the review of the curriculum	10	
2.1.d. Frequency of review of the curriculum	10	
2.2 Learning Outcomes	**30**	
2.2.a. Modules completed by the trainees	10	
2.2.b. Demonstration of selected competencies by the trainees	10	
2.2.c. Conduct of institutional assessment	10	
2.3. Program Delivery	**140**	
2.3.a. Number of enrolled is within the training capacity of the program relative to what is indicated in the TR.	10	
2.3.b. Availability of instructional materials over and above the requirements in the TR.	10	
2.3.c. Audio-visual or multi-media learning materials developed	10	
2.3.d. TM II qualification of assigned trainer	10	
2.3.e. Methodologies of training provided to the trainees as indicated in the modules of training.	5	
2.3.f. Articulation by the trainees on the requirements to advance to the next module and the current modules they are in.	5	
2.3.g. Frequency of feedback provided by the trainer to the trainees.	5	
2.3.h. Substitute or replacement trainer in case the main trainer is absent.	5	
2.3.i. Awareness of the trainer on the methodologies contained in the modules of training	10	
2.3.j. Development of CBLMs	10	
2.3.k. Provision of CBLMs to the trainees.	10	

Requirement	Maximum points	TVI's self-evaluation score
2.3.l. Awareness of trainees on RPL applied to the program	10	
2.3.m. Proof of implementation of RPL	10	
2.3.n. Monitoring and evaluation of the learners of the program	10	
2.3.o. Program evaluation methods being applied	10	
2.3.p. Program improvements instituted as a result of program evaluation measures.	10	
2.4. Physical facilities, tools, equipment and consumables	**40**	
2.4.a. Arrangement of workshops into workstations consistent with CBT delivery.	10	
2.4.b. Maintenance of physical facilities, tools and equipment	10	
2.4.c. Designation of tool keeper and laboratory technician	5	
2.4.d. Policy and procedures in borrowing tools and equipment by trainees	5	
2.4.e. Implementation of 5S	10	
3. Support Services	**100**	
3.a. Conduct of extension or community outreach program	10	
3.b Conduct of applied researches related to the program	30	
3.c. Provision of career guidance services on the right choice of career.	10	
3.d. Presence of partner companies in the implementation of OJT or job referral related to the program	10	
3.e. Presence of partner institutions (NGOs, People's Organizations, Cooperatives and other financing institutions) providing post-training services or entreprenuerial assistance to the graduates of the program	10	
3.f. Placement Support Services	10	
3.g. Technical and entreprenuerial innovations	20	
4. Program Performance Measures	**100**	
4.a. Dropout 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**	

Total Weighted Scores and The STAR Level Award of TVET program

Level	Total Weighted Score	Status Awarded
Candidate Status	300- 374	STAR candidate status. Need to strengthen areas where weaknesses have been identified.
One ☆	375-424 *(75%to 84%)*	Program star-rated for one year. Meets the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Two ☆☆	425-474 *(85% to 94%)*	Program star-rated for two years. Meets the standards substantially above the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Three ☆☆☆	475 -500 *(95% and up)*	Program star-rated for three years. Meets standard substantially way above the threshold of Competency Based Training (CBT) program delivery and program performance measures.

Please indicate your Level in the table provided below and print name with designation of person that accomplished this self-evaluation in the "submitted by" space provided. Please also sign each page of the self-evaluation instrument submitted.

Level	Self-Evaluation Total Weighted Score

Submitted by: _____