

TESDA CIRCULAR

SUBJECT: Implementing Guidelines for the Program Under PQF Level 5 (Diploma) Pilot

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In the interest of service, the following implementing guidelines are hereby adopted in pursuit of the development of PQF Level 5 (Diploma) Qualifications to scale up technical education and address the need to further develop the global competitiveness of the Filipino workers:

I. BACKGROUND/RATIONALE:

The institutionalization of the Philippine Qualifications' Framework (PQF) in 2012, thru Executive Order No. 83, established a coherent national and internationally benchmarked structure for all qualifications awarded in the Philippines. The PQF, which encourages lifelong learning, is a quality-assured national system for the development, recognition, and award of qualifications based on the standards of knowledge, skills and values acquired in different ways and methods by learners and workers educated/trained in the Philippines.

PQF has 8 qualification levels. Levels 1 to 5 comprise the TVET Qualifications, while levels 6 to 8 are for Higher Education programs. Each PQF level is described in 3 domains: 1) knowledge, skills, and values; 2) application; and 3) degree of independence. The descriptors serve as bases in the development of standards for all levels of education in the country.

Specifically, for PQF Level 5, the descriptors per domain are as follows:

1) Knowledge and Skills and Values

Knowledge and skills that are mainly theoretical and/or abstract with significant depth in some areas, together with wide-ranging, specialized technical, creative, and conceptual skills. Performance of work activities demonstrating breadth, depth, and complexity in the planning and initiation of alternative approaches to skills and knowledge applications across a broad range of technical and/or management requirements, evaluation, and coordination.

2) Application

Applied in activities that are supervisory, complex and, non-routine, which require an extensive interpretation and/or adaptation/innovation.

3) Degree of independence

In conditions where there is broad guidance and direction and where judgment is required in planning and selecting appropriate equipment, services, and techniques for self and others. Works involving participation in the development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organizing others.

Supportive to the thrust for global competitiveness, the Diploma programs covered by this Circular are described by the agreed/developed **seventeen (17) Program Learning Outcomes (PLOs)** that are adherent to the PQF Level 5 descriptors, complemented with the identified 21st Century Skills, and aligned to

¹ *Qualification* is defined as a package of competencies describing a particular function or job role existing in an economic sector. It covers the work activities required to undertake a particular job role (*Philippine Qualifications Framework, 2017*). Qualification covers two different aspects. Qualification is seen as a certificate, diploma, or title that is awarded by a competent body (such as TESDA for TVET Qualifications); and which testifies that an individual has achieved learning outcomes to given standards. This certificate, diploma, or title confers official recognition of the value of learning outcomes in the labor market, education, and training. A Qualification can be a legal entitlement to practice a trade. Qualification is also seen as the knowledge, skills, and aptitudes to perform specific tasks attached to a particular work position (*CEDEFOP, 2012-2015; OECD, 2008; ILO, 2007*).

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the graduate attributes of an Engineering² Technologist based on the Sydney Accord, while at the same time conscious of the presidential call for nationalism and world citizenship. These PLOs are the following:

- 1) Apply knowledge of mathematics, science, technology fundamentals, and a technology specialization to defined and applied technology procedures, processes, systems, or methodologies. **In aid of systems design addressing identified technology problems, conduct the following: identify problems, conduct researches, investigations and experiments, and come up with conclusions and solutions;**
- 2) Select and apply appropriate techniques, resources, and modern technology and IT tools, including, but not limited to, prediction and modelling, to broadly-defined technology-related activities, with an understanding of the limitations;
- 3) Communicate effectively on broadly-defined technology-related activities with the technology-affiliated community and with the society at large, by being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- 4) Demonstrate understanding of the societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to technology practice;
- 5) Understand the impact of technology solutions in a societal and environmental context, and demonstrate knowledge of and need for sustainable development;
- 6) **Apply professional ethics and responsibilities** and norms of technology practice;
- 7) Function effectively as an individual and as a **member of diverse technical teams**;
- 8) Demonstrate knowledge and understanding of technology management principles and apply these to one's own work, as a member and leader in a team and to manage projects in multidisciplinary environments;
- 9) Recognize the need for, and have the ability to engage in independent and lifelong learning in specialized technologies;
- 10) Lead and present ideas and practical suggestions to appropriate people on **how improvements could be made**;
- 11) Evaluate the application of **Critical Thinking (Higher Order Thinking Skills)** and adjust **Problem Solving Techniques**;
- 12) Manage and evaluate **workplace policies and procedures** relevant to the workplace;
- 13) Develop systems in **managing and maintaining information**;
- 14) Shape and sustain **strategic thinking and attitudes towards the common good**;
- 15) **Establish, manage, and sustain OHS programs** relevant to the workplace;
- 16) Develop **high-performing entrepreneurs**; and
- 17) Demonstrate the sense of **patriotism**, both in the national and global milieu.

² For the purpose of adapting the graduate attributes of Engineering Technology of the Sydney Accord in PQF Level 5 (Diploma) programs, the "engineering" was replaced with "technology" in the PLO listing.

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Reference is made to Annex A: *Context of the 17 Program Learning Outcomes for PQF Level 5 (Diploma) Qualifications/ Programs*. As such, each stated PLO should carry with it the indicated context.

In this regard, the diploma programs ensure that the learners acquire multiple skills at multiple levels to enhance their employability, which constitutes four (4) essential characteristics, namely: (1) entry to work; (2) flexibility at work; (3) opportunity for permanency; and (4) ascent in the hierarchy of the industry. The PQF Level 5 Qualifications aim to produce technologists (based on the Sydney Accord) and executives.

II. GENERAL OBJECTIVES:

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

III. SPECIFIC OBJECTIVES:

1. To develop **prototypes** of PQF Level 5 (Diploma) Qualifications/programs; and
2. To recommend to the TESDA Board the Packaging Guidelines and/or the Standards for PQF Level 5 Qualifications/Programs.

IV. EXPECTED OUTPUTS:

1. At least one (1) pilot program per region implemented for the PQF Level 5 (Diploma) Qualification/Program; and
2. Credit transfer scheme between and among TTIs/TVIs, and participating HEIs.

V. IMPLEMENTATION STRATEGIES/ARRANGEMENTS:

A. Development of Diploma Level Qualifications/Programs:

1. The 17 Program Learning Outcomes, which are based on the Sydney Accord and the 21st Century Skills serve as the anchor of the Diploma Programs.
2. A Diploma Curricular Program ensures the integration of the three domains of learning such as cognitive, affective and psychomotor.
3. UNESCO's Pillar of Learning on *Learning to Learn* – from general to specific – is the principle governing the development of the Diploma Curriculum, which intends to develop technologists and executives with multi-level of multi-skills.
4. The cognitive and affective domains focus on the theoretical foundations and values in the application of the psychomotor domains that are anchored on the industry competency standards defined in the Training Regulations.
5. The courses are aligned with the PSG of the Higher Education on the specific sector in order ensure the credit transfer system.
6. The description of the courses identified specify the scope of what the learner will be learning in relation to the technology (psychomotor) contents found in the competency standards.
7. The Course Outcomes illustrate alignment with the Program Learning Outcomes as illustrated in the Outcome Alignment Matrix and the Curriculum Maps, (Annex B)
8. Teaching and learning strategies and assessment criteria are aligned with both the program and course learning outcomes to ensure *constructive alignment*.

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9. The course outcomes³ are statements of what a learner is expected to know, understand, and be able to do at the end of a period of learning. It shifts the focus from inputs (what has to be taught, what has to be learned, and what has to be done) to outcomes (**what has been learned and what has been made or carried out**). The **learning outcome**⁴-based programs will make it possible for learners to carry forward the learnings achieved from another program (through credit) and allow non-formal and informal learnings to be carried into formal Qualifications (Source: AQR Concept Note No. 2, *Learning Outcomes and Qualification Frameworks*).
10. The laboratory portion of the modules with the technology contents utilizes the competency standards in the Training Regulations as reference to ensure that the learner acquires the National Certificate on specific qualification.
11. The semestral course arrangements of the programs ensure that the learner earns at least three (3) National Certificate in three (3) different qualifications at different levels (preferentially the highest level) in order to develop *flexible* graduates.
12. In order to ensure that the learners have developed the necessary competencies (knowledge, skills and attitude) needed by the industry, competency assessments are conducted every after the module that has technology components.
13. The programs are delivered by block to ensure that the learner who wishes to exit after the module or semester possess the competencies he/she can use in the workplace; and will not make the learner a drop-out since he/she already possesses credits.
14. The semestral *on-the-job trainings* are mainly focused on the application of the competencies in the workplace while the terminal on-the-job training is *managerial* since the diploma program intends to develop technologists and executives.
15. On-the-Job Trainings are governed by Learning Outcomes, which are specified in the Curriculum Map.
16. Consortium of the institutions, which is governed by a Memorandum of Agreement or Contract, is allowed for the purpose of complementation, e.g. technology and faculty on courses with technology, where an institution doesn't have an NC holder to deliver the laboratory component of the course.
17. Supplementary reading materials are provided the learners to develop the value for reading, thus value for learning, to strengthen the mechanism of lifelong learning.
18. Institutional assessment tools, both formative and summative, are prepared by the institutions during the pilot stage of the program implementation in order to monitor the progress of the learners and ensure that the same possesses the necessary knowledge and attitude/values.
19. TESDA Regional Offices organizes the Diploma Monitoring Team to ensure that the program implementation are on tract.
20. The Diploma Programs are developed for the purpose of ensuring that the learners possess the employability skills, which comprise the four (4) characteristics discussed earlier.
21. The Diploma Programs are designed to develop worker - leaders and not merely worker - followers.
22. The Diploma programs are integration of Technical Education and Skills Development and are designed to facilitate credit transfer from TVET to Higher Education through alignment of Program and Course Outcomes of both levels of education.

³ For the Technology courses covered by the TRs, the course outcomes may correspond to the units of competency (UC).

⁴ It is noted that in the TRs, each UC has a set of identified learning outcomes (LOs).

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B. Packaging of Diploma Qualifications/Programs

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

1. Considering the needs of some learners in remote communities who may have very specific needs for education and training because of limited employment opportunities available in their locality;
2. Providing flexibility in packaging diploma programs to eliminate (as far as possible) the disadvantages to clients and to enable them to choose from a wide range of electives, giving consideration to the horizontal, as well as vertical, skills pathways. This is particularly important to learners with disabilities for the reasonable adjustments that they are entitled to make; and
3. Eliminating any unnecessary pre-requisite units of competency as these can create additional barriers for learners, especially those with disabilities.
4. The flexibility in packaging of the Diploma Programs also manifests upholding of the Academic Freedom as well as the Epistemological Foundations of the Educational Institutions.

C. Volume of Learning

1. The volume of learning is a dimension of the complexity of a Qualification. It is used with the level criteria and Qualification type descriptor to determine the **depth and breadth** of the learning outcomes of a Qualification. The volume of learning identifies the **notional duration** of all activities required for the achievement of the **learning outcomes** specified for a particular Qualification type (*Source: AQF Framework, second edition 2013*).
2. It is anticipated that by aligning the Program Learning and Course Outcomes of the TVET and Higher Education, the graduate of a PQF Level 5 (Diploma) Qualification will take only an addition of one (1) year to finish a related four-year degree course or two (2) years for a related five-year degree course in the same institution.

D. Curriculum Development

1. In accordance with the *Annex A*, a curriculum, prepared by the Educational Institutions that will pilot the Diploma Level Qualification/Program, shall indicate the **Program Learning Outcomes** and **Course Outcomes**. Attached are *Annex C* as the *Program Curriculum Map Aligning the Course Outcomes and Program Learning Outcomes* and *Annex D* as the *Learning Outcomes Alignment Map* for ready reference.
2. The curriculum to be submitted by the diploma program providers – as part of the recognition process – shall be evaluated by the Regional Diploma Technical Working Group (TWG). A capacity building program is to be conducted for this purpose.

E. Program Recognition

1. The Institutions that will pilot the Diploma Programs will be issued the Certificate of Program Recognition.
2. Courses as reflected in the (Annex E), **Program Curriculum Map** must be indicative of the following:
 - i. Course Title
 - ii. Course Description
 - iii. Program Learning Outcomes
 - iv. Course Outcomes

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- v. *Teaching and Learning Activities*
- vi. *Assessment Criteria*
- vii. *Total Number of Credits*
- viii. *The succeeding will be included in the prospectus and schedule of classes*
 - a. Duration (No. of hours) of Lecture
 - b. Duration (No. of hours) of Laboratory
 - c. Date of Start (DOS) and Date of Finish (DOF)
 - d. Class Schedule (Days/Time)
 - e. Teachers/Trainers

3. For the purpose of this Pilot Program, **partnerships between TVIs/TTIs or HEIs** through MOA/MOU is allowed. As discussed earlier, a TVI/TTI could ink a deal with instructors/teachers/lecturers from HEIs to cover the General Education and/or Theoretical courses. The partnerships should follow the **credit arrangement scheme** as agreed upon in the MOA/MOU.

F. Faculty Qualifications

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

- The faculty that will teach the general education and theoretical courses must have a bachelors degree or major in the course they, and, if possible, must have an NC for the laboratory.
- In the event that, the faculty teaching the course with the laboratory doesn't have an NC, the provision above (E, #3) applies.
- Preference would be given to a Master's degree holder in Education, or graduate of B.S. in Engineering, Hotel and Restaurant Management, ICT, Industrial Education, Technical Teacher Education, Secondary Education, etc.

G. Schedule of Program Delivery

1. The training providers may follow a semestral or trimestral schedule as deemed appropriate.
2. The implementers of the PQF Level 5 (Diploma) Pilot courses should indicate the **first date of conferment of the Diploma title** (see *Annex F for the Certificate of Training template*) in their schedule of implementation.

H. Institutional Assessment

1. Subsequently, the program providers shall submit an **Institutional Assessment Tool per course** to TESDA Regional/Provincial Offices to ensure that each learning outcome per course in the Diploma program is appropriately measured.
2. Each program provider shall administer, per course, an institutional assessment as appropriate and shall submit a **Progress Chart** to the PO at the end of every term as applicable.

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I. National Competency Assessment

The mandatory assessment provision⁵ for Qualifications/programs covered by Training Regulations shall apply.

J. Award of Certificate of Completion/Graduation

1. The program provider – to which the Certificate of Program Recognition was granted by TESDA – shall be authorized to award/issue the Diploma title: ***Certificate of Graduation for PQF Level 5 (DIPLOMA) Program*** to students who completed all the academic requirements of the program, including the National Competency Assessments; *Provided that*, the issuing institution is where the students exited/completed the Diploma Program.
2. A *Special Order* shall be issued by the ROPOs to all graduates of TESDA-recognized PQF Level 5 (Diploma) Level Qualifications/Programs.

K. Credit Arrangements

1. Credit⁶ arrangements between TVET and higher education institutions can be in the form of credit transfer, articulation, recognition of prior learning (RPL), and combination of all forms of credit. Such credit arrangements shall provide efficiencies in terms of time and costs for students, training providers, and government that will make lifelong learning a reality as such will enable individuals to enter and/or continue with formal education and training by giving recognition to, and avoiding duplication of relevant previous learnings.⁷
2. For purposes of this Circular, the program providers that will offer Diploma Level Programs shall be encouraged to develop their own systems and processes to implement credit arrangements. The developed system and process can become the basis of future policy on credit arrangements between TVET and higher education. Credit arrangements may be in the following types:
 - i. **Articulation** is a process that enables students to progress from one completed Qualification/program to another with credits in a defined pathway (*Source: AQF National Policy on Credit Arrangements: 2009*). It allows students to make a smooth transition from one (1) course, program, or educational level to the next without experiencing duplication of learning. The guiding principle of articulation is that **no student should repeat the same course content for which credit has already been received**, even if elsewhere or from another institution. In general, articulated programs provide multiple entry and exit points and ladders of learning opportunities and allow a student to move from a technical vocational course to a college degree program, using the principle of credit transfer (*Source: RA 10647, LEP Law*).

⁵ Based on Section VIII, No. 6 of TESDA Circular No. 7 s. 2016

⁶ *Credit* describes the value of an amount of learning, which can be transferred to a Qualification from learning achieved from formal, informal, and non-formal settings. Credit can be allowed to accumulate to predetermined levels for the award of a Qualification (*Source: AQRF Glossary of Terms*). Credit refers to the value given to a particular course or subject, based on competencies and learning outcomes (*Source: RA 10647, LEP Law*).

⁷ To date, there is an existing credit arrangement between TVET and higher education programs thru the Ladderized Education Program (LEP) where TVET Qualifications are embedded in a Ladderized Degree Program that leads to job platforms in the relevant higher education or Bachelor's degree program. Full TVET Qualification can still be earned even if a student of a ladderized degree program chooses to exit from the program and get a job (*Source: RA 10647, LEP Law*).

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ii. **Credit transfer** is a process that provides students with agreed and consistent credit outcomes based on equivalence in content and learning outcomes between matched

Qualifications (Source: *AQF National Policy on Credit Arrangements: 2009*). It refers to a **credit conversion** established to promote student mobility by ensuring that **units earned from different modalities are credited by the institutions** (Source: *RA 10647, LEP Law*).

iii. **Recognition of Prior Learning (RPL)** is an assessment process that assesses the individual's relevant prior learning to determine the credit outcomes of an individual application for credit. RPL for TVET is via the National Competency Assessment. Corresponding equivalent hours for laboratory and lecture shall be awarded to certificate holders (Source: *AQF National Policy on Credit Arrangements: 2009*).

3. All program providers should submit to ROPOs a **General Summary of Credits** (see *Annex G for the template*), reflecting all the units earned per course in the Diploma Program. The summary should contain the **course code, course title, lecture/laboratory hours per week, and units earned in every course**.
4. Initially, with the alignment of the Program Learning and Course Outcomes, 1 credit is equivalent to 54 hours of student workloads, which consists of lectures, laboratory, shop-work, reading, researches, assignments and/or industry immersion/OJT/Apprenticeship/DTS and other modalities of learning.

L. Program Cost Computation

The National TWG on Diploma shall be in-charge in the development of computation of costs related to the delivery and institutional assessment of PQF Level 5 (Diploma) Qualifications/Programs. The TWG shall be authorized to invite other experts as deemed necessary.

M. Administrative and Financial Arrangements

1. A special fund from TESDA scholarship budget shall be allocated for the implementation of the Pilot Diploma Level Qualifications/Programs to assist the students who will enroll in the said programs. This shall, likewise, be the incentive for the program providers to register the Diploma Level Programs.
2. The existing Administrative and Financial Guidelines for TESDA scholarship programs shall apply.
3. The budget to be used by the prospective implementers for consultations with the different stakeholders in the development of PQF Level 5 (Diploma) Qualifications/Programs shall be charged to the Qualifications and Standards Office (QSO).

N. Monitoring and Evaluation

As part of program monitoring and evaluation process of the pilot implementation of the PQF Level 5 (Diploma) Qualifications/Programs, the following procedure shall be implemented:

1. The training providers are required to monitor and submit to the ROPOs the following information:
 - i. Names of the students assessed and certified every semester (provided by the *Registry of Workers Assessed and Certified*);
 - ii. Names of students who proceeded to the next term;
 - iii. Names of students who proceeded to higher education; and
 - iv. Total number of students who completed the Diploma Qualifications/programs.

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2. The ROPOs shall submit a *Status Report* on the implementation of the Pilot PQF Level 5 (Diploma) Qualifications/Programs to the Office of the Deputy Director General for Policies and Planning (ODDG-PP) on a quarterly basis.

3. Regular reports on enrollments and graduates shall be submitted as part of the MIS 03-02 Reporting System.

4. A *Graduate Tracer Study* shall be conducted by the training providers six (6) months after program completion.

This Circular takes effect as indicated.


GULING "GENE" A. MAMONDIONG
Director General/Secretary

Context of the 17 Program Learning Outcomes for PQF Level 5 (Diploma) Qualifications/ Programs

Courses										Program Learning Outcomes (Sydney Accord)	
											Apply knowledge of mathematics, science, engineering fundamentals and an engineering specialization to defined and applied technology (engineering) procedures, processes, systems or methodologies. In aid of systems design addressing identified technology problems, conduct the following: Identify problems, conduct research, investigations and experiment, come up with
											Select and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to <u>broadly-defined engineering activities</u> , with an understanding of the
											Communicate effectively on <u>broadly-defined engineering activities</u> with the engineering community and with society at large, by being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear
											Demonstrate understanding of the societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to <u>engineering technology practice</u> .
											Understand the impact of <u>engineering technology solutions</u> in societal and environmental context and demonstrate knowledge of and need for sustainable development.
											Apply professional ethics and responsibilities and norms of <u>engineering technology practice</u> .
											Function effectively as an individual, and as a member or leader in diverse technical teams.
											Demonstrate knowledge and understanding of <u>engineering management principles</u> and apply these to one's own work, as a member and leader in a team and to manage projects in multidisciplinary
											Recognize the need for, and have the ability to engage in <u>independent and life-long learning in specialist technologies</u> .
											<u>Demonstrate the sense of patriotism both in the national and global milieu</u>
											Lead and present ideas and practical suggestion to appropriate people on how improvements could be made
											Evaluate Application of Critical Thinking [Higher Order Thinking Skills] and Adjust Problem Solving Techniques
											Manage and evaluate workplace policies and procedures relevant to the workplace
											Develop systems in managing, and maintaining information
											Shape and sustain strategic thinking and attitudes toward common good
											Establish, manage and sustain OHS program relevant to the workplace
										Develop high performing entrepreneurs (21 st century)	
										Demonstrate the sense of patriotism, both in the national and global milieu	

21st Century Skills

Program Curriculum Map Aligning Course Outcome and Program Learning Outcome**Curriculum Map**

Courses	Course Description (Content)	Topics (Modules)	Course Outcome (Competency)	Teaching and Learning Experiences	Assessment Criteria	Duration



Republic of the Philippines
TECHNICAL EDUCATION and SKILLS DEVELOPMENT AUTHORITY



This

Certificate of Program Recognition

No. __ DP 001 s. 201__

Is hereby granted to

(name of education and training provider)

Address

to offer a _____-year Diploma Program in

(Name of Diploma Program/Qualification)

Issued this _____ day of _____, 201__ in _____

Regional Director



Republic of the Philippines
Technical Education and Skills Development Authority
 Region ____
Name of Education and Training Institution
 Address

Logo of
 the
 School

**COMPETENCIES
 /Qualifications COMPLETED**

Diploma Qualification

Present this

Diploma

to

 (Name of Student)

for having satisfactory completed the program/qualification in

 (Diploma Program/Qualification)

Elective Competencies

Signed in _____, Philippines this ____ day of ____ 201_

 Administrator

Original
 Dry Seal

Certificate No. _____.

