

# Philippine Qualifications Framework(PQF): Enhancing the Mobility of Filipinos in ASEAN and the World

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# OUTLINE OF THE PRESENTATION

Part I: Overview Of The History Of PQF In Context

Part II: Update On The Current State Of PQF

Part III: The Way Forward

# Part I: Overview Of The History Of PQF In Context;

## Background/Rationale: Global

Rapid technological development led to the global restructuring of the world economy and its system of governance.

National boundaries became porous, regional political economies (e.g. the European Economic Community) emerged to facilitate the freer flow of people, goods and services.

The ASEAN Economic Community- The emergence of regional communities led to an era of greater mobility for citizens of member states, in particular for students, workers and professionals.

In such a globalized setting, comparability of qualifications has become a paramount concern. Hence, the emphasis given to the development and implementation of **quality assured national qualifications frameworks (NQF)** and **regional qualifications reference framework** in recent years.

# Background/Rationale: Why PQF?

## FACTORS THAT HAVE MADE IT IMPERATIVE TO ESTABLISH THE PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF).

- the persistent critique of the mismatch between educational qualifications and the needs of Philippine-based industries;
- the fragmented system of qualifications in the country;
- the impending reality of an ASEAN Economic Community; and
- issues of comparability for a significant number of skilled workers and professionals working in different parts of the world

# Evolution of the PQF

**1998** -The PQF started with the technical vocational education and training (TVET) sector when the Technical Education and Skills Development Authority (TESDA), the government agency which manages the TVET sector, began implementing reforms leading to a quality assured competency-based TVET system in 1998

**2004** - Formally established and defined in 2004 a National Qualifications Framework for TVET called the Philippine TVET Qualifications Framework (PTQF) with four levels of qualifications: National Certificates I to IV based on units of competency developed with industry stakeholders

The PTQF was expanded on the same year with the issuance of Executive Order No. 358-2004. This Order institutionalized the interface between TVET and higher education (HE) through a unified National Qualifications Framework that established equivalency pathways and access ramps for a **Ladderized** System, thus enabling easier transitions and progressions between TVET and HE.

**2011** - During the State of the Nation Address of President Benigno S. Aquino III in 2011, he directed the Department of Labor and Employment (DOLE), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and the Department of Education (DepEd) to work together to address the issue of job-skills mismatch. One of the responses to the Presidential directive is the adoption of a **qualifications framework** that will benefit various sectors and stakeholders of education and training.

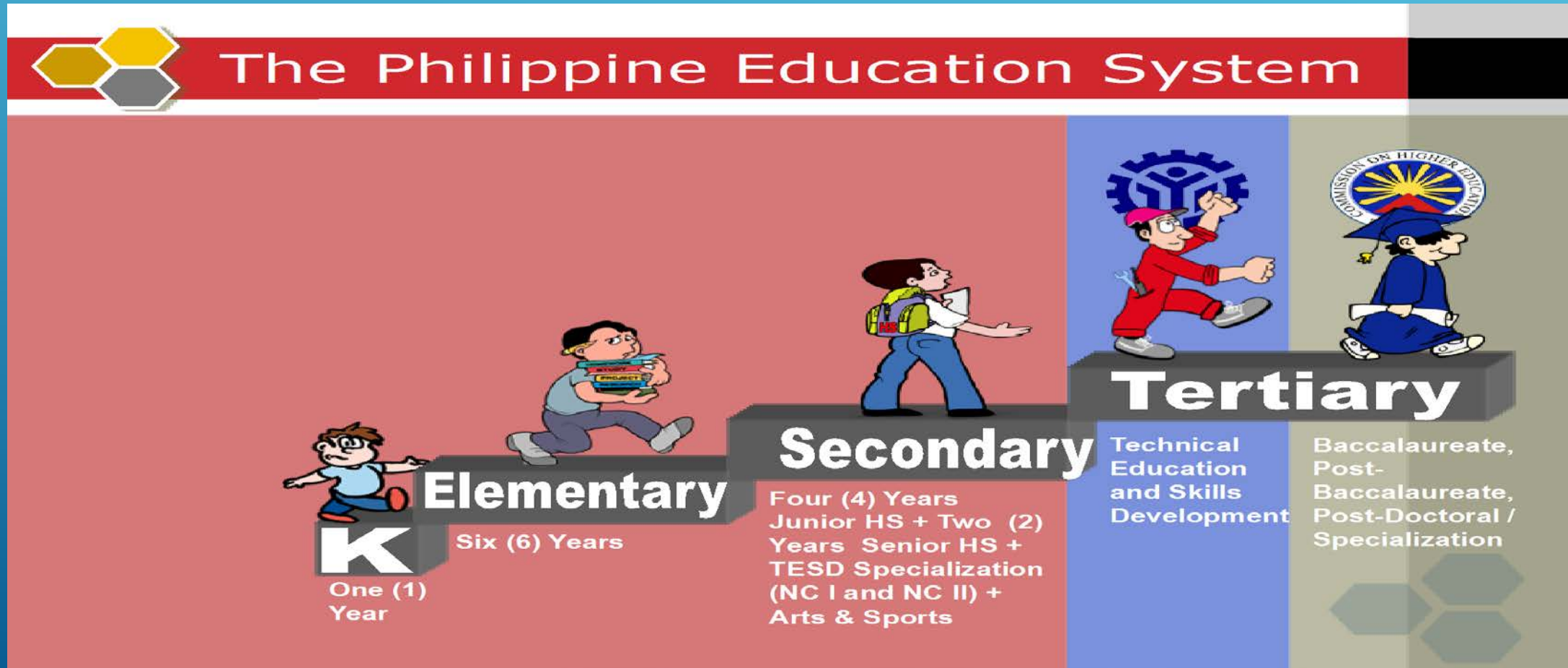
# Continuation...Evolution of the PQF

**2012** - On October 1, 2012, President Aquino issued **Executive Order No. 83, series of 2012 "Institutionalization the Philippine Qualifications Framework"**. The PQF is a national policy that describes the levels of educational qualifications and sets the standards for qualifications 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. It is competency-based, labor-market driven and assessment-based. It provides the creation of the high-level PQF-National Coordinating Council (NCC) that coordinates the formulation of harmonized education and training policies in the country.

The legislation of the PQF is underway. Even while the process of legislating the PQF is in progress, it is important to note that the PQF is embedded in Sec. 4 of R.A. 10647 or the Ladderized Education Act of 2014. This law explicitly recognizes the PQF and the importance of establishing the PQF-NCC as the main vehicle for the development of ladderized education program

# National Context

## Education System



# Education Reforms

Republic Act (RA) 10533 or “The Enhanced Basic Education Act of 2013” added two more years of Senior High School to decongest the packed basic education curriculum and ensure the development of holistic Filipinos with the mastery of concepts and honed competencies for the 21<sup>st</sup> century. Together with Republic Act 10157 or the “Kindergarten Education Act” of 2012, which mandated early childhood education, RA 10533 launched K to 12, the most consequential education reform in more than five decades.

On-going paradigm shift from education to lifelong learning—i.e. from teacher/expert-centered to learner-centered education; from knowledge as input to learning competencies as outcomes; from institutional inputs to institutional outcomes (e.g., efficiency; effectiveness); From inputs-based to learner outcomes-based evaluation and qualifications at the higher education.



# Relevant Socio-Cultural And Political Realities

PQF serves as catalyst for a change in the mindset of stakeholders and the public at large. On going initiatives to align with the PQF, while benchmarking with similar programs abroad and the needs of Philippine-based industries, where applicable, is hope to eventually transform the thinking of parents, employers and the public at large.

Underlying the bias is the presumption that career mobility and trajectories are defined primarily by the learner's formal educational attainment—the higher the level achieved, the greater the employability. Filipinos have privileged the acquisition of college degrees over technical certifications.

The widespread bias against technical and vocational training vis-à-vis college education, coupled with the disconnect between education and industry—which have constrained poverty reduction and inclusive growth—pose a key challenge to PQF substantiation and implementation. Even employers have succumbed to the prevailing mindset by preferring to hire college graduates for jobs that do not require such educational attainment.

# Benefits of the PQF

## For the Person

- Encourages lifelong learning allowing the person to start at the level that suits him and then build-up his qualifications as his needs and interests develop and change over time
- Certificates and licenses recognized by government

## For the Employers

- Assures that standards and qualifications are consistent to job requirements/demand
- Provides common understanding on standards, qualifications and levels

# Continuation... Benefits Of The PQF

## For the Education & Training Providers

- Ensures transparency in training provision, conformance to standards and preciseness of accountability for learning outcomes
- Provides common understanding of policies and guidelines on credit transfers, articulation, portability, bridges pathways and RPL

## For the Authorities (Government)

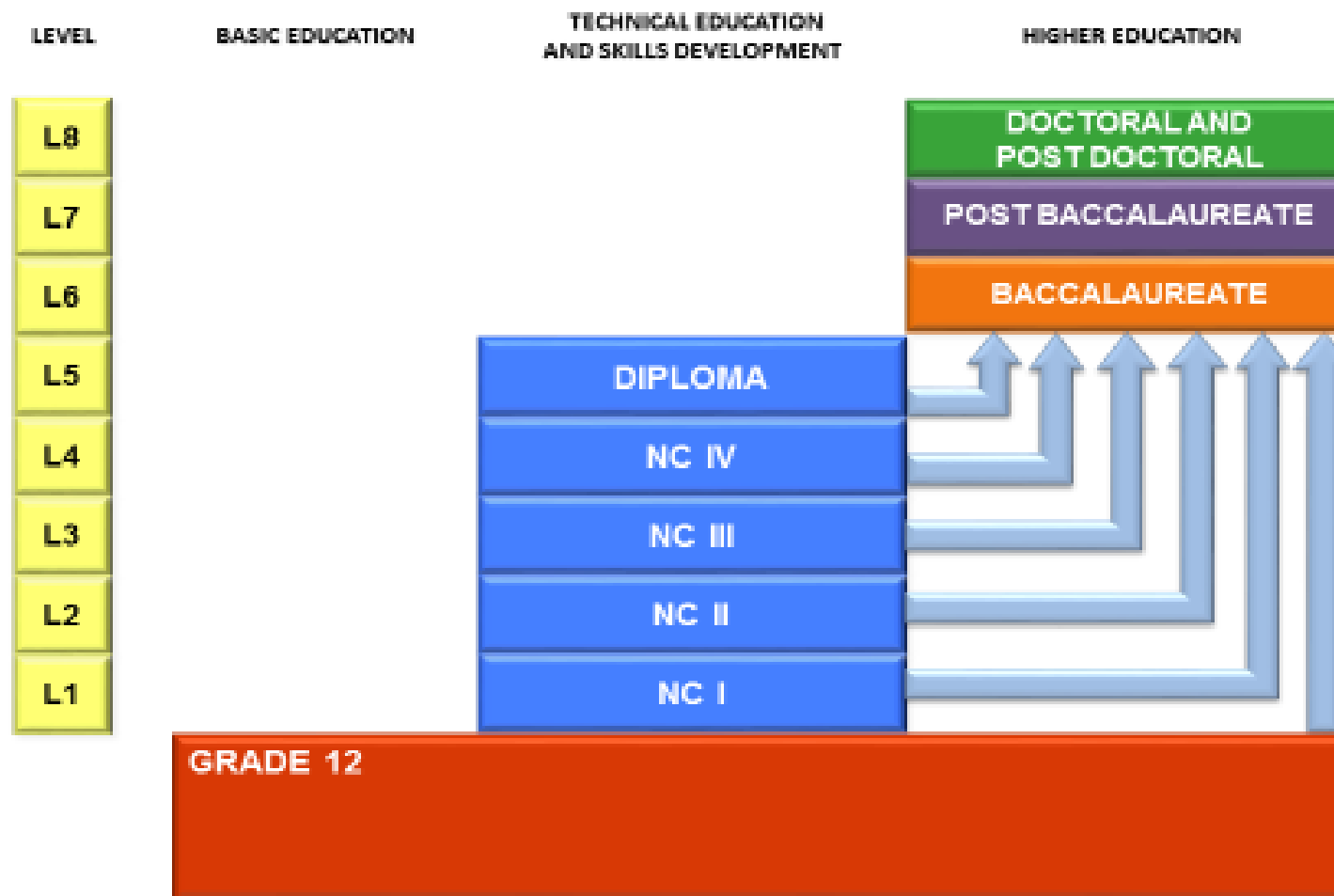
- Provides the standards, taxonomy and typology of qualifications as bases for granting approvals to providers and stakeholders
- Harmonizes qualifications in E & T across Philippines

# Part II. Current Status of the PQF

## Structure

as per PQF-NCC Resolution No. 2014-03 adopted on December 11, 2014

## The PHL Qualifications Framework



# Objectives of the PQF

To establish national standards and levels for outcomes of education and training, skills and competencies

To support the development and maintenance of pathways and equivalencies which provide access to qualifications and assist people to move easily and readily between the different E & T sectors and between these sectors and the labour market

To align the PQF with international qualifications framework to support the national and international mobility of workers thru increased recognition of the value and comparability of Philippine qualifications

# PQF Descriptors

LEVEL	GRADE 12	I
<b>KNOWLEDGE, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• Possess <b>functional knowledge</b> across a range of learning areas and <b>technical skills in chosen career tracks with advanced competencies</b> in communication; scientific, critical and creative thinking; and the use of technologies.</li> <li>• Have an understanding of right and wrong; one's history and cultural heritage; and deep respect for self, others and their culture, and the environment.</li> </ul>	Knowledge and skills that are manual or concrete or practical and/or operational in focus.
<b>APPLICATION</b>	<ul style="list-style-type: none"> <li>• Apply <b>functional</b> knowledge, <b>technical</b> skills and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources.</li> </ul>	Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures.
<b>DEGREE OF INDEPENDENCE</b>	<ul style="list-style-type: none"> <li>• Apply skills in varied situations with <b>minimal</b> supervision</li> </ul>	In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.

# PQF Descriptors

LEVEL	2	3
KNOWLEDGE, SKILLS AND VALUES	<p>Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.</p>	<p>Knowledge and skills that are a balance of theoretical and/or technical and practical.</p> <p>Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used.</p>
APPLICATION	<p>Applied in activities that are set in a range of familiar and predictable contexts; involve routine issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures.</p>	<p>Applied in activities that are set in contexts with some unfamiliar or unpredictable aspects; involve routine and non-routine issues which are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations.</p>
DEGREE OF INDEPENDENCE	<p>In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.</p>	<p>Application at this level may involve individual responsibility or autonomy, and/or may involve some responsibility for others. Participation in teams including team or group coordination may be involved.</p>
QUALIFICATION TYPE	NATIONAL CERTIFICATE II	NATIONAL CERTIFICATE III

# PQF Descriptors

LEVEL	4	5
<b>KNOWLEDGE, SKILLS AND VALUES</b>	<p>Knowledge and skills that are mainly theoretical and/or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.</p>	<p>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. Perform 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.</p>
<b>APPLICATION</b>	<p>Applied in activities that are set in range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures which require interpretation and/or adaptation.</p>	<p>Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/ innovation.</p>
<b>DEGREE OF INDEPENDENCE</b>	<p>Work involves some leadership and guidance when organizing activities of self and others</p>	<p>In conditions where there is broad guidance and direction, where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others. Undertake work involving participation in the development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organizing others</p>
<b>QUALIFICATION TYPE</b>	<b>NATIONAL CERTIFICATE IV</b>	<b>DIPLOMA</b>



# PQF Descriptors

LEVEL	6 <i>(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)</i>	7 <i>(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)</i>	8 <i>(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)</i>
<b>KNOWLEDGE, SKILLS AND VALUES</b>	Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning	Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning	Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multi-disciplinary field of learning for complex research and or professional practice and/or for the advancement of learning.
<b>APPLICATION</b>	Application in professional/creative work or research in a specialized field of discipline and/or further study	Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research	Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field
<b>DEGREE OF INDEPENDENCE</b>	Substantial degree of independence and or/in teams of related fields with minimal supervision	High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field	Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability
<b>QUALIFICATION TYPE</b>	<b>Baccalaureate Degree</b>	<b>Post-Baccalaureate Program</b>	<b>Doctoral Degree and Post-Doctoral Programs</b>

# Use of Learning Outcomes as Metric

## Basic Education

- the National Competency-Based Teacher Standards for basic education;

## TVET

- the industry-based competency standards for various occupations and promulgated by TESDA as **Training Regulations** in priority industry sectors; and

## Higher Education

- the **Typology-Based and Outcomes-Based QA** based on CHED Memorandum Order No. 46, Series of 2012 (Policy Standard to Enhance Quality Assurance (QA))
- CHED is also reviewing existing Bachelor degrees in light of the expected learner outcomes at Level 6 and identifying programs to be unpacked, properly levelled and ladderized to reflect the desired progression in levels of learning complexity. This ongoing process will redound to the transfer by the end of 2016 of some qualifications to Level V, the level of interface between TVET and higher education.

# Volume Measures, Recognition of Prior Learning, Credit Transfers, and International Recognition of Higher Education Degrees and TVET Certifications

## Volume of learning/Recognition of Prior Learning

### TVET

- Notional duration in hours based on average number of hours competencies are demonstrated; with a system of RPL/RCC

### Higher Education

- number of units or hours, which range from about 150 to 210 units; Expanded Tertiary Education Equivalency and Accreditation Program (**ETEEAP**)

# Credit Transfer

The system of credit transfers is also relatively less developed in the Philippines, particularly the transfer of credits from TVET to higher education.

Credits for qualifications within TESDA are generally portable, less so in higher education although there have been initiatives towards this end. For instance, CHED has authorized the transfer of credits in engineering for as long as these are taken from a list of recognized institutions.

# International Recognition of Higher Education Degrees and TVET Certifications

## TVET qualifications

- under the ASEAN Mutual Recognition Agreements on Tourism professionals and under the ASEAN Constructors Federation recognize Philippine qualifications.
- TVET qualifications are also recognized abroad thru a bilateral agreement,
- TESDA has no existing policy on transnational education. However, with the increasing presence of Overseas Filipino Workers (OFWs) in many parts of the world, some providers are delivering training programs in other economies to help OFWs obtain the necessary credentials for promotion. These providers are required to satisfy the host country requirements before offering TVET programs in the host country in addition to the requirements imposed on TVET providers offering program in the Philippines.

## Higher Education

- International recognition of degrees and certifications from other countries/economies, recognition of such higher education degrees is the responsibility of CHED.

# Quality Assurance (QA) of the PQF

## TESDA

- ISO 9001:2008 Certified Development of Training Regulations and Competency Assessment Tools (CATs)
- ISO 9001:2008 Certified Unified TVET System of Program Registration and Accreditation (UTPRAS) for TVET providers compliance with training facilities, tools/equipment, curriculum and trainers' qualifications
- ISO 9001:2008 Certified System of Assessment and Certification for students and skilled workers
- Philippine TVET Trainers Qualification Framework and TRs for Trainers Qualification
- Annual compliance Audit

## CHED

- minimum standards through Policies, Standards and Guidelines as recommended by a Technical Panel
- permits system for the establishment of higher education programs
- monitors compliance with the requirements on a yearly basis
- issues formal recognition to compliant programs based on three years of monitoring
- supports a system of voluntary accreditation by external accreditation bodies. The term accreditation, as used in the Philippine higher education sectors, refers specifically to the process of assessment and evaluation of programs or institutions by non-government accreditation bodies that results in the granting of accreditation status.

# Overall Implementation Status of the PQF

The PQF-NCC created five (5) Working Groups (WGs) that are mandated to provide technical support in detailing the implementation of the PQF such as in harmonizing the levels of qualifications with all levels of education; aligning education standards and learning outcomes to the level descriptors:

**CHED**

- developing systems that recognizes pathways and equivalencies and establishing a quality assurance mechanism;

**TESDA**

- maintaining the national registry of quality programs and qualified manpower; Technical Secretariat of the PQF-NCC

**PRC**

- ensuring the international alignment of Qualifications in regulated professions with the PQF; and

**DepEd**

- providing information and guidelines in the implementation of the PQF.



# Part III. The Way Forward

The substantiation of PQF through the alignment of qualifications with PQF's as well as its referencing with the AQRF. The substantiation of PQF is imperative in 2016 and 2017 if the Philippines is to remain committed to referencing with the AQRF in 2018 which entails focusing on the following imperatives:

- Articulation of qualifications in terms of learner outcomes/competencies
- the forging of agreement among relevant stakeholders on the level of the qualifications in existing higher education programs and the ladderization of programs under Levels 5 and 6 (Higher Education);
- Establishment of pathways and equivalencies as well as a workable system of credit transfers;
- Simultaneous raising of public and stakeholder awareness and valuation of PQF as a powerful change agent being an instrument for critiquing current education and training practices and challenging professional and sectoral interests;
- system of classification of qualifications based on demand on the learner;
- Quality assurance of PQF through effective systems of registration/ assessment/certification and for the higher education sector, or a credible system of White listing



# Continuation... Part III. The Way Forward

## Engagement of the Philippines in PQF-related International Initiatives

### AQRF

- Referencing with the AQRF by 2018 that requires the process and criteria as stipulated in the AQRF Referencing Guidelines. The Philippines chaired the ASEAN Australia New Zealand Free Trade Area's (AANZFTA) Task Force on the AQRF. As such, it Given its role in breathing life to AQRF, the Philippines can concretize its support to the implementation of the Framework when it assumes the Chairmanship of the ASEAN in 2017.

### UNESCO PARIS

- The Philippines, as Chair of the AQRF Task Force and the Interim Committee in its wake, is a part of the UNESCO Expert Group on World Reference Levels of learning outcomes that aims to explore the possibility of developing international guidelines on quality assurance for the recognition of qualifications based on learning outcomes; and consider a set of world reference levels to facilitate international recognition of TVET and possibly higher education qualifications.

### EU SHARE

- The Philippines chairs the Expert Working Group on Qualifications Framework. The EU SHARE is a project that supports among others, the development of learner-outcomes qualifications frameworks in the ASEAN.

**THANK YOU  
VERY MUCH  
FOR  
YOUR  
ATTENTION**

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