Philippine Qualifications Framework (PQF)

Presented at the UNESCO Expert Meeting on Developing Regional Guidelines for National Qualifications Framework for Asia and the Pacific
The Philippine Education System

**Elementary**
- One (1) Year
- K
- Six (6) Years

**Secondary**
- Four (4) Years
- Junior HS + Two (2) Years
- Senior HS + TESD Specialization (NC I and NC II) + Arts & Sports

**Tertiary**
- Technical Education and Skills Development
- Baccalaureate, Post-Baccalaureate, Post-Doctoral / Specialization
National Context:

**Basic Education**
- 54,000 schools
- 76% public; 24% private
- 24M students—88% in public schools

**Technical Vocational**
- 4600 TVET schools;
- 10% public; 90% private

**Higher Education**
- 1929 schools
- 12% public; 88% private; 49% small
- 3.5 million students-43% in public schools
Initiatives towards PQF originated in the TVET sector in the 1990s but cut short by trifocalization in 1994;

The tech voc sector of PQF is much more developed with an established national TVET Qualification Certification System;

External Impetus for later higher education sector involvement—constraints to student and professional mobility; MRAs; calls for international alignment and comparability (e.g. bid for membership in Washington Accord and Seoul Accord);
Background of PQF

- PQF institutionalized by Executive Order only in 2012;
- Embedded in legislation on ladderized education in 2014;
- Legislation to further institutionalize and strengthen PQF by October 2015—ongoing legislative deliberations.
Background of the PQF

The Trifocalized agencies independently pursued complementary reforms facilitating convergence in the PQF;

- **Shift to learner-centered education within a lifelong learning framework**

- **Shift to learning competence standards—**
  [competence broadly conceived to include the competence to learn throughout life; the competence of scholars to search for truth no matter where it leads]

- **Shifts transpired earlier in basic education and technical/vocational sector; more nuanced and challenging in higher ed**
Background of the PQF

- National Inter-agency Coordinating Committee (NCC) mandated to develop, continuously improve and implement PQF;
- NCC includes the Department of Labor, Professional Regulatory Commission with participation from the Department of Trade and Industry;
- 5 Working Groups: Quality Assurance, Pathways and Equivalencies, Qualifications Register; International Alignment; Information Systems
- PQF has become a platform for linking the silos and their reform initiatives
Background of PQF

- Additional impetus to substantiating PQF in higher education
  - large scale faculty development to upgrade qualifications of HEI faculty that complies with Levels 7 and 8 [2016-2020];
  - faculty grants during the K to 12 transition years to facilitate the mindset shift to learner centered, learner outcomes/competency-based standards by 2018; to immerse in research; community engagement and industry for industry-oriented fields
The PHL Qualifications Framework

Adopted as per PQF-NCC Resolution No 2014-03, 7th PQF-NCC Meeting, Dec. 11, 2014

LEVEL

BASIC EDUCATION

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT

HIGHER EDUCATION

DOCTORAL AND POST DOCTORAL

POST BACCALAUREATE

BACCALAUREATE

DIPLOMA

NC IV

NC III

NC II

NC I

GRADE 12
The K to 12 Philippine Basic Education Curriculum Framework

**Being and Becoming a Whole Person**

**SKILLS**
- Information, Media, and Technology Skills
- Learning and Innovation Skills
- Communication Skills
- Life and Career Skills

**LEARNING AREAS**
- Language
- Technology and Livelihood Education (TLE)
- Mathematics and Science
- Arts and Humanities

**Curriculum Support System**

- Teachers
- Materials, Facilities, and Equipment
- ICT Environment
- Assessment
- School Leadership and Management
- Schools Divisions Technical Assistance
- Community-Industry Relevance and Partnerships

**Monitoring and Evaluation System**
8-Level Descriptors
## Domains

<table>
<thead>
<tr>
<th>KNOWLEDGE, SKILLS AND VALUES</th>
<th>Level 0: GRADE 12</th>
</tr>
</thead>
</table>
| • Possess **functional knowledge** across a range of learning areas and **technical skills in chosen career tracks with advanced competencies** in communication; scientific, critical and creative thinking; and the use of technologies.  
• 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. |

| APPLICATION | • Apply **functional** knowledge, **technical** skills and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources. |

<p>| DEGREE OF INDEPENDENCE | • Apply skills in varied situations with <strong>minimal</strong> supervision |</p>
<table>
<thead>
<tr>
<th>Domains</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE, SKILLS AND VALUES</strong></td>
<td>Knowledge and skills that are manual or concrete or practical and/or operational in focus.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>DEGREE OF INDEPENDENCE</strong></td>
<td>In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.</td>
</tr>
<tr>
<td><strong>QUALIFICATION TYPE</strong></td>
<td>NATIONAL CERTIFICATE I</td>
</tr>
<tr>
<td>Domains</td>
<td>Level 4</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>KNOWLEDGE, SKILLS AND VALUES</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>DEGREE OF INDEPENDENCE</strong></td>
<td>Work involves some leadership and guidance when organizing activities of self and others</td>
</tr>
<tr>
<td><strong>QUALIFICATION TYPE</strong></td>
<td>NATIONAL CERTIFICATE IV</td>
</tr>
<tr>
<td>Domains</td>
<td>Level 6</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Application in professional/creative work or research in a specialized field of discipline and/or further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Substantial degree of independence and or/in teams of related fields with minimal supervision</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Baccalaureate Degree</td>
</tr>
</tbody>
</table>
## Domains

<table>
<thead>
<tr>
<th>Domains</th>
<th>Level 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>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.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>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</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Doctoral Degree and Post-Doctoral Programs</td>
</tr>
</tbody>
</table>
Sectors covered so far:

1. Bookkeeping/Acctancy
2. Dentistry
3. Hospitality/Tourism
4. Agricultural Engineering

### Register of Qualifications

<table>
<thead>
<tr>
<th>Sector</th>
<th>Qualifications</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>Dental Laboratory Technology Services</td>
<td>I</td>
</tr>
<tr>
<td>Tourism</td>
<td>Attractions and Theme Parks Operation</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Barista</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Bartending</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Bread and Pastry Production</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Cookery</td>
<td>II</td>
</tr>
<tr>
<td>Medical</td>
<td>Dental Laboratory Technology Services (Removal)</td>
<td>II</td>
</tr>
<tr>
<td>Medical</td>
<td>Dental Laboratory Technology Services (Fixed)</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Food and Beverage Services</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Front Office Services</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Housekeeping</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Local Guiding Services</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Tourism Promotion Services</td>
<td>II</td>
</tr>
<tr>
<td>Tourism</td>
<td>Travel Services</td>
<td>II</td>
</tr>
<tr>
<td>Business</td>
<td>Bookkeeping</td>
<td>III</td>
</tr>
<tr>
<td>Tourism</td>
<td>Commercial Cooking</td>
<td>III</td>
</tr>
<tr>
<td>Tourism</td>
<td>Events Management Services</td>
<td>III</td>
</tr>
<tr>
<td>Tourism</td>
<td>Food and Beverage Services</td>
<td>III</td>
</tr>
<tr>
<td>Tourism</td>
<td>Housekeeping</td>
<td>III</td>
</tr>
<tr>
<td>Tourism</td>
<td>Commercial Cooking</td>
<td>IV</td>
</tr>
<tr>
<td>Medical</td>
<td>Dental Hygiene</td>
<td>IV</td>
</tr>
<tr>
<td>Medical</td>
<td>Dental Technology</td>
<td>IV</td>
</tr>
<tr>
<td>Tourism</td>
<td>Food and Beverage Services</td>
<td>IV</td>
</tr>
<tr>
<td>Tourism</td>
<td>Housekeeping</td>
<td>IV</td>
</tr>
<tr>
<td>Business</td>
<td>Bachelor of Science in Accountancy</td>
<td>V</td>
</tr>
<tr>
<td>Tourism</td>
<td>Bachelor of Science in Hospitality Management (BSHM)</td>
<td>V</td>
</tr>
<tr>
<td>Tourism</td>
<td>Bachelor of Science in Restaurant Management (BSRM)</td>
<td>V</td>
</tr>
<tr>
<td>Tourism</td>
<td>Bachelor of Science in Tourism Management (BSTM)</td>
<td>V</td>
</tr>
<tr>
<td>Tourism</td>
<td>Bachelor of Science in Travel Management (BSTrM)</td>
<td>V</td>
</tr>
<tr>
<td>Medical</td>
<td>Doctor of Dental Medicine</td>
<td>V</td>
</tr>
</tbody>
</table>
# PHILIPPINE QUALIFICATIONS FRAMEWORK

## Qualifications Register

<table>
<thead>
<tr>
<th>QUALIFICATION TITLE</th>
<th>QUALIFICATION LEVEL</th>
<th>ISSUE CODING</th>
<th>DATE ISSUED</th>
<th>ISSUED BY</th>
<th>DESCRIPTOR</th>
<th>EDUCATION AND TRAINING PROVIDER</th>
</tr>
</thead>
</table>
| Dental Laboratory Technology Services                  | I                   | HCSDLTS 108   | April 11, 2008 | TESDA       | The DENTAL LABORATORY TECHNOLOGY SERVICES NC I Qualification consists of competencies that a person must achieve to fabricate models, custom impression trays, and registration bite rims, articulate models, and transfer records. | 1. 3M Dagupan Training Center, Inc.  
2. De Ocampo Memorial College Inc.  
3. Dental Service Training School  
4. Philippine Dental Laboratory Technology Training And Assessment Center, Inc.  
5. The Alps Technology Academy (Tata), Inc.  
6. Universal De Zamboanga  
7. University Of Perpetual Help Rizal, Inc. – Las Piñas  
8. University Of Perpetual Help Rizal, Inc. – Calamba, Laguna |
<table>
<thead>
<tr>
<th>QUALIFICATION TITLE</th>
<th>QUALIFICATION LEVEL</th>
<th>ISSUE CODING</th>
<th>DATE ISSUED</th>
<th>ISSUED BY</th>
<th>DESCRIPTOR</th>
<th>EDUCATION AND TRAINING PROVIDER</th>
</tr>
</thead>
</table>
| Dental Laboratory Technology Services (Removable) | II                  | HCSDLTSR 210   | April 8, 2010 | TESDA     | This DENTAL LABORATORY TECHNOLOGY SERVICES (Removable Dentures / Appliances) NC II consists of competencies that a person must achieve to perform dental laboratory and prosthetics services specializing in removable dentures/appliances.                                                                                                                                     | 1. De Ocampo Memorial College Inc.  
2. Dental Service Training School  
3. National University, Inc.  
4. Philippine Dental Laboratory Technology Training And Assessment Center, Inc.  
5. The Alps Technology Academy (Tata), Inc. |
<table>
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</tr>
</thead>
</table>
| Dental Laboratory Technology Services (Fixed)            | II                  | HCSDLTSF 210  | April 8, 2010 | TESDA       | This DENTAL LABORATORY TECHNOLOGY SERVICES (Fixed Dentures/Restorations) NC II consists of competencies that a person must achieve to perform dental laboratory and prosthetics services specializing in fixed dentures/restorations.                                                                                                                                                                                                                                                                                                                                 | 1. 3M Dagupan Training Center, Inc.  
2. De Ocampo Memorial College Inc.  
3. Dental Service Training School  
4. Lyceum-northwestern University  
5. Philippine Dental Laboratory Technology Training And Assessment Center, Inc.  
6. The Alps Technology Academy (Tata), Inc. |
<table>
<thead>
<tr>
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<th>DATE ISSUED</th>
<th>ISSUED BY</th>
<th>DESCRIPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>IV</td>
<td>HCSDH 410</td>
<td>April 8, 2010</td>
<td>TESDA</td>
<td>This DENTAL HYGIENE NC IV consists of competencies relating to rendering oral health promotion and preventive measures, performing oral examination and prophylaxis, taking brief clinical history, taking radiographs, giving oral-health education to patients, managing dental records and resources and providing effective patient/client service.</td>
</tr>
</tbody>
</table>

1. De Ocampo Memorial College Inc.  
2. National University, Inc.
# PHILIPPINE QUALIFICATIONS FRAMEWORK Qualifications Register

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<th>EDUCATION AND TRAINING PROVIDER</th>
</tr>
</thead>
</table>
| Doctor of Dental Medicine | VI | | July 11, 2006 | CHED | The Doctor of Dental Medicine (DMD) is a straight six-year program administered by the Dean of the College of Dentistry. The first two years is the Pre-Dental covering the General Education and other health-related subjects, and a Four-year Dentistry curriculum with the first two years covering Basic Medical and Dental sciences, and Pre-clinical subjects, the last two years on clinical training. | 1. De Ocampo Memorial Colleges  
2. UP Manila  
3. University of the East  
4. Manila Central University  
5. Emilio Aguinaldo College  
6. (21 others Dental Colleges) |
Ongoing revision of 96 learner outcomes-based undergrad Program Policies Standards and Guidelines (PSGs) by Technical Committees (TC) for disciplines/multidisciplinary fields and Technical Panels (TP)—some PSGs more advanced than others

TCs and TPs with representatives from academe, professional associations, professional regulatory body and industry (for industry-oriented disciplines)

Stakeholder consultations in the drafting of outcomes-based PSGs and public hearing of draft PSGs;

Implementation of PSGs as minimum standards
Challenges

- Change in political administration and implications for the implementation of PQF;
- PQF awareness level of stakeholders and the public at large still low;
- Pathways, equivalencies and system of credit transfers still relatively undeveloped;
EXISTING PATHWAYS AND EQUIVALENCIES
ACCESS RAMPS

CHED Equivalency Certification
UMAP, AUN, AIMS
(Limited to participating institutions)
Formal, Informal and Non-Formal:
ETEEAP (Portfolio Assessment, Recognition of Prior Learning (RPL) and Competency Standards Assessment)

Career Shift and Progression on Transfer Scheme
Credit Accumulation and Transfer System

EXISTING PATHWAYS AND EQUIVALENCIES
ACCESS RAMPS

BASIC EDUCATION

PEPT A & E
Challenges

- Ambivalence to strong resistance among higher education stakeholders towards qualifications frameworks; learning competence standards/learner outcomes based education due, among others, to
  a) provenance of concepts and views e.g. competence from the tech voc literature/learner outcomes from the lifelong learning literature
  b) perceived infringement of legally enshrined academic freedom

- Quality Assurance Issues
QA Issues:

1. Different bodies in charge of quality assuring qualifications

- Accreditation of achievement standards (e.g. educational, occupational) Govt agencies
- Endorsement of probity, capacities and processes of training providers through registration/permit/recognition Govt agencies
- Control, supervision and graduation procedures and outcomes Govt agencies
- Monitoring and auditing of provider processes and outcomes; Govt agencies
- External evaluations of quality Accred bodies
2. Strong resistance to a QA approach based on type of institution (e.g. professional institutions, colleges, universities) aimed at fitness of purpose QA

3. External evaluation (accreditation) is private and voluntary—accreditation bodies are peer-based with schools as members;

Issues:

a) Harmonization of accreditation frameworks;
b) Alignment of accreditation instruments with the paradigm shift to lifelong learning
c) Recognition of professional accreditation bodies
The QA Challenge

- How to quality assure qualifications in a large private-dominated market driven higher education sector
  - through expanded external accreditation of providers aligned with QA principles
  - through external accreditation of accreditation providers
  - through White lists of programs that comply with qualification standards
Challenges

- Equivalency and Credit Transfer System from TVET to Higher Education (examples: National Certificates and Diplomas as well as Certificates and Diplomas developed by Institutions and Enterprises)
The inter-agency National Coordinating Committee is in the process of setting up/linking/consolidating systems that will facilitate a more seamless implementation of PQF that will not be hampered by the change in political administration;

Simultaneous reforms—including policy shifts at the program level are ongoing;

The shift to 12 years in basic education which redound to reduced enrolment for five years provide a venue for government supported upgrading of qualifications and paradigm shift;
MRAs and bilateral agreements—e.g. between the Philippine Regulatory Commission and the Thailand Medical Council in the field of Medicine will continue to push PQF development

Strong resolve to reference to the ASEAN Qualifications Reference Framework by 2018 would hopefully push the development of the PQF