



TESDA *Policy Brief*

ISSUE 02, December 2012

ODDG for Sectoral TVET, TESDA

The Philippine Qualifications Framework

I. Background

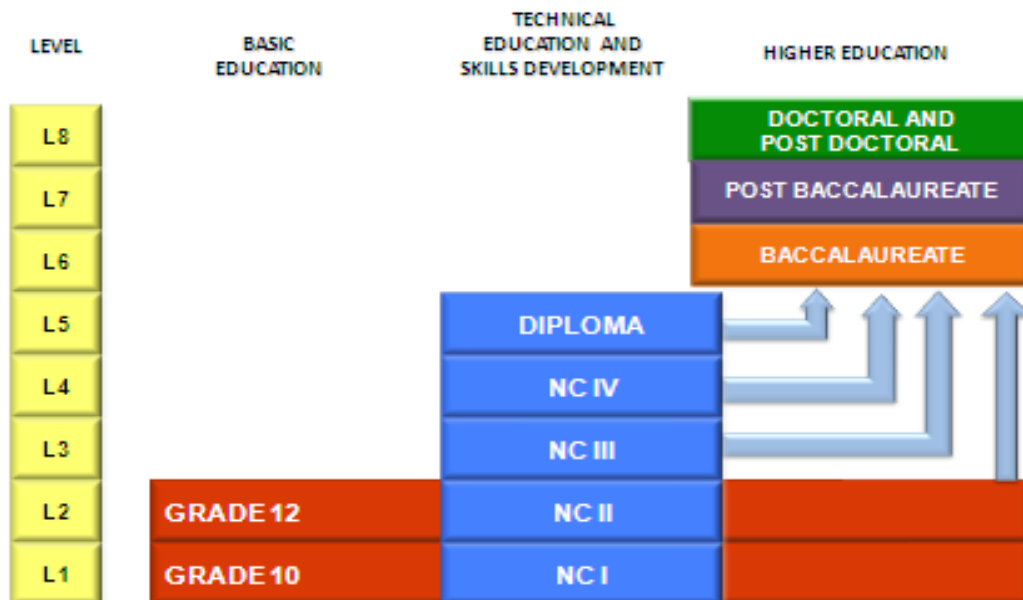
The **Executive Order No. 83 Series of 2012, Institutionalization of the Philippine Qualifications Framework (PQF)** was signed by President Benigno S. Aquino III on October 1, 2012.

The PQF is a national policy which 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 of a certain country.

***Qualification** refers to a package of competencies describing a particular function or job role existing in an economic sector, covering the work activities required to undertake a particular job role.*

THE PHL QUALIFICATIONS FRAMEWORK



Detailed 8-Level Descriptors

| Level/ Qualification Type | Knowledge, Skills and Values | Application | Degree of Independence |
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| 1 National Certificate I | Knowledge and skills that are manual or concrete or practical and/or operational in focus. | 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. | In condition where there is very close support, guidance or supervision; minimum judgment or discretion is needed. |
| 2 National Certificate II | Knowledge and skills that are manual, practical and/or operational in focus with a variety of options | 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. | In condition where there is substantial support, guidance or supervision; minimum judgment or discretion is needed. |
| 3 National Certificate III | Knowledge and skills that are a balance of theoretical and/or technical and practical. Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used. | 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. | 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. |
| 4 National Certificate IV | Knowledge and skills that are mainly theoretical and/or abstract with significant depth in one or more areas; contributing to technical solutions or a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures. | 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. | Work involves some leadership and guidance when organizing activities of self and others |
| 5 Diploma | 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. | Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/innovation. | In conditions where there is a 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. |
| 6 Baccalaureate Degree | Graduates at this level will have a broad and coherent knowledge and skills in their field of study for professional work and lifelong learning. | Application in professional work in a broad range of discipline and/or further study. | Independent and /or in teams of related field. |
| 7 Post-Baccalaureate Program | Graduates at this level will have advanced knowledge and skills in a specialized or a multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning. | Applied in professional work that requires leadership and management in a specialized or multi-disciplinary professional work and/or research and/or further study. | Independent and or in teams of multidisciplinary. |
| 8 Doctoral Degree and Post-Doctoral Programs | Graduates at this level have highly advanced systematic knowledge and skills in a highly specialized and/or complex multi-disciplinary field of learning for complex research and or professional practice and/or for the advancement of learning. | Applied in highly specialized or a complex multi-disciplinary field of professional work that requires innovation, and/ or leadership and management and/or research in a specialized or multi-disciplinary field. | Independent and/or in teams of multi-disciplinary and more complex setting. |

II. Executive Order No. 83, Series of 2012 and its Implementing Rules and Regulations

The **Implementing Rules and Regulations of the EO 83, Series of 2012** was signed on December 17, 2012 by DepEd, DOLE, CHED, TESDA, and PRC and was published in the Philippine Star on December 28, 2012.

With the formulation of the PQF-IRR, it is now ready for nationwide implementation.

| Executive Order No. 83, Series of 2012, Institutionalization of the Philippine Qualifications Framework | Implementing Rules and Regulations of EO 83, Series of 2012, Institutionalization of the Philippine Qualifications Framework |
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| <p>PROVISIONS</p> <p>WHEREAS, Section 2, Article XIV of the 1987 Constitution mandates the State to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society;</p> <p>WHEREAS, the present Philippine Education System has a unique trifocalized education management system, basic education, technical-vocational education and training and higher education;</p> <p>WHEREAS, the national agenda for inclusive growth, creation of employment opportunities and poverty reduction can only be achieved through collaboration and unity of purpose of the education and training sectors with industry;</p> <p>WHEREAS, one of the key result areas (KRAs) under Executive Order (EO) No. 43, is rapid, inclusive and sustained economic growth – one that generates jobs and livelihood for, and increase the income of the poor;</p> <p>WHEREAS, there are gaps in the education and labor sector brought about by poor information and the continuing disconnect between educational institutions and employment/industry trends which has brought about the mismatch in jobs and skills; and,</p> <p>WHEREAS, the adoption of a qualifications framework will benefit various sectors and stakeholders of education and training, particularly in: 1) encouraging lifelong learning of individuals; 2) providing employers specific training standards and qualifications that are aligned to industry standards; 3) ensuring that training and educational institutions adhere to specific standards and are accountable for achieving the same; and 4) providing the government with common standards, taxonomy and typology of qualifications as bases for granting approvals to stakeholders.</p> | <p>Pursuant to the provisions of Executive Order No. 83, series of 2012, “Institutionalization of the Philippine Qualifications Framework” signed by President Benigno S. Aquino III on the 1st day of October, 2012 which took effect upon its publication, conformably to Section 3 thereof, the Department of Education (DepEd), the Technical Education and Skills Development Authority (TESDA), Commission on Higher Education (CHED), Department of Labor and Employment (DOLE), and the Professional Regulation Commission (PRC), hereby issue the following rules and regulations to guide the implementation of the Order.</p> |

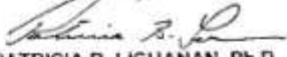
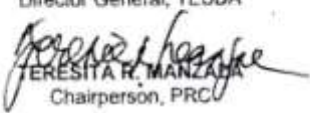
| Executive Order No. 83, Series of 2012, Institutionalization of the Philippine Qualifications Framework | Implementing Rules and Regulations of EO 83, Series of 2012, Institutionalization of the Philippine Qualifications Framework |
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| <p>NOW, THEREFORE, I, BENIGNO S. AQUINO III, President of the Philippines, by virtue of the powers vested in me by the Constitution and existing laws do hereby order:</p> | |
| | <p>RULE I. PRELIMINARY PROVISIONS</p> |
| <p>SECTION 1. Establishment of the Philippine Qualifications Framework. The Philippine Qualifications Framework (PQF) is hereby established with the following objectives: 1) To adopt national standards and levels for outcomes of education; 2) 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 education and training sectors and between these sectors and the labor market; and, 3) To align the PQF with international qualifications framework to support the national and international mobility of workers through increased recognition of the value and comparability of Philippine qualifications</p> | <p>SECTION 1. Title This issuance shall be referred to as the Implementing Rules and Regulations (IRR) of Executive Order No. 83, series of 2012, or the “Institutionalization of the Philippine Qualifications Framework.”</p> <p>SECTION 2. Construction These rules and regulations shall be liberally construed as to carry out the objectives of the Order which is stated in Section 1 thereof:</p> <p><i>“The Philippine Qualifications Framework (PQF) is hereby established with the following objectives: 1) To adopt national standards and levels for outcomes of education; 2) 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 education and training sectors and between these sectors and the labor market; and, 3) To align the PQF with international qualifications framework to support the national and international mobility of workers through increased recognition of the value and comparability of Philippine qualifications.”</i></p> <p>SECTION 3. Definition of Terms For purposes of this issuance, the following definitions shall be adopted:</p> <ol style="list-style-type: none"> 2.1. Order refers to Executive Order No. 83, Series of 2012 or “Institutionalization of the Philippine Qualifications Framework.” 2.2. IRR refers to the Implementing Rules and Regulations of Executive Order No. 83, series of 2012. 2.3. Committee refers to the Philippine Qualifications Framework National Coordinating Committee. 2.4. Secretariat refers to the permanent technical secretariat organized from the present staff complements of DepEd, TESDA, PRC, DOLE, and CHED. 2.5. DepEd refers to the Department of Education. 2.6. TESDA refers to the Technical Education and |

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| | <p>Skills Development Authority.</p> <p>2.7. CHED refers to the Commission on Higher Education.</p> <p>2.8. DOLE refers to the Department of Labor and Employment.</p> <p>2.9. PRC refers to the Professional Regulation Commission.</p> <p>2.10. PQF refers to the Philippine Qualifications Framework, a national policy which describes the levels of educational qualifications and sets the standards for qualification outcomes.</p> <p>2.11. Basic Education refers to the education intended to meet basic learning needs which lays the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and high school education as well as alternative learning systems for out-of-school youth and adult learners and includes education for those with special needs. (RA No. 9155 S. 2011)</p> <p>2.12. Technical Vocational Education and Training refers to the education process where it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills relating to occupations in various sectors of economic life and social life, comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches (UNESCO)</p> <p>2.13. Higher Education refers to the stage of formal education requiring secondary and post-secondary education covering the programs on: (a) all courses of study leading to bachelor's degree and (b) all degree courses of study beyond bachelor's degree level.</p> <p>2.14. Qualification refers to a package of competencies describing a particular function or job role existing in an economic sector, covering the work activities required to undertake a particular job role.</p> <p>2.15. Trifocalized Education and Training refers to the three levels of Philippine education system: basic education, technical-vocational education and training, and higher education.</p> <p>SECTION 4. Key Objectives of the Philippine Qualifications Framework</p> <ol style="list-style-type: none"> 1. Establishes national standards and levels for outcomes of education and training, specializations, skills and competencies. 2. Provides national regulatory and quality assurance arrangements for education and training. |

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| | <ol style="list-style-type: none"> 3. Supports the development and maintenance of pathways and equivalencies which provide access to qualifications. 4. Supports individual lifelong learning goals by providing the basis for individuals to progress through education and training. 5. Aligns the PQF with international qualifications framework to support the international mobility of learners and workers through increased recognition of the value and comparability of Philippine qualifications. |
| | RULE III. ORGANIZATION |
| <p>SECTION 2. PQF National Coordinating Committee. The PQF National Coordinating Committee is hereby created to be Chaired by the Secretary of the Department of Education (DepEd) with the following as members: a) Technical Education and Skills Development Authority (TESDA); b) Commission on Higher Education (CHED); c) Department of Labor and Employment (DOLE); and, d) Professional Regulation Commission (PRC).</p> | <p>SECTION 7. The PQF National Coordinating Committee By virtue of Section 2 of EO No. 83, s. 2012, the PQF National Coordinating Committee was created to be chaired by the Secretary of the Department of Education (DepEd) with the members comprised of the Director-General of TESDA, Chairpersons of CHED and PRC, and Secretary of DOLE.</p> |
| <p>SECTION 3. Functions of the PQF National Coordinating Committee. The PQF National Coordinating Committee shall issue the Implementing Rules and Regulations within sixty days of the effectivity of this EO. It shall also provide regular feedback on the progress and accomplishments to the Office of the President with respect to the implementation of this EO.</p> | <p>SECTION 8. Powers and Functions of the Committee</p> <ol style="list-style-type: none"> 1. Creates technical working groups in support of the detailing and implementation of the PQF 2. Harmonizes the levels of qualifications with all levels of education 3. Aligns education standards and learning outcomes to the level descriptors contained herein 4. Develops and recognizes pathways and equivalencies 5. Discuss and agree on the elements of the PQF including but not limited to their principles, key features, definitions or terminologies, structure and governance arrangements 6. Review and update the PQF 7. Provides information and guidelines in the implementation of the PQF 8. Establishes a quality assurance mechanism 9. Maintains the national registry of qualified manpower 10. Ensures the international alignment of the PQF with the qualification frameworks of other countries. 11. Represents the country in international fora or negotiations on qualification agreements/arrangements 12. Provides regular feedback on the progress |

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| | <p>and accomplishments to the Office of the President with respect to the implementation of the Order.</p> <p>13. Perform such other functions that may be related to the implementation of the PQF</p> |
| | RULE II. COVERAGE |
| | <p>SECTION 5. Applicability This IRR shall apply to:</p> <p>5.1 All sectors, levels, and modes of delivery of the Philippines' trifocalized education system: basic education, technical vocational education and training, and higher education; and</p> <p>5.2 All institutions and systems which provide trainings, specializations, skills and competencies, professional experience or through life-long learning.</p> |
| <p>SECTION 4. Participation of the Industry Sector. Industry sector representatives shall be consulted and tapped in the detailing and application of the PQF to ensure alignment of educational outcomes to job requirements.</p> | <p>SECTION 6. Participation of the Industry Sector Pursuant to Section 4 of the Order, industry sector representatives of various associations and chambers, shall be consulted and engaged in the detailing and application of the PQF to ensure alignment of educational outcomes to job requirements.</p> |
| <p>SECTION 5. Level Descriptors. The PQF shall incorporate an 8-level Qualifications Descriptors defined in terms of the following: knowledge, skills and values, application, and degree of independence.</p> | |
| <p>SECTION 6. Learning Standards. DepEd, TESDA and CHED shall make detailed descriptors for each qualification level based on learning standards in basic education, competency standards of training regulations, and the policies and standards of higher education academic programs. They shall jointly implement national pilot programs to determine its relevance and applicability in all levels of education.</p> | |
| <p>SECTION 7. Review of Licensure Examinations. The PRC and CHED shall review the framework and contents of the licensure examinations of each of the professions and align them with that of the PQF.</p> | |
| <p>SECTION 8. Technical Secretariat. To ensure efficient and effective implementation, DepEd, TESDA and CHED shall organize from their present staff complements a permanent Technical Secretariat. The Secretariat may contract the services of technical experts and authorities on relevant areas of concern such as equivalencies, accreditation, curriculum development,</p> | <p>SECTION 9. The Technical Secretariat Pursuant to Section 8 of EO No. 83, S. 2012, a permanent technical secretariat shall be organized from the present staff complements of DepEd, TESDA, and CHED to ensure efficient and effective implementation. DOLE and PRC shall designate a permanent representative to the technical secretariat.</p> |

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| educational measurement and testing. | <p>SECTION 10. Functions of the Secretariat</p> <p>10.1 Provide technical and administrative support to the Committee;</p> <p>10.2 Engage the services of technical experts; and</p> <p>10.3 Perform such other functions as the Committee may deem necessary.</p> |
| | <p>RULE IV. QUALIFICATIONS, STANDARDS AND ASSESSMENT</p> |
| | <p>SECTION 11. Qualifications Descriptors Pursuant to Section 5 of the Order, the 8-Level Qualifications Descriptors are adopted, defined in terms of knowledge and skills, application, degree of independence, and qualification levels as contained in Attachment A of this document.</p> <p>SECTION 12. National Pilot Programs DepEd, TESDA, and CHED shall jointly implement national pilot programs to determine the relevance and applicability of the detailed descriptors in all levels of education.</p> <p>SECTION 13. Review of Licensure Examinations As per Section 7 of the Order, the PRC and CHED shall review the framework and contents of the licensure examinations of each of the professions and align them with that of the PQF.</p> |
| | <p>RULE V. FINAL PROVISIONS</p> |
| <p>SECTION 9. Funding. The funds necessary for the implementation of the PQF shall be charged against the existing appropriations of DepEd, TESDA and CHED.</p> | <p>SECTION 14. Appropriations Pursuant to Section 9 of the Order, the funds necessary for the implementation of the PQF shall be charged against the existing appropriations of DepEd, TESDA, and CHED.</p> |
| <p>SECTION 10. Repealing Clause. All issuances, orders, rules, and regulations or parts thereof which are inconsistent with the provisions of this EO are hereby revoked and/or modified accordingly.</p> | <p>SECTION 15. Repealing Clause By virtue of Section 10 of the Order, all issuances, orders, rules, and regulations or parts thereof which are inconsistent with the provisions of the same are hereby revoked and/or modified accordingly.</p> |
| <p>SECTION 11. Separability Clause. If any provision of this EO is declared invalid or unconstitutional, the other provisions unaffected shall remain valid and subsisting.</p> | <p>SECTION 16. Separability Clause If any provision of this IRR is declared invalid or unconstitutional, the other provisions unaffected shall remain valid and subsisting.</p> |
| <p>SECTION 12. Effectivity Clause. This EO shall take effect immediately upon its publication in a newspaper of general circulation.</p> | <p>SECTION 17. Effectivity Clause These rules and regulations shall take effect fifteen (15) days from the date of its publication in the <i>Official Gazette</i> or in two (2) newspapers of general circulation.</p> |

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| <p>DONE, in the City of Manila, this 1st day of October, in the year of our Lord, Two Thousand and Twelve.</p> <p>(SGD) BENIGNO S. AQUINO III President, Republic of the Philippines</p> <p>By the President:</p> <p>(SGD) PAQUITO N. OCHOA, JR. Executive Secretary</p> | <p>Signed this 17th of December, 2012 in Manila, Philippines.</p> <p> BR. ARMIN A. LUISTRO FSC Secretary, DepEd</p> <p> ROSALINDA DIMAPILIS-BALDOZ Secretary, DOLE</p> <p> PATRICIA B. LIGUANAN, Ph.D. Chairperson, CHED</p> <p> EMMANUEL JOEL J. VILLANUEVA Director General, TESDA</p> <p> TERESITA R. MANZANA Chairperson, PRC</p> |

III. Next Steps

In order to guide the concerned government agencies and private institutions, the next steps are as follows to realize the adoption of the PQF.

- Review and revision of the Policies, Standards and Guidelines (PSGs) to transform the current PSGs into an outcomes-based format;
- The Technical Panels/Technical Committees for each discipline will prescribe the competencies required for each program;
- Review and revision of the Training Regulations (TRs) to realign with the new descriptors;
- Harmonization of the pertinent K to 12 curriculum with the new descriptors;
- Continued consultations with the industries;
- Advocacy and public hearings to be conducted at the regional levels.
- Organization of the Technical Secretariat and Working Committees for the implementation of the PQF.