

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

124th TESDA BOARD MEETING
13 October 2020, Tuesday, 2:00 p.m.
Teleconference Via Zoom Platform

Resolution No. 2020 - 47
(Page 1 of 5 pages)

**APPROVING THE OMNIBUS GUIDELINES ON THE PACKAGING OF PQF LEVEL
5 (DIPLOMA) PROGRAM IN THE TVET SECTOR**

WHEREAS, Section 14 (b) of Republic Act No. 7796 mandates that TESDA shall develop and establish a national system of skills standardization, testing and certification and conduct research and development on various occupational areas in order to recommend policies, rules and regulations for effective and efficient skills standardization, testing and certification system in the country;

WHEREAS, Republic Act No. 10647 or the Ladderized Education Act institutionalizes the ladderized interface between the technical-vocational education and training and higher education to open the pathways of opportunities for career and educational progression of students and workers, create a seamless and borderless system of education, empower students and workers to exercise options or choose when to enter and exit in the educational ladder, and provide job platforms at every exit as well as the opportunity to earn income;

WHEREAS, on 16 January 2018, Republic Act No. 10968 entitled "An Act Institutionalizing the PQF, Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor" was enacted to institutionalize the Philippine Qualifications Framework (PQF) which sets the standards for qualification outcomes;

WHEREAS, the Philippines has been engaged in the process of referencing the PQF with the ASEAN Qualifications Reference Framework (AQRf), which is a regional framework that enables comparisons of qualifications across the ASEAN Member States (AMS) towards the greater mobility of students and professionals within the ASEAN region;

WHEREAS, as part of the referencing process stipulated in the AQRf Referencing guidelines, the Philippines has to undergo the procedure of including qualifications in a national database of quality-assured qualifications, which is known as the "Philippine Qualifications Register (PhQuaR)";

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WHEREAS, TESDA developed a Diploma level qualifications aligned with the descriptors of the PQF, benchmarked with the ASEAN Mutual Recognition Arrangements (MRAs), among others, and issued TESDA Circular No. 38, Series of 2017, entitled "Implementing Guidelines for the Program Under PQF Level V (Diploma) Pilot." The Diploma programs covered by this foregoing Circular are described by the agreed/developed seventeen (17) Program Learning Outcomes (PLOs). Relative to this, a Procedures Manual in the Evaluation of PQF Level 5 (Diploma) Programs was issued under the TESDA Circular No. 086, Series of 2019, in compliance with the pre-conditions for the development of Diploma Programs and its implication to the articulation and credit transfer. Likewise, all Diploma Programs presented to the TESDA Board for approval are evaluated by the NITESD as the prime responsible office;

WHEREAS, as of June 2020, there are four hundred thirty-two (432) recognized Diploma Programs under the PQF Level 5 with Certificate of Program Recognition (COPR) offered by both public and private training providers. Out of this, only ten (10) recognized TVET Diploma Programs were approved by the TESDA Board through Resolutions Nos. 2019-40 to 43 and 2020-06 to 11.

WHEREAS, the Omnibus Guidelines were presented in different fora such as the Policy and Planning Cluster Meeting on 11 June 2020, Inter Cluster Meeting on 24 June 2020, and Executive Committee Meeting on 29 June 2020. It was deliberated during 124th and 126th Standards-Setting and Systems Development Committee (SSSDC) Meetings of the TESDA Board on 14 July 2020 and 20 August 2020, respectively;

WHEREAS, a virtual public consultation was held on 5 August 2020 wherein it was participated in by five hundred 500 participants, with more than seven hundred (700) registered programs nationwide, who are composed of TESDA Regional/Provincial/District officials/staff members, other stakeholders such as the TVET training providers, TVI Associations, RTESDC/PTESDC, Higher Education Institutions, labor groups, and PQF-NCC TWG members/representatives;

