

**9<sup>th</sup> Ambassador Alfonso Yuchengco Policy Conference**

**Toward an Enhanced Quality Education Program through K to 12:  
Issues and Challenges  
Makati City, February 2012**

**Implications of K to 12:  
Reform on Tertiary Education and Proposed Transition Mechanism**

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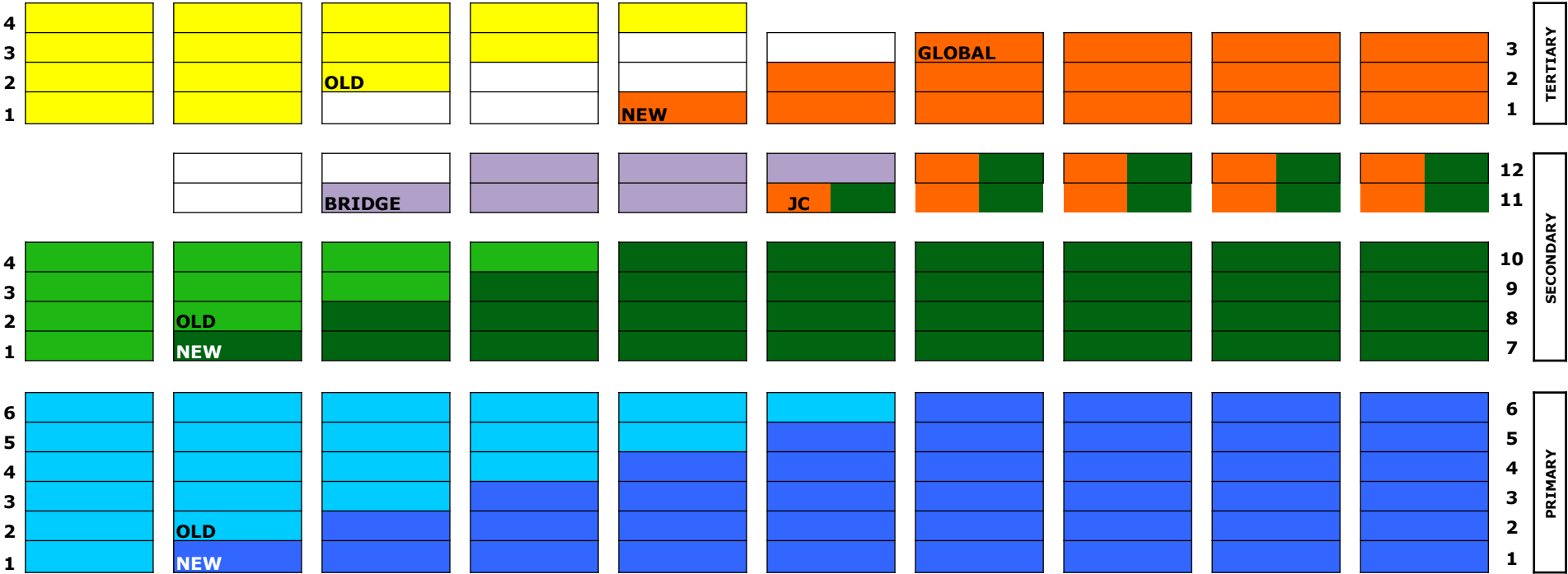




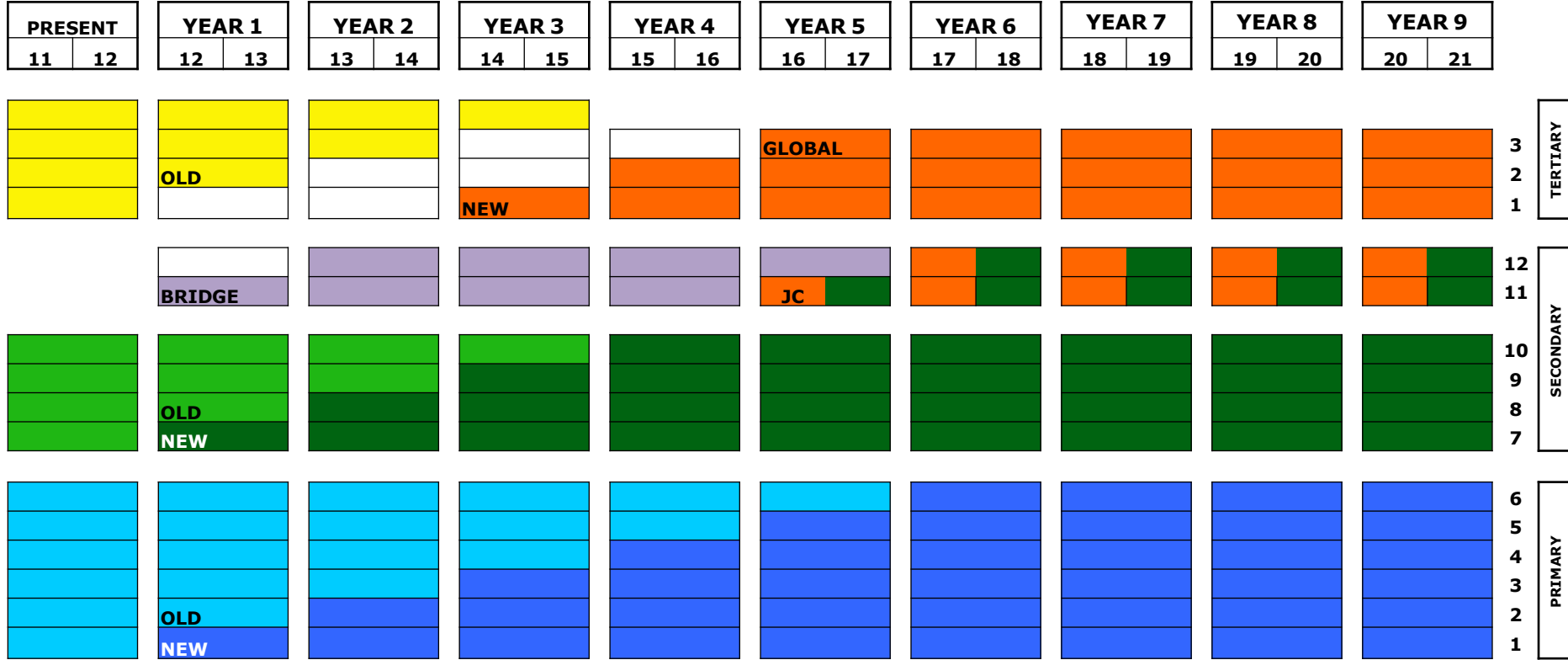


### CASE 5: NEW TERTIARY ON YEAR 4; JUNIOR COLLEGE AT YEAR 5; BRIDGING AT YEAR 2

PRESENT		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		YEAR 7		YEAR 8		YEAR 9	
11	12	12	13	13	14	14	15	15	16	16	17	17	18	18	19	19	20	20	21



## CASE 6: NEW TERTIARY ON YEAR 3; JUNIOR COLLEGE AT YEAR 5; BRIDGING AT YEAR 1



TERTIARY

SECONDARY

PRIMARY

NUMBER OF COHORTS IN HEIs: **B** = Bridging; **J** = Junior College; **T** = Tertiary

YEAR OF IMPLEMENTATION																													
1			2			3			4			5			6			7			8			9					
B	J	T	B	J	T	B	J	T	B	J	T	B	J	T	B	J	T	B	J	T	B	J	T	B	J	T	B	J	T

<b>CASE 1: NEW TERTIARY ON YEAR 7; NO JUNIOR COLLEGE; NO BRIDGING</b>	0	0	4	0	0	4	0	0	4	0	0	4	0	0	3	0	0	2	0	0	2	0	0	2	0	0	3
	4			4			4			4			3			2			2			2			3		

<b>CASE 2: NEW TERTIARY ON YEAR 7; JUNIOR COLLEGE AT YEAR 5; NO BRIDGING</b>	0	0	4	0	0	4	0	0	4	0	0	4	0	1	3	0	2	2	0	2	2	0	2	2	0	2	3
	4			4			4			4			4			4			4			4			5		

<b>CASE 3: NEW TERTIARY ON YEAR 6; JUNIOR COLLEGE AT YEAR 5; BRIDGING AT YEAR 4</b>	0	0	4	0	0	4	0	0	4	1	0	3	1	1	2	0	2	2	0	2	2	0	2	3	0	2	3
	4			4			4			4			4			4			4			5			5		

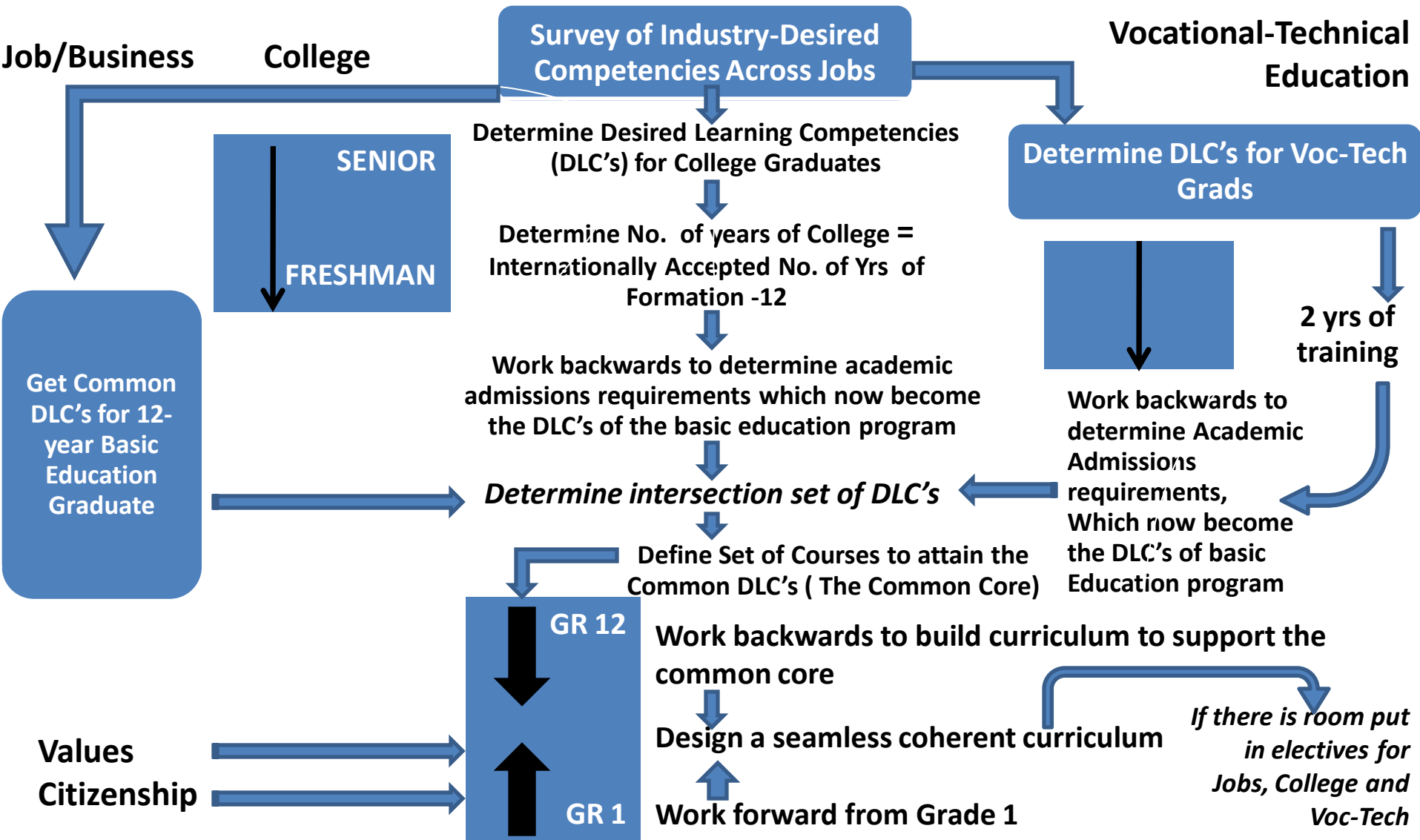
<b>CASE 4: NEW TERTIARY ON YEAR 5; JUNIOR COLLEGE AT YEAR 5; BRIDGING AT YEAR 3</b>	0	0	4	0	0	4	1	0	3	2	0	2	1	1	2	0	2	2	0	2	3	0	2	3	0	2	3
	4			4			4			4			4			4			5			5			5		

<b>CASE 5: NEW TERTIARY ON YEAR 4; JUNIOR COLLEGE AT YEAR 5; BRIDGING AT YEAR 2</b>	0	0	4	1	0	3	2	0	2	2	0	2	1	1	2	0	2	3	0	2	3	0	2	3	0	2	3
	4			4			4			4			4			5			5			5			5		

<b>CASE 6: NEW TERTIARY ON YEAR 3; JUNIOR COLLEGE AT YEAR 5; BRIDGING AT YEAR 1</b>	1	0	3	2	0	2	2	0	2	2	0	2	1	1	3	0	2	3	0	2	3	0	2	3	0	2	3
	4			4			4			4			5			5			5			5			5		



# PROPOSED FRAMEWORK FOR THE DESIGN OF THE K+12 CURRICULUM



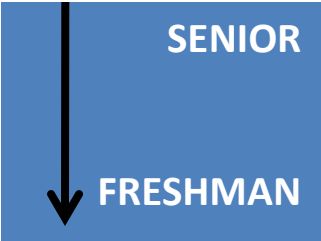
Graduate attributes	Complex Problems (Engineers)	Broadly-Defined Problems (Technologists)	Well-defined Problems (Technicians)
Depth of analysis required	Have no obvious solution and require abstract thinking, originality in analysis to formulate suitable models	Can be solved by application of well-proven analysis techniques	Can be solved in standardized ways
Depth of knowledge required	Requires research-based knowledge much of which is at, or informed by, the forefront of the professional discipline and which allows a fundamentals-based, first principles analytical approach	Requires a detailed knowledge of principles and applied procedures and methodologies in defined aspects of a professional discipline with a strong emphasis on the application of developed technology and the attainment of know-how, often within a multidisciplinary engineering environment	Can be resolved using limited theoretical knowledge but normally requires extensive practical knowledge

# PROPOSED FRAMEWORK FOR THE DESIGN OF THE BRIDGING CURRICULUM

Survey of Industry Desired Competencies Across Jobs



Determine Desired Learning Competencies (DLC's) for College Graduates



Determine No. of years of College = Internationally Accepted No. of Yrs of Formation -12



Work backwards to determine academic admissions requirements which are now the DLC's of the basic education program



*Determine the GAP and Design the Transition*

Determine Competencies of Graduates of Existing Curriculum



*Curriculum to Bridge the GAP*

