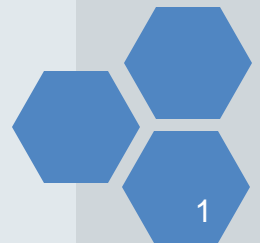


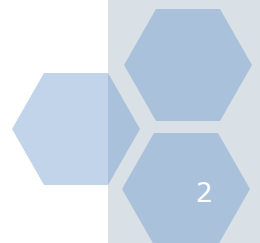
Philippine Qualifications Framework (PQF)





Outline of Presentation

- ❖ **What is PQF?**
- ❖ **Objectives of the PQF**
- ❖ **Benefits of the PQF**
- ❖ **The Development of the PQF**
- ❖ **The PQF vis-à-vis the Education System**
- ❖ **The 8-Level Descriptors**
- ❖ **PQF Implementing Bodies**
- ❖ **PQF Working Groups**
- ❖ **Some Notes**





From the President's SONA 2011

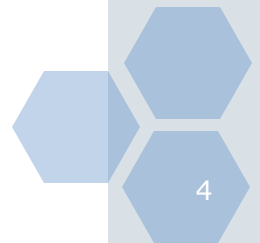
“... ngayon pa lang, nagtatagpo na ang kaisipan ng DOLE, CHED, TESDA at DepEd upang tugunan ang isyu ng job mismatch. Susuriin ang mga curriculum para maituon sa mga industriyang naghahanap ng empleyado, at gagabayan ang mga estudyante sa pagpili ng mga kursong hitik sa bakanteng trabaho.”





What is PQF?

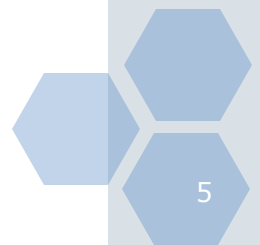
- ❖ **It is a national policy describing the levels of educational qualifications and sets the standards for qualification outcomes.**
- ❖ **A quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of a certain country**
- ❖ **It is competency-based and labor market driven.**
- ❖ **It is assessment- based qualification recognition.**





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**





Benefits of the PQF

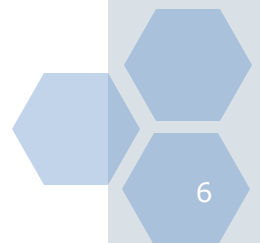
FOR THE PERSON

- ❖ **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





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

Provides the standards, taxonomy and typology of qualifications as bases for granting approvals to providers and stakeholders

Harmonizes qualifications in E & T across Philippines





The Development of PQF

INPUTS

Industry needs

Need for global recognition of competencies

Current qualifications issues at all levels

Qualifications issues in recognition of prior learning

Research and policy papers on NQF

NQFs of other countries

**Philippine
Qualifications
Framework**

OUTPUTS

Qualification Levels

Descriptors

Registers

Working Groups

Pathways & Equivalencies

Quality Assurance

Information & Guidelines

International Alignment

Consultation and Advocacy
With Stakeholders



The Philippine Education System



Elementary

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

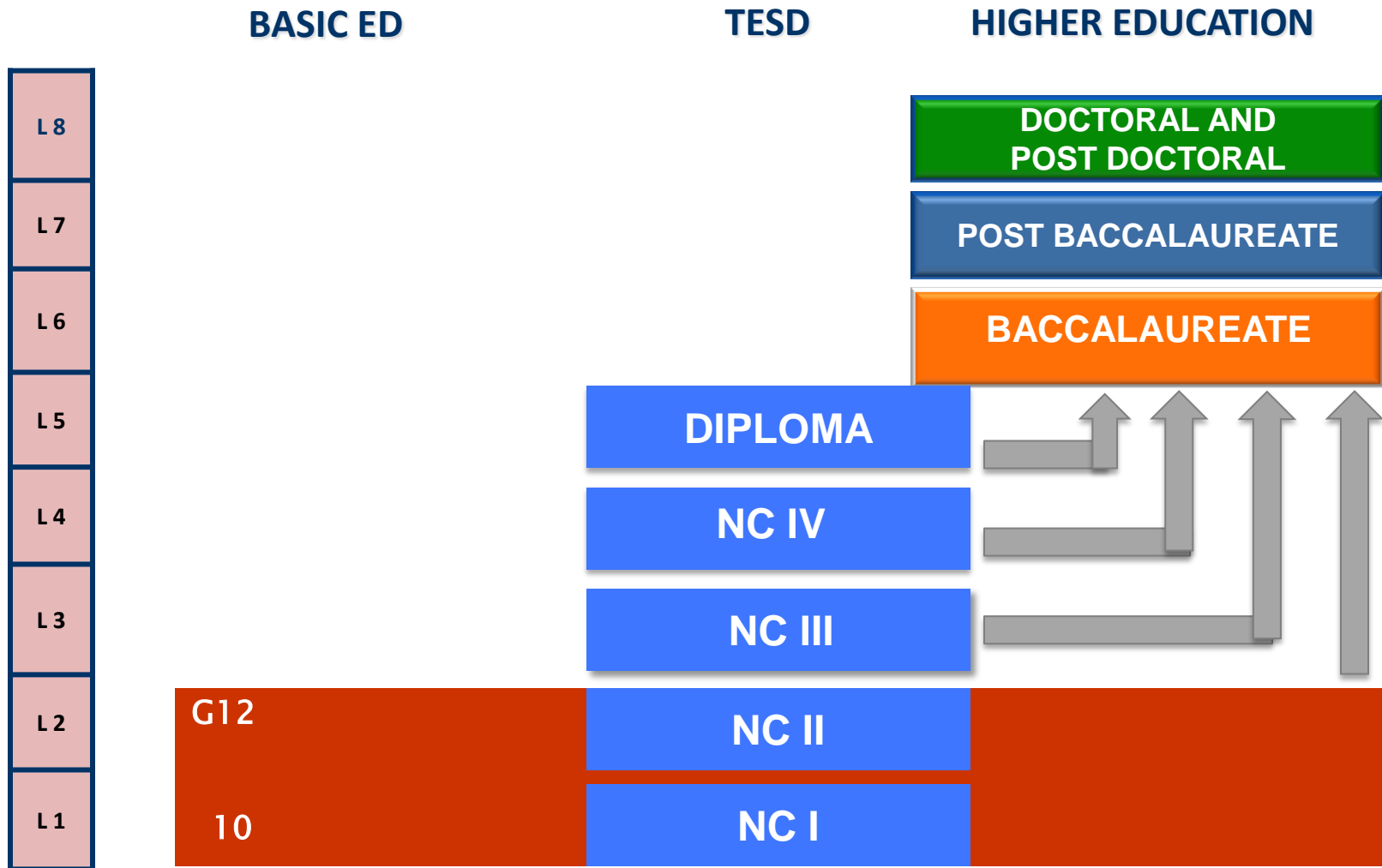
K

One (1)
Year



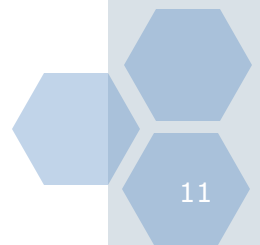
THE PHL QUALIFICATIONS FRAMEWORK

(Approved by the NEDA SDC-Cabinet on May 18, 2012)





8-Level Descriptors



LEVEL	1
KNOWLEDGE, SKILLS AND VALUES	Knowledge and skills that are manual or concrete or practical and/or operational in focus.
APPLICATION	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.
DEGREE OF INDEPENDENCE	In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.
QUALIFICATION TYPE	NATIONAL CERTIFICATE I

LEVEL**2****KNOWLEDGE, SKILLS
AND VALUES**

Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.

APPLICATION

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.

**DEGREE OF
INDEPENDENCE**

In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.

**QUALIFICATION
TYPE****NATIONAL CERTIFICATE II**

LEVEL

3

KNOWLEDGE, SKILLS AND VALUES

Knowledge and skills are a balance of theoretical and practical. Work involves understanding work process, contributing to problem solving and making decisions to determine process, equipment and materials to be used.

APPLICATION

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 applying established guidelines or procedures with some variations.

DEGREE OF INDEPENDENCE

Application may involve individual responsibility or autonomy, may involve some responsibility for others. Participation in teams including team or group coordination may be involved.

QUALIFICATION TYPE

NATIONAL CERTIFICATE III

LEVEL**4****KNOWLEDGE,
SKILLS AND
VALUES**

Knowledge and skills 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.

APPLICATION

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.

**DEGREE OF
INDEPENDENCE**

Work involves some leadership and guidance when organizing activities of self and others

**QUALIFICATION
TYPE****NATIONAL CERTIFICATE IV**

**KNOWLEDGE,
SKILLS AND
VALUES**

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.

APPLICATION

Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/ innovation.

**DEGREE OF
INDEPENDENCE**

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

QUALIFICATION

DIPLOMA

LEVEL	6
KNOWLEDGE, SKILLS AND VALUES	Graduates at this level have broad and coherent knowledge and skills in their field of study for professional work and lifelong learning
APPLICATION	Application in professional work or research in a specialized field of discipline and/or for further study
DEGREE OF INDEPENDENCE	Independent and /or in teams of related field with minimal supervision
QUALIFICATION TYPE	Baccalaureate Degree

**KNOWLEDGE, SKILLS
AND VALUES**

Graduates at this level have advanced knowledge and skills in specialized or multidisciplinary field of study for professional practice or self-directed research

APPLICATION

Applied in professional work that requires leadership and management in a specialized or multidisciplinary professional work, research and/or for further study

**DEGREE OF
INDEPENDENCE**

Independent and or in teams of multidisciplinary field with very minimal supervision

QUALIFICATION TYPE

Post-Baccalaureate Program

**KNOWLEDGE, SKILLS
AND VALUES**

Graduates at this level have highly advanced systematic knowledge and skills in very specialized or complex multidisciplinary field of learning for multifaceted research or professional practice or for the advancement of learning

APPLICATION

Applied in highly specialized or complex multidisciplinary field of professional work, research and/or further study that require management expertise, innovation and leadership

**DEGREE OF
INDEPENDENCE**

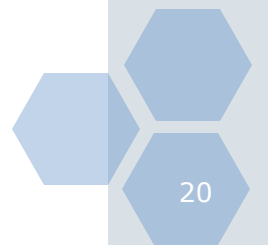
Independent and/or in teams of multidisciplinary and complex setting

QUALIFICATION TYPE

Doctoral Degree and Post-Doctoral Programs



PQF Implementing Bodies

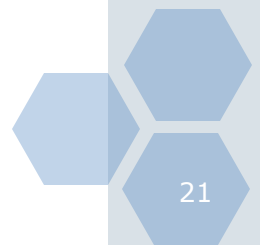




The PQF National Coordinating Committee is hereby created to be Chaired by the Secretary of the Department of Education (DepEd) with the following as members:

- a) Technical Education and Skills Development Authority (TESDA);**
- b) Commission on Higher Education (CHED);**
- c) Department of Labor and Employment (DOLE);** and,
- d) Professional Regulations Commission (PRC).**

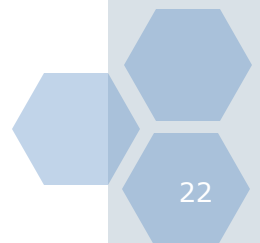
(Sec. 2, EO No. 83 s.2012)





Powers & Functions of the PQFNCC

- 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**





Powers & Functions of the PQFNCC

- 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 and accomplishments to the Office of the President with respect to the implementation of the Order.**
- 13. Perform such other functions that may be related to the implementation of the PQF**

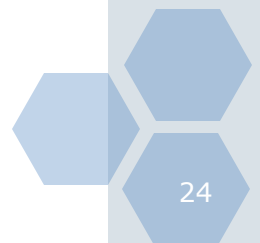




FUNCTIONS

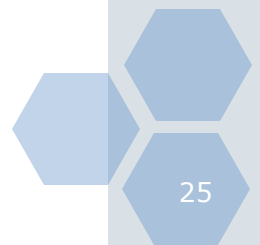
- 1. Provide technical and administrative support to the Committee;**
- 2. Engage the services of technical experts; and**
- 3. Perform such other functions as the Committee may deem necessary.**

Chair: DDG Irene Isaac, TESDA





PQF Working Groups



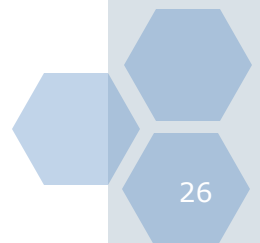


Qualifications Register

FUNCTIONS

- 1. Provides information to employers, trainers and trainees on education and training opportunities, licensure and assessment and certification services in professional and skilled qualifications;**
- 2. Maintains/updates the database of professional and skilled qualifications;**
- 3. Provides regular, timely data/information to the Technical Secretariat;**
- 4. Coordinates/Harmonizes agency databases on the registry of qualifications**

LEAD AGENCY: TESDA



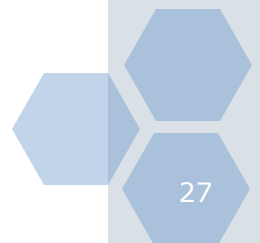


Pathways and Equivalencies

FUNCTIONS

- 1. Establishes equivalency pathways and equivalency system for seamless education transfer and/or progression between education levels corresponding to the PQF levels;**
- 2. Develops a National System of Credit Transfer;**
- 3. Facilitates the enhancement and adoption of the Ladderized Education Program consistent with the PQF**

LEAD AGENCY: CHED



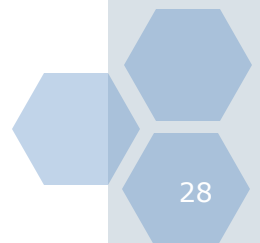


Quality Assurance

FUNCTIONS

- 1. Develops PQF quality procedures manuals;**
- 2. Facilitates the conduct of evaluation and compliance audits/reviews vis-à-vis set standards;**
- 3. Provides recommendations to the National Coordinating Committee (NCC) based on the results of the evaluation**

LEAD AGENCY: CHED



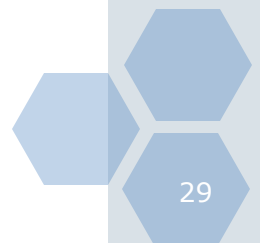


Information and Guidelines

FUNCTIONS

- 1. Develops information, education and communication (IEC) materials to promote and advocate PQF;**
- 2. Formulates guidelines, circulars and policy issuances for the approval of the NCC**

LEAD AGENCY: DepEd



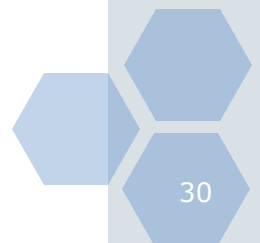


International Alignment

FUNCTIONS

- 1. Conduct researches/ studies for comparability/ benchmarking of Philippine qualifications with other countries and regional/international groupings;**
- 2. Coordinates with professional organizations in the pursuit of mutual recognition arrangements/ agreements**

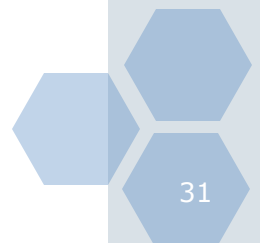
LEAD AGENCY: PRC





Some Notes

- ❖ **PQF-NCC meets regularly and keeps track of the TWGs**
- ❖ **TWGs develop their own work plans and targets and report periodically to the NCC**
- ❖ **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 (Sec. 4, EO No. 83 s.2012)**
- ❖ **The ASEAN Qualifications and Reference Framework (AQRF) Task Force are now working towards a regional framework**





Thank You!

