



The Philippine Qualifications Framework (PQF)



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Republic of the Philippines
Professional Regulation Commission



Rising Asian Economic Integration

Following Economic Crisis in the Eurozone, will Asian Economies Continue to Integrate?

ASEAN ECONOMIC COMMUNITY

2015



SINGLE MARKET AND PRODUCTION BASE

Free flow of professional services

ADB's Asian Economic Integration Monitor says, "Yes."

What could happen...

Progress in Regional Cooperation and Integration



Intraregional and "South-South" trade is growing faster than trade with traditional markets in the US and Europe



International Transmigration contributes to growth both in the source and host economies via remittances.

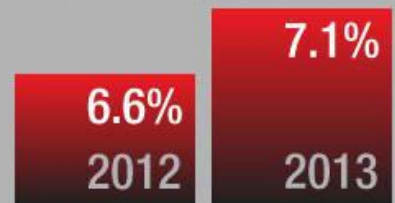


Cross-Border Connectivity strengthens intraregional trade

Regional Economic Update

GDP Growth Forecast

Source: Asian Development Bank



Regional Integration: A Balanced View



Regional Integration expands markets, better allocating resources and accelerating economic growth



Risk of Integration integration brings contagion risk and tends to increase inequality within countries



Cooperation Works cooperation can manage risks, maximize benefits

Free flow of goods

Free flow of capital

Free flow of investment

Free flow of skilled labor

Source:

http://farm8.staticflickr.com/7272/7601994244_5d9ab99785_b.jpg

The Compelling Call for Comparable Philippine Qualifications: ASEAN ECONOMIC COMMUNITY (AEC):2015

“The AEC areas of cooperation include human resources development and capacity building; recognition of professional qualifications; closer consultation on macroeconomic and financial policies; trade financing measures; enhanced infrastructure and communications connectivity; development of electronic transactions through e-ASEAN; integrating industries across the region to promote regional sourcing; and enhancing private sector involvement for the building of the AEC.

– AEC Blue Print (2007)

His Excellency Benigno S. Aquino III,
President of the Republic of the
Philippines, signed the
Executive Order No. 83 dated
October 1, 2012

**INSTITUTIONALIZATION
OF THE
PHILIPPINE
QUALIFICATIONS
FRAMEWORK**



**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 the Philippine Qualifications Framework (PQF)?

- ✓ It is a national policy, describes 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.



Different Types of Qualifications Framework

Sectoral	National	Regional	Trans-national
Specific levels/ sectors/ types of qualifications	Tracked/ Linked/ Unified	Meta-frameworks	Specific levels/ sectors/ types of qualifications
Usually very prescriptive	Varying prescriptiveness	Less prescriptive	Very limited prescriptiveness
E.g. Higher Education, TVET, General Education	E.g. Scotland South Africa Namibia Mauritius	E.g. SADCQF EQF	E.g. Commonwealth of Learning

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 (PQF)

OUTPUTS

Qualification Levels

Descriptors

Registers

Working Groups

Pathways & Equivalencies

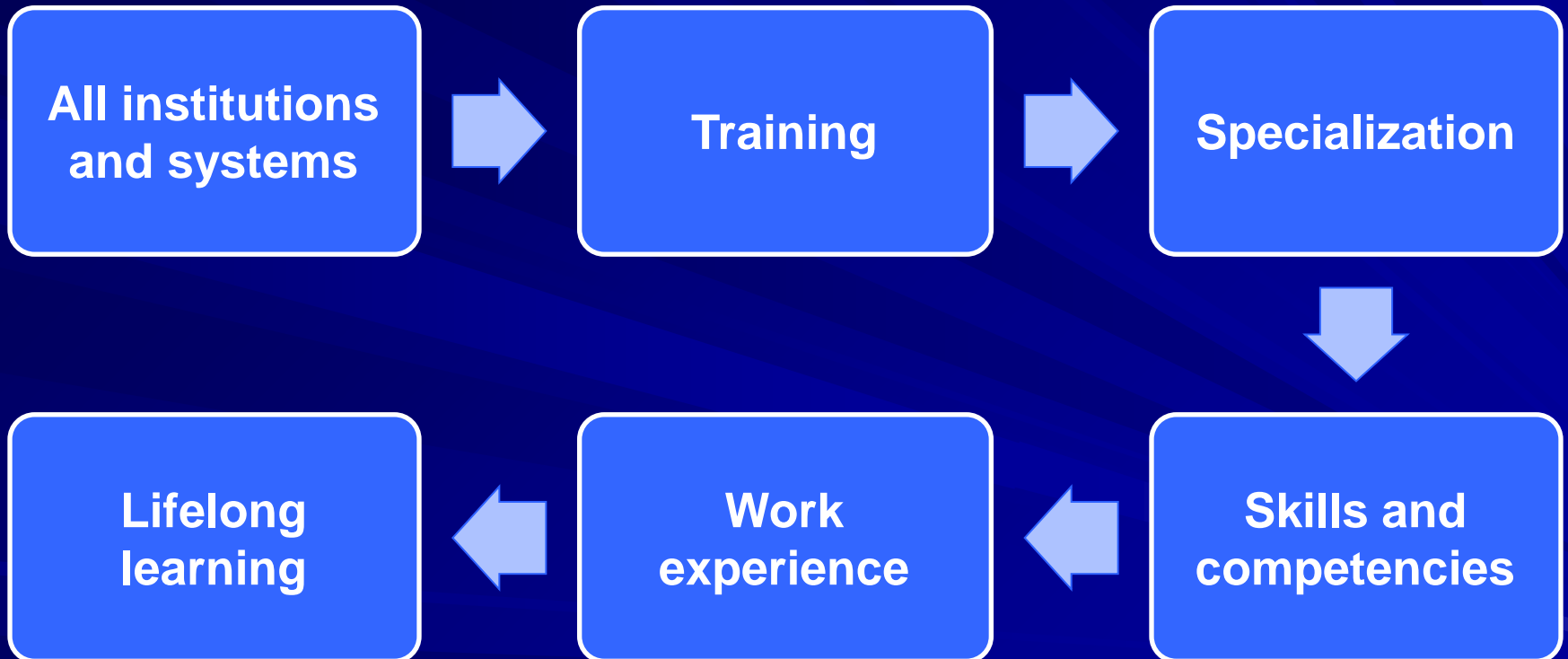
Quality Assurance

Information & Guidelines

International Alignment

Consultation and Advocacy With Stakeholders

The PQF Coverage



Objectives

National standards and levels for **outcomes** of education, training

National regulatory and **quality assurance mechanisms**

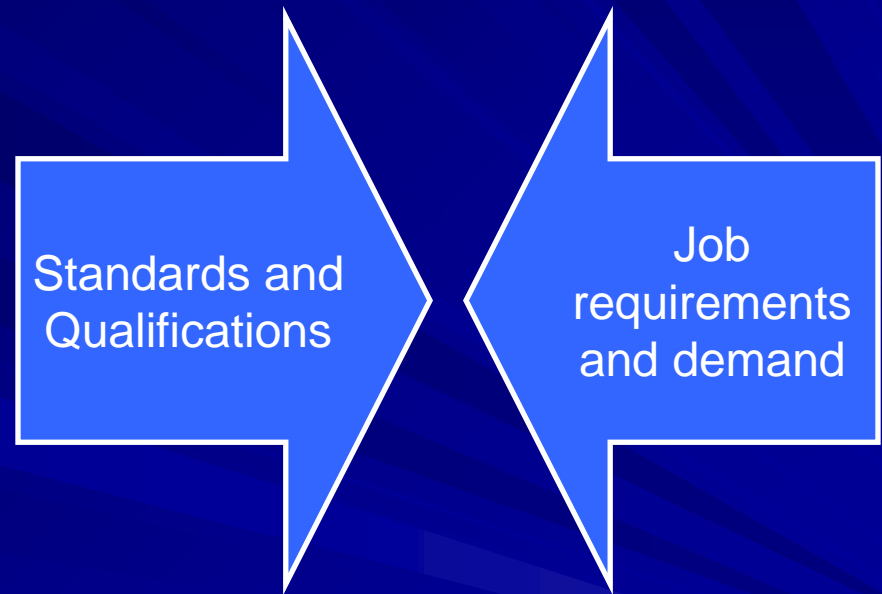
Pathways and equivalencies for access to qualifications

Alignment with international qualifications frameworks

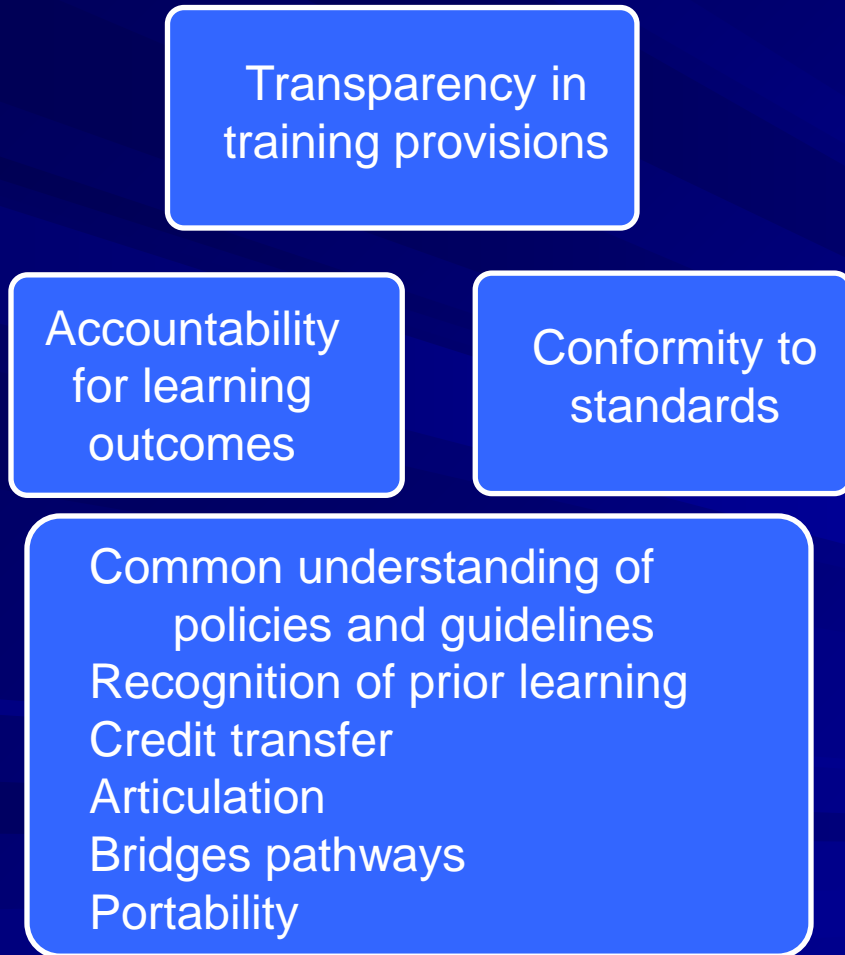
Individual **lifelong learning** goals for progress through education and training

Benefits for the PERSON

Benefits for the EMPLOYER



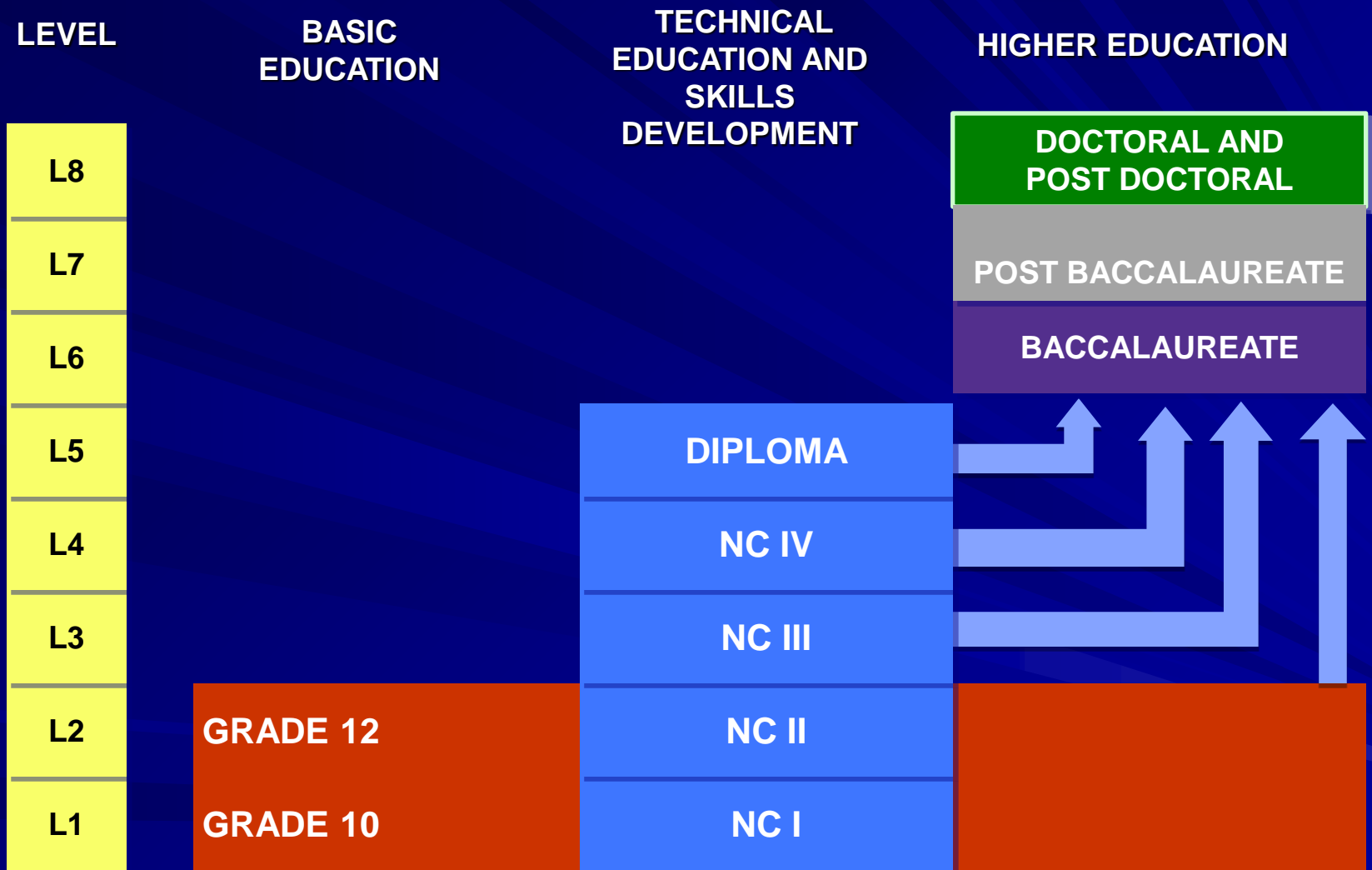
Benefits for Education and Training Providers



Benefit for the AUTHORITIES



THE PHILIPPINE QUALIFICATIONS FRAMEWORK



8-LEVEL QUALIFICATIONS DESCRIPTORS

Defined in terms of **3 DOMAINS**

1. **knowledge, skills and values** (The kind of knowledge, skills and values involved)
2. **application** (The context in which the knowledge and skills are applied)
3. **degree of independence** (Refers to responsibility and accountability)

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 1 - Dental Laboratory Technology Services

NC 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 2 - Dental Laboratory Technology Services (Fixed Dentures/ Restorations)

Level 2- Dental Laboratory Technology Services (Removable Dentures/ Appliances)

NC II

LEVEL

3

KNOWLEDGE, SKILLS AND
VALUES

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.

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/or applying established guidelines or procedures with some variations.

DEGREE OF INDEPENDENCE

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.

QUALIFICATION TYPE

NATIONAL CERTIFICATE III
Level 3 - Dental Laboratory Technology Services
NC III

LEVEL

4

KNOWLEDGE, SKILLS AND
VALUES

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.

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
Level 4 - Dental Technology NC IV
Level 4 - Dental Hygiene NC IV

LEVEL

5

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 TYPE

DIPLOMA
Level 5 - Diploma

LEVEL

6

KNOWLEDGE, SKILLS AND VALUES

Graduates at this level can demonstrate broad and coherent knowledge and skills in their respective fields of study for professional/creative work , innovations, and lifelong learning

APPLICATION

Application in professional/creative work research and innovation in a specialized field of discipline and/or further study

DEGREE OF INDEPENDENCE

Some (Substantial) degree of independence and/or in teams of related fields with minimal supervision

QUALIFICATION TYPE

Baccalaureate Degree
Level 6 - Doctor of Dental Medicine

LEVEL

7

KNOWLEDGE, SKILLS AND
VALUES

Graduates at this level can demonstrate advanced knowledge and skills in a specialized or a multi-disciplinary field of study for professional practice, creative work, self-directed research and/or lifelong learning

APPLICATION

Applied in professional/ creative work research or innovation that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research

DEGREE OF INDEPENDENCE

Substantial (High) degree of independence that involves exercise of leadership and initiative in individual work or in teams of multidisciplinary field

QUALIFICATION TYPE

Post-Baccalaureate Program

Level 7 -Master of Science in Dentistry / Fellow of a PRC Accredited Dental Specialty Society

LEVEL

8

KNOWLEDGE, SKILLS AND
VALUES

Graduates at this level demonstrate highly advanced systematic knowledge and skills in a highly specialized and/or complex multi-disciplinary field of learning for complex research, creative work and or professional practice and leadership for the advancement of learning and development of innovations

APPLICATION

Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field

DEGREE OF INDEPENDENCE

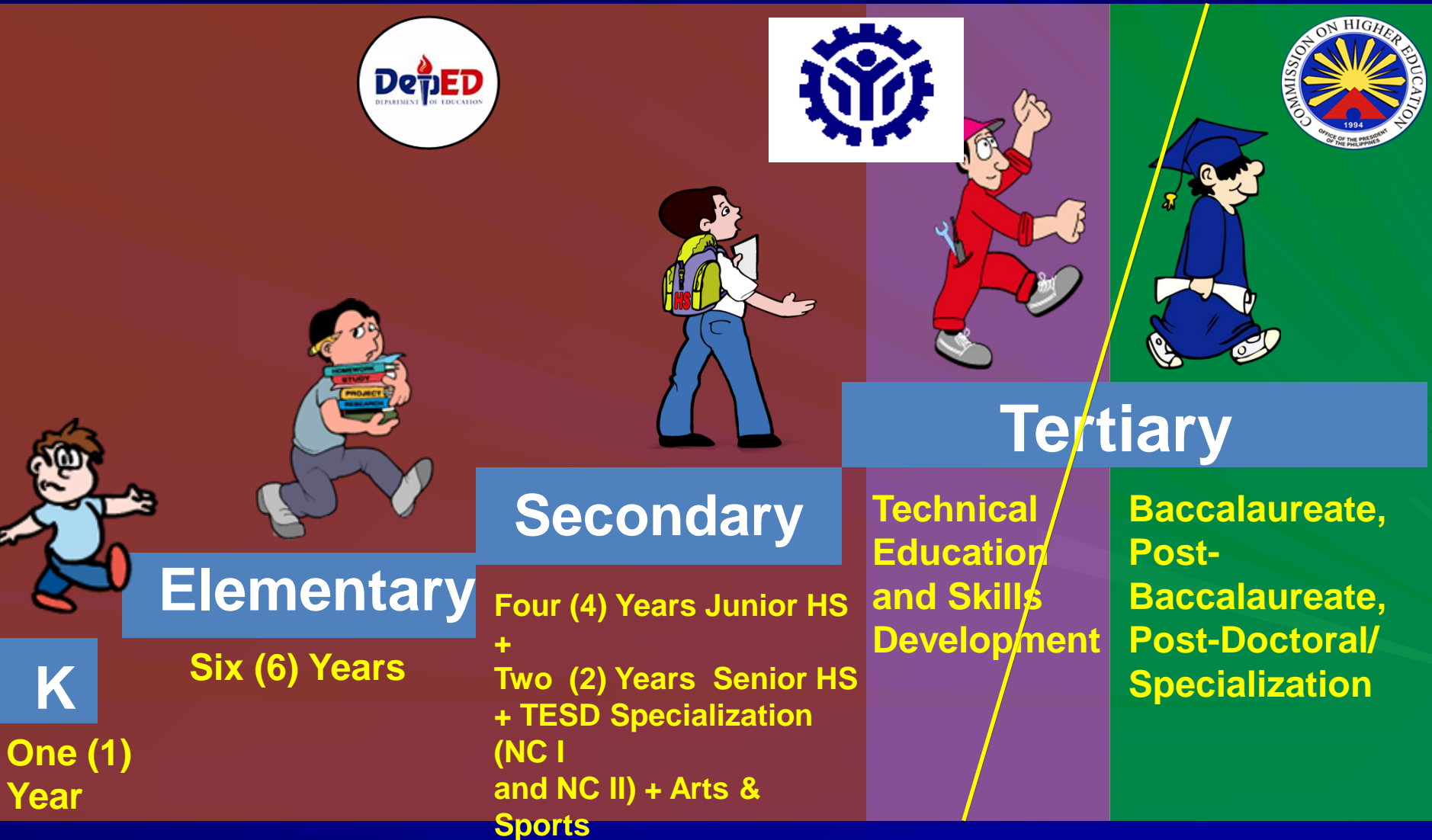
High degree of (Full) independence and/or in teams of multi-disciplinary and more complex setting that demands leadership for creativity and strategic value added. Significant level of expertise-based autonomy and accountability

QUALIFICATION

Doctoral Degree and Post-Doctoral Programs

Level 8 - Ph.D. in Dentistry or related Doctoral Degrees in Dentistry / Diplomate of a PRC Accredited Dental Specialty Society

The Philippine Education System



Elementary

Secondary

Tertiary

K

Six (6) Years

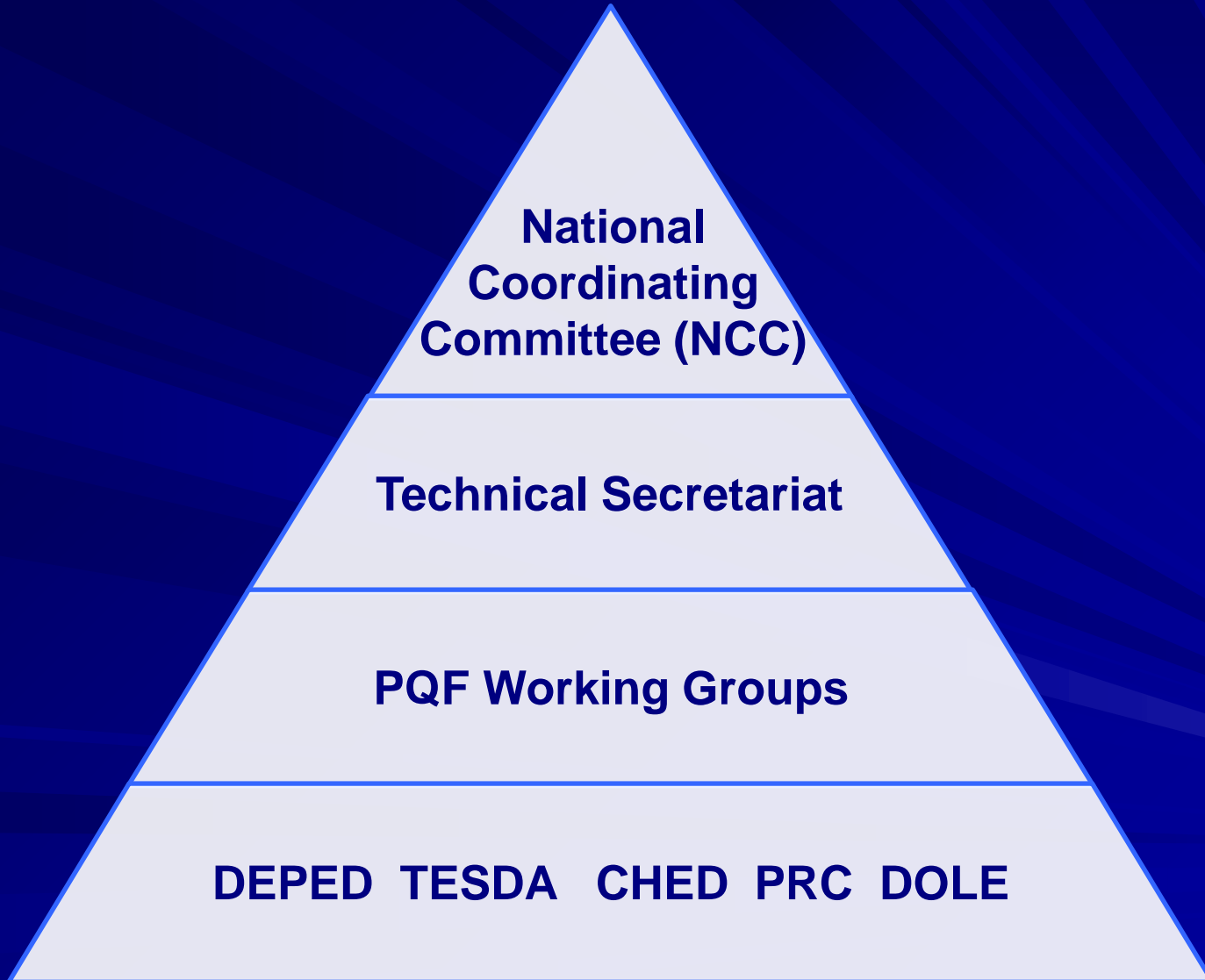
**Four (4) Years Junior HS
+
Two (2) Years Senior HS
+ TESD Specialization
(NC I
and NC II) + Arts &
Sports**

**Technical
Education
and Skills
Development**

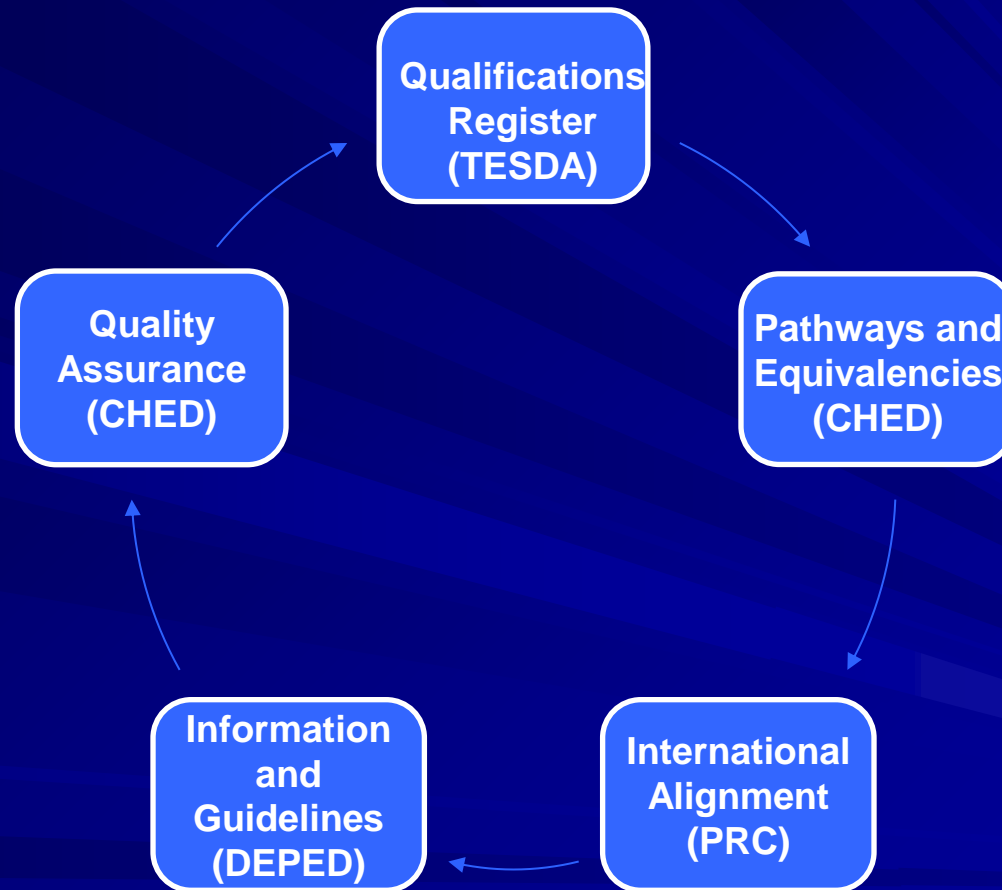
**Baccalaureate,
Post-
Baccalaureate,
Post-Doctoral/
Specialization**

**One (1)
Year**

Governance of the PQF



PQF Working Groups and Lead Agencies



Qualifications Register

Qualifications Title

Qualification Level

Issue Coding

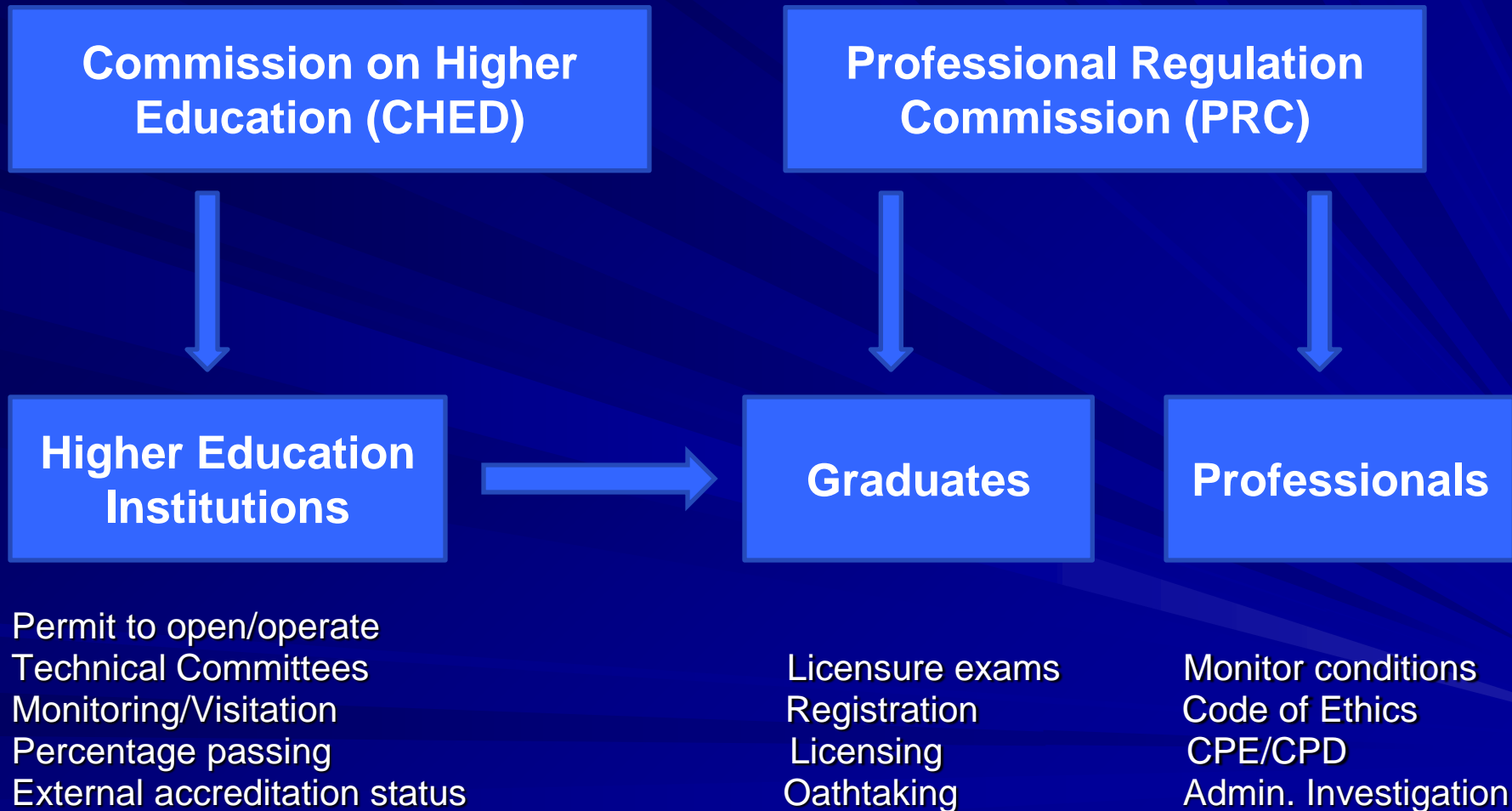
Date of Issue

Issued by:

Descriptor



Quality Assurance



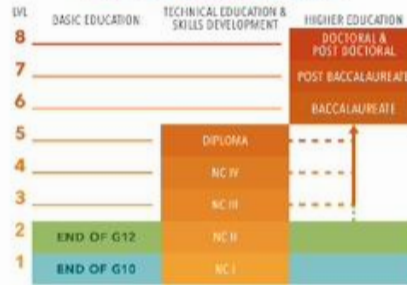
Information and Guidelines



PHL QUALIFICATIONS FRAMEWORK

The Philippine Qualifications Framework (PQF) encourages lifelong learning, allowing the person to start at the level that suits him and then build-up his qualifications over time.

PQF PROGRESSION CHART



PQF OBJECTIVES

- ✓ **ADOPTS** national standards and levels for outcomes of education.
- ✓ **ASSISTS** people to move easily between different education sectors, training sectors, and the labor market.
- ✓ **ALIGNED** to international qualifications for full recognition of the value of Philippine qualifications.

WHO WILL BENEFIT FROM THE PQF?



INDIVIDUALS are allowed to start at the level which suits him/her, moving up through the levels as knowledge and skills develop. After reaching a certain level, they are accredited with certificates and licenses recognized by the government.



EDUCATORS & TRAINING PROVIDERS are given a standardized qualification for education and training nationwide.



EMPLOYERS are provided with specific training standards and qualifications that are aligned to industry standards.



AUTHORITIES (GOVERNMENT AGENCIES) are provided with common standards of qualifications as bases for granting approvals to stakeholders.

WHO ARE IN CHARGE OF THE PQF?



TESDA maintains/updates database of TESDA and professional qualifications in line with the eight (8) levels of the PQF.



CHED provides PQF manuals; evaluates the set standards and provides recommendations on the results of the evaluations; and facilitates and develops the Ladderized Education Program.



DepED formulates guidelines and policies, and develops Information, Education, and Communication (IEC) materials to promote the PQF.



PRC conducts studies on the alignment of the PQF with international standard, and coordinates with other organizations for partnerships and arrangements.



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

International Alignment

Functions:

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

Next Steps

- Review and revision of the Policies, Standards and Guidelines (PSGs) to transform the current PSGs into an outcomes-based format;
- The Technical Panels/Committees for each discipline will prescribe the competencies required for each program;
- Review and revision of the Training Regulations to realign them with the new descriptors in technical skills development

Next Steps

- **Harmonization of the pertinent K to 12 curriculum with the new descriptors;**
- **Alignment of licensure examinations**
- **Continuing consultations with industry; and**
- **Advocacy and public hearings to be conducted at the regional levels**

Next Steps for PRC

Review the framework and content of the licensure examinations of each of the professions

Review the guidelines in the accreditation, monitoring, evaluation system and implementation of CPE Providers and Programs

Quality Assurance

Aligns with the 3 domains of PQF

Based on International Standards/Best Practices

Responsive to the needs of the industry here and abroad

Outcomes-Based

With transparent system/process



ASEAN Qualifications Reference Framework (AQRF)

BACKGROUND

- May 2010, Manila: 1st AANZFTA Joint Committee Meeting considered the draft of the concept proposal for the ASEAN Qualifications Reference Framework

GOVERNANCE

- Creation of Task Force for the AQRF
- Chair: PRC Chairperson Teresita R. Manzala

ASEAN Qualifications Reference Framework (AQRF)

SCOPE

- A common reference framework
- Function: translation device
- Comparison of qualifications across participating AMS
- Covers senior schooling, TVET and higher education

PURPOSE: To enable comparisons of qualifications across countries that will:

- 1.Support recognition of qualifications
- 2.Facilitate lifelong learning
- 3.Promote and encourage credit transfer and learner mobility
- 4.Promote worker mobility

ASEAN Qualifications Reference Framework (AQRF)

PRINCIPLES

- Voluntary in nature
- Neutral influence on NQF's
- Provide support and enhance each country's NQF

ASEAN Qualifications Reference Framework (AQRF)

STRUCTURE: Learning Outcomes

- Based on descriptors of levels of complexity of learning outcomes
- Facilitate comparisons and links

STRUCTURE: Levels

- Eight levels
- Based upon a hierarchy of complexity of learning outcomes

ASEAN Qualifications Reference Framework (AQRF)

STRUCTURE: Domains

Three domains

1. Knowledge and Skills
2. Application (context)
3. Responsibility and accountability

37 of 50	LEVEL	PQF 6
	KNOWLEDGE, SKILLS AND VALUES	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	Application in professional work in a broad range of discipline and/or for further study
	DEGREE OF INDEPENDENCE	Independent and /or in teams of related field
	QUALIFICATION TYPE	Baccalaureate Degree

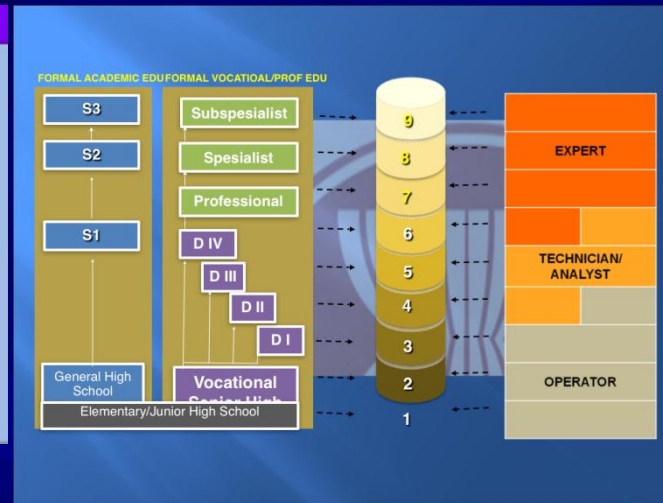
38 of 50	LEVEL	AQRF 6
	KNOWLEDGE AND SKILLS	Are specialized technical and theoretical, involving critical and analytical thinking
	APPLICATION	Are complex and changing
	RESPONSIBILITY	Involve the development of solutions to resolve both complex and abstract issues
		Minimal guidance and demonstrated initiative, adaptability and self direction
		Defensible judgment and significant planning, coordination and evaluation and improvement of activities

National Qualifications Framework of the ASEAN Member States

MALAYSIA

MQF Levels	Sectors			Life Long Learning APEL Accreditation of Prior Experiential Learning
	Skills	Vocational & Technical	Higher Education (Academic & Professional)	
8			Doctoral Degree	
7			Masters Degree	
6			Postgraduate Cert. & Diploma	
			Bachelors Degree	
5			Graduate Cert. & Diploma	
	Advanced Diploma	Advanced Diploma	Advanced Diploma	
4	Diploma	Diploma	Diploma	
3	Skills Cert. 3	Vocational & Technical Certificate	Certificate	
2	Skills Cert. 2			
1	Skills Cert. 1			

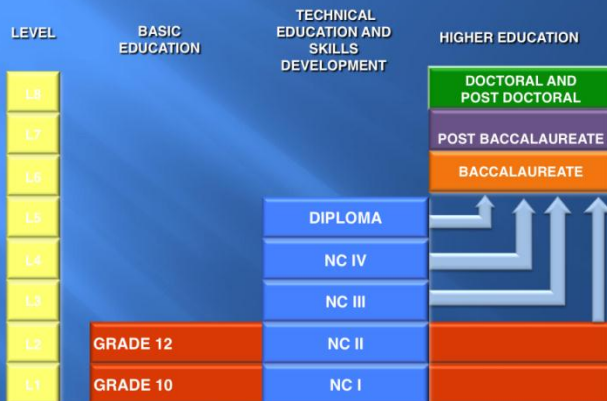
INDONESIA



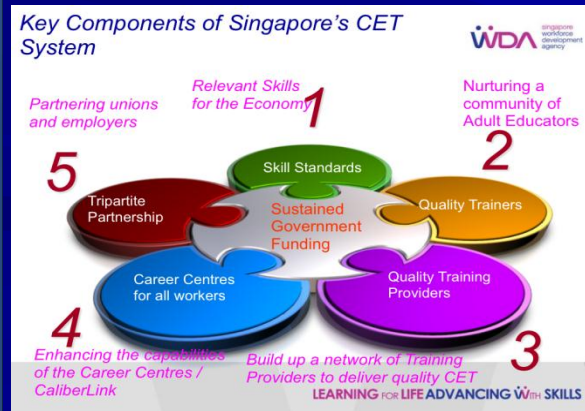
VIETNAM

Levels	TVET	Higher Education	National Vocational Skills	Levels
8		Doctor Degree	5	8
7		Master Degree	4	7
6	Advance Diploma	Bachelor Degree		6
5	Diploma		3	5
4	Intermediate Diploma		2	4
3	Certificate III			3
2	Certificate II		1	2
1	Certificate I			1

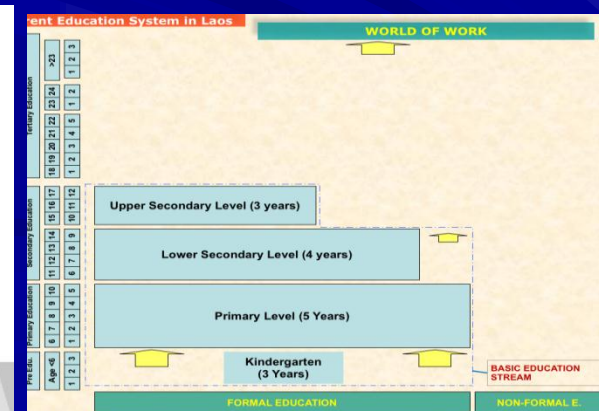
PHILIPPINES



SINGAPORE



LAOS

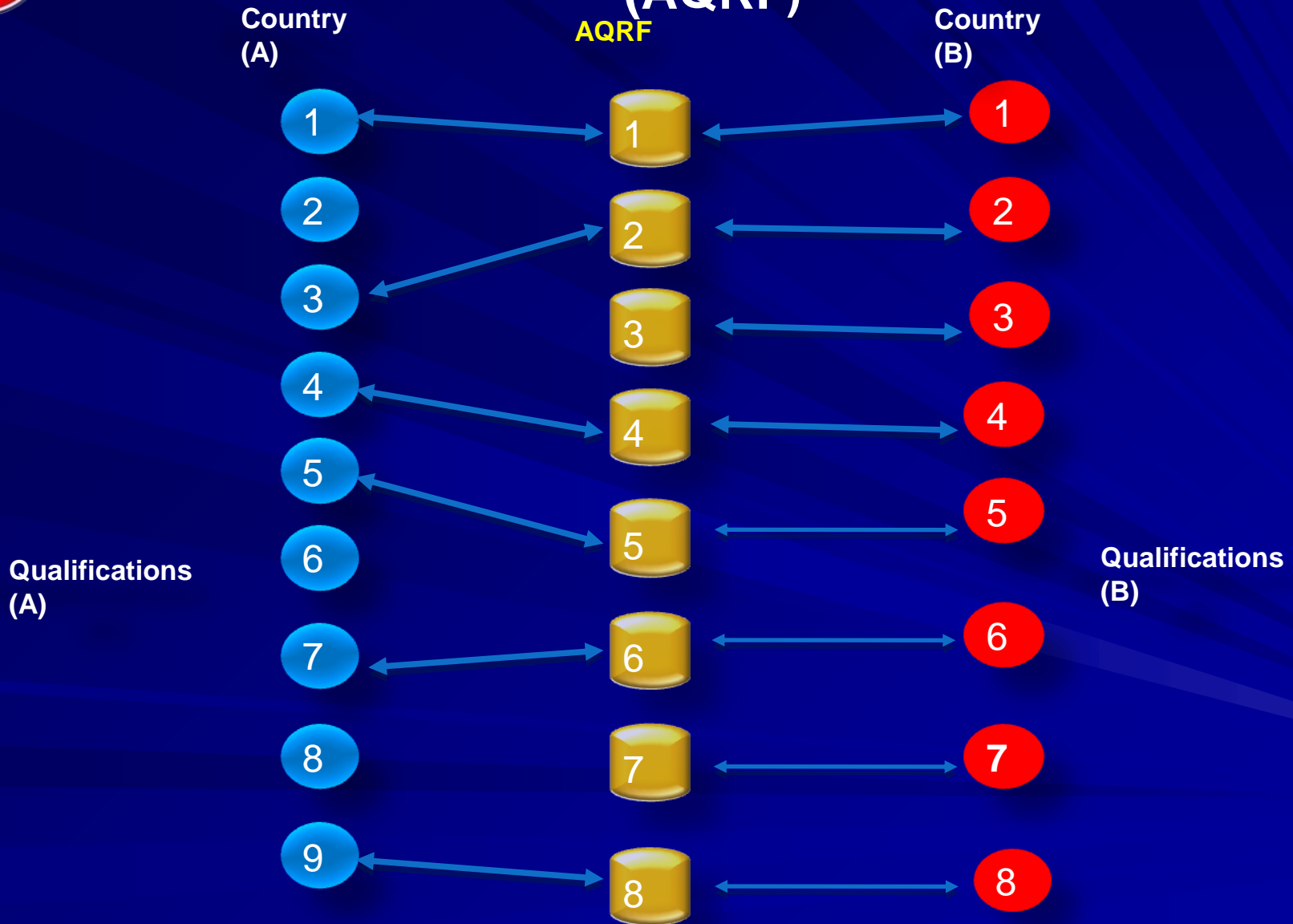


NQF's Levels

COUNTRY	NUMBER OF LEVELS
PHILIPPINES	8
THAILAND	9
MALAYSIA	8
INDONESIA	9
BRUNEI	8
CAMBODIA	8
AUSTRALIA	10
NEW ZEALAND	10

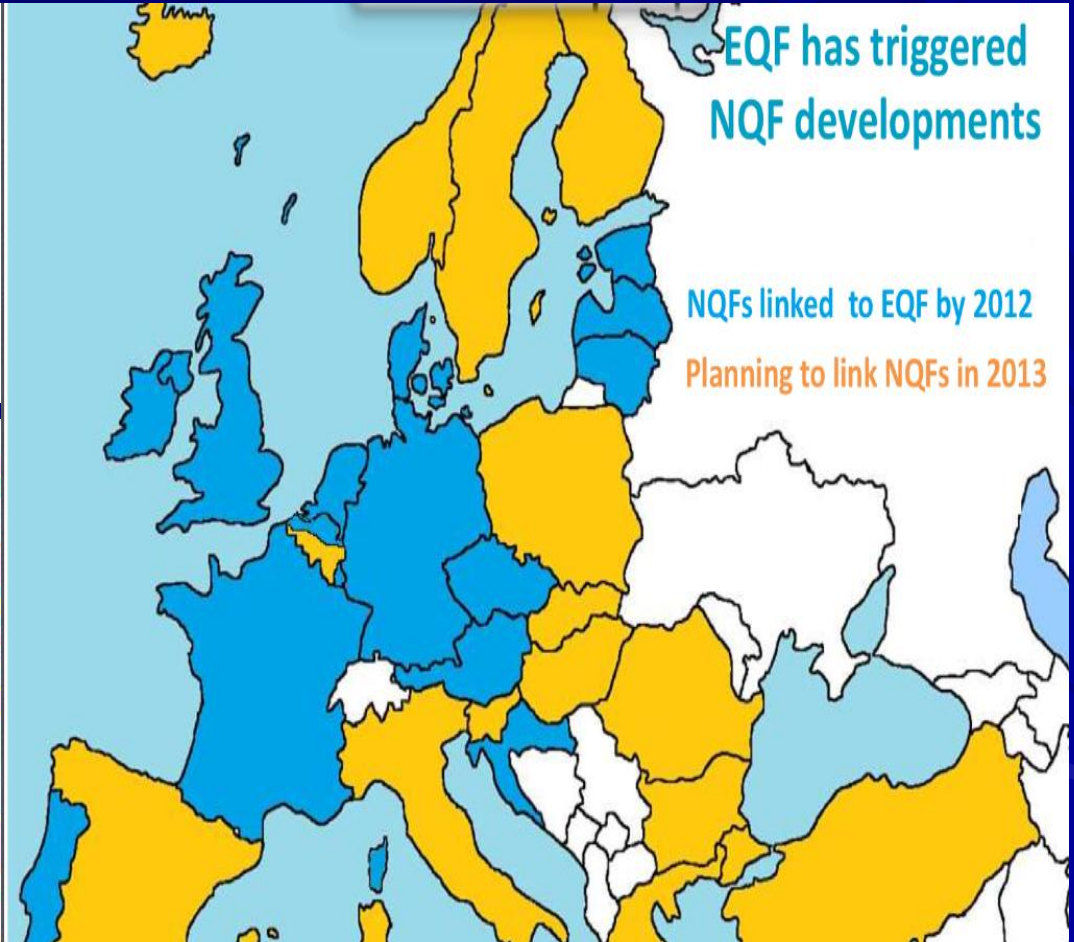


ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)



Global Referencing

Australian
Qualifications
Framework



The Virtual University for Small States of the Commonwealth

Overall Participation in Meetings

	Trinidad & Tobago	21*
	Samoa	16*
	Namibia	12
	Seychelles	12*
	Jamaica	11
	Maldives	11
	Mauritius	11*
	Barbados	10
	Botswana	10
	Lesotho	10
	Swaziland	10
	Tuvalu	10
	Belize	8
	St. Kitts & Nevis	8
	St. Vincent and the Grenadines	8
	Vanuatu	8

* Hosted Course Development Workshop

Conceptual Framework



Thank you