PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF)

Dr. Reynaldo B. Vea
Chairperson, National Referencing Committee for Philippines
International

- Globalization: the paradigm shift
- Globalization: the breakdown of national borders and emergence of regional economies (e.g. EU, ASEAN EC)
- Mobility, the demand for comparability, National Qualifications Frameworks and Regional Referencing Frameworks
National

• Persistent critique of the mismatch between educational qualifications and the needs of industry/economy;
• Fragmented system of qualifications in a country;
• The pressure of regional economic communities (e.g. ASEAN Economic Community) and Issues of comparability for a significant number of skilled workers and professionals working in other countries.
What is PQF?

• 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 educated/trained in the Philippines.
Objectives of PQF?

- Adopt national standards and levels for outcomes of education;
- Support the development & maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between different education & training sectors and between these sectors and the labor market; and
- Align domestic qualification standards with the international qualifications framework thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.
Benefits of PQF:

- Person
- Employers
- Education & Training Providers
- Authorities
- Filipino Public
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
• Recognized Certificates and licenses

For the Employers

• Assures that standards and qualifications are consistent with job requirements/demand
• Provides common understanding of 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
- Catalyzes reforms towards quality programs
- Provides common understanding of policies and guidelines on credit transfers, articulation, portability, bridges pathways and RPL

For the Authorities (Government)

- Provides the standards, taxonomy and typology of qualifications as bases for granting approvals to providers and stakeholders
- Harmonizes qualifications in E & T across the Philippines
Benefits of the PQF

For the Filipino public

• A change in the mindset that undermines technical education
DEFINITION OF QUALIFICATIONS

• Qualifications are all formal “awards” which signify that the bearer has some knowledge or competencies, or that they have successfully completed some learning program.

• Qualifications are translated into statements of learning outcomes and associated requirements for awards.
PQF: Origin and Development

1998: Started with TVET Sector

2003: Philippine TVET Qualifications Framework (PTQF)

2004: Executive Order promoting expansion of QF

2012: Executive Order 83 Institutionalization of PQF

2014: RA 10647 (Ladderized Education Act of 2014) Institutionalization of PQF

2018: RA 10968 (PQF Act) Institutionalization of PQF
Philippine Qualifications Framework

NATIONAL POLICY

LEVELS OF EDUCATIONAL QUALIFICATIONS

STANDARDS FOR QUALIFICATION OUTCOMES

COMPETENCY-BASED

LABOR MARKET-DRIVEN

ASSESSMENT-BASED QUALIFICATION RECOGNITION
THE PHL QUALIFICATIONS FRAMEWORK

as per PQF-NCC Resolution No. 2014-03 adopted on December 11, 2014

LEVEL
L8
L7
L6
L5
L4
L3
L2
L1

BASIC EDUCATION

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT

Diploma
NC IV
NC III
NC II
NC I

HIGHER EDUCATION

BACCALAUREATE
POST BACCALAUREATE
DOCTORAL AND POST DOCTORAL

GRADE 12
Has 8 Level Qualification Descriptors
Defined in terms of 3 Domains:

• Knowledge, skills, and values
• Application
• Degree of Independence
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GRADE 12</th>
</tr>
</thead>
</table>
| KNOWLEDGE, SKILLS AND VALUES            | • Possess **functional knowledge** across a range of learning areas and **technical skills in chosen career tracks with advanced competencies** in communication; scientific, critical and creative thinking; and the use of technologies.  
• Have an understanding of right and wrong; one’s history and cultural heritage; and deep respect for self, others and their culture, and the environment.                                                                                                                   |
| APPLICATION                             | • **Apply functional knowledge, technical skills and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources.**                                                                                                                                                   |
| DEGREE OF INDEPENDENCE                  | • **Apply skills in varied situations with minimal supervision**                                                                                                                                                                                                                                                                         |
## PQF Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE, SKILLS AND VALUES</strong></td>
<td>Knowledge and skills that are manual or concrete or practical and/or operational in focus.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>DEGREE OF INDEPENDENCE</strong></td>
<td>In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.</td>
</tr>
<tr>
<td><strong>QUALIFICATION TYPE</strong></td>
<td>NATIONAL CERTIFICATE I</td>
</tr>
<tr>
<td><strong>LEVEL</strong></td>
<td>2</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>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.</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>NATIONAL CERTIFICATE II</td>
</tr>
</tbody>
</table>
## PQF Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE, SKILLS AND VALUES</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>DEGREE OF INDEPENDENCE</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>QUALIFICATION TYPE</strong></td>
<td>NATIONAL CERTIFICATE III</td>
</tr>
</tbody>
</table>
PQF Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>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.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>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.</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Work involves some leadership and guidance when organizing activities of self and others</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>NATIONAL CERTIFICATE IV</td>
</tr>
<tr>
<td><strong>LEVEL</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>KNOWLEDGE, SKILLS AND VALUES</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/innovation.</td>
</tr>
<tr>
<td><strong>DEGREE OF INDEPENDENCE</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>QUALIFICATION TYPE</strong></td>
<td>DIPLOMA</td>
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</tbody>
</table>
## PQF Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Application in professional/creative work or research in a specialized field of discipline and/or further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Substantial degree of independence and or/in teams of related fields with minimal supervision</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Baccalaureate Degree</td>
</tr>
</tbody>
</table>

(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)
## PQF Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KNOWLEDGE, SKILLS AND VALUES</th>
<th>APPLICATION</th>
<th>DEGREE OF INDEPENDENCE</th>
<th>QUALIFICATION TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning</td>
<td>Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research</td>
<td>High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field</td>
<td>Post-Baccalaureate Program</td>
</tr>
</tbody>
</table>

*(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)*
## PQF Descriptors

### LEVEL 8
(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)

<table>
<thead>
<tr>
<th>KNOWLEDGE, SKILLS AND VALUES</th>
<th>Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multi-disciplinary field of learning for complex research and/or professional practice and/or for the advancement of learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLICATION</td>
<td>Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Doctoral Degree and Post-Doctoral Programs</td>
</tr>
</tbody>
</table>
PQF Working Groups and Lead Agencies

- Qualifications Register (TESDA)
- Pathways and Equivalencies (CHED)
- Quality Assurance (CHED)
- Information and Guidelines (DEPED)
- International Alignment (PRC)
Process of Referencing the Philippine Qualifications Framework (PQF) to the ASEAN Qualifications Reference Framework (AQRF)
ASEAN QUALIFICATIONS
REFERENCE FRAMEWORK (AQRF)
The ASEAN Qualifications Reference Framework (AQRF)

- a regional common reference framework.

- functions as a device to enable comparisons of qualifications across ASEAN Member States.

- addresses education and training sectors and the wider objective of promoting lifelong learning.
The AQRF is a translation device that aims to broaden the understanding of national qualifications systems of AMS for people from other ASEAN countries and from outside the ASEAN region.

A National Qualifications Framework (NQF) level for a country links to AQRF level 4 then it will be possible to identify all the other NQF levels that link to AQRF level 4 and make comparisons between national qualifications.

In the future it may be possible, if there is a commitment by the responsible bodies, to use the AQRF to link to NQFs outside the ASEAN region and to other common reference frameworks in the world.
Overview of Referencing

- An autonomous national process where the relevant national stakeholders and authorities agree on the appropriate link between national qualifications levels at the AQRF levels.

- The AQRF does not prescribe how the referencing process is to be undertaken but does identify eleven referencing criteria that must be used.

- The methods used in creating a link between an NQF and the AQRF will vary from country to country.

In order to respect national traditions there can be no single way to reference to the AQRF.
Managing the Referencing

The referencing process aims to link the levels on the national qualifications system to those in the AQRF in a **consistent, trusted** and **transparent** way.
Referencing Process

- setting up appropriate committees at national level
- making a defensible proposal that links the levels of the NQF to the levels of the AQRF
- consulting national stakeholder groups
- writing a referencing report
- presenting it to the AQRF Committee
Referencing Process

- Referencing is a process that establishes the relationship between the eight-level AQRF and NQF or qualifications system of participating AMS;
- The number of levels an NQF may differ, and typically between 8 and 9 levels.
- AQRF would improve the understanding of the qualification of each level of a NQF or qualifications system of the participating AMS.
- AQRF also works as an information tool to facilitate the recognition of qualifications and does not replace the decision-making process of the competent authorities in each AMS.
Governance

At the regional level, the referencing process is overseen by

- National AQRF Committee
  - Acts as the focal point for the AQRF
  - undertake peer review of the reports submitted by AMS;
  - a high level executive committee that can engage with the complex policy and technical issues arising from implementation and evolution of a regional qualifications framework;
  - able to draw on its membership for up-to-date information from each AMS and be regarded as an authority in its decision making;
  - responsible for building the zone of trust by providing transparency to the public.

- AQRF Committee

- AEM ASED ALMM
  - 3ASEAN Ministerial Bodies
  - Consider and endorse the recommendations of AQRF Committee’s decision on the Reference Reports
• Considers information and issues from the AQRF Committee and is the single source of national information;
• Represents the main stakeholders in qualifications in the country;
• Responsible for the Referencing report but may not be directly engaged in writing the report or conducting the referencing process;
• Considers the design of a referencing process that will inspire trust in the qualifications and qualifications framework in the country;
• Considers the results of a national consultation on the provisional linkage and amend the proposal if necessary;
• Endorses a draft referencing report so that it may be submitted to the AQRF Advisory Committee;
• Considers the discussions of the report at the AQRF Advisory Committee and to agree any amendments.
National Referencing Committee

Roles and Responsibilities:

The NRC is responsible for drafting the referencing report under the overall framework and line of direction defined by NAC.

Specifically, the NRC shall be responsible for:

- Defining the content of the referencing report as well as the documentation requirements for the reference between the PQF and the AQRF;
- Ensuring that a transparent methodology is used in the report preparation process, and that the decisions made as part of that work are documented;
- Preparing the referencing report and recommend to the NAC the reference between the levels in the PQF and the AQRF based on the documentation and analysis.
National Referencing
Committee

Criteria for Selection

The members should:
- have experience in referencing processes or any related activities
- have expertise on basic, technical vocational education and training and in higher education
11 Referencing Criteria

Criterion 1. The structure of the education and training system is described.

Criterion 2. The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process.

Criterion 3. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent.

Criterion 4. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF.
11 Referencing Criteria (Cont.)

**Criterion 5.** The basis in agreed standards of the national framework or qualifications system and its qualifications is described.

**Criterion 6.** The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system are described. All of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome.

**Criterion 7.** The process of referencing has been devised by the main public authority and has been endorsed by the main stakeholders in the qualifications system.

**Criterion 8.** People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting.
CHED ADMINISTRATIVE ORDER
No. 01
Series of 2014

SUBJECT: REVISED GUIDELINES IN THE FORMULATION OF CHED POLICIES, STANDARDS AND GUIDELINES (PSGs) OF BACCALAUREATE LEVEL ACADEMIC PROGRAMS
Section III. Program Outcomes

The Philippine Qualifications Framework (PQF)

Section 3.4 of the Guidelines for the Implementation of CMO 46 states "The revised learning competency-based standards as reflected in the revised PSGs shall substantiate the higher education component of the Philippine (National) Qualifications Framework (PQF)."
The PQF categorizes the baccalaureate degree as qualification level 6. On knowledge, skills and values, the descriptor of this level states that, the "graduates at this level have broad and coherent knowledge and skills in their field of study for professional work and lifelong learning." On the application of knowledge and skills, the level 6 descriptor states that the graduate should be able to do “professional work or research in a specialized field of discipline and/or for further study.” Furthermore, the graduates must be able to work “independently and/or in teams of related fields with minimal supervision.”

Required Minimum Set of Program Outcomes

The required minimum set of program outcomes are organized in the PSGs as follows:

1. Common to all programs in all types of schools

   The graduates have the ability to
   a) articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)
   b) effectively communicate orally and in writing using both English and Filipino
   c) work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
   d) act in recognition of professional, social, and ethical responsibility
   e) preserve and promote “Filipino historical and cultural heritage” (based on RA 7722)
11 Referencing Criteria (Cont.)

Criterion 9. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies and shall address separately and in order each of the referencing criteria.

Criterion 10. The outcome of referencing is published by the ASEAN Secretariat and by the main national public body.

Criterion 11. Following the referencing process all certification and awarding bodies are encouraged to indicate a clear reference to the appropriate AQRF level on new qualification certificates, diplomas issued.
Stages in the Referencing Process

1. Setting up of the relevant body or bodies at a national level that will manage the referencing process.

2. Making a proposal for the level-to-level linkages between the NQF (or partial NQF) and the AQRF.

3. Carrying out a national consultation with relevant stakeholders on the basis of the provisional proposal.

4. Writing a referencing report based on the agreed eleven AQRF referencing criteria that takes into account the national consultation and the views of an international expert(s).
Stages in the Referencing Process

5. Ensuring that the relevant responsible body or bodies within the referencing AMS endorse the referencing report.

6. Presenting the referencing report to the AQRF Committee with a subsequent discussion including peer review from other AMS.

7. Providing clarification and further evidence to questions and comments made by the AQRF Committee.

8. Updating the referencing report if, over time, changes in the NQF and in the relationship between the NQF and the AQRF occur.
Range of bodies that could be considered to be legitimate stakeholder groups could include the following:

- Government ministry (or designated agency) in the capacity of leading/managing.
- Education experts (in various education and training sectors and levels – general education, vocational education and training, higher education, further education and training, etc.) including: Curriculum and Assessment, Learning providers/institutions, Teachers and trainers, Learners
- Social partners including: Employers, Trade unions, Professional bodies, Licensing bodies
- Organisations awarding qualifications (if different from the above types)
- Organisations responsible for qualifications recognition
- A wider range of government bodies responsible for qualifications in their area (for example, ministries of youth, agriculture and social security)
- Non-governmental organisations including volunteering organisations and charities (in some systems these may be in charge of specific qualifications)
- Education and training funding agencies
- Qualifications agencies
- Quality assurance agencies (or bodies with this role)
- Research community (especially international experts and technical consultants).
Status of AQRF

- AQRF endorsed by the Ministers of Finance, Education and Labor and is now officially an ASEAN Framework for implementation
- AQRF governance structure endorsed by the Ministers of Education and Labor (May); Economic Minister (August) – now endorsed by Education Ministers;
- AQRF Committee established in 2016;
- The Philippines hosted the 2nd AQRF Meeting on July 12-13, 2017;
- Philippines will reference with Malaysia
- Referencing Activities of four (4) AMS (Indonesia, Malaysia, Philippines and Thailand) already started this May 2018 (Criterion 1-6)
<table>
<thead>
<tr>
<th>Task</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Preparation of Draft Outline and drafting of the Proposal Linking PQF Levels 1 to 8</td>
<td>July 2017</td>
</tr>
<tr>
<td>Drafting the description/narrative for Criteria 1, 2, 3 and 5 (Philippine Education and training system, responsibilities and legal basis of all relevant national bodies involved in the referencing process, procedures for inclusion of qualifications in the PQF, and agreed standards of the national framework or qualifications system and its qualifications)</td>
<td>July to December 2017</td>
</tr>
<tr>
<td>Getting all bodies responsible for quality assurance to state their unequivocal support for the referencing outcome</td>
<td>July to December 2017</td>
</tr>
<tr>
<td>Involve Experience people from other countries</td>
<td>September 2018</td>
</tr>
<tr>
<td>Conduct of Consultation with authorities and stakeholders</td>
<td>June to August 2018</td>
</tr>
<tr>
<td>Get endorsement of the referencing process by main stakeholders</td>
<td>March 2019</td>
</tr>
<tr>
<td>Get endorsement of the referencing process by the PQF-NCC/NAC</td>
<td>March 2019</td>
</tr>
<tr>
<td>Submission of Referencing outcomes to the AQRF Committee</td>
<td>May 2019</td>
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