ASEAN Guiding Principles
For Quality Assurance and Recognition of Competency Certification Systems

Benchmarking Report of the Philippines
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Section 1. The Competency Assessment and Certification System of the Philippines

A. Mandate

The Education and Training System in the Philippines

The education and training system in the Philippines is basically in 3 subsectors: basic education for the K to12 program with exit at senior high school, the technical vocational education and training (TVET) for middle-level manpower, and higher education for the baccalaureate and post graduate degree programs.

Figure 1. The Philippine Education System

As shown in the figure above, TESDA (represented by the TESDA logo) traverses secondary and tertiary levels of education. It covers secondary as well, in view of its function of National Assessment and Certification of the students in Grades 11 and 12 who took TVET subjects under the Technical Vocational and Livelihood track.

The Philippine Qualifications Framework (PQF) provides the structure for qualifications and progression within and among the 3 subsectors. The PQF is based on the principles of lifelong learning and use learning outcomes as the metrics of credits and progression within the system.
The 3 subsectors are governed separately and the PQF National Coordinating Committee is the focal point of coordination within the tri-focalized arrangement. Basic education is governed by the Department of Education (DepEd), TVET by the Technical Education and Skills Development Authority (TESDA), and Higher Education by the Commission on Higher Education (CHED).

TVET governance is mandated by Republic Act 7796, signed into law in 1994, which provides the creation of TESDA with the following objectives:

- Promote and strengthen the quality of technical education and skills development programs to attain international competitiveness
- Focus technical education and skills development on meeting the changing demands for quality middle-level manpower
- Encourage critical and creative thinking by disseminating the scientific and technical knowledge base of middle level manpower development programs
- Recognize and encourage the complementary roles of public and private institutions in technical education and skills development and training systems, and
- Inculcate desirable values through the development of moral character with emphasis on work ethics, self-discipline, self – reliance and nationalism

TESDA was created by Law merging the TVET functions of the then Bureau of Technical Vocational Education of the Department of Education, Culture and Sports; the National Manpower and Youth Council which was an attached agency of the Department of Labor and Employment (DOLE); and the Apprenticeship Program which was previously lodged within the DOLE.

TESDA is mandated to do the following functions:

a. Formulate the National Technical Education and Skills Development Plan (NTESDP);
b. Provide analytical inputs to policy decision making on allocation of resources and institutional roles and responsibilities;
c. Recommend measures for the effective and efficient implementation of the NTESDP including the Apprenticeship Program, the Technical Education and Skills Development Committees, the strengthening of network of skills development centers, the establishment and administration of the National Trade Skills Standards;
d. The administration and coordination of training programs;

e. The assistance to employers and organizations engaged in skills development schemes;

f. Establish industry boards;

g. Design and implement effective and efficient skills delivery mechanisms for quality TESD; and

h. Develop incentive schemes, administer the TESDA Development Fund and administer scholarship grants.

Section 22 of the TESDA Law provides for the establishment and administration of the National Trade Skills Standards which shall be established by TESDA-accredited industry committees. The Authority shall develop and implement a certification and accreditation program in which private industry groups and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in accordance with the guidelines to be set by the Authority. All certificates relating to the national trade skills testing and certification system shall be issued by the Authority through the TESDA Secretariat.

TESDA’s current mission is to provide direction, promulgate relevant standards, and implement programs geared towards a quality assured and inclusive technical education and skills development and certification system.

TESDA is composed of the TESDA Board as the governing body and the TESDA Secretariat as its implementing arm.

B. Structure of the System

*The Quality Assured Technical Education and Skills Development System*

TESDA established the Quality Assured Philippine TVET System in 1998. The TVET system is industry-led and citizen-focused and guided by national sectoral development plans and priorities and international developments to meet the changing requirements of the global market.

A system driven by competency standards and training regulations derived from industry requirements and specifications and guided by TVET priorities identified by the TESDA Board;

Training Regulations as minimum national standards that serve as basis for the development of a competency-based curriculum and learning packages, competency assessment tools and standards and the training and qualification of trainers and assessors;

Quality of training delivery premised on an efficient and Unified TVET Program Registration and Accreditation System (UTPRAS);

The Philippine TVET Competency Assessment and Certification System (PTCACS) that serves as the basis for the grant of national credentials including trainer and assessor certificates;

Recognition of prior competencies acquired through alternative means and through related work experiences through a system of equivalency within the entire education system;

Employment and productivity enhancement as ultimate metrics of the technical vocational education and training system to effectively bring about the effective matching of labor supply and demand;

TESDA-enhanced TVET sector capability and capacity through financial resource management, human resource development, physical resource management, information management, marketing and advocacy, administrative management, customer feedback, management of external relations and environmental concerns;
The entire system operationalized in a quality management system to ensure continual improvement.

**Competency Assessment and Certification within the Economic and Social Sectors**

The Philippine Development Plan (PDP) 2017 - 2022 is the basic document that outlines the country’s economic and social development thrusts. It defines the priority economic sectors or key employment generators which also serves as the priority sectors for skills development. The criticality of select occupations in the priority sectors become the basis for the development of training regulations.

**Priority Economic Sectors/Key Economic Generators**

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<td>Chemicals / Plastics / Petrochemicals</td>
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<td>Information and Communication Technology</td>
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<td>Pyrotechnics</td>
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<td>Visual Arts</td>
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The implementation of the Philippine TVET Competency Assessment and Certification System cuts across all industry sectors. Among the sectoral implementation, the tourism sector has the most established competency assessment and certification infrastructure, having the biggest number of accredited assessment centers and competency assessors, notwithstanding the highest number of certified individuals recorded at 2,095,033 from 2015-2019. Apart from this, the tourism sector is fully implementing the ASEAN Mutual Recognition Arrangement for Tourism Professionals.
Figure 3 indicates the important role of industry in competency assessment and certification.

ROLE OF INDUSTRY IN the Philippine TVET Competency Assessment and Certification SYSTEM

- Standards Development
  - Competency Standards
  - Training Standards
  - Assessment Arrangements
  - Competency Assessment Tools Development

- Program Implementation
  - Program Registration and Accreditation (STAR, TESDA Seal of Integrity)
  - Development of Lead / Master Assessors
  - CAMP ASSESS (for Tourism)

- Program monitoring and evaluation

Standards Development

Industry associations endorse priority occupations and provides experts for the development of competency standards as well as training standards. Likewise, competency assessment tools and assessment arrangements are developed and determined by industry experts.

Program Implementation

Industry experts provide assistance in the evaluation of curriculum and inspection of facilities and equipment to ensure compliance to standards on program registration and accreditation assessment centers. Their services are also engaged in the validation process prior to the conferment of System for TVET Accreditation and Recognition (STAR) award and the TESDA Seal of Integrity for Accredited Assessment Centers.

The development of Lead/Master Assessors is done by the industry experts who developed the competency assessment tools for new/amended Training Regulations. This is to ensure uniformity and standard method of assessment throughout the country.

Specifically for the tourism sector, CAMP ASSESS or Calibration of Assessment Methods and Processes to Align to Specific Sector, Standards and Systems is conducted in cooperation with the Department of Tourism (DOT) and the Tourism Industry Board Foundation, Inc. (ITBFI) as a capability building program for Accredited Competency Assessors. All tourism accredited assessors undergo this program.

Program Monitoring and Evaluation
Industry experts are part of the TESDA compliance audit teams to ensure compliance of technical vocational institutions and accredited assessment center to program registration and assessment and certification standards.

Figure 4 shows the relationship of the major tourism bodies in the competency assessment and certification system from promoting participation of private/business sectors to enhance tourism cooperation done by the Department of Tourism as NTO; the development of standards and assessment and certification by TESDA as the NTCB; and the maintenance and monitoring of the ASEAN Common Competency Standard for Tourism Professionals (ACCSTP) and Common ASEAN Tourism Curriculum (CATC) in the school setting. All these lead to the recognition of skills of Filipino Tourism Professionals by other ASEAN Member States.

Figure 4. Philippine National Steering Committee for MRA - TP

C. Components of the Quality Assured Technical Education and Skills Development System

Figure 5 - the QATESD Framework shows the quality assurance system of TVET in the Philippines. The quality assurance system is the center piece of TVET management to provide trust and confidence specially to its regulatory functions over education and training programs and over the assessment and certification of competencies of Filipinos. The Framework also works under the principles of industry / employer driven TVET to ensure relevance and absorption into the economy of the TVET process outputs. Under this system, priority qualifications are identified by industry groups, and experts from these groups provide input into the development of standards and training regulations. Industry groups are members of TESDA Committees that participate in planning and monitoring of programs in the field.
**Inputs to the System: The Customers**

- A broad range of customers go into the TVET system. These include:
  1. Students and / or graduates of basic education, particularly from Grades 10-12.
  2. Early school leavers or drop-outs, the unemployed, the underemployed, displaced workers, are likewise given the opportunity to take TVET;
  3. Higher Education students are graduates may get into the system, to acquire the skills necessary for jobs, which they have not taken up in their higher education course;
  4. Wage and self-employed workers may go into TVET for skills upgrading and / or career shifts. They may also be assessed and certified on skills they have acquired through other forms of learning/ life-long learning or work experience.

The QATESD is guided by the National Technical Education and Skills Development Plan anchored on national priorities as spelled out in the Philippine Development Plan, in the Investment Priorities Plan, Industry Roadmaps; current labor market information; and customer needs. National development priorities spelled out in the national plans form the basis for the TESDA Board to draw up the national TVET policies and priorities;

**Components of the Quality Assured TESD System**

There are three (3) major components of the Quality Assured TESD system:

1. Qualification Standards Development

   - Qualification Standards Development start with stakeholder consultation. Stakeholders include industry bodies, industry associations, enterprises/companies, other government bodies that have stake on skills needed in the different industry sectors of the country, to spur or support industry development towards overall economic development goals.
• Stakeholders identify priority qualifications where there is need for Training Regulations to ensure that training of the workforce is according to set industry standards.

• Development of Training Regulations which cover the competency standards, training standards, assessment arrangements and assessment instruments/tools.

• As a competency-based system, Philippine TVET operates on the basis of competency standards developed by industry experts and accepted as an official document after the promulgation of the TESDA Board and subsequent publication in the Philippine Official Gazette. The Competency Standards, together with the training standards and the assessment and certification arrangements for each qualification are packaged into Training Regulations (TR) that are published in national newspapers and uploaded in the TESDA Website. As with the development of Competency Standards, the development and deployment of TRs are governed by quality-assured procedures which are ISO 9001:2015 certified. 2019

2. TVET Program Registration and Accreditation System

• In the Philippines, TVET Programs are registered with TESDA. The promulgated Training Regulations serve as basis in the registration of programs. The Training Regulations include competency standards, training standards, assessment arrangements and assessment instruments. The training standards define the requirements, in terms of facilities, tools and equipment, curriculum and trainer requirements.

• TVET Program Accreditation is a system of recognizing TVET programs that have exceeded the minimum requirements of program registration set by TESDA.

3. Philippine TVET Competency Assessment and Certification System (PTCACS)

• The PTCACS defines a national, comprehensive and flexible certification system for technical vocational education and training (TVET). It adopts a competency-based approach focusing on units of competency that set the standards for knowledge, attitudes and skills requirements of a particular job. It implements the quality assured procedures for:
  - the development and application of competency standards, what bodies are involved, what are the basis of the standards and how the standards are deployed and published;
  - the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors;
  - the awarding of certificates and credentials by the competent authority; and
  - the collation and management of data on assessment and certification by the competent authority.

Evolution of the Philippine Competency Assessment and Certification System

The National Skills Certification Program (NCSP)

The Philippines embarked on standardization and certification of skills in 1974 through the assistance of International Labor Organization (ILO). Under Article 48 of the Labor Code of the Philippines, the National Manpower and Youth Council (NMYC) is to establish skills
standards in consultation with employers and workers organizations and appropriate
government authorities.

Under the National Skills Certification Program (NSCP), there were three levels of
certificates: 1st Class, 2nd Class and 3rd Class with 1st Class as the highest. The certificates
issued were called National Trade Skills Certificate.

As one of the member-countries of the Asia and Pacific Skills Development Programme or
APSDEP, the Philippines thru TESDA adopted the APSDEP Model Occupational Skills
Standard (MOSS) format to address the question of relevance and validity of the current
OSS. The format known as Content Standard is basically a listing of the knowledge areas
and skills or tasks that a skill worker must possess for certification in the occupation.

**TESDA Occupation, Qualification and Certification System (TOCQS)**

When the TESDA Law was signed into law in 1994, TESDA introduced a number of reforms
to the country’s technical and vocational education and training (TVET) sector. Included
among these is the restructuring of the NSCP into the TESDA Occupation Qualification and
Certification System (TOQCS). Trade Skills Standards and Trade Tests are now termed as
Competency Standards (CS) and Competency Assessment Instrument (CAI) respectively.
TESDA also explored the use of the type known as Competency Standards by trying new
approaches and models such as the APSDEP Regional Model Competency Standards
(RMCS) and the Australian Competency Standards and Qualification Framework.

The reforms in Philippine TVET is in response to globalization and need for increased
productivity and efficiency; increased demand for multi skilled employees; increased demand
for flexibility to move between jobs, industries and locations; and new information and
communication technologies.

**The Philippine TVET Qualification and Certification System (PTQCS)**

In July 2005, TESDA Circular No. 14, s. 2005 was issued effecting the implementation of the
Philippine TVET Qualification and Certification System (PTQCS). PTQCS is a quality-
assured structure used as platform for giving recognition to the attainment of knowledge,
skills, attitudes and values in a nationally promulgated framework (TESDA Board Resolution
# 2005-07) of competency classification and recognition. This aims to rationalize all TVET or
middle- level skills into a single, nationally recognized qualification system. Its coverage
includes accreditation of assessment centers, accreditation of competency assessors,
conduct of competency assessment and certification and program monitoring and reporting.

The competency standards defined in the relevant Training Regulations shall be the take-off
point of all corresponding qualifications, assessments and certification in all sectors. The
Training Regulations shall be the basis in the registration of Training Programs offered by all
TVET providers.

National certificates and competency assessment certificates were issued only on the basis
of qualifications in prescribed Training Regulations. A National Certificate (NC) is issued to
a candidate who demonstrated competence covering the identified units of competency for a
particular qualification. A Certificate of Competency (COC) is issued to a candidate who
demonstrated competence in units of employable competencies which do not constitute a
full qualification.
The Philippine TVET Competency Assessment and Certification System (PTCACS)

In April 2015, PTQCS transitioned into the Philippine TVET Competency Assessment and Certification System (PTCACS). Figure 5 presents the facsimile of the National Certificate and Certificate of Competency issued by TESDA to qualified individuals. Both certificates bear the Units of Competency and the Learning Outcomes of the qualification as reference for the employers and other concerned parties on the specific competencies the certified individual has achieved.

Figure 6. The Components of the PTCACS

Components of the Philippine TVET Competency Assessment and Certification System is the same in all sectors. The only difference in Tourism is the reference to Toolboxes for the ASEAN MRA for Tourism Professionals. And following the ASEAN MRA, we have ASEAN Masters, National Assessors and National Trainers.
D. Quality Assurance

**TVET Quality Assurance**

TESDA sets policies, promulgates standards and implements programs geared towards a quality assured and inclusive skills development and certification system. The industry-led and citizen-focused Philippine Quality Assured TVET System was established in 1997. All TVET efforts are designed within the context of the QA TESD System anchored on the following principles:
1. TVET supports a competency-based national qualification framework and certification system;
2. TVET draws priorities, standards and performance measures from the users of industry associations, experts and practitioners, among others. The standards are, whenever feasible, benchmarked internationally, especially against the standards of labor receiving countries;
3. TVET is accessible to secondary-education graduates, school leavers, workers, entrepreneurs, and persons in higher-education institutions;
4. TVET allows the person to enter and exit at any stage in the system and allows the recognition of prior learning; and
5. TVET installs quality assurance among TVET providers through a unified system of program registration and accreditation.

The Quality Assured Technical Education and Skills Development (QATESD) Framework, promulgated in 1998, covers the development and promulgation of competency and program standards, program registration and accreditation system, development of assessment arrangements and assessment instruments, competency assessment and awarding of national certificate or certificate of competency.

TESDA has evolved into a quality organization that is responsive, relevant, effective and efficient in delivering its services to its clients. Its quality journey was formally recognized in 2012 when its major core processes on standards development, program registration and competency assessment and certification were granted quality certification in ISO under 9001:2008 standards. In 2018, the certification was upgraded to 9001:2015 standards.

The components of the QATESD: development and deployment of competency standards, Unified TVET Program Registration and Accreditation System Philippine TVET Competency Assessment and Certification System are quality assured and certified according to ISO 9001:2015. ISO 9001 is a set of standards that assist organizations to meet customer satisfaction within regulatory requirements for the delivery of products and services. The standards are based on the fundamentals of quality management system expressed in seven (7) quality management principles of customer focus, leadership, engagement of people, process approach, continuous improvement, evidence-based decision making, relationship management.

These 3 processes have been ISO certified since 2012.

In 2017, TESDA was awarded the PQA Level 1 Commitment to Quality Management. The Philippine Quality Award (PQA) is the country's highest award for quality, continuous improvement, and organizational excellence. It was created through Executive Order No. 448 signed on 3 October 1997 and institutionalized on 28 February 2001 through the signing of Republic Act 9013. The PQA sets a standard of excellence to help Filipino organizations achieve world-class performance and serves as a template for global competitiveness based on the principles of Total Quality Management. Referenced against the U.S. Malcolm Baldrige National Quality Award and other national quality award programs in Europe and Asia, the PQA evaluation criteria consist of seven assessment categories: leadership, strategy, customers, information,
workforce, operations, and results.

E. Status of Implementation

**PTCACS Implementation**

The last five years of implementation of PTCACS, there were 7,082,764 persons assessed all over the country. Out of this, 92% or 6,544,348 were certified in various qualifications. Table 1 presents the number of persons assessed and certified by region. The output and outcome data for the 5 year period are presented in Tables 1 – 3.

The Tourism sector is composed of several sub-sectors such as: accommodation and food and beverage; transport; travel agencies; recreation and entertainment; country specific tourism and other related sub sectors. From 2014-2018, there were 2,355,246 TVET graduates in various programs such as Bartending, Bread and Pastry Production, Cookery, Events Management, Food and Beverage and Housekeeping. Out of this number, 89% or 2,095,033 were certified in the same qualifications.

For the same period, the competency assessment and certification national infrastructure for the tourism sector presents a total of 2,848 Accredited Assessment Centers and 4,366 Accredited Competency Assessors. The output data for the tourism sector are presented in Tables 4-7.

The National Registry of Workers Certified, the national directory of Accredited Assessment Centers and Accredited Competency Assessors are available at the TESDA website.

Figures 9 - 14 present the output and outcome data of Competency Assessment and Certification System.
Figure 10. Accredited Assessment Centers by Qualifications

Figure 11. Accredited Assessment Centers by Institutions

Accredited Assessment Centers
By Industry Sector
Total = 4,971
as of 31 December 2019

<table>
<thead>
<tr>
<th>Sector</th>
<th>Accredited Assessment Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fishery</td>
<td>215</td>
</tr>
<tr>
<td>Automotive and Land Transportation</td>
<td>384</td>
</tr>
<tr>
<td>Construction</td>
<td>389</td>
</tr>
<tr>
<td>Electrical and Electronics</td>
<td>602</td>
</tr>
<tr>
<td>Furniture and Fixtures</td>
<td>4</td>
</tr>
<tr>
<td>Garments</td>
<td>155</td>
</tr>
<tr>
<td>Heating, Ventilation, Airconditioning and Refrigeration</td>
<td>72</td>
</tr>
<tr>
<td>Human Health / Health Care</td>
<td>462</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>144</td>
</tr>
<tr>
<td>Logistics</td>
<td>2</td>
</tr>
<tr>
<td>Maritime</td>
<td>41</td>
</tr>
<tr>
<td>Metals and Engineering</td>
<td>461</td>
</tr>
<tr>
<td>Processed Food &amp; Beverages</td>
<td>113</td>
</tr>
<tr>
<td>Social, Community Development and Other Services</td>
<td>685</td>
</tr>
<tr>
<td>Tourism (Hotel and Restaurant)</td>
<td>1,032</td>
</tr>
<tr>
<td>Wholesale and Retail Trading</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,971</td>
</tr>
</tbody>
</table>
Figure 12. Competency Assessors by Qualifications

Figure 13. Competency Assessors by Industry Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>Competency Assessors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fishery</td>
<td>611</td>
</tr>
<tr>
<td>Automotive and Land Transportation</td>
<td>897</td>
</tr>
<tr>
<td>Construction</td>
<td>786</td>
</tr>
<tr>
<td>Electrical and Electronics</td>
<td>1,633</td>
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<tr>
<td>Furniture and Fixtures</td>
<td>6</td>
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<tr>
<td>Garments</td>
<td>280</td>
</tr>
<tr>
<td>Heating, Ventilation, Airconditioning and Refrigeration</td>
<td>119</td>
</tr>
<tr>
<td>Human Health / Health Care</td>
<td>849</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>223</td>
</tr>
<tr>
<td>Logistics</td>
<td>2</td>
</tr>
<tr>
<td>Maritime</td>
<td>83</td>
</tr>
<tr>
<td>Metals and Engineering</td>
<td>925</td>
</tr>
<tr>
<td>Processed Food &amp; Beverages</td>
<td>252</td>
</tr>
<tr>
<td>Social, Community Development and Other Services</td>
<td>927</td>
</tr>
<tr>
<td>Tourism (Hotel and Restaurant)</td>
<td>2,515</td>
</tr>
<tr>
<td>TVET</td>
<td>290</td>
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<tr>
<td>Utilities</td>
<td>15</td>
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<tr>
<td>Visual Arts</td>
<td>11</td>
</tr>
<tr>
<td>Wholesale and Retail Trading</td>
<td>36</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10,460</strong></td>
</tr>
</tbody>
</table>
Table 14. Performance of Tourism Sector in relation to other Industry Sectors
**F. National Definition of Terms Used**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation</strong></td>
<td>the process of recognizing and/or empowering an entity to perform certain roles or responsibilities on behalf of the TESDA organization (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td><strong>Accredited Competency Assessor</strong></td>
<td>an individual authorized by TESDA to assess the competencies of a candidate for national certification (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td><strong>Accredited Competency Assessment Center</strong></td>
<td>an establishment officially authorized by TESDA to manage the assessment of candidates for national certification (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td><strong>ASEAN Common Competency Standard for Tourism Professionals</strong></td>
<td>refers to the minimum requirements of competency standards in hotel and travel services which aim to upgrade tourism services and facilitate the development of this Arrangement between ASEAN Member States (<em>Handbook on MRA-TP</em>)</td>
</tr>
<tr>
<td><strong>ASEAN Qualifications Reference Framework</strong></td>
<td>a common reference framework, functions as a device to enable comparisons of qualifications across ASEAN member states (<em>Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems</em>)</td>
</tr>
<tr>
<td><strong>Candidate</strong></td>
<td>an individual seeking recognition of his/her competencies to acquire a certification (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td><strong>Certification</strong></td>
<td>a formal process of recognizing that an individual is qualified in terms of particular knowledge, skills and attitudes based on industry standards.</td>
</tr>
<tr>
<td><strong>Common ASEAN Tourism Curriculum</strong></td>
<td>refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism Ministers upon recommendation by the ASEAN NTOs (<em>Handbook on MRA-TP</em>)</td>
</tr>
<tr>
<td><strong>Competency</strong></td>
<td>the possession and application of knowledge, skills and attitudes to the standard of performance required in the workplace (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td><strong>Competency Standard</strong></td>
<td>defines the knowledge, skills and attitudes/values required for competent performance in the workplace (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td><strong>Competency Assessment</strong></td>
<td>the process of collecting evidence and making judgments on whether competency has been achieved (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td><strong>Compliance Audit</strong></td>
<td>a systematic and documented process for obtaining evidence to determine whether implementation of the PTCACS is compliant to quality standards (<em>TESDA Circular No.15 series of 2015</em>)</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Certificate of Competency</td>
<td>a document issued by TESDA to individuals who were assessed as competent in a single unit or cluster of related units of competency <em>(TESDA Circular No.15 series of 2015)</em></td>
</tr>
<tr>
<td>Designated Assessment Venue</td>
<td>a facility appropriately equipped and designated by the Assessment Center where actual assessment may take place <em>(TESDA Circular No. 23 series of 2008)</em></td>
</tr>
<tr>
<td>National Certificate</td>
<td>a document issued by TESDA to individuals who have achieved all the required units of competency of a national qualification defined under the promulgated Training Regulations <em>(TESDA Circular No.15 series of 2015)</em></td>
</tr>
<tr>
<td>National Qualification</td>
<td>a qualification that is defined by nationally promulgated Training Regulations and is created by combining units of competency into groups that correspond to meaningful job roles in the workplace and aligning these with a national qualifications framework <em>(TESDA Circular No.15 series of 2015)</em></td>
</tr>
<tr>
<td>National Tourism Organization</td>
<td>refers to the government institutions in charge of the tourism sector of ASEAN Member States <em>(Handbook on MRA-TP)</em></td>
</tr>
<tr>
<td>National Tourism Professional Board</td>
<td>refers to a Board for tourism professionals which shall be composed of representatives from the public and private sectors including the academe and other relevant tourism stakeholders, to be determined by the respective ASEAN NTOs <em>(Handbook on MRA-TP)</em></td>
</tr>
<tr>
<td>Philippine TVET Competency Assessment and Certification System</td>
<td>a system that defines a national, comprehensive and flexible certification system for technical vocational education and training <em>(TESDA Circular No.15 series of 2015)</em></td>
</tr>
<tr>
<td>Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC)</td>
<td>the acknowledgment of an individual's currently possessed skills, knowledge and attitudes acquired through previous training, work or life experiences <em>(TESDA Circular No.15 series of 2015)</em></td>
</tr>
<tr>
<td>Registry of Workers Assessed and Certified</td>
<td>a record that contains the documentation of the results of assessment and as a basis for national certification <em>(TESDA Circular No.15 series of 2015)</em></td>
</tr>
<tr>
<td>Qualification</td>
<td>a package of competencies describing a particular function or job role existing in the economic sector, covering the work activities required to undertake a particular job role <em>(TESDA Circular No.15 series of 2015)</em></td>
</tr>
<tr>
<td>TESDA Training Management Information System (T2MIS)</td>
<td>a web-enabled platform developed to facilitate the organized collection, processing, analysis and dissemination of all Technical-Vocational Education and Training (TVET) data inclusive of outputs from training, assessment and certification, employment of graduates <em>(TESDA Circular No. 02 series of 2017)</em></td>
</tr>
<tr>
<td><strong>Tourism Professional</strong></td>
<td>a natural person who holds the nationality of an ASEAN Member State certified by the TPCB <em>(Handbook on MRA-TP)</em></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Tourism Professional Certification Board (TPCB)</strong></td>
<td>the government board or agency authorized by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals <em>(Handbook on MRA-TP)</em></td>
</tr>
</tbody>
</table>
Section 2. The Governance Structure and the responsibilities and legal basis of the complete body/ies and all relevant national bodies involved in the skills/competency assessment and certification.

A. The Competent Body

TESDA as the Competent Body

Section 22 of the TESDA Law provides for the establishment and administration of National Trade Skills Standards which shall be established by TESDA-accredited industry committees. The Authority shall develop and implement a certification and accreditation program in which private industry groups and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in accordance with the guidelines to be set by the Authority. All certificates relating to the national trade skills testing and certification system shall be issued by the Authority through the TESDA Secretariat.

To operationalize the national trade skills standards program, Section 14 of the TESDA Law specifically provides that its Skills Standards and Certification Office shall be responsible for the establishment and implementation of the national skills standards, testing and certification program. As such, it shall:

1) design, innovate and adopt processes and methodologies whereby industry groups and workers’ guilds take note on progressively the responsibility of setting skills standards for identified occupational areas, and the local government units actively participate in promoting skills standards, testing and certification;

2) establish and implement a system of accrediting private enterprises, workers’ associations and guilds and public institutions to serve as skills testing venues;

3) conduct research and development on various occupational areas in order to recommend policies, rules and regulations for effective and efficient skills and standardization, testing and certification system in the country; and

4) perform such other duties and functions as may be authorized. It shall issue all certificates relating to the national trade skills testing and certification system.
Figure 15 below presents the TESDA Organizational Structure with offices involved in competency assessment and certification system in red boxes:

Figure 16. TESDA’s mandate on the competency assessment and certification system

TESDA
Manages the country’s competency assessment and certification system
Develops policies, guidelines, standards and procedures for a quality assured system

*in partnership with stakeholders
Evolution of Qualification Standards and Certification Offices

In July 22, 2013, pursuant to Executive Order 366 known as the Government Rationalization Plan, the TESDA Rationalization Plan was approved. It gives emphasis on the shift from Technical Vocational Education and Training (TVET) to Technical Education and Skills Development (TESD) and the need to maintain the quality of training program and training providers. The shift in focus from TVET to TESD which is associated with post secondary TVET, emphasized its labor market demand side orientation. More specifically, the shift characterized the competency assessment feature of TESD which aims to align the supply of skills with the demand of the industries.

The structural shift divided the Skills Standards and Certification Office (SSCO) into Qualifications and Standards Office (QSO) and the Certification Office (CO). QSO focuses on competency development and standardization while the CO is responsible for the application of the standards. It shall develop, maintain and manage the national assessment and certification programs, systems and procedures, establish and implement a system of accrediting experts, assessors and assessment centers in partnership with industries, training centers/institutions, and develop mechanisms to ensure integrity of the assessment, accreditation and certification programs and systems.

TESDA’s Subsidiary Bodies

The Provider of Assessment Services

Accredited Competency Assessment Center (AC)

An Accredited Assessment Center (AC) is an establishment officially authorized by TESDA to manage the assessment of candidates for national certification. It undergoes a process of accreditation and must comply with the requirements set by TESDA. The Accredited AC assumes full responsibility for ensuring the objectivity and validity of assessment conducted in the Center or in any designated Assessment Venue and is also responsible for the acts of the assigned Competency Assessors.

The AC is managed by an AC Manager assisted by a Processing Officer and administrative staff. The AC Manager ensures provision of quality assessment by maintaining AC facilities as required by TESDA; ensuring conduct of assessment strictly in accordance with the Procedures Manual; sustaining compliance with accreditation requirements; and safeguarding the authenticity, validity and confidentiality of all competency assessment documents.

Designation of Assessment Venues

An Accredited Assessment Center (AAC) may utilize the facilities of designated Assessment Venues, a physically separate and appropriately equipped area within a company, an organization, or a training center where actual assessment may take place. Establishments or institutions may be utilized as assessment venues for specific units of competency or qualifications that area supported by their facilities based on contractual arrangements which shall be confirmed by the TESDA Provincial Office. The authorization of assessment venues are governed by the procedures for the accreditation of assessment centers.
The AAC complies with its reporting obligations through the TESDA Training Management Information System (T2MIS). Assessment Centers are audited by TESDA regularly to check their compliance to set standards and processes.

**Functional Relationship**

The functional linkages shown in Figure 17 below fully supports the implementation of the competency assessment and certification program:

![Functional Relationships Diagram](image)

**TESDA Central Office**

- Provides oversight on implementation of the assessment and certification program
- Manages and maintains the National Registry of Certified Workers
- Provides capability build-up programs for Lead Competency Assessors, and regional/provincial/sectoral implementers of assessment and certification programs
- Handles complaints and appeals filed by clients
- Conducts 2nd level compliance audits on the implementation of assessment and certification

**TESDA Regional Offices**

- Organize capability building for Provincial Lead Assessors
- Conduct compliance audit on the conduct of assessment and certification
- Consolidate assessment and certification reports for submission to Central Office
- Maintain Regional Registry of Workers Assessed and Certified (RWAC), Competency Assessors (CA) and Assessment Centers (AC)
- Handle appeals not resolved by the Provincial Office
TESDA Provincial Offices

- Oversee the implementation of assessment and certification activities in the province
- Conduct capability building of Assessment Center Managers and Processing Officers
- Assign TESDA Representatives to oversee conduct of assessment in the AAC
- Issue National Certificate (NC) and Certificate of Competency (COC) to qualified individuals
- Ensure the safekeeping of Assessment Packages
- Handle complaints filed by clients on Competency Assessors and Accredited Assessment Centers

Accredited Competency Assessment Centers

- Manage the conduct of competency assessment
- Accept and process applications for assessment
- Submit assessment reports to TESDA Provincial Office
- Assign competency assessors on a rotation basis

Industry/Stakeholders

- Develop and review competency standards/training regulations
- Develop and review competency assessment tools
- Training of Master Trainers and Assessors
- Training of Regional Lead Assessors

The performance of the Competent Body for the Last Five Years is shown in the following Tables 1 – 4.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessed</td>
<td>Certified</td>
<td>Assessed</td>
<td>Certified</td>
<td>Assessed</td>
<td>Certified</td>
</tr>
<tr>
<td>I</td>
<td>443,068</td>
<td>404,572</td>
<td>49,662</td>
<td>46,322</td>
<td>115,449</td>
<td>104,131</td>
</tr>
<tr>
<td>II</td>
<td>190,842</td>
<td>175,289</td>
<td>35,260</td>
<td>32,595</td>
<td>54,681</td>
<td>49,755</td>
</tr>
<tr>
<td>III</td>
<td>644,187</td>
<td>592,724</td>
<td>86,878</td>
<td>81,443</td>
<td>158,753</td>
<td>145,787</td>
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<tr>
<td>IV-A</td>
<td>834,554</td>
<td>757,019</td>
<td>99,064</td>
<td>92,868</td>
<td>200,885</td>
<td>185,581</td>
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<tr>
<td>IV-B</td>
<td>196,117</td>
<td>176,617</td>
<td>19,546</td>
<td>17,773</td>
<td>57,086</td>
<td>50,899</td>
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<tr>
<td>V</td>
<td>356,436</td>
<td>293,718</td>
<td>39,720</td>
<td>34,278</td>
<td>91,786</td>
<td>77,703</td>
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<tr>
<td>VI</td>
<td>348,245</td>
<td>310,316</td>
<td>48,417</td>
<td>45,441</td>
<td>111,854</td>
<td>103,968</td>
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<tr>
<td>VII</td>
<td>401,348</td>
<td>373,750</td>
<td>57,948</td>
<td>54,249</td>
<td>112,165</td>
<td>103,968</td>
</tr>
<tr>
<td>VIII</td>
<td>273,835</td>
<td>260,278</td>
<td>37,250</td>
<td>35,494</td>
<td>70,193</td>
<td>65,863</td>
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<tr>
<td>IX</td>
<td>203,032</td>
<td>177,754</td>
<td>26,920</td>
<td>24,053</td>
<td>49,810</td>
<td>43,975</td>
</tr>
<tr>
<td>X</td>
<td>245,907</td>
<td>227,305</td>
<td>42,538</td>
<td>40,153</td>
<td>83,998</td>
<td>78,020</td>
</tr>
<tr>
<td>XI</td>
<td>357,193</td>
<td>335,304</td>
<td>51,005</td>
<td>48,138</td>
<td>101,326</td>
<td>94,203</td>
</tr>
<tr>
<td>XII</td>
<td>264,499</td>
<td>239,182</td>
<td>32,130</td>
<td>29,848</td>
<td>89,338</td>
<td>81,007</td>
</tr>
<tr>
<td>ARMM</td>
<td>49,729</td>
<td>43,188</td>
<td>10,540</td>
<td>9,399</td>
<td>15,232</td>
<td>13,457</td>
</tr>
<tr>
<td>CAR</td>
<td>165,745</td>
<td>149,731</td>
<td>24,005</td>
<td>21,336</td>
<td>45,014</td>
<td>41,336</td>
</tr>
<tr>
<td>CARAGA</td>
<td>126,877</td>
<td>107,430</td>
<td>20,028</td>
<td>17,142</td>
<td>35,822</td>
<td>29,913</td>
</tr>
<tr>
<td>NCR</td>
<td>1,980,150</td>
<td>1,920,171</td>
<td>267,138</td>
<td>260,676</td>
<td>462,553</td>
<td>450,333</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,082,764</td>
<td>6,544,348</td>
<td>948,095</td>
<td>891,199</td>
<td>1,855,945</td>
<td>1,715,290</td>
</tr>
</tbody>
</table>

Table 1. Number of Assessed and Certified by Region FY 2015-2019 as of August 2019
In terms of competency assessors, there are currently 15,436 Accredited Competency Assessors in the country and they steadily increased at an average of 25% yearly as shown in Table 2 below.

Table 2. Number of Accredited Competency Assessors by Region
FY 2015-2019 as of August 2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>733</td>
<td>716</td>
<td>562</td>
<td>511</td>
<td>489</td>
</tr>
<tr>
<td>II</td>
<td>551</td>
<td>521</td>
<td>441</td>
<td>340</td>
<td>302</td>
</tr>
<tr>
<td>III</td>
<td>1,509</td>
<td>1,462</td>
<td>1,186</td>
<td>1,080</td>
<td>1,033</td>
</tr>
<tr>
<td>IV-A</td>
<td>1,600</td>
<td>1,552</td>
<td>1,325</td>
<td>629</td>
<td>781</td>
</tr>
<tr>
<td>IV-B</td>
<td>667</td>
<td>620</td>
<td>510</td>
<td>525</td>
<td>229</td>
</tr>
<tr>
<td>V</td>
<td>504</td>
<td>525</td>
<td>485</td>
<td>608</td>
<td>430</td>
</tr>
<tr>
<td>VI</td>
<td>941</td>
<td>880</td>
<td>654</td>
<td>498</td>
<td>456</td>
</tr>
<tr>
<td>VII</td>
<td>893</td>
<td>894</td>
<td>674</td>
<td>623</td>
<td>546</td>
</tr>
<tr>
<td>VIII</td>
<td>879</td>
<td>840</td>
<td>664</td>
<td>767</td>
<td>538</td>
</tr>
<tr>
<td>IX</td>
<td>704</td>
<td>683</td>
<td>565</td>
<td>181</td>
<td>351</td>
</tr>
<tr>
<td>X</td>
<td>974</td>
<td>912</td>
<td>673</td>
<td>431</td>
<td>105</td>
</tr>
<tr>
<td>XI</td>
<td>1,075</td>
<td>955</td>
<td>724</td>
<td>716</td>
<td>502</td>
</tr>
<tr>
<td>XII</td>
<td>962</td>
<td>947</td>
<td>719</td>
<td>106</td>
<td>172</td>
</tr>
<tr>
<td>ARMM</td>
<td>264</td>
<td>230</td>
<td>172</td>
<td>125</td>
<td>130</td>
</tr>
<tr>
<td>CAR</td>
<td>738</td>
<td>668</td>
<td>494</td>
<td>390</td>
<td>241</td>
</tr>
<tr>
<td>CARAGA</td>
<td>369</td>
<td>369</td>
<td>316</td>
<td>281</td>
<td>270</td>
</tr>
<tr>
<td>NCR</td>
<td>2,073</td>
<td>1,918</td>
<td>1,600</td>
<td>1,401</td>
<td>1,068</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15,436</td>
<td>14,692</td>
<td>11,764</td>
<td>9,212</td>
<td>7,643</td>
</tr>
</tbody>
</table>

The same is true for the number of Accredited Assessment Centers that increased at about 20% average annually within the five year implementation as shown in Table 3 below.
### Table 3. Number of Accredited Assessment Centers by Region
**FY 2015-2019 as of August 2019**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>509</td>
<td>516</td>
<td>427</td>
<td>384</td>
<td>350</td>
</tr>
<tr>
<td>II</td>
<td>358</td>
<td>289</td>
<td>228</td>
<td>206</td>
<td>168</td>
</tr>
<tr>
<td>III</td>
<td>907</td>
<td>801</td>
<td>712</td>
<td>668</td>
<td>538</td>
</tr>
<tr>
<td>IV-A</td>
<td>1,056</td>
<td>1,026</td>
<td>922</td>
<td>424</td>
<td>692</td>
</tr>
<tr>
<td>IV-B</td>
<td>380</td>
<td>374</td>
<td>345</td>
<td>254</td>
<td>205</td>
</tr>
<tr>
<td>V</td>
<td>388</td>
<td>406</td>
<td>348</td>
<td>506</td>
<td>367</td>
</tr>
<tr>
<td>VI</td>
<td>511</td>
<td>475</td>
<td>357</td>
<td>227</td>
<td>125</td>
</tr>
<tr>
<td>VII</td>
<td>532</td>
<td>537</td>
<td>486</td>
<td>408</td>
<td>346</td>
</tr>
<tr>
<td>VIII</td>
<td>353</td>
<td>355</td>
<td>338</td>
<td>345</td>
<td>144</td>
</tr>
<tr>
<td>IX</td>
<td>396</td>
<td>408</td>
<td>382</td>
<td>388</td>
<td>46</td>
</tr>
<tr>
<td>X</td>
<td>621</td>
<td>577</td>
<td>440</td>
<td>264</td>
<td>245</td>
</tr>
<tr>
<td>XI</td>
<td>620</td>
<td>573</td>
<td>496</td>
<td>405</td>
<td>522</td>
</tr>
<tr>
<td>XII</td>
<td>579</td>
<td>567</td>
<td>460</td>
<td>133</td>
<td>292</td>
</tr>
<tr>
<td>ARMM</td>
<td>167</td>
<td>178</td>
<td>116</td>
<td>131</td>
<td>74</td>
</tr>
<tr>
<td>CAR</td>
<td>287</td>
<td>293</td>
<td>278</td>
<td>209</td>
<td>214</td>
</tr>
<tr>
<td>CARAGA</td>
<td>291</td>
<td>284</td>
<td>246</td>
<td>260</td>
<td>277</td>
</tr>
<tr>
<td>NCR</td>
<td>1,514</td>
<td>1,527</td>
<td>1,341</td>
<td>1,125</td>
<td>1,001</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9,469</strong></td>
<td><strong>9,186</strong></td>
<td><strong>7,922</strong></td>
<td><strong>6,337</strong></td>
<td><strong>5,606</strong></td>
</tr>
</tbody>
</table>

The National Registry of Workers Assessed and Certified (RWAC), the national directory of Accredited Assessment Centers and Accredited Competency Assessors are available at the TESDA website.

*See [http://www.tesda.gov.ph/About/TESDA/22066](http://www.tesda.gov.ph/About/TESDA/22066)*
Section 3. The procedures for assessment of skills and competencies and awarding of certificates and diplomas per Section 4 of the Guiding Principles including the basis for the officially promulgated skills/competency standards used in developing the assessment packages.

A. The procedures for the development and application of competency standards, what bodies are involved, what are the basis of the standards and how the standards are deployed and published

The formulation of competency standards starts with the prioritization of occupations or qualifications by the industry group/association based on industry road maps, labor market information and industry needs. They are endorsed to the TESDA Planning Office which ensures their responsiveness to the National Technical Education and Skills Development Plan. Industry experts further deliberate on the specific occupations and recommend them to the TESDA Board for approval. The TESDA Board promulgates the priority occupations through the issuance of TESDA Board Resolutions. After promulgation, these are published in the newspaper and Official Gazette.

The next step after the promulgation of the priority occupation is the development of the Training Regulations (TR). The TR is the overall document that all emanates from the CS. It refers to the package of qualifications, competency standards, training standards, assessment and certification arrangements in a specific sector promulgated by TESDA Board for nationwide application. The TR serves as basis for: 1) development of curriculum and assessment tools, 2) registration and delivery of training programs, and 3) establishment of competency assessment and certification arrangements.

The Training Regulations (TR) is developed by a group of experts recommended by the industry associations headed by a Lead Technical Expert. It is composed of four sections: Section 1 is the definition of the Qualification and Its Components; Section 2 is the Competency Standards; Section 3 is the Training Arrangements and Section 4 is the Competency Assessment and Certification Arrangements.

The CS is a result of the functional analysis and functional map that defines the occupational specifications, knowledge, skills and attitudes/values required for competent performance in the workplace.

Competency Assessment Tools (CATs) are part of the Training Regulations. CATS are developed by a group of technical experts who are technically competent, currently practicing the occupation and with industry experience of at least two (2) years. They are endorsed by industry associations, industry working groups, accredited professional organizations, association of TVET institutions or higher education institutions.
Training Regulations Development

- Developed in consultation with industry and promulgated by the TESDA Board
- Benchmarked against industry and international standards.
- 283 TRs from 23 priority sectors as of November 2019

Training Regulations

- refers to the package of:
  - competency standards;
  - training standards; and
  - assessment and certification arrangements for a promulgated qualification.

All Training Regulations are published in the Official Gazette and in TESDA’s website: http://www.tesda.gov.ph
The draft TRs are validated at the regional and national levels and are packaged into TRs after incorporating the validation results. The packaged TRs are presented by the industry association to the TESDA Board for approval. Once promulgated, the TR is published in the Official Gazette of the Office of the National Administrative Register (ONAR/UP Law Center). The TR is also uploaded in the TESDA Website.

The deployment of the TRs include the developed CATs. Concurrent with the deployment is the conduct of Regional Lead Assessors’ (RLAs) capability build-up program. The TRs are reviewed every three years with the specific industry sector concerned. The review process aims to ensure the currency of standards.

Figure 18. From Standards Development to Competency Assessment and Certification System

- Industry Experts/NGAs
- Industry Association

- Industry Experts
- Academe

- Development of Competency Standards
- Development of Competency Assessment Tools (CATs)

- Certification

- Conduct of Competency Assessment

- Accreditation of Competency Assessors and Assessment Centers
- Development of Lead Assessors

- Approval of the TESDA Board

- TESDA Board

- Guidelines prepared by CO
- CO/RO/PO train assessors
- POs accredit competency assessors and assessment centers

- Demonstration
- Questioning
- Written test/Report
- Observation
- Portfolio
- Interview
A. The procedures for the development and application of competency standards, what bodies are involved, what are the basis of the standards and how the standards are deployed and published.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Key Steps</th>
<th>Interfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Office/Industry Association’s (IA) - Technical Experts</td>
<td>Prioritize occupations/qualifications</td>
<td>Industry Association enumerates occupations/qualifications based on industry road maps, LMI and industry needs. Review NTESDP and R/PTESDP of TESDA.</td>
</tr>
<tr>
<td>TESDA Board</td>
<td>Approve priority occupations/qualifications</td>
<td>TESDA Board approve priority occupations/qualifications. Draft TESDA board resolution.</td>
</tr>
<tr>
<td>QSO Focal Person/ROPO Focal Person/IA’s - Technical Expert</td>
<td>Functional Analysis and Functional Map</td>
<td>Competency Standards are the results of Functional Analysis activity identifying major and minor functions. Functional analysis determines occupational specifications, particularly the competencies inherent in a productive function which may be a broad function, an occupation, or a specific job.</td>
</tr>
</tbody>
</table>
A. The procedures for the development and application of competency standards, what bodies are involved, what are the basis of the standards and how the standards are deployed and published.
B. Procedures for the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors.

Competency-based assessment is the process of collecting evidence and making judgments on whether competency has been achieved. This process determines whether an individual can perform to the standards expected in the workplace based on the competency standards. It is the basis for certification of evidence. Assessment is conducted in an accredited assessment center or designated assessment venue by accredited competency assessors.

The assessment process is based on gathered evidence or information to prove possession of competence. The process may be applied to an employable single unit of competency or a cluster of relevant units of competency or to all units of competency in a Full National Qualification. Evidences are gathered through a range of evidence-gathering methods.

There are several ways of gathering evidence such as: demonstration or observation by the assessor of the candidate carrying out specific skills needed to complete the task; assessment of technical qualities of finished product; written test, oral questioning; review of previous work performed; and Third Party report/ references from previous employer or portfolio assessment.

There are two assessment pathways leading to the recognition of competencies and the issuance of a Certificate of Competency or a National Certificate. The first pathway follows a training and assessment structure where an individual completes a TESDA-registered program in a TVET institution before undergoing competency assessment. Mandatory assessment is implemented for all graduates of TESDA-registered program. The second pathway does not require completion of any training program related to the assessment an individual may take. If an individual thinks he possesses the skills, knowledge and attitude required to do a particular job, he may directly apply for assessment in an accredited assessment center.

Both assessment pathways provide for the Recognition of Prior Learning RPL) or Recognition of Current Competency (RCC). This means that competencies currently held by individuals are formally assessed against the units of competency. RPL/RCC recognizes the competencies of individuals regardless of how, when or where they were achieved. TESDA then issues a Certificate of Competency to individuals who are found competent in a unit or cluster of competency or a National Certificate for those who have achieved all the required units of competency of a national qualification.

In keeping with the Quality Assured National TESD Framework, the procedures for competency standards development and competency assessment and certification apply to all industry sectors including the tourism sector.

Conduct of Assessment

Competency Assessment is the process of collecting evidence and making judgments on whether competency has been achieved. It is based on evidence or information gathered to prove possession of competencies. The process may be applied to a single unit of competency, to a set of related units of competency or to the entire qualification.
Figure 20 shows the procedure flow in the conduct of assessment.

A. Procedures for the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors.
A. Procedures for the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors.
**Marking and Judging**

The competency assessment package includes the Assessor’s Guide, Specific Instruction to Candidates, Rating Sheet and Competency Assessment Results Summary (CARS). The Assessor uses the Assessor’s Guide in the evidence gathering process at all times. The Evidence Plan defines the evidence gathering process according to the principles of competency based assessment such as validity, reliability, fairness and flexibility. Appropriate evidences are collected and matched as to compatibility with the elements, performance criteria, range of variables and evidence guide in the relevant units of competency. Details of evidence collected while observing the candidate during the assessment process are recorded on individual Rating Sheets. The Assessor then evaluates the evidences in terms of four dimensions of competency and rules of evidence. Assessment outcomes are recorded on individual rating sheets and judgment is made based on the evaluation of the candidate’s performance.

The Competency Assessor provides candidate with feedback on the outcome of the assessment process and requests the candidate to sign the prescribed Rating Sheet after the one-on-one feedback.

**Accreditation of Competency Assessment Centers**

An Accredited Assessment Center is an establishment officially authorized to manage the assessment of candidates for certification. The accreditation ensures that the AC has complied with all regulatory requirements on legal and safety concerns. It also proves that facilities, tools and equipment and personnel requirements are met to ensure effective and efficient delivery of assessment activities. Accreditation is valid for two years subject to renewal or cancellation based on the results of the compliance audit conducted by TESDA. The TESDA Provincial/District Director approves the accreditation of assessment centers per qualification with the confirmation of the TESDA Regional Director.

An Accredited Assessment Center may establish linkages with relevant companies or enterprises for the conduct of workplace or on-site assessment as well as public and private institutions with WTR-registered programs as assessment venues for the purpose of assessing their graduating students/trainees. These arrangements are officially approved by the TESDA Provincial Office.
Figure 21 below illustrates the procedure in the Accreditation of Assessment Centers.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Key Steps</th>
<th>Interfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Director</td>
<td>AC representative inquires at PO</td>
<td>Requirements for Accreditation of Assessment Centers:</td>
</tr>
<tr>
<td>Assessment Center Manager</td>
<td>PD Conducts Orientation</td>
<td>a. SEC Registration or entities with legal personality (CDA)</td>
</tr>
<tr>
<td>Provincial Director</td>
<td>AC Submits Documents to PO and pays 50% Accreditation Fee</td>
<td>b. Business permit</td>
</tr>
<tr>
<td></td>
<td>PD reviews and evaluates the application documents</td>
<td>c. Financial statement</td>
</tr>
<tr>
<td></td>
<td>Compliant?</td>
<td>d. Fire safety certificate</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>e. BIR registration</td>
</tr>
<tr>
<td></td>
<td>PD directs the conduct of inspection</td>
<td>f. Building layout/floor plan/shop layout</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>g. Company and staff profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Location map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Complete facilities, tools, equipment and materials appropriate to the qualification/s applied for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Lease contract/proof of ownership of the location/premise of the Assessment Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. CCTV camera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l. Self-assessment checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>m. Computer system with internet access</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n. Organizational structure to support the following activities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● scheduling the conduct of assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● collecting assessment fees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● submitting assessment results</td>
</tr>
</tbody>
</table>
### Responsibilities

**Inspection Team**

- The Inspection Team composed of TESDA PO Focal Person and Technical Experts of the Qualification ensures the applicant's compliance to the requirements.

### Key Steps

- **A**
  - Inspection Team conducts ocular inspection
  - Compliant?
    - Yes: PD trains the AC Manager and Processing Officer on AC Operations
    - No: AC complies with deficiencies

### Interfaces

The Inspection Team composed of TESDA PO Focal Person and Technical Experts of the Qualification ensures the applicant's compliance to the requirements.

---

### Responsibilities

**Provincial Director / AC Manager / Processing Officer**

- **Inspection Team conducts ocular inspection**
  - Compliant?
    - Yes: PD trains the AC Manager and Processing Officer on AC Operations
    - No: AC complies with deficiencies

### Key Steps

- **B**
  - AC submits notarized Affidavit of Undertaking and pays the remaining 50% Accreditation Fee
  - PD issues Certificate of Accreditation

### Interfaces

The Notarized Affidavit of Undertaking (AOU) defines the responsibilities of an Accredited Competency Center.
Accreditation of Competency Assessors

A Competency Assessor (CA) is an individual authorized to assess the competencies of a candidate for certification. He must be a practitioner of the qualification/trade or a teacher/instructor/trainer in the trade area for at least two (2) years; a holder of a National Certificate at the same or higher level of the Qualification where he/she is to be accredited; a holder of Trainer Methodology Certificate or COC on Conduct Competency Assessment; and has assisted in the conduct of actual assessment to at least two (2) candidates. The TESDA Provincial/District Director approves the accreditation of competency assessors with the confirmation of the TESDA Regional Director.

The Accredited Competency Assessor is responsible for upholding the integrity of the assessment process by safeguarding the authenticity and reliability of all documents and results pertaining to the conduct of assessment. The performance of a Competency Assessor is evaluated after each assessment activity by the candidates, Assessment Center Manager and TESDA Representative.

The first step in the accreditation of competency assessors is the development of Regional Lead Assessors (RLAs) for new/amended Training Regulations. The RLAs are the first to be trained and assessed by the National Lead Assessors or those who developed the Competency Assessment Tools (CATs). This is done to ensure uniformity and standard method of assessment all throughout the country. The RLAs then develop Provincial Lead Assessors (PLAs) and administers the loading of applicant-assessors.
The Experts who developed the Training Regulations and the Competency Assessment Tools are appointed as National Lead Assessors for new qualifications.
### Responsibilities

<table>
<thead>
<tr>
<th>Certification Office</th>
<th>Key Steps</th>
<th>Interfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CO-CAD conducts CBP for LAs</td>
<td>National Lead Assessors undergo training and assessment on Conduct Competency Assessment (COC 2) under the Trainer Methodology Course I.</td>
</tr>
<tr>
<td>Certification Office / National Lead Assessor</td>
<td>NLA assesses LAs</td>
<td></td>
</tr>
<tr>
<td>Certification Office</td>
<td>CO-CAD issues National Certificate to LAs / PO Accredits LA</td>
<td></td>
</tr>
<tr>
<td>Regional Office</td>
<td>RO conducts CBP for CAs</td>
<td></td>
</tr>
<tr>
<td>Provincial Office / Lead Assessor</td>
<td>LA assesses CAs</td>
<td></td>
</tr>
<tr>
<td>Provincial Director</td>
<td>PO issues Certificate of Accreditation to CAs</td>
<td></td>
</tr>
<tr>
<td>Certification Office</td>
<td>CO-CAD tracks the conduct of CBP for CAs</td>
<td></td>
</tr>
</tbody>
</table>
Figure 23 presents the flowchart in accrediting competency assessors.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Key Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant-CA</td>
<td>Applicant-CA visits PO</td>
</tr>
<tr>
<td>Provincial Director / PO CAC Focal staff</td>
<td>PD Conducts Orientation</td>
</tr>
<tr>
<td>Applicant-CA</td>
<td>PD refers Applicant-CA to AC/TM provider</td>
</tr>
<tr>
<td>Provincial Director</td>
<td>Applicant-CA undertakes Assessment for NC</td>
</tr>
<tr>
<td>Applicant-CA</td>
<td>AC conducts assessment for NC</td>
</tr>
<tr>
<td>Applicant-CA</td>
<td>Competent</td>
</tr>
</tbody>
</table>

Applicant-assessor complies with the criteria for accreditation:

- Must be a practitioner of the occupation/trade or a teacher/instructor/trainer in the trade for at least two (2) years;
- Holder of a National Certificate at the same of higher level of the Qualification where the assessor is accredited;
- Holder of National Trainers Training Certificate (NTTC) I and/or Certificate of Competency (COC) 2 – Conduct Competency Assessment under Trainers Methodology I; and
- Has assisted in the conduct of actual assessment to at least two (2) candidates
Responsibilities

Applicant-CA

Applicant-CA

Provincial Office

Lead Assessor / Applicant-CA / TESDA Representative

Key Steps

A

Applicant-CA takes TM1/CoC2

AC conducts assessment for TM1/CoC2

Competent

Yes

B

No

Applicant-CA requests for loading

PO Facilitates loading

LA administers loading of Applicant-CA

Interfaces
### Responsibilities

- Lead Assessor / Applicant-CA / AC Manager / TESDA Representative
- Applicant-CA
- Provincial Director / PO CAC Focal staff

### Key Steps

1. **B**
   - Competent
     - Yes
     - AC issues Loading Certificate to the Applicant-CA
     - Applicant-CA submits documentary requirements for accreditation to PO
     - PD reviews the application documents
     - Complete
       - No
       - Yes

2. **C**
   - No
   - Competent

### Interfaces

Applicant – Assessor submits documentary requirements to TESDA Provincial Office for evaluation and validation.
<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Key Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant-CA</strong></td>
<td>Applicant-CA submits Notarized Affidavit of Undertaking and pays accreditation fee</td>
<td></td>
</tr>
<tr>
<td>PO CAC Focal staff</td>
<td>PO CAC Focal staff encodes the Profile of CA and generates accreditation no. in T2MIS</td>
<td></td>
</tr>
<tr>
<td>Provincial Director</td>
<td>PD issues Certificate of Accreditation</td>
<td></td>
</tr>
<tr>
<td><strong>Applicant-CA</strong></td>
<td>CA receives Certificate of Accreditation</td>
<td></td>
</tr>
<tr>
<td><strong>PO/RO/CO</strong></td>
<td>PO/RO/CO Monitors performance of the CA</td>
<td></td>
</tr>
</tbody>
</table>

The Notarized Affidavit of Undertaking (AOU) defines the responsibilities of a Competency Assessor during and outside the competency assessment area.

The Assessor’s profile is encoded in the TESDA Training Monitoring Information System (T2MIS) maintained and administered by TESDA Central Office for system and data security.

A TESDA Representative oversees the conduct of assessment.

Assessor’s performance is evaluated after each assessment activity through a performance evaluation instrument accomplished by the AC Manager and candidates.

C. The procedures for the awarding of certificates and credentials by the competent authority

*Awarding of the National Certificate or Certificate of Competency*

The experts who developed the Training Regulations and the Competency Assessment Tools are appointed as National Lead Assessors for new qualifications. The National Lead Assessors are issued the corresponding National Certificate and attend the training and assessment on Conduct Competency Assessment under Training Methodology I.

The TESDA Provincial Office issues a National Certificate (NC) to a candidate who is recommended for certification by the Accredited Competency Assessor for having demonstrated competence in all units of competency within a Qualification. A Certificate of
Competency (COC) is issued to a candidate who has been assessed as competent in a prescribed cluster of related units of competency. Both certificates are signed by the Director General and countersigned by the Provincial Director. The validity period of NCs and COCs is five years.

As part of the continuous improvement, NC/COC Plastic Cards are issued to a certified worker upon request to complement the paper-based NC and/or COC.

D. The procedure for the collation and management of data on assessment and certification by the competent authority

Data Collection and Management

The TESDA Training Management Information System (T2MIS) is the official report monitoring system used by TESDA Offices/operating units for training programs, and assessment and certification process.

The Registry of Workers Assessed and Certified (RWAC) is used for documenting the results of assessment and as the basis for national certification. The file of each candidate for assessment includes personal circumstances such as candidate’s photo, education and training records, employment history, and assessment and certification records.

The RWAC is a record that contains the documentation of the results of assessment and serves as a basis for national certification. It provides information on the pool of certified workers and facilitates verification of the certificate status of the workers.

The RWAC is prepared by the Assessment Centers after each assessment activity and is verified by the Provincial Office. This is then submitted to the Certification Office for posting in the TESDA website. The Provincial Director ensures the validity and integrity of the data uploaded in the website.

TESDA maintains the Online Registry of Certified Workers containing vital information on the pool of certified workers nationwide. Access can be made by name, certificate number or by qualification. The registry is easily accessible thru the TESDA website: http://www.tesda.gov.ph
E. Subsidiary procedures being implemented for alignment to the specific requirements of the competency certification in the tourism sector and the selected tourism occupations
Tourism Industry Board Foundation, Inc. (TIBFI): The National Tourism Professional Board

The National Steering Committee (NSC) on the ASEAN MRA on TP is composed of the Department of Tourism (DOT) as the National Tourism Organization (NTO); the Tourism Industry Board Foundation, Inc (TIBFI) as the National Tourism Professional Board (NTPB); and TESDA as the Tourism Professional Certification Board (TPCB).

The Department of Tourism as the National Tourism Organization (NTO) has the following responsibilities:

- Develop, coordinate and implement work programs/plans to enhance cooperation in tourism
- Provide a mechanism to promote participation from the private or business sector and non-government organizations
- Establish working groups to assist in the development and implementation of policies and work programs
- Represent the Philippines in the ASEAN Tourism Professional Monitoring Committee (ATPMC)

TESDA as the NTCB is primarily responsible for the assessment and certification of tourism professionals with the following functions:

- Assess qualifications and/or competencies of tourism professionals as specified in the ASEAN Common Competency Standard for Tourism Professionals (ACCSTP)
- Issue certificates to tourism professionals whose qualifications and/or competencies comply with the ACCSTP
- Develop, process and maintain a registry of certified tourism professionals and job opportunities
- Notify the NTPB when foreign tourism professionals are no longer qualified or have violated any technical, professional or ethical standards

TIBFI as the NTPB is composed of representatives from the public and private sectors including the academia and other relevant tourism stakeholders as identified by the ASEAN NTOs. It has the following responsibilities:

- Create awareness and disseminate information about the ASEAN MRA
- Promote, update, maintain and monitor the ACCSTP and the Common ASEAN Tourism Curriculum (CATC)
- Facilitate the exchange of information on assessment procedures, criteria, systems, manuals and publications relating to the MRA-TP
- Facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to this MRA-TP;
- Report its work progress to the ASEAN NTOs including actions taken on cases referred to it by the TPCB and/or ATPMC
- Formulate and update necessary mechanism to enable implementation of the MRA
- Facilitate the exchange of best practices and prevailing developments in tourism sector with the view to harmonizing and updating regional and/or international tourism competencies and curricula

The Tourism Industry Board Foundation, Inc. (TIBFI) has taken very active roles in pursuing its development goals for the tourism sector in alignment with regional standards. It has strongly participated in the development of the ASEAN MRA on Tourism Professionals and the deployment of the various components of the MRA which showed the highest over-all
performance in the Philippine TVET Competency Assessment and Certification System (PTCACS).

Together the three bodies jointly conduct development and review processes for tourism programs, systems and standards such as review of TTESDA Training Regulations on tourism qualifications, competency assessment tools, and training of ASEAN Master Trainers and Master Assessors, to name a few. Specifically, they conducted the alignment of Competency Standards/Training Regulations with the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)/ASEAN Toolboxes in the six areas such as Front Office, Housekeeping, Food Production, Food and Beverage Services, Travel Services/Agency, and Tour Operations.

Table 4. Alignment of Competency Standards with ACCSTP Toolboxes

<table>
<thead>
<tr>
<th>ACCSTP Qualification Title</th>
<th>ACCSTP Training Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCSTP Qualification Title</td>
<td>ACCSTP Training Regulation</td>
</tr>
<tr>
<td>Attraction and Theme Parks Operation NCII</td>
<td>Housekeeping-NCII</td>
</tr>
<tr>
<td>Barista NCII</td>
<td>Technology &amp; Administration</td>
</tr>
<tr>
<td>Bartending NCII</td>
<td>Management</td>
</tr>
<tr>
<td>Bread and Pastry Production NCII</td>
<td>Supervision</td>
</tr>
<tr>
<td>Commercial Cooking NCIII</td>
<td>Supervision</td>
</tr>
<tr>
<td>Commercial Cooking NCIV</td>
<td>Supervision</td>
</tr>
<tr>
<td>Events Management NCIII</td>
<td>Supervision</td>
</tr>
<tr>
<td>Food and Beverage Services NCII</td>
<td>Supervision</td>
</tr>
</tbody>
</table>

Among the 19 tourism qualifications with Training Regulations, there are 4 qualifications for which National Certificates are being awarded as aligned with the MRA-TP.

Table 5 below presents the Tourism Qualifications with Training Regulations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attraction and Theme Parks Operation NCII</td>
</tr>
<tr>
<td>2</td>
<td>Barista NCII</td>
</tr>
<tr>
<td>3</td>
<td>Bartending NCII</td>
</tr>
<tr>
<td>4</td>
<td>Bread and Pastry Production NCII</td>
</tr>
<tr>
<td>5</td>
<td>Cookery NCII</td>
</tr>
<tr>
<td>6</td>
<td>Commercial Cooking NCIII</td>
</tr>
<tr>
<td>7</td>
<td>Commercial Cooking NCIV</td>
</tr>
<tr>
<td>8</td>
<td>Events Management NCIII</td>
</tr>
<tr>
<td>9</td>
<td>Food and Beverage Services NCII</td>
</tr>
</tbody>
</table>
### CAMP ASSESS

Camp Assess or Calibration of Assessment Methods and Processes to Align to Specific Sector, Standards and Systems and; Convergence to Achieve Mobility of Persons across ASEAN member States and Sustain Excellence in our Standards and Systems is a capability building program organized by DOT, TIBFI and TESDA. The program specifically aims to: (1) re-train and align the competencies of the TESDA-Accredited Assessors with the requirements of the ASEAN MRA for TPs; (2) Develop the capability of the TESDA-Accredited Assessors using the ASEAN MRA toolbox for the conduct of assessment; and (3) Re-calibrate the assessor in the conduct of assessment in the ASEAN MRA on TPs related qualifications through the CAMP ASSESS. All tourism accredited assessors undergo the CAMP ASSESS.

The following tables show the accomplishments of the Tourism Sector for the past five years:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Food and Beverage Services NCIII</td>
</tr>
<tr>
<td>11</td>
<td>Food and Beverage Services NCIV</td>
</tr>
<tr>
<td>12</td>
<td>Front Office Services NCII</td>
</tr>
<tr>
<td>13</td>
<td>Housekeeping NCII</td>
</tr>
<tr>
<td>14</td>
<td>Housekeeping NCIII</td>
</tr>
<tr>
<td>15</td>
<td>Housekeeping NCIV</td>
</tr>
<tr>
<td>16</td>
<td>Local Guiding Services NCII</td>
</tr>
<tr>
<td>17</td>
<td>Tour Guiding Services NCII</td>
</tr>
<tr>
<td>18</td>
<td>Tourism Promotion Services NCII</td>
</tr>
<tr>
<td>19</td>
<td>Travel Services NCII</td>
</tr>
</tbody>
</table>
### Table 6. Number of Assessed and Certified in Tourism Sector Related Qualifications FY 2015-2019 as of August 2019

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>Total</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Assessed</td>
<td>Certified</td>
<td>Assessed</td>
<td>Certified</td>
<td>Assessed</td>
</tr>
<tr>
<td>Attraction &amp; Theme Parks Operation NC II</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Barista NC II</td>
<td>35,129</td>
<td>5,412</td>
<td>5,158</td>
<td>8,644</td>
<td>8,138</td>
<td>6,150</td>
</tr>
<tr>
<td>Bartending NC II</td>
<td>91,961</td>
<td>30,016</td>
<td>26,213</td>
<td>25,308</td>
<td>20,874</td>
<td>13,765</td>
</tr>
<tr>
<td>Bread and Pastry Production NC II</td>
<td>515,929</td>
<td>86,121</td>
<td>78,018</td>
<td>98,455</td>
<td>91,771</td>
<td>101,267</td>
</tr>
<tr>
<td>Cookery NC II</td>
<td>387,532</td>
<td>59,207</td>
<td>54,507</td>
<td>82,727</td>
<td>77,412</td>
<td>74,043</td>
</tr>
<tr>
<td>Commercial Cooking NC III</td>
<td>4,750</td>
<td>208</td>
<td>142</td>
<td>797</td>
<td>733</td>
<td>1,514</td>
</tr>
<tr>
<td>Commercial Cooking NC IV</td>
<td>2,338</td>
<td>11</td>
<td>11</td>
<td>337</td>
<td>334</td>
<td>1,180</td>
</tr>
<tr>
<td>Events Management Services NC III</td>
<td>80,974</td>
<td>7,598</td>
<td>6,546</td>
<td>15,796</td>
<td>14,238</td>
<td>17,484</td>
</tr>
<tr>
<td>Food and Beverage Services NC II</td>
<td>444,945</td>
<td>90,771</td>
<td>82,792</td>
<td>98,052</td>
<td>89,855</td>
<td>78,593</td>
</tr>
<tr>
<td>Food and Beverage Services NC III</td>
<td>9,801</td>
<td>2,463</td>
<td>2,201</td>
<td>2,328</td>
<td>2,213</td>
<td>2,208</td>
</tr>
<tr>
<td>Food and Beverage Services NC IV</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Front Office Services NC II</td>
<td>86,479</td>
<td>24,446</td>
<td>21,885</td>
<td>21,125</td>
<td>18,947</td>
<td>15,523</td>
</tr>
<tr>
<td>Housekeeping NC II</td>
<td>438,421</td>
<td>100,820</td>
<td>93,788</td>
<td>98,945</td>
<td>92,886</td>
<td>83,624</td>
</tr>
<tr>
<td>Housekeeping NC III</td>
<td>13,408</td>
<td>1,541</td>
<td>1,334</td>
<td>3,403</td>
<td>3,261</td>
<td>3,098</td>
</tr>
<tr>
<td>Housekeeping NC IV</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Local Guiding Services NC II</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tour Guiding Services NC II</td>
<td>18,699</td>
<td>5,840</td>
<td>5,397</td>
<td>5,490</td>
<td>5,167</td>
<td>2,905</td>
</tr>
<tr>
<td>Tourism Promotion Services NC II</td>
<td>24,354</td>
<td>2,448</td>
<td>2,260</td>
<td>3,334</td>
<td>3,169</td>
<td>5,907</td>
</tr>
<tr>
<td>Travel Services NC II</td>
<td>9,920</td>
<td>1,761</td>
<td>1,647</td>
<td>2,056</td>
<td>1,987</td>
<td>2,896</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,164,64</td>
<td>418,664</td>
<td>381,900</td>
<td>466,800</td>
<td>430,988</td>
<td>410,157</td>
</tr>
</tbody>
</table>
### Table 7. Number of Accredited Assessment Centers in Tourism Sector Related Qualifications FY 2015-2019 as of August 2019

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attraction &amp; Theme Parks Operation NC II</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Barista NC II</td>
<td>2</td>
<td>51</td>
<td>56</td>
<td>69</td>
<td>61</td>
</tr>
<tr>
<td>Bartending NC II</td>
<td>183</td>
<td>211</td>
<td>208</td>
<td>218</td>
<td>216</td>
</tr>
<tr>
<td>Bread and Pastry Production NC II</td>
<td>163</td>
<td>272</td>
<td>375</td>
<td>448</td>
<td>477</td>
</tr>
<tr>
<td>Commercial Cooking NC III</td>
<td>17</td>
<td>29</td>
<td>40</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>Commercial Cooking NC IV</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Cookery NC II</td>
<td>127</td>
<td>279</td>
<td>371</td>
<td>408</td>
<td>447</td>
</tr>
<tr>
<td>Events Management Services NC III</td>
<td>22</td>
<td>83</td>
<td>114</td>
<td>149</td>
<td>168</td>
</tr>
<tr>
<td>Food and Beverage Services NC II</td>
<td>298</td>
<td>412</td>
<td>480</td>
<td>564</td>
<td>576</td>
</tr>
<tr>
<td>Food and Beverage Services NC III</td>
<td>42</td>
<td>45</td>
<td>53</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Food and Beverage Services NC IV</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Front Office Services NC II</td>
<td>266</td>
<td>339</td>
<td>405</td>
<td>480</td>
<td>490</td>
</tr>
<tr>
<td>Housekeeping NC II</td>
<td>17</td>
<td>44</td>
<td>47</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Housekeeping NC III</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Local Guiding Services NC II</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tour Guiding Services NC II</td>
<td>47</td>
<td>28</td>
<td>17</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Tourism Promotion Services NC II</td>
<td>6</td>
<td>32</td>
<td>55</td>
<td>70</td>
<td>77</td>
</tr>
<tr>
<td>Travel Services NC II</td>
<td>10</td>
<td>20</td>
<td>31</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1,317</strong></td>
<td><strong>2,000</strong></td>
<td><strong>2,413</strong></td>
<td><strong>2,757</strong></td>
<td><strong>2,854</strong></td>
</tr>
</tbody>
</table>
### Table 8. Number of Accredited Competency Assessors in Tourism Sector Related Qualifications  FY 2015-2019 as of August 2019

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barista NC II</td>
<td>0</td>
<td>59</td>
<td>78</td>
<td>94</td>
<td>103</td>
</tr>
<tr>
<td>Bartending NC II</td>
<td>229</td>
<td>206</td>
<td>233</td>
<td>257</td>
<td>273</td>
</tr>
<tr>
<td>Bread and Pastry Production NC II</td>
<td>283</td>
<td>460</td>
<td>619</td>
<td>755</td>
<td>813</td>
</tr>
<tr>
<td>Commercial Cooking NC III</td>
<td>22</td>
<td>20</td>
<td>37</td>
<td>40</td>
<td>51</td>
</tr>
<tr>
<td>Commercial Cooking NC IV</td>
<td>2</td>
<td>5</td>
<td>12</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Cookery NC II</td>
<td>140</td>
<td>507</td>
<td>691</td>
<td>851</td>
<td>699</td>
</tr>
<tr>
<td>Events Management Services NC III</td>
<td>37</td>
<td>97</td>
<td>136</td>
<td>186</td>
<td>203</td>
</tr>
<tr>
<td>Food and Beverage Services NC II</td>
<td>459</td>
<td>563</td>
<td>713</td>
<td>849</td>
<td>943</td>
</tr>
<tr>
<td>Food and Beverage Services NC III</td>
<td>50</td>
<td>53</td>
<td>60</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>Food and Beverage Services NC IV</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Front Office Services NC II</td>
<td>186</td>
<td>122</td>
<td>146</td>
<td>177</td>
<td>198</td>
</tr>
<tr>
<td>Housekeeping NC II</td>
<td>462</td>
<td>434</td>
<td>609</td>
<td>736</td>
<td>804</td>
</tr>
<tr>
<td>Housekeeping NC III</td>
<td>29</td>
<td>51</td>
<td>68</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Housekeeping NC IV</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Tour Guiding Services NC II</td>
<td>61</td>
<td>31</td>
<td>28</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>Tourism Promotion Services NC II</td>
<td>8</td>
<td>28</td>
<td>47</td>
<td>62</td>
<td>79</td>
</tr>
<tr>
<td>Travel Services NC II</td>
<td>15</td>
<td>10</td>
<td>18</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1,983</strong></td>
<td><strong>2,646</strong></td>
<td><strong>3,497</strong></td>
<td><strong>4,215</strong></td>
<td><strong>4,383</strong></td>
</tr>
</tbody>
</table>
Table 9. Number of NTTC Holders in Tourism Sector Related Qualifications
FY 2016-2019 as of August 2019

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARISTA NC II</td>
<td>36</td>
<td>76</td>
<td>258</td>
<td>307</td>
</tr>
<tr>
<td>BARTENDING NC II</td>
<td>103</td>
<td>890</td>
<td>862</td>
<td>772</td>
</tr>
<tr>
<td>BREAD AND PASTRY PRODUCTION NC II</td>
<td>299</td>
<td>2,057</td>
<td>2,148</td>
<td>2,256</td>
</tr>
<tr>
<td>COMMERCIAL COOKING NC III</td>
<td>17</td>
<td>201</td>
<td>224</td>
<td>245</td>
</tr>
<tr>
<td>COMMERCIAL COOKING NC IV</td>
<td>4</td>
<td>45</td>
<td>68</td>
<td>89</td>
</tr>
<tr>
<td>COOKERY NC II</td>
<td>256</td>
<td>2,144</td>
<td>2,460</td>
<td>2,281</td>
</tr>
<tr>
<td>EVENTS MANAGEMENT SERVICES NC III</td>
<td>72</td>
<td>529</td>
<td>657</td>
<td>729</td>
</tr>
<tr>
<td>FOOD AND BEVERAGE SERVICES NC II</td>
<td>282</td>
<td>2,310</td>
<td>2,496</td>
<td>2,801</td>
</tr>
<tr>
<td>FOOD AND BEVERAGE SERVICES NC III</td>
<td>43</td>
<td>320</td>
<td>334</td>
<td>365</td>
</tr>
<tr>
<td>FOOD AND BEVERAGE SERVICES NC IV</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>FRONT OFFICE SERVICES NC II</td>
<td>61</td>
<td>638</td>
<td>535</td>
<td>489</td>
</tr>
<tr>
<td>HOUSEKEEPING NC II</td>
<td>395</td>
<td>2,365</td>
<td>2,343</td>
<td>2,329</td>
</tr>
<tr>
<td>HOUSEKEEPING NC III</td>
<td>58</td>
<td>332</td>
<td>334</td>
<td>374</td>
</tr>
<tr>
<td>LOCAL GUIDING SERVICES NC II</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>TOUR GUIDING SERVICES NC II</td>
<td>13</td>
<td>210</td>
<td>130</td>
<td>102</td>
</tr>
<tr>
<td>TOURISM PROMOTION SERVICES NC II</td>
<td>12</td>
<td>167</td>
<td>182</td>
<td>179</td>
</tr>
<tr>
<td>TRAVEL SERVICES NC II</td>
<td>7</td>
<td>96</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>1,659</td>
<td>12,387</td>
<td>13,122</td>
<td>13,400</td>
</tr>
</tbody>
</table>
The proposed pilot occupations/jobs in the Tourism Sector for the AGP2 are listed below with the learning outcomes (units of competencies) and their assigned level including the basic, common and core competencies.

Table 10. Qualifications Proposed as the Pilot Occupations in the AGP2

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level</th>
<th>Learning Outcomes / Core Units of Competency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread and Pastry Production NCII</td>
<td>II</td>
<td>Basic Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Participate in workplace communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Work in a team environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practice career professionalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practice occupational health and safety procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Develop and update industry knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Observe workplace hygiene procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Perform computer operations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Perform workplace and safety practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide effective customer service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Prepare and produce bakery products</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Prepare and produce pastry products</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Prepare and present gateaux, tortes and cakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Prepare and display petits fours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Present desserts</td>
</tr>
<tr>
<td>Food and Beverage Services NCII</td>
<td>II</td>
<td>Basic Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Participate in workplace communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Work in a team environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practice career professionalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practice occupational health and safety procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Develop and update industry knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Observe workplace hygiene procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Perform computer operations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Perform workplace and safety practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide effective customer service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Prepare the dining room/restaurant area for service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Welcome guests and take food and beverage orders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Promote food and beverage products</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide food and beverage services to guests</td>
</tr>
<tr>
<td>Qualification</td>
<td>Level</td>
<td>Learning Outcomes / Core Units of Competency*</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide room service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Receive and handle guest concerns</td>
</tr>
<tr>
<td>Housekeeping NC II</td>
<td>II</td>
<td><strong>Basic Competencies</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Participate in workplace communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Work in a team environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practice career professionalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practice occupational health and safety procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Common Competencies</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Develop and update industry knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Observe workplace hygiene procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Perform computer operations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Perform workplace and safety practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide effective customer service</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Core Competencies</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide housekeeping services to guests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Clean and prepare rooms for incoming guests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide valet/butler service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Laundry linen and guest clothes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Clean public areas, facilities and equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Deal with/Handle intoxicated guests</td>
</tr>
</tbody>
</table>

The qualifications and the learning outcomes are proposed to be compared with the qualifications and learning outcomes of the two (2) other pilot ASEAN member states.

The core competencies are analyzed against the level descriptors for the various levels.

The qualifications are assigned to levels based on the learning outcomes and how they are aligned to the level descriptors.
Section 4. The Link between the Qualification Levels Denoted in the Certificates and Diplomas Issued with the National Qualifications Framework (NQF) Levels and Level Descriptors

A. The Philippine Qualifications Framework (PQF)

The PQF was established by Republic Act 10968 entitled An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor. The Law, signed in 2017, was originally governed under Executive Order Number 83, entitled Institutionalization of the Philippine Qualifications Framework which was signed in 2012. Prior to the PQF, the Philippine TVET Qualifications Framework (PTQF) governed the award of the the National Certificates for TVET Qualifications Levels 1 to 3 since 1998 by the Technical Education and Skills Development Authority (TESDA) and its predecessor agency, the National Manpower and Youth Council. The PQF is governed by the PQF-National Coordinating Council.

The eight (8) levels cover the formal education system in TVET and higher education including the award of TVET qualifications in the TVET track in senior high school. The PQF is illustrated in the following diagram:
B. The Qualifications Levels and Level Descriptors of the Qualifications Issued by the Competent Body

The PQF has eight (8) Levels of qualifications differentiated by descriptors of expected learning outcomes along three domains: knowledge, skills and values; application; and degree of independence. It has sub-frameworks corresponding to the subsystems of the education and training system. For example, the TVET subsystem covers National Certificates (NC) I through IV corresponding to the first four levels while the Commission on Higher Education Subsystem covers Baccalaureate, Postgraduate Diploma, Masters, and Doctorate that correspond to Levels VI to VIII. The two Sub-systems interface in the provision of qualifications at level V.

Table 11. PQF Levels and Level Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KNOWLEDGE, SKILLS AND VALUES</th>
<th>APPLICATION</th>
<th>DEGREE OF INDEPENDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I National Certificate I</td>
<td>Knowledge and skills that are manual or concrete or practical and/or operational in focus</td>
<td>Applied in activities that are set in a limited range of highly familiar and predictable context; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures</td>
<td>In conditions where there is very close support, guidance or supervision; minimum judgment or supervision is needed</td>
</tr>
<tr>
<td>Level 2 National Certificate II</td>
<td>Knowledge and skills that are manual or concrete or practical and/or operational in focus with a variety of options</td>
<td>Applied in activities that are set in a limited range of familiar and predictable context; involve routine issues which are identified and</td>
<td>In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed</td>
</tr>
<tr>
<td>LEVEL</td>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>APPLICATION</td>
<td>DEGREE OF INDEPENDENCE</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Level 3 National Certificate III</td>
<td>Knowledge and skills that are a balance of theoretical and/or technical and practical. Work involves understanding of the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used.</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>
<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>Level 4 National Certificate IV</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</td>
<td>Applied in activities that set in range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non routine</td>
<td>Work involves some leadership and guidance when organizing activities of self and others</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KNOWLEDGE, SKILLS AND VALUES</th>
<th>APPLICATION</th>
<th>DEGREE OF INDEPENDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 National Certificate V</td>
<td>analysis of current practices and the development of new criteria and procedures</td>
<td>issues which are addressed using guidelines or procedures which require interpretation or adaptation.</td>
<td>In condition where there is broad guidance and direction, where judgment is acquired in planning and selecting appropriate equipment, services and techniques for self and others. Undertake work involving participation in strategic initiatives, as well as personal responsibility and autonomy in performing complex, technical operations or organizing others.</td>
</tr>
<tr>
<td>Level 6 National</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 depth, breadth and complexity in the planning and initiation of alternative approaches to skills and knowledge across a broad range technical and/or management requirements, evaluation and coordination</td>
<td>Applied in activities that are supervisory, complex and non routine which require extensive interpretation and/or adaptation/ innovation</td>
<td>Independent and/or in teams of related</td>
</tr>
<tr>
<td></td>
<td>Graduates of this level will have a broad and</td>
<td>Application in professional work</td>
<td></td>
</tr>
<tr>
<td>LEVEL</td>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>APPLICATION</td>
<td>DEGREE OF INDEPENDENCE</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Certificate VI</td>
<td>coherent knowledge and skills in their field of study for professional work and lifelong learning</td>
<td>in a broad range of discipline and/or for further study</td>
<td></td>
</tr>
<tr>
<td>Level 7</td>
<td>Graduates of this level will have advanced knowledge and skills in a special or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning</td>
<td>Application in professional work requires leadership management in a specialized and/or multi disciplinary work and/or research and/or for further study</td>
<td>Independent and/or in teams of multi-disciplinary</td>
</tr>
<tr>
<td>National Certificate VII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 8</td>
<td>Graduates of this level will have highly advanced systematic knowledge and skills in highly special or complex multi-disciplinary field of learning for complex research and/or professional practice or for the advancement of learning</td>
<td>Applied in highly special and/or complex multi disciplinary field of professional work that requires innovation, and/or leadership and management and/or research in a specialized or multi-disciplinary field</td>
<td>Independent and/or in teams of multi-disciplinary and more complex setting</td>
</tr>
<tr>
<td>National Certificate VIII</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The National Certificates and the numbers denoted to TVET qualifications are exactly the same levels and descriptors that are used in Table 11.

Figure 26. TVET Functional Analysis Map with Alignment to PQF

Figure 26 derives from the procedure for the functional mapping of industry sector and occupations.

The functional mapping is done by the Technical Committee composed of technical experts and practitioners who also recommends the qualification level. The final decision on the level is made by the TESDA Board which approves and promulgates the Competency Standards and Training Regulations in the Philippines.
The Units of Competency are shaded according to the following color-coding:

Blue – Core Competencies; Green – Common Competencies; Yellow – Basic competencies. The units highlighted in brown are the units that are required for Bread and Pastry Production NC II.

To illustrate: Bread and Pastry production NC II

A person who has achieved this Qualification is competent to be:

\ Commis for Pastry or a Baker.

The BREAD AND PASTRY PRODUCTION NC II Qualification consists of competencies that a person must achieve to be able to clean equipment, tools and utensils and prepare, portion and plate pastries, breads and other dessert items to guests in hotels, motels, restaurants, clubs, canteens, resorts and luxury lines/cruises and other related operations.
Section 5. The Quality Assurance System Covering the Skills/Competency Standards Development and Approval, the Assessment and Certification Procedures as linked to:
The Guiding Principles and Protocols for Competent Bodies and Providers of Assessment Services (Section 4 of Guiding Principles Manual)
Alignment with the AMS Report for Criterion 6 of the AQRF Referencing Guidelines

A. The system by which the procedures for competency standards development, assessment are quality assured

Quality Assurance in Technical Vocational Education and Training

TESDA, the sole certifier of TVET schools, is the government body that approves providers of TVET programs and performs quality assurance of TVET programs based on minimum requirements, except for the TVET level programs currently mandated to the MARINA, and CAAP. TESDA’s programs and initiatives for the TVET sector are designed and implemented within the context of a quality-assured TVET system to ensure that TVET produces job-ready Filipino workers meeting the requirements of the 21st-century local and international labor markets.

The system is industry-led, driven by competency and training standards derived from the requirements and specifications guided by TVET priorities identified by the industries. The system is accessible to a broad range of customers, including the unemployed, underemployed, displaced workers, career shifters, new entrants to the labor force, high school graduates, and even college and graduate students. Employment and productivity enhancement are the ultimate metrics of the technical vocational education and training system as a result of effective matching of labor supply and demand.

The system has three major components: (a) qualification standards development, (b) program registration and accreditation, and (c) competency assessment and certification system.

Qualification Standards Development

Qualification Standards Development Standards development begins with the stakeholders, the end-users of qualified competent workers. TESDA promulgates the competency and training standards and assessment arrangements and competency assessment tools recommended by industry experts who are nominated by industry associations. These standards give the TVET providers guidance on learning outcomes-based curriculum, tools, equipment, facilities, and trainers’ qualifications necessary to develop the skills of workers, whether for wage or self-employment or entrepreneurship development.

Unified TVET Program Registration and Accreditation System (UTPRAS)

TESDA Board Resolution 98-03 approved the establishment of the Unified TVET Program Registration and Accreditation System (UTPRAS) in the pursuit of the quality-assured TVET system. It is a two-stage process of quality assurance that covers the following: 1) the mandatory program registration of TVET programs with TESDA and the monitoring for continuous compliance with the prescribed minimum requirements; and 2) the voluntary program accreditation of institutions which involves the institutionalization of quality management systems. All TVET programs offered by public and private TVET institutions
are required to get prior authority from TESDA through the mandatory process of Program Registration.

Program Registration prescribes full compliance with the minimum requirements of training delivery specified in the Training Regulations such as curriculum, qualification of trainers, tools and equipment required as well as training facilities. TVET programs may be registered as “With Training Regulations” (WTR) or “No Training Regulations” (NTR). The NTR programs are those which are in demand by industry but no Training Regulations have been developed yet. Graduates under the NTR programs are also evaluated through institutional assessment.

Compliance Audit is an integral part of UTPRAS. It includes monitoring of registered programs to ascertain compliance with the UTPRAS requirements. Compliance Audit is regularly conducted one year after registration, and every two (2) years thereafter. Special and spot audits are conducted upon instruction of the TESDA Director General, or based on feedback from stakeholders. Programs are closed when found to have deficiencies that are not addressed within the given 30-day period.

Program Accreditation is a voluntary process of demonstrating quality assurance of programs and institutional processes that lead to recognition and conferment of awards for exemplary performance at various levels. The following systems of accreditation are currently adopted in Philippine TVET:

- Asia Pacific Accreditation and Certification Commission (APACC) is a regional accreditation and certification body that Colombo Plan member-governments recognized in light of the need to cope with the rapid changes in the labor market and skills taught in TVET institutions. APACC focuses on seven criteria: Governance and Management; Faculty and Staff; Research and Development; Extension Consultancy and Linkages; Resources; Physical, Plant and Facilities; and Support to Students.

- STAR Rating System of TVET Programs is a system of recognizing TVET programs beyond the program registration minimum requirements. The system is anchored on an evidence-based criteria, which are translated into numerical points that will correspond to the STAR Level award of the program. The STAR Rating System of TVET Programs focuses on the following areas: Program Governance and Management, Curriculum and Program Delivery, Support Services, and Program Performance Measures. The standards of the East Asia Summit Technical Vocational Education and Training Quality Assurance Framework (EASTVET QAF) standards are integrated in the STAR Rating System of TESDA.

- EAS TVET QAF is one of the quality assurance frameworks recognized in the ASEAN Qualifications Referencing Framework (AQRF) referencing process. The Philippines is one of the 18 member countries of the East Asia Summit which had signified its interest to adopt the EAS TVET QAF that will help EAS countries assess, develop and improve the quality of their TVET systems; guide the design and implementation of measures to strengthen quality assurance at the member country level; provide the basis for alignment between national TVET systems across the region; and increase transparency of and consistency in TVET policy developments and thereby promote mutual trust, worker and learner mobility, as well as lifelong learning.

In 2017, a total of 70 programs in 45 technical vocational institutions received the STAR awards in various levels.
B. The system by which the procedures for competency assessment and certification are quality assured

*Philippine Technical Vocational Education and Training Competency Assessment and Certification Systems (PTCACS)*

The competency standards, which are contained in the Training Regulations promulgated by the TESDA Board, are the benchmarks for training, assessment and certification. The assessment process is based on gathered evidence or information to prove possession of competence. The process may be applied on an employable single unit of competency or a cluster of relevant units of competency or on all units of competency in a Full National Qualification. Evidence is gathered through a range of methods.

Quality assurance in PTCACS defines responsibilities of various actors in TESDA such as: the TESDA Central Office, TESDA Regional and Provincial Offices, the Accredited Assessment Centers and the Accredited Competency Assessors.

The Central Office, through the Certification Office, provides oversight function in the implementation of assessment and certification programs in the country; provides capability building programs for Lead Competency Assessors and regional/provincial/sectoral implementers; formulates assessment and certification policies, guidelines and procedures and other assessment arrangements outside of what is provided in the guidelines; manages and maintains the National Registry of Certified Workers; handle complaints and appeals; and conducts external and 2nd level audits on the implementation of assessment and certification.

The TESDA field offices implement accreditation and assessment activities in accordance with the quality assurance system; conducts compliance audits; accredits the Assessment Centers and Competency Assessors and issues the National Certificates or the Certificates of Competency. The Assessment Centers, which are not necessarily part of TESDA — i.e., they are private or public institutions/organizations — accept and process applications, manage the actual conduct of assessment and assign competency assessors on a rotation basis; and submit reports to TESDA.

The PTCACS has been ISO 9001:2008 certified since 2012 and recertified to ISO 9001:2015. In addition to the audits undertaken by the field and central offices, the certifying body auditor conducts surveillance at least once a year. These strengthen the quality management of the TVET program registration and assessment and certification processes, as well as the standards development.
Consistent with the principles of Recognition of Prior Learning, PTCACS applies to competent individuals who acquired their competencies through formal, non-formal or informal modes of learning. A training certificate is not required for an application for assessment. The assessors’ multiple methods of evidence gathering enable those assessed to prove their competencies. A Self-Assessment Guide (SAG) allows the applicants to gauge their level of competency before they undergo the actual assessment. The AC schedules the competency assessment and encodes profiles of candidates in the T2MIS two days before the approved assessment schedule. An accredited assessor whose appointment is approved by the Provincial Director conducts the assessment. The AC issues Competency Assessment Result Summary (CARS) to candidates and prepares the Registry of Workers Assessed and Certified (RWAC) for submission to the Provincial Office where certification documents are prepared.

**Safeguarding Security and Integrity of the Assessment and Certification Process**

The Accredited Assessment Centers assume full responsibility for ensuring the objectivity and validity of assessment conducted in the Center or in any Designated Assessment Venue. They shall be responsible for the acts of the assigned Accredited Competency Assessors.
The Accredited Competency Assessors are responsible in upholding the integrity of the assessment process by safeguarding the authenticity and reliability of all documents and results pertaining to the conduct of assessment.

The TESDA Provincial Directors are responsible for the conduct of assessment and certification activities in the province. They take full responsibility in maintaining the security of the assessment tools, certificates (NC and COC) issued and for all acts performed by all personnel involved in the implementation of assessment and certification. The Regional Directors ensure that all assessment and certification activities strictly conform to quality assurance system. The Certification Office is responsible for the provision of blank certificates (NC and COC) to the Regional and Provincial Offices.

System of Auditing of Assessment Procedures, Section 17 of TESDA Circular No. 15, series of 2015

Inspection of applicant-assessment center is conducted after complying with all the documentary requirements.

Compliance audit is conducted once a year. However a special compliance audit is done when there are issues and concerns on customer complaints, recurring quality problems and report of anomalous activities.

Figure 29 below presents a simplified process of compliance audit for Accredited Assessment Centers.
Sanctions and Penalties, Section 14, TESDA Circular No. 15, series of 2015

A. The accreditation of Assessment Centers and Competency Assessors and designation of Assessment Venues are revoked for any of the following reasons:

- **Sec 14.1.1** Failure to sustain compliance with accreditation requirements
- **Sec 14.1.2** Violation of any defined procedure in the conduct of assessment
- **Sec 14.1.3** Falsification of requisite documents and/or false statements in connection with the application for accreditation
- **Sec 14.1.4** Failure to notify TESDA of any change that directly or indirectly affects assessment conditions in relation to the conditions existing during the original accreditation
- **Sec 14.1.5** Connivance with the candidate regarding the fulfillment of assessment requirements
- **Sec 14.1.6** Illegal exaction of fees other than those approved by the TESDA Board
- Involvement with any “conflict of interest” activity related to assessment and certification program, e.g. placement agency, review center, among others.
B. The National Certificate (NC) or Certificate of Competency (COC) issued to the individual is cancelled on the following grounds:

Sec 14.2.1 Falsification or fraudulent duplication of documents

Sec 14.2.2 Tampering of NC or COC

Sec 14.2.3 Substitution of persons who took the assessment

Sec 14.2.4 Any other non-TESDA concerns/violations resulting to serious injury, loss of life of a person or significant damage to property and environment committed by an NC or COC holder in the practice of his/her job.

C. The system by which data collection and data management are quality assured

The TESDA Training Management Information System (T2MIS) is the official report monitoring system used by TESDA Offices/operating units for training programs, and assessment and certification process. It is an in-house developed system, a web-enabled platform to facilitate the organized collection, storage, processing, analysis and dissemination of all Technical-vocational education and training (TVET) data inclusive of outputs from training, assessment and certification, employment of graduates. Data from the existing Manual-based Monitoring/Reporting System for MIS 03-02 and Registry of Workers Assessed and Certified (RWAC) are made part of the T2MIS.

The T2MIS maintains the central agency’s databases for the following:

- profile of the institutions with registered programs
- trainers’ profiles
- accredited assessment centers
- assessors’ profiles and
- trainees’/candidates profiles

The T2MIS ensures the validity and integrity of all TVET data inputed into the system.
Data can be accessed thru http://t2mis.tesda.gov.ph.

D. The alignment of the reports on quality assurance in the AGP and in the AQRFR Referencing Guidelines

The Philippine Referencing Report to the ASEAN Qualifications Reference Framework (AQRFR) was endorsed by the AQRFR Committee as meeting the requirements of the 11 Criteria requirements. The Report for Criterion 6 – Quality Assurance of the PQF, includes the section on Quality Assurance in Technical Vocational Education and Training.

The system is industry-led driven by competency and training standards derived priorities identified by the industries. The system is accessible to a broad range of customers, including the unemployed, underemployed, displaced workers, career shifters, new entrants to the labor force, high school graduates, and even college and graduate students. Employment and productivity enhancement are the ultimate metrics of the technical vocational education and training system as a result of effective matching of labor supply and demand. It also presents the Quality Assured TESD System and its components of Competency Standards Development, Program Registration and Accreditation and Competency Assessment and Certification. The quality assurance processes for competency standards development and for the PTCACS are presented in detail in pages 92 and 94-96.

Likewise, the Philippine Report to the AGP presents the Quality Assured TESD System and its major components of Developing the Competency Standards, Program Registration and Accreditation and the Competency Assessment and Certification. Both Sections 1 and 5 of the AGP Report present in detail the quality assurance processes for:

- the development and application of competency standards, industry and other stakeholders involvement, what bodies are involved, what are the basis of the standards and how the standards are deployed and published
- the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors.
- the awarding of certificates and credentials by the competent authority including the role of the different TESDA field offices
- the collation and management of data on assessment and certification by the competent authority including the publication of the Registry of Workers Certified (RWAC)

Section 5 shows the quality assurance in:

A. The system by which the procedures for competency standards development are quality assured

B. The system by which the procedures for competency assessment and certification are quality assured, including safeguarding security and integrity of the assessment and certification processes and the concomitant sanctions and penalties

C. The system by which data collection and data management are quality assured.
To date, the following Philippine Training Regulations (TRs) were aligned to the ACCSTP/ASEAN Toolboxes:

<table>
<thead>
<tr>
<th>Qualifications/Training Regulations (TRs)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Reviewed, Developed* and aligned to the ACCSTP</td>
<td>Promulgated by TESDA Board</td>
</tr>
<tr>
<td>1. Cookery NC II</td>
<td></td>
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<tr>
<td>2. Front Office Services NC II</td>
<td></td>
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<tr>
<td>3. Food and Beverage Services NC II</td>
<td></td>
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<tr>
<td>4. Food and Beverage Services NC III</td>
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<tr>
<td>5. Food and Beverage Services NC IV</td>
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<tr>
<td>6. Housekeeping NC II</td>
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<tr>
<td>7. Travel Services NC II</td>
<td></td>
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<tr>
<td>8. Tour Packaging (FIT AD HOC DOMESTIC)</td>
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<tr>
<td>Services NC II*</td>
<td></td>
</tr>
<tr>
<td>II. Reviewed and aligned to the ACCSTP</td>
<td>Promulgated by TESDA Board</td>
</tr>
<tr>
<td>1. Commercial Cooking NC III to</td>
<td></td>
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<tr>
<td><em>Food Production (Professional Cookery) NC III</em></td>
<td></td>
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<tr>
<td>2. Commercial Cooking NC IV to</td>
<td></td>
</tr>
<tr>
<td><em>Food Production (Professional Cookery) NC IV</em></td>
<td></td>
</tr>
<tr>
<td>3. Housekeeping NC III</td>
<td></td>
</tr>
<tr>
<td>4. Housekeeping NC IV</td>
<td></td>
</tr>
<tr>
<td>III. Developed and aligned to the ACCSTP</td>
<td>For presentation to TESDA Board – Standards Setting and Systems Development Committee (TB-SSSDC)</td>
</tr>
<tr>
<td>1. Front Office Services NC III</td>
<td></td>
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<tr>
<td>2. Front Office Services NC IV</td>
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</tbody>
</table>
Section 6. Participation of stakeholders in competency assessment and external quality assurance experts in writing the benchmarking report

A. The process by which the benchmarking report was developed and finalized

The writing of the Benchmarking Report is a collaborative effort among competent authorities and sector leaders. The PH AGP team is a composite group and wrote the first 2 draft Reports based on existing official documents. The 2nd draft was circulated to the stakeholders who participated in the AGP consultation in August for comments and validation. The comments and recommendations were considered by the PH team in a validation meeting before the report was submitted. Desk reviews, field research and interviews with sectoral leaders and assessment providers and their beneficiaries were conducted along with a series of meetings to discuss the draft reports based on the guiding principles and protocols. The meetings also aimed to ensure the objectivity of the report.

The draft report that was submitted at the AGP Trilateral Project Launch in December was reviewed by the 5-man delegation to the Project Launch. The review, based on the comments of Indonesia and Malaysia, resulted in a draft that was subjected by the Philippine AGP Team to the second round of validation and the draft report for submission for the 2nd Trilateral Workshop. The PH AGP Team likewise discussed the proposed pilot occupations and confirmed the proposal for Food and Beverage Services NCII, Housekeeping NCII and Commercial Cooking NCIII.

B. The key stakeholders who were consulted in writing and validating the report

The draft report was validated by the Tourism Sector leaders from the Tourism Industry Board Foundation, Inc., Hotel and Restaurant Association of the Philippines, and Department of Tourism. Other bodies that validated the report are the Department of Labor and Employment, TESDA Board, Competency Assessment Center Managers, Accredited Competency Assessors, and TESDA thru the Provincial/ District Office, Certification Office and Qualification and Standards Office.

C. The independent competency certification experts who were consulted in writing the reports

The Philippine Chamber of Commerce and Industry through its Human Resource Development Foundation lent objectivity to the writing of the report. As the ultimate user of TVET products, PCCI provided neutral and impartial inputs and comments that enhanced the PH Benchmarking Report.

Likewise, the processes currently implemented by the competent body and are contained in this Report have been quality-assured and certified under the Philippine Quality Award and ISO 9001:2015.
Section 7. Endorsement of the Report at the National Level

The Benchmarking Reports in their draft forms for the 1st and 2nd Trilateral Meetings shall be endorsed to Mr. Louis Hoffman, Chief of Mission of the IOM and Mr. Kunjung Masehat, Chairman of the BNSP by Secretary Isidro S. Lapena, Director General of TESDA as the Competent Authority.

The 3rd draft Benchmarking Report shall be submitted by Secretary Isidro S. Lapena, Director General of TESDA as the Competent Authority to the National SLOM Official in the Philippines, copy furnished the AGP Project Team and the Secretary of Labor and Employment in the Philippines.
Mapping the AMS Benchmarking Report against the AGP Principles and Protocols

Section 4 of the AGP Book as adopted by the ASEAN Labour Ministers contains the principles and protocols for competent bodies and for providers of assessment services. The Tables below present the parts of the AMS Benchmarking Report which show the evidences of alignment of the competency assessment and certification systems of the AMS to the AGP Principles and Protocols.

A **competent body** is ultimately responsible for all or some aspects pf the competency certification system. A competent body maybe a qualifications authority, a body responsible for occupational standards development/ endorsement, an awarding body or a competency certification body.

### 1. Alignment with the Guiding Principles for Competent Bodies

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas of Alignment</th>
<th>Evidences</th>
</tr>
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</table>
| Governance     | Clearly documented governance arrangements that set out responsibilities and practices, policies and procedures to provide strategic directions, ensure objectives are achieved, manage risks and use resources responsibly | The Quality Assured Philippine TESD System, Section 1D pages 5 to 15  
- TESDA Circular No. 15, s. 2015 re Guidelines on Assessment and Certification under the Philippine TVET Competency Assessment and Certification System (PTCACS)  
- TESDA Operating Procedure on Competency Assessment (http://www.tesda.gov.ph/About/TESDA/121) |
| Accountability | Legal and reporting framework for evaluation purposes. Results of QA and quality review activities are publicly reported regularly | The Quality Assured Philippine TESD System, Section 1D page 15-16  
- TESDA Website http://www.tesda.gov.ph/About/TESDA/22066  
- TESDA QMS documents in the website (http://www.tesda.gov.ph/About/TESDA/121)  
- TESDA Circular No. 134, s. 2019 on Strengthening of Section 14, Sanctions and Penalties of Guidelines on Assessment and Certification under the Philippine TVET Competency Assessment and Certification System  
- List of Closed Programs (http://www.tesda.gov.ph/About/TESDA/40) |
| Transparency   | Accurate and clear information on key functions                           | The system by which processes including data collection and data management are quality assured. Section 5B, page 70 and Sec 5C page 74 |
| Independence | Mandate, guidelines, processes and practices ensure independence of the QA system, avoid conflict of interest and independent decision making | Procedures for Standards Development, for Competency Assessment, for accreditation of assessment centers and assessors, for awarding of certificates, for data collection and management. Section 3, pages 32 to 54 TESDA QMS Documents in the website (http://www.tesda.gov.ph/About/TESDA/121) |
| Confidence and Standards | Processes and practices provide stakeholders confidence that standards are met | Procedures for assessment Section 3 pages 37 to 51 QATESD, PTCACS, T2MIS, Section 5B pages 68 to 74 • Training Regulations posted on the website (http://www.tesda.gov.ph/Download/Training_Regulations?Searchcat=Training%20Regulations) • Registry of Accredited ACs on the website (http://www.tesda.gov.ph/AssessmentCenters/) |
| Continuous Improvement | Balance of strategies enhance the provision of services to meet related and changing future needs. | QATESD, PTCACS, T2MIS, Section 5B pages 68 to 74 Procedures for assessment Section 3 pages 32 to 52 Compliance Audit NQMC Meeting Minutes Stakeholder consultation Minutes TESDA QMS Documents in the website (http://www.tesda.gov.ph/About/TESDA/121) |
| Proportionality | QA approaches are fit for purpose | The Quality Assured Philippine TESD System, Section 1 pages 5 to 16 |
| Flexibility of Services | Protocols for assessment and certification are in place nationally | Functional Relationship, Section 2 pages 27 – 28 QMS / OP Documents on the website (http://www.tesda.gov.ph/About/TESDA/121) |
| Collaboration | Collaboration with other national and international competent bodies | AQRF Report endorsed by the AQRF Referencing Committee, Section 5D page 75 MRA-TP TPCB Section 3E, pages 51-54 APACC, EASTVET QAF, STAR Rating, Section 5, p.69 MOU with UAE MOU with KSA |

2. Alignment with the Guiding Protocols for Competent Bodies

<table>
<thead>
<tr>
<th>Protocols</th>
<th>Areas of Alignment</th>
<th>Evidences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A competent body : documents and implements a</td>
<td>• Approval and monitoring of achievement of</td>
<td>Procedures A, B, C, D, E. Section 3A to D, pages 32 to 51</td>
</tr>
</tbody>
</table>
| QMS to address all its functions | standards  
- Industry sector participation  
- Approval, monitoring and evaluation of providers of assessment services  
- Monitoring of assessment outcomes  
- Issuance of certificates  
- Records management including data standards  
- Data security  
- Outsourcing arrangements  
- Addressing complaints  
- Reporting obligations  
- Continuous improvement  
- Internal reviews | Operating Procedure posted in the website (http://www.tesda.gov.ph/About/TESDA/121) |
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<td>makes public its QA processes</td>
<td>Makes public the QA processes</td>
<td>Operating Procedure posted in the website (<a href="http://www.tesda.gov.ph/About/TESDA/121">http://www.tesda.gov.ph/About/TESDA/121</a>)</td>
</tr>
</tbody>
</table>
| maintains public registers for approved providers and for the achievement of standards | Performance management of providers including incentives and sanctions | Data collection and management. Section 3D pages 50-51  
Registry of Accredited Assessment Centers and Regional Lead Assessors posted on the TESDA website (http://www.tesda.gov.ph/AssessmentCenters/) (http://www.tesda.gov.ph/RLA) |
| establishes protocols for international exchange | Participation in national and international fora, capacity building activities and benchmarking activities | AQRF Report endorsed by the AQRF Referencing Committee, Section 5D page 75  
MRA-TP TPCB Section 3E, pages 51-54  
APACC, EASTVET QAF, STAR Rating, Section 5, p.69  
Various invitations to and visits from other countries  
Capability building program for other countries facilitated by ILO, Colombo Process, CPSC, etc. |
| commits to a | Makes public the | ISO 9001:2015 |
**Providers** are those that provide assessment services and may also be an awarding body or competency certification body.

### 3. Alignment with the Guiding Principles for Providers of Assessment Services

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas of Alignment</th>
<th>Evidences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>Clearly documented goals, objectives, governance arrangements, probity measures, operational financial resources</td>
<td>Governance arrangements - Section 2 – TESDA’s Subsidiary Body p 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 3 – Figure 20 – Procedure flow in the conduct of assessment, pages 38 to 39</td>
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<td>Figure 21 – Procedure for the accreditation of AAC, pp 41 to 43</td>
</tr>
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<td>Certificate of undertaking, page 42, sample attached herewith</td>
</tr>
<tr>
<td>Accountability</td>
<td>Public reports of performance against set requirements and stakeholders feedback</td>
<td>The System by which the procedures for quality assurance is quality assured</td>
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<tr>
<td></td>
<td></td>
<td>Section 5B pages 70 – 74</td>
</tr>
<tr>
<td>Transparency</td>
<td>Accurate and clear information on the services offered</td>
<td>TESDA Website Operating Procedure posted in the website (<a href="http://www.tesda.gov.ph/About/TESDA/121">http://www.tesda.gov.ph/About/TESDA/121</a>)</td>
</tr>
<tr>
<td>Independence</td>
<td>Impartiality of decisions, avoidance of conflict of interest</td>
<td>Section 5 Sanctions and Penalties pages 72 - 74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TESDA Circular No. 15, s. 2015 re Guidelines on Assessment and Certification under the Philippine TVET Competency Assessment and Certification System (PTCACS)</td>
</tr>
<tr>
<td>Confidence and Standards</td>
<td>Services conducted directly or on subsidiary arrangements meet the standards assuring that individual achievement standards are met</td>
<td>Section 5B The system by which the procedures for competency assessment and certification are quality assured pages 70 - 72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OP on Competency Assessment on the TESDA website (<a href="http://www.tesda.gov.ph/About/TESDA/121">http://www.tesda.gov.ph/About/TESDA/121</a>)</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Balance of compliance requirements and continuous improvement to address stakeholders</td>
<td>Section 5 External quality certification, surveillance and recertification, page 70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QATESD, PTCACS, T2MIS, Section 5B pages 70 to 74</td>
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<tr>
<td></td>
<td></td>
<td>Procedures for assessment, Section 3 pages</td>
</tr>
<tr>
<td>Changing Requirements</td>
<td>32 to 52</td>
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<tr>
<td>Compliance Audit</td>
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<td>NQMC Meeting Minutes</td>
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<tr>
<td>Stakeholder consultation Minutes</td>
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<tr>
<td>TESDA QMS Documents in the website (<a href="http://www.tesda.gov.ph/About/TESDA/121">http://www.tesda.gov.ph/About/TESDA/121</a>)</td>
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</table>

<table>
<thead>
<tr>
<th>Proportionality</th>
<th>QA and quality reviews are fit for purpose</th>
<th>Section 5 - External Quality certification and recertification to ISO 9001: 2008 and 2015, page 70</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Flexibility of Services</th>
<th>Barriers to assessment services for applicants are minimized</th>
<th>Section 5B – Quality Assured Operations of an Accredited Assessment Center, page 71</th>
</tr>
</thead>
</table>

### 4. Alignment with the Guiding Protocols for Providers of Assessment Services

<table>
<thead>
<tr>
<th>Protocols</th>
<th>Areas of Alignment</th>
<th>Evidences</th>
</tr>
</thead>
</table>
| A provider: Documents and implements a QMS | • Suitable physical assessment resources  
• Appropriate levels of competent staff and professional development program  
• Appropriate assess support services  
• Client and stakeholders’ feedback  
• Valid and reliable assessment outcomes  
• Procedure for issuing of certificates  
• Records management  
• Data security  
• Outsourcing arrangements (NA)  
• Addressing clients’ complaints  
• Reporting obligations  
• Continuous improvement  
• Internal review | Section 5B – Quality Assured Operations of an Accredited Assessment Center, Figure 28, page 71  
Figure 21 Interface Requirements for Accreditation of Assessment Centers, pages 41-43 |
| Takes responsibility for all assessment services it has undertaken and were undertaken on its behalf | Maintains public register  
Provides public information for all responsibilities | Section 3, Certificate of Undertaking of the AAC, Figure 21, p.42 |
<table>
<thead>
<tr>
<th>Implements access and equity strategies</th>
<th>Access and equity strategies including inclusive entry requirements, support for PWDs, acknowledgement of services provided by other providers</th>
<th>In accordance with TESDA Guidelines, Certificate of undertaking, Figure 21, p.42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement procedures and practices to ensure impartial decisions</td>
<td>Decisions are impartial. Free of conflict of interest or undue influence</td>
<td>Certificate of Undertaking Figure 21, p.42</td>
</tr>
</tbody>
</table>
| Implements procedures to minimize barriers to assessment services | Assessment scheduling at regular intervals, fees are reasonable and transparent | OP on Competency Assessment on the TESDA Website
Registry of Accredited ACs on the website (http://www.tesda.gov.ph/AssessmentCenters/) |
| Establishes protocols for maintaining communication with competent body and other providers | Open communication with competent body and other providers
Participate in benchmarking activities | Competent Body conducts TVET Forum, Dialogues with TVET Associations |
| Takes responsibility for the maintenance of its compliance with quality standards | Maintains QA processes, continuous improvement approaches and reporting of review findings | Certificate of undertaking, Figure 21, p.42
STAR Program
IQA, Compliance Audit system in OPs posted on the TESDA Website (http://www.tesda.gov.ph/About/TESDA/121) |
AFFIDAVIT OF UNDERTAKING
(Assessment Center)

__ (Name of Assessment Center) __, represented by its President/Manager, ____ (Name) ________ with business address at ________________ after having been sworn to in accordance with law do hereby depose and state that:

The Competency Assessment Center shall comply with the following terms and conditions, violations of any of those mentioned below shall be ground for the cancellation/revocation/withdrawal of accreditation:

1. Provide quality assessment for ___ (Title of Qualification where accredited) ____;
2. Maintain facilities of the Assessment Center as prescribed by TESDA;
3. Ensure that the conduct of competency assessment is strictly in accordance with the provisions on the Procedures Manual on Competency Assessment and other assessment-related issuances;
4. Collect competency assessment fees prescribed by TESDA;
5. Sustain compliance with accreditation requirements;
6. Notify TESDA of any change that directly or indirectly affect assessment conditions in relation to the conditions existing during the original accreditation;
7. Safeguard/Ensure the authenticity, validity and confidentiality of all documents relative to the conduct of competency assessment;
8. Assume full responsibility for ensuring the objectivity and integrity of assessment conducted in the Assessment Center and by the Competency Assessor;
9. Submit schedule of assessment to Provincial Office;
10. Submit post assessment results and reports immediately after the conduct of assessment;
11. Ensure that assessors listed in the Registry of Accredited Competency Assessors are assigned on a rotation basis and are given equal number of assignment; and
12. No involvement with any “Conflict of Interest” activity related to assessment and certification program, e.g., Placement/Recruitment Agency, Review Center, among others.)

IN WITNESS WHEREOF, I have hereunto affixed my signature this _____ day of ___________, 20 ______ in the City of __________________________________, Philippines.

_____________________________
Affiant

Government Issued ID ____________________
ID No. ______________________
Date Issued ______________________

SUBSCRIBED AND SWORN to before me, this _____ day of ___________, 20____, affiant exhibiting to me the above-stated government-issued identification card.

NOTARY PUBLIC

Doc. No. : __________
Page No.: _________
Book No.: __________
Series No.: _________