

TESDA CIRCULAR

Subject: Amended Guidelines on the Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector		Page 1 of 23 pages Number <u>063</u> Series of 2025
Date issued: JUN 10 2025	Effectivity: JUN 26 2025	Supersedes: TESDA Circular No. 119 s. 2020

In the interest of the service and corollary with TESDA Circular No. 86, Series of 2019 entitled "Implementing Guidelines on the Deployment of Procedures Manual in the Evaluation of PQF Level 5 (Diploma) Programs" and to update the packaging rules of PQF Level 5 (Diploma) Programs, the Amended Guidelines on the Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector are hereby issued:

I. BACKGROUND / RATIONALE

1. The recognition of the PQF Level 5 (Diploma) programs is in line with the issuance of Republic Act No. 10968 entitled "An Act Institutionalizing the Philippine Qualifications Framework (PQF) on 16 January 2018 and the referencing of the PQF with the ASEAN Qualifications Reference Framework (AQR) towards greater mobility of students and professionals within the ASEAN region. As part of the referencing process, the Philippines is required to undergo the process stipulated in the AQR Referencing Guidelines that include Criterion 3, which illustrates the procedures for inclusion of qualifications in the Philippine Qualifications Register (PhQuaR), which is the national database of quality-assured qualifications authorized under the PQF being managed by TESDA.
2. With reference to TESDA Circular No. 38, Series of 2017, on the "Implementing Guidelines for the Program Under PQF Level 5 (Diploma) Pilot which aimed to scale up technical education and address the need to further develop the global competitiveness of the Filipino workers, the PQF Level 5 (Diploma) programs covered by this Circular are described by the agreed and developed seventeen (17) Program Learning Outcomes (PLOs) that are adherent to the PQF Level 5 descriptors, 21st Century skills such as collaboration and teamwork, creativity and imagination, critical thinking, and problem-solving, as well as subjects such as Mathematics, Physics and Chemistry, and Nationalism, complemented with graduate attributes of the Sydney Accord (Engineering Technologist).
3. The TESDA Circular No. 086, Series of 2019: Implementing Guidelines in the Deployment of Procedures Manual in the Evaluation of PQF Level 5 (Diploma) Programs which provides curriculum developers and Regional Diploma Technical Working Group (RDTWG) members acceptable means of evaluating PQF Level 5 (Diploma) Program documents for purposes of enhancement and recognition as specified in the Procedures Manual for Evaluation of PQF Level 5 (Diploma) Programs. The same Manual was reissued through Memorandum 342 Series of 2022 re: Dissemination of e-copy of the Manual on Manual on Evaluation of PQF Level 5 (Diploma) Programs.

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4. The TESDA Circular No. 119 s. 2020 issued on October 13, 2020, which provides the Omnibus Guidelines on the Packaging Rules of PQF Level 5 (Diploma) Programs. These guidelines serve as the basis for recognizing PQF Level 5 (Diploma) programs by the Regional Offices of all public and private Technical Vocational Education and Training (TVET) institutions intending to offer PQF Level 5 (Diploma) Programs. The guidelines also ensure the quality assurance of PQF Level 5 (Diploma) Programs, contributing to the overall improvement of TVET education in the country.
5. The TESDA Circular No. 021 Series of 2023: General Guidelines on the Minimum Requirements and Provision of Academic Policies for Institutions/ Schools Offering PQF Level 5 (Diploma) Programs, includes the adoption of an academic calendar, admission and enrollment, dropping and withdrawal of course(s), grading system, academic retention and promotion to the next semester, conferment of academic honors, awards and recognition, and other academic procedures.
6. The TESDA Circular No. 042 Series of 2021: Implementing Guidelines on the Area-Based and Demand-Driven TVET, is responsive to the critical needs defined by the industries and employers to produce correctly skilled workers in a specific area or locality.
7. The Philippine Credit Transfer System (PCTS) through Joint CHED-TESDA Memorandum Circular No. 01: Philippine Credit Transfer System: Interface Between Technical Vocational Education and Training (TVET) and Higher Education Qualifications provides the framework for learner progression through the PQF levels and supports articulated pathways such as ladderized and embedded TVET and Higher Education programs, credit transfer arrangements that maximize credit through recognition of equivalencies, and assessment of learning outcomes through recognition of prior learning.

II. OBJECTIVES

This guideline aims to support the government and the private sector in enhancing the Philippines' global competitiveness through the development of a highly competitive and innovative Filipino workforce by developing higher-level TVET programs. Specifically, this guideline shall:

1. Provide guidance in the development, packaging, evaluation, and recognition of PQF Level 5 (Diploma) programs by COROPOTIs and all public and private TVET institutions and Higher Education Institutions (HEIs) intending to offer such programs.

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2. Provide a comprehensive description of the PQF Level 5 (Diploma) programs landscape.
3. Align the provisions from various TESDA Implementing Guidelines on PQF Level 5 (Diploma) Programs, ensuring they remain current with emerging educational advancements.
4. Respond to the needs of the industries as articulated in the Area-Based Demand-Driven TVET initiatives.

III. SCOPE/COVERAGE

1. The Amended Packaging Rules shall cover all PQF Level 5 (Diploma) Programs offered by Public and Private TVIs and HEIs. This shall set the minimum requirements for packaging the Diploma Curriculum, learning arrangement and delivery, and assessment and certification necessary to develop the PQF Level 5 (Diploma) program.
2. PQF Level 5 (Diploma) Programs developed based on Promulgated DPS shall be evaluated using the corresponding Implementing Guidelines on that specific DPS.

IV. DEFINITION OF TERMS

1. **Academic Calendar** - serves as an information source and planning document for students, faculty, staff, and other TVET stakeholders. This may include the schedule of all technical and higher education institutions' events that occur in an academic year. These events may consist of examination dates, the start of the semester, mid-year break, the last day of the semester, dates of vacation, and holidays. (Source: TESDA Circular 021 series of 2023)
2. **Articulation** - is a process that enables students to progress from one completed Qualification/program to another with credits in a defined pathway. (Source: AQF National Policy on Credit Arrangements: 2009)
3. **Breadth and Depth** - the volume of learning is a dimension of the complexity of a Qualification. It is used with the level criteria and Qualification type descriptor to determine the depth and breadth of the learning outcomes of a Qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular Qualification type. (Source: AQF Framework, second edition 2013)
4. **Certificate of Recognition for Diploma Program** - refers to a document issued by TESDA to a concerned Technical Vocational Institution (TVI) as a manifestation that

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the diploma which the said institution is offering is duly approved and recognized by TESDA for implementation. (Source: TESDA Circular No. 107, s. 2021)

5. **Core technology course** - serve as the fundamental building blocks for learners' respective specializations. These courses are essential in providing the necessary foundational skills required for learners to excel in their chosen fields. (Source: TESDA Circular 040 Series of 2024)

6. **Course** - A unit of instruction comprising a sequence of educational activities in a particular field or range of related fields of education. This can also be referred to as a 'module', 'unit' or 'subject'. (Source: UNESCO ISCED 2011)

7. **Course outcomes** - are statements of what a learner is expected to know, understand, and be able to do at the end of a period of learning. (Source/s:TESDA Circular N038,s.2017, AQRF Concept Note No, 2, Learning Outcomes and Qualification Frameworks)

8. **Course Specifications** — pertains to the details on how the qualification will be learned, either as full qualification or integrated in other courses. (Source: TESDA Circular No.86, Series of 2019)

9. **Credit** - refers to the value given to a particular course or subject, based on competencies and learning outcomes. (Source: RA 10647, LEP Law)

10. **Credit transfer** - refers to a credit conversion established to promote student mobility by ensuring that units earned from different modalities are credited by the institutions (RA 10647, LEP Law). It is a mechanism for determining the equivalencies between two existing qualifications and agreement on the amount of credit that may be awarded from this matching of equivalencies (Source: PHL AQRF Referencing Report, May 2019)

11. **Discipline** - Broad domain, branch or area of content covered by an education programme, course or module . It is also refers to a specific field of study within the TVET or Higher Education program. *Examples: Engineering and Technology, Humanities, and Natural Sciences, etc.* (Source :UNESCO ISCED 2011)

12. **Dropout** - is withdrawal from an education or training program before its completion. (CEDEFOP 2008, Europe)
 - Temporary or permanent withdrawal from an education or training program before its completion. May also refer to a person who has failed to complete a course. (EU Commission AL 2010, Europe)

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13. **Elective course** - A course chosen freely by a student from among a number of alternatives. (UNESCO Thesaurus, n.d.)

14. **Graduate attributes** - form a set of individually assessable outcomes that are the components indicative of the graduate's potential to acquire competence to practice at the appropriate level. Graduate attributes are defined for educational qualifications in the engineer, engineering technologist and engineering technician tracks. (Source: International Engineering Alliance, 2013)

15. **Internship** - refers to a short-term professional experience that allows learners to gain practical, entry-level work exposure in a specific field or industry. Interns typically work alongside experienced professionals, learning through hands-on tasks and exploring different aspects of a role while developing skills and knowledge relevant to their career goals. (Forbes, 2023)

16. **Learning Outcomes** - are clear statements of what a learner can be expected to know, understand and/or do as a result of a learning experience. (Source: IRR of RA No. 10968)

17. **Microcredentials** - refers to certified achievements of a learning outcome which is based on a coherent set of skills and knowledge and have distinct value in the workforce or professional needs. the set of skills and knowledge are specified in units or clusters of competencies in TRs/CS converted into learning outcomes in the curriculum and assessed through institutional and/or national assessment (as CoCs or NCs) (Source: OP on Program Registration, Rev. 01)

18. **Performance Indicators (PIs)** - are a set of quantifiable measurements that will achieve a certain Program Learning Outcome (PLO). Specifically, there are PIs that correspond to all the 17 PLOs which have their own function, whether to Introduce, Enhance or Demonstrate the PLO. (Source: TESDA Circular No. 086, s.2019)

19. **Philippine Qualification Register (PhQuaR)** - is the national database of quality assured qualifications authorized under the Philippine Qualifications Framework (PQF). It provides information to employers, education and training providers and students. (AQRF Referencing Report of the Philippines, May 2019)

20. **Professional course** - courses that require learners to complete graduate-level coursework and engage in practical projects relevant to their field, including industry sectors such as business, education, and government. (Source: CHED Memorandum Order (CMO) No. 07, Series of 2010 - Revised Policies, Standards And Guidelines For

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Graduate Program Information Technology Education (ITE) - Supreme Court E-Library, n.d.)

21. **Promoted Learners** - refers to learners who have advanced to the next semester after successfully passing ALL their subjects.

22. **Program Learning Outcomes (PLOs)** — refers to the competencies that the learner should be able to articulate and demonstrate after the completion of a training program. In this guideline, these are related to knowledge, skills and attitudes aligned with PQF Level 5 descriptors, 21st Century Skills, and the graduate attributes of an Engineering' Technologist based on the Sydney Accord. (Source: TESDA Circular No. 38, Series of. 2017)

23. **PQF Level 5 (Diploma) Programs Standard** - are sets of program guidelines, parameters and rules that govern a specific program of education at PQF level 5. The PQF Level 5 (Diploma) programs standards are developed through stakeholder consultations with an industry association to adhere to industry standards and needs and with higher education institutions to articulate credit transfer. (TESDA Circular No. 039-2024)

24. **Qualifications** - refer to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry, or community requirements. A qualification confers official recognition of value in the labor market and in further education and training. (Source: RA No. 10647, IRR of the Ladderized Education Act of 2014)

25. **Recognition of Prior Learning (RPL)** - refers to the acknowledgment of a person's skills and knowledge acquired through previous training, work, or life experience, which may be used to grant status or credit. (Source: IRR of RA No. 10968)

26. **Resultant Qualification** - Is the TR-based qualification included or embedded in a specific course in the PQF Level 5 (Diploma) programs (Source: TESDA Circular No. 039-2024)

27. **Sector** - refers to a particularly large section of the economy categorized based on the specific functions in the production phase and by kind of work which can be classified as product, service or ownership e.g. Industry/agriculture service sector. (Source: TESDA Circular No. 070 s. 2019; TESDA Circular No. 38, s. 2023.)

28. **Semestral System-** is a system that divides the academic year into two (2) terms, often called the first and second semesters. Each term is approximately 18 weeks long, with a semestral break after each term. (Source: TESDA Circular No. 021, s. 2023)

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29. **Supervised Industry Learning (SIL)** - refers to an approach in learning, designed to complement the training gained in the institution with the intention of enhancing the knowledge and skills of a Learner through actual application of critical competencies in the workplace as identified in the Training Regulations. (Source: TESDA Circular No. 018, s. 2023)

30. **Teaching and Learning Strategies** - this describes the methods and strategies that will be used to attain the course outcomes. Learner activities, as well as, assignments and projects, individual or group should be clearly stated in this section. (Source: Manual for the Evaluation of PQF Level 5 (Diploma) Programs)

31. **Technical course** - is a course that combines theoretical foundations in technology with practical, hands-on skills to prepare learners for specialized fields. These courses are structured into two main components - Theoretical and Technology Courses. (Source: TESDA Circular 040 Series of 2024)

32. **Technologist** - are characterized by the ability to apply established and newly developed technology to solve broadly-defined problems, develop components, systems, services and processes. (Source: TESDA Circular No. 150 s. 2020 p. 4)

33. **Technology course** - these courses offer learners the opportunity to acquire practical knowledge, skills, and attitude in their area of expertise. These courses are designed to include laboratory units, which provide hands-on experience and enable learners to apply their theoretical knowledge in a practical setting. (Source: TESDA Circular 040 Series of 2024)

34. **Volume of learning** - is a dimension of the complexity of a Qualification. It is used with the level criteria and Qualification type descriptor to determine the depth and breadth of the learning outcomes of a Qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular Qualification type (Source: AQF Framework, Second Edition 2013).

V. PQF LEVEL 5 (DIPLOMA) PROGRAM FRAMEWORK

The PQF Level 5 (Diploma) programs covers the industry's emerging technology requirements aligned with PQF Level 5 Descriptors and 21st Century Skills complemented with graduate attributes referenced from the Sydney Accord, Nationalism, and Global Citizenship that aim employability of TVET learners and graduates, allowing them to receive better employment options and higher salaries and improve their career mobility.

The framework combines academic courses, TVET qualifications, and industry emerging competencies. The figure below illustrates how the curriculum is strengthened by combining

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academic courses—including general education, mandatory, and technology courses—with TVET qualifications at various levels (offered as a stand alone course or as resultant qualifications). This integration provides increased practical experience and industry immersion, fostering the acquisition of industry-relevant knowledge, technical skills, and professional values.

The diagram is composed of blue blocks representing TVET Qualifications, either TR/CS that are assessable, related to the discipline/sector and the technology component of the program learning outcomes of both PQF Level 5 and 6 of the discipline/sector.

Meanwhile, the yellow blocks represent the higher-level learning outcomes of PQF Level 6, which are designed to complement and enhance the existing technology courses. These outcomes are not purely technical but incorporate higher-order skills such as problem-solving, critical thinking, leadership, innovation, and systems thinking—enabling learners to "level up" from operational proficiency to supervisory or managerial roles within their sector.

In essence, the diagram shows the vertical integration of TVET qualifications, where foundational technical skills (blue blocks) are strengthened and expanded by broader, more complex learning outcomes (yellow blocks), forming a comprehensive and progressive learning pathway that supports employability and educational advancement.

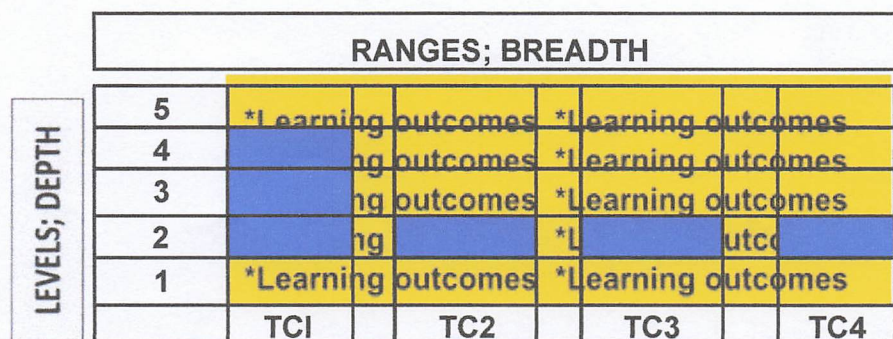


DIAGRAM 1 : Legend TC = Technology Component of the LOs (e.g Food and Beverage Services NC II - IV, Barista NC II, Bartending NC II, Commercial Cooking NC II)

All courses of the PQF Level 5 (Diploma) Programs shall be purposefully chosen to contribute to the attainment of all 17 PLOs. Each PLO is broken down into several Performance Indicators (PIs) that are more specific and narrower in scope, which renders easier and faster matching of course outcomes.

A. Adoption of the 17 Program Learning Outcomes (PLOs)

A PQF Level 5 (Diploma) Program shall be packaged towards the attainment of the 17 PLOs whose context is illustrated on diagram 2.

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<i>Context of the Program Learning Outcomes (PLOs) for PQF Level 5 (Diploma) Programs</i>																	
PLO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
PQF Level 5 Descriptors*																	
21st Century Skills*																	
Nationalism & Global Citizenship																	

* complemented with the Sydney Accord Graduate Attributes

DIAGRAM 2

The shaded cells refer to the PLO numbers (represented by each column 1-17) related to the items in column 1.

The PLOs 1 - 6 corresponds to the expected learning outcomes of a PQF Level 5 Qualification as defined in the PQF Framework which covers the knowledge, skills and values, application, and degree of independence.

The PLOs 7 - 16 are the expected learning outcomes aligned with the Amended Competency Standards for Basic Competencies Integrated with the 21st for NC Level 5 as identified in the TESDA Board Resolution BR No. 2019-37.

The PLO 17 is the expected learning outcome mainly for the attainment of Nationalism & Global Citizenship.

Given the list of the 17 PLOs with their corresponding PIs (as seen in Annex A), each of which has its function whether to Introduce (I), Enhance (E), or Demonstrate (D) the PLO. A PI Introduces (I) the PLO if it is input-focused or covers knowledge-based contents that are contributory to the attainment of the PLO. A PI Enhances (E) the attainment of the PLO if it is meant to apply knowledge contents in the study/practice of the technologies within the discipline (ex. Chemistry concepts are used to explain how metals are welded together using SMAW) and a PI Demonstrates (D) the PLO if it involves performance of skills in the technology of the identified discipline. A PLO has at least one (1) of each PI that functions to Introduce, Enhance, or Demonstrate.

VI. PRINCIPLES IN PACKAGING PQF LEVEL 5 (DIPLOMA) PROGRAMS

When packaging PQF Level 5 (Diploma) programs, it is important to consider the implications for all potential clients, particularly on the issues related to access and equity that include:

1. Eliminating any unnecessary pre-requisite units of competency as these can create additional barriers for learners, especially those with disabilities.

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2. The PQF Level 5 (Diploma) programs are designed to bridge the gap between education and employment, equipping individuals with practical skills and knowledge for specific occupations;
3. The PQF Level 5 (Diploma) programs shall promote an inclusive learning environment for all learners by developing a curriculum that fosters gender equality, social inclusion, and cultural relevance;
4. The flexibility in packaging of the PQF Level 5 (Diploma) programs also manifests upholding of the Academic Freedom as well as the Epistemological Foundations of the Educational Institutions;
5. Ensure that all learners, regardless of their geographical location, have the opportunity to access quality and inclusive education. Institutions shall allow for flexibility in the curriculum to accommodate the specific needs and contexts of remote communities;
6. The PQF Level 5 (Diploma) Program shall include entry and exit points at the end of each semester to ensure that learners have the opportunity to secure jobs when they exit and receive credit if they choose to pursue a higher education program;
7. The PQF Level 5 (Diploma) Program shall include TESDA qualifications with TR/CS up to the highest available level, either registered or not registered, that are assessable at the end of each semester, (except for semesters with internship), related to the diploma program and its value chain, and competencies identified by the industry;
8. The PQF Level 5 (Diploma) programs shall be structured to encompass a comprehensive learning experience that addresses three (3) domains of learning – cognitive, affective and psychomotor.
9. UNESCO's Four Pillars of Learning on Learning to Learn — from general to specific — is the principle governing the development of the Diploma Curriculum, which intends to develop technologists and executives with multi-level of multi-skills;
10. A PQF Level 5 (Diploma) Program must be compliant with the 17 Program Learning Outcomes (PLOs) and satisfy their corresponding 82 Program Indicators (PIs);
11. The description of the courses identified specifies the scope of what the learner will be learning in relation to the technology (cognitive, affective, psychomotor) contents found in the competencies identified by the industry;
12. The PQF Level 5 (Diploma) Program's units of competency are grouped and packaged into meaningful workplace combinations reflecting complete and recognizable job roles

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within the PQF Level 5 descriptors. These provide the boundaries agreed by the industry as essential for competent performance in an area of work;

13. The PQF Level 5 (Diploma) programs are integration of technical education and skills training and designed to facilitate credit transfer in TVET, and to higher education through the alignment of Course and Learning Outcomes of both levels of education;
14. The Course Outcomes illustrate alignment with the Program Learning Outcomes as illustrated in the Outcome Alignment Matrix and Program Curriculum Map;
15. Teaching, learning strategies, and assessment criteria are aligned with both the program and course learning outcomes to ensure constructive alignment;
16. The laboratory portion of the courses with the technology contents shall utilize the competency standards in the training regulations as a reference to ensure that the learner acquires the National Certificate on specific qualification;
17. The packaging of TVET qualifications must be flexible enough to eliminate, as far as possible, the disadvantages to learners, considering the horizontal, as well as vertical, and competency pathways. This is particularly important to learners with disabilities for the reasonable adjustments that they are entitled to make;
18. Engineering-related PQF Level 5 (Diploma) level qualifications shall be aligned with the Sydney Accord and meet the accreditation criteria of the Philippine Technological Council Certification and Accreditation System for Engineering Education (PTCCASEE). This will improve the work opportunities of those graduates to have those qualifications recognized internationally;
19. The PQF Level 5 (Diploma) Programs are developed for the purpose of ensuring that the learners possess the employability skills, which comprise of the four (4) characteristics namely: (1) entry to work; (2) flexibility at work; (3) opportunity for permanency; and (4) ascent in the hierarchy of the industry. The PQF Level 5 (Diploma) programs are designed to develop worker-leaders and not merely worker-followers.
20. TVET Microcredential courses may be credited to the PQF Level 5 Diploma Programs through the Recognition of Prior Learning in TVET.
21. The PQF Level 5 (Diploma) Program provides the framework for learner progression through the PQF levels and supports articulated pathways such as ladderized and embedded TVET and Higher Education programs, credit transfer arrangements in accordance with the signed Joint Memorandum Circular 01 s. 2023 the Philippine Credit Transfer System: Interface Between Technical Vocational Education And

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Training (TVET) and Higher Education Qualifications that maximize credit through recognition of equivalencies, and assessment of learning outcomes through recognition of prior learning. Therefore, when designing diploma programs, institutions may find it beneficial to consider alignment with Higher Education (HE) programs to facilitate credit transfer and promote lifelong learning

22. The PQF Level 5 (Diploma) Programs shall administer the Institutional Competency Assessment and National Competency Assessment to ensure the holistic educational formation and acquisition of competencies of learners.
23. All recognized PQF Level 5 (Diploma) Programs shall be subject to compliance audit based on existing operating procedures as part of the quality assurance of the program.

VII. RULES IN PACKAGING PQF LEVEL 5 (DIPLOMA) PROGRAMS

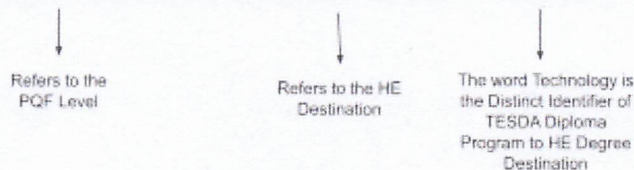
In packaging a PQF Level 5 (Diploma) Program documents the following rules shall be followed:

1. **PQF Level 5 (Diploma) Program Title** should either be representative of the sector, labor division, discipline, related to the course destination in higher education, or aligned with the industry's specific needs or emerging technology, and must reflect the level of the program in the PQF;

Example 1: For programs with HE destination (*excluding those diploma programs in the health sector*)

Sample HE destination: Bachelor of Science in Hospitality Management

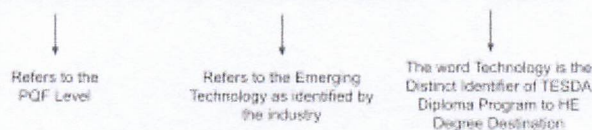
PQF LEVEL 5 (DIPLOMA) IN HOSPITALITY TECHNOLOGY



Example 2: For emerging technologies without HE destination

Sample emerging technology : E-commerce

PQF LEVEL 5 (DIPLOMA) IN E-COMMERCE TECHNOLOGY



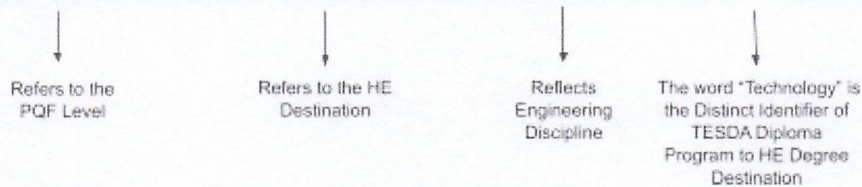
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Example 3: For Diploma Program with Engineering Degree

Sample Engineering Degree Destination: BS Agriculture and Biosystems Engineering

PQF LEVEL 5 (DIPLOMA) IN AGRICULTURAL AND BIOSYSTEM ENGINEERING TECHNOLOGY



2. The development of the PQF Level 5 (Diploma) Program shall involve stakeholder consultations to ensure alignment with industry standards and workforce demands. This process will include engaging with industry associations to identify relevant job roles through functional analysis, aligning with RTESDC and PTESDC resolutions; determining courses based on industry needs, emerging technologies, and local and international standards; and collaborating with higher education institutions to establish credit transfer and articulation pathways.
 - a. During stakeholder consultations, a functional analysis is crucial to identify industry functions and individual jobs, providing a clear and objective understanding of the work performed. This analysis enables industries to assess how well these identified jobs align with the expected learning outcomes of a PQF Level 5 qualification, specifically across the domains of:
 - i. **Knowledge, Skills, and Values:** Evaluating whether the job demands the theoretical depth, specialized technical, creative, and conceptual skills expected at PQF Level 5.
 - ii. **Application:** Determining if the job involves supervisory, complex, and non-routine activities that require extensive interpretation, adaptation, or innovation, as outlined in the PQF Level 5 descriptors.
 - iii. **Degree of Independence:** Assessing whether the job provides the level of autonomy, judgment, and responsibility expected at PQF Level 5, including participation in strategic initiatives and independent execution of complex tasks.
 - b. By comparing the functions identified through the analysis with the specific learning outcomes described for PQF Level 5, stakeholders can ensure that industry jobs appropriately reflect the required competencies.
3. The duration of the PQF Level 5 (Diploma) programs shall be designed for at least two (2) years with a trimestral design or three (3) years with bi-semesteral design inclusive of internship programs either local or international in the industry setting to provide a

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practical and efficient pathway to employment and skills development while addressing the industry's specific needs and challenges in the labor market.

4. A Memorandum of Agreement (MOA) and a training plan shall be required as part of the partnership arrangement between the enterprise and TVET institutions for the internship program.
5. Partnership agreements between TVI and HEIs shall include credit transfer agreements, faculty capacities, facilities, and equipment as formalized through a MOA.
6. The course outcomes of the PQF Level 5 (Diploma) Program must satisfy the 82 PIs of the 17 PLOs (*See Annex A*).
7. Courses that are aligned with Higher Education Programs may include the following:
 - a. Technical, Professional, Technology, Core Technology, and Elective Courses;
 - b. General Education and Other Non-Technical Courses;
 - c. Mandatory Courses; and
 - d. Internship/Practicum
8. More than 70% of the courses identified per PQF Level 5 (Diploma) Program shall comprise of technical courses which consist of the following:
 - a. **Theoretical Courses** - these courses enable learners to gain a solid foundation in the fundamental principles of the technology. This knowledge is essential for practical application in technology courses.
 - b. **Technology Courses** - these courses offer learners the opportunity to acquire practical knowledge, skills, and attitude in their area of expertise. These courses are designed to provide hands-on experience and enable learners to apply their theoretical knowledge in a practical setting.
 - b1.) **Core Technology Courses** - serve as the fundamental building blocks for learners' respective specializations. These courses are essential in providing the necessary foundational skills required for learners to excel in their chosen fields.
 - b2.) **Elective Technology Courses** - institutions may offer elective technology courses based on their program objectives, capacity, and industry demand. The decision to offer such courses is made after careful consideration of various factors to ensure that the courses offered align with the institution's goals and meet the needs of the industry.

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b3.) **TR/CS-based qualifications/Registered TVET Program** - TVIs have the flexibility to offer Technical-Vocational (TR) or Competency Standards (CS)-based qualifications either as stand-alone programs or integrated into courses, as determined by the institution and industry experts.

9. The PQF Level 5 (Diploma) Programs shall include supervisory and/or managerial course/s to address the level descriptor of PQF Level 5.

10. The curriculum of the PQF Level 5 (Diploma) Program shall be designed following either a semestral or trimester schedule as defined in TESDA Circular No. 021 series of 2023:

a. For a three-year PQF Level 5 (Diploma) program with semestral curriculum, each semester must have at least eighteen (18) weeks per semester equivalent to normally five to six (5-6) school days each week, exclusive of approved vacations and inclusive of legal and special holidays and for special activities; and

b. For a two-year PQF Level 5 (Diploma) program with trimester curriculum, each semester must have at least fourteen (14) weeks per semester equivalent to normally five to six (5-6) school days each week, exclusive of approved vacations and inclusive of legal and special holidays and for special activities.

11. The credit unit equivalency of courses, aligned with TC 021 series 2023, is computed as follows:

11.1) 1 hour of lecture per week is equivalent to 1 lecture credit unit.

11.2) 3 hours of laboratory work per week is equivalent to 1 laboratory credit unit.

12. The School Advisory Council or Board of Trustees/Regents is responsible for monitoring, evaluating, reviewing, and amending the curriculum as necessary to make it more relevant to the needs of the area. The School Advisory Council comprises the school owner, representatives from partner companies, and labor/worker representatives.

13. All PQF Level 5 (Diploma) programs must include an Internship Program offered as an independent or stand-alone course during the last two (2) semesters, with a minimum duration of one (1) semester. It must be designed according to the following:

13.1 **Local Partner/s** - For local internship, a partnership, in the form of a MOA/MOU, shall be forged between the TVI who will offer a PQF Level 5 (Diploma) programs, and the local internship provider before its recognition as a PQF Level 5 (Diploma)

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programs. The internship program must not exceed 6 months per semester. Provided, further, that the internship semesters shall be completed with separate host enterprises, and no single company may host more than six months for the same learner.

TVIs should give preference to partner enterprises within the province/ region when deploying Learners for Internship. In case of lacking or unavailable enterprises within the province/ region, the enterprise/s located in the most proximate province/region should be preferred.

13.2 International Partner/s - For international internships, a bilateral agreement or government-to-government partnership will be facilitated by the TVET institution, subject to approval by TESDA through program collaboration with the Planning Office (PO). The PO will coordinate with the foreign internship provider, and the agreement must be finalized and signed prior to its recognition as part of the PQF Level 5 (Diploma) programs. International internship programs must not exceed one year and must ensure that learners receive appropriate incentives and benefits.

14. The Internship Program will satisfy the Supervised Industry Learning (SIL) requirements for the resultant qualifications.
15. TVIs must ensure that assessment centers are available for TR-based qualifications included in PQF Level 5 Diploma programs. Institutions seeking recognition for their PQF Level 5 (Diploma) programs are encouraged to register as assessment centers.
16. The Packaging for PQF Level 5 (Diploma) Programs must include the list of facilities, tools, and equipment for purposes of program recognition. For WTRs, they may refer to the existing TRs. For NTRs they may refer to the recommendations of the industry or the HE program.
17. Engineering-related PQF Level 5 (Diploma) programs shall be designed to meet the 12 graduate attributes of an Engineering Technologist based on the Sydney Accord, respectively. It must ensure that its curriculum encompasses the desired elements of Knowledge Profile, the Range of Complex Problem Solving, and Complex Engineering Activities, as stipulated in the set of Graduate Attributes of the Sydney Accord published by the International Engineering Alliance (IEA).
18. For purposes of credit transfer, articulation, and recognition of prior learning (RPL), the Joint Implementing Guidelines, as approved by TESDA and CHED, shall be adhered to.

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19. This Guideline shall be used in recognizing PQF Level 5 (Diploma) Programs which includes specific curriculum components as shown in **Annex B**.

VIII. LEARNER'S/TRAINEE'S ENTRY REQUIREMENTS

1. The PQF Level 5 (Diploma) Program shall have the minimum entry requirement as follows:
 - a. High school graduates of the K to 12 Curriculum or of the old Basic Education Curriculum or individuals who have acquired a high school graduate status under the Alternative Learning System (ALS); OR
 - b. High School Undergraduate with at least 3 years of Industry Experience related to the Diploma Program.
2. The TVIs are given the freedom to add other requirements to screen the trainees for admission to the program.
3. For the PQF Level 5 (Diploma) Programs under TESDA Scholarship, the Trainee Entry requirements shall conform to the Scholarship guidelines issued.

IX. FACULTY QUALIFICATIONS

The faculty qualifications shall have the minimum requirements as follows:

Course	Qualification	Equivalency
General Education and Mandated Courses (Except NSTP)	<ul style="list-style-type: none"> ● Bachelor's degree related to the field; and ● With Master's Units (Allowed only during the Transitory Period of 4 years upon issuance of this guidelines); OR Full-fledged Master's degree, preferably in the related field. 	<ul style="list-style-type: none"> ● Please refer to the Equivalency as stated in the DPS.
For NSTP	<ul style="list-style-type: none"> ● Must follow faculty qualifications as stated in NSTP guidelines 	
Technology Courses existing in HE program with Resultant Qualification	<ul style="list-style-type: none"> ● Bachelor's degree related to the field; and ● With Master's Units (Allowed only during the Transitory Period of 4 years upon issuance of this guidelines); OR Full-fledged Master's degree, preferably in the related field. ● NTTC (related to the resultant 	<ul style="list-style-type: none"> ● Please refer to the Equivalency as stated in the DPS.

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	qualification)	
Technology Courses existing in HE program without Resultant Qualification	<ul style="list-style-type: none"> ● Bachelor's degree related to the field; and ● With Master's Units (Allowed only during the Transitory Period of 4 years upon issuance of this guidelines); OR Full-fledged Master's degree, preferably in the related field. ● 1 year experience in the related industry (experience must be earned within the past 5 years) 	<ul style="list-style-type: none"> ● Please refer to the Equivalency as stated in the DPS.
Independent/Stand Alone Courses with qualification	<ul style="list-style-type: none"> ● Refer to the Trainer's Requirement as stated in the TR. 	
Independent/Stand Alone Courses without Registered TVET Program	<ul style="list-style-type: none"> ● Refer to the Trainer's Requirement as stated in the CS. 	

X. PQF LEVEL 5 (DIPLOMA) PROGRAM COMPLETION REQUIREMENTS

1. The requirement for the Completion of PQF Level 5 (Diploma) Program are as follows:
 - a. **Institutional Competency Assessment** - Each program provider shall administer, per course, an institutional assessment as appropriate and shall submit a consolidated report of the rating of students to the Provincial/District Office at the end of every term.
 - i. **Formative Assessment** - Evidence of the course outcomes per term as reflected in the course specifications (syllabus)
 - ii. **Summative Assessment**
 1. Capstone (Technology Research)
 2. Internship
 3. NSTP Certificate
 - b. **National Competency Assessment** - Each program provider shall subject their learner to the National Assessment for every resultant qualification. For learners availing scholarship, to follow the scholarship guidelines. However, learners with existing and valid National Certification shall no longer take the National Assessment.

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2. A Certificate of Completion for the Diploma Program shall be awarded by the education and training provider to learners who completed the program.

XI. PQF LEVEL 5 (DIPLOMA) PROGRAM ASSESSMENT ARRANGEMENTS

1. **National Assessment and Certification for PQF Level 5 (Diploma) Programs**
Graduates of the Diploma Programs shall undergo the National Assessment and must submit the following requirements:
 - PQF Level 5 (Diploma) Program Diploma/Certificate
 - At least three (3) National Certificates (NCs), up to the highest level available
2. A separate guidelines on PQF Level 5 (Diploma) program assessment arrangements shall be issued.

XII. SCHOOL CREDENTIALS AND CERTIFICATES

1. **National Certificates for resultant and stand-alone qualifications** - the national certificate received upon passing the mandatory national assessment for qualifications within the PQF Level 5 (Diploma) programs covered by Training Regulations.
2. **Certificate of Training** - a certificate awarded to a trainee who passed the Institutional Assessment for each qualification within the PQF Level 5 (Diploma) programs.
3. **Certificate of Diploma** - shall be awarded by the education and training provider to students who completed the program.
4. **Transcript of Records** - an official document that records and summarizes the student's academic achievement during their studies. It includes the title of courses taken, grades received, and the number of credits earned duly signed by the registrar.
5. **National Certificate for PQF Level 5 PQF Level 5 (Diploma) programs** - shall be awarded to the candidates who pass the competency for the National Certification for PQF Level 5 PQF Level 5 (Diploma) programs.
6. **Special Order** shall be issued by the concerned TESDA Provincial Office to all graduates of private and public TVET providers with registered programs whether WTR or NTR and whether full qualification or in cluster of units of competency. The Special Order Number shall also be issued to recognized Bundled and PQF Level 5 (Diploma) programs (TESDA Circular 107 s. 2021).

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XIII. PROGRAM RECOGNITION

1. All TVET Institutions that will implement the PQF Level 5 (Diploma) programs will be issued with a Certificate of Recognition for Diploma Programs.
2. The Regional and Provincial/District Offices (ROPODO) shall maintain the Compendium of PQF Level 5 (Diploma) Programs to be submitted to the Certification Office and Qualifications and Standards Office for monitoring purposes.
3. Recognition of PQF Level 5 (Diploma) program shall ensure that all subsequent rules and regulations for the PQF Level 5 (Diploma) Programs are complied with.

XIV. RISK MANAGEMENT

The wide implementation of these Implementing Guidelines has potential risks, such as but not limited to the following:

1. Uniform implementation of recognizing PQF Level 5 (Diploma) programs based on this Omnibus Guidelines.
2. Limited number of regional diploma technical working groups to evaluate and provide guidance on the development and packaging of PQF Level 5 (Diploma) programs.
3. Onset of emerging technologies, new competency standards and training regulations that will affect the design of a diploma curriculum.
4. Availability of assessment infrastructure including assessment center, assessor, and assessment packages.
5. Limited availability of qualified PQF Level 5 (Diploma) faculty with a Master's degree after the expiration of the transitory period.

To mitigate, if not eliminate the risks, the following measures shall be undertaken.

1. Development of PQF Level 5 (Diploma) Programs Standards and implementing guidelines for common understanding and uniform implementation.
2. Continuous capability building program and multiplier training of Regional Diploma Technical Working group to deter the fast turnover of Diploma focal.
3. Updating and deployment of the Manual for the Evaluation of PQF Level 5 (Diploma) Programs to the ROPODOTIs with periodic online mentoring on Diploma issues and concerns.
4. Development of assessment packages and conduct of Regional Lead Assessors as required by the PQF Level 5 (Diploma) PQF Level 5 (Diploma) Program.
5. Implement continuous faculty development programs and support mechanisms through the National TVET Trainers Academy (NTTA) to encourage and assist PQF Level 5 (Diploma) trainers in completing their Master's degrees within the required timeframe.

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XV. TRANSITORY PROVISION

1. POF Level 5 (Diploma) programs recognized under TESDA Circular No. 119, Series of 2020, shall remain valid until the completion of the four (4) cycles of batches. The four (4) cycles of batches refer to enrollees in 2021, 2022, 2023, 2024. These programs may continue to operate until the last batch of enrollees.
2. After the graduation of the last batch of 2024 enrolled learners, the institution must migrate its diploma program in accordance with this guideline.
3. If any migration occurs in the resultant qualification, whether independently or integrated within the courses during the implementation of the Diploma Program, the curriculum for currently enrolled learners must remain the same until they graduate.

XVI. MONITORING, REVIEW AND EVALUATION

1. The Qualifications and Standards Office shall monitor, evaluate curriculum implementation in support of the Philippine Credit Transfer System and conduct capability building on the evaluation of the Packaging of POF Level 5 (Diploma) Programs.
2. The National Institute for Technical Education and Skills Development shall monitor and evaluate the implementation and the delivery of POF Level 5 (Diploma) Programs and conduct capability building programs for Teaching, Non-teaching Staff and the Regional Diploma Technical Working Group (RDTWG).
3. The Information Communication and Technology Office, in coordination with the QSO and NITESD, shall ensure the updating and development of necessary monitoring mechanisms within the T2MIS to capture data and generate reports pertinent to the implementation of the POF Level 5 (Diploma) Program.
4. The learners should be recorded as enrolled in the POF Level 5 (Diploma) programs only and not reported in specified resultant/standalone qualifications to avoid double reporting.
5. The Regional Offices shall submit to the QSO every month of May and November of the current year the implementation status report of the POF Level 5 (Diploma) programs in their respective region.
6. The RO/PO/DO shall require the TVET Institutions to report in the T2MIS and monitor POF Level 5 (Diploma) Programs including these :
 - a. List of enrolled learners per year semester and year level;
 - b. List of promoted learners per year semester and year level;
 - c. List of completers/graduates per semester and year level;
 - d. List of learners assessed and certified;
 - e. List of completers/graduates employed; and
 - f. List of faculty per subject and their credentials.

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7. These guidelines shall be monitored, reviewed and evaluated based on the achievement of the objectives set forth using logical framework below:

Impact: Quality-assured and Industry aligned PQF Level 5 (Diploma) Programs			
Outcome: Improved employability of PQF Level 5 (Diploma) Program Graduates			
Input	Projects/Programs /Activities	Output	Means of Verification
Human Resources	Evaluation of PQF Level 5 (Diploma) Program Application	Recognized Diploma Programs	List of Newly Recognized PQF Diploma Programs Submitted to QSO/CO
		Newly Enrolled Diploma Program Learners	Number of New Entrant Diploma Programs Graduate reported through T2MIS
		Promoted Diploma Program Learners	Number of Promoted Diploma Program Learners reported through T2MIS
		Retention Rate of Diploma Program Learners per Semester	Number of Dropped out Diploma Program Learners reported through T2MIS Reasons for Dropping out (Employment, Financial Reasons, Failed Academic Requirements, etc.) must be reported
		Graduated Diploma Programs	Number of Diploma Program Graduates reported through T2MIS
Financial and Human Resources	Assessment of the Graduates of Diploma Program	Graduates of Diploma Program Assessed	Number of Assessed Graduates generated through T2MIS
Financial and Human Resources	Spot/Technical Audit of Diploma Programs	Recognized Diploma Programs Audited	Spot/Technical Audit Report of Diploma

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			Programs
Human Resource	Monitoring of PQF Level 5 (Diploma) Programs	Diploma Program Data and Report through T2MIS Maintained	PQF Level 5 (Diploma) Programs Report generated in the T2MIS
Financial Resource and Human Resource	Upskilling of TTI PQF Level 5 (Diploma) Program Faculty	Number of Re-tooled TTI Diploma Program Faculty Enrolled in Master's Degree Programs	Semestral Report on the Enrolled/Graduated Retooled TTI Faculty


8. A Study on the employment of TVET graduates (SETG) shall be conducted by the Planning Office to cover those graduates of the PQF Level 5 (Diploma) programs starting the year 2017 up to the current. The Planning Office shall periodically conduct such SETG for the graduates of the PQF Level 5 (Diploma) Program covered by the Omnibus Guidelines.
9. The Amended Guidelines on Packaging Rules of PQF Level 5 (Diploma) Programs for the TVET Sector shall be subject to a policy review by the TESDA Board when necessary.

XVII. EFFECTIVITY

This Circular shall take effect fifteen (15) days upon completion of its publication and shall and shall supersede TESDA Circular No. 119, Series of 2020, and the provisions that are not consistent with these Amended Guidelines shall be deemed superseded.



JOSE FRANCISCO "KIKO" B. BENITEZ
Secretary/Director General, TESDA



3

ANNEX A: 17 Program Learning Outcomes and Performance Indicators

PROGRAM LEARNING OUTCOMES	PLO 1				
	Apply knowledge of mathematics, science, to define and apply technology procedures, processes, systems or methodologies in aid of system design addressing identified technology problems, conduct the following: Identify problems, conduct research, investigations and experiment, come up with conclusions and solutions				
PERFORMANCE INDICATORS	Recognize knowledge, skills and values in mathematics, science and technology relevant to performing in the field of specialization.	Implement appropriate procedures, processes, systems and methodologies used in the field of specialization.	Design research- based solutions to complex and non-routine technology-related problems in the field of specialization.	Supervise the conduct researches/ studies in the field of specialization in aid of innovative systems designs and solutions to complex technology problems.	Articulate alternative solutions in performing in the field of specialization.

PROGRAM LEARNING OUTCOMES	PLO 2				
	Select and apply appropriate techniques, resources and modern technology and IT tools including, but not limited to, prediction and modelling, to broadly-defined technology-related activities, with an understanding of the limitations.				
PERFORMANCE INDICATORS	Recognize expert knowledge on the range of techniques, resources and tools to be used for modelling technology related activities.	Identify the best suitable techniques for technology related processes.	Utilize information and communications technologies to predict process flows and potential risks the application of particular techniques.	Discuss thoroughly the limitations of specific techniques, resources and tools in the context of specific technology activities.	Apply the selected techniques using the most suitable tools and resources independently or in collaboration with a team.

PROGRAM LEARNING OUTCOMES	PLO 3				
	Communicate effectively on broadly defined technology-related activities with the technology-affiliated community and with society at large, by being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.				
PERFORMANCE INDICATORS	Recognize competence in oral and written communication skills in the language/s of business and technology.	Identify the relevant publics/ stakeholders/ communities of the area of specialization	Utilize meaningful events and activities with the relevant publics/ stakeholders/ communities of the area of specialization.	Articulate technology related concerns through written reports or oral presentations made especially for diverse publics.	Analyze documents and presentations prepared/ presented by others critically.

PROGRAM LEARNING OUTCOMES	PLO 4			
	Demonstrate understanding of the societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to technology practice.			
PERFORMANCE INDICATORS	Recognize knowledge and understanding of the societal, health, safety legal and cultural issues related.	Articulate the consequent social, cultural, legal and health and safety responsibilities on the use of relevant technology practice.	Demonstrate responsible behavior required in technology practice.	Orient others on theories and methods to address societal, health, safety, legal and cultural issues.

PROGRAM LEARNING OUTCOMES	PLO 5				
	Understand the impact of technology solutions in a societal and environmental context and demonstrate knowledge of and need for sustainable development				
PERFORMANCE INDICATORS	Recognize understanding of positive and negative impacts of technology related solutions on society and environment..	Demonstrate positive social and ethical behavior when dealing with technology based problem relevant to the field of specialization.	Demonstrate understanding of sustainable development in the context of science, mathematics and technology.	Implement appropriate procedures, processes, systems and methodologies with high regard to the need for sustainability relevant to the field of specialization	Evaluate the social and environmental impacts of technology solutions relevant to the field of specialization

PROGRAM LEARNING OUTCOMES	PLO 6				
	Apply professional ethics and responsibilities and norms of technology practice				
PERFORMANCE INDICATORS	Recognize the knowledge and understanding of professional ethics, responsibilities and norms of technology practice.	Protect/ preserve the secrecy and integrity of technology process, procedures and practice.	Engage with the stakeholders and the community to articulate the benefits, problems/concerns as result of technology process, procedures and practice.	Apply ethical solutions to problems/ concern relevant to technology, processes, procedures and practice.	Perform complex operations in the field of technology observing standard practices and responsibility to quality.

PROGRAM LEARNING OUTCOMES	PLO 7			
	Function effectively as an individual and as a member of diverse technical teams			
PERFORMANCE INDICATORS	Explain the importance of being a trustworthy individual and good team player.	Perform effectively as a member of various technical teams adhering roles and responsibilities that contribute to building effective teams.	Lead technical teams in achieving goals while recognizing individual ability, responsibility and teamwork.	Collaborate effectively with technical team members.

PROGRAM LEARNING OUTCOMES	PLO 8			
	Demonstrate knowledge and understanding of technology management principles and apply these to one's own work as a member and leader in a team and to manage projects in multidisciplinary environment.			
PERFORMANCE INDICATORS	Recognize knowledge and understanding of technology principles applied in the field of specialization.	Design practical action plans and strategies to achieve work vision and goals.	Design practical action plans and strategies to achieve work vision and goals.	Employ proactive approaches in leading, managing and evaluating projects in multidisciplinary environments.

PROGRAM LEARNING OUTCOMES	PLO 9				
	Recognize the need for; and have the ability to engage in independent and lifelong learning in specialized technologies.				
PERFORMANCE INDICATORS	Recognized understanding of independent and lifelong learning in specialized technologies.	Update oneself on local, national and global trends, issues and technologies.	Upgrade skills to cope with the changing needs in the field of specialization.	Integrate modern technologies applicable to current work system and processes.	Create opportunities for learning and skills upgrading among team members.

PROGRAM LEARNING OUTCOMES	PLO 10			
	Lead and present ideas and practical suggestions to appropriate people on how improvements could be made.			
PERFORMANCE INDICATORS	Recognize knowledge, understanding, skills and values in leading teams in the organization on the positive use of technology in the field of specialization.	Provide guidance directions and inspiration to colleagues in the workplace to improve technology related products and services delivered in the field of specialization	Manage the implementation of needed improvements and innovations in the technology- related products and services delivered by different members.	Show authority, credibility and responsibility in providing solutions and services to broad range of technology related problems and members of the

PROGRAM LEARNING OUTCOMES	PLO 11			
	Evaluate the application of Critical Thinking (Higher Order Thinking Skills) and adjust Problem Solving Techniques			

PERFORMAN CE INDICATORS	Recognize knowledge and understanding of critical thinking skills and problem solving techniques applied in the field of specialization.	Solve complex and non-routine technology related problems encountered in the workplace using appropriate techniques and resources.	Apply critical thinking, problem solving and other high order thinking skills in making technology related decisions in problematic situations	Evaluate the soundness and appropriateness of conventional and alternative solutions provided to complex technology related problems provided by the	Recommend necessary adjustments to techniques used to solve complex technology related problems.
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PROGRAM LEARNING OUTCOMES	PLO 12				
	Manage and evaluate workplace policies and procedures relevant to the workplace				
PERFORMAN CE INDICATORS	Identify workplace policies and procedures observed and enforced in the organization	Create system for evaluating workplace policies and procedures taking into consideration	Use evaluation system created to appraise the appropriateness and relevance of policies and	Implement appropriate and fair policies and procedures in the workplace.	Enable staff and employees to conveniently and easily access workplace policies and procedures.

PROGRAM LEARNING OUTCOMES	PLO 13				
	Develop systems in managing and maintaining information.				
PERFORMAN CE INDICATORS	Demonstrate knowledge and understanding of information management systems and their relevance to the field of specialization.	Enable staff and employees to conveniently and easily access workplace policies and procedures.	Research on available relevant, up-to-date, cost efficient and effective tools for developing IMS for the field of specialization.	Develop IMS to address the needs and issues identified in the workplace.	Ensure data security and the integrity of the IMS.

PROGRAM LEARNING OUTCOMES	PLO 14				
	Shape and sustain strategic thinking and attitudes toward the common good				
PERFORMAN CE INDICATORS	Recognize knowledge, skills and values on the development of strategic thinking and positive	Identify indicators of strategic thinking and positive attitudes for the common good.	Develop strategic thinking and positive attitude towards the common good of the members of the organization, the	Implement programs in the workplace that sustain strategic thinking and positive attitudes towards the common good.	Evaluate the effectiveness of the programs that sustain strategic thinking and positive attitudes towards the

PROGRAM LEARNING OUTCOMES	PLO 15				
	Establish, manage and sustain OHS programs relevant to the workplace				
PERFORMANCE INDICATORS	Recognize knowledge and understanding of Occupational Health and Safety (OHS) standards, policies, programs and procedures.	Identify workplace hazards and risks.	Design OHS programs relevant to the workplace consistent with industry standards.	Manage OHS program implementation in the workplace.	Review the effectiveness and sustainability of OHS programs in the workplace.

PROGRAM LEARNING OUTCOMES	PLO 16					
	Develop high-performing entrepreneurs					
PERFORMANCE INDICATORS	Recognize knowledge and understanding of personal entrepreneurial competence.	Conduct research in the current occupational map and successful entrepreneurs in the field of specialization.	Facilitate learning sessions to selected groups on basic financial literacy and entrepreneurship in the field of discipline.	Provide technology based solutions to micro- entrepreneur in the aid of productivity enhancement.	Document real life cases of microenterprises assisted	Analyze long-term trends to identify the need to change current industry policy and procedures.

PROGRAM LEARNING OUTCOMES	PLO 17				
	Demonstrate the sense of patriotism, both in the national and global milieu				
PERFORMANCE INDICATORS	Participate in socio-community development programs/ initiatives such as environmental protection and preservation, disaster preparedness and	Show appreciation for significant science and technology events and personalities in our national history	Keep abreast on current socio-cultural and political events in the Philippines, Asian regions and the world.	Design products and services that reflect patriotism and global citizenship.	Participate in NSTP, ROTC or equivalent programs.

ANNEX B:

REQUIREMENTS IN PACKAGING PQF LEVEL 5 (DIPLOMA) PROGRAMS

The following are the requirements in recognition of the PQF Level 5 PQF Level 5 (Diploma) programs:

The Diploma Curriculum summary shall include the following components:

- 1) The Program Title
- 2) Brief Description of the Program Provider
- 3) Program Description of the Diploma
- 4) Description of the Development Process
- 5) Job Titles
- 6) Program Duration
- 7) Program Framework
- 8) Program Educational Objectives
- 9) Curriculum Outline
- 10) Course Specifications
- 11) Program Curriculum Map
- 12) Program Schedule
- 13) General Summary of Credits
- 14) List of facilities, tools, and equipment
- 15) Memorandum of Agreement (Enterprise and HEI with credit arrangements)

SAMPLE FORMAT

The Program Documents shall consist of:

1. The Program Title:

Sample:

“PQF LEVEL 5 DIPLOMA IN HOSPITALITY TECHNOLOGY”

2. Brief Description of the Program Provider:

A brief introduction of the provider, its vision, mission and goals and its course offerings should be included in this section. Information about partners, both industry and Higher Education Institution should be briefly described such as:

- Historical / Background of the School
- Mission Statement
- Vision Statement
- Objectives
- List of Staff
- Other List of Registered Program
- Information about partners
- Other Description of the program provider

Sample:

_____ is the Corporate Social Responsibility wing of the _____. The company was incorporated in 2008, after being spun off as a department of the National College of Science & Technology which started in 1995. Through its Learn, Earn and Achieve Program students coming from economically-challenged families are given access to quality and relevant industry-based training through its Study-Now-Pay-Later Zero-Cash-Out Scheme. This CSR program equips students with the right skills and knowledge that will suit the growing demands of the manufacturing industry. Using the Dual Training System platform, the students are exposed in an experiential learning environment where academic qualification and the industry certification are gained. From an initial enrollment of 10 trainees, to-date, more than 30,000 students have benefitted from this CSR program with 23 industries and 43 LGU partnership established and continuously growing. The institute is a dual sector provider offering BS Industrial Engineering, destination course of the Proposed Diploma in Manufacturing Engineering Technology. With its partnership with Artesyn Embedded Technologies (Electronics Sector) and Telford Svc. Phils. Inc. (Semiconductor) through their Quality Assurance this course was developed and validated.

3. Program Description of the Diploma

This section describes the competencies the learners are expected to learn and to be able to perform. The focus of the program, major skills and tasks to be performed by its graduates. The general and specific objectives of the program should be clearly stated.

Sample:

The **PQF Level 5 Diploma in Hospitality Technology** equips students with a strong foundation in the core concepts and principles of the Hospitality industries. It emphasizes real-world applications and developmental approaches that foster critical thinking and effective communication skills.

The objectives of the program are :

1. Perform tasks requiring basic manual, practical, or operational skills under close supervision with minimal judgment.
2. Utilize practical skills with various options under significant guidance, requiring limited discretion.
3. Balance theoretical and practical knowledge, solving work-related problems and making informed decisions about processes, equipment, and materials.
4. Address non-routine technical challenges, evaluate practices, propose improvements, and demonstrate leadership in organizing activities.
5. Apply advanced technical, creative, and conceptual skills to complex tasks, showcasing depth and breadth in planning, problem-solving, and managing diverse technical or management requirements.

4. Description of the Development Process

- Includes Minutes of the meeting
- Documentation
- Industry Consultations

5. Job Titles

This section should enumerate the possible job title of graduates of the Diploma Program. It should include job titles from all qualifications included and arranged from highest level to the entry level job titles.

6. Program Duration

This is the statement of duration of the program including the internship duration

Sample :

PROGRAM DURATION

This is a three-year program consisting of six semesters, which includes a one-semester internship. Each semester will run for at least eighteen (18) weeks. The internship, scheduled for the final semester, aims to provide learners with the opportunity to practice their skills in a workplace context. This crucial experience allows students to directly apply their acquired knowledge and skills within a professional setting, thereby preparing them for successful careers.

7. Program Framework

This is the diagram of included TRs/Qualifications and Higher Education courses or subjects. It should show the related qualifications up to the highest qualification level per subsector which are included in the program. See sample below:

RANGES; BREADTH					
LEVELS; DEPTH	5	Learning outcomes *	Learning outcomes *	Learning outcomes *	Learning outcomes *
	4	Learning outcomes *	Learning outcomes *	Learning outcomes *	Learning outcomes *
	3	Learning outcomes *	Learning outcomes *	Learning outcomes *	Learning outcomes *
	2	Learning outcomes *	Learning outcomes *	Learning outcomes *	Learning outcomes *
	1	Learning outcomes *	Learning outcomes *	Learning outcomes *	Learning outcomes *
		FBS	House-keeping	Bar tending	Bread & Pastry

The blue cells represent the TRs included in the Diploma Program while the yellow background represent the HE courses.

- 8. Program Educational Objectives** - are broad statements that describe what graduates are expected to achieve in their professional and career practice three (3) to five (5) years after graduation. Program educational objectives are based on the needs of the program's constituencies (PTC-CASEE) (TESDA Circular no. 150 s. 2020).

Upon graduating, learners will possess the following capabilities:

1. Demonstrate fundamental knowledge and skills that are primarily manual, concrete, or practical in nature, requiring minimal judgment or discretion. These are performed under close support, guidance, or supervision.
2. Apply practical, manual, and operational knowledge and skills across a variety of scenarios. These tasks are executed with substantial guidance or supervision and involve limited discretion or decision-making.
3. Showcase a balance between theoretical knowledge and practical application. Graduates will demonstrate an understanding of work processes, identify issues, propose solutions, and make informed decisions regarding processes, equipment, and materials.
4. Contribute to solving non-routine or contingency-based technical challenges, evaluate current practices, and assist in the development of new criteria and procedures. They will also display leadership and guidance in organizing and managing the activities of both themselves and others.
5. Exhibit specialized technical, creative, and conceptual skills with significant depth in specific areas. Perform tasks involving a high level of complexity, including planning and implementing alternative approaches to skill and knowledge application across diverse technical or managerial contexts, along with evaluation and decision-making.

9. Curriculum Outline

The Curriculum Outline should show a summary of courses classified as follows:

a. Qualifications with Training Regulations

As required in the Guidelines, the PQF Level 5 (Diploma) Programs shall include TR/ qualifications up to the highest available level within a sector and/or related to a discipline. Specify whether each course will be offered in the program as an independent course or integrated in another course by checking the corresponding column. A course is said to be offered independently if it is taught as per TR requirement. If the units of competency are embedded and integrated into a PSG required course, it is said to be a resultant qualification, or a qualification integrated in a course.

To fill-up the table, write all TR-based qualifications in column 1, then in column 2, put a check mark if it is offered as an independent course study. If not, in column 3 write the course title of the course where the units of competency are integrated.

Table A1. Qualifications with Training Regulations				
No.	Qualification Title	Offered as an independent course	Course Title where the Qualification is Integrated	Credit Units
1	SMAW NC II	N	Welding technology	3
2	SMAW NC III	Y	-	3
3	EPAS NC II		Electronics Technology	3
			Programmable Logic Circuit	3

b. General Education and other non-technical courses

General Education courses per CHED CMO 20 s. 2013. For the purpose of the diploma program, GE courses per CMO shall be minimum requirements. Course outcomes may be enhanced by revising its course outcomes to focus on the course of study.

Table A2. General Education and other non-technical courses*		
No.	Course Title	Credit Units
	Purposive Communication	

c. Professional Courses

Professional courses that are included in the Diploma program, as referenced to the PSG of the destination course, shall all be enumerated in this section. If such are not required, or no professional course is included, this list may be excluded.

Table A3. Professional Courses (if any)		
No.	Course Title	Credit Units

d. Technical Courses

Table A4. Technical Courses		
No.	Course Title	Credit Units

e. Elective Courses

Table A5. Elective Courses (if any)		
No.	Course Title	Credit Units

f. Mandatory Courses

Mandatory courses may include NSTP and other courses required through Laws.

Table A6. Mandatory Courses (if any)		
No.	Course Title	Credit Units

10. Course Specifications

This section gives details on all courses offered or included in the program. This will include a detail on how the TRs and non-TR courses will be taught, whether they are taught as a full qualification or integrated in other courses. The course specification is also used as a reference for evaluating a course when a learner transfers to another institution and requested for evaluation of a credited course by the receiving institution.

The following tables may be used as templates for this section:

Table A7. Course Specifications						
Course Title	Course Description	Course Outcomes	Teaching & Learning Strategies	Assessment Strategies	Credit Units	Qualifications with TR

11. Program Curriculum Map

The Program Curriculum Map will match each PI with the course outcomes that will be contributory to the attainment/satisfaction of the PI. A PQF Level 5 (Diploma) program is compliant if all PIs and PLOs are correspondingly satisfied through the course outcomes.

Evaluation of the Alignment of the Program to PQF Level 5

A Diploma Program is aligned to PQF Level 5 if the following Principles are true:

- Course outcomes of a PQF Level 5 (Diploma) Programs are learner-centered and SMART statements.
- The Diploma (PQF Level 5) adopts all the 17 PLOs and their Performance Indicators (PIs).
- Each of the 17 PLOs are Introduced, Enhanced and Demonstrated through the courses (subjects) offered.
- All PIs of each PLO are correspondingly satisfied/ attained by course outcomes

13. General Summary of Credits

This table should contain all courses and TRs covered in the Diploma program and their corresponding Credit Units as agreed upon by the TVI and the partner HEI, as applicable.

1st Year, 1st Semester							
Courses	Units		Hours		Pre-Requisites	Resultant Qualification	Job Titles/Job Roles
	Lec	Lab	Lec	Lab			
TOTAL							

14. List of facilities, tools, and equipment

TECHNOLOGY/ LABORATORY COURSES	FACILITIES	SPECIFICATIONS	EQUIPMENT/TOOLS/ MATERIALS	SPECIFICATIONS