

'Strengthening Industry-Academe Linkage for a Relevant, Competitive & Skilled Workforce'

Industry-Academe Summit 2018

Waterfront Hotel, Lahug Cebu City

25 September 2018



Heinrich Bem Dumat-ol

Aug 28 at 9:24pm • 🌐

The future belongs to the competent. Get good, get better, be the best!🏆



The enabling measures of Government undertaken to produce employable graduates

.... to address current policies that deter industries' involvement in the Basic Education Program



Republic of the Philippines
Department of Labor and Employment
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

NATIONAL CERTIFICATE II

in
AUTOMOTIVE SERVICING

is awarded to

JUAN A. DE LA CRUZ

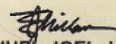
for having completed the competency requirements under the Philippine TVET Qualification and Certification System in the following units of competency:

Unit Code	Basic Units of Competency
500311105	Participate in Workplace Communication
500311106	Work in Team Environment
500311107	Practice Career Professionalism
500311108	Practice Occupational Health and Safety Procedures
Unit Code	Common Units of Competency
ALT723201	Apply Appropriate Sealant / Adhesive
ALT723202	Move and Position Vehicle
ALT311201	Perform Housekeeping for Automotive Workshop
ALT311202	Perform Mensuration and Calculation
ALT315203	Perform Safety Practices
ALT723203	Read, Interpret and Apply Specifications and Manuals
ALT723204	Use and Apply Lubricant / Coolant
ALT723205	Perform Shop Maintenance

Unit Code	Core Units of Competency
ALT723301	Perform Diesel Engine Tune Up
ALT723302	Perform Gas Engine Tune Up
ALT723303	Service Automotive Battery
ALT723304	Service Ignition System
ALT723305	Test and Repair Wiring / Lighting system
ALT723306	Perform Underchassis Preventive Maintenance
ALT723307	Service Starting System
ALT723308	Service Charging System
ALT723309	Service Engine Mechanical System
ALT723310	Service Clutch System
ALT723311	Service Differential and Front Axle
ALT723312	Service Steering System
ALT723313	Overhaul Manual Transmission
ALT723314	Service Brake System
ALT723315	Service Suspension System

Signature of the certificate holder
Certificate No. **1113160212345**

Issued on : **February 3, 2011**
Valid until: **February 3, 2016**


SEC. EMMANUEL JOEL J. VILLANUEVA
Director General



CLN-NQ- 8 4 2 6 2 5

A National Certificate is issued when a candidate has demonstrated competence in ALL UNITS of competency that comprise a Qualification



Republic of the Philippines
Department of Labor and Employment
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

CERTIFICATE OF COMPETENCY

This is to certify that

JUAN A. DE LA CRUZ

has been assessed under the Philippine TVET Qualification and Certification System and has shown competence in this/these unit/s of competency:

Conduct Gas Engine Tune Up

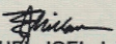
Unit Code	Basic Units of Competency	Unit Code	Core Units of Competency
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ALT723202	Move and Position Vehicle		
ALT311201	Perform Housekeeping for Automotive Workshop		
ALT311202	Perform Mensuration and Calculation		
ALT315203	Perform Safety Practices		
ALT723203	Read, Interpret and Apply Specifications and Manuals		
ALT723204	Use and Apply Lubricant / Coolant		

in partial fulfillment of the National Qualification-

AUTOMOTIVE SERVICING NC II

Signature of the certificate holder
Certificate No. **1113160012345**

Issued on : **February 3, 2011**
Valid until: **February 3, 2016**


SEC. EMMANUEL JOEL J. VILLANUEVA
Director General



CLN-COC-106911

A Certificate of Competency is issued to individuals who have satisfactorily demonstrated competence on a particular or cluster of competency



CERTIFICATE OF COMPETENCY

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in partial fulfillment of

AT

Signature of
Certificate

CLN-COC-106911

A Certificate of Competency is issued to individuals who have satisfactorily demonstrated competence on a particular or cluster of competency

An NC or a COC is issued after the assessment process where the candidate has demonstrated evidences of meeting the competency standard. The assessment is conducted by accredited assessors in accredited assessment centers.

Competency Standards

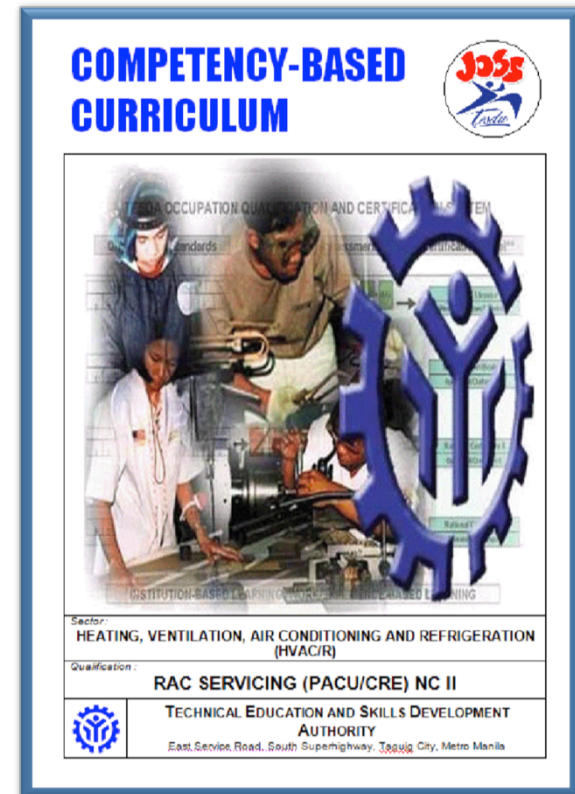
- are **industry determined** specifications of competencies required for effective work performance. The standards are expressed outcomes that focus on workplace activity rather than training or personal attributes and captures the ability to apply skills in new situations and changing work organizations.

Competency-Based Curriculum

-specifications of the course a student will take to attain workplace competencies.

-developed based on the promulgated competency standard.

-Modular based on units of competencies



The Competency – based Training

School-based training
Training – Center based training
In-company Training
Online Training
Home-based
Community-based

Dual Training System
Apprenticeship Program
Co-management system

Required knowledge
Bundling

Employability Measure
Employment Survey

Quality Assurance



PQA



STAR



APACC



**ISO
9001.2015**

Recognition by industry and employers

Senior High School Curriculum

SHS CORE CURRICULUM: THE EIGHT (8) LEARNING AREAS



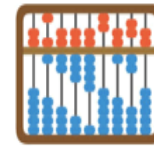
LANGUAGE



HUMANITIES



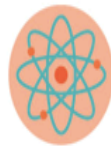
COMMUNICATION



MATHEMATICS



PHILOSOPHY



SCIENCE



SOCIAL SCIENCE



P.E. & HEALTH

SHS TRACKS



ACADEMIC*



TECHNICAL-VOCATIONAL-
LIVELIHOOD



SPORTS



ARTS & DESIGN

**The Academic track includes four (4) strands: Accountancy, Business and Management (ABM); General Academic; Humanities and Social Science (HUMSS); and Science, Technology, Engineering and Mathematics (STEM).*



Lessons from the Kto12Pus

Ongoing evaluation :

DepEd

Kto12 Plus

Duration of the OJT

Birth pains

Trainers

- **Qualification**
- **Shift in teaching methods**

Resource Requirements

- **Facilities**
- **Tools and Equipment**
- **Learning Materials**
- **Assessment fees**



The Philippine Qualifications Framework

Republic Act No. 10968

AN ACT INSTITUTIONALIZING THE PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF), ESTABLISHING THE PQF-NATIONAL COORDINATING COUNCIL (NCC), AND APPROPRIATING FUNDS THEREFOR



NCR

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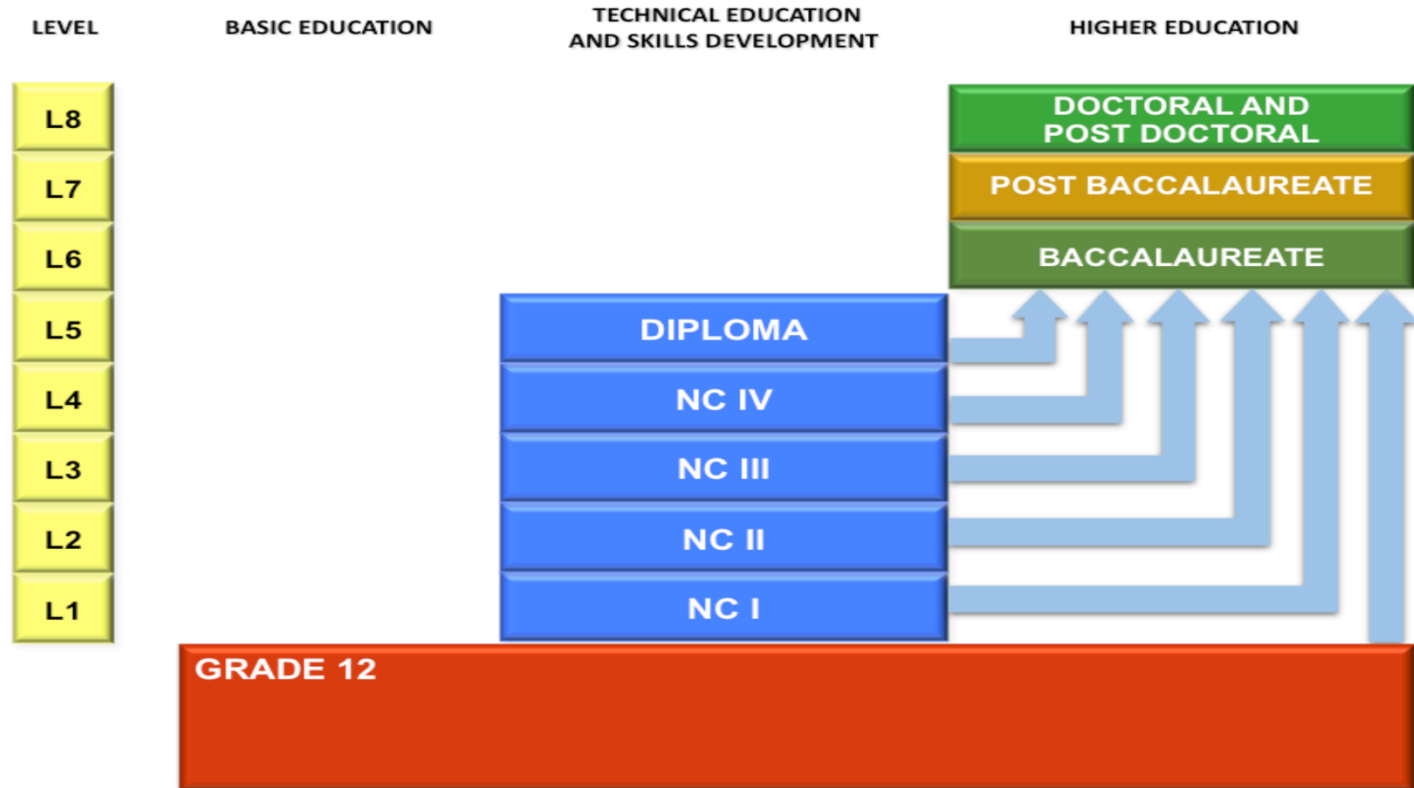
RA No. 10968 - Objectives

- a. To adopt **national standards and levels of learning outcomes** of education
- b. To support the development and maintenance of **pathways and equivalencies** that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market
- c. To align **domestic standards with international qualifications framework** thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers

a. To adopt national standards and levels of learning outcomes of education

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

Figure 1. The Philippine Qualifications Framework



LIFELONG LEARNING

RECOGNITION OF PRIOR LEARNING

EQUIVALENCY

ASSESSMENT AND CERTIFICATION

b. To support the development and maintenance of **pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market**

RA 10647

An Act Strengthening the **Ladderized Interface Between Technical-. Vocational Education and Training and Higher Education**

The Philippine Credit Transfer Scheme

Underpinning Principles

- **PCTS supports lifelong learning**
- **PCTS is Outcomes Based**
- **PCTS is Learner Centred, Fair and Transparent**
- **PCTS is Quality Assured**
- **PCTS supports institutional autonomy whilst promoting co-operation**

c. To align **domestic standards with international qualifications framework** thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers

Current
referencing
effort



The ASEAN Qualifications Reference Framework (AQRF)

- **common reference framework, functioning as a translation device to enable comparisons of qualifications across AMS.**
- **addresses education and training sectors and the wider objective of promoting lifelong learning. In the AQRF, education sector is defined in a broad sense as incorporating informal, non-formal and formal learning.**
- **Based on broad level descriptors which include eight levels of complexity of learning outcomes**
- **Level descriptors in 2 domains :**
 - **Knowledge and skills**
 - **Application and responsibility**
- **Use learning outcomes as the metric for the hierarchy**

Ongoing Reform in Higher Education

CHED Memorandum Order No. 46. S 2012

Section 11. The changing realities spurred globalization underscore the shift in contemporary international education discourse **from education to lifelong learning** and **from education as transmission of expert knowledge to education as building learner competencies** – including learning to learn.

The goal of lifelong learning since 1996 has thus focused on **“retraining and learning new skills / competencies that would enable individuals to cope with the demands of a rapidly changing workplace”** and a complex, interdependent world.