

**Commission on Higher Education  
Technical Education and Skills Development Authority  
Asian Development Bank**

In cooperation with

**Department of Education  
Department of Labor and Employment  
Professional Regulation Commission**

# **Philippine Credit Transfer System**

**2018**

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# **PART 1: PHILIPPINE EDUCATION AND TRAINING SYSTEM 2018**

# **PART 2: PROPOSED PHILIPPINE CREDIT TRANSFER SYSTEM (PCTS)**

# Proposed Philippine Credit Transfer System

## 1 Purpose

The Philippine Credit Transfer System (PCTS) operates in conjunction with the Philippine Qualifications Framework (PQF). The PCTS provides the framework for learner progression through the PQF levels.

The PCTS supports the implementation of both the *Ladderized Education Act 2014*, which aims to strengthen the interface between Technical-Vocational Education and Training (TVET) and Higher Education and the *Philippine Qualifications Framework Act 2018* which sets the standards for qualification outcomes in both education sectors.

The PCTS 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. In doing so, the PCTS underpins the goal of lifelong learning for the Philippines by supporting learner progression.

The PCTS benefits learners by providing the framework to maximize the awarding of credit for learning outcomes previously achieved. It benefits the education sector, and therefore also the government and the community, by reducing inefficiencies in delivering education and training for learners who have already acquired the learning outcomes.

The PCTS is part of the education reforms that are currently shaping the Philippine education and training system and is an integral part of this reform. The implementation of the PCTS is intended to benefit the Philippine education and training system by creating a more seamless system of progression from Basic Education to TVET and Higher Education. The Philippine education and training system is described in Part 1. While locally focused, it is also intended to meet the alignment requirements of the ASEAN Qualifications Reference Framework (AQRf).

The scope of the 2018 version of the PCTS is the interface between technical-vocational education and training and higher education. It includes National Certificates offered as the technical-vocational livelihood track offered in the senior high schools and validated by the Philippine TVET Competency Assessment and Certification System. It is anticipated that in the future the PCTS will be expanded to include the maritime and aviation sector.

The *Philippine Credit Transfer System, 2018* replaces the *Implementing the Philippine National Equivalency System (NES): a Handbook of Information, Good Practice and Advice, May 2005* published by CHED, TESDA and DepED.

## 2 Authority

### 2.1 Legal Authority for PCTS

The legal authority for the Philippine Credit Transfer System (PCTS) is the Republic Act Number 10647 of 2014, known as *Ladderized Education Act* (see Appendix 1) and the Republic Act 10968 of 2018, known as the *Philippine Qualifications Framework Act* (see Appendix 2).

The *Ladderized Education Act 2014* (RA 10647) institutionalizes the "...ladderized interface between technical-vocational education and training and higher education to open the pathways of opportunities for career and educational progression of students and workers, create a seamless and borderless system of education, empower students and workers to exercise options or choose when to enter and exit in the educational ladder, and provide job platforms at every exit as well as the opportunity to earn income".

Under the *Ladderized Education Act 2014* (RA 10647), the Commission on Higher Education (CHED), the Technical Education and Skills Development Agency (TESDA) and the Department of Education (DepED) are jointly responsible for determining harmonized guidelines, equivalencies of learning outcomes and mechanisms to support the interface between TVET and Higher Education to create a seamless and borderless education system that allows for flexible entry and exit to programs to support the efficient and effective implementation of the ladderized education system.

The Philippine Qualifications Framework, institutionalized in the *Philippine Qualifications Act 2018* (RA 10968), is the national policy that defines educational qualifications and sets the standards for qualification outcomes within the Philippine education and training system. The PQF has the following objectives:

- to establish national standards and levels of learning outcomes of education;
- 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; and
- to align domestic qualification standards with international qualifications frameworks, thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.

### 2.2 Administration of PCTS

The PCTS is jointly administered by the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA).

In its administration of the PCTS, CHED and TESDA work in cooperation with the Department of Education (DepED), a partner agency in the implementation of a ladderized approach to post-secondary education in the Philippines.

### **3 Quality Assurance**

CHED and TESDA are responsible for the external quality assurance of institutions and programs for which the credit arrangements in the PCTS apply, in Higher Education and TVET respectively. Quality assurance of the credit arrangements put in place is further supported by the technical experts from CHED and TESDA who jointly determine the equivalencies.

Institutions in higher education and technical-vocational education and training (TVET), known as Higher Education Institutions (HEI) and Technical-Vocational Institutions (TVI), are responsible for the internal quality assurance of these credit arrangements.

### **4 Credit Policy**

The PCTS is the formal policy approach to supporting learners to progress in their learning based on assessment of their achievement of learning outcomes in qualification accredited by CHED or registered by TESDA under the PQF, recognising that learning outcomes may be gained through prior formal, informal and/or non-formal learning.

The PCTS is learner-centred and outcomes-focussed and is intended to maximise the credit that learners can be awarded through the credit pathways documented in this policy for learning outcomes already achieved. Recognized credit may be used by a learner to gain entry to a qualification (admission) or to gain credit for components of or all of a qualification, subject to the rules of the admitting institutions.

Awarding of credit is based on the determination of equivalencies undertaken jointly by higher education and TVET.

The focus of the PCTS policy is the interface between TVET and Higher Education to facilitate more seamless progression of learners from TVET programs to higher education programs, and vice versa, based on the learning outcomes achieved by the learner.

The PCTS encourages clear pathways from entry level training to higher education, that is, from PQF levels 1 to 6, to support learners in building their knowledge and skills for mobility to the workforce. It also recognizes that learners with higher education qualifications may move to technical-vocational qualifications to further enhance their knowledge and skills for the workforce. To facilitate this, the PCTS credit arrangements focus on multiple entry and exit points in a ladderized system.

The PCTS recognizes that Basic Education prepares learners for pathways to TVET and higher education. Basic Education also provides opportunities for learners who have not completed Years 11 and 12 to re-engage with Basic Education as preparation for progression to qualifications from PQF level 1 to level 6.



## **5 Underpinning Principles**

The Philippine Credit Transfer System is underpinned by the following six principles.

### **5.1 PCTS supports lifelong learning**

- The PCTS supports lifelong learning within an overall national strategy for lifelong learning and national skill and qualification development strategies.
- The PCTS can apply within a single institution or qualification system or between collaborating institutions or regional qualification systems.
- Credit may be awarded for formal, informal and non-formal learning.
- Credit can be used for transfer, accumulation and mobility.
- The PCTS facilitates multiple entry and exit points in learning programs.

### **5.2 PCTS is Outcomes Based**

- Credit is based on the achievement of learning outcomes.
- Learning outcomes are subject to assessment which verifies that the learner has achieved the intended learning outcomes.
- The PCTS enables attribution of credits against PQF levels.

### **5.3 PCTS is Learner Centered, Fair and Transparent**

- PCTS is focussed on what the learner knows, can do and understands at the end of a period of learning.
- Syllabi, descriptors and programme information enables consistent comparison to be made between programs and education sectors.
- Credit is available to all eligible learners, support is offered to learners, institutional policies are written in ways that learners understand, and credit should be awarded where possible.

### **5.4 PCTS is Quality Assured**

- Credit awarded is from programs which are externally quality assured, aligned with the PQF and are based on industry standards or internationally benchmarked academic standards, thereby enhancing worker mobility and national development.
- Internal institution systems for the awarding of credit are quality assured.

### **5.5 PCTS supports institutional autonomy and academic freedom**

- The PCTS does not restrict Higher Education Institutions from exercising their academic freedom.
- Admitting institutions retain the right to make decisions on awarding credit but are fair in their decision making and provide justification for their decisions and an appeals process.

## **5.6 PCTS promotes co-operation**

- The PCTS establishes new ways of designing qualifications, improves recognition of previous learning and creates new progression routes.
- TESDA and CHED are each responsible for developing related PCTS policies within their own sectors.
- CHED, TESDA and DepED work cooperatively to promote pathways between programs at different PQF levels.
- Progression pathways through differing levels of the PQF takes account of learner, labor market, learning institution and other stakeholder needs.

## **6 Credit Pathways Based on Equivalencies**

The PCTS uses articulation, credit transfer and recognition of prior learning as the mechanisms to determine equivalencies between learning outcomes and to award credit for the purpose of progression through the PQF levels.

In this way, learners can accumulate credit towards the achievement of qualifications.

Articulation and credit transfer recognize the achievement of learning outcomes in formal education, whereas recognition of prior learning allows learners to gain credit through assessment of learning outcomes achieved through non-formal and informal learning.

Articulation and credit transfer provide the primary interface between TVET programs and higher education programs.

### **6.1 Articulation**

Articulation arrangements are built into qualifications at the design stage and are accredited by CHED and/or registered by TESDA as an integrated progress from a completed qualification to another qualification with automatic admission to the next level qualification and with credit for all components of the program already achieved. Articulation is typically a vertical pathway of embedded programs in the same or related discipline. Articulation provides a defined, ladderized qualification pathway.

#### **6.1.1 Embedded Programs**

Embedded (or integrated) programs are purpose-designed and accredited/registered programs that integrate two or more qualifications at different PQF levels in a ladderized package that facilitate learners' progression. Embedded programs include multiple entry and exit points to enable learners to exit with a qualification and re-entry the ladderized pathway with full credit for previously achieved learning outcomes. Exit and entry points benefit learners who require a break in their learning and allows them to re-entry the program without disadvantage.

#### **6.1.2 Developing Joint TVET/Higher Education Embedded Programs**

At the interface of TVET and higher education, embedded programs may include a TVET Diploma (PQF level 5) and a higher education Bachelor (PQF level 6) in the same or related discipline/industry, with the completion of the Diploma program leading to automatic entry to the Degree program. In this arrangement, National Certificate 4 programs can provide a contributory role.

Embedded programs are jointly designed by TESDA and CHED, with CHED taking responsibility for the accreditation of the PQF level 6 qualifications and TESDA taking responsibility for registration of qualifications up to and including PQF level 5.

Embedded programs may also be jointly developed by TVIs and HEIs, if they have the authority of TESDA and CHED to do so. In this arrangement, the HEI is required to submit a copy of the proposed ladderized program to the CHED regional office prior to implementation, in accordance with Section 9 of Republic Act No 10647.

The embedded Diploma/Bachelor program at the TVET/higher education interface has entry and exit points at the end of each PQF level qualification. Each qualification in the embedded program meets the PQF level requirements, as well as the discipline requirements.

The disciplines for which embedded programs at the TVET/higher education interface are designed are for those disciplines for which both CHED and TESDA offer programs and for which there is a clear rationale for such integrated, ladderized programs.

Jointly developed embedded programs are based on determination of equivalencies agreed between CHED and TESDA or between a HEI and a TVI. The determination of equivalencies is undertaken jointly by discipline/industry experts from both sectors. In determining the equivalencies to be included in embedded programs, the discipline/industry experts take into account the learning outcomes, the discipline and the learning and assessment approaches used in both education sectors. Agreeing on the inclusion of learning outcomes in this way supports the quality assurance of qualifications in both education sectors.

## **6.2 Credit transfer**

Credit transfer is a mechanism for the determination of the equivalencies between two existing qualifications and agreement on the amount of credit that may be awarded from this matching of equivalencies.

The amount of credit is based on a determination of equivalencies after matching the learning outcomes of the two qualifications, taking into account the requirements of the different PQF levels and the discipline/industry. The *Guide to Matching Learning Outcomes for Credit Transfer* provides further guidance on the process.

The outcome is a formal credit transfer agreement. Credit transfer can provide credit for admission into a qualification, subject to the admitting institution's admission requirements, and/or credit for components of the second qualification.

Credit transfer agreements can result in awarding credit as follows:

- Block credit: credit is granted towards a whole stage or component of a program, for example the first year of a Bachelor program
- Specified credit: credit is granted towards specific components of a program, for example learning outcomes related to specific knowledge and skills or common general education learning outcomes;
- Unspecified credit: credit is granted towards unspecified learning outcomes, for example elective components of a program.

At the interface of TVET and higher education, credit transfer agreements may match learning outcomes from a TVET Diploma (PQF level 5) and/or a National Certificate 4 (PQF level 4) with a higher education Bachelor (PQF level 6) in the same or related discipline/industry. In this arrangement, National Certificates 1 to 3 can provide a contributory role.

Credit transfer agreements are not limited to the TVET/higher education interface. They may also be used for programs within TVET and within Higher Education. The process for determining equivalencies is the same.

### **6.2.1 Developing joint credit transfer agreements by CHED and TESDA**

Formal credit transfer agreements about equivalencies and pathways between TVET and higher education may be determined jointly by CHED and TESDA. These shared agreements are made available for use by all HEIs and TVIs.

In this process, credit is determined jointly by discipline experts in CHED and TESDA. The amount of credit awarded depends upon the matching of learning outcomes taking into account the PQF levels and the discipline requirements. The *Guide to Matching Learning Outcomes for Credit Transfer* provides further guidance on the process.

Equivalencies may be determined for common competencies/general education subjects, as well as discipline-specific learning outcomes. The credit transfer agreements may include block, specified and/or unspecified credit.

### **6.2.2 Developing credit transfer agreements between institutions**

Formal credit transfer agreements between TVET and higher education may also be determined between two or more institutions based on an agreement of equivalencies between the programs offered by institutions. These credit transfer agreements are limited to use within their institutions.

Credit transfer agreements may be between TVIs and HEIs or between institutions within TVET or between institutions within Higher Education. The agreements may occur typically in a dual-sector institutions, but are not restricted to this type of institution. Entering credit transfer agreements of this type is limited to HEIs that have recognition from CHED and to TVIs with programs registered by TESDA.

In determining equivalencies and the amount of credit to be awarded, discipline/industry experts from the two institutions match the learning outcomes,

taking into account the PQF levels and the discipline requirements. The *Guide to Matching Learning Outcomes for Credit Transfer* provides further guidance on the process.

Credit transfer agreements can be between programs offered by the institutions in the same or related discipline/industry and at the same or different PQF levels. The agreements can also be for learning outcomes for common competencies/general education subjects across programs in different disciplines and for elective components of programs.

Credit transfer agreements of this type facilitates learners transferring from a program in one discipline to another within an institution and also facilitates learners transferring from one institution to another in the same or related discipline.

### **6.2.3 Developing credit transfer agreements between an institution and a learner**

The credit transfer mechanism may also be used by appropriately authorized HEIs and TVIs to award credit to individual learners in a case-by-case agreement. This may provide learners with agreed credit for components of a qualification already achieved by the learner to be used towards another qualification. It provides a mechanism for learners to gain credit for previous formal learning and is beneficial if no formal articulation arrangements are in place.

Credit transfer applies to learning outcomes achieved through assessment in either formal education or through RPL conducted under the Philippine TVET Competency Assessment and Certification System (PTCACS) for competencies leading to a National Certificate (NC) or a Certificate of Competency (COC).

Institutions may award specified, unspecified or block credit based on an determination of the equivalencies between the learning outcomes of learners previously awarded qualification and learning outcomes of the second qualification, taking into the requirements of the PQF, the discipline requirements and the non-discipline specific learning outcomes. The *Guide to Matching Learning Outcomes for Credit Transfer* provides further guidance on the process.

## **6.3 Recognition of prior learning**

Recognition of prior learning (RPL) is a process of formal assessment of a learner's knowledge and skills, gained through previous non-formal or informal learning, to determine the achievement of learning outcomes for the purpose of awarding credit towards a qualification. RPL assessment is undertaken by an institution, or another approved assessment authority. While RPL is intended to assess evidence from non-formal and informal learning, previous formal learning may also be considered as part of the assessment if no credit transfer arrangement is available to the learner. RPL provides a mechanism for learners to negotiate with institutions to gain credit for the achievement of learning outcomes through prior learning.

The outcome of an RPL assessment may be admission to a qualification, subject to the admission requirements of the admitting institutions, and/or credit towards components of a second qualification.

Assessment of prior learning through an RPL process matches the prior learning against the learning outcomes for the program and takes into account the PQF level requirements and the discipline requirements for the qualification.

In Higher Education, recognition of prior learning is undertaken through the *Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)*.

ETEEAP is a comprehensive educational assessment program that recognizes knowledge, skills, attitudes and values (KSAVs) obtained by individuals from formal, non-formal and informal education and training and related work experiences. It is a validation and equivalency framework that can serve as alternative to the formal higher education programs. ETEEAP acknowledges that learning can take place outside the confines of a formal classroom, from informal and other sources of learning. Learning from sources other than formal education are validated and credited to its equivalent in the academic program applied for. The legal basis of ETEEAP is Executive Order 330.

In TVET, recognition of prior learning is undertaken through the *Philippine TVET Competency Assessment and Certification System (PTCACS)* for competencies leading to a National Certificate (NC) or a Certificate of Competency (COC) for partial completion of a qualification.

Recognition of prior learning is conferred through validation of competencies achieved in non-formal or informal modes of learning through the Philippine Competency Assessment and Certification System (PTCACS). The validation system utilizes the same competency standards required in the Training Regulation and uses varied assessment methods applicable to those who achieved competencies through non-formal and informal means. The PTCACS is anchored on the competency-based system, with the competency requirements defined in the relevant Training Regulations. Quality assurance in PTCACS spans across levels and the responsibility of various actors: the TESDA Central Office, TESDA Regional and Provincial Offices, the Accredited Assessment Centers and the Accredited Competency Assessors. The legal basis for PTCACS is the Republic Act 7796.

## **7 Equivalencies**

Equivalencies are the outcome of a process of matching the learning outcomes of two programs and awarding credit where appropriate.

### **7.1 Differentiation of subject areas/competencies**

#### **7.1.1 Higher Education**

CHED has developed *Policies, Standards and Guidelines (PSG)* for various disciplines with the following curricular components:

- Subject areas which are common to all programs: General Education, Physical Education, and National Service Training Program;
- Subjects common to a cluster of disciplines subject areas, e.g. Business and Management, Hospitality and Tourism; and
- Core subject areas, and major, professional and elective courses which are discipline-specific.

### 7.1.2 TVET

TESDA has developed *Training Regulations* with the following components:

- Basic competencies which are common to all programs within the same level of competency;
- Common competencies which are common to all programs for an industry sector within the same level of competency;
- Core competencies which are job-specific competencies; and
- Elective competencies which are additional units of competency that are relevant for enhancing the mobility/employability of a person and may be drawn from among the units of competency from the other sectors.

### 7.2 Determination of equivalencies of common subject/basic competencies

Subject areas and competencies which are common to all programs in either TVET or higher education should be harmonized to maximise equivalencies as follows:

- In TVET, 100% credit is awarded for basic competencies for the same PQF level programs across all industry sectors and is determined by TESDA;
- In higher education, 100% credit is awarded for common subject areas between higher education programs and is determined by CHED; and
- Between TVET and higher education programs, matching learning outcomes for similar common subject areas and common competencies is undertaken jointly by CHED and TESDA using the mechanism of credit transfer.

### 7.3 Determination of equivalencies of subject areas/competencies common to a cluster of disciplines/industry sectors

Subject areas and competencies which are common to a discipline in Higher Education or an industry sector in TVET, respectively, should be harmonized to maximise equivalencies as follows:

- In TVET, 100% credit is awarded for common competencies for the same level programs within an industry sector and is determined by TESDA;
- In higher education, 100% credit is awarded for subject areas common to a discipline between higher education programs and is determined by CHED; and
- Between TVET and higher education programs, matching learning outcomes for similar common discipline subjects and common industry sector

competencies is undertaken jointly by CHED and TESDA using the mechanism of credit transfer.

## **8 Implementation**

Implementation will commence after approval by CHED and TESDA and institutions will be informed through a joint circular.



## 9 Glossary of terms

**Articulation** is a process which allows learners to progress from one program to another program at a higher qualifications framework level without duplication of learning. Articulated programs provide multiple entry and exit points and ladders of learning progression and in general allow learners to move from a technical-vocational program to a higher education degree program.

**Assessment** is a formal process of measuring a learner's achievement of learning outcomes in a program of learning leading to a qualification.

**Awarding credit** is a process of formally determining the amount of credit to be given to a learner for accumulation towards a qualification through articulation, credit transfer and/or recognition of prior learning; also known as **granting credit**.

**Component of a program** leading to qualification is a unit or subject or competency that is part of the whole program.

**Credit** is the value given to a learning outcome or a package of learning outcomes gained from formal, non-formal or informal learning awarded to a learner after a process of determining equivalencies has been undertaken.

**Credit transfer** is a process of awarding credits for the achievement of learning outcomes for a program to be used for transfer to another program at the same of different qualifications framework level and may be in the same or different discipline.

**Dual sector institution** is a provider of both higher education and technical-vocational education and training that is entitled to participate in the PCTS.

**Embedded program** is a qualification nested in another qualification at a higher qualifications framework level that provides automatic progression from one level to the next with full credit.

**Equivalency** is the outcome of a process of matching the learning outcomes of two programs and awarding credit if equivalency is found.

**Formal learning** is learning that takes place through a structured program of learning that leads to the full or partial achievement of an accredited/registered PQF qualification.

**HEI** is a higher education provider that is entitled to participate in the PCTS.

**Informal learning** is unstructured learning gained through work, social, family, hobby or leisure activities and experiences.

**Institution** is a provider of higher education or technical-vocational education and training.

**Ladderization program** is a program comprised of two separate qualifications at different PQF levels accredited by CHED and registered by TESDA to allow automatic progression from one level to the next with full credit.

**Learner** is a person undergoing any process of learning.

**Learning outcomes** are statements of what the individual learner knows, understands and can do on completion of a learning process. They are also used in PQF to describe the level of the individual qualification.

**Lifelong Learning** is all learning activity undertaken throughout life, which results in improving an individual's knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

**Non-formal learning** is learning that takes place through a structured program of learning but does not lead to a PQF qualification.

**Pathways** are the progression routes that learners can take to achieve qualifications.

**Program** is a program of learning in formal education that leads to a qualification in the PQF.

**Provider** is a provider of formal education that is entitled to participate in the PCTS and is also known as an education provider, education institution and institution.

**Qualification** is the certification of the achievement of a coherent body of knowledge (knowledge, skills and application) in a discipline leading to a job outcome that has been achieved by a learner through a program of learning.

**Quality Assurance** is a systematic process that provides confidence in educational services provided by institutions under the remit of CHED or TESDA that meet the standards set by CHED or TESDA.

**Recognition of prior learning (RPL)** is a process of assessing a learner's knowledge and skills acquired through previous work and life experience and other forms of non-formal and informal learning for the purpose of awarding credit towards a qualification.

**TVI** is a technical-vocational education and training provider that is entitled to participate in the PCTS.

# **PART 3: PROPOSED GUIDE TO MATCHING LEARNING OUTCOMES FOR CREDIT TRANSFER**

# Proposed Guide to Matching Learning Outcomes for Credit Transfer

## 1 Introduction

The *Guide to Matching Learning Outcomes for Credit Transfer (GMLO)* supports the implementation of the Philippine Credit Transfer System (PCTS) which operates in conjunction with the Philippine Qualifications Framework (PQF).

The PCTS uses articulation, credit transfer and recognition of prior learning as the mechanisms to recognize learning outcomes achieved and award credit for the purpose of progression through the PQF levels. The *GMLO* provides guidance on the credit transfer mechanism.

The *GMLO* is intended to assist CHED and TEDSA and HEIs and TVIs to reach formal agreement on credit transfer (PCTS section 6.2). It is focused on matching learning outcomes between higher education and TVET programs, however, the *GMLO* can be used also for determining equivalencies between higher education programs and between TVET programs.

## 2 Learning Outcomes

The *GMLO* focuses on matching learning outcomes as a means of determining equivalencies of learning outcomes between different programs.

Learning outcomes express what the learner knows, understands and can do at the completion of a program of learning that leads to a qualification under the PQF. Consequently, once a learner has demonstrated through assessment that they have achieved a learning outcome in one program, that learning can be applied in another program of learning once equivalencies has been formally agreed.

Matching learning outcomes between higher education and TVET may present a challenge because learning outcomes in CHED's Policies, Standards and Guidelines and TEDSA's Training Regulations are written for different purposes, by different agencies and using different styles. The *GMLO* provides guidance to help bridge these differences and enable equivalencies to be determined.

## 3 Matching Learning Outcomes to Determine Equivalencies

The PCTS allows for the determination of equivalencies between learning outcomes in higher education and TVET through a matching process undertaken jointly by CHED and TEDSA or by HEIs and TVIs. Agreed equivalencies are the outcome of a process of matching the learning outcomes of two programs.

Once equivalencies are agreed, the awarding of credit, if appropriate, can be negotiated. Credit for the achievement of learning outcomes is awarded when it can be shown through the matching process that learning outcomes from one program are similar enough to those in another program to assume that the same level of knowledge, skill and application of this knowledge and skill has been achieved.

Credit may be awarded for some or all of the learning outcomes in a program. If a learning outcome is partially achieved through a learning outcome in another program, a bridging program may be designed to facilitate the achievement of the learning outcome in full.

The matching process to determine equivalencies is undertaken by discipline/industry experts to thoroughly assess the learning outcomes of two programs and make a professional judgement that there is a clear and demonstrable similarity between two learning outcomes from different programs.

In determining equivalencies, the following 10 considerations are made.

### **3.1 Comparability of *Policies, Standards and Guidelines* and *Training Regulations* are considered**

Equivalencies are achieved by comparing the learning outcomes from CHED's *Policies, Standards and Guidelines (PSGs)* and TESDA's *Training Regulations* in the same or similar discipline/industry.

*PSGs* and *Training Regulations* provide a detailed and concise description of the learning outcomes of a program. They provide valid, reliable, current, authentic and quality assured information on programs including: learning outcomes, structure, components (subjects or units), core and elective–component parts, volume or amount of learning expected to achieve the learning outcomes (where required), learning and teaching approaches, assessment methods, assessment criteria, and progression rules. They also include the employability potential of the program in a clear and transparent way.

### **3.2 Equivalencies are determined by discipline/industry experts**

For determining equivalencies between higher education and TVET programs, CHED and TESDA determine the discipline/industry experts from their educational sectors and jointly agree on the team of experts to undertake each matching process. The appointment of discipline/industry experts is intended to ensure credibility and trust in the process and their selection is made with this in mind. For credit transfer agreements between institutions, the institutions determine the discipline/industry experts.

The team of discipline/industry experts works together collaboratively to reach a shared decision about equivalencies and the amount of credit that could be awarded.

The learning outcomes in *PSGs* and *Training Regulations* have been developed in consultation with the relevant stakeholders (such as academic peers, social partners,

employers, graduates, and student representatives) and so must be accepted by the discipline/industry experts as they are.

### **3.3 Comparability of PQF Levels is considered**

The PQF levels of the programs being matched are considered for comparability by the team of discipline/industry experts identified by CHED and TESDA, or by HEIs and TVIs, as outlined in 3.2 above.

The PQF level is an indicator of the complexity, breadth and depth of learning and learner autonomy required to achieve the learning outcome at each level and is the starting point for matching learning outcomes. PQF levels descriptors describe the differences between the levels.

The PQF level descriptors are general statements of the learning outcomes expected at a level; they are not specific requirements of what must be covered in a program. Level descriptors offer a universal language that enables comparison of level of learning, not only across domestic institutions but also across countries. The recognition of pathways and equivalencies is part of PQF implementation which aligns education standards and learning outcomes to the level descriptors contained within the PQF and harmonizes the levels of qualifications with all levels of education.

### **3.4 Comparability of Discipline/Industry area is considered**

The matching of learning outcomes to determine equivalencies is primarily a matching of the discipline content in a higher education program with the industry requirements in TVET program. The learning outcomes being compared are required to be sufficiently similar. The wording of the learning outcomes do not need to be exactly the same, but the outcome must be comparable. Determining whether or not the discipline/industry requirements have been sufficiently covered requires considerable analysis and judgment to be undertaken by the discipline/industry experts.

The content covered by lecturers for subjects designed to achieve the learning outcomes are not relevant to determining this comparability. Individual lecturers generally have the autonomy to decide the scope of the content and include content they consider relevant to achieving the learning outcomes and this may go beyond the requirements of the learning outcomes. This is why subject, module or unit detail is not assessed for determining equivalencies.

### **3.5 Comparability of common subject areas and common competencies is considered**

The common subject areas in higher education and the common competencies in TVET may be matched to determine equivalencies. The learning outcomes are matched for sufficient similarity in content, complexity and the PQF level.

### **3.6 Comparability of the complexity of learning outcomes is considered**

The complexity of the learning outcomes is compared by the discipline/industry expert team. Comparing the complexity of learning outcomes is a matter of professional

judgement rather than an exact process and is made in the context of the other requirements in this Guide.

Making a comparison of the complexity of learning outcomes is guided by the following steps.

- Use an instrument such as Blooms Taxonomy to broadly match the level of complexity of the learning outcomes. This taxonomical hierarchy of cognitive learning is used as one means by which the complexity of learning outcomes are related to national qualifications frameworks.
- Consider the active verbs used in the learning outcomes being matched to gauge the comparative complexity. Each of Blooms' taxonomic levels has a range of verbs that describe action at that level of complexity.
- Consider the context and purpose of the learning outcomes and how the learning is demonstrated.

### **3.7 Comparability of learning outcomes across multiple learning outcomes is considered**

Multiple learning outcomes are compared to determine equivalencies for a single learning outcome. The determination of equivalencies is presented as a matrix of mapped components of learning outcomes across the total of the compared learning outcomes in a program.

It may not be possible in the matching process to find a full or one-on-one match between a learning outcome in a *PSG* and a learning outcome in a related *Training Regulation*. The matching is more likely to occur across multiple learning outcomes in the programs. This is because of the differing styles of *PSGs* and *Training Regulations* as a consequence of the uniqueness of the higher education and TVET sectors and the differing stakeholder's needs which influence the development of *PSGs* and *Training Regulations*. This extensive process relies on considerable examination by the team of experts and their professional judgment.

### **3.8 Principles of assessment and rules of evidence are considered**

The principles of assessment and rules of evidence for assessment are applied to the matching process used by the team of discipline/industry experts.

The principles of assessment require assessment methodologies to be fair, valid, reliable and flexible. This applies to examination of the learning outcomes in the matching process in the same way as it applies to assessing students against learning outcomes.

The rules of evidence require the evidence collected to make an assessment decision to be valid, sufficient, authentic and current. The same as assessing a student, the matching process collects evidence that meets these rules as part of the examination of the comparability of learning outcomes.

### **3.9 Teaching Workload is not considered**

Equivalency of learning outcomes applies regardless of the **teaching** workload, or number of teaching hours allocated by an institution for a subject in a program of learning. Workload assigned by institutions is not a consideration in the matching process.

The volume or amount of learning allocated to a learning outcome in a *PSG* and a *Training Regulation* is an indicator of the complexity of the learning outcome and is a factor taken into consideration in determining equivalencies.

### **3.10 Mode of delivery and assessment are not considered**

Determination of equivalencies does not take into account teaching and learning modes and methods and assessment instruments and methods used in a program of learning. Teaching and learning methodologies are not a consideration in the matching process. Teaching, learning and assessment may occur face-to-face in classrooms, in the workplace or online without affecting the learning outcomes, that is what the learner knows, understands and can do at the end of the program of learning.

Concerns about the quality of teaching, learning and assessment are to be raised with CHED and TESDA as a separate issue.

## **4 Awarding Credit and Determining Equivalencies and Pathways**

Once the matching of learning outcomes has been completed, a determination can be made about the amount of credit that can be awarded from one program towards another.

This determination may lead to credit agreements being formalised and/or to bridging courses being designed to meet gaps in equivalencies.

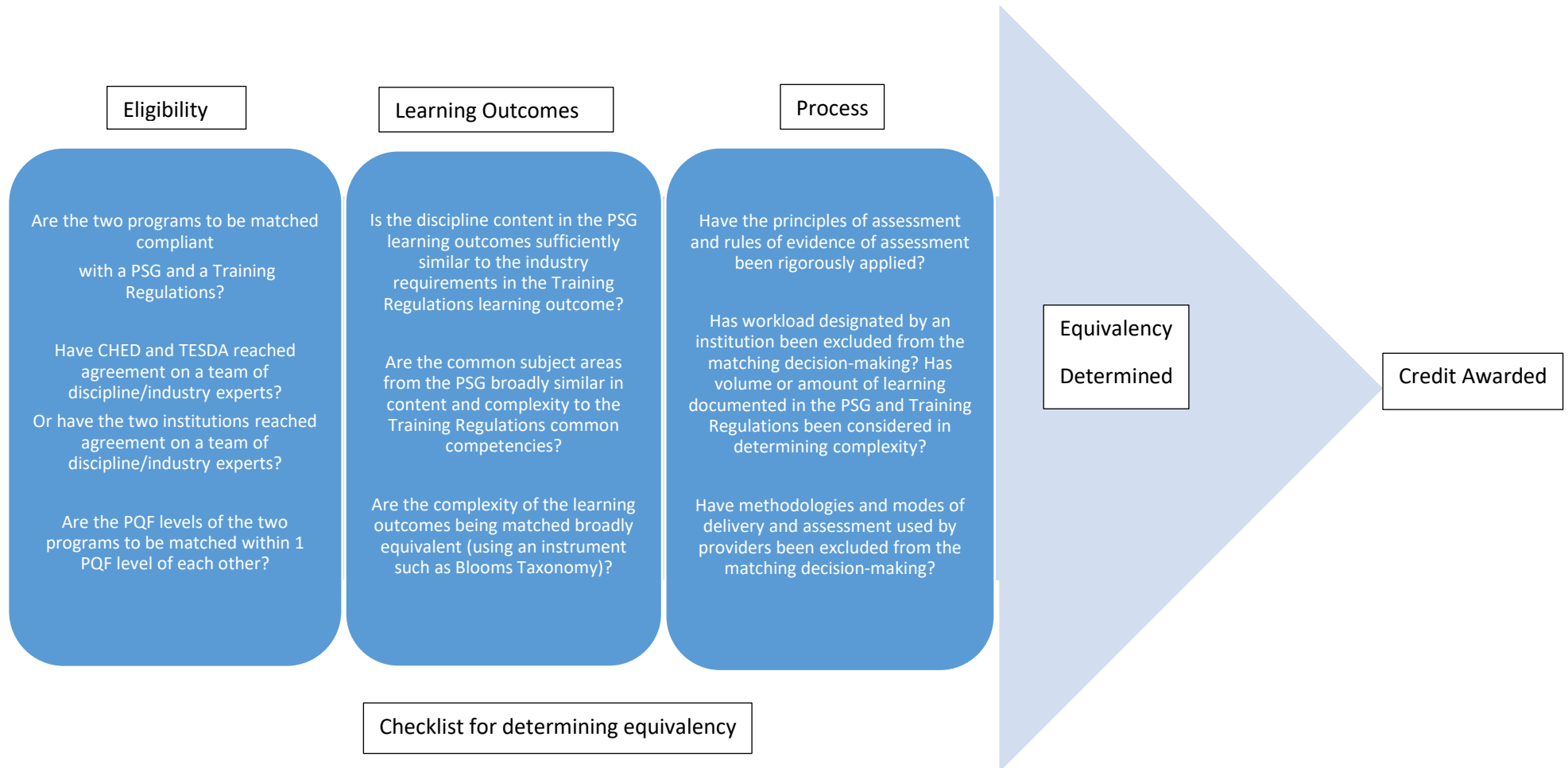
The credit may be awarded to enable admission to the different program. In other words, the credit awarded is sufficient to meet the entry requirements for a new program. Using credit for admission to a program is subject to the admission requirements of the institutions.

Credit may also be awarded for part of the program. In other words, the credit awarded is for part of another PQF qualification. Once awarded, the learner does not have to repeat the learning and assessment for the learning outcomes in a subject, module or unit. Credit is automatically credited, however using credit in this way is subject to the final decision of the institution.

Credit awarded may be in the form of block credit, specific credit and/or unspecified credit.



## 5 Process for Matching Learning Outcomes



**Appendix 1: Republic Act Number 10647 of 2014,  
*Ladderized Education Act***

To be inserted by CHED

## **Appendix 2: Republic Act 10968 of 2018, *Philippine Qualifications Framework Act***

To be inserted by CHED