



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

25 September 2024

Regional Memorandum
No. 712 s. 2024

**IMPLEMENTING GUIDELINES ON SENIOR HIGH SCHOOL
(SHS) ASSESSMENT AND CERTIFICATION SUPPORT
PROGRAM OF TESDA CIRCULAR NO. 045, S. 2024**

To **Schools Division Superintendents**

1. Attached is the Implementing Guidelines on Senior High School (SHS) Assessment and Certification Support Program. This is pursuant to the Joint Memorandum Circular on Ensuring Quality-Assured Assessment for Certification of Senior High School Technical-Vocational Livelihood Track.
2. These guidelines shall provide direction to the field in collaborating with TESDA Provincial Offices as to planning and leading our SHS-TVL learners to National Certificate II (NC II) Assessment.
3. For more information or clarification contact the Office of the TESDA Provincial Offices.
4. Immediate and widest dissemination of this Memorandum is desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

02/ROC05



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Republic of the Philippines
EDUCATION AND SKILLS DEVELOPMENT AUTHORITY



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HON. SARA Z. DUTERTE
Vice President of the Republic of the Philippines
Secretary, Department of Education (DepEd)
DepEd Complex, Meralco Ave., Pasig City

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Dear Vice President Duterte:

Greetings from the Technical Education and Skills Development Authority (TESDA)!

Building upon the recent Ceremonial Signing of the two (2) Joint Memorandum Circulars (JMCs) that shall benefit the Senior High School learners, may we respectfully provide you copy of one of the JMCs, the **Joint Memorandum Circular on Ensuring Quality-Assured Assessment for Certification of Senior High School Technical-Vocational Livelihood Track**, for your signature at your earliest convenience.

We shall be endorsing the other JMC to your office as soon as we have received the signed copies from the Commission on Higher Education (CHED) and the Department of Labor and Employment (DOLE).

Should you require further information regarding this matter, please contact Acting Executive Director Janet M. Abasolo of Certification Office at jmabasolo@tesda.gov.ph / co.oed@tesda.gov.ph or telephone no. 8893-2452. We look forward to collaborate closely with your office to finalize this process.

Thank you for your continued support and cooperation.

Very truly yours,

 

SUHARTO T. MANGUDADATU, Ph.D.
Secretary/Director General, TESDA





**JOINT MEMORANDUM CIRCULAR
Series of 2024**

**DEPARTMENT OF EDUCATION
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
ENSURING QUALITY-ASSURED ASSESSMENT FOR CERTIFICATION
OF SENIOR HIGH SCHOOL
TECHNICAL-VOCATIONAL LIVELIHOOD TRACK**

I. BACKGROUND

Republic Act (RA) No. 10533 also known as the "Enhanced Basic Education Act of 2013" states that a functional basic education system shall be created to develop productive and responsible citizens equipped with the **essential competencies, skills, and values for life-long learning, entrepreneurship, and employment**. In order to achieve this, the State shall:

- A. Give every learner an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards;
- B. Broaden the goals of high school education for higher Technical Vocational Education and Training (TVET) or Higher Education preparation, **vocational and technical career opportunities** employment and/or entrepreneurial venture in a rapidly changing and increasingly globalized environment; and
- C. Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, circumstances, and diversity of learners, schools, and communities through the appropriate languages of teaching and learning, including the mother tongue as a learning resource.

RA No. 10533 operationalizes the K to 12 Basic Education Program. Section 4 of the aforementioned, provides that "the enhanced basic education program encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of Junior High School (JHS) and two (2) years of Senior High School (SHS) education".

The Technical Education and Skills Development Authority (TESDA) as created by RA No. 7796 or the "Technical Education and Skills-Development Act of 1994", is mandated to set policies, supervise, and promote TVET in all post-secondary and

...in the country. TESDA, as an ISO 9001:2015 certified organization, strictly implements the quality management system in place that ensures that the organization meets the needs of its customers and stakeholders while meeting the statutory and regulatory requirements to its products and services.

The TESDA adheres to the Quality-Assured Technical Education and Skills Development (TESD) system framework which ensures that TVET programs follow the prescribed standards and have industry consultation as a key process, with the following major components: standards development, program registration, and assessment for certification. TESDA's mandate and extensive experience in the field of TVET positions it well to enhance and strengthen TVET in SHS education.

In view of the foregoing premises and with the inclusion in the Fiscal Year 2024 General Appropriations Act (RA No. 11975) Special Provisions for the SHS Assessment for Certification Support Program for learners, and Support to Expand the number of teachers as Accredited Assessors, a Joint Memorandum Circular (JMC) shall be issued between Department of Education (DepEd) and TESDA to establish a collaborative framework to implement the said Special Provisions.

II. OBJECTIVES

The purpose of this JMC is to institutionalize the Mandatory Assessment for Certification of SHS Technical-Vocational Livelihood (TVL) track graduates, particularly to:

- A. Ensure the quality and integrity of competency assessment for certification program towards enhancing the job readiness of SHS-TVL learners;
- B. Establish clear and consistent guidelines for the capacity building and accreditation of competency assessors for the SHS-TVL track; and
- C. Conduct capability building program for DepEd SHS-TVL teachers as Competency Assessors.

III. COVERAGE

This JMC applies to all public schools offering SHS-TVL track covered by the available funding allocation under FY 2024 General Appropriations Act (GAA) through RA No. 11975 under the following special provisions:

SHS Assessment for Certification Support Program - This program is intended to assess the technical and vocational skills of SHS learners under the TVL track for the issuance of National Certification (NC). The DepEd and TESDA shall jointly develop guidelines for the operationalization and implementation of the program.

Support to Expand the Number of Accredited Assessors - This program is intended to support the accreditation of additional assessors that shall be

...mentation of the SHS assessment for certification support in the selection of potential assessors, the TESDA, in coordination with DepEd, shall identify and prioritize eligible SHS-TVL teachers in implementing SHS-TVL track.

It covers the following programs:

- A. Conduct of Mandatory Assessment for Certification of SHS-TVL learners on programs with corresponding Training Regulations (TR);
- B. Training and Accreditation of SHS-TVL teachers as Competency Assessors (CA); and
- C. Accreditation as Assessment Center (AC) or Designated Assessment Venue (DAV) of the DepEd Senior High Schools.

IV. DEFINITION OF TERMS

- A. **Accreditation** - refers to the process of recognizing or empowering an entity to perform certain roles or responsibilities on behalf of the TESDA organization.
- B. **Accredited Assessment Center** - refers to an establishment officially authorized by TESDA to manage the assessment of candidates for national certification.
- C. **Accredited Competency Assessor/ Competency Assessor** - refers to an individual authorized by TESDA to assess the competencies of a candidate for national certification.
- D. **Assessment** - refers to the process of evaluating an individual's knowledge, skills, and attitudes (competencies) based on the predefined standards.
- E. **Certification** - is provided to those who meet the competency standards.
- F. **Competency** - refers to the acquired knowledge, skills, and attitude in accordance with the standard performance in the workplace. It refers to the specification of the knowledge, skills and attitude and the application of that knowledge, skills and attitude to the standard of performance required in the workplace.
- G. **Conduct Competency Assessment (Trainers Methodology 1 - Certificate of Competency 2)** - This unit covers the knowledge, skills and attitudes in conducting assessment. It details the requirements for organizing assessment activities, preparing the candidate, gathering and evaluating evidence, making assessment decisions, recording and providing feedback on assessment outcomes.

- H. **Designated Assessment Venue** - refers to the facility appropriately equipped and designated/approved by the Provincial Office where actual assessment may take place.
- I. **National Certificate (NC)** - refers to the document issued by TESDA to individuals after being subjected to a National Competency Assessment and proven competent in all the required units of competency of a national qualification defined under the promulgated Training Regulations.
- J. **Qualification** - refers to a package of competencies describing a particular function or job role existing in an economic sector, covering the work activities required to undertake a particular job. It also refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements.
- K. **Trainers Methodology (TM) Certificate I (TMC I)** - refers to the document issued to trainers who have achieved all the required units of competency identified in Level I (Trainer/Assessor) under the Philippine TVET Trainers Qualification Framework (PTTQF).

V. ACCREDITATION OF SHS-TVL TEACHERS AS TVET COMPETENCY ASSESSORS

- A. The DepEd Schools Division Superintendent (SDS), through the Education Program Supervisor (EPS) in charge of the SHS - TVL of the Schools Division Office (SDO), shall identify and endorse to the TESDA Regional and Provincial/District Offices the list of the SHS-TVL teachers who will undergo training on at least TM 1 - Certificate of Competency 2 (COC 2) Conduct Competency Assessment. They shall undergo accreditation as Competency Assessors.

The SHS-TVL teachers to be endorsed by DepEd are those:

1. with or without NC in the qualification he/she intends to be an Accredited Competency Assessor;
2. with or without training on TM 1 - COC 2 Conduct of Competency Assessment program; and
3. have not undergone accreditation as Competency Assessor.

DepEd must ensure full participation of the aforementioned SHS-TVL teachers in the process.

- B. In accordance with the provisions of existing TESDA Operating Procedure, SHS-TVL teachers seeking to become accredited competency assessors, must fulfill the following requirements:

Eligibility Requirements for SHS-TVL Teachers with NC:

1. Practitioner of the occupation / trade or a teacher/ instructor/trainer in the trade area for at least two (2) years, or as defined in the Implementing Guidelines of the qualification; Candidates without required industry work experience shall be granted Provisional Accreditation, subject to guidelines promulgated by the TESDA Board for the purpose;
2. Holder of NC at the same or higher level of the Qualification where the assessor is accredited;
3. Holder of TMC 1 and/or COC 2 — Conduct Competency Assessment under TM I;
4. Fluent, both in writing and oral, in the language of the examination; and
5. Have assisted in the conduct of actual assessment:
 - 5.1 New applicant-competency assessor must have conducted actual assessment (also known as "loading") to at least ten (10) candidates under the supervision of a Lead Assessor, as part of capability building of competency assessors; and
 - 5.2 Accredited competency assessors in related qualification shall only be required to conduct actual assessment/ loading to at least two (2) candidates under the supervision of a Lead Assessor.

B.2 List of Requirements

1. Endorsement from the DepEd SDS through the EPS in charge of the SHS - TVL of the SDO where the teacher is assigned;
2. Accomplished Application Form with an attached passport-size picture, white background, and with handwritten name and signature;
3. One (1) piece picture, 2"x 2", white background, and with handwritten name and signature;
4. Transcript of Records;
5. Certificate of Employment indicating compliance to the required number of years of relevant work/industry experience for the qualification as specified in the promulgated Training Regulations;

6. NC Level 2 or higher.
7. TM I - COC 2 Conduct Competency Assessment, and
8. Certification of Loading attested by the Assessment Center Manager, National/ Regional/ Provincial/ District Lead Assessor, and the TESDA Representative, that the Applicant-Competency Assessor has assisted in the assessment to at least ten (10) / two (2) candidates under the supervision of the National/ Regional/ Provincial/ District Lead Assessor.

B. SHS-TVL Teachers without NC:

1. Practitioner of the occupation / trade or a teacher/ instructor/trainer in the trade area for at least two (2) years, or as defined in the Implementing Guidelines of the qualification; Candidates without required industry work experience shall be granted Provisional Accreditation, subject to guidelines promulgated by the TESDA Board for the purpose;
2. Must undergo and pass competency assessment in the related qualification he/she intends to be an Accredited Competency Assessor;
3. Must undergo training on TM I or TM I COC 2 and pass the National Assessment before applying for accreditation as Competency Assessor; and
4. Must have conducted actual assessment (also known as "loading") to at least ten (10) candidates under the supervision of a Lead Assessor, as part of capability building of competency assessors.

C. The TESDA, through its Regional/Provincial Office, shall identify the training providers with registered TM I program for the conduct of TM I - COC 2 training. The training cost on TM I COC 2 shall be shouldered by TESDA subject to the availability of funds.

D. The TESDA Provincial Office shall coordinate the conduct of the competency assessment in TM I COC 2 of SHS teachers and issue the TM I COC 2 certificate if deemed competent.

E. After the TM training and assessment, accreditation as SHS Competency Assessor is mandatory. For the first two (2) years, commencing from the date of signing until December 2025, TESDA Regional Office shall accredit the SHS-TVL teachers as Competency Assessors to assess only SHS graduates. Accreditation process shall adhere to the existing procedure on accreditation of Competency Assessors, unless otherwise stated in this JMC for identified specific provisions

... shall be valid only until the expiry date of the relevant
 Upon expiration, the holder shall file for renewal of both the NC and
 accreditation as Competency Assessor subject to Implementing
 Guidelines of the qualification.

- H. SHS-TVL teachers that have expired NC in the qualification aligned to the DepEd requirements, provided that the TR has not been amended, shall automatically be subjected for renewal by any TESDA Provincial/District Office.
- I. The accreditation fee of Php 500.00 of competency assessor per qualification shall be shouldered by TESDA subject to availability of funds. The said fee shall be paid to the respective TESDA Sariling Sikap Program (SSP) account of the Provincial/District Office prior to the issuance of the Accreditation Certificate.
- J. The SHS-TVL teachers with complete requirements shall be prioritized in the availment of free TM I COC 2 training and/or free accreditation fee as Competency Assessor, whichever is applicable.
- K. SHS-TVL teachers who have been accredited may be allowed to claim the assessor's fee for competency assessments conducted subject to existing government accounting and auditing rules and regulations.

VI. ACCREDITATION OF SENIOR HIGH SCHOOLS AS ASSESSMENT CENTERS

A. Requirements for Accreditation

1. Letter of Intent on the application as Assessment Center duly noted by the SDS through the EPS in charge of the SHS - TVL of the SDO;
2. Self-Assessment Checklist;
3. Checklist of tools, equipment, supplies and materials, and facilities;
4. Affidavit of Undertaking for Assessment Center;
5. Special law creating the institution (for public institution) e.g. Republic Act, Executive Order, Sanggunian Resolutions;
6. Fire Safety Certificate;
7. Building Layout/Floor Plan/Shop layout;
8. Company and Staff Profile;
9. Location Map;
10. Complete facilities, tools, equipment and materials appropriate to the Qualification/s applied for, specified in the CATs;
11. Lease Contract/Proof of Ownership of the location/premises of the Assessment Center;
12. CCTV camera (functional, with audio recording and motion detection);
13. Computer System with Internet Access;
14. White backdrop for registration of assessment candidates;
15. Web Camera (according to specifications);
16. Signature pad (according to specifications); and
17. Organizational structure to support the following activities:
 - a) Scheduling of assessment;

ing and Processing of data regarding the conduct of assessment; and
 c) Collecting assessment fees.

- B. Accreditation of Assessment Centers shall be valid for two (2) years, subject to renewal or cancellation based on the results of the compliance audit conducted by TESDA.
- C. Accreditation process shall adhere to the existing procedure on accreditation of Assessment Centers.
- D. For Senior High Schools as Designated Assessment Venues (DAV):
 1. An Accredited Assessment Center shall designate the SHS as an Assessment Venue subject to the approval of the Provincial/District Director;
 2. The Designated Assessment Venue shall comply with the required tools, equipment, supplies and materials specified in the Competency Assessment Tools (CATs); and
 3. The assessment accomplishment shall be accounted to the Accredited Assessment Center.

VII. ASSESSMENT OF SHS-TVL LEARNERS

The conduct of assessment of Grade 12 SHS-TVL learners shall be conducted following the existing TESDA Operating Procedures (OP) on the Conduct of Competency Assessment in adherence with the quality standards of TESDA. To facilitate implementation, both agencies shall work together to prepare the following:

- A. **Assessment Centers:** Senior High Schools shall prepare the requirements for the accreditation as Assessment Centers to be submitted to the respective TESDA Provincial Offices having jurisdiction over their school address.
- B. **Competency Assessors:** Accredited Competency Assessors from the SHS shall be included in the pool of assessors only for SHS Assessment for Certification for the initial implementation of the program, and shall be scheduled by the TESDA Provincial Offices in accordance with the OP on Competency Assessment.
- C. **Application and Assessment Process:** DepEd shall provide TESDA the list and number of SHS-TVL learners, as well as the qualifications for competency assessment.

The SHS-TVL teachers shall assist the candidates on their application for assessment to be submitted at the TESDA Provincial/District Office within the area.

Assessment: All assessments shall be conducted in an Accredited Assessment Center or Designated Assessment Venue with the presence of a TESDA Representative. All shall adhere to the standards indicated in the Operating Procedure on the Conduct of Competency Assessment.

The SHS Grade 12 in the TVL track shall be covered by this provision and can avail a full subsidy for one (1) qualification only.

VIII. FINANCIAL GUIDELINES

A. Management of budget:

1. The funding for the implementation of the provisions of this JMC shall be sourced from the GAA for FY 2024;
2. For the conduct of competency assessments for Grade 12 SHS-TVL learners, the budget allocation shall be managed by TESDA, in adherence to government accounting rules and regulations;
3. For the accreditation of assessors, the budget allocation shall be managed by TESDA. The same fund source shall be utilized for the TM I COC 2 training course to be conducted by TESDA through its registered providers; and
4. In the event of excess in the budget allocated for the learners assessment, the remaining fund will be used for an additional qualification assessment, subject to the usual auditing and accounting rules and procedures. DepEd will issue guidelines for selecting beneficiaries among the learners.

B. Details on Assessment Fee

1. The Accredited Assessment Center shall collect and bill the TESDA Provincial/District Office, having jurisdiction over the school address, with particulars on the Assessment Fee and Assessor's Fee as prescribed and approved by the TESDA Board.
2. The cost of assessment shall be billed after encoding of results in the TESDA Training Management Information System (T2MIS) and after submission of the required documents to the TESDA Provincial/District Office.

IX. SANCTIONS AND PENALTIES

DepEd and TESDA personnel who will be proven to have taken part in violating these guidelines and other relevant issuances shall be subject to proper disciplinary action in accordance with the 2017 Rules on Administrative Cases