

ystem for VET ccreditation	Criteria			
ecognition	anu		Maximum	Points
	Governance and Management		60	
	Curriculum and Program Delivery		250	
	Support Services		90	
	Program Performance Measures		100	
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Level	Total Score	Status Awarded
Candidate Status	300- 374	STAR candidate status. Need to strengthen areas where weaknesses have been identified.
One 📈	375-424 (75%to 84%)	Program STAR-rated for one year. Meets the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Two XXX	425-474 (85% to 94%)	Program STAR-rated for two years. Meets the standards substantially above the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Three A.A.A.	- 475 -500 (95% and up)	Program STAR-rated for three years. Meets standard substantially way above th threshold of Competency Based Training (CBT) program delivery and program performance measures.
Level	Self-Evaluation Total Score	System for
Two Star	429	A ccreditation and



1.A.TVI goals and objectives. *TVI goals and objectives are explicit and promote continuous improvement*

SCORING GUIDE	SCORE	EVIDENCES
Goals and objectives of the TVI are explicitly stated in relevant publication/ document of the TVI. The program objectives follow the SMART criteria	6-10	 Vision and mission statement Institutional Development Plan Business plan Strategic plan
Goals and objectives of the TVI are explicitly stated in relevant publication/document of the TVI though the objectives lack the SMART criteria	1-5	 Operational plan Performance indicators Website and Newsletter indicating the TVI goals and objectives
There are no indicated goals and objectives of the TVI	0	objectives Tarps in the classrooms Correspondence



1.B. Monitoring and review of TVI goals and objectives The TVI has a system for self-assessment and continuous improvement of its performance and all its key functions.

SCORING GUIDE	SCORE	EVIDENCES
The TVI conducts regular audit on the program implementation (internal/compliance) .	11-15	 Feedback from stakeholders Documented quality system maintenance procedures Quality system maintenance schedule (included in
There is conduct of audit once since program implementation	1-10	institution operation plan)Reports and outcomes of
No conduct of audit since the program was implemented.	0	Quality systems reviews/self- assessmentsResults of Internal quality audit



Governance and Management

1.C. Quality Management System Implementation A quality management system is in place to implement the Agency standards for TVIs.

SCORING GUIDE	SCORE	EVIDENCES
The TVI has an established and mature Quality Management System that is fully implemented.	6-10	 QMS certification from a 3rd party accrediting body Documented procedures Designation of personnel
The provider has an established Quality Management System that is only <mark>partially</mark> implemented.	4-5	 Designation of personner involved in QMS / 201 File Results of TNA and Training Effectiveness Quality Policy & Objectives
The provider has identified core processes but not fully implemented.	1-3	 QMS Structure Flow charts of core processes Customer feedback
The provider has no QMS installed.	0	mechanism and analysis



1.C. Quality Management System Implementation TVI's accountabilities in meeting TESDA requirements

Recognition		
SCORING GUIDE	SCORE	EVIDENCES
The TVI has fully complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA.	6-10	 Clearly defined accountabilities related to meeting TESDA requirements Risk management plan Posting of citizen's charter for
The TVI has partially complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	1-5	 Posting of citizen's charter for government training providers Posting of other programs for non- government training providers Budget allocation and expenditure
The TVI has not complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	0	 report Report on client satisfaction Updated organizational structure and functions

System for Ver Accreditation and Recognition					
SCORING GUIDE	SCORE	EVIDENCES			
The TVI has fully complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA.	6-10	 List of personnel and their qualifications (201 File) Quality manual or equivalent (Note that the 2015 version does 			
The TVI has partially complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	1-5	not require a quality manual. There is more leeway in the documentation of the QMS) • Qualification Standards of Faculty			
The TVI has not complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	0	 and Staff Compliance Audit reports (internal and external) MIS 02-03 			



1.D. Human Resource Development Management The skills and knowledge of education staff are systematically monitored and developed so that they continue to satisfy defined standards and industry and/or community requirements.

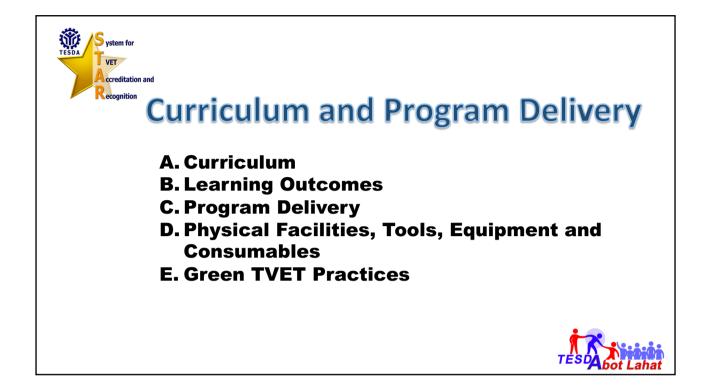
SCORING GUIDE	SCORE	EVIDENCES
The TVI has instituted Staff Development Plan (SDP) with pre and post evaluation. The TVI has instituted Staff Development Plan (SDP) with pre evaluation but no post evaluation.	6-10	 Profile of Key management personnel, for example: Meet fit and proper requirement Professional development
	1-5	 requirements for teaching and non-teaching staff Training needs assessment
The TVI has instituted Staff Development Plan (SDP) without pre and post evaluation.	0	 Approved staff development plan Documented Quality System Functioning Quality Management /Staff Development Team

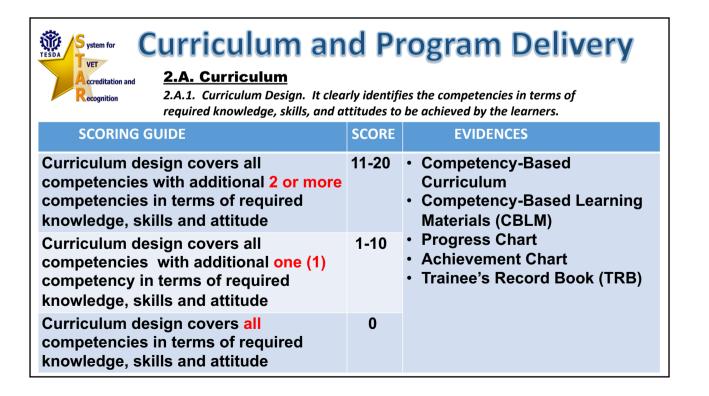


Governance and Management

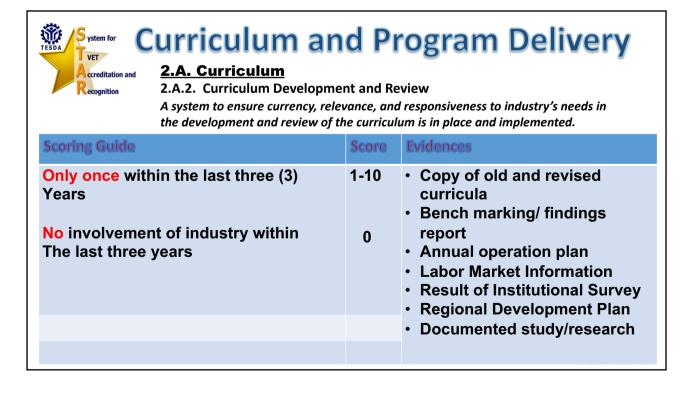
and 1.D. Human Resource Development Management Staff training and development is in place and implemented.

SCORING GUIDE	SCORE	EVIDENCES
100% of Employees who attended SDP have implemented their Re-Entry Plans as scheduled.	4-5	 Re-entry plan of employees who attended the SDP Monitoring/Implementation
75%- 99% of Employees who attended SDP have implemented their REAP as scheduled.	2-3	of re-entry plans (target vs actual schedule)
51-74% of Employees who attended SDP have implemented their REAP as scheduled.	1	
50% and below of Employees who attended SDP have implemented	0	





System for Recognition Curriculum and Program Delivery 2.A. Curriculum 2.A. Curriculum 2.A.2. Curriculum Development and Review A system to ensure currency, relevance, and responsiveness to industry's needs in the development and review of the curriculum is in place and implemented.				
Scoring Guide Curriculum is developed, updated and evaluated in consultation with representations from all key stakeholders more than once within the last three (3) years, with the corresponding outcome: - Innovations in the curriculum - Review of curricula - Regional Development Plan - Institutional mission, vision, thrust areas,	Score 11-20	 Evidences Consultation report by providers with industry and/or community representatives Justification for revisions in scope (if applicable) such as: Alignment to National Policy or changes in Institutional mission, vision, thrust areas, teaching and learning, social responsibilities and employment policies 		
 teaching and learning, social responsibilities Annual operation plan 		 Copy of old and revised curricula Bench marking/ findings report Annual operation plan Labor Market Information (LMI) 		
No involvement of industry within the last three (3) years	0	 Result of Institutional Survey Regional Development Plan Documented study/research 		





2.B. Learning Outcomes

2.B.1. Program designs to achieve the learning outcomes based on learners' needs are in place and implemented.

SCORING GUIDE	SCORE	EVIDENCES
Program design is aligned with the requirements indicated in TR based on learner's needs indicating deliberate development of "21 st century skills."	6-10	 CBC CBLM Progress Chart Units of competency stated in
Program design is aligned with the requirements indicated in TR based on learner's needs and is fully implemented.	1-5	 the Training Regulations Progress chart Achievement Chart Training Activity Matrix
Program design is aligned with the requirements indicated in TR but is partially implemented	0	 Learners' Record Book Actual Demonstration Rating sheets



Curriculum and Program Delivery

2.B. Learning Outcomes

2.B.1. Program designs to achieve the learning outcomes based on learners' needs are in place and implemented.

SCORING GUIDE	SCORE	EVIDENCES
Sampled learners are able to demonstrate the competencies that were asked of them to do.	6-10	 CBC CBLM Progress Chart Units of competency stated in
Sampled learners can demonstrate the competency that were asked of them to do but is insufficient in scope.	1-5	 the Training Regulations Progress chart Achievement Chart Training Activity Matrix
Sampled learners cannot demonstrate the competencies they were asked to do.	0	 Learners' Record Book Actual Demonstration Rating sheets



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Curriculum and Program Delivery

2.B. Learning Outcomes

2.B.2. Institutional assessment arrangements to determine the learners' progress in terms of achievement of learning outcomes are in place and implemented.

SCORING GUIDE	SCORE	EVIDENCES
Institutional assessments are fully conducted in all modules of instruction in accordance to the submitted Training Calendar/Assessment Schedule including the targets with complete documentation.	11-20	 Training Calendar Assessment Schedule Institutional/ Assessment Result/
Institutional assessments are fully conducted in some modules of instruction in accordance to	1-10	Tool instrumentActual conduct records/reports
Institutional assessments were not implemented based on the Training Calendar and Assessment Schedule	0	

Curriculum and Program Delivery

2.C. Program Delivery

2.C.1. The number of enrolled learners is within the absorptive capacity of the program relative to what is indicated in the Training Regulations (TR).

SCORING GUIDE	SCORE	EVIDENCES
Number of enrolled learners for the last 3 batches is within the program's training capacity on TR requirements	6-10	 MIS 03-02 Progress Chart Attendance sheet Result of institutional
Number of enrolled learners for the last 3 batches is in excess of 1-5 learners	1-5	assessment Learners Record Book Registry of Workers
Number of enrolled learners for the last 3 batches exceeded more than 5 learners relative to the training capacity of the program as set in the TR.	0	Assessed and Certified (RWAC) • Training Schedule/ Calendar



Curriculum and Program Delivery

2.C. Program Delivery

2.C.2. Qualification of the Assigned Trainer of the Program

Assigned trainer is a <mark>holder</mark> of Trainer's Methodology II Certificate.	6-10	 Trainer's Methodology (TM) 	
		 Trainer's Methodology (TM) Level II Certificate Certificate of Competency (COC) in Trainer's Methodology (TM) Level II 	
Assigned trainer is a holder of at least 2 Certificates of Competency in Trainer's Methodology Level II	1-5		
Assigned trainer is not a holder of Trainer's Methodology (TM) Level II Certificate neither a Certificate of Competency (COC) in Trainer's Methodology (TM) Level II	0		



SCORING GUIDE	SCORE	EVIDENCES
Additional instructional materials are available and more than enough of what is indicated in the CBC.	6-10	 List of Instructional materials purchased, developed, and utilized Actual Instructional
Instructional materials just meet the requirements of what is indicated in the CBC.	1-5	materials
Instructional materials partially meet the requirements of what is indicated in the Competency-Based Curriculum (CBC).	0	



2.C. Program Delivery

2.C.4. Development of Audio-visual or multi-media learning materials

SCORING GUIDE	SCORE	EVIDENCES
Trainers were able to develop new and complete package of learning materials using AV or multi-media and are appropriately in sync with the program.	6-10	 Sample audio-video ; multi-media materials; (eg instructional video;
Trainers were able to develop some AV or multi- media learning materials to support existing learning materials and attempts to become appropriately in sync with the program.	1-5	simulators, mock- ups)
Trainers were not able to develop audio - visual/multi-media learning materials at all and are not appropriately in sync with the program.	0	



Curriculum and Program Delivery

<u>2.C. Program Delivery</u>

2.C.5. Methodologies of training provided to the learners as indicated in the modules of training. *Training methodologies indicated in the modules are properly selected and executed according to learning outcomes/objectives.*

SCORING GUIDE	SCORE	EVIDENCES
Sampled learners were provided all the methodologies indicated in the modules they have finished.	6-10	 CBC Session Plan CBLM Brogross chart
Sampled learners were provided most of the methodologies in the modules they have finished.	1-5	 Progress chart Achievement chart Institutional assessment
Sampled learners went through 1-2 methodologies in the modules they finished.	0	



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System for Curriculum and Program Delivery

2.C. Program Delivery

2.C.6. The learners' comprehension of modules encountered in the program *The learners are able to explain the current modules they are in and the requirements to advance to the next module*

SCORING GUIDE	SCORE	EVIDENCES
Sampled learners are fully aware of the requirements of the module they are currently taking and the next module they will go through	4-5	 CBC Session Plan CBLM Sample of Institutional
Sampled learners have limited awareness of the requirements of the module they are currently taking and the next	1-3	assessmentResult of Institutional Assessment
Sampled learners are not aware of the requirements of the current module they are taking nor how to progress to the next module	0	 Progress chart



Curriculum and Program Delivery

2.C. Program Delivery

2.C.7. Trainer's delivery of training is according to the methodologies contained in the modules of training. *The trainer is well-versed of the units of competency and is able to select and implement appropriate methodologies for the training.*

SCORING GUIDE	SCORE	EVIDENCES
Trainer is well versed and able to demonstrate the methodologies of training contained in the modules of instruction.	6-10	 CBC Session Plan CBLM Sample of Institutional
Trainer is partially aware and partially able to demonstrate the methodologies of training contained in the MOI.	1-5	 Sample of Institutional assessment Result of Institutional Assessment
Trainer is not aware and unable to demonstrate the methodologies of training contained in the MOI.	0	 Progress chart



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Curriculum and Program Delivery

2.C. Program Delivery

2.C.7. Trainer's delivery of training is according to the methodologies contained in the modules of training. Sampled learners will be asked on the frequency of feedback provided by the trainer on the program

SCORING GUIDE	SCORE	EVIDENCES
Sampled learners revealed that feedback was provided by the trainer for every learner that completed the modules of instruction.	6-10	 CBC Session Plan CBLM Sample of
Sampled learners revealed that feedback was provided by the trainer but not to all the completed modules of instruction.	1-5	 Institutional assessment Result of Institutional
Sampled learners revealed that feedback was never provided by the trainer in the modules of instructions they completed and in the current modules they are doing.	0	 Result of Institutional Assessment Progress chart

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2.C. Program Delivery ccreditation and

2.C.8. Development of Competency-Based Learning Materials (CBLMs) CBLMs covering all units of competency are developed and utilized by the trainer/s of the program.

SCORING GUIDE	SCORE	EVIDENCES
100 % of CBLMs developed covering the full qualification	8-10	• CBLMs
75% above but short of completing the entire required CBLMs	6-7	
From 51 to 74 % of CBLMs completed	4-5	
Below 50 % of CBLMs completed	1-3	
No CBLM done yet	0	



2.C. Program Delivery

2.C.9. Provision of CBLMs to the learners All learners enrolled to the program are provided with the complete set of CBLMs covering all units of competency.

SCORING GUIDE	SCORE	EVIDENCES
Each learner has a copy of and understands the CBLM in the modules they are currently doing.	6-10	• CBLMs
Not all learners have a copy of and have some understanding of the CBLM in the currently modules they are doing.	1-5	
No CBLM is provided to each learner and does not understand the CBLM.	0	



Curriculum and Program Delivery

2.C. Program Delivery

2.C.10. Implementation of Recognition of Prior Learning (RPL) System of assessing and recognizing students' prior learning is in place and implemented

SCORING GUIDE	SCORE	EVIDENCES
There is RPL mechanism in place with presence of documentary evidence of learners evaluated for RPL on a continuing basis.	6-10	 Policies/procedures and processes that align with the TESDA's arrangements for: Recognizing prior learning
There are documentary evidence of learners evaluated for RPL but these are occasional only.	1-5	 Information is provided to stakeholders about recognition processes and
No RPL mechanism in place.	0	requirements.Availability of RPL InstrumentSelf-Assessment Guide

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System for Curriculum and Program Delivery

Accreditation and 2.C. Program Delivery

2.C.11. Application of Program Monitoring and Evaluation Methods

- The quality of program design is systematically evaluated and improved.
- Training programs are systematically monitored and reviewed so that they continue to satisfy defined standards and industry and/or community requirements.

Scoring Guide	Score	Evidences
There is a mechanism on program evaluation and actions are taken to address the results/finding of the evaluation	11-15	 Internal audit/ review report Audit/review schedules/plans Appointment of assigned and their responsibility in the conduct of
There is program evaluation being carried out but no follow through based on results gathered.	6-10	program evaluation • Plans for review of program design and delivery • Summary and analysis of evaluation result

System for Curriculum and Program Delivery Accreditation and Recognition 2.C. Program Delivery					
SCORING GUIDE	SCORE	EVIDENCES			
There is program evaluation implemented but results are not processed/analyzed.	11-15	 Action Plans prepared Preventive/ corrective actions undertaken 			
No program evaluation instituted.	6-10	 Pictures of improvements/ innovations Comparative analysis of program evaluation results 			
		 Minutes of meeting, Program development and review, Evidences of follow through addressing 			
		recommendations and results			



2.D. Physical Facilities, Tools, Equipment and Consumables 2.D.1. Arrangement of workshops into workstations is consistent with Competency-Based Training (CBT) delivery

SCORING GUIDE	SCORE	EVIDENCES		
All workshops are arranged into workstations consistent with CBT delivery.	6-10	Workshop lay-out and result of on-site evaluation: • Session Plan • CBLM		
Not all the workshops are arranged into workstations consistent with CBT delivery addressing major work areas of the qualification.	1-5	 CBLM Progress Chart Achievement Chart Signages/labelling 		
Workshops are not arranged into workstations to be consistent with CBT delivery.	0			



0

There is no maintenance plan at all or any evidence of deployment.



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Curriculum and Program Delivery

2.D. Physical Facilities, Tools, Equipment and Consumables 2.D.2. A maintenance system is in place, documented and implemented. *Tool keeper or laboratory technician is designated.*

SCORING GUIDE	SCORE	EVIDENCES
 Presence of the both: Trained/experienced designated tool keeper Trained/experienced lab technician 	4-5	 Office Order of designation Outsourcing contract, if applicable Contract of Service
 Presence of only one of the following: Trained/experienced designated tool keeper Trained/experienced lab technician 	1-3	 Certificate of training related to tool keeping Certification of experience
There is no trained/experienced designated tool keeper and laboratory technician.	0	

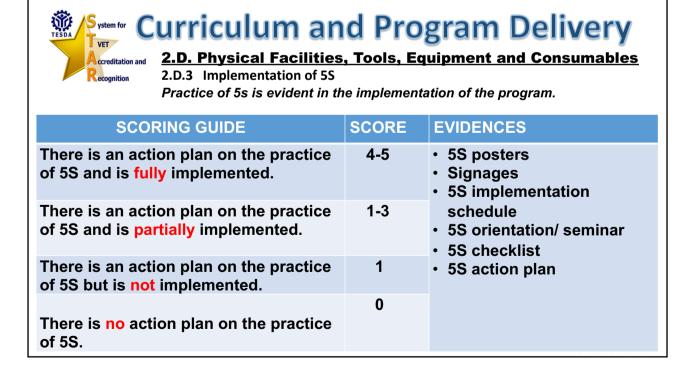


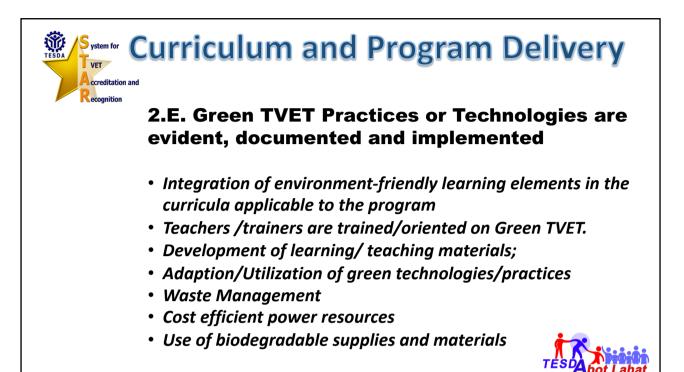
2.D. Physical Facilities, Tools, Equipment and Consumables

2.D.2. A maintenance system is in place, documented and implemented. *Policy and procedures in borrowing tools and equipment by learners are in place and complied with.*

SCORING GUIDE	SCORE	EVIDENCES
Clear policies and procedures on the borrowing of tools/equipment by the learners is fully implemented.	4-5	 Documented policy and procedure in borrowing tools/ equipment Borrower's slip/ logbook on
Policies and procedures on the borrowing of tools/equipment are present but not deployed.	1-3	borrowing
There is no policy and procedure in the borrowing of tools/equipment by the learners.	0	

System for Recognition Curriculum and Program Delivery 2.D. Physical Facilities, Tools, Equipment and Consumables 2.D.2. A maintenance system is in place, documented and implemented. Tools and equipment used in training are complete, in good working condition and available based on the guidelines set in the Training Regulations.						
SCORING GUIDE	SCORE	EVIDENCES				
Equipment used in training are in good working condition and more than the required quantity based on the TR.		 List of tools, equipment, and facilities Training regulations on Tools & equipment 				
Equipment used in training are in good working condition and have met the required quantity based on the TR.	1-3	provisioning				
Some of the equipment used in training 0 are not functioning						





System for Curriculum and Program Delivery Control of the system for Curriculum and Program Delivery 2.E. Green TVET Practices or Technologies are evident, documented and implemented					
SCORING GUIDE	SCORE	EVIDENCES			
Action plan is fully implemented	11-15	 Adaption/Utilization of green technologies/practices Waste management 			
Action plan is partially implemented	6-10	 Cost-efficient power resources Use of biodegradable supplies and materials Integration of environment-friendly 			
Has plan but is not implemented	1-5	learning elements in the curricula applicable to the program			
Has no plan in adopting green practices	0	 Pictures of improvements/ innovations Certificate of trainer's attendance on any training program Learning materials on Green TVET 			



SUPPORT SERVICES

3.A. Conduct of program-related extension or community outreach activity/ies are evident, documented, and implemented

Extension and community outreach activities are specific and related to the program

SCORING GUIDE	SCORE	EVIDENCES
Community outreach or extension program has been conducted related to the program applied for STAR Program at least 3 times in the past two years. (includes Mobile TP, Training Program on the Air, etc.)	11-20	 Narrative reports Pictures, etc. Surveys, consultations, meeting with local industry and
Community outreach or extension program has been conducted-not more than two times in the past two years.	1-10	community representatives • Feedback from
There is no community outreach or extension program conducted related to the program.	0	beneficiaries

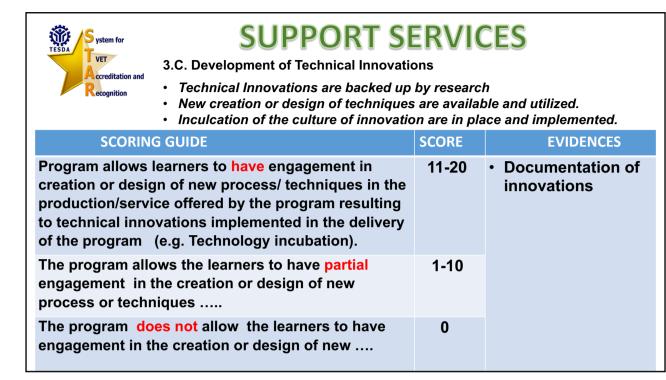


SUPPORT SERVICES

3.B. Conduct of applied researches related to the program resulting to program improvements and innovations

Researches specific to the program being STAR-rated are undertaken

SCORING GUIDE	SCORE	EVIDENCES
Five or more applied researches directly related to the program have been conducted.	14-20	 Research study and documentation of implemented research/
3 or 4 applied researches directly related to the program have been conducted.	7-13	research resultstechnical research
1 or 2 applied researches directly related to the program have been conducted.	1-6	
No applied research conducted which can be linked directly to the program.	0	





SUPPORT SERVICES

3.D. Provision of Career Guidance and Employment Facilitation

- Career aptitude tests are administered to all applicants.
- One on one interviews between learners and Career Guidance Advocates are conducted.

• Monitoring/tracking mechanism on employment of graduates is in place. Partner companies/institutions in the implementation of OJT or job referral related to the program are in place.

SCORING GUIDE	SCORE	EVIDENCES	
Several Career guidance services activities to assist learners in selecting the right program/ choice of career are provided.	4-5	 Aptitude Test being used; Graduates Tracer 	
Very limited Career guidance services activity to assist the students in selecting the right program/choice of career is provided.	1-3	System	
Absence of career guidance services activities to assist the students in selecting the right	0		

SUPPORT SERVICES 3.D. Provision of Career Guidance and Employment Facilitation • Career aptitude tests are administered to all applicants. • One on one interviews between learners and Career Guidance Advocates are conducted. • The monitoring/tracking mechanism on employment of graduates is in place. Partner companies/institutions in the implementation of OJT or job referral related to the program are in place.				
SCORING GUIDE SCORE EVIDENCES				
	o <mark>re than 6</mark> active partner n OJT/DTS/DTP arrangements.	8-10	 Contract, MOA, Training Plan or 	
	- <mark>5</mark> active partner companies)TP arrangements.	4-7	similar documents	
	2 active partner companies TP arrangements.	1-3		
No partner com arrangements.	pany for OJT/DTS/DTP	0		

System for Recognition SUPPORT SERVICES 3.D. Provision of Career Guidance and Employment Facilitation • Career aptitude tests are administered to all applicants. • One on one interviews between learners and Career Guidance Advocates are conducted. • The monitoring/tracking mechanism on employment of graduates is in place. Partner companies/institutions in the implementation of OJT or job referral related to the program are in place.			
SCORIN	IG GUIDE	SCORE	EVIDENCES
facilitate employ (jobs bridging,	cement services/activities to yment of graduates of the program MOA with partner companies, other itation activities)	6-10	 Contract, MOA or similar documents Participation in Job fairs
There are support activities to facilitate employment of graduates of the program (jobs bridging activities, MOA with partner …		1-5	 Tracking of graduates and analysis of data
No placement s	ervices and activities to facilitate	0	



SUPPORT SERVICES

3.E. Entrepreneurial activity . The program develops the entrepreneurial skills of the learners (curriculum, EDTP).Partner companies/institutions in the implementation of OJT or job referral related to the program are in place.

SCORING GUIDE	SCORE	EVIDENCES
Program allows learners to have full engagement in Entrepreneurship where learners are engaged in IGPs, Training cum Production as entrepreneurs. Program allows the learners to have partial engagement in any Entrepreneurship project of the TVI.	4-5 1-3	 Documentation of Income Generating Programs (IGPs) Annual financial report Ledger Proof of payment of services (honoraria, allowance, S&M)
Program does not allow the learners to have engagement in Entrepreneurship projects	0	TESDAbot Lahat



SUPPORT SERVICES

3.E. Entrepreneurial activity. *Partner institutions (NGOs, People's Organizations, Cooperatives and other financing institutions) providing entrep assistance through financing and training to the graduates are in place.*

SCORING GUIDE	SCORE	EVIDENCES	
Presence of 6 or more partner institutions providing post-training services or entrepreneurial assistance to graduates of the program.	4-5	 Contract, MOA or similar documents 	
Presence of 3 - 5 partner institutions providing post-training services or entrepreneurial assistance to graduates of the program	1-3		
Presence of 1 – 2 partner institutions providing post-training services or entrepreneurial assistance to graduates of the program.	1		
No partner institution providing post-training services or entrepreneurial assistance to	0		



PROGRAM PERFORMANCE MEASURES

4.A. Completion rate of the program. There is high completion rate based on the enrollment of the last 3 batches implemented under the program.

SCORING GUIDE	SCORE	EVIDENCES	
No recorded dropouts for the last 3 batches of the program.	9-10	 MIS 03-02 stamped received by PO/DO 	
Dropout rate of the program as revealed in the last 3 batches is from 1-2% of the enrolled learners	7-8		
Dropout rate of the program as revealed in the last 3 batches is from 3-4% of the enrolled learners	5-6		
Dropout rate of the program as revealed in the last 3 batches is from 5-7% of the enrolled learners	3-4		
Dropout rate of the program as revealed in the last 3 batches is from 8-10% of the enrolled learners	1-2		
Dropout rate for the last three batches of learners is more than 10% of the recorded enrollees	0		



PROGRAM PERFORMANCE MEASURES

4.B. Mandatory assessment of graduates of the program. *The learners that have graduated undergo mandatory assessment within 5 days after graduation.*

SCORING GUIDE	SCORE	EVIDENCES
All Graduates of the last 3 batches of the program have been subjected to the mandatory national assessment	21-25	 MIS 03-02 Registry of Workers Assessed and Certified (RWAC)
95 - 99 % of the graduates	16-20	Attendance Sheet for
90 - 94 % of the graduates	11-15	Assessment
85 - 89 % of the graduates …	6-10	• T2MIS
80 - 84 % of the graduates	1-5	
Below 80 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	0	



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PROGRAM PERFORMANCE MEASURES

4.C. Certification rate of graduates of the program. There is high or an increasing trend of certification rate of graduates based on the on the last 3 batches implemented under the program.

SCORING GUIDE	SCORE	EVIDENCES
Certification rate of graduates is 95 % and above.	24-25	• MIS 03-02
Certification rate of graduates is 91-94 %.	22-23	• RWAC
Certification rate of graduates is 87-90%.	19-21	
Certification rate of graduates is 83 – 86%.	16-18	
Certification rate of graduates is 79 - 82 %.	11-15	
Certification rate of graduates is 75 - 78 %.	9-10	
Certification rate of graduates is 71-74 %.	7-8	
Certification rate of graduates is 67 - 70 %.	5-6	
Certification rate of graduates is 63 - 66 %.	3-4	
Certification rate of graduates is 60- 62 %.	1-2	i - 2
Certification rate of graduates is below 60%.	0	TESDAbot Labat



4.D. Employment rate of graduates of the program. The graduates of the Accreditation and last 3 batches implemented under the program are employed within 6 months to 1 year after graduation.

SCORING GUIDE	SCORE	EVIDENCES
Cumulative employment rate of graduates is 96% and above	28-30	 Tracer questionnaire Tracer study report
Cumulative employment rate is 90-95 %.	25-27	 MIS 03-02 Latest
Cumulative employment rate is 85 - 89 %.	22-24	Employment/Status Report of TVET
Cumulative employment rate is 80 - 84 %.	19-21	
Cumulative employment rate is 75 - 79 %.	16-18	Graduates
Cumulative employment rate is 70 - 74 %.	13-15	 MOA with partner industries
Cumulative employment rate is 65 - 69 %.	10-12	
Cumulative employment rate is 60 - 64 %.	7-9	
Cumulative employment rate is 55-59 %.	4-6	
Cumulative employment rate is 0-54 %.	1-3	



PROGRAM PERFORMANCE MEASURES

4.E. Skills Competition Awards received for the program. *The program produced learners or graduates who have received at least Medallion of Excellence in Skills Competition.*

SCORING GUIDE	SCORE	EVIDENCES	
Program has produced at least a Medallion of Excellence award in the ASEAN Skills Competition or other international level skills competition	8-10	 Skills Competition awards received 	
Medallion of Excellence award in the Philippine National Skills Competition and other national/ sectoral level competitions	6-7		
Medallion of Excellence award in the Regional Skills Competition and other regional level competitions	4-5		
Medallion of Excellence award in the Provincial Skills Competition and other local level skills competitions	1-3		
No Medallion of Excellence produced so far	0	TESDAbot Lahat	

