



TESDA




System for
TVET
Accreditation and
Recognition

PROGRAM CRITERIA


Orientation and Coaching Session of NCR STAR Program

14 MAY 2019 | TANDANG SORA HALL, TESDA WOMEN'S CENTER





Criteria

	Maximum Points
Governance and Management	60
Curriculum and Program Delivery	250
Support Services	90
Program Performance Measures	100
TOTAL	500



Total Scores and the STAR Level Award of TVET program

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 ☆☆	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 ☆☆☆	475 -500 (95% and up)	Program STAR-rated for three years. Meets standard substantially way above the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Level	Self-Evaluation Total Score	
Two Star	429	



Governance and Management

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Operational plan • Performance indicators • Website and Newsletter indicating the TVI goals and objectives
There are no indicated goals and objectives of the TVI	0	<ul style="list-style-type: none"> • Tarps in the classrooms • Correspondence



Governance and Management

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	<ul style="list-style-type: none"> • Feedback from stakeholders • Documented quality system maintenance procedures • Quality system maintenance schedule (included in institution operation plan) • Reports and outcomes of Quality systems reviews/self-assessments • Results of Internal quality audit
There is conduct of audit once since program implementation	1-10	
No conduct of audit since the program was implemented.	0	



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	<ul style="list-style-type: none"> • QMS certification from a 3rd party accrediting body • Documented procedures • Designation of personnel involved in QMS / 201 File • Results of TNA and Training Effectiveness • Quality Policy & Objectives • QMS Structure • Flow charts of core processes • Customer feedback mechanism and analysis
The provider has an established Quality Management System that is only partially implemented.	4-5	
The provider has identified core processes but not fully implemented.	1-3	
The provider has no QMS installed.	0	



Governance and Management

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

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	<ul style="list-style-type: none"> Clearly defined accountabilities related to meeting TESDA requirements Risk management plan Posting of citizen's charter for government training providers Posting of other programs for non-government training providers Budget allocation and expenditure report Report on client satisfaction Updated organizational structure and functions
The TVI has partially complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	1-5	
The TVI has not complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	0	



Governance and Management

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

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	<ul style="list-style-type: none"> List of personnel and their qualifications (201 File) Quality manual or equivalent (Note that the 2015 version does not require a quality manual. There is more leeway in the documentation of the QMS) Qualification Standards of Faculty and Staff Compliance Audit reports (internal and external) MIS 02-03
The TVI has partially complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	1-5	
The TVI has not complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	0	



Governance and Management

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.	6-10	<ul style="list-style-type: none"> • Profile of Key management personnel, for example: • Meet fit and proper requirement • Professional development requirements for teaching and non-teaching staff • Training needs assessment • Approved staff development plan • Documented Quality System • Functioning Quality Management /Staff Development Team
The TVI has instituted Staff Development Plan (SDP) with pre evaluation but no post evaluation.	1-5	
The TVI has instituted Staff Development Plan (SDP) without pre and post evaluation.	0	



Governance and Management

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	<ul style="list-style-type: none"> • Re-entry plan of employees who attended the SDP • Monitoring/Implementation of re-entry plans (target vs actual schedule)
75%- 99% of Employees who attended SDP have implemented their REAP as scheduled.	2-3	
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	



Curriculum and Program Delivery

- A. Curriculum**
- B. Learning Outcomes**
- C. Program Delivery**
- D. Physical Facilities, Tools, Equipment and Consumables**
- E. Green TVET Practices**



Curriculum and Program Delivery

2.A. Curriculum

2.A.1. Curriculum Design. It clearly identifies the competencies in terms of required knowledge, skills, and attitudes to be achieved by the learners.

SCORING GUIDE	SCORE	EVIDENCES
Curriculum design covers all competencies with additional 2 or more competencies in terms of required knowledge, skills and attitude	11-20	<ul style="list-style-type: none"> • Competency-Based Curriculum • Competency-Based Learning Materials (CBLM)
Curriculum design covers all competencies with additional one (1) competency in terms of required knowledge, skills and attitude	1-10	<ul style="list-style-type: none"> • Progress Chart • Achievement Chart • Trainee's Record Book (TRB)
Curriculum design covers all competencies in terms of required knowledge, skills and attitude	0	



Curriculum and Program Delivery

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	Score	Evidences
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: <ul style="list-style-type: none"> - Innovations in the curriculum - Review of curricula - Regional Development Plan - Institutional mission, vision, thrust areas, teaching and learning, social responsibilities - Annual operation plan 	11-20	<ul style="list-style-type: none"> • Consultation report by providers with industry and/or community representatives • Justification for revisions in scope (if applicable) such as: <ul style="list-style-type: none"> - Alignment to National Policy or changes in Institutional mission, vision, thrust areas, teaching and learning, social responsibilities and employment policies • 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	<ul style="list-style-type: none"> • Result of Institutional Survey • Regional Development Plan • Documented study/research



Curriculum and Program Delivery

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	Score	Evidences
Only once within the last three (3) Years	1-10	<ul style="list-style-type: none"> • Copy of old and revised curricula • Bench marking/ findings report
No involvement of industry within The last three years	0	<ul style="list-style-type: none"> • Annual operation plan • Labor Market Information • Result of Institutional Survey • Regional Development Plan • Documented study/research



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
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	<ul style="list-style-type: none"> • CBC • CBLM • Progress Chart • Units of competency stated in the Training Regulations • Progress chart • Achievement Chart • Training Activity Matrix • Learners' Record Book • Actual Demonstration • Rating sheets
Program design is aligned with the requirements indicated in TR based on learner's needs and is fully implemented.	1-5	
Program design is aligned with the requirements indicated in TR ... but is partially implemented	0	



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	<ul style="list-style-type: none"> • CBC • CBLM • Progress Chart • Units of competency stated in the Training Regulations • Progress chart • Achievement Chart • Training Activity Matrix • Learners' Record Book • Actual Demonstration • Rating sheets
Sampled learners can demonstrate the competency that were asked of them to do but is insufficient in scope.	1-5	
Sampled learners cannot demonstrate the competencies they were asked to do.	0	



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	<ul style="list-style-type: none"> • Training Calendar • Assessment Schedule • Institutional/ Assessment Result/ Tool instrument
Institutional assessments are fully conducted in some modules of instruction in accordance to ...	1-10	<ul style="list-style-type: none"> • Actual 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	<ul style="list-style-type: none"> • MIS 03-02 • Progress Chart • Attendance sheet • Result of institutional assessment
Number of enrolled learners for the last 3 batches is in excess of 1-5 learners ...	1-5	<ul style="list-style-type: none"> • Learners Record Book • Registry of Workers Assessed and Certified (RWAC)
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	<ul style="list-style-type: none"> • Training Schedule/ Calendar



Curriculum and Program Delivery

2.C. Program Delivery

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

SCORING GUIDE	SCORE	EVIDENCES
Assigned trainer is a holder of Trainer's Methodology II Certificate.	6-10	<ul style="list-style-type: none"> 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	

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Curriculum and Program Delivery

2.C. Program Delivery

2.C.3. Instructional materials over and above the requirements in the Competency-Based Curriculum are available.

SCORING GUIDE	SCORE	EVIDENCES
Additional instructional materials are available and more than enough of what is indicated in the CBC.	6-10	<ul style="list-style-type: none"> List of Instructional materials purchased, developed, and utilized Actual Instructional materials
Instructional materials just meet the requirements of what is indicated in the CBC.	1-5	
Instructional materials partially meet the requirements of what is indicated in the Competency-Based Curriculum (CBC).	0	



Curriculum and Program Delivery

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	<ul style="list-style-type: none"> • Sample audio-video ; multi-media materials; (eg instructional video; simulators, mock-ups)
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	
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

2.C. Program Delivery

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	<ul style="list-style-type: none"> • CBC • Session Plan • CBLM • Progress chart • Achievement chart • Institutional assessment
Sampled learners were provided most of the methodologies in the modules they have finished.	1-5	
Sampled learners went through 1-2 methodologies in the modules they finished.	0	



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	<ul style="list-style-type: none"> • CBC • Session Plan • CBLM • Sample of Institutional assessment • Result of Institutional Assessment • Progress chart
Sampled learners have limited awareness of the requirements of the module they are currently taking and the next	1-3	
Sampled learners are not aware of the requirements of the current module they are taking nor how to progress to the next module	0	



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	<ul style="list-style-type: none"> • CBC • Session Plan • CBLM • Sample of Institutional assessment • Result of Institutional Assessment • Progress chart
Trainer is partially aware and partially able to demonstrate the methodologies of training contained in the MOI.	1-5	
Trainer is not aware and unable to demonstrate the methodologies of training contained in the MOI.	0	



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	<ul style="list-style-type: none"> • CBC • Session Plan • CBLM • Sample of Institutional assessment • Result of Institutional Assessment • Progress chart
Sampled learners revealed that feedback was provided by the trainer but not to all the completed modules of instruction.	1-5	
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	



Curriculum and Program Delivery

2.C. Program Delivery

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	<ul style="list-style-type: none"> • 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	



Curriculum and Program Delivery

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Policies/procedures and processes that align with the TESDA's arrangements for: • Recognizing prior learning • Information is provided to stakeholders about recognition processes and requirements. • Availability of RPL Instrument • Self-Assessment Guide
There are documentary evidence of learners evaluated for RPL but these are occasional only.	1-5	
No RPL mechanism in place.	0	



Curriculum and Program Delivery

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	<ul style="list-style-type: none"> • Internal audit/ review report • Audit/review schedules/plans • Appointment of assigned and their responsibility in the conduct of program evaluation
There is program evaluation being carried out but no follow through based on results gathered.	6-10	<ul style="list-style-type: none"> • Plans for review of program design and delivery • Summary and analysis of evaluation result



Curriculum and Program Delivery

2.C. Program Delivery

SCORING GUIDE	SCORE	EVIDENCES
There is program evaluation implemented but results are not processed/analyzed.	11-15	<ul style="list-style-type: none"> • Action Plans prepared • Preventive/ corrective actions undertaken
No program evaluation instituted.	6-10	<ul style="list-style-type: none"> • 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



Curriculum and Program Delivery

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: <ul style="list-style-type: none"> • Session Plan • CBLM
Not all the workshops are arranged into workstations consistent with CBT delivery addressing major work areas of the qualification.	1-5	<ul style="list-style-type: none"> • Progress Chart • Achievement Chart • Signages/labelling
Workshops are not arranged into workstations to be consistent with CBT delivery.	0	



Curriculum and Program Delivery

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

2.D.2. A maintenance system is in place, documented and implemented.

SCORING GUIDE	SCORE	EVIDENCES
There is a maintenance plan of physical facilities, tools and equipment and the plan is being implemented .	4-5	<ul style="list-style-type: none"> • Maintenance plan • Evidence of plan implementation/status report • Maintenance schedule
There is a maintenance plan of physical facilities, tools and equipment but there is no evidence of actual deployment of the plan.	1-3	<ul style="list-style-type: none"> • Equipment maintenance and calibration schedule • Housekeeping schedule • Documented evidence of inspection, maintenance, repair, and calibration
There is no maintenance plan at all or any evidence of deployment.	0	



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: <input type="radio"/> Trained/experienced designated tool keeper <input type="radio"/> Trained/experienced lab technician	4-5	<ul style="list-style-type: none"> • Office Order of designation • Outsourcing contract, if applicable • Contract of Service • Certificate of training related to tool keeping • Certification of experience
Presence of only one of the following: <input type="radio"/> Trained/experienced designated tool keeper <input type="radio"/> Trained/experienced lab technician	1-3	
There is no trained/experienced designated tool keeper and laboratory technician.	0	



Curriculum and Program Delivery

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	<ul style="list-style-type: none"> • Documented policy and procedure in borrowing tools/ equipment • Borrower's slip/ logbook on borrowing
Policies and procedures on the borrowing of tools/equipment are present but not deployed .	1-3	
There is no policy and procedure in the borrowing of tools/equipment by the learners.	0	



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.	4-5	<ul style="list-style-type: none"> List of tools, equipment, and facilities Training regulations on Tools & equipment provisioning
Equipment used in training are in good working condition and have met the required quantity based on the TR.	1-3	
Some of the equipment used in training are not functioning	0	



Curriculum and Program Delivery

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

2.D.3 Implementation of 5S

Practice of 5s is evident in the implementation of the program.

SCORING GUIDE	SCORE	EVIDENCES
There is an action plan on the practice of 5S and is fully implemented.	4-5	<ul style="list-style-type: none"> 5S posters Signages 5S implementation schedule 5S orientation/ seminar 5S checklist 5S action plan
There is an action plan on the practice of 5S and is partially implemented.	1-3	
There is an action plan on the practice of 5S but is not implemented.	1	
There is no action plan on the practice of 5S.	0	



Curriculum and Program Delivery

2.E. Green TVET Practices or Technologies are evident, documented and implemented

- *Integration of environment-friendly learning elements in the curricula applicable to the program*
- *Teachers /trainers are trained/oriented on Green TVET.*
- *Development of learning/ teaching materials;*
- *Adaption/Utilization of green technologies/practices*
- *Waste Management*
- *Cost efficient power resources*
- *Use of biodegradable supplies and materials*



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	<ul style="list-style-type: none"> • Adaption/Utilization of green technologies/practices • Waste management
Action plan is partially implemented	6-10	<ul style="list-style-type: none"> • Cost-efficient power resources • Use of biodegradable supplies and materials
Has plan but is not implemented	1-5	<ul style="list-style-type: none"> • Integration of environment-friendly learning elements in the curricula applicable to the program
Has no plan in adopting green practices	0	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Narrative reports • Pictures, etc. • Surveys, consultations, meeting with local industry and community representatives • Feedback from beneficiaries
Community outreach or extension program has been conducted-not more than two times in the past two years.	1-10	
There is no community outreach or extension program conducted related to the program.	0	



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	<ul style="list-style-type: none"> • Research study and documentation of implemented research/ research results • technical research
3 or 4 applied researches directly related to the program have been conducted.	7-13	
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.C. Development of Technical Innovations

- *Technical Innovations are backed up by research*
- *New creation or design of techniques are available and utilized.*
- *Inculcation of the culture of innovation are in place and implemented.*

SCORING GUIDE	SCORE	EVIDENCES
Program allows learners to have engagement in creation or design of new process/ techniques in the production/service offered by the program resulting to technical innovations implemented in the delivery of the program (e.g. Technology incubation).	11-20	• Documentation of innovations
The program allows the learners to have partial engagement in the creation or design of new process or techniques	1-10	
The program does not allow the learners to have engagement in the creation or design of new	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 System
Very limited Career guidance services activity to assist the students in selecting the right program/choice of career is provided.	1-3	
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
Presence of more than 6 active partner companies with OJT/DTS/DTP arrangements.	8-10	<ul style="list-style-type: none"> • Contract, MOA, Training Plan or similar documents
Presence of 3 – 5 active partner companies with OJT/DTS/DTP arrangements.	4-7	
Presence of 1 - 2 active partner companies with OJT/DTS/DTP arrangements.	1-3	
No partner company for OJT/DTS/DTP arrangements.	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
Presence of placement services/activities to facilitate employment of graduates of the program (jobs bridging, MOA with partner companies, other job search facilitation activities)	6-10	<ul style="list-style-type: none"> • Contract, MOA or similar documents • Participation in Job fairs • Tracking of graduates and analysis of data
There are support activities to facilitate employment of graduates of the program (jobs bridging activities, MOA with partner ...	1-5	
No placement services 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.	4-5	<ul style="list-style-type: none"> • Documentation of Income Generating Programs (IGPs) • Annual financial report • Ledger • Proof of payment of services (honoraria, allowance, S&M)
Program allows the learners to have partial engagement in any Entrepreneurship project of the TVI.	1-3	
Program does not allow the learners to have engagement in Entrepreneurship projects	0	



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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> MIS 03-02 Registry of Workers Assessed and Certified (RWAC) Attendance Sheet for Assessment T2MIS
95 - 99 % of the graduates ...	16-20	
90 - 94 % of the graduates ...	11-15	
85 - 89 % of the graduates ...	6-10	
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	



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	<ul style="list-style-type: none"> • MIS 03-02 • RWAC 
Certification rate of graduates is 91- 94 %.	22-23	
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	
Certification rate of graduates is below 60%.	0	



PROGRAM PERFORMANCE MEASURES


4.D. Employment rate of graduates of the program. *The graduates of the 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	<ul style="list-style-type: none"> • Tracer questionnaire • Tracer study report • MIS 03-02 • Latest Employment/Status Report of TVET Graduates • MOA with partner industries
Cumulative employment rate is 90-95 %.	25-27	
Cumulative employment rate is 85 - 89 %.	22-24	
Cumulative employment rate is 80 - 84 %.	19-21	
Cumulative employment rate is 75 - 79 %.	16-18	
Cumulative employment rate is 70 - 74 %.	13-15	
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	<ul style="list-style-type: none"> 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	



OPEN FORUM

