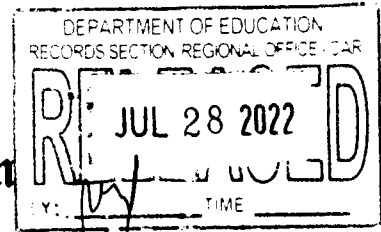




Republic of the Philippines
Department of Education
Cordillera Administrative Region



July 11, 2022

REGIONAL MEMORANDUM

NO. 272-2022

POLICY ON THE IMPLEMENTATION OF THE UNIFIED SENIOR HIGH SCHOOL (SHS) TECHNICAL VOCATIONAL LIVELIHOOD (TVL) TRACK SPECIALIZATION OFFERING IN DEPED-CAR

To: Assistant Regional Director
Schools Division Superintendents
SHS Focal Persons
All Divisions
All Others Concerned

1. The Regional Office through the Curriculum and Learning Management Division (CLMD) issues the Guidelines on the Implementation of the Unified Senior High School Technical Vocational and Livelihood Track Specialization Offering in DepEd-CAR.
2. The enclosed policy aims to unify the specialization offering of all the public schools, private schools and State Universities and Colleges (SUCs) offering the Technical Vocational Livelihood Track in Senior High School.
3. This policy shall take effect upon approval.
4. For queries, please contact OIC-CLMD Rosita C. Agnasi or the Regional SHS Focal Person Jonalyn C. Ambrona, at the DepEd-CAR Curriculum and Learning Management Division (CLMD) through landline number: (074) 422-7096 or mobile number: 09274802989.
5. Wide dissemination of and compliance with this memorandum is enjoined.


ESTELA P. LEON-CARIÑO EdD, CESO III
Director IV/Regional Director

CLMD/RCA/jca



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 - 1318 | Fax No.: (074) 422-4074
Website: www.depedcar.ph | Email Address: car@deped.gov.ph

DepEd-CAR: Weaver of HOPE and Transformation
"Holistic Opportunities for all to be Performing and Excellent
Cordilleran Learners"

**GUIDELINES ON THE IMPLEMENTATION OF THE UNIFIED SENIOR HIGH
SCHOOL (SHS) TECHNICAL VOCATIONAL LIVELIHOOD (TVL) TRACK
SPECIALIZATION OFFERING IN DEPED-CAR**

A Regional Guidelines on Curriculum Instruction

Prepared and Submitted by:

CURRICULUM AND LEARNING MANAGEMENT DIVISION
Department of Education – Cordillera Administrative Region

JONALYN C. AMBRONA
(Focal Person)

BENJAMIN M. DIO-AL
(Co-Focal Person)

June 2022

Table of Contents

Title	Page
I. Rationale	1
II. Scope	2
III. Definition of Terms	2
IV. Policy Statement	3
V. Procedures	3
VI. Monitoring and Evaluation	5
VII. References	5
VIII. Effectivity	5
IX. Annexes	6
Annex A <i>Unified Template on TVL Curricular Program for Information and Communications Technology Strand</i>	6
Annex B <i>Unified Template on TVL Curricular Program for Home Economics Strand</i>	7
Annex C <i>Unified Template on TVL Curricular Program for Industrial Arts Strand</i>	9
Annex D <i>Unified Template on TVL Curricular Program for Agri-Fishery Arts Strand</i>	12
Annex E <i>Survey on TVL Learners Career Path</i>	14

I. Rationale

The additional two years in the Basic Education Program is one of the highlights of the K to 12 Basic Education Program which is considered as the most significant reforms in the Philippine educational system.

The Republic Act No. 10533 (RA No. 10533) otherwise known as the Enhanced Basic Education Act of 2013 added two years of Senior High School (SHS) to broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment. It also makes education learner-oriented and responsive to the needs, cognitive and cultural capacity, and the circumstances of learners, schools and communities through the use of appropriate mediums of teaching and learning, including mother tongue.

With the enactment of the RA No. 10533, the DepEd Order 21 s. 2019 titled "Policy Guidelines on the K to 12 Basic Education Program" was released to provide a comprehensive explanation of the program and its components across all key stages.

The policy presents the Technical-Vocational Livelihood (TVL) Track with four strands such as Agri-Fishery Arts, Home Economics, Information and Communications Technology and Industrial Arts. These are aligned with the Technology and Livelihood Education (TLE) in Grades 7 to 12. Each TVL strand offers various specializations that may or may not have a National Certificate (NC). The time allocation per strand specialization is based on TESDA Training Regulations-based Courses and is only indicative since the standard time allotment of 80 hours per semester per subject will still be applied. Therefore, each strand specialization must be designed to fit into the 80-hour blocks of time. TLE and TVL subjects may be taken between Grades 9 to 12. Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Pursuant to the above provisions, the DepEd-Cordillera Administrative Region (DepEd-CAR) has already produced four batches of senior high school graduates from the four tracks since it was initially launched in 2016. It has already been able to graduate students who finished grade twelve in the different tracks such as Arts and Design, Sports, Technical, Vocational and Livelihood, and Academic. Learners were exposed to immersion in the different shops, business agencies, government and private offices as a requirement to help them become full-fledged graduates that are expected to contribute to nation-building as aimed by the Department.

Furthermore, to provide synchronized subject offerings in all the Tracks and Strands in every semester for all the public and private Senior High Schools in CAR, DepEd-CAR released the Regional Memorandum No. 159 s. 2019. The Regional Memorandum presented that two specialized subjects with a total of 160 hours shall be offered every semester in all the tracks. However, for TVL track, the specialization offering is based on the number of hours wherein a certain specialization may have 160, 320 or 640 hours which means that one specialization with 640 hours' allotment shall be offered in four semesters following the basic and common competencies taken in grade 7 to 10. Furthermore, one specialization with 320 hours' allotment shall be offered in two semesters. It is in this setting that this policy makes clarification and enhancement on the vertical alignment of the TVL Track specializations from Grades 9 to 12 with consideration to prescribed number of hours per specialization to complete the 640 hours for specialized subjects per track.

As a result of the series of consultations through kumustahan, meetings, and conferences with school heads and division focal person and onsite monitoring, it was found out that some Senior High Schools that offer TVL tracks are having difficulty in combining and aligning the various specializations under the four strands considering the prescribed time allotment and pre-requisites which shall start from Grade 7.

As gleaned from the document assessments, there are some Senior High Schools that are applying one specialization with 320 hours' allotment only which means that the 640 hours required will not be met. The school must apply for another specialization with 320 hours' allotment with 80 hours' immersion plan to complete the required hours in the SHS. Furthermore, specialization offering differ in the district and even in the division which affect learner who are seeking for transfer. In terms of Learning Resources (LR), uploading of the submitted self-learning module by the division is confusing in terms of grade level because the offering differs from one division to another.

In view of the gap presented above, DepEd-CAR issues this Policy Guidelines on SHS TVL Track Specialization Offering for adoption at the regional, division and school levels to unify the understanding of the school heads and teachers in the implementation of the TVL Track specialization offering through a unified TVL curricular program. This guideline will also address the issue on transfer of learners and the assigning of self-learning module per grade level.

II. Scope

This policy is intended to guide the Regional Office (RO), Schools Division Offices (SDOs) and Schools in effectively organizing and managing the TVL track specialization offering. It aims to provide concrete basis for combining curricular program of senior high schools relative to the implementation of the TVL track at each governance level of DepEd-CAR. The policy also benefits other stakeholders such as partner agencies, partner schools, Non-Government Offices, parents and Local Government Units by providing a comprehensive explanation about the program so that they may contribute to its effective implementation and improvement.

III. Definition of Terms

For the purpose of this policy, the following terms are defined as follows:

- a. **National Certificate-** it is issued when a candidate has demonstrated competence in all units of competency that comprised a Qualification.
- b. **National Certification Assessment-** it is the assessment process seeks to determine whether the graduate or worker can perform to the standards expected in the workplace based on the defined competency standards.
- c. **Pre-requisite Subjects-** it is a course or other requirement that a student must have taken prior to enrolling in a specific course or program.
- d. **Specialization combinations-** this refers to two or three specialization that complement each other well, allowing the students to become competent to a certain TVL strand.
- e. **Time allotment-** it is the amount of time to be devoted to instruction in a certain subject or discipline according to official regulations, requirements or recommendations. It should be distinguished from the time that is actually spent on learning.

- f. **TLE/TVL Specializations-** these are the specializations that may be taken between Grades 9 to 12 which consists basic, common and core competencies.
- g. **Training Regulations-** it is a TESDA-promulgated document that serves as basis for which the competency-based curriculum and instructional materials and competency assessment tools are developed.
- h. **TVL Strand-** this refers to TVL Strand such as Information and Communications Technology (ICT), Home Economics (HE), Industrial Arts (IA) and Agri-Fishery Arts (AFA) is designed to develop students' skills that is useful for livelihood and technical projects. It provides a curriculum that is a combination of Core Courses and specialized hands-on courses that meets the competency-based assessment.
- i. **TVL Track-** it is one of the tracks offered under Senior High School programs in the Philippines. It is designed to provide students with job-ready skills that they will need in the future.

IV. Policy Statement

As prescribed by Republic Act No. 10533, DepEd-CAR adheres to the principles of the K to 12 Basic Education Programs which states that the curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level. This pedagogical feature follows the idea that concepts are introduced at an early age and deepened in succeeding years.

Further, DepEd-CAR recognizes that the relevant, appropriate and responsive curriculum will only become a reality if it puts a premium on the personal, bi-geographical and socio-cultural setting of the learners, taking into account the demands of the national and global community.

V. Procedures

A. Strategies to Improve the TVL Track Implementation

Below are the recommended strategies to be implemented to improve the implementation of the TVL Track specialization offering with the process flow presented in Figure 1.

1. Issuance of unified template on TVL Track Curricular Program per strand which shall serve as guide to the division in mapping out the career path of schools with consideration to the career alignment, interest of learners, school's physical facilities and teachers' qualification.
 - a. The Regional Office (RO) through the Curriculum and Learning Management Division (CLMD) shall provide orientation to Schools Division Offices (SDOs) through the Curriculum Implementation Division (CID) and the School Governance Office Division (SGOD) about the unified template on the TVL Track Curricular Program.
 - b. The SDOs through the CID and the SGOD shall conduct orientation to schools on the TVL Track Curricular Program per strand and grade level to ensure vertical alignment of specialization.
 - c. The school shall use the TVL Track Curricular Program per strand and grade level as a basis in mapping out the career path of learners in TVL track.
2. Conduct of Survey on the TVL Learners Career Path which shall start in Grade 7 with follow up survey in Grade 9.

- a. The RO through the CLMD shall provide unified template of the Survey on the TVL Learners' Career Path and provide technical assistance on the analysis of the survey.
 - b. The SDO through the CID shall:
 - b1. provide orientation to schools on administering and analysis of the survey; and,
 - b2. consolidate and submit the result and analysis of the school survey to the regional focal person.
3. Designing the TVL Track Curricular Program
- a. The RO through CLMD the shall provide technical assistance to SDOs through the CID in designing the TVL Track Curricular Program.
 - b. SDOs through the CID shall assist the schools in designing the TVL Track Curricular Program.
 - c. The school shall adopt the unified template in designing their TVL Track Curricular Program based on the result of the survey with consideration to school's physical facilities, teachers' qualification and career alignment. Further, the school shall strictly implement the TVL Track Curricular Program per strand and grade level.

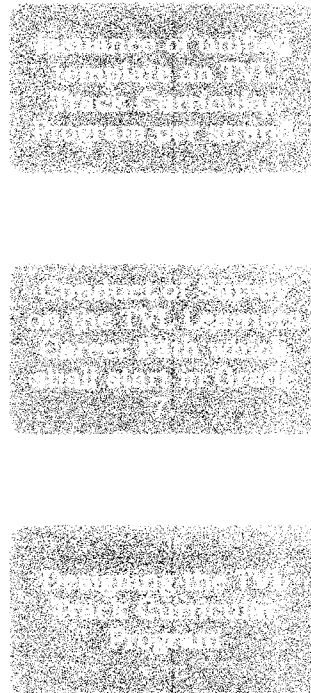


Figure 1. *Process flow to improve the implementation of the TVL Track specialization offering*

B. Funds for the Adoption of Strategies and Processes to Improve the TVL Track Implementation

Each governance level shall make necessary adjustments in its Work and Financial Plan (WFP) and Annual Implementation Plan to meet the objectives of this policy. Concerned offices shall review and assess existing Programs, Projects

and Activities with their corresponding budget to realign funds to implement the strategies to improve the implementation of the TVL Track Specialization Offering.

VI. Monitoring and Evaluation

The Regional Office through the CLMD shall take the lead in supervising the implementation of this policy in the schools, SDOs and functional division offices and ensure that the provisions are communicated to all schools and concerned offices. It shall also monitor the compliance of all schools and concerned offices with this guideline in collaboration with the Quality Assurance Division (QAD), Policy Planning and Research Division (PPRD) and Field Technical Assistance Division (FTAD). It shall develop monitoring and evaluation tools to assess the implementation of this policy at the school, division and regional levels.

The SDOs through the CID in collaboration with the SGOD shall closely monitor the implementation of this policy in the schools.

At the school level, the school head shall monitor and evaluate the implementation of this policy in his or her school every semester and prepare a report that include challenges and issues encountered throughout the policy implementation.

The overall program assessment will be done after three (3) School Years of implementation. However, if deemed necessary, intermediate adjustments may be done through Regional issuances.

VII. References

Republic Act No. 10533, "Enhanced Basic Education Act of 2013".

Department of Education (2019). DepEd Order 21 s. 2019, "Policy Guidelines on the K to 12 Basic Education Program".

Department of Education-CAR (2019). DepEd-CAR Regional Memorandum No. 159 s. 2019".

VIII. Effectivity

Upon approval, this policy shall take effect starting First Semester of Grade 11 of the School Year 2022-2023 and shall continue on staggered basis for the following School Years.

Annex A

Unified Template on TVL Curricular Program for Information and Communications Technology Strand

Grade 7/8 320 hrs	Grade 9	Grade 10	Grade 11		Grade 12		Work Immersion (80 hrs)
			First Semester	Second Semester	First Semester	Second Semester	
8 exploratory courses (40 hrs) which include CHS	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	Animation NC II (160 hrs)	Animation NC II (160 hrs)	WI 80 hrs
8 exploratory courses (40 hrs) which include CHS	Any specialization	Any specialization	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	WI 80 hrs
8 exploratory courses which include CHS	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	Contact Center Services NC II (160 hrs)	Contact Center Services NC II (160 hrs)	WI 80 hrs
8 exploratory courses which include CHS	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	Medical Trans NC II (160 hrs)	Medical Trans NC II (160 hrs)	WI 80 hrs
8 exploratory courses which include CHS	Technical Drafting NC II (160 hrs)	Technical Drafting NC II (160 hrs)	Illustration NC II (160 hrs)	Illustration NC II (160 hrs)	Animation NC II (160 hrs)	Animation NC II (160 hrs)	WI 80 hrs
8 exploratory courses which include CHS	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	Telecom OSP Cable and DSL NC II (160 hrs)	Telecom OSP Cable and DSL NC II (160 hrs)	WI 80 hrs
8 exploratory courses which include CHS	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	CSS NC II (160 hrs)	Telecom OSP Installation Fiber NC II (160 hrs)	Broadband Installation NC II (160 hrs)	WI 80 hrs
8 exploratory courses which include CHS	Computer Programming Java NC III (160 hrs)	Computer Programming Java NC III (160 hrs)	Computer Programming Net Tech NC III (160 hrs)	Computer Programming Net Tech NC III (160 hrs)	Computer Programming Oracle NC III (160 hrs)	Computer Programming Oracle NC III (160 hrs)	WI 80 hrs

Remarks: For the seven (7) remaining exploratory courses to be taken by the learners, the school shall base it on the result of the survey specifically on the other options that learners have identified. The 640 hours' specialization may be offered as full specialized subject in SHS. Work Immersion must be any of the specialization taken in G11 and G12.

Annex B

Unified Template on TVL Curricular Program for Home Economics Strand

Grade 7/8 320 hrs	Grade 9	Grade 10	Grade 11		Grade 12		Work Immersion (80 hrs)
			First Semester	Second Semester	First Semester	Second Semester	
Food Beverage							
8 exploratory courses (40 hrs) which include Cookery, BPP, Bartending and FBS	Cookery NC II 160 hrs	Cookery NC II 160 hrs	Bread and Pastry NC II 160 hrs	Bartending NC II 160 hrs	Bartending NC II 160 hrs	Food and Beverage Services NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include BPP and Commercial Cooking	Cookery NC II 160 hrs	Cookery NC II 160 hrs	Bread and Pastry NC II 160 hrs	Commercial NC III 160 hrs	Commercial NC III 160 hrs	Food and Beverage Services NC II 160 hrs	WI 80 hrs
Beauty and Wellness							
8 exploratory courses which include Beautycare	Beauty/Nail Care NC II 160 hrs	Wellnes Massage NC II 160 hrs	Hairdressing NC II 160 hrs	Hairdressing NC II 160 hrs	Barbering NC II 160 hrs	Barbering NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Beautycare	Hairdressing NC II 160 hrs	Hairdressing NC II 160 hrs	Hairdressing NC III 160 hrs	Hairdressing NC III 160 hrs	Hairdressing NC III 160 hrs	Hairdressing NC III 160 hrs	WI 80 hrs
Travel and Tour							
8 exploratory courses which include Travel Services or Front Office	Front Office 160 hrs	Travel Services NC II 160 hrs	Local Guiding Services NC II 160 hrs	Attraction and theme parks operations 160 hrs	Tourism Promotion Services NC II 160 hrs	Work Immersion (80 hrs)	WI 80 hrs
8 exploratory courses which include Travel Services or Front Office	Front Office 160 hrs	Travel Services NC II 160 hrs	Local Guiding Services NC II 160 hrs	Attraction and theme parks operations 160 hrs	Events Management Services NC III 160 hrs	Events Management Services NC III 160 hrs	WI 80 hrs
Dressmaking and Fashion Designing							

8 exploratory courses which include Dressmaking	Dressmaking NC II 160 hrs	Dressmaking NC II 160 hrs	Tailoring NC II 160 hrs	Tailoring NC II 160 hrs	Fashion Design 160 hrs	Fashion Design 160 hrs	WI 80 hrs
Caregiving/ Housekeeping							
8 exploratory courses which include Beauty care, Housekeeping and Caregiving	Beauty/Nail Care NC II 160 hrs	Housekeeping NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Housekeeping and Caregiving	Household Services NC II 160 hrs	Household Services NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Caregiving	Any specialization 160 hrs	Any specialization 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	Caregiving NC II 160 hrs	WI 80 hrs
HandiCraft							
8 exploratory courses which include Handicraft	Handicraft (Non-NC) Needlecraft, embroidery, quilting, knitting, crochet 160 hrs	Handicraft (Non-NC) Fashion Accessories Papercraft 160 hrs	Handicraft (Non-NC) Basketry Macrame 160 hrs	Handicraft (Non-NC) Woodcraft Leathercraft 160 hrs	Pottery making 160 hrs (Unique Track)	Pottery making 160 hrs (Unique Track)	WI 80 hrs
8 exploratory courses which include Handicraft	Any specialization 160 hrs	Any specialization 160 hrs	Handicraft (Non-NC) Needlecraft, embroidery, quilting, knitting, crochet 160 hrs	Handicraft (Non-NC) Fashion Accessories Papercraft 160 hrs	Handicraft (Non-NC) Basketry Macrame 160 hrs	Handicraft (Non-NC) Woodcraft Leathercraft 160 hrs	

Remarks: For the seven (7) remaining exploratory courses to be taken by the learners, the school shall base it on the result of the survey specifically on the other options that learners have identified. The 640 hours' specialization may be offered as full specialized subject in SHS. Work Immersion must be any of the specialization taken in G11 and G12.

Annex C

Unified Template on TVL Curricular Program for Industrial Arts Strand

Grade 7/8 320 hrs	Grade 9	Grade 10	Grade 11		Grade 12		Work Immersion (80 hrs)
			First Semester	Second Semester	First Semester	Second Semester	
Automotive							
8 exploratory courses (40 hrs) which include Auto Servicing	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC II 160 hrs	Automotive Servicing NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Auto Servicing	Any specialization 160 hrs	Driving NC II 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Auto Servicing	Motorcycle/Small Engine Servicing NC II 160 hrs	Motorcycle/Small Engine Servicing NC II 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	Automotive Servicing NC I 160 hrs	WI 80 hrs
Carpentry							
8 exploratory courses (40 hrs) which include Auto Servicing Carpentry	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC III 160 hrs	Carpentry NC III 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Auto Servicing Carpentry and Masonry	Masonry NC II 160 hrs	Masonry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Auto Servicing Carpentry and Tile Setting	Tile Setting NC II 160 hrs	Tile Setting NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Auto Servicing Carpentry	Any specialization 160 hrs	Construction Painting NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	Carpentry NC II 160 hrs	WI 80 hrs

8 exploratory courses which include CHS	Any specialization 160 hrs	Any specialization 160 hrs	Furniture Making NC II 160 hrs	Furniture Making NC II 160 hrs	Furniture Making NC II 160 hrs	Furniture Making NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Masonry and Plumbing	Masonry NC II 160 hrs	Masonry NC II 160 hrs	Plumbing NC I 160 hrs	Plumbing NC I 160 hrs	Plumbing NC II 160 hrs	Plumbing NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Masonry	Masonry NC II 160 hrs	Masonry NC II 160 hrs	Furniture Making NC II 160 hrs	Furniture Making NC II 160 hrs	Furniture Making NC II 160 hrs	Furniture Making NC II 160 hrs	WI 80 hrs
Electricity/Electronics							
8 exploratory courses which include RAC	Any specialization 160 hrs	Any specialization 160 hrs	DOMRAC Servicing NC II 160 hrs	DOMRAC Servicing NC II	DOMRAC Servicing NC II	DOMRAC Servicing NC II	WI 80 hrs
8 exploratory courses which include RAC	DOMRAC Servicing NC II 160 hrs	DOMRAC Servicing NC II	DOMRAC Servicing NC II	DOMRAC Servicing NC II	RAC Servicing NC III 160 hrs	RAC Servicing NC III 160 hrs	WI 80 hrs
8 exploratory courses which include EIM	Any specialization 160 hrs	Any specialization 160 hrs	EIM NC II 160 hrs	EIM NC II 160 hrs	EIM NC II 160 hrs	EIM NC II 160 hrs	WI 80 hrs
8 exploratory courses which include EIM	EIM NC II 160 hrs	EIM NC II 160 hrs	EIM NC II 160 hrs	EIM NC II 160 hrs	Elec Power Dist Line Const NC II 160 hrs	Elec Power Dist Line Const NC II 160 hrs	WI 80 hrs
8 exploratory courses which include EIM	EIM NC II 160 hrs	EIM NC II 160 hrs	EIM NC II 160 hrs	EIM NC II 160 hrs	Transmission Line NC II 160 hrs	Transmission Line NC II 160 hrs	WI 80 hrs
8 exploratory courses which include EPAS	EPAS NC II 160 hrs	EPAS NC II 160 hrs	EPAS NC II 160 hrs	EPAS NC II 160 hrs	Instrumentation and Control Servicing NC II 160 hrs	Instrumentation and Control Servicing NC II 160 hrs	WI 80 hrs
8 exploratory courses which include EPAS	EPAS NC II 160 hrs	EPAS NC II 160 hrs	EPAS NC II 160 hrs	EPAS NC II 160 hrs	Mechatronics Servicing NC II 160 hrs	Mechatronics Servicing NC II 160 hrs	WI 80 hrs
8 exploratory courses which include EPAS	Any specialization 160 hrs	Any specialization 160 hrs	EPAS NC II 160 hrs	EPAS NC II 160 hrs	EPAS NC II 160 hrs	EPAS NC II 160 hrs	WI 80 hrs
Machines/Welding							
8 exploratory courses which include SMAW	SMAW NC I 160 hrs	SMAW NC I 160 hrs	SMAW NC II 160 hrs	SMAW NC II 160 hrs	GMAW NC II 160 hrs	GMAW NC II 160 hrs	WI 80 hrs

8 exploratory courses which include SMAW	SMAW NC I 160 hrs	SMAW NC I 160 hrs	SMAW NC II 160 hrs	SMAW NC II 160 hrs	GTAW NC II 160 hrs	GTAW NC II 160 hrs	WI 80 hrs
8 exploratory courses	Machining NC I 160 hrs	Machining NC I 160 hrs	Machining NC I 160 hrs	Machining NC I 160 hrs	Machining NC II 160 hrs	Machining NC II 160 hrs	WI 80 hrs
8 exploratory courses	Any specialization 160 hrs	Any specialization 160 hrs	Machining NC I 160 hrs	Machining NC I 160 hrs	Machining NC I 160 hrs	Machining NC I 160 hrs	WI 80 hrs

Remarks: For the seven (7) remaining exploratory courses to be taken by the learners, the school shall base it on the result of the survey specifically on the other options that learners have identified. The 640 hours' specialization may be offered as full specialized subject in SHS. Work Immersion must be any of the specialization taken in G11 and G12.

Annex D

Unified Template on TVL Curricular Program for Agri-Fishery Arts Strand

Grade 7/8 320 hrs	Grade 9	Grade 10	Grade 11		Grade 12		Work Immersion (80 hrs)
			First Semester	Second Semester	First Semester	Second Semester	
Agricrop							
8 exploratory courses (40 hrs) which include Horticulture	AgriCrop NC I 160 hrs	AgriCrop NC I 160 hrs	AgriCrop NC II 160 hrs	AgriCrop NC II 160 hrs	AgriCrop NC II 160 hrs	AgriCrop NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Horticulture	Any specialization in AFA 160 hrs	Any specialization in AFA 160 hrs	AgriCrop NC II 160 hrs	AgriCrop NC II 160 hrs	AgriCrop NC II 160 hrs	AgriCrop NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Horticulture	AgriCrop NC I 160 hrs	AgriCrop NC I 160 hrs	Organic Agri NC II 160 hrs	Organic Agri NC II 160 hrs	Pest Mgmt NC II 160 hrs	Pest Mgmt NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Horticulture	AgriCrop NC I 160 hrs	AgriCrop NC I 160 hrs	Rubber Production NC II 160 hrs	Rubber Production NC II 160 hrs	Rubber Processing NC II 160 hrs	Rubber Processing NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Horticulture	AgriCrop NC I 160 hrs	AgriCrop NC I 160 hrs	Organic Agri NC II 160 hrs	Organic Agri NC II 160 hrs	Landscape Installation and Maint NC II 160 hrs	Landscape Installation and Maint NC II 160 hrs	WI 80 hrs
Animal Production							
8 exploratory courses (40 hrs) which include Animal Production	Animal Production (Swine) NC II 160 hrs	Animal Production (Swine) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Animal Production (Poultry) NC II 160 hrs	Animal Production (Poultry) NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Animal Production	Animal Production (Swine) NC II 160 hrs	Animal Production (Swine) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Animal Healthcare Mgmt NC III 160 hrs	Animal Healthcare Mgmt NC III 160 hrs	WI 80 hrs

8 exploratory courses (40 hrs) which include Animal Production	Animal Production (Swine) NC II 160 hrs	Animal Production (Swine) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Artificial Insemination Swine NC II 160 hrs	Artificial Insemination Large Ruminants NC II 160 hrs	WI 80 hrs
8 exploratory courses (40 hrs) which include Animal Production	Animal Production (Swine) NC II 160 hrs	Animal Production (Swine) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Animal Production (Large Ruminants) NC II 160 hrs	Slaughtering Operations NC II 160 hrs	Work Immersion 160 hrs	WI 80 hrs
Fish Processing and Aquaculture							
8 exploratory courses which include Aquaculture	Any specialization in AFA 160 hrs	Any specialization in AFA 160 hrs	Aquaculture NC II 160 hrs	Aquaculture NC II 160 hrs	Aquaculture NC II 160 hrs	Aquaculture NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Aquaculture	Fish Product Packaging NC II 160 hrs	Fish Product Packaging NC II 160 hrs	Aquaculture NC II 160 hrs	Aquaculture NC II 160 hrs	Aquaculture NC II 160 hrs	Aquaculture NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Aquaculture	Any specialization in AFA 160 hrs	Fish Wharf Operation NC I 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Aquaculture	Any specialization in AFA 160 hrs	Any specialization in AFA 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Food Processing	Fish Product Packaging NC II 160 hrs	Fish Product Packaging NC II 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	Fish Capture NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Food Processing	Any specialization in AFA 160 hrs	Any specialization in AFA 160 hrs	Food Processing NC II 160 hrs	Food Processing NC II 160 hrs	Food Processing NC II 160 hrs	Food Processing NC II 160 hrs	WI 80 hrs
8 exploratory courses which include Food Processing	Fish Product Packaging NC II 160 hrs	Fish Product Packaging NC II 160 hrs	Food Processing NC II 160 hrs	Food Processing NC II 160 hrs	Food Processing NC II 160 hrs	Food Processing NC II 160 hrs	WI 80 hrs

Remarks: For the seven (7) remaining exploratory courses to be taken by the learners, the school shall base it on the result of the survey specifically on the other options that learners have identified. The 640 hours' specialization may be offered as full specialized subject in SHS. Work Immersion must be any of the specialization taken in G11 and G12.

Annex E

Survey on TVL Learners Career Path

(This survey form shall be accomplished at the start of the first quarter of the learner in Grade 7)

Name: _____ SY: _____
 Grade Level: _____ Section: _____

Instruction: *In preparation to your career plan after finishing the junior and senior high school, please answer the question below. Be sure that you consulted your parents regarding your career plan should you take TVL track in SHS. After accomplishing this survey, please have your parents sign below.*

1. If you are to take TVL track in SHS, what strand will you be choosing to enroll?

Strand	<i>Please check one based on your preference</i>
Home Economics	
Industrial Arts	
Agri-Fishery Arts	
ICT	

2. With the strand that you have chosen above, what would you prefer to take? Please rank according to your preference having rank 1 as your first option and so on up to rank 3.

Home Economics Strand	Rank
Travel and Tourism	
Beauty and Wellness	
Foods and Food Service	
Crafts and Accessories	
Dressmaking and Fashion	

ICT Strand	Rank
Programming	
CSS	
Animation	
Contact Center Services	
Medical Transcription	
Telecom	
Broadband Installation	

AFA Strand	Rank
AgriCrop	
Animal Production	
Fish Processing and Aquaculture	

IA Strand	Rank
Automotive	
Carpentry/Masonry	
Electricity/Electronics	
Welding and Machines	



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Cordillera Administrative Region

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APPROVAL SHEET

This Regional Guideline on the Implementation on the Unified Senior High School (SHS) Technical Vocational Livelihood (TVL) Track Specialization Offering in DepEd-CAR is submitted for review and approval.

Submitted by:


JONALYN C. AMBRONA/BENJAMIN M. DIO-AL
EPS, CLMD


ROSITA C. AGNASI, PhD
OIC-CES

Reviewed by the Regional Policy Review Committee (RPRC) Members:


ETHIELYN E. TAQUED EdD
CES, FTAD-Member


EDGAR H. MADLAING EdD
CES, ESSD-Member


JENNIFER P. ANDE PhD
CES, OIC, NEAP-Member


ATTY. SEBASTIAN G. TAYABAN
CAO, Finance Division-Member


MAKSIM A. BOTILAS PhD
CAO, Administrative Division-Member


ATTY. VANESSA B. FLORA
Attorney IV-Member


CLEMENTE D. BANDAJO JR. PhD
EPS/OIC, QAD-Member


SASHA JOSEPH L. DAGANOS PhD
EPS/OIC, HRDD-Member


AIDAL PAYANG EdD
CES, PPRD - Co-Chairperson


FLORANTE E. VERGARA PhD
OIC-Assistant Regional Director
Chairperson

APPROVED:


ESTELA P. LEON-CARIÑO EdD, CESO III
Regional Director-Adviser



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 - 1318
Email Address: car@deped.gov.ph

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