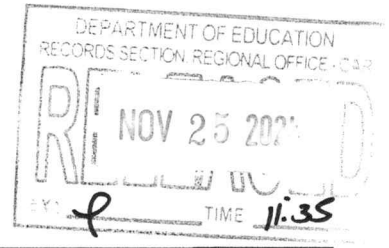




Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region



November 22, 2024

**REGIONAL MEMORANDUM**

No. 849-2024

**SUBMISSION OF DATA ON THE SENIOR HIGH SCHOOL - TECHNICAL  
VOCATIONAL LIVELIHOOD (SHS - TVL) LEARNERS' NATIONAL  
CERTIFICATION ASSESSMENT UNDER TESDA FUND**

To: Assistant Regional Director  
Schools Division Superintendents  
Chief Education Supervisors-CID  
All Others Concerned

1. In reference to Regional Memorandum No. 330, s. 2024 titled "Submission of List of SHS-TVL Graduates for School Year 2023-2024" and the Joint Memorandum Circular (JMC) No. 045, s. 2024 with subject "Implementing Guidelines on Senior High School (SHS) Assessment and Certification Support Program", this Office requests all the Schools Division Offices (SDO) to submit data on the number of SHS TVL learners endorsed, assessed, and certified.
2. Education Program Supervisors of EPP/TLE/TVL are requested to facilitate the submission of data on or before December 6, 2024 and further update the data regularly through the link: <https://tinyurl.com/SHS-TVL-ASSESSMENT>.
3. For inquiries, please contact CES Jennifer P. Ande at the Curriculum and Learning Management Division (CLMD) through this landline number: (074) 422-7096.
4. Immediate dissemination of and strict compliance with this Memorandum is directed.

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

CLMD/JPA/jca

# TESDA CIRCULAR

<b>Subject:</b> Implementing Guidelines on Senior High School (SHS) Assessment and Certification Support Program		Page 1 of 11 Number <u>045</u> , Series of 2024
<b>Date Issued:</b> JUL 17 2024	<b>Effectivity:</b> Immediately	<b>Supersedes:</b>

In the interest of the service and in line with the provisions indicated in the JOINT MEMORANDUM CIRCULAR (JMC) series of 2024, this Implementing Guidelines is being issued to ensure quality-assured assessment for certification of Senior High School (SHS) learners under the Technical-Vocational Livelihood (TVL) Track.

## I. BACKGROUND

The Assessment and Certification, through the National Assessment being offered by the Technical Education and Skills Development Authority (TESDA), is one of the Agency's core businesses. The assessment and certification system is one of TESDA's mandates enrolled in ISO 9001:2015. Also, as mandated by law through Republic Act No. 7796, TESDA is the governing body for technical vocational education and training (TVET) in all post-secondary and vocational training institutes in the country implementing other major components such as standards development and program registration.

The program was lifted from the concept of Senate Bill No. 2022, or the Act ensuring that Senior High School (SHS) graduates under the K to 12 program are equipped with the knowledge, training and skills demanded in the labor market, enhancing their employability and competitiveness, creating the Batang Magaling Councils to strengthen multi-stakeholder collaboration and support for their employment, allowing full deduction of training expenses incurred for their skills development, appropriating funds therefor, and for other purposes.

Under the 2024 General Appropriations Act (GAA), the fund was allotted under the TESDA Regulatory Program to assess SHS learners taking the TVL track for the issuance of National Certification (NC). The rationale for funding the assessment and certification of Grade 12 learners taking the TVL track is because of the low certification rate recorded in School Years (SY) 2019 - 2020 (25.7%) and 2020 - 2021 (6.8%). The low certification rates as to the total number of graduates were attributed to the prohibited cost of NC Assessments. Despite the low certification rates, the passing rates among those who took the assessment were 98% in SY 2019 - 2020 and 97% in SY 2020 - 2021. The outcome of the program is for Grade 12 graduates taking the TVL track to boost their employability.

As fiscal support, the General Appropriations Act (GAA) 2024 (Republic Act No. 11975) Special Provisions for SHS Assessment and Certification Program for learners was enacted to materialize the implementation of this program, hence the guidelines shall be issued.

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## II. OBJECTIVES

The purpose of this guidelines is to:

- A. Implement the competency assessment of Grade 12 SHS TVL track public learners; and
- B. Ensure the quality and integrity of competency assessment and certification program geared towards enhancing job readiness of SHS TVL learners.

## III. SCOPE/COVERAGE

This guidelines, as aligned to the JMC, applies to all public schools offering SHS TVL Track covered by the available funding allocation under FY 2024 GAA through Republic Act No. 11975 under the following provision:

*SHS Assessment and Certification Support Program* - This program is intended to assess the technical and vocational skills of SHS learners under the TVL Track for the issuance of National Certification (NC).

The TESDA and DepEd shall jointly develop guidelines for the operationalization and implementation of the program.

This Implementing Guidelines covers:

- A. Competency Assessment of K-12 SHS TVL track learners; and
- B. Accreditation of Department of Education (DepEd) as Assessment Center (AC) or as Designated Assessment Venue (DAV).

## IV. DEFINITION OF TERMS

- A. **Accreditation** - refers to the process of recognizing or empowering an entity to perform certain roles or responsibilities on behalf of the TESDA organization.
- B. **Accredited Assessment Center** - refers to an establishment officially authorized by TESDA to manage the assessment of candidates for national certification.

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- C. **Accredited Competency Assessor/ Competency Assessor** - refers to an individual authorized by TESDA to assess the competencies of a candidate for national certification.
- D. **Assessment** - refers to the process of evaluating an individual's knowledge, skills, and attitudes (competencies) based on the predefined standards.
- E. **Certification** - is provided to those who meet the competency standards.
- F. **Competency** - refers to the acquired knowledge, skills, and attitude in accordance with the standard performance in the workplace. It refers to the specification of the knowledge, skills and attitude and the application of that knowledge, skills and attitude to the standard of performance required in the workplace.
- G. **Designated Assessment Venue (DAV)** - refers to the facility appropriately equipped and designated/approved by the Provincial Office where actual assessment may take place.
- H. **National Certificate (NC)** - refers to the document issued by TESDA to individuals after being subjected to a National Competency Assessment and proven competent in all the required units of competency of a national qualification defined under the promulgated Training Regulations.
- I. **Qualification** - refers to a package of competencies describing a particular function or job role existing in an economic sector, covering the work activities required to undertake a particular job. It also refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements.

## V. Conduct of Competency Assessment

- A. The Department of Education (DepEd) shall provide TESDA the list and number of Grade 12 SHS TVL learners, as well as the qualifications for competency assessment, that shall serve as basis in developing the Qualifications Map (QM).

The Grade 12 SHS in the TVL track can avail a full subsidy for one (1) qualification, or multiple qualifications in the event of excess in the budget allocated for the learners.

- B. Number of assessments will be based on the QM submitted by the Regional Office (RO) to the Certification Office (CO).

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- C. DepEd School Division Superintendent (SDS), through the Education Program Supervisor (EPS) in charged of the SHS - TVL of the Schools Division Office (SDO), shall submit/endorse the list of SHS learners with the accomplished Assessment Application Form and Self-Assessment Guide (SAG) to the respective TESDA Provincial/District Office (PO/DO).
- D. The TESDA PO/DO shall evaluate the application documents of the candidates. If the SAG indicates that the candidate is not yet ready for assessment, he/she shall not be allowed to undergo the competency assessment.
- E. The TESDA Provincial/District Director (PD/DD) shall officially endorse the qualified applicants to the Assessment Centers.
- F. The TESDA Provincial/District Director (PD/DD) shall assign candidates among the Accredited Assessment Centers and create the assessment schedule in the T2MIS according to the number of applicant-candidates indicated in the regional qualification map. Assessment schedules shall be encoded in the system five (5) working days before the assessment date.
- G. The TESDA PO/DO CAC Focal encoding the schedule in the T2MIS must ensure proper tagging of the assessment schedule based on the dropdown list of values in the modality (SHS must be selected from the list).
- H. The TESDA PD/DD shall assign TESDA Accredited Competency Assessor on a rotation basis.
- I. Competency Assessors are strictly prohibited from assessing their own and other trainees/learners within the same institution.

However, given there are any geographical challenges and resource limitations involved in conducting National Assessments, Competency Assessors shall be permitted by the Provincial/District Office to assess other learners from the same institution.

The competency assessment must be conducted at the Accredited Assessment Center or Designated Assessment Center. In case there is no SHS Competency Assessor available, the PO/DO shall assign TESDA Accredited Competency Assessor.

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- J. The TESDA PD/DD shall designate the TESDA Representative among the PO/DO employees and/or following the Approved Work Instructions. The personnel from the TESDA Technology Institutions (TTIs) may also be designated as TESDA Representatives.
- K. The conduct of competency assessment shall adhere to existing procedures on competency assessment. Those covered by the Joint Delivery Voucher Program (JDVP) shall be **excluded** in the avilment of free assessment.
- L. The E-Certificate issued to competent Senior High School learners shall be valid for five (5) years. Renewal shall be subject to existing and prevailing policies and guidelines.

## VI. Accreditation of Senior High Schools as Assessment Centers

### A. Requirements for Accreditation

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



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- b) Encoding and Processing of data regarding the conduct of assessment; and
- c) Collecting assessment fees.

B. Accreditation of Assessment Centers shall be valid for two (2) years, subject to renewal or cancellation based on the results of the compliance audit conducted by TESDA.

C. Accreditation process shall adhere to the existing procedure on accreditation of Assessment Centers.

D. For Senior High Schools as Designated Assessment Venues (DAV):

1. An Accredited Assessment Center shall designate the Senior High School as an Assessment Venue subject to the approval of the PD/DD;
2. The DAV shall comply with the required tools, equipment, supplies and materials specified in the Competency Assessment Tools (CATs); and
3. The assessment accomplishment shall be accounted to the Accredited Assessment Center.

## VII. Sanctions and Penalties

TESDA and DepED personnel who will be proven to have taken part in violating these guidelines and other relevant issuances shall be subject to proper disciplinary action in accordance with the 2017 Rules on Administrative Cases in the Civil Service (2017 RACCS) and other related issuances. This is without prejudice to any criminal liability which may be incurred under the Revised Penal Code and other special laws.

## VIII. Financial Guidelines

### A. Management of Budget:

1. The funding source for the implementation of this program shall be sourced from the FY 2024 GAA.
2. For the conduct of competency assessment for Grade 12 SHS - TVL learners, the budget allocation for assessment fee and processing fee shall be managed by TESDA, in adherence to government accounting rules and regulations.

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3. In the event of excess in the budget allocated for the learners and teachers, the remaining fund will be used for an additional qualification for assessment through preparation of another Qualification Map covering SHS TVL learners and subject to the same rules and regulations provided, however subject to the usual accounting and auditing rules and procedures.
4. Funds which remain unutilized as of December 31, 2025 shall be reverted to the National Treasury.

## B. Details on Assessment Fee and Processing Fee

1. The Accredited Assessment Center shall submit billing statement and collect from TESDA Provincial/District Office with particulars on the Assessment Fee as prescribed and approved by the TESDA Board.

Accordingly, the Accredited Assessment Center (AAC) shall to pay the Competency Assessor the corresponding Assessor's Fee. Subsequently, the cost of assessment shall be billed to the Provincial/District Office within seven (7) working days after the conduct of the assessment and shall be paid upon submission of Billing Statement and Certified True Copy of the RWAC stamped "received" by the POs/DOs.

2. The Processing Fee payment amounting to thirty five pesos (Php 35.00) only per scheduled candidate shall be retained by the Regional Office until after assessment has been conducted.

The collected Processing Fee shall be paid to Provincial/District Office through their respective Sariling Sikap Program (SSP) fund. The payment shall be done after the conduct of assessment and shall be based on the number of candidates' applications processed for assessment.

The utilization of Processing Fee must be directly related to the expenses/activities in processing the assessment and certification of the candidates such as, but not limited to, E-Certificate e-mail delivery subscription, supplies and materials in printing the Competency Assessment Tools (CATs), and other assessment and certification related activities.



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C. For the transfer of funds:

1. The corresponding Sub-ARO and Notice of Transfer Allocation (NTA) shall be released by the Central Office to the Regional Offices based on the approved NQMs.
2. The Financial and Management Service (FMS) - Budget Division (FMS - BD) shall issue Sub-ARO to the ROs within five (5) working days from the receipt of the following:
  - o Memorandum Request;
  - o ORS/DV; and
  - o Approved Qualification Map (QM).
3. The PO/DO Office shall issue the Notice to Proceeds after the Local Advice of Allotment/Sub-ARO is issued to the province.
4. In the preparation of the Fund Utilization Report, the following should be followed:
  - Fund should reflect the provincial level report;
  - Provincial Office/TTI/School's Financial Analysts/Budget Officer shall submit their report to the Regional Office (RO); and
  - The RO Budget Officer shall consolidate the reports and reflect the same in the FARs.

## IX. Monitoring and Reporting

- A. The Certification Office (CO) and Financial Management Service (FMS) shall jointly monitor and evaluate the physical and financial status of the program in the ROPODOs.
- B. The ROPODO Financial Officers/ Budget Analysts shall monitor the actual utilization and unutilized funds based on the submitted QM. Accordingly, the Finance Officers at the RO/PO/DO shall maintain a separate subsidiary ledger for the purpose.
- C. To ensure compliance of all Operating Units to policies and procedures in the implementation of the program, the Certification Office together with the Provincial/District Directors shall conduct regular inspection of the Assessment Centers particularly those granted with slots for the assessment of SHS TVL track graduates.

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- D. The TESDA Provincial/District Offices shall maintain a separate registry of SHS Learners Assessed and Certified, and SHS Accredited Assessment Centers.
- E. The Registries shall be consolidated by the TESDA Regional Offices and for submission to the Certification Office every 1st working day of the succeeding month.
- F. The assessment of SHS learners shall also be counted in the report on Process Cycle Time (PCT).

## X. Risk Management

The following are the identified risks in implementing the Senior High School Assessment and Certification program:

1. Compromised assessment delivery if proper training to DepEd SHS teachers is not provided.
2. Limited resources that may cause delay in the implementation of the program, to include, but not limited to the available registered TM I training providers and unavailability of the Regional Expert Panel Members (REPMs or the TM Assessors) on the scheduled date of assessment.
3. Inconsistent and unfair assessment practices of different assessors may occur if robust quality assurance mechanisms are not in place.
4. The stakeholders including the parents, learners and employers may not perceive/accept SHS graduates with National Certificates as credible or valuable assets.
5. Low certification rate of SHS graduates given that the TVL subjects were not aligned to the TESDA quality- assured processes and requirements.
6. Unavailability of SHS graduates that are subject to assessment.
7. Unauthorized access, loss or mishandling of Competency Assessment Tools (CATs).

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To mitigate, if not eliminate the risks, the following measures shall be undertaken:

1. Ensure that the DepEd SHS TVL teachers who undergo training shall have enough experience in competency assessment methods and have accurately interpreted the required performance standards as indicated in the Competency Assessment Tools.
2. Proper area management and scheduling of training and assessment of the Regional and Provincial/District Office is essential. It is also the role of the Certification Office to increase the number of REPMs through the conduct of Capability Building Program for Prospective/New REPM applicants.
3. Quality Assurance mechanisms such as presence of the TESDA Representative, functional CCTV, conduct of regular inspection and compliance audit must be strictly adhered to in order not to jeopardize the credibility and integrity of the assessment.
4. Clear information on how the National Certificates are earned, how the competencies are validated and quality assurance mechanisms in place must be communicated to the stakeholders. Success stories of graduates who have benefited from the certifications in securing employment, advancing their education or partnership with industry leaders must also be showcased or highlighted through various multimedia channels.
5. To mitigate risk for those assessments to be conducted immediately, there should be a thorough screening of the readiness of the SHS learners before endorsement.
6. The ROPODOs should provide multiple assessment dates to accommodate the availability of the learners and plan the assessment schedule well in advance.

If this is not feasible, the ROPODOs should prepare contingency or back-up plans for situations that might prevent learners from attending assessments.

For learners residing in far-flung areas, ROPODOs should work closely with DepEd and ensure smooth scheduling of learners and assessors and designation of assessment venues. The ROPODOs may seek assistance from LGU or NGO and/or if capable, must provide transportation and/or accommodation assistance for distant learners.

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To mentally prepare the learners, they should be educated on the importance of having National Certification and how it could help them in their future career/s or employment opportunities.

7. PODOs should strictly adhere to the retrieval of paper-based assessment tools after the conduct of assessment. Regular audits or inspections should be conducted to ensure compliance in handling of Competency Assessment Tools (CATs).

Store paper-based CATs in locked cabinets and rooms. Ensure digital repositories are accessible only to authorized personnel.

## XI. Separability Clause

If for any reason, any part or provision of these guidelines is declared invalid or unconstitutional, any part or provision not affected thereby shall remain in full force and effect.

## XII. Effectivity

This Circular shall take effect immediately.

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

