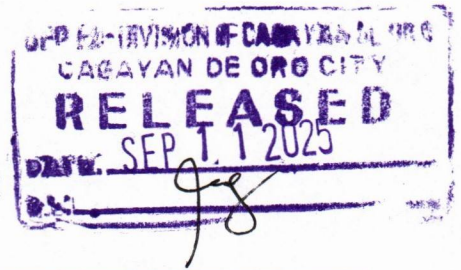




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

11 September 2025

DIVISION MEMORANDUM
No. 786 s.2025

**IMPLEMENTATION OF THE QUALITY-ASSURED ASSESSMENT FOR THE
NATIONAL CERTIFICATION OF LEARNERS IN THE SENIOR HIGH SCHOOL
TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**

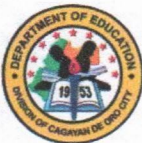
TO: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
SHS TVL Coordinator
Private SHS School Heads
Other Concerned

1. Anchored on DepEd Order No. 003 s.2025 titled Guidelines on the Implementation of Quality-Assured Assessment for the National Certification of Learners in the Senior High School Technical-Vocational-Livelihood Track and Expansion of the Number of Competency Assessors, all concerned private schools offering SHS program with TVL tracks are enjoined to participate in this certification.
2. This certification program is free, subject to the availability of funds. To participate in this assessment, the concerned private schools offering TVL tracks in the SHS program shall submit the list of the SHS TVL learners using the template which can be accessed through the link below:

<https://tinyurl.com/SHSTVLCDO>

3. The template with the learners' information shall be emailed to leanorconsejo.rollan@deped.gov.ph on or before September 12, 2025. For further inquiries, interested schools may coordinate with the SHS TVL Division Coordinator, Juan A. Mingo, EPS-I.
4. In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all personnel regardless of disability, sexual orientation, gender, age, religion, and ethnicity.
5. This Office directs immediate and wide dissemination of this Memorandum.

ROY ANGELO E. GAZO
Schools Division Superintendent



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (088) 855-0044, (088) 855-0047, (088) 328-2142
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Website: <https://depedcdo.net/>

Doc. Ref. Code		Rev	
Effectivity		Page	1 of 1



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

Encl.: As indicated

Reference: None

To be indicated in the Perpetual Index
under the following subjects:

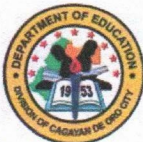
PRIVATE SCHOOLS

SHS

TVL

DM-046-SGOD-SMME-ECHR

Competence
Diligence
Integrity



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Doc. Ref. Code		Rev	
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Republic of the Philippines
Department of Education

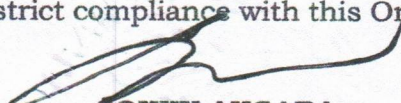
DepEd ORDER
No. **003**, s. 2025

MAR 04 2025

**GUIDELINES ON THE IMPLEMENTATION OF QUALITY-ASSURED ASSESSMENT
FOR THE NATIONAL CERTIFICATION OF LEARNERS IN THE SENIOR HIGH
SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK AND EXPANSION OF
THE NUMBER OF COMPETENCY ASSESSORS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Implementation of Quality-Assured Assessment for the National Certification of Learners in the Senior High School Technical-Vocational-Livelihood Track and Expansion of the Number of Competency Assessors**. This is pursuant to pertinent provisions of Republic Act No. (RA) 11975 or the "General Appropriations Act (GAA) for Fiscal Year (FY) 2024" and RA 12116 or the "GAA for FY 2025."
2. This Order defines the process for availing the free assessments from the Technical Education and Skills Development Authority (TESDA) for SHS-TVL learners and free accreditation of teaching and non-teaching personnel from public and private schools as Technical Vocational Education and Training (TVET) Competency Assessors.
3. This Order shall take effect upon its approval and after publication on the DepEd website. Its certified copies shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC), UP Diliman, Quezon City. It shall remain in effect for as long as the funds covered by the GAA for FY 2024 and FY 2025 dedicated for SHS-TVL assessments remain available.
4. For more information, please contact the Office of the Director IV, Bureau of Curriculum Development, 3rd Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bcd.od@deped.gov.ph or at telephone numbers (+63 2) 8636-5096 or 8632-7267.
5. Immediate dissemination of and strict compliance with this Order is directed.


SONNY ANGARA
Secretary





(Enclosure to DepEd Order No. **003** , s. 2025)

**GUIDELINES ON THE IMPLEMENTATION OF QUALITY-ASSURED ASSESSMENT
FOR THE NATIONAL CERTIFICATION OF LEARNERS IN THE SENIOR HIGH
SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK AND EXPANSION OF
THE NUMBER OF COMPETENCY ASSESSORS**

I. Rationale

Section 12 of Republic Act No. (RA) 10533, also known as the “Enhanced Basic Education Act of 2013,” states that the Department of Education (DepEd), the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), Technical-Vocational Institutions (TVIs), and Higher Education Institutions (HEIs) shall coordinate closely to implement strategies that ensure academic, physical, financial, and human resource capabilities.

The implementation of the Senior High School (SHS) program, particularly the Technical-Vocational-Livelihood (TVL) track, revealed low assessment participation rates for Grade 12 learners in School Year (SY) 2019-2020 (25.7%) and SY 2020-2021 (6.8%). These assessment participation rates were attributed to the prohibitive cost of National Certificate (NC) assessments. However, the passing or certification rates among those who took the assessments were remarkably high, at 98% in SY 2019-2020 and 97% in SY 2020-2021.

The RA 11975, or the “General Appropriations Act (GAA) for Fiscal Year (FY) 2024,” and RA 12116, the “GAA for FY 2025”, have allocations for the assessment of SHS learners enrolled in the TVL track and issuance of NCs. This will ensure that TESDA can conduct assessments at no out-of-pocket cost to SHS-TVL learners.

Additionally, RA 11975 provides funding for the expansion of accredited competency assessors in order to support the accreditation of additional assessors needed for the implementation of the SHS assessment and certification support programs. TESDA, in coordination with DepEd, is responsible for selecting and prioritizing eligible personnel in Senior High Schools that offer the TVL track. This provision was further extended in RA 12116, under the Development, Implementation, Monitoring, and Evaluation of Assessment and Certification Systems to further support the accreditation of additional assessors, including those for SHS assessment and certification.

In this light, this DepEd Order adopts the process for availing the TESDA’s free assessments for SHS-TVL learners and free training, assessment, and accreditation for assessors among teaching and non-teaching personnel in public and private schools.

II. Scope

Consistent with the GAA for FY 2024 and 2025, this DepEd Order provides the guidelines for the certification assessment for all SHS TVL learners in public and private schools.

Particularly, these guidelines cover the free assessments for the following learners:

- SHS-TVL track learners (both Grades 11 and 12) currently enrolled in public and private schools for SY 2024-2025 and SY 2025 - 2026
- Alternative Learning System (ALS) learners in the SHS-TVL track currently enrolled in public and private learning centers for SY 2024-2025 and SY 2025 - 2026
- SHS-TVL Graduates and ALS Graduates in the SHS-TVL track from private and public schools from SY 2022-2023 and SY 2023-2024

Beneficiaries of the Joint Delivery Voucher Program (JDVP) will be allowed to avail of the free assessment, provided they have completed the training for the qualification they intend to pursue.

Furthermore, these guidelines include provisions for the training, assessment, and accreditation of DepEd personnel as Technical Vocational Education and Training (TVET) Competency Assessors (CAs). All public and private school teachers, including those who do not teach SHS-TVL, as well as non-teaching personnel, may avail themselves of this training, assessment, and accreditation.

Finally, the guidelines also include rules for accrediting DepEd Senior High Schools as Assessment Centers (ACs) or Designated Assessment Venues (DAVs).

III. 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 (AC)** refers to an establishment officially authorized by TESDA to manage the assessment of candidates for national certification.
- c. **Accredited Competency Assessor/Competency Assessor (CA)** 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 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.
- j. **Specializations** refer to subjects that are classified under the four strands of TVL, namely, Information and Communication Technology (ICT), Agriculture and Fishery Arts (AFA), Home Economics (HE), and Industrial Arts (IA). These specializations may or may not have a National Certificate (NC) equivalence from TESDA.

IV. Policy Statement

To enhance the implementation of the Senior High School (SHS) Technical-Vocational-Livelihood (TVL) program, DepEd issues this Order to facilitate the provision of free competency assessments for SHS-TVL learners and free training, assessment in Trainers Methodology Level I COC 2, and accreditation of additional competency assessors. Pursuant to Republic Act Nos. 11975 and 12116, these guidelines aim to address financial barriers to National Certification (NC) assessments, improve certification rates, strengthen the quality of TVL education, and ultimately improve the employability of our learners. DepEd, in coordination with TESDA, shall ensure the effective implementation of the initiatives covered by these guidelines.

V. Procedures

A. Application of SHS-TVL and ALS Learners and Graduates and Learner-Beneficiaries under the JDVP as Candidates for Competency Assessment

1. By default, SHS-TVL learners and graduates in formal education and ALS, as well as learner-beneficiaries under the JDVP, may avail of the full subsidy for one (1) qualification for assessment, subject to the usual auditing and accounting rules and regulations. TESDA will notify DepEd by the 3rd quarter of 2025 if there is an excess in the budget allocation, which can be used for multiple qualification assessments.
2. The SHS-TVL learners and graduates can choose from any of the qualifications for which they have completed the appropriate training, subject to assessor availability. Assessment shall cover only Qualifications with promulgated Training Regulations.

3. The SHS-TVL teachers shall assist the learners/candidates in completing the requirements, which include the Assessment Application Form, accomplished Self-Assessment Guide (SAG), and three (3) colored passport-size pictures with white background. The application form and self-assessment guide are available for downloading from the TESDA website (www.tesda.gov.ph).
4. The endorsement of the list of learners and the submission of the respective assessment application documents may follow any of the three (3) approaches described below:
 - a. The SHS Principal/Head may endorse the required documents directly to the nearest TESDA Provincial or District Office within their respective jurisdiction. If the school opts for this approach, a copy of the endorsement should also be provided to the Education Program Supervisor (EPS) responsible for SHS-TVL of their Schools Division Office (SDO).
 - b. The DepEd School Division Superintendent (SDS), through the EPS in charge of SHS-TVL of the SDO, shall consolidate submissions from all schools and forward the complete set of documents to the nearest TESDA Provincial Office or District Office.
 - c. Direct application: Alternatively, SHS-TVL learners may apply directly to any TESDA Provincial or District Office to avail of the free assessment, provided that they will present an original or certified true copy of any official document with their Learner Reference Number (LRN) such as Form 137 or School Form 10, diploma, and School Form (SF) 9 (report card).
5. In accordance with the FY 2025 General Appropriations Act provision on the Senior High School Assessment and Certification Support Program, learners under the TVL Track are required to undergo a competency assessment for National Certification. Therefore, SHS-TVL learners from public schools must submit their applications prior to their graduation from Senior High School.
6. Assessments will be available to all qualified recipients (see Sec. II on Scope) on a first-come, first-served basis, contingent on the availability of FY 2025 funds. The following indicative timeline outlines the prioritization of the assessment takers:

Time Frame	Priority groups
February to May 2025	• Grade 12 SHS-TVL track learners enrolled in public schools for SY 2024-2025 • Alternative Learning System learners in the SHS-TVL track enrolled in public community learning centers for SY 2024-2025

Time Frame	Priority groups
June to August 2025	• Grade 12 SHS-TVL track learners enrolled in public schools for SY 2025-2026 • Alternative Learning System learners in the SHS-TVL track enrolled in public community learning centers for SY 2025-2026
September to October 2025	• SHS-TVL Graduates from private and public schools from SY 2022-2023, SY 2023-2024, and SY 2024-2025 • Grade 12 SHS-TVL track learners enrolled in private schools for SY 2025-2026

Following this timetable, teachers are enjoined to prioritize supporting the Grade 12 students who are graduating by the end of SY 2024-2025.

7. To facilitate the scheduling of assessments, school heads, schools' division superintendents, and learners are highly encouraged to submit applications during the first week of each month.

B. Accreditation of Public and Private Teaching and Non-teaching Personnel as TVET Competency Assessors

1. DepEd SDS, through the EPS in charge of the SHS-TVL in the SDO, shall identify and endorse the list of public and private school teaching and non-teaching personnel who will undergo accreditation as Competency Assessors to the TESDA Provincial or District Offices.

DepEd may endorse teaching and non-teaching personnel regardless of whether they:

- a. possess a National Certificate (NC) (at least NC Level II) in the qualification for which he/she intends to be an Accredited CA;
 - b. have undergone training on Training Methodology (TM) I- Certificate of Competency (COC) 2 - Conduct of Competency Assessment (CA) program; and
 - c. have undergone accreditation as CA.
2. Teaching and non-teaching personnel seeking accreditation as Competency Assessors must fulfill all the requirements stipulated in the TESDA Implementing Guidelines.
 3. Teaching and Non-Teaching Personnel shall comply with the following:

- a. Eligibility Standards
 - i. Practitioner of the occupation/trade or a teacher/instructor/trainer in the trade area as defined in the Implementing Guidelines of the qualification; Candidates without required industry work experience shall be granted Provisional Accreditation, subject to guidelines promulgated by the TESDA Board for the purpose;
 - ii. For those with NC: Holder of NC Level 2 or higher of the Qualification;
 - iii. For those without NC: Must undergo and pass competency assessment in the related qualification he/she intends to be an Accredited Competency Assessor;
 - iv. Holder of Trainers Methodology Certificate Level I (TM I) and/or TM I-COC 2 – Conduct Competency Assessment;
 - v. Fluent, both written and oral, in the language of the examination; and
 - vi. Have assisted in the conduct of actual assessment:
 1. New applicant-competency assessor must have conducted actual assessment (also known as “loading”) of at least one (1) assessment schedule, with minimum of five (5) candidates or more until it satisfies the requirements for becoming a Competency Assessor, under the supervision of a Lead Assessor; and
 2. Accredited competency assessors in related qualifications shall only be required to conduct actual assessment/loading to at least two (2) candidates under the supervision of a Lead Assessor.
- b. List of Requirements
 - i. Endorsement from the DepEd SDS through the EPS in charge of the SHS-TVL of the SDO where the teacher is assigned;
 - ii. Accomplished Application Form with an attached passport-size picture, white background, and with handwritten name and signature;
 - iii. One (1) 2” x 2” picture with white background and handwritten name and signature;
 - iv. Transcript of Records or its equivalent;
 - v. Certificate of Employment indicating compliance with the required number of years of relevant work/industry experience for the qualification as specified in the promulgated Training Regulations;
 - vi. NC Level II or higher (if applicable);
 - vii. TM I-COC 2 Conduct Competency Assessment (if applicable); and
 - viii. Certification of Loading (if applicable), as attested by the Assessment Center Manager, National/Regional/Provincial/District Lead Assessor, and the TESDA Representative, that the Applicant-Competency Assessor has assisted in the assessment of at least one (1) assessment schedule with a minimum of five (5) candidates or minimum of two (2) candidates under the

supervision of the National/Regional/Provincial/ District Lead Assessor.

4. For Teaching and Non-Teaching Personnel, the following procedures shall apply:
 - a. The TESDA, through its Regional/Provincial Office, shall identify the training providers with a registered TM I program for the conduct of TM I-COC 2 training. The training cost on TM I-COC 2 shall be shouldered by TESDA, subject to the availability of funds.
 - b. The TESDA Provincial Office shall coordinate the conduct of the competency assessment in TM I-COC 2 of public and private teaching and non-teaching personnel and issue the TM I-COC 2 certificate if deemed competent.
 - c. After the TM training and assessment, the accreditation as a SHS Competency Assessor is mandatory. For the first two (2) years, commencing from the date of signing until December 2025, the TESDA Regional Office shall accredit the SHS-TVL teachers as CAs to assess only SHS graduates. The accreditation process shall adhere to the existing procedure on accreditation of CAs unless otherwise stated in these guidelines for identified specific provisions.
 - d. Teaching and non-teaching personnel with expired National Certificates (NCs) may have their certification renewed by any TESDA Provincial or District Office without needing to undergo the initial application process, as long as the Training Regulations (TR) remains unchanged. Teaching and non-teaching personnel with expired National Certificate (NC) shall automatically be subjected to renewal by any TESDA Provincial or District Office following requirement(s) stipulated in the TR unless otherwise amended.
 - e. The accreditation shall be valid only until the expiry date of the relevant NC. Upon expiration, the holder shall file for renewal of both the NC and accreditation as Competency Assessor subject to the Implementing Guidelines of the qualification.
 - f. The training cost, assessment fee and processing fee for TM I COC 2 shall be shouldered by TESDA. The said training cost or assessment fee shall be billed within seven (7) working days after the conduct of training and/or assessment and shall be paid upon submission of required documents.
 - g. The accreditation fee for a competency assessor per qualification shall be shouldered by TESDA, subject to the availability of funds. The said fee shall be paid to the respective

TESDA *Sariling Sikap* Program (SSP) account of the Provincial or District Offices prior to the issuance of the Accreditation Certificate.

- g. The public and private teaching and non-teaching personnel with complete requirements shall be prioritized in the availment of free TM I-COC 2 training and assessment, and/or free accreditation fee as a Competency Assessor, whichever is applicable.
 - h. Teaching and Non-Teaching Personnel who have been accredited as Competency Assessor is entitled to claim the assessor's fee for competency assessments conducted, subject to existing government accounting and auditing rules and regulations.
- 5. To avoid disruption of classes, the school head shall arrange for a substitute teacher if the schedule falls on a weekday (DepEd Order No. 9, s. 2005).
 - 6. If any of the activities related to the accreditation of competency assessors take place on a weekend, teaching and non-teaching personnel from public schools shall be entitled to service credits or compensatory time off (CTO) (Joint Circular No. 2, series of 2024 by the Civil Service Commission and Department of Budget and Management, and DepEd Order No. 13, s. 2024).

C. Accreditation of Senior High Schools as Assessment Centers

- 1. The Senior High School (SHS) Assessment Center- Applicant shall submit the requirements for accreditation.
- 2. Accreditation as Assessment Center shall be valid for two (2) years, subject to renewal or cancellation based on the results of the compliance audit conducted by TESDA.
- 3. Accreditation process shall adhere to the existing procedure on accreditation as Assessment Centers.

D. Application of Senior High Schools as Designated Assessment Venues (DAVs)

- 1. The DepEd SDO shall endorse the list of SHS that can serve as DAVs to the TESDA Provincial/District Office.
- 2. The DAVs shall comply with the required tools, equipment, supplies, and materials specified in the Competency Assessment Tools (CATs). The list of minimum requirements for tools and equipment per

qualification can be accessed through this link:
<https://bit.ly/TEMS1>.

3. The accomplishment of the assessment shall be credited to the Accredited AC.

VI. Monitoring and Evaluation

Central Office

The Curriculum and Teaching Strand, through the Bureau of Curriculum Development (BCD), shall monitor and provide technical assistance, as needed, for the effective implementation of this DepEd Order. The BCD shall also conduct a periodic review and evaluation of these guidelines. The Field Operations strand shall also hold regular meetings with TESDA counterparts to ensure proper implementation of these guidelines and accurate reporting of certified learners.

Regional Office

The Curriculum and Learning Management Division (CLMD), through the Technology and Livelihood Education (TLE)/TVL Supervisor, shall monitor the compliance of the SDOs with all procedures in these guidelines and shall report the number of SHS-TVL learners who were certified. The CLMD will consolidate the data from the SDOs and submit the same to the Central Office through the Curriculum and Teaching and Field Operations strands.

Schools Division Office

The Curriculum Implementation Division (CID), through the TLE/TVL Supervisor, shall monitor the compliance of SHS-TVL schools with these guidelines. Further, the CID shall consolidate the number of SHS-TVL learners who took and passed the national assessment, and the number of teaching and non-teaching personnel who have been accredited as TVET CAs. The data will be submitted to the Regional Office.

School

The SHS Principal/Head shall submit reports to the SDO on the number of SHS-TVL learners who took and passed the national assessment and the number of teaching and non-teaching personnel who have been accredited as TVET CAs.

VII. References

DepEd Order No. 13, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers

DepEd Order No. 9, 2005, Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith

DepEd Order No. 006, s. 2023, Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations for School Year 2022-2023

Joint Memorandum Circular series of 2024, Ensuring Quality Assured Assessment for Certification of Senior High School Technical-Vocational Livelihood Track

Joint Circular No. 2, series of 2024, Guidelines on Overtime Services and Overtime Pay for Government Employees

TESDA Circular No. 45, series 2024, Implementing Guidelines on Senior High School (SHS) Assessment and Certification Support Program

VIII. Effectivity/Transitory

This Order shall take effect immediately upon publication in the DepEd website. All other memoranda and policies inconsistent with these guidelines are hereby repealed. Certified copies of this Order shall be registered at the Office of the National Administrative Register (ONAR) of the UP Law Center, University of the Philippines Diliman, Quezon City.

Annex A

SHS-TVL Learners' National Certification Assessment Process

PROCESS FLOW FOR SCHOOLS

This process flow has been laid out to support **school heads and teachers** in particular. For other field personnel, please refer to the guidelines for the complete details of the process.

Step 1: Identify eligible learners

- Refer to the guidelines for the specific eligibility requirements
- For SY 2024-2025, prioritize the Grade 12 formal and ALS learners
- Ensure that learners have taken qualifications with promulgated Training Regulations

Step 2: Prepare learners for application

Ensure that learners are able to prepare their application requirements, namely:

- Assessment Application Form
- Accomplished Self-Assessment Guide (SAG)
- Three (3) passport-size pictures (white background)

The Application Form and SAG are available for download from the TESDA website.

Step 3: Submit Application Documents, preferably by the 1st week of the month

- **Option 1:** SHS Principal/Head endorses documents to TESDA Provincial/District Office and EPS.
- **Option 2:** DepEd SDS consolidates school submissions and forwards them to TESDA.

Step 4: Wait for feedback on the schedule of assessments and disseminate the same to the students.

Step 5: Remind students to proceed to the designated venue on the date of the assessment.

DEPED ORDER NO. 003, S. 2025

Guidelines on the Implementation of Quality-Assured Assessment for the National Certification of Learners in the Senior High School Technical-Vocational-Livelihood Track and Expansion of the Number of Competency Assessors

• **Expanded Beneficiaries**

- Grades 11 & 12 SHS-TVL track learners in public and private schools for SY 2024-2025 and SY 2025 - 2026
- Alternative Learning System (ALS) learners in the SHS-TVL track in public and private learning centers for SY '24-'25 & SY '25-'26
- SHS-TVL Graduates and ALS Graduates in the SHS-TVL track from private and public schools from SY 2022-2023 and SY 2023-2024
- Beneficiaries of the Joint Delivery Voucher Program (JDVP), provided they have completed the training for the qualification they intend to pursue.

- **Made assessment mandatory** for public school students (FY 2025 General Appropriations Act provision on the Senior High School Assessment and Certification Support Program). SHS students must submit their application before graduation

- To facilitate the scheduling of assessments, learners, school heads, and schools division offices are encouraged to submit their applications by the first week of the month.

Week	Activity
Week 1	Submission of Applications
Week 2 and 3	Processing and Scheduling of Assessment
Week 4	Assessment Week

Indicative Timeline for Prioritization of Assessment Takers

Time Frame	Priority Groups
February to May 2025	- Grade 12 SHS-TVL track learners enrolled in public schools for SY 2024-2025 - Alternative Learning System learners in the SHS-TVL track enrolled in public community learning centers for SY 2024-2025
June to August 2025	- Grade 12 SHS-TVL track learners enrolled in public schools for SY 2025-2026 - Alternative Learning System learners in the SHS-TVL track enrolled in public community learning centers for SY 2025-2026
September to October 2025	- SHS-TVL Graduates from private and public schools from SY 2022-2023, SY 2023-2024, and SY 2024-2025 - Grade 12 SHS-TVL track learners enrolled in private schools for SY 2025-2026

AMENDMENT TO DEPED ORDER NO. 006, S. 2023

Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations for School Year 2022-2023

- The P550 assessment subsidy was removed to allow the JDVP recipients to avail of the free assessments.
- TESDA will now shoulder the cost of assessments, which was previously covered under the JDVP-TVL voucher.
- TESDA will determine the assessment fee and directly bill and process the assessment upon submission of the application and required documents.
- The amended provisions will be effective retroactively, starting School Year 2024-2025.
- Assessments conducted before the issuance of this order will be subject to reconciliation based on TESDA's allocated funding.
- All provisions in DO 006, s. 2023 that are not affected by these amendments will remain in effect.
- **Note: Partner TVIs who have already administered before March 4, 2025 may still bill the full amount of P12,500**

Agreements from the latest alignment meeting

MARCH 14, 2025

- DepEd and TESDA to consider scheduling a **"National Assessment Week"** to mobilize all schools
- TESDA to share the list of current Designated Assessment Venues (DAVs) and DepEd to help in identifying schools that can be candidates for DAVs or Assessment Centers
- DepEd and TESDA will work together to address common issues causing delays, namely:
 - Absences during assessment
 - Conflict in schedule (e.g., student cannot find a schedule date due to Palaro)
 - Late filing of applications
 - Delay in the encoding of forms (manual process), further delayed by errors in filling out the application form

TESDA CIRCULAR

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

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 availment 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).

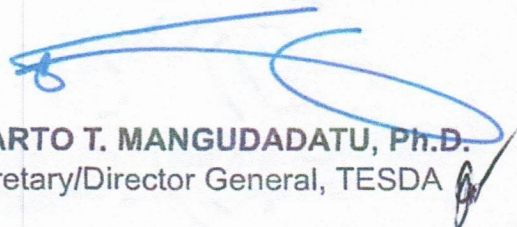
Store paper-based CATs in locked cabinets and rooms. Ensure digital repositories are accessible only to authorized personnel.

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



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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 expand the assessment infrastructure in order to deliver quality-assured assessment for certification of Senior High School (SHS) learners under 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 mandate 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 train and accredit Department of Education (DepEd) SHS Technical Vocational-Livelihood (TVL) teachers as TESDA Competency Assessors. This is to expand the number of TESDA Competency Assessors who are needed for the implementation of the SHS assessment and certification support program.

As fiscal support, the General Appropriations Act (GAA) 2024 (Republic Act No. 11975) Special Provisions for Support to Expand the Number of Teachers Accredited Assessors was enacted to materialize the implementation of this program, hence, this guidelines shall be issued.

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II. OBJECTIVES

The purpose of this guidelines is to:

- A. Ensure training and accreditation of DepEd SHS Teachers as Competency Assessors for the SHS TVL track; 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:

Support to Expand the Number of Accredited Assessors - This program is intended to support the accreditation of additional assessors that shall be needed for the implementation of the SHS assessment for certification support programs.

In the selection of potential assessors, the TESDA, in coordination with the DepEd, shall identify and prioritize eligible SHS-TVL teachers in implementing the SHS-TVL Track.

This Implementing Guidelines covers:

- A. Training and Assessment of DepEd SHS TVL teachers in Trainers Methodology Level I (TM I) Certificate of Competency (COC) 2 - *Conduct Competency Assessment*; and
- B. Accreditation of DepEd SHS TVL teachers as Competency Assessors (CA).

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.

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- B. **Accredited Assessment Center** - refers to an establishment officially authorized by TESDA to manage the assessment of candidates for national certification.
- C. **Accredited Competency Assessor/ Competency Assessor** - refers to an individual authorized by TESDA to assess the competencies of a candidate for national certification.
- D. **Assessment** - refers to the process of evaluating an individual's knowledge, skills, and attitudes (competencies) based on the predefined standards.
- E. **Certification** - is provided to those who meet the competency standards.
- F. **Competency** - refers to the acquired knowledge, skills, and attitude in accordance with the standard performance in the workplace. It refers to the specification of the knowledge, skills and attitude and the application of that knowledge, skills and attitude to the standard of performance required in the workplace.
- G. **Conduct Competency Assessment (Trainers Methodology I - Certificate of Competency 2)** - This unit covers the knowledge, skills and attitudes in conducting assessment. It details the requirements for organizing assessment activities, preparing the candidate, gathering and evaluating evidence, making assessment decisions, recording and providing feedback on assessment outcomes.
- H. **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.
- J. **Trainers Methodology (TM) Certificate I (TMC I)** - refers to the document issued to trainers who have achieved all the required units of competency identified in Level I (Trainer/Assessor) under the Philippine TVET Trainers Qualification Framework (PTTQF).

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

- A. The DepEd School Division Superintendent (SDS), through the Education Program Supervisor (EPS) in charge of the SHS - TVL of the Schools Division Office (SDO), shall identify and endorse to the TESDA Provincial/District Offices the list of the SHS teachers who will undergo training on at least Trainers Methodology Level I (TM I) - Certificate of Competency 2 (COC 2) Conduct Competency Assessment. They shall undergo accreditation as Competency Assessors. The TESDA Provincial/District Office (PO/DO) shall endorse the list to the Regional Office (RO) for the issuance of Certificate of Accreditation upon passing the Competency Assessment in TM I COC 2 and compliance with the requirements on the accreditation of competency assessors.

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

1. With or without NC in the qualification he/she intends to be an Accredited Competency Assessor; and
 2. With or without training on at least TM I - COC 2 Conduct of Competency Assessment program.
- B. In accordance with the provisions of existing TESDA Operating Procedure, the following requirements shall be complied by the SHS teachers who will be accredited as competency assessors:

B. 1 Eligibility Requirements for SHS - TVL Teachers with NC:

1. Practitioner of the occupation / trade or a teacher/ instructor/trainer in the trade area for at least two (2) years, or as defined in the Implementing Guidelines of the qualification; Candidates without required industry work experience shall be granted Provisional Accreditation, subject to guidelines promulgated by the TESDA Board for the purpose;
2. Holder of NC (at least NC Level II) of the same or higher qualification level where the assessor is accredited;
3. Holder of TMC I or COC 2 — Conduct Competency Assessment under TM I;

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4. Fluent, both in writing and in oral, in the language of the examination; and

5. Have assisted in the conduct of actual assessment:

5.1 New applicant-competency assessor must have conducted actual assessment (also known as "loading") in at least one (1) assessment schedule, with minimum of five (5) candidates or more until it satisfies the requirements for becoming a Competency Assessor, under the supervision of the Lead Assessor;

5.2 Accredited competency assessors in related qualifications shall only be required to conduct actual assessment/loading to at least two (2) candidates under the supervision of a Lead Assessor.

B.2 List of Requirements

1. Endorsement from the DepEd SDS through the EPS in charge of the SHS - TVL of the SDO where the teacher is assigned;
2. Accomplished Application Form with an attached passport-size picture, white background, and with handwritten name and signature;
3. One (1) piece picture, 2"x 2", white background, and with handwritten name and signature;
4. Transcript of Records;
5. Certificate of Employment indicating compliance to the required number of years of relevant work/industry experience for the qualification as specified in the promulgated Training Regulations;
6. NC Level II or higher;
7. TM I - COC 2 Conduct Competency Assessment; and
8. Certification of Loading attested by the Assessment Center Manager, National/Regional/Provincial/District Lead Assessor, and the TESDA Representative, that the Applicant-Competency

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Assessor has assisted in the assessment to at least one (1) assessment schedule with minimum of five (5) candidates/two (2) candidates under the supervision of the National/Regional/Provincial/District Lead Assessor.

C. Eligibility Requirements for Senior High School (SHS) Teachers without National Certificates:

1. Practitioner of the occupation / trade or a teacher/instructor/trainer in the trade area for at least two (2) years, or as defined in the Implementing Guidelines of the qualification; Candidates without required industry work experience shall be granted Provisional Accreditation, subject to guidelines promulgated by the TESDA Board for the purpose;
2. Must undergo and pass competency assessment in the related qualification he/she intends to be an Accredited Competency Assessor;
3. Must undergo training on TM I or TM I COC 2 and pass the National Assessment before applying for accreditation as Competency Assessor;
4. Fluent, both in writing and in oral, in the language of the examination; and
5. Must have conducted actual assessment (also known as "loading") in at least one (1) assessment schedule, with minimum of five (5) candidates or more until it satisfies the requirements for becoming a Competency Assessor, under the supervision of a Lead Assessor.

Item B.2 of Section V - List of Requirements applies also to the SHS - TVL Teachers without NC.

- D.** The TESDA, through its Regional/Provincial/District Office (RO/PO/DO), shall identify the training providers with registered TM I program for the conduct of TM I - COC 2 training. The training cost on TM I COC 2 shall be shouldered by TESDA subject to the availability of funds and shall be conducted through TESDA registered providers.

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For purposes of Qualification Map (QM) preparation for TM I COC 2 training, those SHS - TVL track teachers who don't have a National Certificate yet will not be included in the QM.

- E. The TESDA Provincial/District Office shall coordinate with DepEd the conduct of the competency assessment in TM I COC 2 of SHS - TVL teachers.
- F. The conduct of competency assessment shall adhere to existing procedures on competency assessment. The TM I COC 2 certificate shall be issued if the DepEd Teacher is found competent after the conduct of national assessment for the purpose.
- G. After the TM training and assessment, the accreditation as SHS Competency Assessor is mandatory.

Accreditation process shall adhere to the existing procedure on accreditation of Competency Assessors, unless otherwise stated in this IG for identified specific provisions.

- H. For the first two (2) years, commencing from the date of JMC signing until December 2025, the TESDA Regional Office shall accredit the SHS-TVL teachers who underwent the process mentioned above as Competency Assessors to assess **only** SHS graduates. The prohibition in this item (Item H, Section V) shall not apply to the Competency Assessors who are not the output of this process.
- I. The accreditation shall be valid only until the expiry date of the relevant National Certificate. Upon expiration, the holder shall file for renewal of both the NC and accreditation as Competency Assessor subject to Implementing Guidelines of the qualification.
- J. SHS-TVL teachers that have expired NC in the qualification aligned to the DepEd requirements, provided that the TR has not been amended, shall automatically be subjected for renewal by any TESDA Provincial/District Office, subject to the existing TESDA rules and regulations for the purpose.
- K. The SHS teachers with complete requirements shall be prioritized in the availment of free TM I COC 2 training cost and assessment fee and/or free accreditation fee as Competency Assessor, whichever is applicable.

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VI. 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.

VII. 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 training in TM I COC 2 and competency assessment of DepEd teachers, the budget allocation for training cost, assessment fee, processing fee and assessor's fee shall be managed by TESDA, in adherence to government accounting rules and regulations.
3. For the accreditation of assessors, the budget allocation for accreditation fee shall be managed by TESDA.
4. In the event of excess in the budget allocated for the learners and teachers, the remaining fund will be used for an additional qualification training/assessment through preparation of another Qualification Map covering the DepEd SHS personnel and subject to the same rules and regulations provided, however, subject to the usual accounting and auditing rules and procedures.
5. Funds which remain unutilized as of December 31, 2025 shall be reverted to the National Treasury.

B. Details on Training Cost, Assessment Fee, Processing Fee and Accreditation Fee

1. The TESDA Technology Institutes (TTIs)/ Technical Technical Vocational Institutions (TVIs) shall bill and collect the TESDA Provincial/District Office with particulars on the Training Cost.

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The training cost shall be billed within seven (7) working days after the conduct of the training and shall be paid upon submission of the following documents:

- Billing Statements;
- Duly approved MIS-03-02/Terminal Report generated from Trainees' Profiles encoded in the T2MIS or BSRS;
- Daily Attendance Sheet for the duration of the training (generated from the T2MIS or BSRS, if applicable);
- Other supporting documentary evidence, as applicable, demonstrating that the TTIs/TVIs actually conducted the training and the actual number of learners (SHS TVL-track Teachers) who attended the program, such as, but not limited to attendance sheets with electronic signature of trainees, and screenshots, gallery photo of trainees or actual training outputs during the performance of tasks

2. 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 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.

3. 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

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Assessment Tools (CATs), and other assessment and certification related activities.

4. The Accreditation Fee amounting to five hundred pesos (Php 500.00) only for each DepEd Applicant-Assessor per qualification shall be withheld by the Regional Office (RO) until the RO CAC Focal approves the endorsed documents or requirements of the DepEd Applicant-Assessor.

The PO/DO shall submit a billing statement. The RO shall deposit the said accreditation fee to the Sariling Sikap Program (SSP) Fund of the respective PO/DO to cover the expenses incurred such as supplies and materials in preparing the accreditation documents and other assessment and certification-related activities.

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 ROs 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);
 - The RO Budget Officer shall consolidate the reports and reflect the same in the FARs.

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VIII. 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 Analyst shall monitor the actual utilization and unutilized funds based on the submitted QM. Accordingly, the Finance Officers at the RO/PO shall maintain 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 Training/Assessment Centers particularly those granted with slots for the training and assessment of DepEd SHS TVL teachers.
- D. The TESDA Provincial/District Offices shall maintain a separate registry of SHS DepEd Teachers trained, assessed, certified and accredited as Competency Assessors.
- 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 TVL-track Teachers shall also be counted in the report on Process Cycle Time (PCT).

IX. Risk Management

The following are the identified risks in the implementation to expand the number of Accredited Assessors:

- 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.

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3. Inconsistent and unfair assessment practices of different assessors may occur if robust quality assurance mechanisms are not in place.
4. Unauthorized access, loss or mishandling of Competency Assessment Tools (CATs).

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. 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.

X. 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.

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XI. Effectivity

This Circular shall take effect immediately.


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Secretary/Director General, TESDA

