

CAREER PROGRESSION AND SPECIALIZATION PROGRAM  
AND CREDIT ACCUMULATION AND  
TRANSFER SYSTEM  
(**CPSP-CATS**)

AN INTRODUCTION

# MILESTONE 1. AQRF

## 1.1 Association of Southeast Asian Nations Founded in 1967

- Malaysia
- Indonesia
- Philippines
- Singapore
- Thailand
- Brunei
- Vietnam
- Laos
- Myanmar
- Cambodia

## 1.2 ASEAN Qualifications Reference Framework (AQRF) concept draft presented and approved in May 2010 in Manila

**1.3 The ASEAN Qualifications Reference Framework (AQRF)** is a common regional reference framework that enables comparisons of education qualifications across participating ASEAN Member States. Its objectives include support and recognition of qualifications of service providers, including various professionals.

## 1.4 THE AQRF LEVEL DESCRIPTORS

- Composed of eight (8) levels based upon a hierarchy of complexity of learning outcomes, with each level grouped into three (3) domains:
  - Knowledge and Skills
  - Application
  - Degree of Independence  
(Responsibility and Accountability)
  
- Each level contains the appropriate descriptors under the 3 domains.

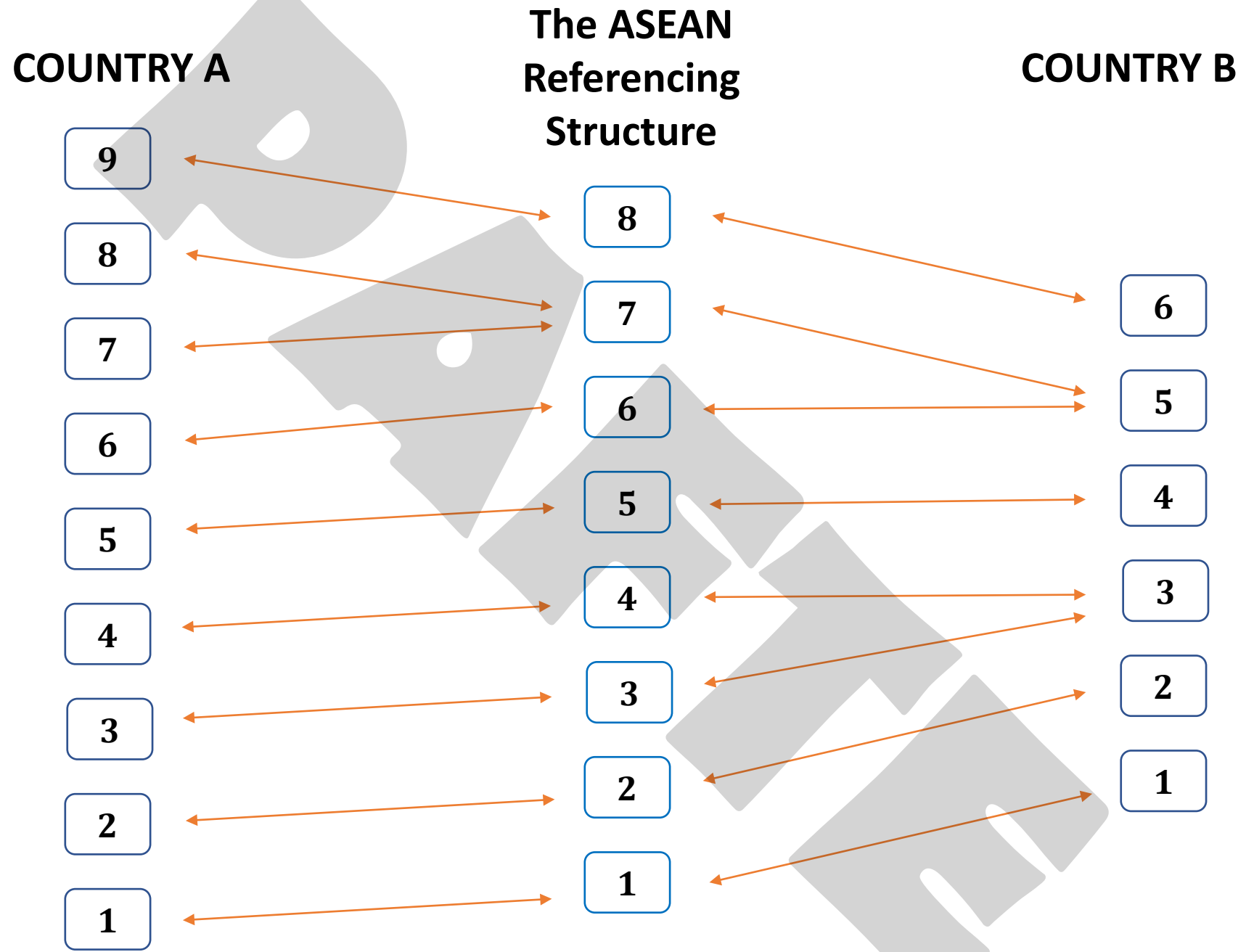
# 1.5 AQRF Domain Descriptors

LEVEL	KNOWLEDGE AND SKILLS	APPLICATION	RESPONSIBILITY
1	Basic and general  Involve simple, straight-forward and routine actions	Involve structured routine processes	Involve close levels of support and supervision
2	General and factual  Involve use of standard actions	Involve structured processes	Involve supervision and some discretion for judgment on resolving familiar issues
3	Include general principles and some conceptual aspects  Involve selecting and applying basic methods, tools, materials and information	Are stable with some aspects subject to change	Involve general guidance and require judgment and planning to resolve some issues independently

LEVE L	KNOWLEDGE AND SKILLS	APPLICATION	RESPONSIBILITY
4	<p>Technical and theoretical with general coverage of a field</p> <p>Involve adapting processes.</p>	<p>Are generally predictable but subject to change</p>	<p>Involve broad guidance requiring some self-direction and coordination to resolve unfamiliar issues</p>
5	<p>Detailed and theoretical knowledge of a general field</p> <p>Involve analytical thinking</p>	<p>Are often subject to change</p>	<p>Involve independent evaluation of activities to resolve complex and sometimes abstract issues</p>
6	<p>Specialized, technical and theoretical within a specific field</p> <p>Involve critical and analytical thinking</p>	<p>Are complex and changing</p>	<p>Require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues</p>

LEVE L	KNOWLEDGE AND SKILLS	APPLICATION	RESPONSIBILITY
7	<p>At the forefront of a field and show mastery of a body of knowledge</p> <p>Involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice.</p>	<p>Are complex and unpredictable and involve the development of innovative solutions to resolve issues</p>	<p>Require expert judgement and significant responsibility for professional knowledge, practice and management</p>
8	<p>At the most advanced and specialized level and at the frontier of a field</p>	<p>Are highly specialized and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues</p>	<p>Require authoritative and expert judgment in management of research or/and organization and significant responsibility for extending professional knowledge and practice and creation of new ideas and/or processes.</p>

# 1.6

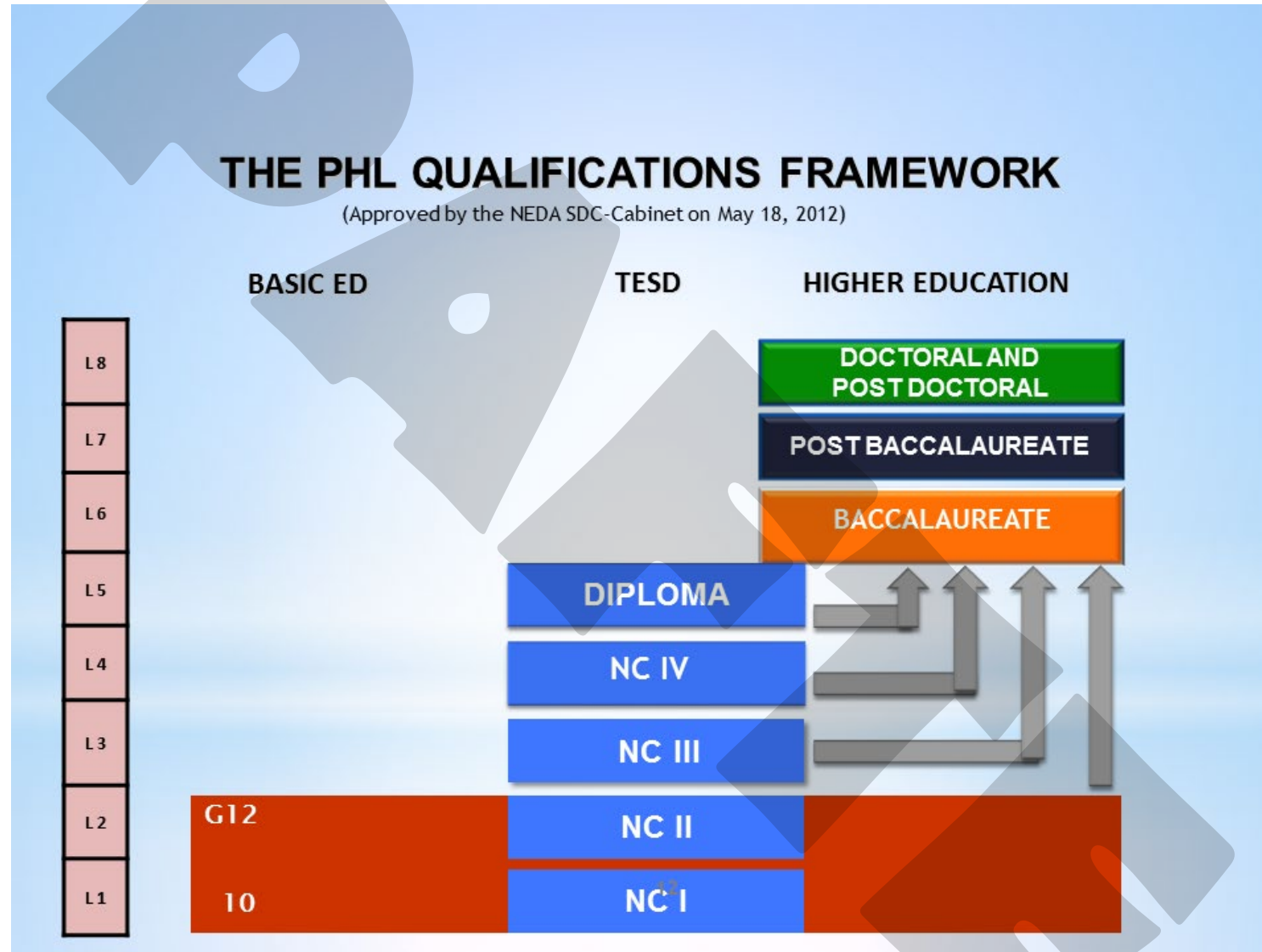


# MILESTONE 2. PQF

- 2.1 The Philippine Qualifications Framework (PQF) was signed as Executive Order NO. 83 in October 2012 by then President Benigno Aquino III designed to harmonize basic education, technical and vocational education and higher education into a nationwide unified framework of skills and competencies.
- 2.2 Subsequently signed into Law in 2018 as R.A. 10968 institutionalizing the PQF.



## 2.3



## 2.4 PQF Level Descriptors

LEVEL	QUALIFICATION TYPE	KNOWLEDGE, SKILLS AND VALUES	APPLICATION	DEGREE OF INDEPENDENCE
I	<b>National Certificate I</b>	Knowledge skills that are manual or concrete or practical and/or operational <b>in focus.</b>	Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures.	In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.

LEVEL	QUALIFICATION TYPE	KNOWLEDGE, SKILLS AND VALUES	APPLICATION	DEGREE OF INDEPENDENCE
II	<b>National Certificate II</b>	Knowledge and skills that are manual, practical and/or operational in focus with a <b>variety of options.</b>	Applied in activities that are <b>set in a range of familiar</b> predictable context; <b>Involve routine</b> issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures.	In conditions where there is <b>substantial support</b> , guidance or supervision; limited judgment or discretion is needed.

LEVEL	QUALIFICATION TYPE	KNOWLEDGE, SKILLS AND VALUES	APPLICATION	DEGREE OF INDEPENDENCE
III	<b>National Certificate III</b>	<p>Knowledge skills that are a balance of <b>theoretical and/or technical and practical.</b></p> <p>Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used.</p>	<p>Applied in activities that <b>set in contexts with some unfamiliar or unpredictable aspects;</b> involve routine and <b>non-routine issues</b> which are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations.</p>	<p>Application at this level may <b>involve responsibility or autonomy,</b> and/or may involve some responsibility for others. Participation in teams including team or group coordination may be involved.</p>

LEVEL	QUALIFICATION TYPE	KNOWLEDGE, SKILLS AND VALUES	APPLICATION	DEGREE OF INDEPENDENCE
IV	<b>National Certificate IV</b>	<p>Knowledge and skills that are <b>mainly theoretical and/or abstract with significant depth in one or more areas</b>; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.</p>	<p>Applied in activities that are <b>set in a range of familiar</b> most of which involve a number of unfamiliar and/or unpredictable aspects; <b>Involve largely non-routine issues</b> which are addressed using guidelines or procedures which require interpretation and/or adaptation.</p>	<p>Work <b>involve some leadership</b> and guidance when organizing activities of self and others.</p>

LEVE L	QUALIFICATIO N TYPE	KNOWLEDGE, SKILLS AND VALUES	APPLICATION	DEGREE OF INDEPENDENCE
V	<b>Diploma</b>	<p>Knowledge skills that are mainly theoretical and/or abstract with significant depth in some areas together with <b>wide-ranging, specialized technical, creative and conceptual skills</b>. Perform work activities <b>demonstrating breadth, depth and complexity</b> in the planning and initiation of alternative approaches to skill and knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination.</p>	<p>Applied in activities that are <b>supervisory, complex and non-routine</b> which are an extensive interpretation and/or adaptation/innovation.</p>	<p>In conditions where there is <b>broad guidance and direction</b>, where judgment is required in planning and selecting appropriate equipment, services and techniques for self and other. undertake work involving participation in the development of strategic initiatives; as well as personal responsibility and autonomy in performing complex technical operations or organizing others.</p>

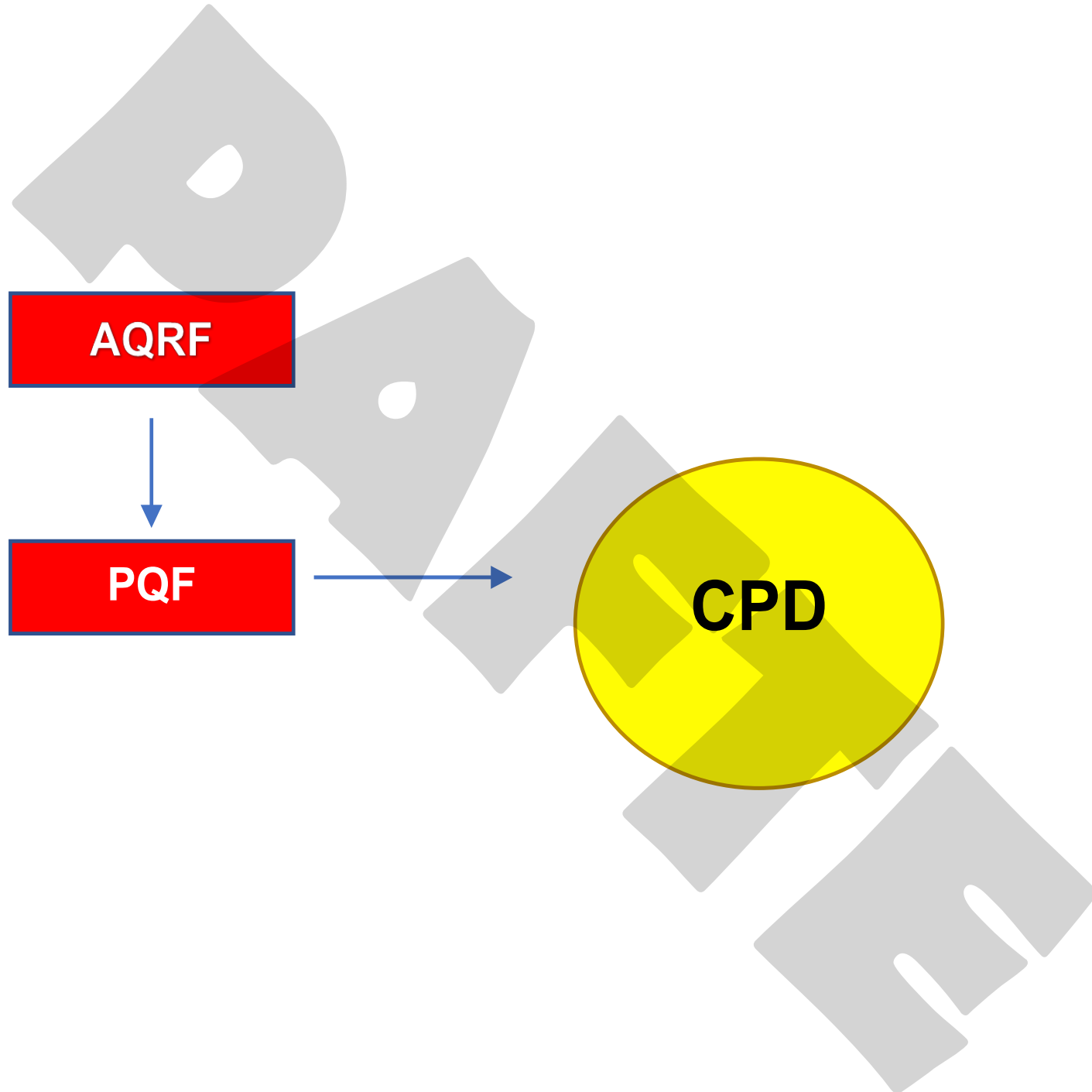
LEVEL	QUALIFICATION TYPE	KNOWLEDGE, SKILLS AND VALUES	APPLICATION	DEGREE OF INDEPENDENCE
VI	<b>Baccalaureate Degree</b>	Demonstrated <b>broad and coherent knowledge</b> and skills in their field of study for professional work and lifelong learning.	Application in professional/ creative work or research in a <b>specialized field of discipline</b> and/or further study.	Substantial degree of independence and/or in teams of related fields with minimal supervision.
VII	<b>Post-Baccalaureate Degree</b>	Demonstrated <b>advanced knowledge and skills</b> in a specialised or multi – disciplinary field of study for professional practice, self – directed research and/or lifelong learning.	Applied professional /creative work or research that requires <b>self – direction and/or leadership</b> in a specialized or multi – disciplinary professional work/research.	<b>High substantial</b> degree of independence that involves exercise of leadership and initiative in individual work or in teams of multi – disciplinary field.

LEVEL	QUALIFICATION TYPE	KNOWLEDGE, SKILLS AND VALUES	APPLICATION	DEGREE OF INDEPENDENCE
VIII	<b>Doctoral Degree and Post – Doctoral Programs</b>	<b>Demonstrated highly advanced systematic knowledge and skills</b> in highly specialized and/or complex multi – disciplinary professional practice and/or for the advancement of learning.	Applied for <b>professional leadership for innovation,</b> research and/or development and/or management in highly specialized multi – disciplinary field.	<b>Full independence</b> in individual work and/or in teams of multi – disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability.



# MILESTONE 3. CPD

- 3.1 The **Continuing Professional Development (CPD)** is the process of tracking and documenting the skills, knowledge and experience that professionals gain both formally and informally as they practice beyond their initial professional training. It is a record of what the professionals experience, learn and then apply. It became the CPD law in 2016 as R.A. 10912.
- 3.2 The CPD Law is presently undergoing legislative enhancement to implement one of its objectives which is to be the avenue for career advancement and specialization of professionals.



# MILESTONE 4. CPSP–CATS

- 4.1 Career Progression and Specialization is the tool and mechanism to address professionals' welfare employment and compensation issues, job-skill mismatch, portability and comparability of qualifications.
- 4.2 The CPSP enables the professional to move towards a more advanced stage in job title, position or practice as provided for in the Professional Regulatory Law of the profession in the PQF Law, and in the CPD Law.
- 4.3 Credit Accumulation and Transfer system (CATS) is the process in which quality assured Continuing Professional Development (CPD) credit units may be transferred or awarded to higher level of qualifications, pursuant to the Philippine Qualifications Framework (PQF). CPSP – CATS requires close partnership and coordination among the important stakeholders: the Learner (Professional), the CPD Provider, the Employer and the Awarding Body.

**AQRF**



**PQF**



**CPD**



**CPS-CATS**

# MILESTONE 5. INTERNATIONAL AGREEMENTS

- 5.1 **International Agreements** are formal understandings and commitments between two countries (bilateral) or more countries (multilateral) that enable member states to address vital environment, trans-boundary or global issues and recognition of trade in services, including professional services.
- 5.2 In ten (10) years' time 8 professions have been approved for recognition in the ASEAN member states through the Mutual Recognition Agreement (MRA) There are: Engineering, Nursing, Surveying, Architecture, Dentistry, Medicine, Accountancy, Tourism.
- 5.3 To speed up the process, PRC initiated starting relations through bi-lateral agreement – the Mutual Recognition of Professional Qualifications (MRPQ).

**AQRF**



**PQF**



**CPD**

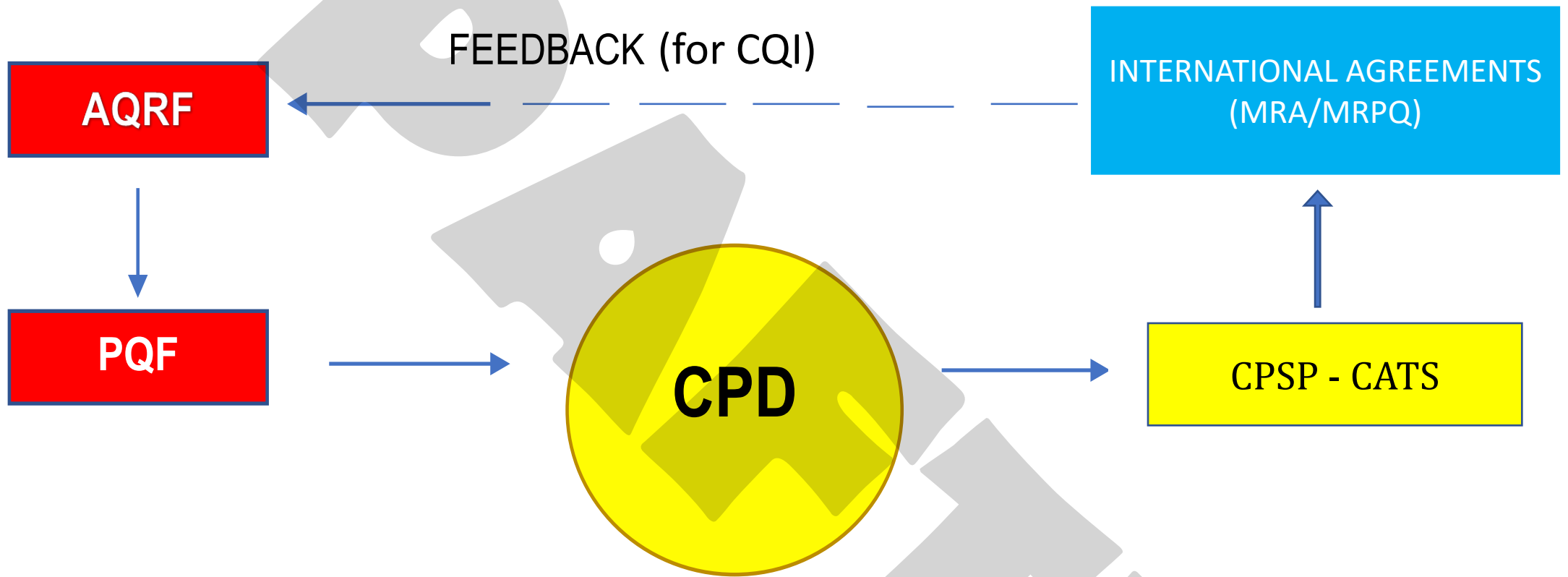


**CPS-CATS**



**INTERNATIONAL AGREEMENTS  
(MRA/MRPQ)**

# THE FIVE MILESTONES IN SEQUENTIAL GRAPHIC ORGANIZER

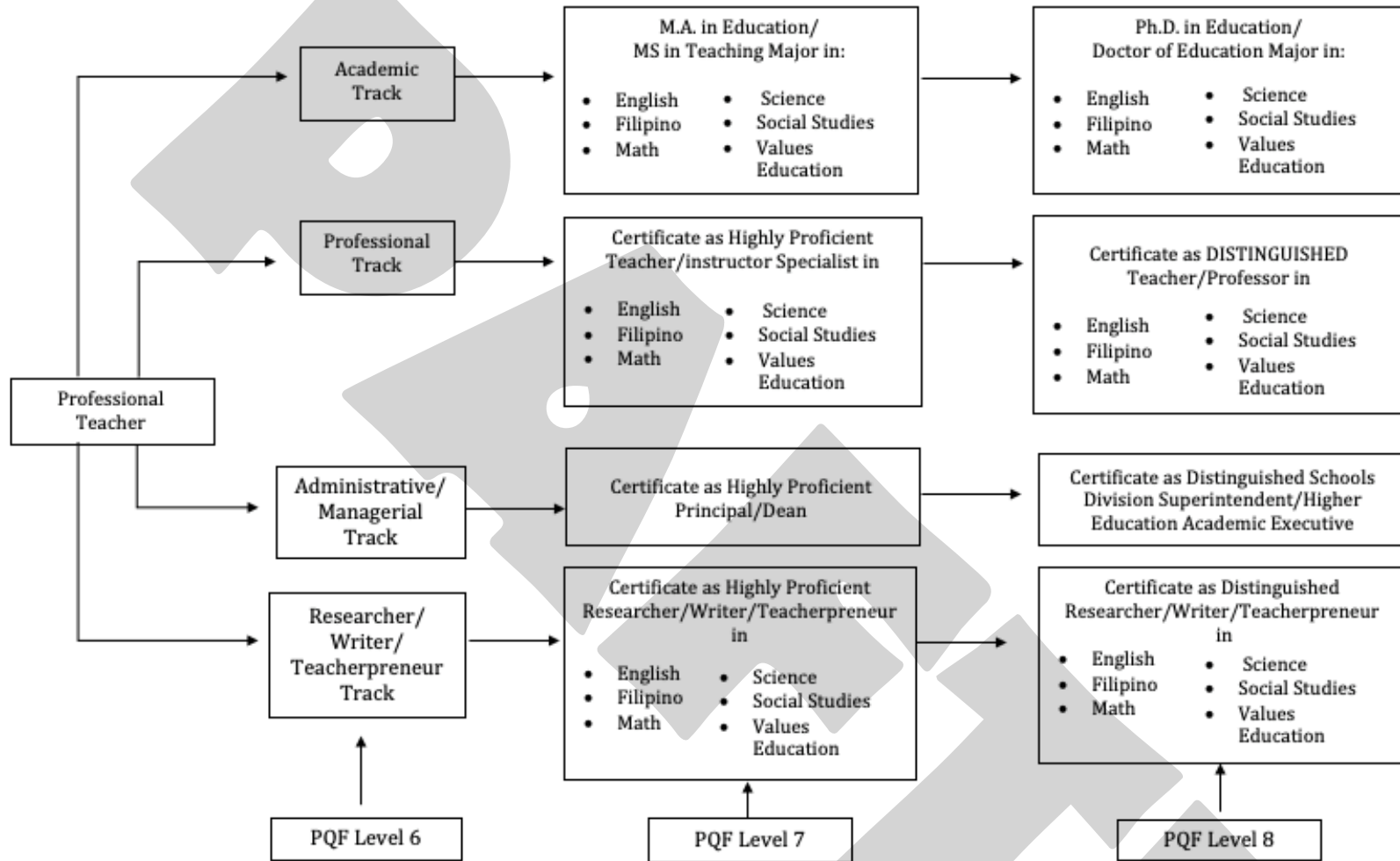


# THE CONTEXTUAL FRAMEWORK

WHERE DO WE GO FROM HERE?



**TWENTY-FIRST CENTURY CAREER PATHWAYS OF PROFESSIONAL TEACHERS**



**References:**

R.A. No. 7836, s. 1994  
 E.O. No. 174, s. 2022  
 C.M.O. No. 74 and 75, s. 2017  
<https://www.archives.gov>  
<https://www.prc.gov.ph>  
<https://www.studocu.com>