



Career Progression and Specialization Pursuant to RA 10912 and RA 10968

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**GEP Division III Regional Convention
Subic Bay Peninsular Hotel, Olongapo City
14-15 February 2020**

Outline of the Presentation

1. The Topic and Basic Definition of Terms
2. What is the topic's learning objectives?
3. What is it all about?
4. What needs to be done?
5. What shall we do to be able to comply?
6. What has been done so far?
7. Summary

What are we going to discuss today?

○ Career Progression and Specialization (CPS) Pursuant to RA 10912 and RA 10968

Definition:

- **Career Progression** – refers to the process of developing or moving towards a **more advanced state of a person's qualifications, job, title, position, or profession**; it outlines the route that one may follow in order to reach identified **career development goals**.
- **Specialization** – refers to the process of focusing one's occupational concentration on a **specific area of expertise**.

What is the learning objective?

- To know and understand CPS.
- To learn how to comply with the requirements of the law.
- To be updated on what had been done so far viz CPS.

What is it all about?

The Legal Bases:

- **Republic Act No. 10912** also known as the Continuing Professional Development Act of 2016 – *Lapsed into law on 21 July 2016.*
- **PRC Resolution No. 1032, Series of 2017**, entitled IRR of Republic Act No. 10912 – Approved on 15 February 2017.
- **PRC Resolution No. 2019-1146, Series of 2019**, entitled Amending Relevant Provisions of PRC Resolution No. 1032, Series of 2017 – Approved on 7 February 2019.

What is it all about?

The Legal Bases:

- **Republic Act No. 10968** known as the Philippine Qualifications Framework (PQF) Act of 2018 -
Approved by the President on January 16, 2019
- IRR of Republic Act No. 10968 (Signed by the Heads of Agencies; DepEd, DOLE, TESDA, CHED and PRC)

Note: Republic Act Nos. 10912 ad 10968 are complementary legislations.

CPS Related Provisions under RA10912

Section 4. Strengthening of CPD Program. – There shall be formulated and implemented CPD Programs in each of the regulated professions in order to:

XXX

(b) Ensure international alignment of competencies and qualifications of professionals through career progression mechanisms leading to specialization/sub-specialization.

XXX

CPS Related Provisions under RA10912

Definition:

- **Competence** – refers to the ability that extends beyond the possession of knowledge and skills.
- **Qualification** – refers to a status gained after person has been assessed to have achieved learning outcomes or competencies in accordance with the standard specified for a qualification title, and is proven by a document issued by a recognized agency.

CPS Related Provisions under RA10912

Section 12. Career Progression and Specialization. – The PRC and the PRBs, in consultation with the AIPO/APO, the Civil Service Commission (CSC), other government agencies and industry stakeholders, shall formulate and implement a **Career Progression and Specialization Program** for every profession. The Career Progression and Specialization Program shall **form part of the CPD.**

CPS Related Provisions under RA10912

Definition:

- **CPS Program** – refers to a group or cluster of initiatives, projects or activities managed in a coordinated way to obtain a pre-defined goal, objectives and benefits.
- **AIPO/APO** – refers to the Accredited and Integrated Professional Organization or Accredited Professional Organization (e.g., GEP/MGEI).
- **Industry Stakeholders** – refers to the representatives from the national government agencies, local government units, government-owned and controlled corporations, business sector, academic institutions, civil society groups, among others, with mandates/functions on and interests in geodetic engineering.

CPS Related Provisions under RA10912

Section 16. Fraud Relating to CPD. – XXX

In addition to the penalties in the aforementioned laws, a professional who is adjudged guilty of any fraudulent act relating to the CPD shall be meted with the penalty of suspension or revocation of his/her PRC Certificate of Registration and/or **Certificate of Specialization**.

XXX

CPS Related Provisions under RA10912

Section 3. Sections 10.1, 10.2, 10.3 and 10.4 are hereby deleted and shall be amended as follows:

xxx

Section 10. CPD as Mandatory Requirement in the Renewal of Professional License and Accreditation System for the Practice of Professions. – xxx

10.1 The implementation of this provision shall provide a transition period to develop the necessary standards, processes, capacity, and infrastructure while minimizing the cost and inconvenience to professionals covered by the requirement. Attached hereto as **Annex “A” is the list of the priority deliverables as **antecedent requirements** for the full implementation of the CPD Act of 2016.**

xxx

CPS Related Provisions under RA10912

Annex “A” – Priority Deliverables as **Antecedent Requirements** for the Full Implementation of the CPD Act of 2016.

xxx

PRBs and CPD Councils:

xxx

- Identification of the learning outcomes per level descriptor of the PQF as basis of the **Career Progression and Specialization**.
- Prescription of modules for CPD programs per level of qualification.

xxx

Definition

- **Antecedent Requirements** – refers to the needful **precursors** before the full implementation of RA 10912.
- **Learning Outcomes** – refers to **what a learner can be expected to know, understand and/or demonstrate** as a result of a learning through educational and/or work experience.
- **Level Descriptor** – refers to the general statement that summarizes the learning outcomes appropriate to a specific level in the PQF grouped in domains of learning. **It describes what an individual should be able to know, perform or demonstrate at a particular level.**

Definition

- **Qualification** – refers to **status gained after a person has been assessed to have achieved learning outcomes or competencies** in accordance with the standard specified for a **qualification title**, and is **proven by a document issued by a recognized agency or body**.

CPS Related Provisions under RA10968

- CPD has been explicitly described and discussed.
- The law does not mention and/or elaborate **CPS**.
- CPS, however, was incorporated under **Section 3 (Definition of Terms)** and part of an elaboration of **Paragraph 2 of Section 6 (Framework and Level Descriptors)** both under the IRR of RA 10968.

CPS Related Provisions under RA10968

Section 3. Definition of Terms. As used in this Rules:

XXX

c. Career Progression – In professional life is the **process of developing or moving towards a more advanced state in a person's qualifications, job, title, position, or profession**; It outlines the route one may follow in order to reach identified **career development goals**.

CPS Related Provisions under RA10968

- CPS was incorporated as an elaboration in Paragraph 2 of **Section 6 (Framework and Level Descriptors)** under the IRR of RA 10968, which reads as:

“The level descriptors shall also incorporate or take into consideration standards of career progression for professionals, specializations, and multi-disciplinary fields of study”.

Definition

- **Multi-disciplinary Fields of Study** – refers to something that **combines several fields of study or academic interests.**

CPS Related Provisions under RA10968

Section 6. Framework and Level Descriptors. Pursuant to Section 8 of the PQF Law, the PQF shall incorporate the qualifications level descriptors defined in terms of knowledge, skills and values, application, and degree of independence.

The PQF National Coordinating Council (PQF-NCC) shall make detailed descriptors for each qualifications level following the principles of lifelong learning and the recognition of prior learning from previous informal experiences, while incorporating the learning standards in basic education, competency standards of training regulations, and the policies and standards of higher education academic programs. **The level descriptors shall also incorporate or take into consideration standards of career progression for professionals, specializations, and multi-disciplinary fields of study.**

The PQF-NCC members shall jointly implement national pilot programs to determine the relevance and applicability in all levels of education. The DOLE shall provide the necessary and updated labor market information regarding the demand for specific qualifications and emerging occupations as bases for the prioritization for learning standards development.

Commonality in Objectives

RA 10912 (CPD Law)

Section 4. Strengthening of CPD Program. –

There shall be formulated and implemented CPD Programs in each of the regulated professions in order to:

xxx

(b) Ensure international alignment of competencies and qualifications of professionals through career progression mechanisms leading to specialization/sub-specialization.

xxx

RA 10968 (PQF Law)

Section 4. Philippine Qualifications Framework (PQF). xxx

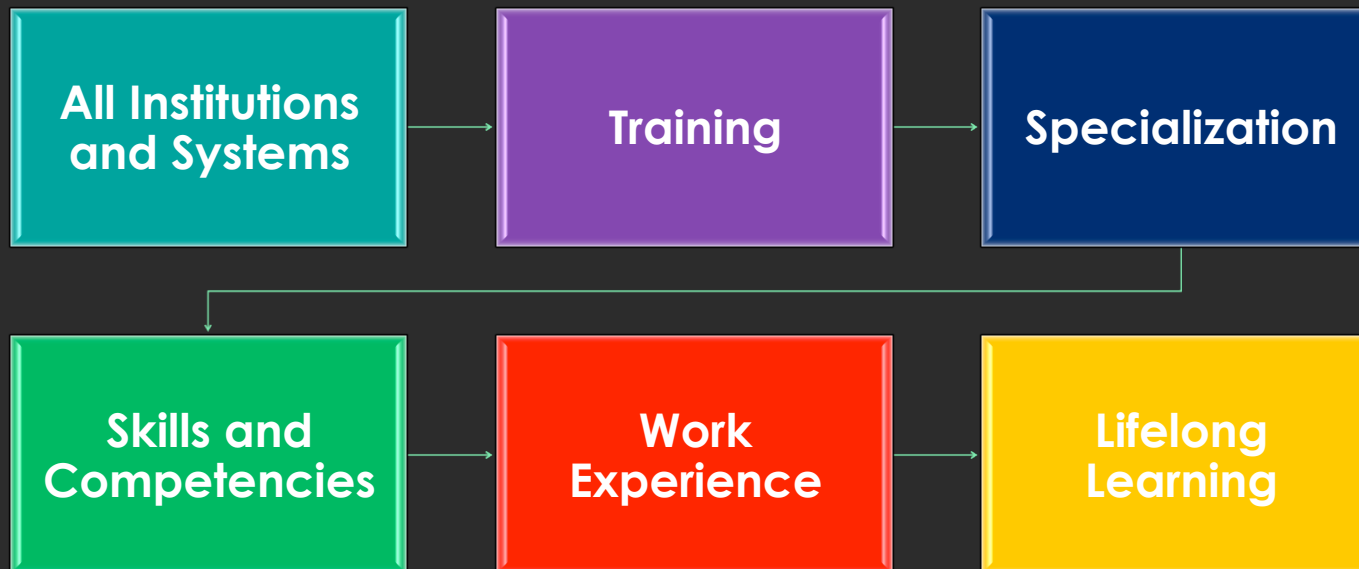
The PQF shall have the following objectives:

xxx

(c) To align domestic qualifications standards with the international qualifications framework thereby enhancing the recognition of the value and compatibility of Philippine qualifications and supporting the mobility of Filipino students and workers.

xxx

PQF Coverage



Com. JYCuetto

Definition

- **Domestic Qualification Standards** – refers to the local description of the minimum requirements necessary to perform work of a particular occupation successfully and safely. These minimum requirements may include specific job-related work experience, education, medical or physical standards, training, security, and/or licensure.
- **International Qualifications Frameworks** – refers to the formalized structure in which learning level descriptors and qualifications are used in order to understand learning outcomes. This allows for the ability to develop, assess and improve quality education in a number of contexts. It is the qualifications framework that is typically found at the regional and international level.

Definition

- **Mobility of Filipino Workers** – refers to **how easily workers can move to different jobs within the economy**. It includes the two main **factors of labor mobility**, namely: **geographical mobility** which defines how easy is it for a worker to move between different regions and countries to seek new work, and **occupational mobility** which connotes how easy is it for a worker to move from one occupation to another.

What needs to be done?

Pursuant to PRC Resolution No. 1117, Series of 2019

Section 1 – Creation of CPS.

- A. Identification of Career Pathways according to PQF Domain and Descriptors
- B. Identification of Specialization Programs
- C. Creation of CPS Programs

Section 2 – Implementation of the CPS Programs (Professional Track).

Definition

- **Pathways** refers to **articulated programs** which can provide **multiple entry and exit points** and **pathways of learning opportunity**.
- **Equivalency** refers to the process of assessing the outcomes of **previous learning** and **allocating credit where appropriate**.

A. Identification of Career Pathways (According to PQF Domain and Descriptors)

1. Field of Study
2. Professional Work
3. Creative Work
4. Research
5. Specialized Fields of Discipline
6. Professional Practice
7. Leadership and Management
8. Innovation
9. Complex Multi-Disciplinary Field

CAREER PROGRESSION AND SPECIALIZATION PATHWAYS

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graph TD; A[CAREER PROGRESSION AND SPECIALIZATION PATHWAYS] --> B[ACADEMIC TRACK]; A --> C[PROFESSIONAL TRACK]; A --> D[CREATIVE & INNOVATIVE WORKS]; A --> E[RESEARCH]; A --> F[LEADERSHIP AND MANAGEMENT];
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**ACADEMIC
TRACK**

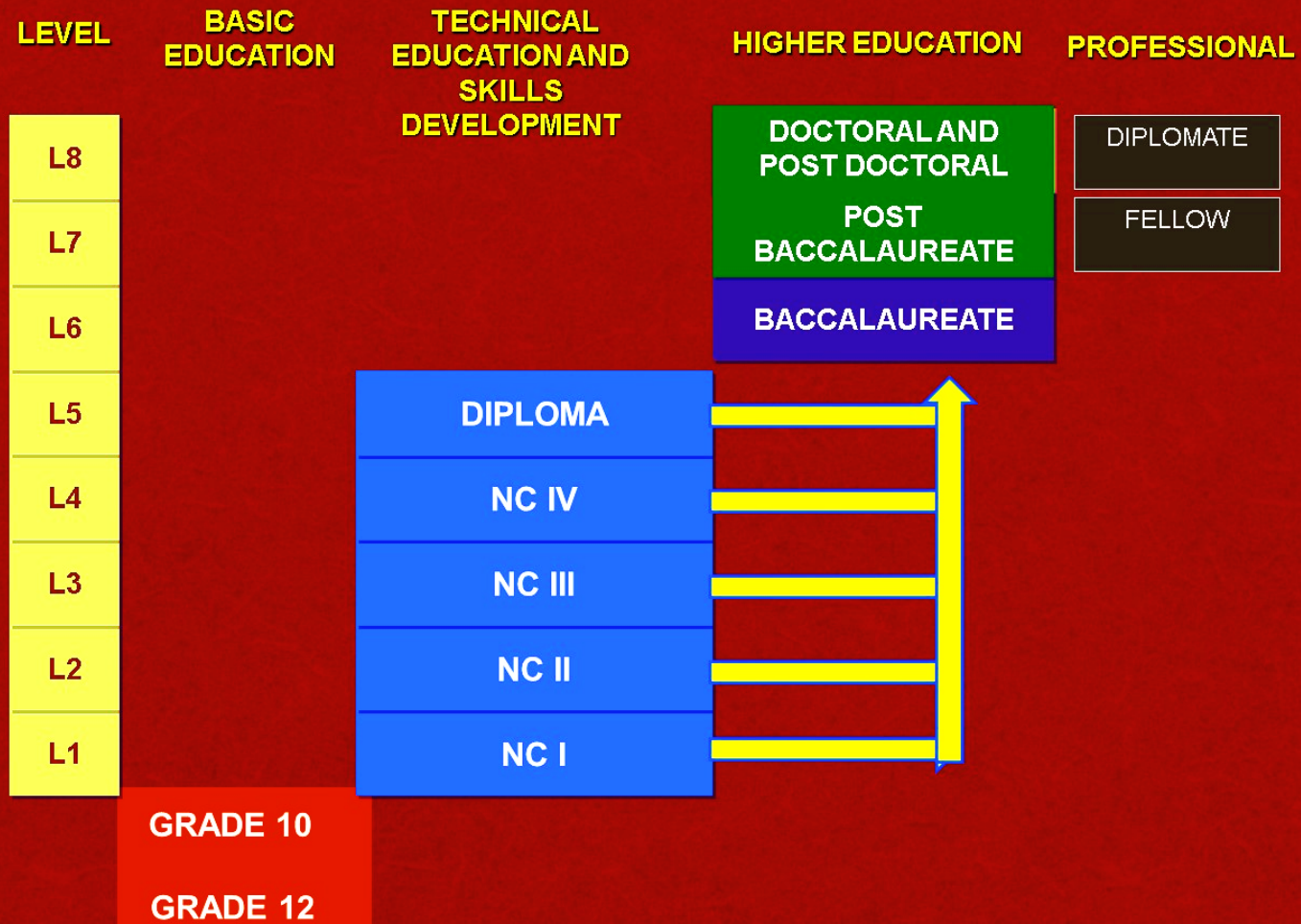
**PROFESSIONAL
TRACK**

**CREATIVE &
INNOVATIVE
WORKS**

RESEARCH

**LEADERSHIP AND
MANAGEMENT**

THE PHILIPPINE QUALIFICATIONS FRAMEWORK



PQF Descriptors

LEVEL	6
KNOWLEDGE, SKILLS AND VALUES	Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning.
APPLICATION	Application in professional/creative work or research in a specialized field of discipline and/or further study.
DEGREE OF INDEPENDENCE	Substantial degree of independence and or/in teams of related fields with minimal supervision .
QUALIFICATION TYPE	Baccalaureate Degree

PQF Descriptors

LEVEL	7
KNOWLEDGE, SKILLS AND VALUES	Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning.
APPLICATION	Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research.
DEGREE OF INDEPENDENCE	High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field.
QUALIFICATION TYPE	Post-Baccalaureate Program

PQF Descriptors

LEVEL	8
KNOWLEDGE, SKILLS AND VALUES	Demonstrated highly advanced systematic knowledge and skills in a highly specialized and/or complex multi-disciplinary field of learning for complex research and or professional practice and/or for the advancement of learning.
APPLICATION	Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field.
DEGREE OF INDEPENDENCE	Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for creativity and strategic value added. Significant level of expertise-based autonomy and accountability.
QUALIFICATION TYPE	Doctoral Degree and Post-Doctoral Programs

B. Identification of Specialization Programs

PQF Level 7

1. Advanced knowledge and skills
2. Specialized or multi-disciplinary field of study for professional practice
3. Self-directed research
4. Professional/creative work or research
5. Leadership in a specialized or multi-disciplinary professional work/research

PQF Level 8

1. Highly advanced systematic knowledge and skills
2. Highly specialized and/or complex multi-disciplinary field of learning for complex research and/or professional practice
3. Professional leadership for innovation, research
4. Development management in highly specialized or multi-disciplinary field

Major Areas of Geodetic Engineering Activities

1. Geodesy/Geodetic Surveying
2. Land Surveying
3. Engineering/Construction Surveying
4. Industrial Surveying
5. Hydrographic Surveying

Major Areas of Geodetic Engineering Activities

6. Photogrammetry and Remote Sensing
7. Geospatial Information Management (LIS/GIS)
8. Cartography/Mapping
9. Transfer of Knowledge/Research and Development
10. Geodetic Engineering Leadership & Governance

Indicative Areas of Geodetic Engineering Activities and CPS Pathways

1. Geodesy/Geodetic Surveying
2. Land Surveying
3. Engineering/Construction Surveying
4. Industrial Surveying
5. Hydrographic Surveying
6. Photogrammetry and Remote Sensing
7. Geospatial Information Management (LIS/GIS)
8. Cartography/Mapping
9. Transfer of Knowledge/Research and Development
10. Geodetic Engineering Leadership & Governance

LEADERSHIP &
MANAGEMENT

PROFESSIONAL
TRACK

ACADEMIC
TRACK

CREATIVE &
INNOVATIVE
WORKS

RESEARCH

Geodetic Engineering Specialization Continuum



Example 1: Geodesy/Geodetic Surveying

ITEM NO.	GE ACTIVITIES (RA 8560 AS AMENDED)	FIELD OF GENERAL PRACTICE	SPECIALIZATION	REMARKS
1	Geodesy/ Geodetic Surveying	Geodynamics	<ul style="list-style-type: none"> • Crustal deformation monitoring and analysis • Establishment and application of CORS or AGS/N 	<ul style="list-style-type: none"> • Mandate of NAMRIA; Sometimes farmed out to qualified private practitioners. • Need for regular updating and publication of technical reports.
		Establishment of Geodetic Controls	<ul style="list-style-type: none"> • Establishment of Zero and First Order Geodetic Control Points Using GNSS 	
		Establishment of Project Controls	<ul style="list-style-type: none"> • Derivation and application of transformation parameters (e.g., mun/city, provincial, regional) 	<ul style="list-style-type: none"> • Responsibility of LMB with the assistance of NAMRIA and relevant agencies such as Phivolcs, MGB, etc.
		Others		

C. Procedure in the Creation of CPS Programs

1. Identify the career pathway/progression to be pursued;
2. Identify “Qualification Title”;
3. Determine competencies and learning outcomes in terms of knowledge, skills, values, application and degree of independence; and
4. Determine the PQF Qualification Level. However, for professional who may have already attained the PQF Level 8, any career progression and sub-specialization will still result in the same Level 8.

Qualification Titles

1. **Registered** Geodetic Engineer?

2. **Professional** Geodetic Engineer?

3. **Advanced** Professional Geodetic Engineer?

Section 2. Implementation of the CPS Programs – For professional tract, the following shall be considered:

- 1. Define and describe the Educational Program, to include the Program Outcomes and competencies to be acquired and demonstrated.**
- 2. Define the entry requirement.**
- 3. Decide on the Method of Delivery.**
- 4. Determine the duration of the program in terms of number of hours, weeks, months or years.**
- 5. Determine the number of units to be awarded per module/activity/rotation basis and the total to be awarded at the end of the program.**
- 6. Define the Teaching-Learning Activities.**

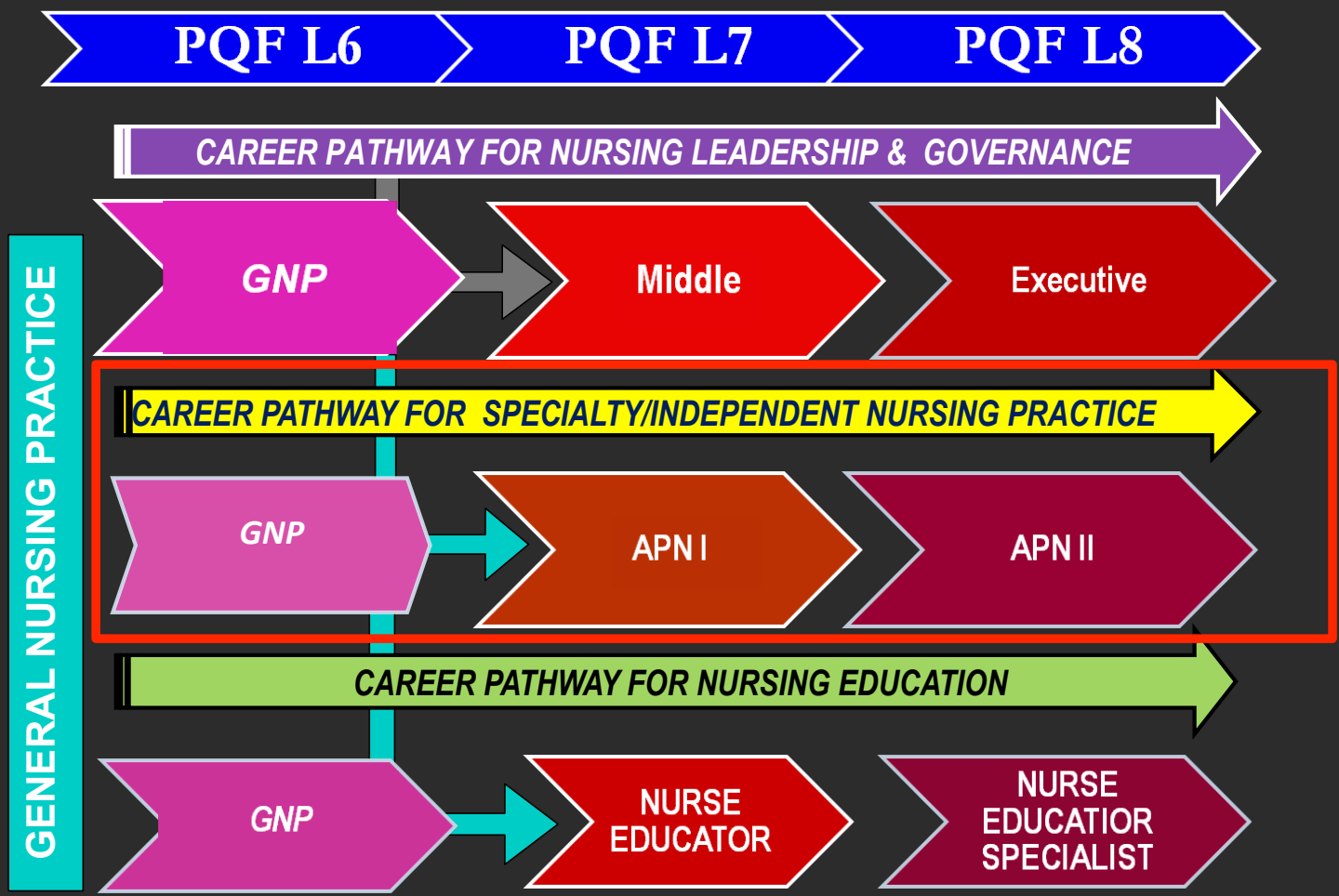
Section 2. Implementation of the CPS Programs – For professional tract, the following shall be considered:

- 7. Incorporate a Quality Assurance mechanism.**
- 8. Define the Competency Assessment System that will be implemented during and at the end of the program.**
- 9. Define the Qualification/s and the type of award which will be conferred after competency assessment.**
- 10. Determine the awarding bodies which will include the organization/society and institution authorized to implement the educational program and the government body that will confer recognition to the qualification and the title.**



Philippine College of Surgeons





CNARS – COUNCIL FOR NURSING ADVANCEMENT RECOGNITION AND SPECIALIZATION

At every level there should be an appropriate program prescribed, qualified trainers and training facilities for the rigorous job of “progressive nurse-human resource development.”

What shall we do to comply?

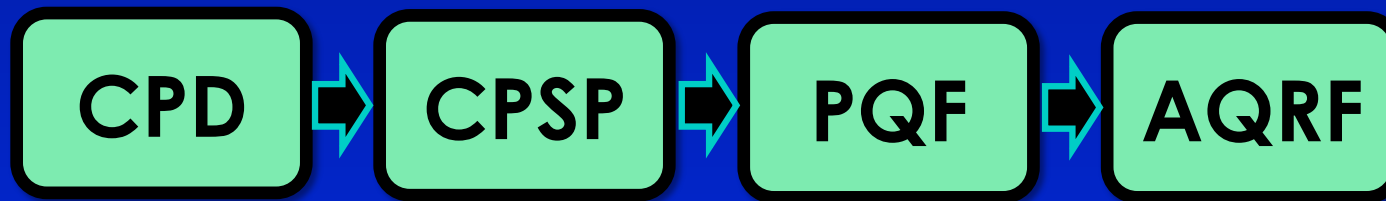
GE/GEP

1. Career Planning (Pathways/Professional Development Goals)
2. Career Development (Management)
 - a. Creation of CPD-CPS Committee
 - b. Define and agree on career pathways and specialization/ sub-specialization
 - c. Seriously develop CPD Programs which shall include CPS requirements of GEs who wish to specialize and apply for certification
 - d. Others

PRB - GE

1. Promulgate Guidelines for the Development of CPS Program for Geodetic Engineering
2. Establishment and accreditation of Accreditation and Certification Mechanisms
3. Encourage the design and accreditation of CPD Programs for GE Specialists
4. Define the PQF for Geodetic Engineering

Process Flow



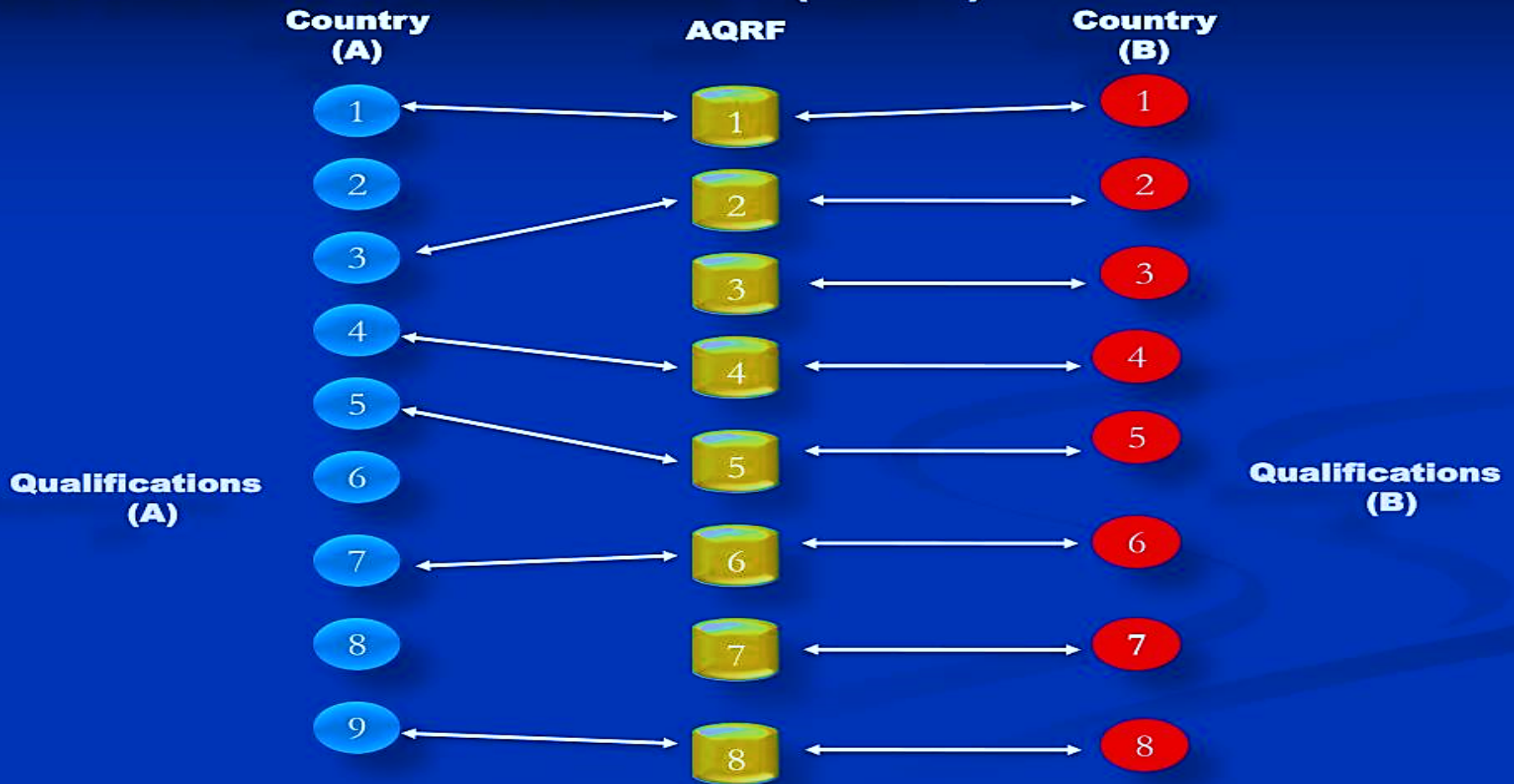
The Spirit of ASEAN

The ASEAN Integration

One Vision. One Identity. One Community.



ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)





The ASEAN Federation of Land Surveying and Geomatics (FLAG)



- Established in 15 March 1995;
- Registered with and recognized by the ASEAN Secretariat as Civil Society Organization;
- Represents the interest of ASEAN Surveyors, Institutions, Firms/ Corporations and the Academe;
- Affairs are administered by its Council comprised of 19 members; and
- Council meets three times a year and organizes the Southeast Asia Survey Congress once every two years.

○ Note: Please see www.aseanflag.org for details.

Note: Shall serve as the Interim Secretariat for the assessment of ASEAN Surveyors.

ANNEX “A”*

1. Name of Applicant:
2. Qualification, and place and date obtained:
3. Registered/Certified/Licensed Surveyor Registration No. (Home Country):
4. Date of Registration (Home Country):
5. Certificate/License Issue Date (Home Country):
6. Certificate/License Expiry Date (Home Country):

* Source: Final Draft of the Assessment Statement for ASEAN Registered Surveyors

ANNEX “A” (Continuation)

7. Certified Compliance with ASEAN Registered Surveyor (ARS) Criteria:

• Completed an accredited or recognised surveying program, or assessed recognised equivalent	•
• Been assessed within their own country as eligible for independent practice	•
• Gained an aggregate of not less than two years practical experience since registration as a registered/certified surveyor	•
• Complied with the Continuing Professional Development policy of the Country of Origin	•
• Confirmed signature on statement of compliance with codes of ethics	•

Signed

Officer Delegated by the Competent Authority

Name:

Date:

What has been done so far?

- Convened meetings...consultations...workshops...etc.
- Draft CPS Guidelines of some PRBs (as pilot study) were undertaken to serve as reference.
- Issued PRC Resolution No. 1117, Series of 2018 entitled “Formulation of Guidelines on the Creation and Implementation of a Career Progression and Specialization Program for the Regulated Professions”.
- PRBGE already submitted to the Commission the composition of the CPS Committee and defined the indicative areas of field practice and specialization.
- Attended a workshop for the formulation of “Guidelines on the accreditation of Established Specialty/Sub-Specialty Organization of Identified Qualification Title of the Profession and Conferment of Qualification Title”.



CPD Related Updates:

- Operational Guidelines will be updated pursuant to the requirements of the RA 10968 (PQF Law) and the requirements as stipulated under PRC Resolution No. 1117, Series of 2019.
- Series of Orientation Seminars for CPD Monitors, Evaluators and Providers had been organized nationwide in November and December 2019.
- PRBGE Resolution No. 01, Series of 2020, Operational Guidelines for the Geodetic Engineering Profession During the Transition Period xxx” has passed by the deliberation made by the CPD Review and Program Management Committees and was subsequently approved on in January 2020.
- Joint CPD Council and CPD Committee meeting held on 16 January 2020 at the PRC Main Office.



Thank you for listening!

Questions?

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