SELF-EVALUATION INSTRUMENT FOR THE SYSTEM OF TVET ACCREDITATION AND RECOGNITION (STAR) PROGRAM

Name of TVI: _____
Address: _____
Program Applied: _____

This self-evaluation Instrument will be used by the applicant-TVI to determine their relative points to the requirements provided herein if their registered program (With Training Regulations) is qualified to be STAR-rated.

The applicant-TVI shall indicate their scores to the given requirements. At the end of each major requirement, the evidences required or information and data sources needed to be shown to support their earned points are indicated. These documents should be provided with this Self-Evaluation Instrument.

Summing up all the points earned for all the requirements (See Consolidated Table of Requirements and Corresponding Points Garnered on pages 27-30 and comparing them with the table on the Total Scores and the STAR Level Award of TVET Programs (page 31), will determine if the program is qualified for the STAR Award. Program that will fall under Candidate Status is not qualified for the STAR Program. The applicant-TVI is advised to work first on the requirements were weaknesses have been identified in the self-evaluation and once these have been addressed application can then be pursued.

The following terms shall mean:
1. Requirement – the standard that has to be satisfied
2. Recognition of Prior Learning (RPL) - refers to the process in which the individual's previous learning outside the formal system, which contributes to the achievement of current competency/ies, can be assessed against the relevant unit of competency and given recognition through the issuance of appropriate certificate.
3. Scoring guide – guide that sets the objective parameters in scoring a given requirement
4. Self-evaluation instrument – an instrument that will be accomplished by the applicant-TVI to determine the relative scores of their program to the requirements of the STAR Program for eligibility to the STAR Level Award categories. The instrument also details the required evidence to be provided per given requirement.
5. STAR Level Award – refers to the STAR Award based on the range of scores.
6. Score – sets the points from highest to lowest that will be earned for a given requirement.
7. With Training Regulation (WTR) – refer to programs registered under UTPRAS with corresponding Training Regulations as basis for their registration.
8. Innovation - refers to making meaningful change to improve the delivery and/or effectiveness of the program to create new value to learners and other stakeholders or change to improve the management of any part of the institution's system that has impact on the students. Innovation involves the adoption of an idea, process, technology, and product that is new to the previous application to the program. The outcome of program innovation is a breakthrough change in results, products or process.

RATING SHEET – 1. GOVERNANCE AND MANAGEMENT

1.A. TVI goals and objectives
- TVI goals and objectives are explicit and promote continuous improvement.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Goals and objectives of the TVI are explicitly stated in relevant publication/document of the TVI. The program objectives follow the SMART criteria	**6-10**		o Vision and mission statement o Institutional Development Plan o Business plan o Strategic plan o Operational plan o Performance indicators o Website and Newsletter indicating the TVI goals and objectives o Tarps in the classrooms Correspondence
Goals and objectives of the TVI are explicitly stated in relevant publication/document of the TVI though the objectives lack the SMART criteria	**1-5**		
There are no indicated goals and objectives of the TVI	**0**		

1.B. Monitoring and review of TVI goals and objectives
- The TVI has a system for self-assessment and continuous improvement of its performance and all its key functions.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The TVI conducts regular audit on the program implementation (internal/compliance)	**11-15**		o Feedback from stakeholders o Documented quality system maintenance procedures o Quality system maintenance schedule (included in institution operation plan) o Reports and outcomes of Quality systems reviews/self-assessments o Results of Internal quality audit
There is conduct of audit once since program implementation	**1-10**		
No conduct of audit since the program was implemented.	**0**		

RATING SHEET – 1. GOVERNANCE AND MANAGEMENT

1.C. Quality Management System Implementation
- A quality management system is in place to implement the Agency standards for TVIs.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The TVI has an established and mature Quality Management System that is fully implemented	**6-10**		o QMS certification from a 3rd party accrediting body o Documented procedures o Designation of personnel involved in QMS o Results of TNA and Training Effectiveness o File 201 of personnel involved in QMS o Quality Policy o Quality Objectives o QMS Structure o Flow charts of core processes o Customer feedback mechanism and analysis
The provider has an established Quality Management System that is only partially implemented	**4-5**		
The provider has identified core processes but not fully implemented.	**1-3**		
The provider has no Quality Management System installed	**0**		*TVI's core processes are applied/incorporated in the program implementation*

- TVI's accountabilities in meeting TESDA requirements

Scoring Guide	Weighted Score	TVI's Self-Evaluation Score	Evidence/s
The TVI has fully complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	**6-10**		o Clearly defined accountabilities related to meeting TESDA requirements o Risk management plan o Posting of citizen's charter for government training providers o Posting of other programs for non-government training providers o Budget allocation and expenditure report o Report on client satisfaction o Updated Organizational structure and functions o List of personnel and their qualifications (201 File) o Quality manual or equivalent (Note that the 2015 version does not require a quality manual. There is more leeway in the documentation of the QMS) o Qualification Standards of Faculty and Staff o Compliance Audit reports (internal and external) o MIS 02-03
The TVI has partially complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	**1-5**		
The TVI has not complied with all accountabilities (relative documents e.g. MIS 03-02) as set by TESDA	**0**		

RATING SHEET – 1. GOVERNANCE AND MANAGEMENT

1.D. Human Resource Development Management
- The skills and knowledge of education staff are systematically monitored and developed so that they continue to satisfy defined standards and industry and/or community requirements.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The TVI has instituted Staff Development Plan (SDP) with pre and post evaluation	**6-10**		Profile of Key management personnel, for example: ○ Meet fit and proper requirement ○ Professional development requirements for teaching and non-teaching staff ○ Training needs assessment ○ Approved staff development plan ○ Documented Quality System ○ Functioning Quality Management/Staff Development Team
The TVI has instituted Staff Development Plan (SDP) with pre evaluation but no post evaluation	**1-5**		
The TVI has instituted Staff Development Plan (SDP) without pre and post evaluation	**0**		

- Staff training and development is in place and implemented.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
100% of Employees who attended SDP have implemented their Re-Entry Plans as scheduled	**4-5**		○ Re-entry plan of employees who attended the SDP ○ Monitoring/Implementation of re-entry plans (target vs actual schedule)
75%- 99% of Employees who attended SDP have implemented their Re-Entry Plans as scheduled	**2-3**		
51- 74% of Employees who attended SDP have implemented their Re-Entry Plans as scheduled	**1**		
50% and below of Employees who attended SDP have implemented their Re-Entry Plans as scheduled	**0**		

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY

2.A. CURRICULUM

2.A.1. Curriculum Design

- The curriculum design clearly identifies the competencies in terms of required knowledge, skills, and attitudes to be achieved by the learners.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Curriculum design covers all competencies with additional two or more competencies in terms of required knowledge, skills and attitude	11-20		o Competency-Based Curriculum (CBC) (contents)
Curriculum design covers all competencies with additional one (1) competency in terms of required knowledge, skills and attitude	1-10		o Competency-Based Learning Materials (CBLM) o Progress Chart o Achievement Chart
Curriculum design covers all competencies in terms of required knowledge, skills and attitude	0		o Trainee's Record Book (TRB)

2.A.2. Curriculum Development and Review

- A system to ensure currency, relevance, and responsiveness to industry's needs in the development and review of the curriculum is in place and implemented.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The curriculum is developed, updated and evaluated in consultation with representations from all key stakeholders more than once within the last three (3) years, with the corresponding outcome: – Innovations in the curriculum – Review of curricula – Regional Development Plan – Institutional mission, vision, thrust areas, teaching and learning, social responsibilities – Annual operation plan	11-20		o Consultation report by providers with industry and/or community representatives o Justification for revisions in scope (if applicable) such as: - Alignment to National Policy or changes in Institutional mission, vision, thrust areas, teaching and learning, social responsibilities and employment policies o Copy of old and revised curricula o Bench marking/ findings report o Annual operation plan o Labor Market Information (LMI)
Only once within the last three (3) years	1-10		o Result of Institutional Survey o Regional Development Plan
No involvement of industry within the last three (3) years	0		o Documented study/research

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY			
2.B. LEARNING OUTCOMES			
2.B.1. Program designs to achieve the learning outcomes based on learners' needs are in place and implemented.			
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
The program design is aligned with the requirements indicated in the Training Regulations based on learner's needs indicating the deliberate development of "21st century skills"	**6-10**		o Competency-Based Curriculum (CBC) o Competency-Based Learning Materials (CBLM) o Progress Chart o Units of competency stated in the Training Regulations o Progress chart o Achievement Chart o Training Activity Matrix o Learners' Record Book o Actual Demonstration o Rating sheets
The program design is aligned with the requirements indicated in the Training Regulations based on learner's needs and is fully implemented	**1-5**		
The program design is aligned with the requirements indicated in the Training Regulations based on learner's needs but is partially implemented	**0**		
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	
Sampled learners are able to demonstrate the competencies that were asked of them to do.	**6-10**		
Sampled learners can demonstrate the competency that were asked of them to do but is insufficient in scope.	**1-5**		
Sampled learners cannot demonstrate the competencies they were asked to do	**0**		

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY

2.B.2. Institutional assessment arrangements to determine the learners' progress in terms of achievement of learning outcomes are in place and implemented.
- The TVI has fair, valid and effective systems for assessing learners against the program outcomes.
- Institutional Assessment instrument is validated and/or moderated.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Institutional assessments are fully conducted/implemented in all modules of instruction in accordance to the submitted Training Calendar/Assessment Schedule including the targets with complete documentation	11-20		o Training Calendar o Assessment Schedule Institutional/Assessment Result/Tool instrument) o Actual conduct records/reports
Institutional assessments are fully conducted/implemented in some modules of instruction in accordance to the submitted Training Calendar/Assessment Schedule including the targets with complete documentation	1-10		
Institutional assessments were not implemented based on the Training Calendar and Assessment Schedule	0		

2.C. PROGRAM DELIVERY

2.C.1. The number of enrolled learners is within the absorptive capacity of the program relative to what is indicated in the Training Regulations (TR).

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The number of enrolled learners for the last three batches is within the program's training capacity with reference to the requirements set in the TR.	6-10		o MIS 03-02 o Progress Chart o Attendance sheet o Result of institutional assessment o Learners Record Book o Registry of Workers Assessed and Certified (RWAC) o Training Schedule/ Calendar
The number of enrolled learners for the last three batches is in excess of 1-5 learners relative to the training capacity of the program as set in the TR.	1-5		
The number of enrolled learners for the last three batches exceeded more than 5 learners relative to the training capacity of the program as set in the TR.	0		

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY			
2.C.2. Qualification of the Assigned Trainer of the Program			
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
Assigned trainer is a holder of Trainer's Methodology (TM) Level II Certificate	**6-10**		o Trainer's Methodology (TM) Level II Certificate o Certificate of Competency (COC) in Trainer's Methodology (TM) Level II
Assigned trainer is a holder of at least two (2) Certificates of Competency (COC) in Trainer's Methodology (TM) Level II	**1-5**		
Assigned trainer is not a holder of Trainer's Methodology (TM) Level II Certificate neither a Certificate of Competency (COC) in Trainer's Methodology (TM) Level II	**0**		
2.C.3. Instructional materials over and above the requirements in the Competency-Based Curriculum are available.			
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
Additional instructional materials are available and more than enough of what is indicated in the Competency-Based Curriculum (CBC).	**6-10**		o List of Instructional materials purchased, developed, and utilized o Actual Instructional materials
Instructional materials just meet the requirements of what is indicated in the Competency-Based Curriculum (CBC).	**1-5**		
Instructional materials partially meet the requirements of what is indicated in the Competency-Based Curriculum (CBC).	**0**		

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY			
2.C.4. Development of Audio-visual or multi-media learning materials			
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
Trainers were able to develop new and complete package of learning materials using audio-visual or multi-media and are appropriately in sync with the program.	**6-10**		o Sample audio-video ; multi-media materials; (eg instructional video; simulators, mock-ups)
Trainers were able to develop some audio-visual or multi-media learning materials to support existing learning materials and attempts to becomes appropriately in sync with the program.	**1-5**		
Trainers were not able to develop audio -visual/multi-media learning materials at all and are not appropriately in sync with the program.	**0**		

2.C.5. Methodologies of training provided to the learners as indicated in the modules of training.
- Training methodologies indicated in the modules of instruction are properly selected and executed according to learning outcomes/objectives

Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
Sampled learners were provided all the methodologies indicated in the modules they have finished	**6-10**		o Competency-Based Curriculum (CBC)
Sampled learners were provided most of the methodologies in the modules they have finished	**1-5**		o Session Plan o Competency-Based Learning Materials (CBLM) o Progress chart o Achievement chart
Sampled learners went through 1-2 methodologies in the modules they finished	**0**		o Institutional assessment

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY

2.C.6. The learners' comprehension of modules encountered in the program
- The learners are able to explain the current modules they are in and the requirements to advance to the next module

Sampled learners will be asked on the requirements to advance to the next module given the requirements of the module they are currently doing.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Sampled learners are fully aware of the requirements of the module they are currently taking and the next module they will go through	**4-5**		o Competency-Based Curriculum (CBC); o Session Plan o Competency-Based Learning Materials (CBLM)
Sampled learners have limited awareness of the requirements of the module they are currently taking and the next module they will go through	**1-3**		o Sample of Institutional assessment o Result of Institutional Assessment o Progress chart
Sampled learners are not aware of the requirements of the current module they are taking nor how to progress to the next module	**0**		

2.C.7. Trainer's delivery of training is according to the methodologies contained in the modules of training.
- The trainer is well-versed of the units of competency and is able to select and implement appropriate methodologies for the training.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The trainer is well versed and able to demonstrate the methodologies of training contained in the modules of instruction.	**6-10**		o Competency-Based Curriculum (CBC); o Session Plan o Competency-Based Learning Materials (CBLM)
The trainer is only partially aware and partially able to demonstrate the methodologies of training contained in the modules of instruction.	**1-5**		o Sample of Institutional assessment o Result of Institutional Assessment
The trainer is not aware and unable to demonstrate the methodologies of training contained in the modules of instruction.	**0**		o Progress chart

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY			
Sampled learners will be asked on the frequency of feedback provided by the trainer on the program			
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
Sampled learners revealed that feedback was provided by the trainer for every learner that completed the modules of instruction.	**6-10**		o Competency-Based Curriculum (CBC); o Session Plan o Competency-Based Learning Materials (CBLM) o Sample of Institutional assessment o Result of Institutional Assessment o Progress chart
Sampled learners revealed that feedback was provided by the trainer but not to all the completed modules of instruction.	**1-5**		
Sampled learners revealed that feedback was never provided by the trainer in the modules of instructions they completed and in the current modules, they are doing.	**0**		

2.C.8. Development of Competency-Based Learning Materials (CBLMs)
▪ CBLMs covering all units of competency are developed and utilized by the trainer/s of the program.

How extensive have you developed your Competency-based Learning Materials (CBLMs) to support individualized and self-paced learning?

Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
100 % of CBLMs developed covering the full qualification	**8-10**		o CBLMs
75% above but short of completing the entire required CBLMs	**6-7**		
From 51 to 74 % of CBLMs completed	**4-5**		
Below 50 % of CBLMs completed	**1-3**		
No CBLM done yet	**0**		

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY

2.C.9. Provision of CBLMs to the learners
- All learners enrolled to the program are provided with the complete set of CBLMs covering all units of competency.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Each learner has a copy of and understands the CBLM in the modules they are currently doing	6-10		o CBLMs
Not all learners have a copy of and have some understanding of the CBLM in the currently modules they are doing.	1-5		
No CBLM is provided to each learner and does not understand the CBLM.	0		

2.C.10. Implementation of Recognition of Prior Learning (RPL)
- System of assessing and recognizing students' prior learning is in place and implemented

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
There is RPL mechanism in place with presence of documentary evidence of learners evaluated for RPL on a continuing basis.	6-10		o Policies/procedures and processes that align with the TESDA's arrangements for: - Recognizing prior learning
There are documentary evidence of learners evaluated for RPL but these are occasional only	1-5		o Information is provided to stakeholders about recognition processes and requirements.
No RPL mechanism in place	0		o Availability of RPL Instrument o Self-Assessment Guide

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY

2.C.11. Application of Program Monitoring and Evaluation Methods
- The quality of program design is systematically evaluated and improved.
- Training programs are systematically monitored and reviewed so that they continue to satisfy defined standards and industry and/or community requirements.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
There is a mechanism on program evaluation and actions are taken to address the results/finding of the evaluation	**11-15**		Processes for self-assessment, which could include: ○ Internal audit/ review report ○ Audit/review schedules/plans ○ Document on the appointment of assigned officials/personnel and their responsibility in the conduct of program evaluation ○ Plans for review of program design and delivery ○ Summary and analysis of evaluation result ○ Action Plans prepared ○ Documents showing preventive/ corrective actions undertaken ○ Pictures of improvements/ innovations ○ Comparative analysis of program evaluation results ○ *Minutes of meeting, Program development and review, Evidences of follow through addressing recommendations and results*
There is program evaluation being carried out but no follow through based on results gathered.	**6-10**		
There is program evaluation implemented but results are not processed/analyzed.	**1-5**		
No program evaluation instituted	**0**		

2.D. PHYSICAL FACILITIES, TOOLS, EQUIPMENT AND CONSUMABLES

2.D.1. Arrangement of workshops into workstations is consistent with Competency-Based Training (CBT) delivery
- Workstations are arranged based on the guidelines indicated in the Training Regulations.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
All workshops are arranged into workstations consistent with CBT delivery	**6-10**		○ Workshop lay-out and result of on-site evaluation: - Session Plan - CBLM - Progress Chart - Achievement Chart - Signages/labelling
Not all the workshops are arranged into workstations consistent with CBT delivery addressing major work areas of the qualification.	**1-5**		
Workshops are not arranged into workstations to be consistent with CBT delivery.	**0**		

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY			

2.D.2.   A maintenance system is in place, documented and implemented.
- Maintenance plan of physical facilities, tools and equipment is in place and implemented.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
There is a maintenance plan of physical facilities, tools and equipment and the plan is being implemented.	4-5		o Maintenance plan o Evidence of plan implementation/status report
There is a maintenance plan of physical facilities, tools and equipment but there is no evidence of actual deployment of the plan.	1-3		o Maintenance schedule o Equipment maintenance and calibration schedule o Housekeeping schedule
There is no maintenance plan at all or any evidence of deployment.	0		o Documented evidence of inspection, maintenance, repair, and calibration

- Tool keeper or laboratory technician is designated.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Presence of the following: o Trained/experienced designated tool keeper o Trained/experienced laboratory technician	4-5		o Office Order of designation o Outsourcing contract, if applicable o Contract of Service
Presence of only one of the following: o Trained/experienced designated tool keeper o Trained/experienced laboratory technician	1-3		o Certificate of training related to tool keeping Certification of experience
There is no trained/experienced designated tool keeper and laboratory technician.	0		

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY				
▪ Policy and procedures in borrowing tools and equipment by learners are in place and complied with.				

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s	
Clear policies and procedures on the borrowing of tools/equipment by the learners is fully implemented.	4-5		o Documented policy and procedure in borrowing tools/ equipment Borrower's slip/ logbook on borrowing	
Policies and procedures on the borrowing of tools/equipment are present but not deployed.	1-3			
There is no policy and procedure in the borrowing of tools/equipment by the learners.	0			

- Tools and equipment used in training are complete, in good working condition and available based on the guidelines set in the Training Regulations.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s	
Equipment used in training are in good working condition and more than the required quantity based on the Training Regulations.	4-5		o List of tools, equipment, and facilities o Training regulations on Tools & equipment provisioning	
Equipment used in training are in good working condition and have met the required quantity based on the Training Regulations	1-3			
Some of the equipment used in training are not functioning	0			

RATING SHEET – 2. CURRICULUM AND PROGRAM DELIVERY			

2.D.3   Implementation of 5S
- Practice of 5s is evident in the implementation of the program.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
There is an action plan on the practice of 5S and is fully implemented.	**4-5**		○ 5S posters ○ Signages ○ 5S implementation schedule ○ 5S orientation/ seminar ○ 5S checklist ○ 5S action plan
There is an action plan on the practice of 5S and is partially implemented.	**2-3**		
There is an action plan on the practice of 5S but is not implemented.	**1**		
There is no action plan on the practice of 5S.	**0**		

2.E. Green TVET practices or technologies are evident, documented and implemented.
- Integration of environment-friendly learning elements in the curricula applicable to the program
- Teachers /trainers are trained/oriented on Green TVET.
- Development of learning/ teaching materials;
- Adaption/Utilization of green technologies/practices
- Waste Management
- Cost efficient power resources
- Use of biodegradable supplies and materials

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Action plan is fully implemented	**11-15**		○ Adaption/Utilization of green technologies/practices ○ Waste management ○ Cost-efficient power resources ○ Use of biodegradable supplies and materials ○ Integration of environment-friendly learning elements in the curricula applicable to the program ○ Pictures of improvements/ innovations ○ Certificate of trainer's attendance on any training program ○ Learning materials on Green TVET
Action plan is partially implemented	**6-10**		
Has plan but is not implemented	**1-5**		
Has no plan in adopting green practices	**0**		

RATING SHEET – 3.SUPPORT SERVICES

3.A. Conduct of program-related extension or community outreach activity/ies are evident, documented, and implemented
- Extension and community outreach activities are specific and related to the program.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Community outreach or extension program has been conducted related to the program applied for STAR Program at least 3 times in the past two years. (This includes Mobile Training Program, Training Program on the Air, etc., directly related to the program applied for STAR Program)	11-20		○ Narrative reports ○ Pictures, etc. 　　Surveys, consultations, meeting with local industry and community representatives ○ Feedback from beneficiaries
Community outreach or extension program has been conducted not more than two times in the past two years.	1-10		
There is no community outreach or extension program conducted related to the program.	0		

3.B. Conduct of applied researches related to the program resulting to program improvements and innovations
- Researches specific to the program being STAR-rated are undertaken.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Five or more applied researches directly related to the program have been conducted.	14-20		○ Research study and documentation of implemented research/ research results ○ technical research
Three or four applied researches directly related to the program have been conducted.	7-13		
One or two applied researches directly related to the program have been conducted	1-6		
No applied research conducted which can be linked directly to the program	0		

RATING SHEET – 3.SUPPORT SERVICES

3.C. Development of Technical Innovations
- Technical Innovations are backed up by research
- New creation or design of techniques are available and utilized.
- Inculcation of the culture of innovation are in place and implemented.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The program allows the learners to have engagement in the creation or design of new process or techniques in the production or service offered by the program resulting to technical innovations implemented in the delivery of the program (e.g. Technology incubation)	**11-20**		o Documentation of innovations
The program allows the learners to have partial engagement in the creation or design of new process or techniques in the production or service offered by the program (e.g. Technology incubation)	**1-10**		
The program does not allow the learners to have engagement in the creation or design of new process or techniques in the production or service offered by the program (e.g. Technology incubation)	**0**		

RATING SHEET – 3.SUPPORT SERVICES			

3.D. Provision of Career Guidance and Employment Facilitation
- Career aptitude tests are administered to all applicants.
- One on one interviews between learners and Career Guidance Advocates are conducted.
- The monitoring/tracking mechanism on employment of graduates is in place.
- Partner companies/institutions in the implementation of OJT or job referral related to the program are in place.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
There are several Career guidance services activities to assist the students in selecting the right program/choice of career is provided.	4-5		○ Aptitude Test being used; Graduates Tracer System
There is very limited Career guidance services activity to assist the students in selecting the right program/choice of career is provided.	1-3		
Absence of career guidance services activities to assist the students in selecting the right program/choice of career.	0		
Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Presence of more than 6 active partner companies with On-the-Job Training (OJT)/Dual Training System (DTS)/Dualized Training Program (DTP) arrangements	8-10		○ Contract, MOA, Training Plan or similar documents
Presence of 3 – 5 active partner companies with On-the-Job Training (OJT)/Dual Training System (DTS)/Dualized Training Program (DTP) arrangements.	4-7		
Presence of 1 - 2 active partner companies with On-the-Job Training (OJT)/Dual Training System (DTS)/Dualized Training Program (DTP) arrangements.	1-3		
No partner company for On-the-Job Training (OJT)/Dual Training System (DTS)/Dualized Training Program (DTP) arrangements.	0		

RATING SHEET – 3.SUPPORT SERVICES			
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
Presence of placement services and activities to facilitate employment of graduates of the program (this may include jobs bridging activities, MOA with partner companies, and other jobs search facilitation activities)	**6-10**		○ Contract, MOA or similar documents ○ Participation in Job fairs ○ Tracking of graduates and analysis of data
There are support activities to facilitate employment of graduates of the program (this may include jobs bridging activities, MOA with partner companies, and other jobs search facilitation activities)	**1-5**		
No placement services and activities to facilitate employment of the graduates of the program	**0**		

3.E. Entrepreneurial activity
- The program develops the entrepreneurial skills of the learners (curriculum, EDTP).

Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
The program allows the learners to have full engagement in Entrepreneurship where learners are engaged in IGPs, Training cum Production as entrepreneurs.	**4-5**		○ Documentation of Income Generating Programs (IGPs) ○ Annual financial report ○ Ledger ○ Proof of payment of services (honoraria, allowance, S&M)
The program allows the learners to have partial engagement in any Entrepreneurship project of the TVI	**1-3**		
The program does not allow the learners to have engagement in Entrepreneurship projects	**0**		

RATING SHEET – 3.SUPPORT SERVICES			
▪ Partner institutions (NGOs, People's Organizations, Cooperatives and other financing institutions) providing entrepreneurial assistance through financing and training to the graduates are in place.			
Scoring Guide	**Score**	**TVI's Self-Evaluation Score**	**Evidence/s**
Presence of 6 or more partner institutions providing post-training services or entrepreneurial assistance to graduates of the program.	**4-5**		o Contract, MOA or similar documents
Presence of 3 - 5 partner institutions providing post-training services or entrepreneurial assistance to graduates of the program	**2-3**		
Presence of 1 – 2 partner institutions providing post-training services or entrepreneurial assistance to graduates of the program.	**1**		
No partner institution providing post-training services or entrepreneurial assistance to graduates of the program.	**0**		

RATING SHEET – 4. PROGRAM PERFORMANCE MEASURES			

4.A. Completion rate of the program
- There is high completion rate based on the enrollment of the last 3 batches implemented under the program.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
No recorded dropouts for the last 3 batches of the program.	9-10		○ MIS 03-02 stamped received by PO/DO
Dropout rate of the program as revealed in the last 3 batches is from 1-2 percent of the enrolled learners	7-8		
Dropout rate of the program as revealed in the last 3 batches is from 3-4 percent of the enrolled learners	5-6		
Dropout rate of the program as revealed in the last 3 batches is from 5-7 percent of the enrolled learners	3-4		
Dropout rate of the program as revealed in the last 3 batches is from 8-10 percent of the enrolled learners	1-2		
Dropout rate for the last three batches of learners is more than 10 percent of the recorded enrollees	0		

RATING SHEET – 4. PROGRAM PERFORMANCE MEASURES			

4.B. Mandatory assessment of graduates of the program
  ▪ The learners that have graduated undergo mandatory assessment within 5 days after graduation.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
All Graduates of the last 3 batches of the program have been subjected to the mandatory national assessment	21-25		o MIS 03-02 o Registry of Workers Assessed and Certified (RWAC) o Attendance Sheet for Assessment o T2MIS
95 - 99 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	16-20		
90 - 94 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	11-15		
85 - 89 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment	6-10		
80 - 84 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	1-5		
Below 80 % of the graduates of the last 3 batches of the program have been subjected to mandatory national assessment.	0		

RATING SHEET – 4. PROGRAM PERFORMANCE MEASURES			

4.C. Certification rate of graduates of the program
- There is high or an increasing trend of certification rate of graduates based on the on the last 3 batches implemented under the program.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
Certification rate of graduates (last 3 batches) is 95 % and above.	**24-25**		○ MIS 03-02 ○ RWAC
Certification rate of graduates (last 3 batches) is 91-94 %.	**22-23**		
Certification rate of graduates (last 3 batches) is 87-90%.	**19-21**		
Certification rate of graduates (last 3 batches) is 83 – 86%.	**16-18**		
Certification rate of graduates (last 3 batches) is 79 - 82 %.	**11-15**		
Certification rate of graduates (last 3 batches) is 75 - 78 %.	**9-10**		
Certification rate of graduates (last 3 batches) is 71-74 %.	**7-8**		
Certification rate of graduates (last 3 batches) is 67 - 70 %.	**5-6**		
Certification rate of graduates (last 3 batches) is 63 - 66 %.	**3-4**		
Certification rate of graduates (last 3 batches) is 60-62 %.	**1-2**		
Certification rate of graduates (last 3 batches) is below 60%.	**0**		

4.D. Employment rate of graduates of the program
- The graduates of the last 3 batches implemented under the program are employed within 6 months to 1 year after graduation.

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The cumulative employment rate of the graduates for the last 3 batches is 96% and above	**28-30**		o Tracer questionnaire o Tracer study report o MIS 03-02 o Latest Employment/Status Report of TVET Graduates o MOA with partner industries
The cumulative employment rate of the graduates for the last 3 batches is from 90-95 %.	**25-27**		
The cumulative employment rate of graduates for the last 3 batches is 85 - 89 %.	**22-24**		
The cumulative employment rate of graduates for the last 3 batches is 80 - 84 %.	**19-21**		
The cumulative employment rate of graduates for the last 3 batches is 75 - 79 %.	**16-18**		
The cumulative employment rate of graduates for the last 3 batches is from 70 - 74 %.	**13-15**		
The cumulative employment rate of graduates for the last 3 batches is from 65 - 69 %.	**10-12**		
The cumulative employment rate of graduates for the last 3 batches is from 60 - 64 %.	**7-9**		
The cumulative employment rate of graduates for the last 3 batches is from 55-59 %.	**4-6**		
The cumulative employment rate of graduates for the last 3 batches is from 50-54 %.	**1-3**		

RATING SHEET – 4. PROGRAM PERFORMANCE MEASURES

4.E. Skills Competition Awards received for the program
▪ The program produced learners or graduates who have received at least Medallion of Excellence in Skills Competition.

Medallion of Excellence is awarded to competitors who did not received any medal but garnered 500 points which is the benchmark of performance under the International Calculation System (ICS).

Scoring Guide	Score	TVI's Self-Evaluation Score	Evidence/s
The program has produced at least a Medallion of Excellence award in the ASEAN Skills Competition or other international level skills competition	8-10		○ Skills Competition awards received
The program has produced at least a Medallion of Excellence award in the Philippine National Skills Competition and other national/ sectoral level competitions	6-7		
The program has produced at least a Medallion of Excellence award in the Regional Skills Competition and other regional level competitions	4-5		
The program has produced at least a Medallion of Excellence award in the Provincial Skills Competition and other local level skills competitions	1-3		
No Medallion of Excellence produced so far	0		

Consolidated Table of Requirements and Corresponding Points Garnered

Requirement	Maximum Points	TVI's Self-Evaluation Score
1. Governance and Management	**60**	
1.A. TVI goals and objectives ▪ TVI goals and objectives are explicit and promote continuous improvement.	10	
1.B. Monitoring and review of TVI goals and objectives ▪ The TVI has a system for self-assessment and continuous improvement of its performance and all its key functions.	15	
1.C. Quality Management System Implementation ▪ A quality management system is in place to implement the Agency standards for TVIs.	20	
1.D. Human Resource Development Management ▪ The skills and knowledge of education staff are systematically monitored and developed so that they continue to satisfy defined standards and industry and/or community requirements. ▪ Staff training and development is in place and implemented.	15	
1. Curriculum and Program Delivery	**250**	
2.A. Curriculum	**40**	
2.A.1. Curriculum Design ▪ The curriculum design clearly identifies the competencies in terms of required knowledge, skills, and attitudes to be achieved by the learners.	20	
2.A.2. Curriculum Development and Review ▪ A system to ensure currency, relevance, and responsiveness to industry's needs in the development and review of the curriculum is in place and implemented.	20	
2.B. Learning Outcomes	**40**	
2.B.1. Program designs to achieve the learning outcomes based on learners' needs are in place and implemented.	20	
2.B.2. Institutional assessment arrangements to determine the learners' progress in terms of achievement of learning outcomes are in place and implemented. ▪ The TVI has fair, valid and effective systems for assessing learners against the program outcomes. ▪ Assessment is validated and/or moderated.	20	
2.C. Program Delivery	**125**	
2.C.1. The number of enrolled is within the absorptive capacity of the program relative to what is indicated in the Training Regulations (TR).	10	
2.C.2. Qualification of the Assigned Trainer of the Program	10	

Requirement	Maximum Points	TVI's Self-Evaluation Score
2.C.3. Instructional materials over and above the requirements in the Competency-Based Curriculum (CBC) are available.	10	
2.C.4. Development of Audio-visual or multi-media learning materials	10	
2.C.5. Methodologies of training provided to the learners as indicated in the modules of training. ▪ Training methodologies as indicated in the modules of instruction are selected and executed according to learning outcomes/objectives	10	
2.C.6. The learners' comprehension of modules encountered in the program ▪ The learners are able explain the current modules they are in and the requirements to advance to the next module.	5	
2.C.7. Trainer's delivery of training is according to the methodologies contained in the modules of training. ▪ The trainer is well-versed of the units of competency and is able to select and implement appropriate methodologies for the training.	20	
2.C.8. Development of Competency-Based Learning Materials (CBLMs) ▪ CBLMs covering all units of competency are developed and utilized by the trainer/s of the program.	10	
2.C.9. Provision of CBLMs to the learners ▪ All learners enrolled to the program are provided with the complete set of CBLMs covering all units of competency.	10	
2.C.10. Implementation of Recognition of Prior Learning (RPL) ▪ System of assessing and recognizing students' prior learning is in place and implemented	10	
2.C.11. Application of Program Monitoring and Evaluation Methods ▪ The quality of program design is systematically evaluated and improved. ▪ Training programs are systematically monitored and reviewed so that they continue to satisfy defined standards and industry and/or community requirements.	20	
2.D. Physical facilities, tools, equipment and consumables	**45**	
2.D.1. Arrangement of workshops into workstations is consistent with Competency-Based Training (CBT) delivery ▪ Workstations are arranged based on the guidelines indicated in the Training Regulations.	10	
2.D.2. A maintenance system is in place, documented and implemented. ▪ Maintenance plan of physical facilities, tools and equipment is in place and implemented. ▪ Tool keeper or laboratory technician is designated. ▪ Policy and procedures in borrowing tools and equipment by learners are in place and complied with. ▪ Tools and equipment used in training are complete, in good working condition and available based on the guidelines set in the Training Regulations.	20	

Requirement	Maximum Points	TVI's Self-Evaluation Score
2.D.3 Implementation of 5S ▪ Practice of 5s is evident in the implementation of the program.	5	

2.E. Green TVET practices or technologies are evident, documented and implemented.
   ▪ Integration of environment-friendly learning elements in the curricula applicable to the program
   ▪ Teachers /trainers are trained/oriented on Green TVET.
   ▪ Development of learning/ teaching materials;
   ▪ Adaption/Utilization of green technologies/practices
     - Waste Management
     - Cost efficient power resources
     - Use of biodegradable supplies and materials
	10	

3. Support Services	**90**	
3.A. Conduct of program-related extension or community outreach activity/ies are evident, documented, and implemented ▪ Extension and community outreach activities are specific and related to the program.	20	
3.B. Conduct of applied researches related to the program resulting to program improvements and innovations ▪ Researches specific to the program being STAR-rated are undertaken.	20	

3.C. Development of Technical Innovations
   ▪ Technical Innovations are backed up by research
   ▪ New creation or design of techniques are available and utilized.
   ▪ Inculcation of the culture of innovation are in place and implemented.
	15	

3.D. Provision of Career Guidance and Employment Facilitation
   ▪ Career aptitude tests are administered to all applicants.
   ▪ One on one interviews between learners and Career Guidance Advocates are conducted.
   ▪ The monitoring/tracking mechanism on employment of graduates is in place.
   ▪ Partner companies/institutions in the implementation of OJT or job referral related to the program are in place.
	25	

3.E. Entrepreneurial activity
   ▪ The program develops the entrepreneurial skills of the learners (curriculum, EDTP).
   ▪ Partner institutions (NGOs, People's Organizations, Cooperatives and other financing institutions) providing entrepreneurial assistance through financing and training to the graduates are in place.
	10	

4. Program Performance Measures	**100**	
4.A. Completion rate of the program ▪ There is high completion rate based on the enrollment of the last 3 batches implemented under the program.	10	

Requirement	Maximum Points	TVI's Self-Evaluation Score
4.B. Mandatory assessment of graduates of the program ▪ The learners that have undergo mandatory assessment within ___ days after graduation.	25	
4.C. Certification rate of graduates of the program ▪ There is high or an increasing trend of certification rate of graduates based on the on the last 3 batches implemented under the program.	25	
4.D. Employment rate of graduates of the program ▪ The graduates of the last 3 batches implemented under the program are employed within 6 months to 1 year after graduation.	30	
4.E. Skills Competition Awards received for the program ▪ The program produced learners or graduates who have received at least Medallion of Excellence in Skills Competition.	10	
GRAND TOTAL	**500**	

Total Scores and the STAR Level Award of TVET program

Level	Total Score	Status Awarded
Candidate Status	300- 374	STAR candidate status. Need to strengthen areas where weaknesses have been identified.
One ☆	375-424 *(75%to 84%)*	Program STAR-rated for one year. Meets the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Two ☆☆	425-474 *(85% to 94%)*	Program STAR-rated for two years. Meets the standards substantially above the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Three ☆☆☆	475 -500 *(95% and up)*	Program STAR-rated for three years. Meets standard substantially way above the threshold of Competency Based Training (CBT) program delivery and program performance measures.
Level	**Self-Evaluation Total Score**	
Two Star	**429**	

Please indicate your STAR Level in the table provided below print name with designation of the person that accomplished this self-evaluation in the submitted by space provided. Please also sign each page of the self-evaluation instrument submitted.

Submitted by:

_____
Printed Name and Signature

_____
Printed Name and Signature

_____
Printed Name and Signature