



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

Twentieth Congress
First Regular Session

HOUSE BILL NO. 4959



**Introduced by Representatives Ferdinand Martin G. Romualdez,
Yedda Marie K. Romualdez, Andrew Julian K. Romualdez and Jude A.
Acidre**

**AN ACT
ESTABLISHING THE PHILIPPINE PROFESSIONAL STANDARDS
AND QUALITY ASSURANCE SYSTEM**

EXPLANATORY NOTE

The Commission has observed that the three agencies – the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), and the Professional Regulation Commission (PRC) – have overlapping functions, causing redundancy and inefficiency in the exercise of their mandates. The problem is further exacerbated by the lack of coordination, which has led to misalignment among the agencies, resulting in fragmented standards for learning outcomes.

To address the foregoing, the *Philippine Professional Standards and Quality Assurance System Act of 2025* aims to create the Board of Curriculum Standards and Skills and Standards Harmonization Councils, which seeks to advance the seamless integration and strategic harmonization of tertiary education, technical-vocational training, and professional regulation—ensuring the development of a globally competitive, highly skilled, and qualified

workforce that is responsive to the dynamic needs of both national and international labor markets.

The Act shall also impose additional duties and responsibilities on CHED, TESDA, and PRC to clarify overlapping mandates and resolve gaps as to jurisdiction:

- CHED shall have final authority over higher education curricula and programs, enabling it to set standards, approve institutions, and harmonize PRC and TESDA inputs to enforce unified policies aligned with national goals.
- TESDA shall retain oversight functions over technical–vocational programs by setting training regulations, certifying institutions, and working with CHED, PRC, and the industry to harmonize standards, create ladderized pathways, and expand alternative credentials for lifelong learning and workforce mobility.
- PRC shall have final authority on the regulation of the practice of professions by administering licensure examinations, setting professional standards, and coordinating with CHED and TESDA to align curricula, qualifications, and certifications with competency-based outcomes and global benchmarks.

This harmonization and delineation shall foster the effective utilization of public and institutional resources, eliminate systemic redundancies across education and training pathways, and strengthen lifelong learning, credit transfer mechanisms, and career mobility for all Filipino learners and professionals. Ultimately, the Act shall establish a unified qualifications framework across all education and training sectors, ensuring that licensure and certification requirements are aligned with competency-based outcomes.

In view of the foregoing, approval of this bill is earnestly requested.



FERDINAND MARTIN G. ROMUALDEZ



YEDDA MARIE K. ROMUALDEZ



ANDREW JULIAN K. ROMUALDEZ



JUDE A. ACIDRE



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

Twentieth Congress
First Regular Session

HOUSE BILL NO. 4959

**Introduced by Representatives Ferdinand Martin G. Romualdez,
Yedda Marie K. Romualdez, Andrew Julian K. Romualdez and Jude A.
Acidre**

**AN ACT
ESTABLISHING THE PHILIPPINE PROFESSIONAL STANDARDS
AND QUALITY ASSURANCE SYSTEM**

*Be it enacted by the Senate and House of Representatives of the Philippines
in Congress assembled:*

SECTION 1. *Short Title.* – This Act shall be known as the “Philippine Professional Standards and Quality Assurance System Act of 2025”

SEC. 2. *Declaration of Policy.* – It is the policy of the State to promote the seamless integration and harmonization of tertiary education, technical-vocational training, and professional regulation in order to develop a globally competitive, highly skilled, and qualified workforce responsive to the evolving demands of the national and global labor markets. Toward this end, the State shall ensure effective coordination and collaboration among the Commission on Higher Education, the Technical Education and Skills Development Authority,

and the Professional Regulation Commission in the regular review and updating of curricula, qualifications, and standards.

The State shall likewise strengthen and institutionalize a unified qualifications framework encompassing all levels and sectors of education and training, and ensure that licensure, certification, and other regulatory requirements are aligned with competency-based learning outcomes. Such harmonization shall promote the efficient use of public and institutional resources, eliminate redundancies across education and training systems, and support lifelong learning, credit transfer, and career mobility for all Filipino learners and professionals

SEC. 3. *Definitions.* – For purposes of this Act:

- a. **“CHED”** – refers to the Commission on Higher Education, as identified in Republic Act No. 7722;
- b. **“EWDG”** – refers to the Education and Workforce Development Group which was established by virtue of Administrative Order No. 36 Series of 2025;
- c. **“Enterprise-Based Education and Training Program”** – shall refer to a Technical Vocational Education and Training delivered by an enterprise, including programs that are developed and recommended by recognized industry boards, which may be stand-alone or linked with a Technical Vocational Institution;
- d. **“Micro-credentials”** – shall refer to short, focused, and modular learning programs formally recognized by educational and training institutions in the Philippines, which certify the acquisition of specific competencies, skills, or knowledge aligned with industry or academic standards;
- e. **“Mutual Recognition Agreements”** – shall refer to formal arrangements jointly developed by the relevant government agencies and/or other

education stakeholders which establish shared principles and procedures for the recognition of qualifications, competencies, and assessment outcomes. These agreements shall be executed with the aim of reducing redundancy and promoting the harmonization and mutual acceptance of assessment and examinations across agencies, thereby facilitating learner mobility, professional practice, and skills portability within and across sectors;

- f. **“Tables of Specifications”** – shall refer to a structured, competency-based framework used by the Professional Regulation Commission, and its Professional Regulatory Boards, to guide the development, content validation, and alignment of licensure examinations with the prescribed syllabi, learning outcomes, and professional standards.
- g. **“TESDA”** – refers to the Technical Education and Skills Development Authority, as identified in Republic Act 7796;
- h. **Philippine Qualifications Framework**” (“PQF”) – is a national policy which describes the levels of educational qualifications and sets the standards for qualification outcomes. It is a quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers in a certain country;
- i. **“PRC”** – refers to the Professional Regulation Commission under Republic Act No. 8981;
- j. **“Professional Regulatory Boards”** (“PRB”) – shall refer to the boards under the PRC which were created by their respective enabling laws and exercise administrative, quasi-legislative, and quasi-judicial powers over their respective professions;
- k. **“Program”** – means any course of study leading to a post-secondary certificate, diploma, or degree;

- l. **“Competency Standard”** – refers to a nationally recognized specification of expected learning outcomes for each qualification level, serving as the benchmark for the contextual application of knowledge and skills;
- m. **“Recognition of Prior Learning”** (“RPL”) – refers to the formal process by which an individual’s previously acquired knowledge, skills, competencies, and learning outcomes, which may either be gained through formal, non-formal, or informal learning, are assessed and validated against established standards or qualifications.
- n. **“Skills and Standards Harmonization Councils”** (“SSHCs”) – refers to the multi-sectoral advisory and technical bodies established by virtue of this Act which are mandated to support the alignment and coherence of technical-vocational and higher education programs with industry needs, licensure requirements, and national and international qualification frameworks.
- o. **“Technical Vocational Education and Training”** (“TVET”) – refers to the education or training process which involves, in addition to general education, the study of technologies and related sciences and acquisition of practical skills relating to occupations in various sectors of economic and social life;
- p. **“Technical Vocational Institution”** (“TVI”) – refers to an institution, whether public or private, offering TVET program(s). This shall include TESDA Technical Institutions, Public and Private Technical Vocational Institutes, and Higher Education Institutions, State Universities and Colleges and Universities, Training Centers and enterprises offering TVET programs;
- q. **“Training Regulation”** (“TRs”) – refers to a TESDA-promulgated document that serves as basis for which competency-based curriculum and

instructional materials and competency assessment tools are developed. TRs represent qualifications and define the competency standards for a national qualifications and how such qualification can be gained, assessed and be given recognition.

SEC. 4. *Board of Program Standards.* - A Board of Program Standards (“Board”) is hereby created and shall be composed of the following members:

- a) CHED Chairperson, PRC Chairperson and TESDA Director General as Co-Chairpersons of the Board; and
- b) The Secretary of the Department of Education (“DepEd”), Secretary of Department of Labor and Employment (“DOLE”), and Secretary of the Department of Economy, Planning and Development as members of the Board.

SEC. 5. *Duties and Responsibilities of the Board of Program Standards.* – The Board shall have the following duties and responsibilities:

- a) Develop and promulgate a unified set of policies, qualifications profiles, and program standards for all higher-education and technical-vocational fields, in consultation with the relevant SSHCs which may include, but is not limited to, appropriate requirements for faculty/trainers, facilities and other matters relevant to its duties under this Act, cognizant of discipline and/or sectoral variations, and the typology of tertiary education institutions;
- b) Review and harmonize curricula of CHED and TESDA programs to eliminate redundancies and align with licensure requirements when necessary and/or applicable;

- c) Coordinate with SSHCs and other relevant agencies and stakeholders in conducting a regular review of the tertiary education programs, regulations, and assessments at least every five (5) years;
- d) Jointly undertake review and conduct international benchmarking of qualifications both in relation to developments in tertiary education and in the concerned professions;
- e) Issue joint regulations on ladderized pathways and credit recognition, including continuing professional development, between TVET and higher education degree programs;
- f) Develop a system or mechanism that shall ensure the conduct of a regular review, update, and/or enhancement of curricula and/or licensure syllabi for licensed professions, taking into consideration developments and needs of respective industries and sectors;
- g) Advise and propose to the EWDG, Congress and other relevant bodies and government agencies the necessary reforms to enhance the country's professional accreditation systems and standards;
- h) Initiate a transition from input-based to outcomes-based recognition in coordination with concerned agencies, as well as external quality assurance agencies;
- i) Regularly commission independent surveys and studies to assess performance of graduates, in partnership with the Philippine Statistics Authority ("PSA"), the Philippine Institute for Development Studies ("PIDS"), and other partner universities and institutions to inform their work of program, policy, and assessment review; and
- j) Undertake any and all similar duties, functions or responsibilities in relation to its mandate under this Act, or its Implementing Rules and Regulations.

In the performance of its duties and responsibilities, the Board's decisions/resolutions may be discussed and made during the regular meetings of the EWDG, consistent with Administrative Order No. 36 Series of 2025, or any similar body agreed upon by its members.

No action may be taken by the Board unless a quorum is first established. A quorum shall be present when at least a majority of the members are present provided that at least one (1) of the Chairpersons is present. In the event that any member of the Board is unable to attend, he/she may designate a duly authorized representative to attend and act on his/her behalf, and such representative shall be counted to constitute a quorum and may vote as if the member is personally present.

SEC. 6. *Program Standards Secretariat.* - To assist the Board to perform its functions under this Act, an Office of the Program Standards Secretariat ("Secretariat") shall be formed which shall be headed by an Executive Director IV, with the rank of Assistant Secretary. In forming the Secretariat, the Board shall ensure that it shall comprise adequate technical staff, personnel, experts and consultants that shall have the full capacity to undertake research and conduct work to support the Board in the performance of its duties.

The Secretariat shall be attached to CHED for administrative purposes only, and shall solely perform functions exclusively for the accomplishment of the objectives of this Act, including, but not limited to, those listed in Section 6 herein.

In this regard, upon its constitution, the Board shall issue the guidelines, circulars, orders and other issuances necessary for the formation of the Secretariat.

SEC. 7. *Duties and Responsibilities of the Secretariat.* - The Secretariat shall have the following duties and responsibilities:

- a) Undertake policy and technical research, prepare reports, conduct data analysis, and prepare other documentation to inform and support the deliberations and decision-making process of the Board;
- b) Aggregate and analyze data on institutional performance, graduate outcomes, and licensure exam performance, as well as feedback from educational institutions and industry, to inform curriculum revisions;
- c) Provide administrative and technical support to the Board, including the preparation and dissemination of notices, memoranda, agenda, technical briefers, budget documents, and other documents necessary for meetings, consultations and related activities;
- d) Record, document and maintain accurate minutes of meetings, resolutions, agreements, and other official actions of the Board, and ensure timely dissemination thereof to concerned parties;
- e) Facilitate coordination and communication between and among agencies, representatives, and stakeholders to ensure effective collaboration and alignment with the objectives of this Act;
- f) Coordinate and facilitate communications among CHED, TESDA and PRC to establish and maintain a unified reporting system and ensure the regular publication of institutional performance data to inform the public and support the Board in recommending corrective actions or program improvements;
- g) Establish and maintain a centralized repository of official records, data, and reports related to the implementation of programs, projects and activities pursuant to this Act;
- h) Monitor and track the progress of commitments, action points, programs, and activities adopted by the Board, and prepare periodic status and

accomplishment reports for submission to the relevant government agencies;

- i) Provide logistical and operational support in the conduct of meetings, conferences, consultations, capacity-building activities, and other events, organized under this Act;
- j) Ensure coherent implementation of agreed priorities, interfacing with their respective counterparts in CHED, TESDA, and PRC;
- k) Serve as the official liaison of the Board with external stakeholders, including other government agencies, local government units, private sector entities, development partners, and civil society organizations, as may be necessary for the implementation of this Act;
- l) Ensure compliance with applicable laws, rules, and regulations on transparency, accountability, financial management, and records-keeping in the discharge of its functions; and
- m) Perform such other functions as may be directed by the Board or as may be necessary to carry out the objectives of this Act.

SEC. 8. *Skills and Standards Harmonization Councils.* – Skills and Standards Harmonization Councils (“SSHC”) are hereby created which will be tasked in reviewing, developing and/or updating, and harmonizing the curricula of disciplines and/or sector skills and aligning the same with the relevant licensing requirements.

An SSHC shall be composed of the following members:

- a) Three (3) members from Higher Education Institutions (“HEIs”), considering representation of public and private institutions;
- b) Two (2) members from private Technical Vocation Institutions (“TVIs”), preferably representing those with experience and track record in offering a range of qualifications (*i.e.*, PQF Levels 1 to 5);

- c) One (1) member from TESDA Technology Institutions (“TTIs”);
- d) Three (3) industry experts relative to the discipline and/or sector skill governed by the SSHC;
- e) At least (3) members of the PRB relative to the profession governed by the SSHC, when applicable.

The Board, in coordination with the Secretariat, shall develop and issue the guidelines detailing the qualifications and the manner of selection of each member of the SSHCs.

If the Board finds that there is a lack of experts for a specific discipline and/or sector skill governed by an SSHC, the Board shall have the discretion to determine and adjust the maximum number of members, the membership distribution, and the qualifications for membership. In line with this, if a law is enacted which establishes a new PRB governing a particular discipline and/or sector skill, the Board shall have the discretion to either integrate the members of the new PRB to existing SSHCs or initiate the formation of a new SSHC to govern the discipline and/or sector skill covered by the new PRB.

SEC. 9. *Duties and Responsibilities of SSHCs.* – The SSHCs shall have the following duties and responsibilities:

- a) Facilitate regular consultations with representatives from industry, academe, training institutions, professional boards, and relevant stakeholders to gather insights on sector-specific competencies, trends, and evolving labor market demands;
- b) Submit recommendations to the Board on qualification profiles, faculty/trainer requirements, facilities, and other instructional methodologies to guide the development and review of unified program standards across higher education and technical-vocational programs;

- c) Analyze and recommend revisions to eliminate duplication and misalignment in CHED and TESDA curricula to ensure coherence between TVET and degree programs in relation to licensure requirements;
- d) Propose sector/discipline specific models for ladderized education pathways and credit recognition, ensuring portability of skills and learning outcomes across education levels and institutions;
- e) Provide technical and sectoral input into review and updating of licensure examination syllabi to reflect current industry standards, emerging technologies, and professional practices;
- f) Collaborate with institutions and agencies in collecting, validating, and interpreting data on the employability of graduates, skills gaps, licensure exam performance, and institutional effectiveness within their respective sectors;
- g) Assist in undertaking or supporting international benchmarking of qualifications, program outcomes, and standards within their discipline or sector to align national systems with global best practices;
- h) Advocate for and assist in the transition to outcomes-based education and recognition frameworks within their disciplines by developing tools, standards, and best practices for measuring learning outcomes and professional competencies;
- i) Identify capacity gaps in curriculum design, standards development, and quality assurance processes within their sector and support capacity-building initiatives for educators, regulators, and institutions;
- j) Advise the Board and relevant agencies on needed reforms in quality assurance processes, curriculum design, or skills recognition in light of technological, economic, or global trends affecting their sector;

- k) Participate in or initiate research studies and evaluations relevant to program and licensure outcomes, in collaboration with the PSA, PIDS, academic institutions, and industry partners.
- l) Act as technical working groups or resource panels to support the Board in formulating joint regulations, reviewing curricula, developing national standards, and undertaking policy reforms;
- m) Monitor the implementation of reforms in their respective sectors and regularly submit feedback reports to the Board, highlighting successes, challenges, and recommendations;
- n) Ensure that all sector-specific inputs and recommendations are aligned with the descriptors, levels, and standards of the Philippine Qualifications Framework and other international referencing initiative; and
- o) Perform such other functions that may be necessary to assist the Board to perform its duties and responsibilities under this Act or its implementing rules and regulations.

SEC. 10. *Duties and Responsibilities of CHED, TESDA and PRC.* – For purposes of this Act, the agencies shall have the following duties and responsibilities:

A. CHED

In the event that the Board cannot decide on matters relating to curricula and programs in higher education, CHED shall have **final** authority to:

- a) Design, develop, and/or enhance programs and sample curricula through its issuance of policies, standards, and guidelines (“PSGs”);
- b) Prescribe faculty academic and licensure qualifications provided that in courses requiring licensure and/or certification, such

qualifications shall be subject to the minimum standards set by relevant laws, rules and/or regulations;

- c) Conduct institutional approval and program audits, including the issuance of Certificates of Program Compliance (“COPC”) for Public Higher Education Institutions (“HEI”) and Government Recognition for Private HEIs;
- d) Harmonize and streamline the recommendations of the PRC (or the PRB) and TESDA into coherent and actionable education policies for higher education.

In cases wherein the members of the Board cannot decide on the recommendations for curricula and programs, CHED shall mediate and resolve such inconsistencies, and enforce the unified policy direction in accordance with national education and workforce development goals. In these instances, PRC (through its PRBs) and TESDA must consult and align with CHED on its final decision on matters involving curricula development in higher education.

B. TESDA

For technical–vocational education programs, including associate degrees and diploma programs, TESDA shall retain jurisdiction over TRs, recognition and certification of TVIs, as well as technical program alignment and ladderization. In this regard, TESDA shall have, among others, the following duties and responsibilities:

- a) For TVET programs aligned with PRC-regulated examinations, TESDA and PRC shall coordinate and collaborate to harmonize TESDA’S National Certification standards with the PRC’S licensure

examinations as well as the standards for the practice of profession and sub-profession;

- b) Harmonize TRs with applicable CHED PSGs and PRB licensure requirements, consistent with the intents of Republic Act No. 10647;
- c) Ensure matched exit points from CHED diploma courses with TESDA certifications and promote stackable credentials under the PQF;
- d) Consult with CHED, PRC, the relevant SSHCs and other education stakeholders in the Philippines for the preparation and execution of Mutual Recognition Agreements geared towards the reduction and optimization of assessments and/or exams across agencies;
- e) Collaborate with PRC, the Board, and/or the relevant SSHCs in designing and piloting Enterprise-Based Education Training programs and industry-based training models to address skills shortages;
- f) Promote the use of Micro-credentials and Recognition of Prior Learning (“RPL”) as alternative pathways to professional qualification;
- g) Integrate TESDA qualification and certification data into the shared data system with PRC to ensure seamless pathways for lifelong learning, professional progression, and regulatory impact assessment; and
- h) Consult the Board prior to issuing, modifying, or phasing out TRs, involving ladderized pathways.

C. PRC and Professional Regulatory Boards

The PRC shall have **final** authority on all licensure examination and professional inputs. To this end, the PRC shall have, among others, the following duties and responsibilities:

- a) All concomitant duties and functions under Republic Act No. 8981;
- b) Examine and prescribe licensure examination syllabi and Tables Of Specifications, competency clusters, and professional standards, which shall integrate the required knowledge, skills and/or competencies and shall be in accordance with their enabling laws, taking into account industry and labor market needs/requirements;
- c) Through its respective PRBs, provide advice on curriculum content, faculty competencies, and facilities standards, for CHED's consideration in the development and implementation of curricula and programs;
- d) Through its respective PRBs, inspect and monitor HEIs, independently or jointly with CHED and/or the relevant SSHCs. The PRBs' findings that relate to the matters enumerated in Section 6(A) hereof shall be advisory in nature and shall, at all times, be immediately endorsed to the Board for appropriate action; and
- e) In close coordination with CHED and TESDA, empower PRBs to assess, update and reconcile statutory requirements for the practice and admission of professions or licensure under their respective functions into timely, practical and progressive standards for the improvement of the respective professions under their collective authority.

SEC. 11. *Teacher Professionalization Exemption.* – Pursuant to the provisions of Republic Act No. 11713 or the Excellence in Teacher Education Act, the Board

shall not exercise authority over the regulation of the teacher education curriculum and the teaching profession.

SEC. 12. *Institutional Quality Monitoring and Transparency.* – CHED, TESDA and PRC shall share data under a unified reporting system. Following each exam, the agencies shall jointly and proactively publish the performance of institutions to inform prospective applicants, graduates, their parents, and the general public, of the standing of TVIs and HEIs, to help inform decision making students. To this end, the Board may recommend corrective measures, such as program suspension or discontinuation, for institutions with persistently low performance, as well as initiate program supports to improve quality of institutions and performance of graduates.

SEC. 13. *Implementing Rules and Regulations.* – The Board shall, within ninety (90) days after the effectivity of this Act, promulgate rules necessary for its implementation, including guidelines for joint curriculum development, data sharing protocols, and PQF level assignments. The Board shall have rule-making power in coordination with the CHED Commission En Banc, the TESDA Board, and the PRC Commission *En Banc*.

SEC. 14. *Repealing Clause.* – All laws or parts thereof inconsistent with this Act are hereby repealed or modified, including provisions of Republic Act No. 7722, Republic Act No. 7796, Republic Act No. 8981, and other applicable professional practice laws governed by PRBs as may be necessary to implement this Act's coordination mechanisms.

SEC. 15. *Separability Clause.* – If any part of this Act is held unconstitutional or invalid, the remaining parts of provisions not affected thereby shall remain in full force and effect.

SEC. 16. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or a national newspaper.

Approved,