

Credential Templates, Republic of the Philippines

International Qualifications Assessment Service (IQAS), Government of Alberta

High School Diploma (Prior to 2018).....	2
Senior High School Diploma (2018 Onwards).....	10
Certificate/Diploma.....	27
Associate’s Degree.....	32
Bachelor’s Degree (4 years).....	37
Bachelor of Science in Nursing	43
Bachelor’s Degree (5 years).....	48
Postgraduate Certificate/Diploma.....	53
First Professional Degrees: Medicine and Law	57
Master’s Degree	61
Master of Business Administration (MBA).....	65
Doctoral Degree	69

Country: Philippines (Republic of the Philippines)
High School Diploma (Prior to 2018)

Category: Secondary

Credential Actual Name:

High School Diploma (*Katibayan, Katunayan*)

Credential Alternate Actual Name(s):

Certificate of Graduation

Time Period Credential Offered: Until 2016

Issuing Body: Department of Education

Admission Requirements:

The completion of elementary school, that is Grade 6 (public schools) or 7 (in some private schools, but not common). After successful completion of elementary school, students receive a '*Katunayan*' or a Certificate of Graduation.

Program Description:

Four years of secondary school education – that represents a total of 10 (or 11) years of combined elementary and secondary education.

Provides Access to in the Home Country:

- Post-secondary education, such as universities and colleges, or technical and vocation training
- Employment

Note: In addition to High School graduation, universities usually also require an entrance examination for admission to their programs.

IQAS Recommendations:

The High School Diploma generally compares to the completion of Grade Eleven.

Course Equivalencies

Courses taken in the Filipino high school generally compare to:

- Math 20-1 or Math 20-2 (if vocational stream is followed)
- Biology 20
- Chemistry 20
- Physics 20
- Language Arts (English) Grade 10

Rationale:

Background

Secondary education generally lasts for four years, Year 1 to Year 4, and students normally start high school at the age of 12 or 13 and graduate at the age of 16 or 17. The entry requirement for public high schools is the completion of primary education, while some private high schools require competitive entrance examinations. Public secondary education is tuition free, as provided in the *Free Public Secondary Education Act of 1988*, but is not compulsory.

There are two main types of secondary schools: general high schools, which enrol 90 percent of students, and vocational high schools. Both offer the general academic curriculum, but vocational high schools offer additional vocational courses in five main fields: agriculture, fishery, trade-technical, home industry and non-traditional courses.

As of 2005, there are also eight Philippine Science High Schools (PSHS; the first one opened in 1963) throughout the country. These schools are part of the Philippine High School System, an agency/service institute attached to the Department of Science and Technology (DOST). The curriculum consists of an enriched Science, Technology, Mathematics and English program in addition to a more general curriculum. Students share a common freshmen year and then specialize in either a science stream or a technology stream through electives in years two to four. Entry into those specialized high schools is highly competitive and only gifted students are admitted.

Secondary Education Curriculum prior to 2002

The first general secondary curriculum for public and private schools was implemented immediately following World War II. From **1957 to 1972**, a similar curriculum was followed but with a 2-2 plan that entailed common courses the first two years and either a college preparation or a vocational track in years three and four. In **1973**, the Revised Secondary Education Program (RSEP) was implemented, introducing major changes into the curriculum. The next major changes to the curriculum occurred in **1989**. The New Secondary Education Curriculum that ensued was the first to be required in all schools across the country. The single-track, general education curriculum included the following eight basic subjects:

- Filipino;
- Social Studies (*Araling Panlipunan*): taught in Filipino and included Geography, History, Government, Economics, Development of Civilization, cultures of Philippines, Asia and the world;
- Physical Education, Health and Music, PEHM (*Edukayon Pang Katawan, Kalusayan at Musika*): taught in Filipino and included Arts, Citizen Army Training (for boys and girls) in fourth year;
- Values Education (*Edukasyon sa Pagpapahalasaga*): taught in Filipino or English as a separate subject as well as integrated into all teaching areas;
- English;

- Science and Technology: taught in English and consisting of basic Biology, Chemistry and Physics classes in Year 1, Biology and Technology in Year 2, Chemistry and Technology in Year 3, and Physics and Technology in Year 4
- Mathematics: taught in English; and
- Technology and Home Economics, THE: taught in English and included Home Economics, Industrial Arts, Agriculture and Fishery Arts as well as Entrepreneurship Development.

Each subject was taught 40 minutes daily, except Physical Education, Health and Music, which was taught 40 minutes three times a week, and Science and Technology, which was taught 60 minutes a day in Year 1 and Year 2, and 80 minutes a day in Year 3 and Year 4.

Secondary Education Curriculum from 2002 to 2012

A Secondary Education Curriculum was released in 2002 with an update in 2010. The core learning areas of the Secondary Education Curriculum include: Filipino, English, Mathematics, Science and *Makabayan* (see table below). Each of the subjects is taught for all four years of high school. English, Science, Math and Filipino are each taught for one hour everyday, amounting to 300 minutes a week for each subject, whereas *Makabayan* subjects are taught for two and a half hours combined, for a total of 780 minutes per week. Teachers may organize their schedules in different ways to cover the prescribed amount of time for each subject. For example, one teacher may choose to teach Social Studies daily for 45 minutes while another may choose to teach it in 60-minute blocks four times a week.

Weekly Teaching Minutes per Subject in the 2002 Secondary Education Curriculum

Subject	Weekly time allocated to each subject (in minutes)			
	Year 1	Year 2	Year 3	Year 4
Filipino	300	300	300	300
English	300	300	300	300
Science and Technology (1)	300	300	300	300
Mathematics	300	300	300	300
<i>Makabayan:</i> (2)	780	780	780	780
□ □ Social Studies (3)	240	240	240	240
□ □ Technology and Livelihood Education	240	240	240	240
□ □ Music, Arts, Physical Education and Health	240	240	240	240
□ □ Values Education (4)	60	60	60	60
Total Weekly Minutes	1,980	1,980	1,980	1,980

Notes:

- (1) Integrated Science in the first year (basic concepts in Earth Science, Biology, Chemistry and Physics); Biology in the second year; Chemistry in the third year; Physics in the fourth year.
- (2) At the secondary level, *Makabayan* is a learning area designed to develop the personal, social and work/special skills of learners, in particular interpersonal skills, empathy with other cultures, vocational efficiency, problem-solving, and decision-making in daily life.
- (3) Social Studies covers history of the Philippines in Year 1, Asian studies in Year 2, world history in Year 3 and economics in Year 4.
- (4) Also integrated in all learning areas.

The academic year starts in June and ends in March, covering a period of 40 weeks, excluding holidays, for a total of 200 to 220 instructional days. The "summer break" is from March to May, corresponding to the warm and dry season. The school year was lengthened from 185 days to a minimum of 200 days in SY 1993-1994. In comparison, schools in Alberta offer between 185 and 190 instructional days per year.

The total of yearly instruction hours is relatively high in the Philippines compared to that of other countries. In the elementary grades, Filipino children have 1,067 hours of instruction per year in grades 1 and 2, 1,200 hours in grades 3 and 4, and 1,267 hours in grades 5 and 6. In the secondary grades, students have a minimum of 1,320 hours of instruction each year. Comparatively, Alberta offers 950 hours of instruction per year from Grade 1 to Grade 9, and 1,000 hours per year in grades 10 through 12.

Language of Instruction

The languages of instruction for secondary education are similar to those used for elementary education; Filipino is used to teach Filipino, Social Studies and Values Education, while English is the medium of instruction for English, Science, Mathematics, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education and Health (MAPEH). According to President Macapagal-Arroyo's Executive Order No. 210, issued in 2003, English should be used as the language of instruction no less than 70 percent of the total time allotment for all learning areas at the secondary education level.

Language of Instruction for Secondary School Subjects

English	Filipino
English, Science, Mathematics, Technology and Livelihood Education (TLE), Music, Arts, Physical Education and Health (MAPEH)	Filipino, Social Studies (<i>Araling Panlipunan</i>), Values Education (<i>Edukasyon sa Pagpapahalaga</i>)

Assessment

Secondary school students are rated four times a year on all subjects, as in elementary school, through various methods including quizzes, participation, projects and periodical tests. The government encourages the use of non-traditional assessment methods (e.g. open-ended questions, performance-based assessment and portfolio assessment) to complement traditional ones (e.g. multiple choice, completion and matching). The passing grade is 75% and the lowest

grade that can be entered on the report card is 65%. Students are promoted on a subject basis and automatically advance to the next grade. However, if a student fails three subjects or more during the year and are unable to make them up during the summer sessions, he or she will be retained in the same grade, but still only need to repeat the failed subjects.

Grades are reported on two standardized forms mandated by DepED: Form 137-A or the High School Permanent Record, and Form 138-A or the High School Report Card.

Documentation

Form 137-A is essentially the student's transcript, listing all classes taken as well as grades earned for each class. It also indicated whether the student has graduated. For students graduating from private schools, Form 137-A should also state the S.O. number. Only schools recognized by DepED can legally issue Form 137-A or use the words "Form 137-A" (or Form 137) on their transcripts.

Form 138-A is issued to students once they have left high school permanently, whether because of graduation or another interruption of studies of at least one year. The form lists the final grades on all courses taken by the student. Only schools recognized by DepED can legally issue Form 138-A or use the words "Form 138-A" (or Form 138) on their transcripts.

At the end of Year 4, students take a national achievement test (NAT), previously called the *National Secondary Achievement Test* (NSAT). NAT is not, in general, used as admission requirement for post-secondary admission. This test replaces the *National College Entrance Examination* (NCEE), abolished in 1994, which was used between 1974 and 1994 as an admission requirement by post-secondary institutions. Upon successful completion of the four-year curriculum, students are awarded a Diploma (*Katibayan*) from their school as well as a Certificate of Graduation (*Katunayan*) by DepED.

Secondary Curriculum Analysis

Comparison of key subjects (English, Mathematics and Sciences) of the Philippine 2002 Secondary Education Curriculum with the current Alberta high school curriculum has shown both similarities and differences. In general, it appears that by the end of secondary Year 4 (Grade 10/or 11), the Filipino student's education could be compared to that achieved by an Alberta student at the end of Grade 11.

Analysis of the Philippine secondary mathematics curriculum suggests that it compares to the Alberta secondary Mathematics 20-1. The Philippine curriculum covers most of the Mathematics 20-1 content, some of the Mathematics 30-1 content, along with additional content not covered in the Alberta curriculum – some algebra and, especially, geometry concepts are covered with more depth in the Philippines. On the other hand, some topics are missing from the Philippine curriculum such as permutations, combinations, conics and transformational geometry.

Analysis of the biology curriculum, part of the second year of high school in the Philippines, suggests that most of the concepts of the Alberta biology program are covered, including some components of Biology 30.

Chemistry, taught in Year 3 of the Philippine secondary education, seems to address all of the concepts covered in Science 10, part of Chemistry 20 and little of Chemistry 30. Solutions and gases (Chemistry 20) appear well covered in the Philippine curriculum, but Stoichiometry and Organic Chemistry are missing .

The physics program, covered in Year 4, addresses significant topics of Physics 20 with the following exceptions: kinematics, two-dimensional motion, simple harmonic motion, circular motion and mechanical waves. Some concepts of Physics 30 are also covered, but with the following significant omissions: conservation of momentum in two-dimensional interactions, Kirchhoff's rules, Lenz's law, electric charges in electric and magnetic fields, wave particle duality, deBroglie, Compton effect, the development of the atomic model and Balmer's series (hydrogen spectrum).

In addition to those three science subjects, the first year of high school in the Philippines includes a yearlong "Integrated Science" subject that covers general scientific concepts (i.e. scientific method) as well as concepts specific to biology, chemistry and physics.

Examination of the English curriculum is estimated to be comparable to the Alberta English Language Arts 10-2.

Summary of Rationale

The IQAS placement recommendation takes into account the following factors as outlined above:

- duration of the study
- outcome of the study
- number of instructional hours
- it represents an exit credential from a secondary school system in the home country
- other placement recommendations
- curriculum analysis as done by the Alberta Education

IQAS recommends that the High School Diploma from the Philippines generally compares to the completion of Grade Eleven.

Grading:

The passing grade set by the Department of Education is 75 percent and the lowest failing grade that may appear on the transcript is 65 percent. Percentage grades are usually given.

Percentage	Letter Grade	Numerical Grade	IQAS Grade
97-100	A	1.00	96
94-96	A-	1.50	88

91-93	B+	1.75	82
88-90	B	2.00	77
85-87	B-	2.25	71
80-84	C+	2.50	63
75-79	C or D	3.00 or 3.50	53
0-74	D or F	4.00 or 5.00	<50

Official Names of the Government Educational Authority Over the Years

YEAR	OFFICIAL NAME	OFFICIAL TITULAR HEAD	LEGAL BASES
1863	Superior Commission of Primary Instruction	Chairman	Educational Decree of 1863
1901-1916	Department of Public Instruction	General Superintendent	Act. No. 74 of the Philippine Commission, Jan. 21, 1901
1916-1942	Department of Public Instruction	Secretary	Organic Act Law of 1916 (Jones Law)
1942-1944	Department of Education, Health and Public Welfare	Commissioner	Renamed by the Japanese Executive Commission, June 11, 1942
1944	Department of Education, Health and Public Welfare	Minister	Renamed by Japanese Sponsored Philippine Republic
1944	Department of Public Instruction	Secretary	Renamed by Japanese Sponsored Philippine Republic
1945-1946	Department of Public Instruction and Information	Secretary	Renamed by the Commonwealth Government
1946-1947	Department of Instruction	Secretary	Renamed by the Commonwealth Government
1947-1975	Department of Education	Secretary	E.O. No. 94 October 1947 (Reorganization Act of 1947)
1975-1978	Department of Education and Culture	Secretary	Proc. No. 1081, September 24, 1972

1978-1984	Ministry of Education and Culture	Minister	P.D. No. 1397, June 2, 1978
1984-1986	Ministry of Education, Culture and Sports	Minister	Education Act of 1982
1987-1994	Department of Education, Culture and Sports	Secretary	E.O. No. 117. January 30, 1987
1994-2001	Department of Education, Culture and Sports	Secretary	RA 7722 and RA 7796, 1994 Trifocalization of Education Management
2001 - present	Department of Education	Secretary	RA 9155, August 2001 (Governance of Basic Education Act)

Country: Philippines (Republic of the Philippines)
Senior High School Diploma (2018 Onwards)

Category: Secondary

Credential Actual Name:

Senior High School Diploma (*Katibayan*)

Credential Alternate Actual Name(s):

Senior High School Certificate (*Katunayan*)

Time Period Credential Offered: Since 2016

Note: The first nationwide Grade 11 students were admitted in 2016 and graduated in 2018; however, early Senior High School adopter schools piloted the program from 2012 to 2016, and the first cohort of completers of the pilot program graduated in 2014. From 2018 onwards all high school students will graduate from the 12-year program.

Issuing Body: Department of Education

Admission Requirements:

The completion of Grade 10 or Junior High School. Grade 10 or Junior High School completers receive a '*Katunayan*' or Grade 10 Certificate of Completion.

Program Description:

Two-year senior secondary school program – that represents a total of 12 years of combined elementary and secondary education.

Provides Access to in the Home Country:

- Post-secondary education, such as universities and colleges, or technical and vocation training
- Employment

Note: In addition to Senior High School graduation, universities usually also require an entrance examination for admission to their programs.

IQAS Recommendation:

The Senior High School Diploma generally compares to the completion of a High School Diploma.

Course Equivalencies:

IQAS Equivalency	Track and/or Strand	Senior High School Courses
Language Arts (English) Grade 12	All tracks and strands	<p>The average of the combination of the highest grades of <u>any three</u> of:</p> <ul style="list-style-type: none"> • Oral Communication; • Reading and Writing; • 21st Century Literature from the Philippines and the World; • English for Academic and Professional Purposes. <p><i>*Note: Include the following from HUMSS strand as part of the <u>three</u> above:</i></p> <ul style="list-style-type: none"> • Creative Writing • Creative Nonfiction: The Literary Essay
Math 30-2	All tracks and strands	<p>The average of the combination of:</p> <ul style="list-style-type: none"> • General Mathematics; and • Statistics and Probability.
Math 30-1	Academic track	<ul style="list-style-type: none"> • Pre-Calculus
Math 31	Academic track	<ul style="list-style-type: none"> • Basic Calculus
Science 30	All tracks and strands [except STEM and PBM strands]	<p>The average of the combination of:</p> <ul style="list-style-type: none"> • Earth and Life Science; and • Physical Science.
	STEM and PBM strands	<p>The average of the combination of:</p> <ul style="list-style-type: none"> • Earth Science; and • <u>One of</u> General Chemistry 1, General Physics 1, or General Biology 1.
Biology 30	Academic track	<ul style="list-style-type: none"> • General Biology 2
Chemistry 30	Academic track	<ul style="list-style-type: none"> • General Chemistry 2
Physics 30	Academic track	<ul style="list-style-type: none"> • General Physics 2

For grading purposes:

- Average grades for subjects used to award Language Arts (English) Grade 12, Math 30-2, and Science 30.
- In terms of Math 30-1, Math 31, Biology 30, Chemistry 30 and Physics 30, use the grade for the last progressive course (example: Pre-Calculus for Math 30-1, Basic Calculus for Math 31, Biology 2 for Biology 30, Chemistry 2 for Chemistry 30, and Physics 2 for Physics 30).

For General Biology 1, General Chemistry 1, and General Physics 1:

- Can be combined with a science course (such as Earth Science) to award Science 30 (if the student does not possess Biology 2, Chemistry 2, Physics 2 to give 30-level individual Biology/Chemistry/Physics).

Rationale:

Background

The *Enhanced Basic Education Act of 2013* (otherwise known as the K to 12 reform) changed school education in the Philippines from a 6 + 4 primary / secondary system to a 6 + 6 model, made up of six years of elementary education and six years of secondary education. The expanded secondary education is compulsory and divided into four years of Junior High School (JHS / Grades 7 – 10) and two years of Senior High School (SHS / Grades 11 and 12). Kindergarten became compulsory for all five year olds from 2012. New intakes into Grade 7 from 2012 onwards are mandated to complete four years of JHS and two years of SHS as a condition for high school graduation.

Nationwide implementation of the new SHS system began in 2016 and the first national batch of Grade 12 students graduated in 2018. Prior to 2016, however, the Department of Education (DepEd) selected some high schools and enrolled students in June 2012 to pilot the SHS program. The enrollees were Grade 10 completers of the 2011-2012 school year (SY). The pioneer cohort of the pilot program graduated in 2014. Early adopter public and private schools piloted the program till March 2016.

Students normally start high school at the age of 12 or 13 and graduate SHS at the age of 18 or 19. The entry requirement for public high schools is the completion of primary education, while some private high schools require competitive entrance examinations. Admission to the SHS is the completion of the JHS or Grade 10. Public secondary education is tuition free, as provided in the *Free Public Secondary Education Act of 1988*. The new SHS is tuition free as well in public schools. The academic year starts in June and ends in March, covering a period of 40 weeks, excluding holidays, for a total of 200 to 220 instructional days. The “summer break” is from March to May, corresponding to the warm and dry season. The school year was lengthened from 185 days to a minimum of 200 days in SY 1993-1994.

The total of yearly instruction hours in the Philippines is the minimum of 850 hours in Grade 1; 1,033 hours in Grade 2; and 1,200 hours per year in Grades 3 to 6. In the junior secondary Grades 7 to 10, students have a minimum of 1,160 hours of instruction each year. In Grades 11 and 12, students receive a combined 2,480 hours of instruction for the senior high school education. Comparatively, Alberta offers 950 hours of instruction per year from Grade 1 to Grade 9, and 1,000 hours per year in Grades 10 through 12.

Secondary Education

According to the *Enhanced Basic Education Act of 2013* (K to 12 reform), from 2012 onwards, new intakes into Grade 7 are mandated to complete four years of junior high school (Grades 7 – 10) and two years of senior high school (Grades 11 – 12) as a condition for high school graduation. Compulsory secondary education is now six years, rather than the pre-reform four years (refer to the old High School Diploma credential template for an overview of the previous secondary school curricula).

Junior High School Curriculum

The eight core learning areas of the Junior High School (JHS) curriculum are as follows: Filipino; English; Mathematics; Science; Social Studies (*Araling Panlipunan [AP]*); Values Education (*Edukasyon sa Pagpapakatao [EsP]*); Music, Arts, Physical Education and Health (MAPEH); and Technology and Livelihood Education (TLE). Each of the subjects is taught four hours weekly (except Social Studies is taught three hours weekly and Values Education is taught two hours weekly) for all four years of junior high school (see table below).

Weekly Teaching Time per Subject in the Junior High School

Subject	Weekly hours allocated to each subject			
	Grade 7	Grade 8	Grade 9	Grade 10
Filipino	4	4	4	4
English	4	4	4	4
Mathematics	4	4	4	4
Science	4	4	4	4
Social Studies	3	3	3	3
Technology and Livelihood Education	4	4	4	4
Music, Arts, Physical Education and Health	4	4	4	4
Values Education	2	2	2	2
Total Weekly Hours	29	29	29	29

Additional provision is made for independent and cooperative learning for two to four hours a week in Grades 7 to 10. This time is spent for self-directed learning, teamwork, goal-orientation and developing a sense of responsibility and accountability.

Senior High School Curriculum

In the Senior High School (SHS) curriculum there are 15 core subjects that all students are to study (see table below). These include courses in English, Filipino, general mathematics, literature, personal development and science.

Senior High School Core Subjects for All Students		
Core Learning Areas and Subjects		Allocated Hours
Language	Oral Communication [English]	80
	Reading and Writing [English]	80
	Communication and Research in the Filipino Language and Culture (<i>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</i>)	80
	Reading and Comprehension of Various Texts for Research (<i>Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik</i>)	80
Humanities	21st Century Literature from the Philippines and the World	80
	Contemporary Philippine Arts from the Regions	80
Communication	Media and Information Literacy	80
Mathematics	General Mathematics	80
	Statistics and Probability	80
Science	Earth and Life Science (Lecture and Laboratory) [This will be “Earth Science” for those taking the STEM and PBM strands]	80
	Physical Science (Lecture and Laboratory) [This will be “Disaster Readiness and Risk Reduction” for those taking the STEM and PBM strands]	80
Social Science	Personal Development (<i>Pansariling Kaunlaran</i>)	80
	Understanding Culture, Society and Politics	80
Philosophy	Introduction to the Philosophy of the Human Person (<i>Pambungad sa Pilosopiya ng Tao</i>)	80
Physical Education (PE) and Health	Physical Education and Health	80
CORE Total Number of Hours		1,200
TRACK Total Number of Hours		1,280
Total Number of Hours (CORE + TRACK)		2,480
Total Hours (CORE + TRACK) divided by Number of School Days in SHS (400) = average hours/day		6.2 hours/day

Source: Adapted from the Department of Education

Tracking is a curriculum differentiation practice whereby courses are grouped on the basis of academic or vocational interests. Students are assessed and assigned to tracks based on their perceived abilities and career aspirations. The SHS core subjects involve 1,200 hours of instruction while the track subjects involve 1,280 instructional hours.

All students study 16 track subjects divided into seven applied subjects and nine specialized subjects, each 80 hours in duration. The general applied track subjects include:

- English for Academic and Professional Purposes;
- The Filipino Language in a Chosen Field, such as academic, sports, arts, and technical-vocational (*Filipino sa Piling Larang*);
- Entrepreneurship;

- Practical Research 1 [problem-solving skills through qualitative research];
- Practical Research 2 [primarily for quantitative research];
- Empowerment Technologies; and
- Inquiries, Investigations and Immersion.

These applied courses are adapted to the track a student has chosen.

Students are required to choose one of four different tracks depending on their career goals:

- Academic track (designed for students who intend to enter higher education).
 - Technical-vocational livelihood track (in order to enter employment or vocational training).
 - Sports track (for students with a particular aptitude in sports).
 - Arts and design track (for students with a particular aptitude in art and design).
- The Academic track is designed for SHS learners who intend to pursue higher education or careers along five specific strands namely
 - (i) Accountancy, Business and Management (ABM);
 - (ii) Humanities and Social Sciences (HUMSS);
 - (iii) Science, Technology, Engineering and Mathematics (STEM);
 - (iv) General Academic (GA) strand; and
 - (v) Pre-Baccalaureate Maritime (PBM).
 - The ABM strand is for those who plan to take up business-related courses in higher education or those who intend to engage in business, entrepreneurship, and other business-related careers.
 - The HUMSS strand is for those who plan to pursue humanities and social science fields of study at the university level.
 - The STEM strand is for those with aptitude for Math or Science or Engineering studies. STEM provides for a high standard of science and mathematics education for exceptional and advanced learners.
 - The GA strand is for SHS students who are yet to decide on a particular specialization.
 - A Joint DepEd Memorandum and Standards of Training, Certification, and Watchkeeping (STCW) Circular, issued in 2016, made provisions for the Pre-Baccalaureate Maritime (PBM) specialization as a modified STEM strand under the academic track. The goal of this specialization is to encourage SHS students to pursue maritime higher education.
 - The Technical, Vocational and Livelihood (TVL) track offers various specializations grouped into five strands: (i) Agri-Fishery Arts, (ii) Home Economics, (iii) Industrial Arts, (iv) Information and Communications Technology, and (v) TVL Maritime. The Joint DepEd Memorandum and STCW Circular, issued in 2016, added the TVL Maritime specialization for career opportunities in the maritime industry. Students following any TVL track can obtain competency-based qualifications in the chosen specialization: a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

- The Sports track offers subjects that prepare students for careers in sports, fitness and recreation.
- The Arts and Design track prepares artists for careers in the design and creative industries.

Language of Instruction

According to President Macapagal-Arroyo's Executive Order No. 210, issued in 2003 (and reiterated in the Department of Education Order No. 60, 2008), English should be used as the language of instruction no less than 70 percent of the total time allotment for all learning areas at the secondary education level. Thus, Filipino and English are the languages of instruction for secondary education.

In the junior high school, Filipino is used to teach Filipino, Social Studies and Values Education, while English is the medium of instruction for English, Science, Mathematics, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education and Health (MAPEH). At the senior high school level, English is the medium of instruction for the majority of courses. Filipino is used to teach only a few core and applied track courses, such as Communication and Research in the Filipino Language and Culture (*Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino*), Reading and Comprehension of Various Texts for Research (*Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik*), and the Filipino Language in a Chosen Field, such as academic, sports, arts, and technical-vocational (*Filipino sa Piling Larang*).

Language of Instruction for Secondary School Subjects

English	Filipino
<ul style="list-style-type: none"> • English • Science • Mathematics • Technology and Livelihood Education (TLE) • Music, Arts, Physical Education and Health (MAPEH) • Oral Communication • Reading and Writing • 21st Century Literature from the Philippines and the World • Contemporary Philippine Arts from the Regions • Media and Information Literacy • General Mathematics • Statistics and Probability • Earth [and Life] Science • Physical Science • Disaster Readiness and Risk Reduction 	<ul style="list-style-type: none"> ○ Filipino ○ Social Studies (<i>Araling Panlipunan</i>) ○ Values Education (<i>Edukasyon sa Pagpapahalaga</i>) ○ Communication and Research in the Filipino Language and Culture (<i>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</i>) ○ Reading and Comprehension of Various Texts for Research (<i>Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik</i>) ○ The Filipino Language in a Chosen Field, such as academic, sports, arts, and technical-vocational (<i>Filipino sa Piling Larang</i>)

-
- Personal Development
 - Introduction to the Philosophy of the Human Person
 - Understanding Culture, Society and Politics
 - Physical Education and Health
 - English for Academic and Professional Purposes
-

Assessment

Secondary school students are rated four times a year on all subjects. The government encourages the use of non-traditional assessment methods (e.g. open-ended questions, performance-based assessment and portfolio assessment) to complement traditional ones (e.g. multiple choice, completion and matching). The Department of Education Order No. 8, issued in 2015, introduced a standards- and competency-based grading system whereby grade computation is based on weighted results of the components of the summative assessments such as Written Work, Performance Tasks and Quarterly Assessment (see tables below).

Weight of the Components for JHS

Grades	Components	Languages Social Studies Values Education	Science	Math	MAPEH	TLE
7 to 10	Written Work	30%	40%		20%	
	Performance Tasks	50%	40%		60%	
	Quarterly Assessment	20%	20%		20%	

The Written Work component evaluates the ability of students to express skills and contents in writing, for instance, through mid-term exams. Performance Tasks assessment allows students to demonstrate what they know and can do in diverse ways, for instance, through projects and group tasks. Lastly, the Quarterly Assessment measures the knowledge acquired by students at the end of the quarter through the final exam.

Weight of the Components for SHS

		Core Subjects	Academic Track		Technical-Vocational and Livelihood (TVL)/ Sports/ Arts and Design Track	
			All other subjects	Work Immersion/ Research/ Business Enterprise Simulation/ Exhibit/ Performance	All other subjects	Work Immersion/ Research/ Exhibit/ Performance
Grades 11 and 12	Written Work	25%	25%	35%	20%	
	Performance Tasks	50%	45%	40%	60%	
	Quarterly Assessment	25%	30%	25%	20%	

The average of quarterly grades produces the final grade in a specific learning area in JHS while the average of the two quarters in a semester produces the final grade in a specific subject in SHS. Students are promoted and automatically advance to the next grade if the passing grade of 75% is achieved. Students who fail in two or less learning areas in JHS must pass remedial classes for the failed subjects in order to proceed to the next grade level. Otherwise the learner is retained in the same grade level. SHS students who fail any subject must pass remedial classes or retake the failed subjects. Students must pass all SHS subjects in order to earn the Grade 12 Diploma.

Documentation

School Form 9 (SF9) commonly known as Form 138-A was renamed the Learner's Progress Report Card through the Department of Education Order No. 58, issued in 2017. It shows the quarterly/periodic summary of a learner's progress for parents and guardians to monitor the performance of their children. The form lists the final grades on all courses taken by the student. It also includes the grading scale and descriptors. Form 138-A was previously issued to students once they have left high school permanently, whether because of graduation or another interruption of studies of at least one year. Only schools recognized by DepEd can legally issue School Form 9 (or Form 138-A).

School Form 10 (formerly Form 137-A) is essentially the student's transcript, listing the mode of enrolment, all classes taken and the grades earned for each class. The Senior High School Student Permanent Record (SF10-SHS), in particular, indicates whether the student has graduated. For students graduating from private schools, SF10-SHS should also state the Special Order (S.O.) number. Only schools recognized by DepEd can legally identify School Form 10 (or Form 137-A) on their transcripts.

From 2018 onwards, at the end of Grade 12, students take a *Basic Education Exit Assessment* (BEEA) and the *Grade 12 National Assessment Test* (NAT 12). The BEEA and NAT 12 are not, in general, used as admission requirements for post-secondary admission. Upon successful

completion of the senior high school curriculum, students are awarded a Grade 12 High School Diploma (*Katibayan*). Junior High School completers are awarded a Grade 10 Certificate of Completion (*Katunayan*).

Grades are reported on two standardized forms mandated by DepEd:

•Junior High School

- School Form 9-JHS (SF9-JHS / formerly Form 138-A) or the Learner's Progress Report Card, and
- School Form 10-JHS (SF10-JHS / formerly Form 137-A) or the Learner's Permanent Academic Record for Junior High School.

•Senior High School

- School Form 9-SHS (SF9-SHS / Form 138-A) or the Learner's Progress Report Card, and
- School Form 10-SHS (SF10-SHS) or the Senior High School Student Permanent Record.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. S.O. numbers are required of all private secondary schools. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma.

Conclusion

The *Enhanced Basic Education Act of 2013* decongests and expands the former high school curriculum so that students can master the desired learning competencies incrementally. The reformed curriculum is anchored on the principles of inclusive education, learners' growth and development, teaching and learning, and assessment. It also meets international norms for the length of basic education. High school students are equipped with competitive skills for higher education, employability and entrepreneurship.

The Senior High School curriculum incorporates some courses previously required under the General Education Curriculum (GEC) of higher education. The contents are based on the College Readiness Standards (CRS) of the Commission on Higher Education (CHED). Curriculum differentiation by tracks allows for senior high school specializations based on academic or vocational interests. Students study 15 core subjects and 16 track subjects. Students following any TVL track can obtain competency-based qualifications from the Technical Education and Skills Development Authority (TESDA), which signify that K to 12 graduates have acquired middle level skills with better opportunities for gainful employment.

Grades 11 and 12 strengthen core subjects like English, math and the sciences. The four general SHS subjects in English (Oral Communication, Reading and Writing, 21st Century Literature from the Philippines and the World, and English for Academic and Professional Purposes) emphasize the acquisition of appropriate reading strategies for a better understanding of academic texts, the principles of academic writing, the elements of communication, and the study and appreciation of literary texts. The two core SHS math subjects (General Mathematics and Statistics and Probability) emphasize key concepts of problem solving involving rational, exponential and logarithmic functions, random variables and probability distributions, sampling

techniques and distributions, the estimation of population mean and population proportion, tests of hypothesis, correlation and regression analysis.

Pre-Calculus highlights the ability to apply concepts and solve problems involving conic sections, systems of nonlinear equations, series and mathematical induction, circular and trigonometric functions, trigonometric identities, and polar coordinate system. The Basic Calculus course expects students to know how to determine the limit of a function, differentiate, and integrate algebraic, exponential, logarithmic, and trigonometric functions in one variable; to be able to formulate and solve problems involving continuity, extreme values, related rates, population models, and areas of plane regions.

Biology 1 and 2 cover the principles and concepts in the study of biology, life processes at the cellular and molecular levels, the transformation of energy in organisms, heredity and variation, and the diversity of living organisms: their structure, function and evolution.

Chemistry 1 and 2 emphasize the composition, structure, and properties of matter; quantitative principles, kinetics, and energetics of transformations of matter; and fundamental concepts of organic chemistry.

General Physics 1 covers the mechanics of particles, rigid bodies, fluids, waves, heat and thermodynamics using the methods and concepts of algebra, geometry, trigonometry, graphical analysis, and basic calculus. General Physics 2 includes electricity and magnetism, optics, the basics of special relativity, atomic and nuclear phenomena using the methods and concepts of algebra, geometry, trigonometry, graphical analysis, and basic calculus.

Earth and Life Science covers a basic understanding of earth science and biology, life processes and interactions at the cellular, organism, population, and ecosystem levels. Physical Science focuses on the evolution of matter, motion, electricity, magnetism, light, and the universe from ancient times to the present; applications of physics and chemistry concepts in contexts such as atmospheric phenomena, cosmology, astronomy, vision, medical instrumentation, space technology, drugs, sources of energy, pollution and recycling, fitness and health, and cosmetics.

Based on the contents of the senior high school curriculum, the completion of the High School Diploma (Grade 12) from the Philippines generally compares to the completion of a High School Diploma in Alberta. Therefore, courses comparable to 30-level courses in Alberta can be awarded as follows:

•English

The average of the combination of the highest grades of any three of the following Senior High School courses:

- Oral Communication;
- Reading and Writing;
- 21st Century Literature from the Philippines and the World;
- English for Academic and Professional Purposes;
- [including *Creative Writing* and *Creative Nonfiction* (from HUMSS strand)]

generally compares to the completion of **Language Arts (English) Grade 12**.

•Mathematics

The Senior High School courses in math compare as follows:

- General Mathematics + Statistics and Probability = **Math 30-2.**
- Pre-Calculus = **Math 30-1.**
- Basic Calculus = **Math 31.**

•Science

The combination of the following Senior High School courses compares as follows:

- Earth and Life Science + Physical Science = **Science 30.**
- Earth Science + ONE of (General Chemistry 1, General Biology 1, or General Physics 1) = **Science 30.**

•Biology

The following Senior High School course compares as follows:

- General Biology 2 = **Biology 30.**

•Chemistry

The following Senior High School course compares as follows:

- General Chemistry 2 = **Chemistry 30.**

•Physics

The following Senior High School course compares as follows:

- General Physics 2 = **Physics 30.**

Summary of Rationale

The IQAS placement recommendation takes into account the following factors as outlined above:

- duration of the study
- outcome of the study
- number of instructional hours
- it represents an exit credential from a secondary school system in the home country
- other placement recommendations.

IQAS recommends that the Senior High School Diploma from the Philippines generally compares to the completion of a High School Diploma.

Grading Scale:

According to the Department of Education Order No. 8, issued in 2015, initial grades are transmuted into percentage grades (0 – 100%). Percentage grades are usually reported on the student permanent academic record. The passing grade set by the Department of Education is 75 percent.

Philippines Descriptor	Philippines Percentage	IQAS (%)
Outstanding	100	100
	99	99
	98	97
	97	96
	96	95
	95	93
	94	92
	93	91
	92	89
	91	88
Very Satisfactory	90	87
	89	85
	88	84
	87	83
	86	81
Satisfactory	85	80
	84	79
	83	76
	82	72
	81	69
Fairly Satisfactory	80	65
	79	64
	78	61
	77	57
	76	54
Did Not Meet Expectations	75	50
Did Not Meet Expectations	0 – 74	< 50

Round .5 and above to the next whole number. For instance the Philippines percentage grades 84.5 or 84.8 are rounded to 85, which then corresponds to IQAS 80%.



Republika ng Pilipinas
Republic of the Philippines
Kagawaran ng Edukasyon
Department of Education

CORDILLERA ADMINISTRATIVE REGION (CAR)
Division of Baguio City



UNIVERSITY of the CORDILLERAS

Pinatutunayan nito na si
This certifies that

[Redacted]

Learner Reference Number (LRN): [Redacted]

ay kasiya-siyang nakatupad sa mga kinakailangan para sa pagtatapos ng **Senior High School**
has satisfactorily completed the requirements for Senior High School

Humanities and Social Sciences
Academic Track

na itinakda para sa Mataas na Paaralan ng Kagawaran ng Edukasyon, kaya pinagkalooban siya nitong
prescribed for Secondary Schools of the Department of Education and is therefore awarded this

Artibayan
Diploma

Nilagdaan sa Lungsod ng Baguio, Pilipinas nitong ika - 30 ng Hulyo 2018.
Signed in Baguio City, Philippines on the 30th day of July 2018.

[Redacted Signature]


Academic Director

[Redacted Signature]

President


Senior High School Form 137-A, page 1

Form 137-A



Republic of the Philippines
Department of Education
Cordillera Administrative Region
Baguio City Division
West Baguio Central

UNIVERSITY of the CORDILLERAS
Senior High School
PERMANENT RECORD



LEARNERS INFORMATION

NAME: [REDACTED] [REDACTED] [REDACTED] SEX: [REDACTED] Date of Birth: [REDACTED]
(Family Name) (Given Name) (Middle Name)

LRN: [REDACTED] ID NUMBER: [REDACTED] Date of SHS Admission: 2016-08-15

ELIGIBILITY FOR SHS ENROLLMENT

High School Completer | Gen. Ave: Junior High School Completer | Gen. Ave: Date of Graduation/Completion: _____
 Name of School: Pinsao National High School School Address: Baguio City
 PEPT Passer** | Rating: ALS A&E Passer*** | Rating: Others (Pls. Specify): _____
 Date of Examination/Assessment: _____ Community Learning Center: _____

SCHOLASTIC RECORDS

SCHOOL: University Of The Cordilleras SCHOOL ID: [REDACTED]
 TRACK/STRAND: Humanities and Social Sciences SECTION: HUMSS-BLOCK C
 NUMBER OF SCHOOL DAYS: 92 DAYS PRESENT: 90 GRADE LEVEL: 11 SY: 2016-2017 1st Semester

CATEGORY	SUBJECTS	GRADING PERIOD		TERM FINAL GRADE	REMARKS
		1	2		
Core Subjects					
	Contemporary Philippine Arts from the Regions	91	92	92	Passed
	Earth and Life Science (Lecture and Laboratory)	94	93	94	Passed
	General Mathematics	90	91	91	Passed
	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	93	91	92	Passed
	Oral Communication in Context	93	96	95	Passed
	Physical Education and Health	92	88	90	Passed
	Understanding Culture, Society and Politics	91	98	95	Passed
Applied Track Subjects					
	Empowerment Technologies	90	87	89	Passed
	English for Academic and Professional Purposes	94	88	91	Passed
Elective					
	The UCian	P	P	P	Passed
General Ave. for the Term:					92.11

SCHOOL: University Of The Cordilleras SCHOOL ID: [REDACTED]
 TRACK/STRAND: Humanities and Social Sciences SECTION: HUMSS-BLOCK C-2
 NUMBER OF SCHOOL DAYS: 95 DAYS PRESENT: 77 GRADE LEVEL: 11 SY: 2016-2017 2nd Semester

CATEGORY	SUBJECTS	GRADING PERIOD		TERM FINAL GRADE	REMARKS
		3	4		
Core Subjects					
	Introduction to Philosophy of the Human Person	85	90	88	Passed
	Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik	87	86	87	Passed
	Personal Development	81	89	85	Passed
	Physical Education and Health	92	83	88	Passed
	Reading and Writing Skills	87	80	84	Passed
	Statistics and Probability	86	85	86	Passed
Applied Track Subjects					
	Filipino sa Piling Larangan (Akademik)	90	88	89	Passed
Specialized Subjects					
	Disciplines and Ideas in the Social Sciences	84	95	90	Passed
	Introduction to World Religions and Belief System	93	89	91	Passed
General Ave. for the Term:					87.56

SCHOOL: University Of The Cordilleras SCHOOL ID: [REDACTED]
 TRACK/STRAND: Humanities and Social Sciences SECTION: HUMSS 12 - BLOCK H
 NUMBER OF SCHOOL DAYS: 82 DAYS PRESENT: 76 GRADE LEVEL: 12 SY: 2017-2018 1st Trimester

CATEGORY	SUBJECTS	GRADING PERIOD		TERM FINAL GRADE	REMARKS
		1	2		
Core Subjects					
	21st Century Literature from the Philippines and the World	90	93	92	Passed
	Media and Information Literacy	89	92	91	Passed
	Physical Education and Health	88	97	93	Passed
Applied Track Subjects					
	Practical Research 1	93	95	94	Passed
Specialized Subjects					
	Disciplines and Ideas in the Applied Social Sciences	87	86	87	Passed
	Philippine Politics and Governance	87	92	90	Passed
General Ave. for the Term:					91.17

Senior High School Form 137-A, page 2

SCHOOL:	University Of The Cordilleras	SCHOOL ID:	[REDACTED]		
TRACK/STRAND:	Humanities and Social Sciences	SECTION:	HUMSS 12 - BLOCK H-2		
NUMBER OF SCHOOL DAYS:	70	DAYS PRESENT:	64	GRADE LEVEL:	12
		SY:	2017-2018	2nd Trimester	

CATEGORY	SUBJECTS	GRADING PERIOD		TERM	REMARKS
		3	4	FINAL GRADE	
Core Subjects					
	Physical Education and Health	95	97	96	Passed
	Physical Science (Lecture and Laboratory)	90	90	90	Passed
Applied Track Subjects					
	Entrepreneurship	87	90	89	Passed
	Inquiries, Investigation, and Immersion	97	98	98	Passed
	Practical Research 2	97	99	98	Passed
Specialized Subjects					
	Creative Writing	98	97	98	Passed
				General Ave. for the Term:	94.83

SCHOOL:	University Of The Cordilleras	SCHOOL ID:	[REDACTED]		
TRACK/STRAND:	Humanities and Social Sciences	SECTION:	HUMSS 12 - BLOCK H-3		
NUMBER OF SCHOOL DAYS:	57	DAYS PRESENT:	50	GRADE LEVEL:	12
		SY:	2017-2018	3rd Trimester	

CATEGORY	SUBJECTS	GRADING PERIOD		TERM	REMARKS
		5	6	FINAL GRADE	
Specialized Subjects					
	Community Engagement, Solidarity & Citizenship	92	93	93	Passed
	Creative Non-Fiction: The Literary Essay	91	92	92	Passed
	Trends, Networks and Critical Thinking in the 21st Century Culture	93	88	91	Passed
	Work Immersion/Research/Career Advocacy/Culminating Activity	78	86	82	Passed
Elective					
	Health Optimizing Physical Education 12	87	98	93	Passed
				General Ave. for the Term:	89.50

REMARKS: COMPLETED GRADE 12

Prepared by: [REDACTED] Registrar
 Certified True and Correct: [REDACTED] Academic Director
 Date Checked: 10-04-2018

Awards/Honors Received: SHS General Average: **91.00**

NOTE:
 This permanent record or a photocopy of this permanent record that bears the seal of the school and the original signature in ink of the School Head shall be considered valid for all legal purposes. Any erasure or alteration made on this copy should be validated by the School Head.
 If the student transfers to another school, the originating school should produce one (1) certified true copy of this permanent record for safekeeping. The receiving school shall continue filling up the original form. Upon graduation, the school from which the student graduated should keep the original form and produce one(1) certified true copy for the Division Office.

REMARKS: (Please indicate the purpose for which this permanent record will be used)
 FOR FURTHER STUDY ABROAD



Date Issued: 10-04-2018

Senior High School Form 138-A

Form 138-A



Republic of the Philippines
Department of Education
Cordillera Administrative Region
Baguio City Division
West Baguio Central

UNIVERSITY of the CORDILLERAS
Senior High School
REPORT CARD



STUDENT INFORMATION

Name: [REDACTED] LRN: [REDACTED]
 Age: [REDACTED] Sex: [REDACTED]
 Grade: 12 ID Number: [REDACTED]
 School Year: 2017 - 2018 Section: HUMSS 12 - BLOCK H

REPORT ON LEARNING PROGRESS AND ACHIEVEMENT

First Trimester	Grading Period		Trimester Final Grade
	1	2	
Core Subjects			
21st Century Literature from the Philippines and the World	90	93	92
Media and Information Literacy	89	92	91
Physical Education and Health	88	97	93
Applied Track Subjects			
Practical Research 1	93	95	94
Specialized Subjects			
Philippine Politics and Governance	87	92	90
Disciplines and Ideas in the Applied Social Sciences	87	86	87
Average for the Trimester:			91

Second Trimester	Grading Period		Trimester Final Grade
	3	4	
Core Subjects			
Physical Education and Health	95	97	96
Physical Science (Lecture and Laboratory)	90	90	90
Applied Track Subjects			
Entrepreneurship	87	90	89
Inquiries, Investigation, and Immersion	87	98	98
Practical Research 2	97	99	98
Specialized Subjects			
Creative Writing	98	97	98
Average for the Trimester:			95

Third Trimester	Grading Period		Trimester Final Grade
	5	6	
Core Subjects			
Health Optimizing Physical Education 12	87	98	93
Applied Track Subjects			
Specialized Subjects			
Community Engagement, Solidarity & Citizenship	92	93	93
Creative Non-Fiction: The Literary Essay	91	92	92
Work Immersion/Research/Career Advocacy/Culminating Activity	78	86	82
Trends, Networks and Critical Thinking in the 21st Century Culture	93	88	91
Average for the Trimester:			90

GENERAL AVERAGE: 92

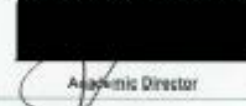
Descriptors: Outstanding (90-100) – Passed; Very Satisfactory (85-89) – Passed; Satisfactory (80-84) – Passed; Fairly Satisfactory (75-79) – Passed; Did Not Meet Expectations (Below 70) – Failed

Dear Parent,

This report card shows the ability and progress your child has made in the different learning areas as well as his/her core values.

The school welcomes you should you desire to know more about your child's progress.


 Class Adviser


 Academic Director

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Grading Period					
		1	2	3	4	5	6
Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others.	AO	AO	AO	AO	AO	AO
	Shows adherence to ethical principles by upholding truth.	SO	SO	SO	AO	SO	SO
Makatao	Is sensitive to individual, social, and cultural differences.	SO	SO	AO	AO	AO	AO
	Demonstrates contributions toward solidarity.	SO	SO	SO	AO	SO	SO
Makakalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically.	AO	AO	AO	AO	AO	AO
	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen.	SO	SO	SO	AO	SO	SO
Makabansa	Demonstrates appropriate behavior in carrying out activities in the school, community, and country.	SO	SO	SO	AO	SO	SO

Markings: AO – Always Observed; SO – Sometimes Observed; RO – Rarely Observed; NO – Not Observed

REPORT ON ATTENDANCE

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
School Days	12	20	19	20	11	21	18	20	14	21	19	14	209
Days Present	12	17	19	17	11	17	18	18	14	17	16	14	190
Days Absent	0	3	0	3	0	4	0	2	0	4	3	0	19

PARENT/GUARDIAN'S SIGNATURE

BY 2017-2018: _____

Certificate of Transfer

Admitted to Grade: _____ Section: _____
 Eligibility for Admission to Grade: _____

 Class Adviser Academic Director

Cancellation of Eligibility to transfer

Admitted in: _____
 Date: _____

 Academic Director

Country: Philippines (Republic of the Philippines)
Certificate/Diploma

Category: Post-secondary

Credential Actual Name:

Certificate/Diploma in xxx

Credential Alternate Actual Name(s):

Graduate in Midwifery Certificate

Junior Secretarial Certificate

Computer Secretarial Certificate

Diploma in Dental Hygiene

Diploma in Computer and Electronics Technology

Diploma in Electronics Engineering Technology

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

The completion of High School

In general, this represents completion of 10 years of combined elementary and secondary schooling. Some private high schools offer Grade 11 and even Grade 12, but that does not give any advanced standing for entry into university or college. After successful completion of four years of high school, students receive a 'Katunayan' or a Certificate of Graduation.

Universities and colleges usually also require an entrance examination for admission to their programs. There is currently no standard examination, but between 1974 and 1994, the National College Entrance Examination (NCEE) was required by all postsecondary institutions. The NCEE was abolished in 1994.

Program Description:

Generally, a one-year or two-year post-secondary program, but may be up to three years – this represents a total of 11, 12 or 13 years of study (10 years of combined primary and secondary education plus one to three years of post-secondary study).

Post-secondary certificates (*sertipiko*) or diplomas are usually one or two years in duration and do not have specific requirements. Some programs may be three years in length. They are offered by universities and colleges in a variety of programs. CHED recognizes some of these programs, but others operate without official approval and recognition. The recognition status of current programs can be verified on CHED's HEIs Directory (<https://ched.gov.ph/ched-recognized-programs/>).

Note: For further information on undergraduate education in the Philippines, please refer to the Bachelor's degree credential templates and the Country Education Profile – the Republic of the Philippines.

Provides Access to in the Home Country:

- Further education, such as post-secondary or undergraduate education
- Employment

IQAS Recommendations:

The one-year Certificate or Diploma generally compares to the completion of a High School Diploma, including vocational/ or technical/ or professional training in xxx. [Evaluated in combination with the completion of the High School Diploma.]

The two-year Certificate or Diploma generally compares to the completion of a one-year Post-secondary Certificate with a focus in xxx.

The three-year Certificate or Diploma generally compares to the completion of a two-year Post-secondary Diploma with a focus in xxx.

Course Equivalencies

High School courses combined with **at least one course in the subject from an undergraduate program** can generally be compared to the completion of level 30 (or Grade Twelve) courses in Alberta, except for English. To award Language Arts (English) Grade Twelve two undergraduate courses in English are required (or minimum of 5 credits). *[In order to award courses comparable to 30-level courses in Alberta, undergraduate transcripts should be used. It is recommended that courses taken in Filipino high school generally compare to: Math 20-1 or Math 20-2 (if vocational stream is followed); Biology 20; Chemistry 20; Physics 20, Language Arts (English) Grade 10]. For further information refer to the High School Diploma Credential Template.*

IQAS Rationale:

The structure of the educational system in the Philippines was modelled upon the structure of education in the United States with one notable exception. The total number of years of primary and secondary schooling in the US is twelve. In the majority of schools in the Philippines the completion of High School represents 10 years of schooling in total. However, completion of high school in the Philippines generally meets the academic credential requirements for admission into an undergraduate program at many institutions in the United States.

As per a survey conducted by IQAS of post-secondary institutions in Canada, the ten-year secondary school system from the Philippines is not considered, by itself, sufficient preparation for undergraduate studies in Canada. Additional study at a post-secondary level is usually required for students from the Philippines seeking undergraduate admission in Canada. The number of years required seems to vary from institution to institution.

Taking into account:

- admission requirements
- general content
- length of study
- outcome of study
- placement recommendations for the Filipino certificates or diplomas from across the world

IQAS recommends that:

- **The one-year Certificate or Diploma generally compares to the completion of a High School Diploma, including vocational/ or technical/ or professional training in xxx. [Evaluated in combination with the completion of the High School Diploma.]**
- **The two-year Certificate or Diploma generally compares to the completion of a one-year Post-secondary Certificate with a focus in xxx.**
- **The three-year Certificate or Diploma generally compares to the completion of a two-year Post-secondary Diploma with a focus in xxx.**

Grading:

Most commonly used grading scale at the post-secondary level

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50		A-		82
1.75	Very good	B+	90-94	77
2.00		B		73
2.25		B-		69
2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00		C-		56
4.00	Conditional Fail	D	70-74	52
5.00	Fail	F	Below 70	<50
INC	Incomplete			

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85

3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession, if appropriate or required.

Special Order Number

Special Order (S.O.) numbers are one of the government’s ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government: CHED HEI Directory -

<https://ched.gov.ph/ched-recognized-programs/>

Country: Philippines (Republic of the Philippines)
Associate's Degree

Category: University

Credential Actual Name:

Associate's Degree

Credential Alternate Actual Name(s):

Associate in Arts

Associate in Radiologic Technology

Associate in Computer Science

Associate in Marine Transportation

Associate in Health Science Education

Associate in Library and Information Science

Associate in Secretarial Administration Associate in Computer Secretarial

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

The completion of High School

In general, this represents completion of 10 years of combined elementary and secondary schooling. Some private high schools offer Grade 11 and even Grade 12, but that does not give any advanced standing for entry into university or college. After successful completion of four years of high school, students receive a '*Katunayan*' or a Certificate of Graduation.

Universities and colleges usually also require an entrance examination for admission to their programs. There is currently no standard examination, but between 1974 and 1994, the National College Entrance Examination (NCEE) was required by all postsecondary institutions. The NCEE was abolished in 1994.

Program Description:

Two or three-year undergraduate program

Associate's degree programs (*asoyado*) are generally 70 units in length and are usually completed over a period of two years. Some associate's degree programs may be up to three years in length. CHED requires these programs to have a general education component that represents up to half of the coursework, as well as military training and physical education courses. Structurally, associate's degrees are built in such a way as to allow students to proceed directly into a bachelor's degree program, fully credited for the coursework done as

part of the associate's degree. At the successful completion of the program, students receive the title of Associate in [the particular discipline].

Associate programs are part of vocational education (administered by TESDA), but are not equivalent to associate's *degree* programs overseen by CHED. Also, not all associate's degree programs are approved by CHED so it is useful to verify the HEIs directory on CHED's website (<https://ched.gov.ph/ched-recognized-programs/>).

Note: For further information on undergraduate education in the Philippines, please refer to the Bachelor's degree credential templates.

Provides Access to in the Home Country:

- Further education, such as Bachelor's degree, generally with full transfer of credit when studies continue in the same field
- Employment

Note: Employment may be conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions.

IQAS Recommendations:

The two-year Associate's degree generally compares to the completion of a one-year Post-secondary Certificate with a focus in xxx.

The three-year Associate's degree generally compares to the completion of a two-year Post-secondary Diploma with a focus in xxx.

Course Equivalencies

High School courses combined with **at least one course in the subject from an undergraduate program** can generally be compared to the completion of level 30 (or Grade Twelve) courses in Alberta, except for English. To award Language Arts (English) Grade Twelve two undergraduate courses in English are required (or minimum of 5 credits).

[In order to award courses comparable to 30-level courses in Alberta, undergraduate transcripts should be used. It is recommended that courses taken in Filipino high school generally compare to: Math 20-1 or Math 20-2 (if vocational stream is followed); Biology 20; Chemistry 20; Physics 20, Language Arts (English) Grade 10]. For further information refer to the High School Diploma Credential Template.

IQAS Rationale:

The structure of the educational system in the Philippines was modelled upon the structure of education in the United States with one notable exception. The total number of years of primary and secondary schooling in the US is twelve. In the majority of schools in the Philippines the completion of High School represents 10 years of schooling in total. However, completion of high school in the Philippines generally meets the academic credential requirements for admission into an undergraduate program at many institutions in the United States.

As per a survey conducted by IQAS of post-secondary institutions in Canada, the ten-year secondary school system from the Philippines is not considered, by itself, sufficient preparation for undergraduate studies in Canada. Additional study at a post-secondary level is usually required for students from the Philippines seeking undergraduate admission in Canada. The number of years required seems to vary from institution to institution.

The situation varies when it comes to graduate level admission for students who completed their bachelor degrees in the Philippines. Some institutions in Canada consider students with four-year baccalaureate degrees from prestigious institutions and with an adequately high GPA from the Philippines for admission into graduate programs. Others require different types of upgrading before considering graduate admission for students from the Philippines.

Taking into account:

- admission requirements
- general content of such programs
- length of the study
- outcome of study
- placement recommendations for the Filipino associate’s degrees from across the world

IQAS recommends that:

The two-year Associate degree generally compares to the completion of a one-year Post-secondary Certificate with a focus in xxx.

The three-year Associate degree generally compares to the completion of a two-year Post-secondary Diploma with a focus in xxx.

Grading:

Most commonly used grading scale at the post-secondary level

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50	Very good	A-	90-94	82
1.75		B+		77
2.00	Good	B	85-89	73
2.25		B-		69
2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00	Pass	C-	75-79	56
4.00	Conditional Fail	D	70-74	52

5.00 INC	Fail Incomplete	F	Below 70	<50
-------------	--------------------	---	----------	-----

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution	No

(State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government: CHED HEI Directory - <https://ched.gov.ph/ched-recognized-programs/>

Country: Philippines (Republic of the Philippines)
Bachelor's Degree (4 years)

Category: University

Credential Actual Name:

Bachelor's Degree (four years) in xxx

Credential Alternate Actual Name(s):

Bachelor of Arts

Bachelor of Science

Bachelor of Business Administration

Bachelor of/in (Elementary/Secondary) Education

Bachelor in Accountancy

Bachelor in Tourism

Bachelor in Industrial Psychology

BS in Physical Therapy (five years)

BS in Occupational Therapy (five years)

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

The completion of High School

In general, this represents completion of 10 years of combined elementary and secondary schooling. Some private high schools offer Grade 11 and even Grade 12, but that does not give any advanced standing for entry into university or college. After successful completion of four years of high school, students receive a '*Katunayan*' or a Certificate of Graduation.

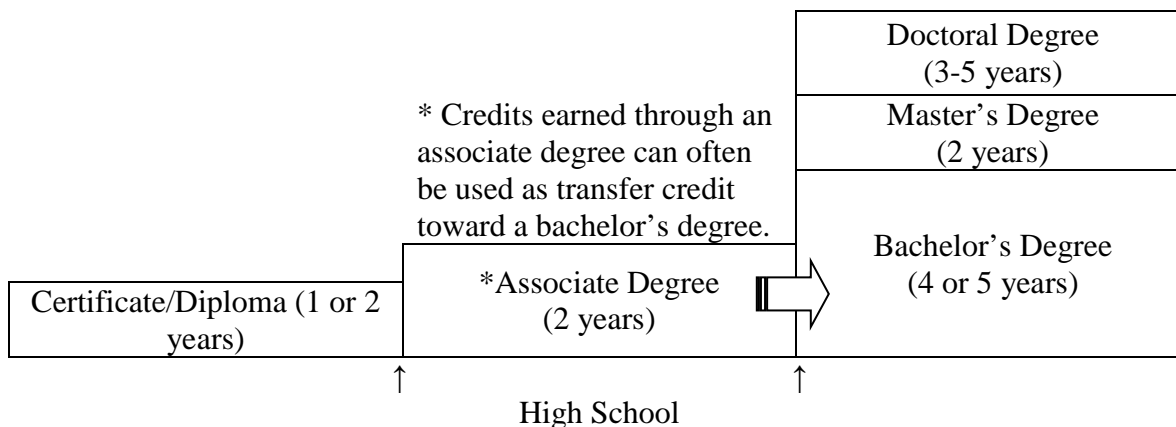
Universities and colleges usually also require an entrance examination for admission to their programs. There is currently no standard examination, but between 1974 and 1994, the National College Entrance Examination (NCEE) was required by all postsecondary institutions. The NCEE was abolished in 1994.

Program Description:

Four-year undergraduate degree program, or five-year (four years of coursework plus one year of internship) undergraduate degree program for some health-related disciplines (e.g. BS in Physical Therapy and BS in Occupational Therapy)

The pattern of higher education in the Philippines, which is based on the American system, is also very similar to that of Canada. Students enter university after the completion of high school, usually at the age of 16 or 17.

Table 1 - Usual Pattern of Higher Education



Academic programs at the higher education level consist of instructional units, similar to credits used in Canadian universities. One unit corresponds to one hour of lecture or three hours of laboratory work per week. Usually, courses are three units in value, but science and technology courses may be four to six units. In general, students take 18 to 22 units per semester. Most four-year bachelor's degrees require between 124 and 185 units for graduation, while five-year degrees require up to 200 units. To compare Filipino units to Alberta credits, the total number of units is generally multiplied by 0.75.

The most common degree awarded at the undergraduate level is the four-year Bachelor's degree (*Batsilyer* in Filipino). The first two years of the baccalaureate degree are usually devoted to the General Education Curriculum (GEC) mandated by the Commission on Higher Education (CHED), the government department responsible for higher education, and years three and four consist of courses related to the major. Some Higher Education Institutions (HEIs) structure their bachelor degree programs differently so that the GEC coursework is distributed over the entire length of the program. Curricular content for all bachelor degrees is regulated by CHED, which issues the outline of the coursework to be followed along with suggested unit requirements. The curriculum also often includes two years of (usually non-credit) units in military training (mandatory for men, optional for women) and in physical education (mandatory for men and for women who don't enrol in military training), as well as religion and philosophy courses in sectarian schools.

Bachelor's degrees in health-related fields, such as Physical Therapy and Occupational Therapy, follow a slightly different structure. In addition to the four years of classroom study, the B.S. in Physical Therapy and the B.S. in Occupational Therapy also include one year of internship in an approved clinical setting. These programs typically share a similar curriculum for the first two years, and specialize the last three years. Both professions require PRC certification and licensing for practice.

General Education Curriculum

The *Higher Education Act of 1994* requires all HEIs to adhere to a General Education Curriculum (GEC) as a core component of all Bachelor's degree programs. The current GEC was revised in

1996 by CHED and includes a minimum of 63 units distributed among the four main disciplines, as described in the table below. Some programs offer modified versions of the GEC, as allowed by CHED.

Table 2: Distribution of the 63 units comprising the General Education Curriculum (GEC), 1996

Discipline (Units)
Language and literature (24)
- <i>English</i> (9)
- <i>Filipino</i> (9)
- <i>Literature</i> (6)
Mathematics and Natural Sciences (15)
- <i>Mathematics</i> (6)
- <i>Natural Sciences</i> (6)
- <i>Science elective</i> (3)
Humanities and Social Sciences (18)
- <i>Humanities, Arts and Philosophy</i> (6)
- <i>Social Science, Basic Economics, General Psychology, Politics and Governance, Society and Culture</i> (12)
Mandated Subjects (6)
- <i>Life and Works of Rizal</i> (3)
- <i>Philippine History</i> (3)

After the successful completion of their programs, students are awarded Bachelor of Science or Bachelor of Arts degrees in their major (e.g. Bachelor of Science in Nursing, Bachelor of Arts in Philosophy).

For further description of some specific programs please refer to the Country Profile.

Provides Access to in the Home Country:

- Further education, such as Master’s degree programs or professional specializations
- Employment

Note: Employment may be conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions. Minimum educational requirements for entry into profession vary, some may be shorter than a 4-year Bachelor’s degree (e.g. Midwifery), others may be longer (e.g. Medicine). Refer to Table 10 of the Country Profile for a listing of regulated professions.

IQAS Recommendations:

The four-year Bachelor’s Degree generally compares to the completion of a three-year Bachelor’s Degree with a focus in xxx.

The five-year Bachelor’s Degree in a health-related field, including one year of clinical internship, generally compares to the completion of a three-year Bachelor’s Degree with a focus in xxx, plus a one-year internship.

Course Equivalencies

High School courses combined with **at least one course in the subject from an undergraduate program** can generally be compared to the completion of level 30 (or Grade Twelve) courses in Alberta, except for English. To award Language Arts (English) Grade Twelve two undergraduate courses in English are required (or minimum of 5 credits).

[In order to award courses comparable to 30-level courses in Alberta, undergraduate transcripts should be used. It is recommended that courses taken in Filipino high school generally compare to: Math 20-1 or Math 20-2 (if vocational stream is followed); Biology 20; Chemistry 20; Physics 20, Language Arts (English) Grade 10]. For further information refer to the High School Diploma Credential Template.

IQAS Rationale:

The structure of the educational system in the Philippines was modelled upon the structure of education in the United States with one notable exception. The total number of years of primary and secondary schooling in the US is twelve. In the majority of schools in the Philippines the completion of High School represents 10 years of schooling in total. However, completion of high school in the Philippines generally meets the academic credential requirements for admission into an undergraduate program at many institutions in the United States.

As per a survey conducted by IQAS of post-secondary institutions in Canada, the ten-year secondary school system from the Philippines is not considered, by itself, sufficient preparation for undergraduate studies in Canada. Additional study at a post-secondary level is usually required for students from the Philippines seeking undergraduate admission in Canada. The number of years required seems to vary from institution to institution.

The situation varies when it comes to graduate level admission for students who completed their bachelor degrees in the Philippines. Some institutions in Canada consider students with four-year baccalaureate degrees from prestigious institutions and with an adequately high GPA from the Philippines for admission into graduate programs. Others require different types of upgrading before considering graduate admission for students from the Philippines.

Taking into account:

- admission requirements
- general content
- length of study
- outcome of study
- placement recommendations for the Filipino four-year undergraduate degrees from across the world
- admission to graduate programs in some Canadian universities

The four-year Bachelor's Degree generally compares to the completion of a three-year Bachelor's Degree with a focus in xxx.

The five-year Bachelor’s Degree in a health-related field, including one year of clinical internship, generally compares to the completion of a three-year Bachelor’s Degree with a focus in xxx, plus a one-year internship.

Most commonly used grading scale at the post-secondary level

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50		A-		82
1.75	Very good	B+	90-94	77
2.00		B		73
2.25		B-		69
2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00		C-		56
4.00	Conditional Fail	D	70-74	52
5.00	Fail	F	Below 70	<50
INC	Incomplete			

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.

- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government’s ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government: CHED HEI Directory - <https://ched.gov.ph/ched-recognized-programs/>

Country: Philippines (Republic of the Philippines)
Bachelor of Science in Nursing

Category: University

Credential Actual Name:
 Bachelor of Science in Nursing

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:
 The completion of High School

In general, this represents completion of 10 years of combined elementary and secondary schooling. Some private high schools offer Grade 11 and even Grade 12, but that does not give any advanced standing for entry into university or college. After successful completion of four years of high school, students receive a '*Katunayan*' or a Certificate of Graduation.

To be admitted in nursing programs, students must have graduated in the top 40 percent of their class in high school. Universities and colleges usually also require an entrance examination for admission to their programs. There is currently no standard examination, but between 1974 and 1994, the National College Entrance Examination (NCEE) was required by all postsecondary institutions. The NCEE was abolished in 1994.

Program Description:
 Four-year undergraduate degree program

Nursing is a popular and growing profession in the Philippines, partly in response to the important international demand for nurses. Students entering that field must complete a four-year Bachelor of Science in Nursing (B.S.N.) in a CHED-approved program.

The table below presents a typical Bachelor of Science in Nursing curriculum:

Table 3. Bachelor of Science in Nursing – Core Curriculum

General Education (65 units) <i>Language and Humanities</i> <ul style="list-style-type: none"> • English (Comm. Skills I & II), Filipino I & II, Introduction to Literature, English 3 (Comm. Skills III), Philosophy of Man, Logic and Critical Thinking 	24 units
<i>Mathematics, Natural Sciences & Information Technology</i> <ul style="list-style-type: none"> • Mathematics (College Algebra), Chemistry (General), Biology/Geology/Earth Science, Physics I, Anatomy and Physiology, Microbiology and Parasitology, Information Technology (Computer) 	26 units
<i>Social Sciences</i>	

<ul style="list-style-type: none"> Psychology (General), Sociology/Anthropology, Philippine History, Philippine Government & Constitution, Asian Civilization 	15 units
Associate in Health Science Education (AHSE) Curriculum (24 units) Primary Health Care I, with RLE Primary Health Care II, with RLE Health Economics with Taxation and Agrarian Reform Bioethics Basic Nutrition Science, Technology and Society	
Nursing (80 units) NCM 100 - Foundations of Nursing Practice NCM 101 - Promotive and Preventive Nursing Care Management NCM 102 - Curative and Rehabilitative Nursing Care Management I NCM103 - Related Learning Experience NCM104 - Curative and Rehabilitative Nursing Care Management II NCM105 - Nursing Management & Leadership Introduction to Nursing Research Strategies in Health Education Community Health Development	
TOTAL Course Units	169 units
Related Learning Experience (42 units = 2,142 hours) PHC I & II NCM 100 to 105	5 units combined (255 hours) 37 units combined (1887 hours)
Physical Education (1 to 4)	8 units
Citizens Military Training - CMT/ROTC (1 to 4)	6 units

Source: *Philippines: a study of the educational system of the Philippines and guide to the academic placement of students in educational institutions in the United States*, PIER World Education Series, American Association of Collegiate Registrars and Admissions Officers & NAFSA: Association of International Educators, 2001

Between 1976 and 1992, students could take a three-year Graduate in Nursing (G.N.) program that gave the same access to the profession as the bachelor's degree. The G.N. credits could also be used as transfer credits toward a B.S.N. degree. Prior to 1976, B.S.N. degrees were five years in length, while G.N. programs took four years (one year pre-nursing plus three years of hospital-based training) to complete. A two-year G.N. to B.S.N. supplementary degree program was also offered until 1976. The Graduate in Nursing programs are no longer offered.

Graduates of Nursing degrees must take the PRC licensing examination to be registered and licensed to practice with the title of Registered Nurse (RN).

Provides Access to in the Home Country:

- Further education, such as Master's degree programs or professional specializations
- Employment

Note: Employment is conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions, including Nursing.

IQAS Recommendations:

The Bachelor of Science in Nursing generally compares to the completion of a three-year Bachelor's Degree with a focus in Nursing.

Course Equivalencies

High School courses combined with **at least one course in the subject from an undergraduate program** can generally be compared to the completion of level 30 (or Grade Twelve) courses in Alberta, except for English. To award Language Arts (English) Grade Twelve two undergraduate courses in English are required (or minimum of 5 credits).

[In order to award courses comparable to 30-level courses in Alberta, undergraduate transcripts should be used. It is recommended that courses taken in Filipino high school generally compare to: Math 20-1 or Math 20-2 (if vocational stream is followed); Biology 20; Chemistry 20; Physics 20, Language Arts (English) Grade 10]. For further information refer to the High School Diploma Credential Template.

IQAS Rationale:

The structure of the educational system in the Philippines was modelled upon the structure of education in the United States with one notable exception. The total number of years of primary and secondary schooling in the US is twelve. In the majority of schools in the Philippines the completion of High School represents 10 years of schooling in total. However, completion of high school in the Philippines generally meets the academic credential requirements for admission into an undergraduate program at many institutions in the United States.

As per a survey conducted by IQAS of post-secondary institutions in Canada, the ten-year secondary school system from the Philippines is not considered, by itself, sufficient preparation for undergraduate studies in Canada. Additional study at a post-secondary level is usually required for students from the Philippines seeking undergraduate admission in Canada. The number of years required seems to vary from institution to institution.

The situation varies when it comes to graduate level admission for students who completed their bachelor degrees in the Philippines. Some institutions in Canada consider students with four-year baccalaureate degrees from prestigious institutions and with an adequately high GPA from the Philippines for admission into graduate programs. Others require different types of upgrading before considering graduate admission for students from the Philippines.

Taking into account:

- admission requirements
- general content
- length of study
- outcome of study
- placement recommendations for the Filipino four-year undergraduate degrees from across the world
- admission to graduate programs in some Canadian universities
- consultation with professional nursing associations

IQAS recommends that a Bachelor of Science in Nursing from the Philippines generally compares to the completion of a three-year Bachelor's degree with a focus in Nursing.

Most commonly used grading scale at the post-secondary level

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50	Very good	A-	90-94	82
1.75		B+		77
2.00	Good	B	85-89	73
2.25		B-		69
2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00	Pass	C-	75-79	56
4.00	Conditional Fail	D	70-74	52
5.00	Fail	F	Below 70	<50
INC	Incomplete			

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have

completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government: CHED HEI Directory - (<https://ched.gov.ph/ched-recognized-programs/>).

Country: Philippines (Republic of the Philippines)
Bachelor's Degree (5 years)

Category: University

Credential Actual Name:

Bachelor's Degree (five years) in xxx

Credential Alternate Actual Name(s):

Bachelor of Science in Architecture

Bachelor of Science in Engineering (Chemical, Civil, Electrical, Agricultural, Mechanical, Aeronautical, etc.)

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

The completion of High School

In general, this represents completion of 10 years of combined elementary and secondary schooling. Some private high schools offer Grade 11 and even Grade 12, but that does not give any advanced standing for entry into university or college. After successful completion of four years of high school, students receive a '*Katunayan*' or a Certificate of Graduation.

Universities and colleges usually also require an entrance examination for admission to their programs. There is currently no standard examination, but between 1974 and 1994, the National College Entrance Examination (NCEE) was required by all postsecondary institutions. The NCEE was abolished in 1994.

Program Description:

Five-year undergraduate degree program

Note: For more general information on undergraduate education in the Philippines, please refer to the Bachelor's degree (four-year) credential template and the Country Education Profile – the Republic of the Philippines.

The most common five-year Bachelor's degrees are in Engineering and Architecture. A few institutions offer five-year programs in science (for example, Chemistry and Geology) and Pharmacy and some offer five-year programs in Agriculture.

Other five-year Bachelor's degrees not covered in this template include degrees in the health disciplines (e.g. Physiotherapy and Occupational Therapy). Those degrees include four years of study plus one year of internship. They are covered in the Bachelor's Degree (four-year) template.

The Bachelor of Science degree in Engineering is offered in numerous fields, including Aeronautical, Architectural, Ceramic, Chemical, Civil, Computer, Electrical, Electronic, Environmental, Geodetic, Industrial, Manufacturing, Marine, Mechanical, Mining, Sanitary, and Textile Engineering. All engineering degrees are Bachelor of Science degrees. Depending on the field, the minimum requirements range from 160 academic units (i.e. Civil Engineering) to 192 units (i.e. Electrical Engineering). Some schools have higher total unit requirements, even up to 230 units (i.e. University of San Carlos). All programs must include CHED's general education curriculum; a technical cluster of basic engineering, mathematics, physical science, and natural science courses; and a professional technical cluster in the field of specialization. Most programs also allow some elective technical courses. All programs are offered over a five-year period of full-time study, although CHED has introduced pilot programs at Central Philippine University and Baguio College Foundation to test a 6-year engineering curriculum to make graduates more competitive candidates for employment opportunities in other countries.

Undergraduate programs in architecture lead to the Bachelor of Science in Architecture (BSArch) degree. The requirements include completion of 226 units over five years. Institutions are permitted to designate their own major specializations from among Housing, Physical Planning, Building Technology, and Architectural Design, and to include their own electives. The curriculum is made up of general education curriculum courses and technical courses. The technical cluster includes courses in Architecture, allied area courses, specialization courses, and general elective courses.

Provides Access to in the Home Country:

- Further education, such as Master's degree programs or professional specializations
- Employment

Note: Employment may be conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions. Graduates of all undergraduate engineering programs must pass the regulatory examination of the PRC in order to obtain a license to practice as a registered engineer.

IQAS Recommendations:

The Five-Year Bachelor's Degree generally compares to the completion of a Four-Year Bachelor's Degree with a focus in xxx.

Course Equivalencies

High School courses combined with **at least one course in the subject from an undergraduate program** can generally be compared to the completion of level 30 (or Grade Twelve) courses in Alberta, except for English. To award Language Arts (English) Grade Twelve two undergraduate courses in English are required (or minimum of 5 credits).

[In order to award courses comparable to 30-level courses in Alberta, undergraduate transcripts should be used. It is recommended that courses taken in Filipino high school

generally compare to: Math 20-1 or Math 20-2 (if vocational stream is followed); Biology 20; Chemistry 20; Physics 20, Language Arts (English) Grade 10]. For further information refer to the High School Diploma Credential Template.

IQAS Rationale:

The structure of the educational system in the Philippines was modelled upon the structure of education in the United States with one notable exception. The total number of years of primary and secondary schooling in the US is twelve. In the majority of schools in the Philippines the completion of High School represents 10 years of schooling in total. However, completion of high school in the Philippines generally meets the academic credential requirements for admission into an undergraduate program at many institutions in the United States.

As per a survey conducted by IQAS of post-secondary institutions in Canada, the ten-year secondary school system from the Philippines is not considered, by itself, sufficient preparation for undergraduate studies in Canada. Additional study at a post-secondary level is usually required for students from the Philippines seeking undergraduate admission in Canada. The number of years required seems to vary from institution to institution.

The situation varies when it comes to graduate level admission for students who completed their bachelor degrees in the Philippines. Some institutions in Canada consider students with four-year baccalaureate degrees from prestigious institutions and with an adequately high GPA from the Philippines for admission into graduate programs. Others require different types of upgrading before considering graduate admission for students from the Philippines.

Taking into account:

- admission requirements
- general content
- length of study
- outcome of study
- placement recommendations for the Filipino five-year undergraduate degrees from across the world
- admission to graduate programs in some Canadian universities

IQAS recommends that a five-year Bachelor’s degree from the Philippines generally compares to the completion of a four-year Bachelor’s degree with a focus in xxx.

Most commonly used grading scale at the post-secondary level

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50	Very good	A-	90-94	82
1.75		B+		77
2.00	Good	B	85-89	73

2.25		B-		69
2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00	Pass	C-	75-79	56
4.00	Conditional Fail	D	70-74	52
5.00	Fail	F	Below 70	<50
INC	Incomplete			

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No

Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government: CHED HEI Directory –

<https://ched.gov.ph/ched-recognized-programs/>.

Country: Philippines (Republic of the Philippines)
Postgraduate Certificate/Diploma

Category: University

Credential Actual Name:

Postgraduate Certificate/Diploma in xxx

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

Completion of a Bachelor's degree program

Program Description:

Six-months to two-year graduate degree program

Students may enrol in postgraduate diploma and certificate programs following the completion of a bachelor's degree. Those programs are different from the diploma and certificate undergraduate programs, though they are not necessarily made up of graduate-level courses. They generally last between six months and two years, and are composed of courses in a particular field that lead to specialized knowledge for specific professions. They may sometimes lead to transfer credits for graduate (i.e. Master's degree) studies.

Note: For more information on graduate education in the Philippines, please refer to the International Education Guide for the Assessment of Education from the Republic of the Philippines.

Provides Access to in the Home Country:

- Further education, such as master's degree programs
- Employment

Note: Employment may be conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions.

IQAS Recommendations:

The postgraduate diploma or certificate should be assessed individually depending upon duration and type of courses taken.

Course Equivalencies

30-level courses if no secondary documents are presented.

For further information refer to the Bachelor's Degree Credential Templates and to the High School Diploma Credential Template.

IQAS Rationale:

Postgraduate diplomas and certificates are usually professional in nature and meant to give the student more specialized, work-related knowledge or skills. Courses may or may not be of graduate level. The completion of a bachelor's degree is required for admission into these programs and the length of study varies between six months and two years.

The structure of postgraduate diplomas and certificates in the Philippines is similar to the structure of graduate diplomas and certificates in Canada and Alberta. The length of study and the admission requirements are also comparable in both countries.

Taking into account:

- admission requirements into a postgraduate diploma or certificate program in the Philippines;
- general content of such programs;
- length of the study;
- access to further study and professional registration, if appropriate; and
- placement recommendations for the Filipino master's degree from across the world.

IQAS recommends that postgraduate diplomas and certificates be assessed individually as per the duration and type of courses taken.

Grading:**Most commonly used grading scale at the post-secondary level**

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50		A-		82
1.75	Very good	B+	90-94	77
2.00		B		73
2.25		B-		69
2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00		C-		56
4.00	Conditional Fail	D	70-74	52
5.00	Fail	F	Below 70	<50
INC	Incomplete			

Other post-secondary level grading scale**Reverse 4.0 reverse scale**

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77

2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the S.O. number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government:

CHED HEI Directory - <https://ched.gov.ph/ched-recognized-programs/>

Country: Philippines (Republic of the Philippines)
First Professional Degrees: Medicine and Law

Category: University

Credential Actual Name:

First Professional Degrees: Medicine and Law

Credential Alternate Actual Name(s):

Doctor of Medicine (M.D.)

Doctor of Dental Medicine (D.D.M.)

Doctor of Optometry (D.O.)

Doctor of Veterinary Medicine (D.V.M.)

Bachelor of Laws (L.L.B.)

Juris Doctor (J.D.)

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

Completion of relevant undergraduate preliminary studies (two years or four years) and, when required, entrance examination and certificate of eligibility – in general, this represents a total of 12 to 14 years of preliminary study (10 years of combined primary and secondary study plus 2 to 4 years of relevant undergraduate study).

Admission to the Doctor of Medicine (M.D.) normally requires the completion of a four-year bachelor of arts or bachelor of science degree that includes or is supplemented by a number of prerequisite courses, as specified by the school. Students must also pass the National Medical Admission Test (NMAT) and submit a Certificate of Eligibility for Medicine, issued by CHED, in order to be admitted to the program.

Admission to the Doctor of Dental Medicine (D.D.M.), Doctor of Optometry (D.O.) and Doctor of Veterinary Medicine (D.V.M.) normally requires the completion of two years of appropriate preparatory study that includes or is supplemented with prerequisite courses. Prior to 2004 the Doctor of Optometry program was four years in length with entry directly from high school.

Admission to the Bachelor of Laws (L.L.B.) and the Juris Doctor (J.D.) both require a four-year B.A. or B.S. degree, including or supplemented with prerequisite courses, generally including units of English, Mathematics and Social Sciences. Some of the prerequisite courses may be completed during the first year of the law program. Prior to 1961, the Bachelor of Laws required only two years of preliminary study for admission.

Program Description:

Four-year undergraduate degree program following the completion of relevant undergraduate preliminary studies (two years or a full bachelor's degree).

The first degrees awarded in medical and legal disciplines are considered part of the undergraduate level of education. In medicine, the title of Doctor is used instead of Bachelor, whereas students receive a Bachelor of Laws or Juris Doctor at the end of their law studies. Both types of degrees require the completion of relevant preliminary studies for admission.

- The Doctor of Medicine (M.D.), sometimes referred to in the Filipino *Doktor sa Medisina*, is a four-year program that requires the completion of a relevant four-year bachelor of arts or bachelor of science degree for admission. The four years of doctoral study represent two years of classroom study plus two-years of clinical training/study in affiliated hospitals. Graduates must complete an additional one year internship before sitting for the PRC licensing examination that gives access to the profession. Once they have passed the exam, students normally pursue a specialty within a residency training program.
- The Doctor of Dental Medicine (D.D.M.) is a four-year undergraduate dentistry program that follows two years of pre-dentistry study. A few universities require a Bachelor's degree for admission. Graduates must pass the PRC licensing examination to practice.
- The Doctor of Optometry (D.O.) is a four-year undergraduate optometry program that follows two years of pre-optometry study. Graduates must pass the PRC licensing examination to practice.
- The Doctor of Veterinary Medicine (D.V.M.) is a four-year undergraduate veterinary program that follows two years of pre-veterinary medicine. Graduate must pass the PRC examination to become registered and licensed to practice.
- The Bachelor of Laws (L.L.B.) and the Juris Doctor (J.D.) are both four-year undergraduate law programs that follow a four-year B.A. or B.S. degree. The J.D. requires an additional 8 units of coursework and a thesis, above what is required for the L.L.B. Prior to 1961, the Bachelor of Laws consisted of a 2 + 4 pattern. Graduates must complete up to 12 months of law practice internship, usually during their studies, before they are allowed to sit the bar examination administered by the Supreme Court. The bar examination must be passed in order to practice law. The Bachelor of Laws is sometimes referred to by its Filipino name *Batsilyer sa Pambabatas*.

Provides Access to in the Home Country:

- Further education, such as clinical master's degree programs or residency training programs in medicine (regulated by the Department of Health)
- Employment

Note: Employment is conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) or, for the legal profession, the bar examination administered by the Supreme Court.

IQAS Recommendations:

The Doctor of xxx, Bachelor of Laws or Juris Doctor generally compares to the completion of a first professional degree in xxx.

Note: this placement recommendation does not apply to the Doctor of Optometry program that allowed entry directly after high school (prior to 2004).

Course Equivalencies

30-level courses if no secondary documents are presented. *For further information refer to the Bachelor's Degree Credential Template and High School Diploma Credential Template.*

IQAS Rationale:

The structure of the medical and legal first professional degrees in the Philippines is similar to the structure of those degrees in Canada and in Alberta. All require the completion of appropriate preliminary study (two or four years in length) for admission, followed by four years of specialized study.

Degrees are awarded following the completion of the four-year professional study; however, all graduates of professional degrees must meet additional requirements to gain entry into the profession. Some degrees (Doctor of Medicine, Bachelor of Laws and Juris Doctor) require a one-year internship before the candidates are allowed to sit for the licensing examination, while other degrees allow graduates to immediately proceed to the examination. All graduates of the medical or legal professional degrees must pass their respective examinations in order to practice.

Taking into account:

- admission requirements into a Doctor of xxx, Bachelor of Laws and Juris Doctor in the Philippines;
- the general content of such programs;
- the length of study;
- access to graduate level study and professional registration; and
- placement recommendations for the Filipino first professional degrees from across the world,

IQAS recommends that a Doctor of xxx, Bachelor of Laws or Juris Doctor degree from the Philippines generally compares to the completion of a first professional degree in xxx.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are

required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government: CHED HEI Directory - <https://ched.gov.ph/ched-recognized-programs/>

Country: Philippines (Republic of the Philippines)
Master's Degree

Category: University

Credential Actual Name:

Master's Degree in xxx

Credential Alternate Actual Name(s):

Master of Arts

Master of Science

Master in Public Health

Master in Social Studies

Master of Agriculture

Master of Library Science

Master of/in Engineering

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

Completion of a bachelor's degree program

Admission requirements for master's degree programs include graduation from a recognized bachelor's degree program and usually an undergraduate grade point average of 2.0 (corresponding to 3.0 on a 4.0 scale) or B. Institutions may also administer their own entrance examinations (none is mandated by CHED) and interview students.

Program Description:

Two-year graduate degree program

Students may enter master's degree programs following the completion of a Bachelor's degree, usually in the same field or a closely related field. Other admission requirements may include an entrance examination and minimum grade requirements at the undergraduate level. Master of Arts (MA) and Master of Science (MS) normally require the completion of 30 units of coursework, plus original research leading to the oral defence of a thesis.

Other master's degree programs known as professional or coursework programs do not emphasize research, but include a minimum of 36 units of coursework instead. In cases where a thesis is required, it is not based on original research. These master's degrees include the name of the discipline in the title, such as Master in Fine Arts, Master in Nursing, Master of Architecture, etc. A list of Master's degrees is included in the Appendices.

The Filipino names for master's degree include *masterado*, *dalubhasa* and *kadalubhasaan*. The last two terms, meaning “expert” or “field of study”, also sometimes appear on non-master's-level credentials.

Master's degrees usually take two years of full time study to complete. However, many if not most graduate students only attend part-time, so programs are often offered through evening or weekend classes. The time limit for completing a master's degree is generally five years; however, students may reapply to the program to complete it and are usually readmitted.

Provides Access to in the Home Country:

- Further education, such as doctoral degree programs
- Employment

Note: Employment may be conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions.

IQAS Recommendations:

The two-year Master's degree [*following the completion of a four-year Bachelor's degree, or a five-year Bachelors degree, including one year of internship*] generally compares to the completion of a one-year Master's degree with a focus [of courses] in xxx.

[The first year of the Master's program in the Philippines is generally considered as last year of undergraduate study in Canada.]

The two-year Master's degree in xxx engineering [*following the completion of a five-year Bachelor's degree in the same field of engineering*] generally compares to the completion of a two-year Master's degree with a focus in xxx engineering.

Course Equivalencies

30-level courses if no secondary documents are presented.

For further information refer to the Bachelor's Degree Credential Template and High School Diploma Credential Template.

IQAS Rationale:

The structure of master's degree programs in the Philippines is similar to the structure of those programs in Canada and Alberta. The length of study, the number of credits and the admission requirements (completion of a bachelor's degree and achieving a minimum grade) are comparable in both countries.

Taking into account:

- admission requirements
- general content
- length of study
- outcome of study
- placement recommendations for the Filipino master's degree from across the world

IQAS recommends that:

The two-year Master's degree [following the completion of a four-year Bachelor's degree, or a five-year Bachelors degree, including one year of internship] generally compares to the completion of a one-year Master's degree with a focus [of courses] in xxx. [The first year of the Master's program in the Philippines is generally considered as last year of undergraduate study in Canada.]

The two-year Master's degree in xxx engineering [following the completion of a five-year Bachelor's degree in the same field of engineering] generally compares to the completion of a two-year Master's degree with a focus in xxx engineering.

Grading:

Most commonly used grading scale at the post-secondary level

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50	Very good	A-	90-94	82
1.75		B+		77
2.00	Good	B	85-89	73
2.25		B-		69
2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00	Pass	C-	75-79	56
4.00	Conditional Fail	D	70-74	52
5.00	Fail	F	Below 70	<50
INC	Incomplete			

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government:

CHED HEI Directory - <https://ched.gov.ph/ched-recognized-programs/>.

Country: Philippines (Republic of the Philippines)
Master of Business Administration (MBA)

Category: University

Credential Actual Name:

Master of Business Administration (MBA)

Credential Alternate Actual Name(s):

Master of Management (MM)

Master of Public Administration (MPA)

Master of Business Management (MBM)

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and colleges

Admission Requirements:

Completion of a bachelor's degree program

Admission requirements for business master's degree programs include graduation from a recognized bachelor's degree program and usually an undergraduate grade point average of 2.0 (corresponding to 3.0 on a 4.0 scale) or B. Some institutions require the bachelor's degree to be in the same field (business) while others require work experience prior to entering the master's degree program in business. Institutions may also administer their own entrance examinations (none is mandated by CHED) and/or interview students.

Program Description:

Two-year graduate degree program

Students usually enter a business master's degree program following the completion of a related business bachelor's degree. Some universities allow entry with any bachelor's degree plus work experience in a field of business. Other admission requirements may include an entrance examination and minimum grade requirements (usually 2.0 or B) at the undergraduate level.

Most business master's degree programs require between 36 and 44 units of coursework and may include a thesis. Requirements are higher for students who enter the program without having completed a business bachelor's degree.

Master's degrees in business, like master's degrees in other fields, usually take two years of full time study to complete. However, many if not most graduate students only attend part-time, so programs are often offered through evening or weekend classes. The time limit for completing a master's degree is generally five years; however, students may reapply to the program to complete it and are usually readmitted.

Provides Access to in the Home Country:

- Further education, such as doctoral degree programs
- Employment

Note: Employment may be conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions.

IQAS Recommendations:

The Master of Business Administration (MBA) generally compares to the completion of a one-year MBA. [*First year of the MBA/MPM etc. program in the Philippines is generally considered as last year of undergraduate study in Canada.*]

Course Equivalencies

30-level courses if no secondary documents are presented.

For further information refer to the Bachelor's Degree Credential Template and High School Diploma Credential Template.

IQAS Rationale:

The structure of master's degree programs in business, whether they are in the Philippines, Canada or Alberta, varies greatly. However, the general length of study, number of credits and the admission requirements are comparable in both countries.

Taking into account:

- admission requirements
- general content
- length of study
- outcome of study
- placement recommendations for the Filipino business master's degree from across the world

The Master of Business Administration (MBA) generally compares to the completion of a one-year MBA. [*First year of the MBA/MPM etc. program in the Philippines is generally considered as last year of undergraduate study in Canada.*]

Grading:**Most commonly used grading scale at the post-secondary level**

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50		Very good	A-	90-94
1.75	B+		77	
2.00	Good	B	85-89	73
2.25		B-		69

2.50	Fair or Satisfactory	C+	80-84	65
2.75		C		61
3.00	Pass	C-	75-79	56
4.00	Conditional Fail	D	70-74	52
5.00	Fail	F	Below 70	<50
INC	Incomplete			

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below

* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government:

CHED HEI Directory - <https://ched.gov.ph/ched-recognized-programs/>

Country: Philippines (Republic of the Philippines)
Doctoral Degree

Category: University

Credential Actual Name:

Doctoral Degree

Credential Alternate Actual Name(s):

Doctor of Philosophy (Ph.D.) in xxx

Doctor of Arts in xxx

Doctor in Management

Doctor in Public Management

Doctor of Arts in Language and Literature

Doctor of Business Administration

Doctor of Business Management

Doctor of Education

Doctor of Educational Management

Doctor of Fisheries Technology

Doctor of Jurisprudence

Doctor of Management

Doctor of Ministry

Doctor of Organization, Development and Transformation

Doctor of Public Administration

Doctor of Public Health

Doctor of Technology

Doctor of Technology Education

Note: These are examples and do not constitute a complete list of such credentials.

Time Period Credential Offered: Current

Issuing Body: Universities and Colleges

Admission Requirements:

The completion of a master's degree program

Admission requirements for doctoral degree programs normally include the completion of a master's degree, although some programs allow exceptional students to enter directly after the bachelor's degree, or to transfer from a master's program. A qualifying examination is generally administered after the second semester of study. Students must pass this comprehensive exam in order to earn the degree.

Program Description:

Generally, a three to five-year graduate degree program

There are two main types of doctoral programs. The first type of doctoral program requires the defence of a thesis based on original research and confers the title Doctor of Philosophy (*Doktor sa Pilosopiya* in Filipino) or Ph.D. It usually consists of 24 coursework units and 12 thesis units.

The second type of doctoral degree emphasizes coursework, and the thesis, if required, is not based on original research. These professional degrees do not lead to a Ph.D., but instead include the name of the discipline in the title, such as Doctor of Education, Doctor in Management, Doctor of Public Health, etc. They usually require 36 units of coursework.

Some HEIs may also offer a “Ph.D. by research” program for established scientists who have obtained a master’s degree with at least a 1.75 average, plus seven years of research experience and at least five published papers in refereed journals. They can obtain a Ph.D. by conducting research and submitting a dissertation, without taking any of the usual coursework.

Normal completion time for a doctoral degree is around five years, but must be between three and seven years. Many students do not complete their doctoral studies in the allotted amount of time.

Provides Access to in the Home Country:

- Further education
- Employment

Note: Employment may be conditional on passing the professional board examination administered by the Professional Regulation Commission (PRC) for regulated professions.

IQAS Recommendations:

The Doctoral degree generally compares to the completion of a Doctor of Philosophy (PhD) degree.

IQAS Rationale:

Considering the following points:

- Admission to doctoral degree programs in the Philippines is based on a master’s degree, which IQAS compares to a master’s degree;
- A doctoral degree program generally requires at least three years of fulltime study involving coursework and research;
- Doctoral degrees are the highest academic award in the country and give access to employment and post-doctoral research.

IQAS recommends that the Doctoral degree generally compares to the completion of a Doctor of Philosophy (PhD) degree.

Grading:

Most commonly used grading scale at the post-secondary level

Numerical Grade	Descriptive Grade	Letter Grade	Percentage	IQAS Grade
1.00	Excellent	A+	95-100	95
1.25		A		87
1.50		A-		82
1.75	Very good	B+	90-94	77
2.00		B		73
2.25	Good	B-	85-89	69
2.50		C+		65
2.75		C		61
3.00		C-		56
4.00	Conditional Fail	D	70-74	52
5.00		F		Below 70
INC	Incomplete			

Other post-secondary level grading scale

Reverse 4.0 reverse scale

Numerical Grade	Letter Grade	Descriptive Grade	IQAS Grade
4.0	A	Excellent	95
3.5		Very Good	85
3.0	B	Good	77
2.5		Above Average	71
2.0	C	Average	65
1.5		Below Average	59
1.00	D	Bare Pass/Poor	53
0.00	F	Fail	<50

Documentation

- Transcript of records, issued by the last institution attended, contains list of all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title(s) of degree(s) and date granted are also listed. In cases where required, the Special Order (S.O.) number will also appear on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino, Latin and combinations thereof) and format. Title of degree, date granted and institution name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The S.O. number will also often be listed on the diploma.
- Professional registration or licence, issued by the Professional Regulation Board (PRC) for regulated profession.

Special Order Number

Special Order (S.O.) numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an S.O. number for each group of graduates, every year, so the numbers will

be unique for each cohort. S.O. numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the following exceptions:

How to determine if an S.O. number is required:

Type of Institution	S.O. Number Required?
Public Higher Education Institution (State Universities and Colleges, CHED-Supervised Institutions, Local Universities and Colleges, Other Government Schools and Special Higher Education Institutions)	No
Private Higher Education Institution (Sectarian and Non-Sectarian)	Yes, with exceptions listed below
* Private Higher Education Institution granted Autonomy or Deregulated Status	No
* Private Higher Education Institution granted Level II or higher accredited status	No

Recognition status of institutions

The following website can help with the verification of an institution or programs current recognition (authorization to operate) by the government:

CHED HEI Directory - <https://ched.gov.ph/ched-recognized-programs/>