FUTURE DIRECTIONS OF THE NURSING PROFESSION

CARMENCITA M. ABAQUIN
Chairperson
Professional Regulatory Board of Nursing
THE INCUMBENT PRBON

Chairperson: HON. CARMENCITA M. ABAQUIN

PRBON MEMBERS:

HON. PERLA G. PO
HON. GLORIA B. ARCOS
HON. GLENDIA S. ARQUIZA
HON. FLORENCE C. CAWAON
HON. CARMELITA C. DIVINAGRACIA
HON. CARFREDDA P. DULMADO
Outline of Presentation

1. Government Initiatives:
   - ASEAN Mutual Recognition Arrangements (MRA) on Nursing Services
   - Philippine Qualifications Framework (PQF)
   - ASEAN Qualifications Reference Framework (AQRF)

2. Alignment of Nursing Initiatives:
   - Harmonized Nursing Roadmap
   - 2012 National Nursing Core Competency Standards
   - National Nursing Career Progression Program
   - Continuing Professional Development
   - Nursing Law Revision

3. Way Forward
THE ASEAN COMMUNITY

“An ASEAN Community shall be established comprising three pillars, namely political and security cooperation, economic cooperation, and socio-cultural cooperation that are closely intertwined and mutually reinforcing for the purpose of ensuring durable peace, stability and shared prosperity in the region”

- Bali Concord II, 2003
THE AEC VISION ...

“...a stable, prosperous and highly competitive ASEAN economic region in which there is a free flow of goods, services, investment and a freer flow of capital, equitable economic development and reduced poverty and socio-economic disparities.” AEC Blueprint, 2007
• **Overall Objective of the ASEAN Community:**
  Transform ASEAN into a stable, prosperous, and highly competitive region with equitable economic development, and reduced poverty and socio-economic disparities
To fast track integration, AMS adopted blueprints containing action areas and goals roadmaps 2009-2015.
1. Recognition of qualification education, training, certification and experience of professionals

2. Cooperation on human resources development and capacity building in the area of services

3. Enhance cooperation among ASEAN University Network (AUN) members to increase mobility for both students and staff

4. Develop core competencies and qualifications job/occupational and trainers skills required in priority services sectors

5. Strengthen research capabilities in promoting skills, job placements and developing labour market information networks
AEC 2015

Free Flow of Professional Services

Recognition of Professional Qualifications

Movement of Professionals
Conceptual Framework

RECOGNITION    DEVELOPMENT    HARMONIZATION

MRA           PQF            AQRF

OF QUALIFICATIONS

MOBILITY OF PROFESSIONALS
(ASEAN ECONOMIC COMMUNITY 2015)
# The ASEAN Mutual Recognition Arrangements

## Professional Services

<table>
<thead>
<tr>
<th>PROFESSIONAL SERVICES</th>
<th>DATE OF SIGNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Services Sectoral Working Group</strong></td>
<td></td>
</tr>
<tr>
<td>1. ENGINEERING</td>
<td>Dec. 2005</td>
</tr>
<tr>
<td>2. ARCHITECTURE</td>
<td>Nov. 2007</td>
</tr>
<tr>
<td>3. SURVEYING</td>
<td>Nov. 2007</td>
</tr>
<tr>
<td>4. ACCOUNTANCY</td>
<td>Feb. 2009</td>
</tr>
<tr>
<td><strong>Healthcare Services Sectoral Working Group</strong></td>
<td></td>
</tr>
<tr>
<td>1. NURSING</td>
<td>Dec. 2006</td>
</tr>
<tr>
<td>2. DENTISTRY</td>
<td>Aug. 2008</td>
</tr>
<tr>
<td>3. MEDICINE</td>
<td>Feb. 2009</td>
</tr>
</tbody>
</table>
Conceptual Framework

MOBILITY OF PROFESSIONALS (ASEAN ECONOMIC COMMUNITY 2015)
ASEAN Member States may recognize the education or experience obtained, requirements met, or licenses or certifications granted in another ASEAN Member State, for the purpose of licensing or certification of service suppliers.
The ASEAN Mutual Recognition Arrangements (MRA’s)

- Recognition
  - Education
  - Training
  - Experience
  - Certificates
  - Licenses

- Mobility
Objectives of the MRA

1. Facilitate **mobility** of practitioners within ASEAN

2. Exchange **information** and enhance **cooperation** in respect of mutual recognition of practitioners

3. Promote **adoption of best practices** on standards and qualifications

4. Provide opportunities for **capacity building** and **training** of practitioners
Recognition and Eligibility of Foreign Practitioners

1. In possession of a qualification recognized by PRA of country of origin and host country

2. In possession of a valid professional registration and current practising certificate to practice issued by PRA of country of origin

3. Has been in active practice in country of origin
   - Engineering/Architecture: 7 years
   - Medicine/Dentistry: 5 years
   - Nursing: 3 years
Recognition and Eligibility of Foreign Practitioners

4. In compliance with CPD requirements

5. Has been certified as not having violated any professional or ethical standards, local and international

6. Has declared that there is no investigation or legal proceeding pending against him/her in the country of origin or another country

7. In compliance with any other assessment or requirement as may be imposed by host country
UPDATES

- ASEAN has adopted a Roadmap Template
- Each ASEAN Member State (AMS) has submitted its Country Implementation Plan
- Discussions on mobility
- Matrix comparison on Registration and Licensing policies and procedures, CPD requirements, Special Temporary Permit
The Roadmap Template: Criteria

I. Exchange of Information
II. Facilitation of Mobility of Healthcare Professionals
III. Capacity-building and Training
IV. Financing Mechanisms Best Practices
V. Malpractice Insurance
I. EXCHANGE OF INFORMATION

- Qualifications (technical, ethical & legal)
- Domestic Laws and regulations (RA 9173; RA 8981; RA 722)
- Core Competencies (2005 NCCS; 2012 NNCCS)
- Code of Professional Conduct
- CPD (Continuing Professional Development)

Best Practices

- Registration Process
- Licensing Process
- Recognition of foreign healthcare professionals

Standardised Procedures

• Recognised Institutions
• Foreign Professionals Database
DOMAINS OF THE ASEAN NURSING CORE COMPETENCY

- Ethics and Legal Practice
- Professional Nursing/Midwifery Practice
- Leadership and Management
- Education and Research
- Professional, Personal and Quality Development
II. FACILITATE MOBILITY

• **NURSING Regulatory Authority**
  - Evaluate qualifications and experience of nominated Foreign Nurse
  - Register and/or license/grant recognition to nominated Foreign Nurse allowing them to practice in Host Country
  - Monitor their practice and conduct of Foreign Nurse
  - Take necessary action for any violation to ensure high standard of practice

• **Registration through AJCCCNs:**
  - Each AMS’ NRA can nominate their registered healthcare professionals through its AJCCCN representative to be considered by other AMS NRA for registration and recognition
  - After each AJCCCN Meeting, AJCCCN reps bring back nominations from other AMS for their NRAs consideration
The Roadmap Template

II. Facilitation of Mobility of Healthcare Professionals

- Status: GP
- Specialist
- Good Standing

Local professionals → apply → Foreign country (Institutions: hospitals, companies)

Local PRA ↔ Host PRA
III. CAPACITY BUILDING

• Conferences/ Forums

• Visits to healthcare facilities /institutions

• Attachments programmes

• Countries with developed system assist the less developed countries through various programmes

• Countries in need for capacity building can arrange local seminars, inviting resource persons from more developed AMS
# Policies of Temporary Licensing in ASEAN Member States

<table>
<thead>
<tr>
<th>Country</th>
<th>Limited Practice</th>
<th>Humanitarian</th>
<th>Training (CPD, Specialization)</th>
<th>Research with Patient Contact</th>
<th>Expert Visit</th>
<th>Lecture without Patient Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL.</td>
<td>• 1 year</td>
<td>Yes (through private organisation)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Not required</td>
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<tr>
<td>Regulations to Continuing Nursing Education (CCNE)</td>
<td>Responsible Department for CNE</td>
<td>Approved Training agencies</td>
<td>Categories of CNE Education activities</td>
<td>Assigned CNEU* (Credit /hr)</td>
<td>Required CCNE - U for Registration per years</td>
<td>Required for relicening</td>
</tr>
<tr>
<td>------------------------------------------------</td>
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<td>---------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes, res#</td>
<td>PRC Standards Division; PRBON CPD Council</td>
<td>CPD providers based on PRC guideline</td>
<td>Formal Non.formal Informal activities (UNESCO)</td>
<td>1 hour to 1 credit unit</td>
<td>45 credit units/3 years or 15 cu/year</td>
<td></td>
</tr>
</tbody>
</table>
**REGISTRATION REQUIREMENT PROCESS FOR OVERSEAS-QUALIFIED NURSES**

<table>
<thead>
<tr>
<th>Categories of Nurses</th>
<th>Pre-requisites</th>
<th>Educational Qualifications</th>
<th>Recent Clinical Practice</th>
<th>Licensure or applicable Exams</th>
<th>Competency Assessments Required</th>
<th>Verification of Nursing Registration</th>
<th>Verification of Nursing Education Transcript</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>Must have current nursing registration / licensure in country of training.</td>
<td>• Bachelor in Nursing</td>
<td>3 years post registration experience</td>
<td>Pass SNB RN licensure exam</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Services, unlike goods, have 4 modes of supply

1. Cross-Border Supply
2. Consumption Abroad
3. Commercial Presence
4. Movement of Natural Persons
Modes of Supply

**Mode 1: Cross border supply**
- **Consumer A**
- Service crosses the border
- **Service Supplier**

**Mode 2: Consumption abroad**
- **Consumer A**
- **Service Supplier**

**Mode 3: Commercial presence**
- **Consumer A**
- **Commercial Presence**
- Establishes a commercial presence in A
- **Service Supplier**
Mode 1: Cross Border Supply

Cambodia

Singapore Hospital

Philippine Hospital
Mode 2: Consumption Abroad

Philippines

Singapore
Mode 3: Commercial Presence

Thailand

St. Luke's Medical Center
One of the World's Best

McDonald's
OVER 60 BILLION SERVED
Mode 4: Movement Of Natural Persons
<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Number of Accredited Hospitals</th>
<th>First Hospital to Attain Accreditation / Date attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>18</td>
<td>Bumrungrad International: 2 Feb 2002</td>
</tr>
<tr>
<td>Philippines</td>
<td>6</td>
<td>St. Lukes Medical Center: 22 Nov 2003</td>
</tr>
<tr>
<td>Singapore</td>
<td>14</td>
<td>National University Hosp: 1 Aug 2004</td>
</tr>
<tr>
<td>Indonesia</td>
<td>5</td>
<td>Siloam Hospital Lippo Village: 19 Sept 2007</td>
</tr>
<tr>
<td>Malaysia</td>
<td>7</td>
<td>Penang Adventist Hospital: 16 Nov 2007</td>
</tr>
</tbody>
</table>
Implications for Practice

Mode 1: Cross border supply

- Technology-based
  - Diagnostic radiology
  - Histopathology
  - Medical transcription
  - Medical/Nursing research

- Education: Distance Learning mode

- Problem: Quality Assurance
  - What are the standards?
  - Who defines standards?
Implications for Practice

Mode 2: Consumption abroad

- **Services offered/Value-added**
  - *Diagnostics*
  - *Surgical procedures*

- **Medical /Nursing education**
  - *Thai students in Phil medical schools*
  - *Indonesian /Cambodian students in Phil. Nursing schools*

- **Residency training/Subspecialty**
  - *Indonesia, Nepal, India*

Problem: What are the standards?
Implications for Practice

Mode 3: Commercial presence

- Foreign companies invest in the Philippines
- May bring their own people with them
Implications for Practice

Mode 4: Movement of natural persons

- Full/Free mobility: countries with similar education, accreditation, certification systems, and professional practice
  - US and Canada
  - Australia and New Zealand
ASEAN Ventures

Free Flow of Investments

- Building of Tertiary Hospitals, Research and Training Centers by foreign multinational companies (Mode 3: Commercial presence)

- Bringing of CEO’s / intracorporate transfers of key personnel (Mode 4: Movement of natural persons)
Future Healthcare Institutions

Operating Room Setting:
TEAM COMPOSITION: Multinational

Singaporean Surgeon
Thai Anesthesiologist
Indonesian Surgical Resident (Assist)
Filipino / Cambodian Nurses
PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF)
Conceptual Framework

MRA

PQF

AQRF

RECOGNITION

DEVELOPMENT

HARMONIZATION

OF QUALIFICATIONS

MOBILITY OF PROFESSIONALS

(ASEAN ECONOMIC COMMUNITY 2015)
2012

His Excellency Benigno S. Aquino III, President of the Republic of the Philippines, signed the Executive Order No. 83 dated October 1, 2012

INSTITUTIONALIZATION OF THE PHILIPPINE QUALIFICATIONS FRAMEWORK

“... ngayon pa lang, nagtatagpo na ang kaisipan ng DOLE, CHED, TESDA at DepEd upang tugunan and isyu ng job mismatch. Susuriin ang mga curriculum para maituon sa mga industriyang naghahanap ng empleyado, at gagabayan ang mga estudyante sa pagpili ng mga kursong hitik sa bakanteng trabaho.”
Philippine Qualifications Framework (PQF)

**INPUTS**
- Industry needs
- Need for global recognition of competencies
- Current qualifications issues at all levels
- Qualifications issues in recognition of prior learning
- Research and policy papers on NQF
- NQFs of other countries

**OUTPUTS**
- Qualification Levels
- Descriptors
- Registers
- Working Groups
- Pathways & Equivalencies
- Quality Assurance
- Information & Guidelines
- International Alignment

**Consultation and Advocacy With Stakeholders**
The Philippine Qualifications Framework (PQF)

- National Policy
- Levels of educational qualifications
- Standards for qualification outcomes

- Competency-based
- Labor market-driven
- Assessment-based qualification recognition
The PQF Coverage

- Basic Education
- Technical and Vocational Education
- Higher Education
The Philippine Education System

**Elementary:** Six (6) Years

- One (1) Year

**Secondary:**
- Four (4) Years Junior HS +
- Two (2) Years Senior HS +
- TESD Specialization (NC I and NC II) + Arts & Sports

**Tertiary:**
- Technical Education and Skills Development
- Baccalaureate, Post-Baccalaureate, Post-Doctoral/Specialization
The PQF Coverage Cont.

- All institutions and systems
- Training
- Specialization
- Skills and competencies
- Work experience
- Lifelong learning
Objectives of PQF

1. Establishes national standards and level for **OUTCOMES** of education, training, specialization, skills and competencies

2. Provide **NATIONAL REGULATORY AND QUALITY ASSURANCE** arrangements for education and training

3. Support the development and maintenance of **PATHWAYS AND EQUIVALENCIES** which provide access to qualifications
Objectives of PQF Cont.

4. Supports individual LIFELONG LEARNING goals by providing the basis for individuals to progress through education and training.

5. Aligns the PQF with international qualifications framework to support the national and international mobility of learners and workers through INCREASED RECOGNITION of the value and comparability of Philippine QUALIFICATIONS.
THE PHL QUALIFICATIONS FRAMEWORK

LEVEL

L1  L2  L3  L4  L5  L6  L7  L8

BASIC EDUCATION

GRADE 10  GRADE 12

NC I  NC II  NC III  NC IV

DIPLOMA

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT

HIGHER EDUCATION

POST BACCALAUREATE  BACCALAUREATE  DOCTORAL AND POST DOCTORAL
Key Messages

1. The Philippine government is working towards a **unified educational and training system** throughout the country that harmonizes basic education, technical-vocational education and higher education into a nationwide schedule of skills and competencies.

2. The PQF is the government’s answer to unemployment by **addressing job-skills mismatch**.
3. The PQF will ensure alignment of educational outcomes to job requirements by:

- giving students a better picture of the competencies they need for the job they are interested in
- allowing employers to identify the basic work-skills their employees must possess
- ensuring that training and educational institutions adhere to specific standards that are aligned with industry standards
Key Messages

4. The PQF is aligned with international qualifications framework to support the national and international mobility of workers through increased recognition of the value and comparability of Philippine qualifications.
8-level Qualifications Descriptors

DEFINED IN TERMS OF 3 DOMAINS:

1. Knowledge, Skills And Values (The Kind Of Knowledge, Skills And Values Involved)

2. Application (The context in which the knowledge and skills are applied)

3. Degree Of Independence (Refers to responsibility and accountability)
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Graduates at this level will have a broad and coherent knowledge and skills in their field of study for professional, creative work and lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Application in professional/creative work in or research in a specialized field of discipline and/or further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Independent and /or in teams of related field with minimal supervision</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Baccalaureate Degree</td>
</tr>
<tr>
<td>LEVEL</td>
<td>7</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---</td>
</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td></td>
</tr>
<tr>
<td>Graduates at this level have advanced knowledge and skills in a specialized or a multi-disciplinary field of study for <strong>professional practice</strong>, <strong>creative work</strong>, <strong>self-directed research</strong> and/or lifelong learning</td>
<td></td>
</tr>
<tr>
<td>APPLICATION</td>
<td></td>
</tr>
<tr>
<td>Applied in <strong>professional/creative work or research</strong> that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research</td>
<td></td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td></td>
</tr>
<tr>
<td>Independent that involves <strong>exercise of leadership and initiative in individual work</strong> or in teams of multidisciplinary field</td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Graduates at this level have highly advanced systematic knowledge and skills in a highly specialized and/or complex multi-disciplinary field of learning <strong>for complex research, creative work and or professional practice and leadership</strong> for the advancement of learning</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied for professional leadership for <strong>innovation, research and/or development management</strong> in highly specialized or multi-disciplinary field</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Independent and/or in teams of multi-disciplinary and more complex setting that <strong>demands leadership for creativity and strategic value added</strong>. Significant level of expertise-based autonomy and accountability</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Doctoral Degree and Post-Doctoral Programs</td>
</tr>
</tbody>
</table>
Use of Learning Outcomes

- Traditional: subject-based
- Shifted to competency-based / problem-based
- Now, outcomes-based

- For faculty, the shift from describing what to teach to describing what a student learned or a graduate has learned is a major one
Quality Assurance

- A component of quality management and is focused on providing **confidence** that quality requirements will be fulfilled.
- Refers to **planned and systematic process** that provide confidence in the design, delivery and award of qualifications within an education and training system.
- Ensures stakeholders interests and investments in any accredited program are **protected**
Quality Assurance

Commission on Higher Education (CHED)

Higher Education Institutions

Professional Regulation Commission (PRC)

Graduates

Professionals

- Permit to open/operate
- Technical Committees
- Monitoring/Visitation
- Percentage passing
- External accreditation status
- Investigation
- Licensure exams
- Registration
- Licensing
- Oathtaking
- Monitor conditions
- Code of Ethics
- CPD/CPE
- Administration
Next Step For PRC

- Review the framework and contents of the licensure examinations of each of the professions
- Review the guidelines in the accreditation, monitoring, evaluation system and implementation of CPE Providers and Programs

Quality Assurance

Aligns with the 3 domains of PQF
- Based on International Standards/Best Practices

Responsive to the needs of the industry here and abroad

Outcomes-Based
- With transparent system/process
II. Most important Features

1. Shift to outcomes-based education and use of learning outcomes

2. Government regulatory bodies confer recognition to education and training providers

3. Training and education providers are held accountable for the attainment of learning outcomes

4. Implementation of quality assurance mechanisms, pathways and equivalencies
II. Most important Features

5. Establishment of a Qualifications Register
6. Ensuring international alignment of qualifications
7. Encouraging lifelong learning
8. Government regulatory bodies confer recognition to certificates and licenses
9. Recognition of qualification is based on assessment of individual
ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)
Conceptual Framework

RECOGNITION

DEVELOPMENT

HARMONIZATION

OF QUALIFICATIONS

MRA

PQF

AQRF

MOBILITY OF PROFESSIONALS

(ASEAN ECONOMIC COMMUNITY 2015)
Regional Situation

ASEAN INTEGRATION 2015

ASEAN MRA

National Qualifications Frameworks (10 countries)

Device for Comparison

Referencing Process

ASEAN Qualifications Reference Framework
ASEAN Qualifications Reference Framework (AQRF)

SCOPE

• A common reference framework
• Function: as a device to enable comparisons of qualifications across ASEAN countries.

• The AQRF addresses education and training sectors (incorporates informal, non formal and formal learning)
• the wider objective of promoting lifelong learning.
ASEAN Qualifications Reference Framework (AQRF)

PURPOSE

To enable comparisons of qualifications across countries that will:

1. Support recognition of qualifications
2. Encourage the development of qualifications frameworks that can facilitate lifelong learning
3. Encourage the development of national approaches to validating learning gained outside formal education
4. Promote and encourage education and learner mobility
5. Promote worker mobility
6. Lead to better understood qualifications systems
7. Promote higher quality qualifications systems
LEARNING OUTCOMES

- Emphasize the results of learning rather than focusing on inputs such as length of study and support the transfer of qualifications, including credit transfer and recognition of non-formal and informal learning.

- To facilitate the linking of NQFs levels against the levels in the AQRF, NQFs or Qualification Systems should have qualifications demonstrably based on learning outcomes.

- A hierarchy of levels of complexity of learning which use learning outcomes as the metric for the hierarchy.
ASEAN Qualifications Reference Framework (AQRF)

QUALITY ASSURANCE (QA)

- A component of quality management and focused on providing confidence that quality requirements will be fulfilled
- Requires countries to refer to one or more established QA frameworks as the basis for the agreed QA principles and broad standards
- Used as a benchmark for evaluating the QA systems for the relevant education and training sectors
- Promote QA of education and training across the region
- Underpinned by a set of agreed QA principles and broad standards related to:
  1. The functions of the registering and accrediting agencies
  2. Systems for the assessment of learning and the issuing of qualifications
  3. Regulation of the issuance of certificates
LEVEL DESCRIPTORS

Include:

- **Cognitive competence** involving the use of theory and concepts, as well as informal tacit knowledge gained experientially

- **Functional competence** (skills or know-how), those things that a person should be able to do when they work in a given area

- **Personal competence** involving knowing how to conduct oneself in a specific situation

- **Ethical competence** involving the possession of certain personal and professional values
Finalization of the AQRF

- **Structure**:  
  - Scope  
  - Purpose  
  - Principles  
  - Quality Assurance

- **Components of the Framework**  
  - Learning outcomes  
  - Level descriptors  
  - Credit or amount of learning  
  - Linking national qualifications frameworks

- **Referencing**  
  - Referencing procedure  
  - Referencing criteria
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KNOWLEDGE, SKILLS AND VALUES</th>
<th>PQF 6</th>
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<tbody>
<tr>
<td></td>
<td>Graduates of this level will have a broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</td>
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<table>
<thead>
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<th>APPLICATION</th>
<th>PQF 6</th>
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<tbody>
<tr>
<td></td>
<td>Application in professional work in a broad range of discipline and/or for further study</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DEGREE OF INDEPENDENCE</th>
<th>PQF 6</th>
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<td>Independent and/or in teams of related field</td>
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<tr>
<th>LEVEL</th>
<th>QUALIFICATION TYPE</th>
<th>PQF 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baccalaureate Degree</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KNOWLEDGE AND SKILLS</th>
<th>AQRF 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is at the forefront of a field and show mastery of a body of knowledge involve critical and analytical thinking</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>APPLICATION AND RESPONSIBILITY</th>
<th>AQRF 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>are complex and changing require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues</td>
<td></td>
</tr>
</tbody>
</table>
National Qualifications Framework
of the ASEAN Member States

MALAYSIA

INDONESIA

VIETNAM

PHILIPPINES

SINGAPORE

LAOS
ASEAN Qualifications Reference Framework (AQRF)

Level Descriptors include two domains

1. Knowledge and skills
2. Application/responsibility
Components

- **PQF**
  1. Learning outcomes
  2. Lifelong learning
  3. Pathways and equivalencies
  4. Credit transfer
  5. Quality assurance
  6. International alignment

- **AQRF**
  1. Learning outcomes
  2. Lifelong learning
  3. Credit transfer
  4. Quality assurance
  5. International alignment
CAN FILIPINOS COMPETE with ASEAN COUNTERPARTS?
Competitiveness ROAD MAPS of the 46 REGULATED PHILIPPINE PROFESSIONS
Competitiveness of Professionals

1. Market Condition and Trends
   1.1 Number of schools
   1.2 Number of graduates
   1.3 Number of active professionals
   1.4 Surpluses / Shortages

2. Core Competency Standards
   2.1 Nature and quality of curricula
   2.2 Interaction with foreign professional bodies
   2.3 Trends in number of passers
   2.3 Professional outcomes indicators
      professionals in other countries
Competitiveness of Professionals

3. **Quality Assurance**
   3.1 *International benchmarking of professional standards*
   3.2 *Compliance with international standards*
   3.3 *Extent of performance-based professional assessment and accreditation*

4. **Salary / Fee Expectations**

5. **Language skills / Personal attributes**
ALIGNMENT OF NURSING INITIATIVES TO PQF AND AQRF

- Harmonized Nursing Roadmap
- 2012 National Nursing Core Competency Standards
  – Program Outcome. Implementation:
    - Education
    - Nursing Service
    - NLE
- National Nursing Career Progression Program
- Continuing Professional Development
- Revision Of The Nursing Law
II. HARMONIZED NURSING ROADMAPS
II. NURSING PROFESSION ROADMAPS:

A. NURSING PROFESSION ROADMAP TOWARDS GOOD GOVERNANCE

B. ASEAN NURSING ROADMAP

C. NURSING COMPETITIVENESS ROADMAP

D. HARMONIZED NURSING ROADMAP

VISION: Philippine Professional Nursing Care the Best for the Filipino and the Choice of the World
We, the Filipino nurses, responding to the needs of society, are engaged in providing humane and globally competent nursing care.

Core Values
- Love of God
- Caring
- Integrity
- Excellence
- Nationalism

Mission
We, the Filipino nurses, responding to the needs of society, are engaged in providing humane and globally competent nursing care.

Vision 2030
- Philippine Professional Nursing Care: the BEST for the Filipino and the CHOICE of the World by 2030

A. PHILIPPINE NURSING PROFESSION ROADMAP 2030

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Mission</th>
<th>Vision 2030</th>
</tr>
</thead>
</table>

CULTURE OF EXCELLENCE

1. To live the core values and to manifest the desired qualities of a Filipino Nurse
2. Foster sense of accountability among all nurses
3. To advocate collegiality and mutual respect that cut across all health disciplines
4. To actively participate in the critical socio-economic and political issues of the country
5. To engage stakeholders and make them co-owners of nursing issues and concerns
6. To enforce the quality standards in education and nursing service
7. To institutionalize sustainable organizational support structure for nursing career progression
8. To promote functional integration between education and service
9. To institutionalize a sustainable and effective continuing professional education and development for individual nurses and institutions
10. To institutionalize best practice on internal generation of resource
11. To forge linkages to generate funds from governments and NGOs
12. To adopt local and global best practices in the management of resources
13. Empowered clients to maintain the highest level of wellness and well-being
14. Ensure “positive practice environments” for nurses
15. Philippine Nursing Profession as a recognized leader in primary health care & the “Choice of the World”
<table>
<thead>
<tr>
<th>Stage</th>
<th>Duration</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutionalized</td>
<td>6 months to 1 year</td>
<td>- Breakthrough Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Link to Individual Performance Appraisal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Outreach by the Center for Leadership</td>
</tr>
<tr>
<td>Proficient</td>
<td>6 months to 1 year</td>
<td>- Mechanism to Report on Strategic Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Office of Strategy Management</td>
</tr>
<tr>
<td>Compliant</td>
<td>6 months to 1 year</td>
<td>- Subsidiary Scorecards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Alignment of Organization and its Resources with the Strategy</td>
</tr>
<tr>
<td>Initiated</td>
<td>6 months</td>
<td>- Charter, Roadmap, Scorecard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Involvement of Executive Team and Stakeholders</td>
</tr>
</tbody>
</table>
MULTI SECTORAL GROUP COALITION (MSGC)
NURSING PROFESSION ROADMAP TOWARDS GOOD GOVERNANCE

Professionalism And Self-Regulation

Core Values Program
- National Nursing Career Progression Program (CNARS)
- Continuing Professional Education
- Competency Enhancement for Education and Service
- Functional Integration between Education and Service
- Deployment Program of Nurses
- Nursing Management Information

Nursing Human Resource Management Program
- Primary Health Care
- Independent Nursing Practice
- Review of the Nursing Law & other related Laws

Nurse-led Centers
- Standard Practice Guidelines
- Resource Alignment

Regulation of Nursing Practice
- Set up the Office of Strategy Management (OSM)

A Center for Nursing Governance

Positive Practice Environment Program

Nurse Watch
- Competency Enhancement for Education and Service

Nursing Image
- Functional Integration between Education and Service

State of Philippine Nursing
- Deployment Program of Nurses
- Nursing Management Information

2012 NATIONAL NURSING CORE COMPETENCY
PHILIPPINE NURSE LICENSURE EXAMINATION BON
NURSING RESEARCH
Three (3) Priority Initiatives:
(June 24, 2013 PPNRC Meeting)

1. Develop harmonized standards of Philippine Nursing Education and Practice/Service anchored on the core competencies

2. Increase percentage of compliance by:
   - schools
   - health care institutions

3. Create nurse-led facilities whose practitioners are accredited by the PRC-BON for independent nursing practice and basic nursing care
Consolidation and Integration

**Competitiveness Criteria**

- Where are we now? *(Present Situation)*
- Where do we want to go? *(Goal And Objectives)*
- How shall we do it? *(Action Agenda)*
- When do we do /Finish It? *(Timetable)*
Criteria And Measurable Indicators Of Professional Competitiveness

1. Market Conditions and Trends
2. Core Competency Standards
3. Quality Assurance
4. Salary/Fee Expectations
5. Language Skills and Personal Attributes
D. HARMONIZED NURSING ROADMAP

- The various initiatives of the Nursing Profession Roadmap Towards Good Governance are crucial to the attainment of quality assurance and core competency standards which are underscored in global competitiveness.

- Nursing Management Information System – is also crucial in maintaining the needed information and data based for nursing to maintain its competitiveness.

- The succeeding slides are aimed in providing updates to ensure local and global competitiveness and enhance the nursing professions mobility.
II. 2012 NATIONAL NURSING CORE COMPETENCY STANDARDS
I. 2012 NATIONAL NURSING CORE COMPETENCY STANDARD

The PROCESS: 10 KEY PHASES (2009- PRESENT)

Phase 1. Work Setting Scenario Analysis
Phase 2. Validation Studies Of Roles & Responsibilities
Phase 3. Integrative Review Of Outputs From Validation
Phase 4. Core Competency Consensual Validation
Phase 5. Conduct Of Public Hearing
Phase 6. Promulgation Of The Revised & Modified NNCCS
Phase 7. Printing Of The 2012 NNCCS
Phase 8. Training : Implementation Of The 2012 NNCCS
Phase 9. Implementation Of The 2012 NNCCS
Phase 10. Evaluation Of The Effectiveness Of The 2012 NNCCS
IDENTIFIED AND VALIDATED ROLES OF THE BEGINNING NURSE

- Beginning Nurse’s Role On Client Care
- Beginning Nurse’s Role On Management and Leadership
- Beginning Nurse’s Role On Research
CLIENTS OF THE NURSE

- INDIVIDUAL
- FAMILY
- POPULATION GROUPS
- COMMUNITY

NURSE
### BEGINNING NURSES’ ROLE ON CLIENT CARE

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practices in accordance with legal principles and code of ethics in making</td>
<td>5</td>
</tr>
<tr>
<td>personal and professional judgment.</td>
<td></td>
</tr>
<tr>
<td>2. Utilizes the nursing process in the interdisciplinary care of clients that</td>
<td>31</td>
</tr>
<tr>
<td>empowers the clients and promotes safe quality care.</td>
<td></td>
</tr>
<tr>
<td>3. Maintains complete, accurate and up-to-date recording and reporting system.</td>
<td>3</td>
</tr>
<tr>
<td>4. Establishes a collaborative relationship with colleagues and other members of</td>
<td>2</td>
</tr>
<tr>
<td>the team to enhance nursing and other health care services.</td>
<td></td>
</tr>
<tr>
<td>5. Promotes professional and personal growth and development</td>
<td>3</td>
</tr>
</tbody>
</table>
## BEGINNING NURSES’ ROLE ON MANAGEMENT AND LEADERSHIP

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates management and leadership skills to provide safe and quality care.</td>
<td>4</td>
</tr>
<tr>
<td>2. Demonstrates accountability for safe nursing practice.</td>
<td>4</td>
</tr>
<tr>
<td>3. Demonstrates management and leadership skills to deliver health programs and services effectively to specific client groups in the community setting</td>
<td>2</td>
</tr>
<tr>
<td>4. Manages a community/village based health facility component of a health program or a nursing service</td>
<td>7</td>
</tr>
<tr>
<td>5. Demonstrates ability to lead and supervise nursing support staff.</td>
<td>8</td>
</tr>
<tr>
<td>6. Utilizes appropriate mechanisms of networking, linkage building and referrals.</td>
<td>4</td>
</tr>
</tbody>
</table>
BEGINNING NURSES’ ROLE ON RESEARCH

RESPONSIBILITY

1. Engages in nursing or health related research with or under the supervision of an experienced researcher

2. Evaluates a research study/report utilizing guidelines in the conduct of a written research critique.

3. Applies the research process in improving patient care in partnership with a quality improvement/ quality assurance/ nursing audit team.

COMPETENCY

- 4
- 4
- 4
IMPLEMENTATION PHASE

GOAL -

To effectively and efficiently implement the 2012 National Nursing Core Competencies in all work settings.
FULL IMPLEMENTATION

- NURSING SERVICE (Hospital and Community)
- NURSING EDUCATION
- NURSE LICENSURE EXAMINATION

2014
IMPLEMENTATION OF THE 2012 NATIONAL NURSING CORE COMPETENCY STANDARDS

Nursing Service
• Hospital
• Community
• Other Settings

Nursing Education
• CHED TCNE to revise the BSN Curriculum based on the 2012 National Nursing Core Competency Standards

Test Framework for the Nurse Licensure Examination
• BON to revise the NLE Test Framework according to the 2012 National Nursing Core Competency Standards

• JOB DESCRIPTIONS
• COMPETENCY BASED TRAINING PROGRAMS
• PERFORMANCE APPRAISALS
VIII – C. Training of Trainors for Mainstreaming of the 2012 NNCCS (Spreading and Imbedding) Target 2014

- There were limitations encountered during the pilot testing of the Program Design for the Master Trainer and Facilitator Program.

- The PRBON Lead and the Chair/Co-Chair of the Continuous Improvement Committee are currently going over the evaluation documents submitted to determine the next steps to be done.

- The Master Trainors who were trained will be invited for the succeeding phase of 2012 NNCCS implementation workshops.
This phase will include:

- Modification of the program design based on the pilot testing
- Activating the various implementation committees
- Establishing the program design for spreading and imbedding 2012 NNCCS in nursing education and service (hospital and community)
- Appropriate utilization of the modules.
FULL IMPLEMENTATION OF 2012 NNCCS

- Program and design committee:
  Develop a model to train the master trainer to spread and imbedding of 2012 NNCCS
  - Government model
  - Private sector model
<table>
<thead>
<tr>
<th>Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Apply knowledge of physical sciences, social sciences, health sciences, and natural sciences to the practice of nursing.</td>
</tr>
<tr>
<td>2) Provide safe, appropriate and holistic care to individuals, families, population groups and community utilizing the nursing process.</td>
</tr>
<tr>
<td>3) Apply guidelines and principles of evidence–based in the delivery of care to selected clients in any setting.</td>
</tr>
<tr>
<td>4) Practice nursing in accordance with laws, legal, ethical and moral principles.</td>
</tr>
<tr>
<td>5) Communicate effectively in speaking, writing and presenting using culturally-appropriate language.</td>
</tr>
<tr>
<td>6) Report and document up-to-date client care accurately and comprehensively.</td>
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<tr>
<td>7)</td>
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<td>9)</td>
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<tr>
<td>10)</td>
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<tr>
<td>11)</td>
</tr>
</tbody>
</table>
III. CONTINUING PROFESSIONAL DEVELOPMENT
CPD Developments

1. Align CPD with ASEAN MRA, PQF, AQRF and the CPD Bills

2. Develop Career Progression for each Profession
ASEAN MRA

Roadmap for the Implementation of the MRA

Exchange of information

2.1 Basic qualifications
2.2 Postgraduate qualifications
2.3 Core competencies
2.4 Scope of practice
8-LEVEL QUALIFICATIONS

DESCRIPTORS

Defined in terms of 3 domains

1. Knowledge, skills and values

2. Application

3. Degree of independence
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Application in professional work in a broad range of discipline and/or for further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Substantial degree of independence and/or in teams of related fields with minimal supervision</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Baccalaureate Degree</td>
</tr>
<tr>
<td>LEVEL</td>
<td>7</td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated advanced knowledge and skills in specialized or multidisciplinary field of study for professional practice, creative work, self-directed research and/or lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in professional work that requires leadership and management in a specialized or multidisciplinary professional work and/or research and/or further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>High degree of independence that involves exercise of leadership and initiative, individual work or in teams of multidisciplinary field</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Post-baccalaureate Degree</td>
</tr>
<tr>
<td>LEVEL</td>
<td>8</td>
</tr>
<tr>
<td>-------</td>
<td>---</td>
</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or multidisciplinary field of learning for complex research, creative work and/or professional practice and leadership for the advancement of learning and development of innovations</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in highly specialized or complex multidisciplinary field of professional work that requires innovation, and/or leadership and management and/or research in a specialized or multidisciplinary field</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Full independence in individual work and/or in teams of multidisciplinary and more complex setting that demands leadership for research and creativity for value added. Significant level of expertise-based autonomy and accountability</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Doctoral and Postdoctoral</td>
</tr>
</tbody>
</table>
PQF Components

1. Learning Outcomes / Outcomes-based Education and Assessment
2. Lifelong Learning
3. Pathways and Equivalencies
4. Credit Accumulation and Transfer
5. Quality Assurance
6. International Alignment
7. Recognition of education and training providers
8. Assessment-based awarding of qualifications
Regional Situation

ASEAN INTEGRATION 2015

National Qualifications Frameworks
(10 countries)

Device for Comparison

Referencing Process

ASEAN Qualifications Reference Framework
LEARNING OUTCOMES

- Emphasize the **results of learning** rather than focusing on inputs such as length of study and support the transfer of qualifications, including credit transfer and recognition of non-formal and informal learning.

- A hierarchy of levels of complexity of learning which use learning outcomes as the metric for the hierarchy.
QUALITY ASSURANCE (QA)

- A component of quality management and focused on providing confidence that quality requirements will be fulfilled

- Promote QA of education and training across the region

- Underpinned by a set of agreed QA principles and broad standards related to:
  1. The functions of the registering and accrediting agencies
  2. Systems for the assessment of learning and the issuing of qualifications
  3. Regulation of the issuance of certificates
ASEAN Qualifications Reference Framework (AQRF)

It includes:

- **Cognitive competence** involving the use of theory and concepts, as well as informal tacit knowledge gained experientially.

- **Functional competence** (skills or know-how), those things that a person should be able to do when they work in a given area.

- **Personal competence** involving knowing how to conduct oneself in a specific situation.

- **Ethical competence** involving the possession of certain personal and professional values.
<table>
<thead>
<tr>
<th>LEVEL 7</th>
<th>Knowledge and skills</th>
<th>Application and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ is at the forefront of a field and show mastery of a body of knowledge</td>
<td>▪ are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues</td>
</tr>
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<td></td>
<td>▪ involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice</td>
<td>▪ require expert judgement and significant responsibility for professional knowledge, practice and management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 8</th>
<th>Knowledge and skills</th>
<th>Application and Responsibility</th>
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<tbody>
<tr>
<td></td>
<td>▪ is at the most advanced and specialised level and at the frontier of a field</td>
<td>▪ are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues</td>
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<tr>
<td></td>
<td>▪ involve independent and original thinking and research, resulting in the creation of new knowledge or practice</td>
<td>▪ require authoritative and expert judgement in management of research or an organization and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes</td>
</tr>
</tbody>
</table>
Level Descriptors include two domains

1. Knowledge and skills

2. Application/responsibility
Application in CPD

1. **Lifelong Learning**: Formal
   - Non-formal
   - Informal

2. **Quality Assurance**: Accredit CPD providers / programs

3. **PQF Domains**: Knowledge, Skills, Values
   - Application
   - Degree of Independence
Application in CPD

4. **Learning outcomes:**
   Focus on:
   
   a. demonstration of outcomes
   b. evaluation of what is learned
Shift in Focus

INPUTS

SKILLS
COMPETENCIES

PROCESSES

LEARNING
OUTCOMES
Outcome-based Assessment

**TASKS**

**Teacher**
- Defines the task and the learning target
- Sets standard for performance

**Student**
- Demonstrate skills and competencies
  - Controlled Setting: Simulation
    - Written
    - Actual
  - Real-life Supervised

**Professional**
- Demonstrate skills and competencies
- Naturalistic Setting: Real-life workplace and practice
Pattern of Evaluation Framework in OBE (Kirkpatrick, 1975)

Level 4
- Results
- Evaluates the long-term effect of the program on the organization, community, or society

Level 3
- Behavior
- Evaluates how much the learners have applied their learning in their workplace

Level 2
- Learning
- Evaluates how much the learners have learned

Level 1
- Reaction
- Evaluates feedback of learners on the program
Pattern of Evaluation Framework in OBE *(Kirkpatrick, 1975)*

**Reaction**
- Feedback about the classes
- Feedback about the teacher

**Learning**
- Written, oral and practical examinations
- Testing, measurement, grading

**Behavior**
- Application of KSA into the clinical setting
- Work based assessment

**Results**
- Accreditation
- Quality assurance
D. Bills

- Bills -> Law

- CPD: mandatory requirement for
  1. renewal of PRC ID
  2. practice of the profession
D. Bills

Components:
1. Lifelong Learning
2. Quality Assurance
Comparison

- **Curriculum**
  1. Objectives
  2. Content
  3. Competencies / Learning Outcomes
  4. Teaching-Learning Activities
  5. Evaluation
  6. Resources

- **Instructional Design**
  1. Objectives
  2. Learning outcomes
  3. Content
  4. Teaching-Learning Activities
  5. Evaluation
  6. Resources
Framework for CPD

ENTRY

PROFESSIONAL

PRACTICE
Framework for CPD

ENTRY

PROFESSIONAL

PRACTICE

NEEDS?
Framework for CPD

Maintenance of:
- Competence
- Fitness to Practice
Framework for CPD

ASEAN MRA

PQF

AQRF

CPD BILLS

PROFESSIONAL

Career Progression

Academic

Professional

LIFELONG LEARNING
Framework for CPD

LIFELONG LEARNING

Formal
Non-Formal
Informal

CPD PROVIDERS
CPD PROGRAMS
Instructional Designs
Framework for CPD

LIFELONG LEARNING

Formal

Non-Formal

Informal

Self-directed
Workplace-based
Community-based
Roles

1. PRC: Policy

2. CPD Council: Overall Implementation

3. CPD Providers: Instructional Design Conduct of Program Evaluation
2. Developing Career Progression for each Regulated Profession
IV. NATIONAL NURSING CAREER PROGRESSION PROGRAM
At every level there should be an appropriate program prescribed, qualified trainers and training facilities for the rigorous job of “progressive nurse-human resource development.”
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Knowledge and skills</th>
<th>Application and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 6</td>
<td>▪ is technical and theoretical within a specific field</td>
<td>▪ are complex and changing</td>
</tr>
<tr>
<td></td>
<td>▪ involve critical and analytical thinking</td>
<td>▪ require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>▪ is at the forefront of a field and show mastery of a body of knowledge</td>
<td>▪ are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues</td>
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<td>▪ involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice</td>
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<td>LEVEL 8</td>
<td>▪ is at the most advanced and specialised level and at the frontier of a field</td>
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</tr>
<tr>
<td></td>
<td>▪ involve independent and original thinking and research, resulting in the creation of new knowledge or practice</td>
<td>▪ require authoritative and expert judgement with a sustained commitment to management of research and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.</td>
</tr>
<tr>
<td></td>
<td>▪ high levels of management and leadership</td>
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</tr>
</tbody>
</table>
IMPLEMENTING MECHANISMS FOR THE NATIONAL NURSING CAREER PROGRESSION PROGRAM
NNCPP.2014 REVISED (In accord with R.A. No. 9173)
OPERATIONAL PLAN NNCP COUNCIL 2014

NNCP Council

OPERATIONAL PLAN

BON Resolution No. 22, Series 2009 (to be amended to incorporate and align Executive Order No. 83, S. 2012 (PQF)

R.A. No. 9173

Regulatory Board of Nursing

National Nursing Career Progression Council (NNCPC)

BON C-NARS Secretariat
1. Executive Director
2. Secretary for NCP Levels (Generalists)
3. Secretary for NCP on Leadership and Governance
4. Secretary for NCP on Nursing Education
5. Secretary for Clinical Specialty and Advance Nursing Practitioners

NNCPP PROCESSING CENTERS
- BON Recognized Specialty Nursing Organizations
- BON NNCP Council Designated Processing Centers
(All Processing Centers shall have respective MOCs for operational controls and supervision)

Sub-Council for the General Nursing Practice

Sub-Council for Leadership and Governance in Nursing

Certification Board for Leadership and Governance in Nursing for:
1. Nursing Admin in Private Hospitals
2. Nursing Admin in Government Hospital and Public Health Facilities
3. Nursing Admin in Nursing Educational Settings
4. Nursing Admin in Military and Para-Military Settings
5. Nursing Admin in other Practice Settings

Certification Board for Nursing Education
1. Faculty-Members
2. Deans

Specialty Boards on Various BON Recognized Clinical Specialties
1. Community Health Nursing
2. Mother and Child Nursing
3. Adult Health Nursing
4. Mental Health and Psychiatric Nursing

Certification Board for:
* Level 6 -8

Sub-Council for Nursing Practice in the Academe

Sub-Council on Clinical Nursing Specialty and Advance Practice Nursing
OPERATIONAL PLAN NNCCP COUNCIL 2014

RA 9173

PRBON

BON Resolution No. 22, Series 2009 (to be amended to incorporate and align Executive Order No. 83, S. 2012 (PQF)

Sub-council for General Nursing Practice

Sub-council for Leadership and Governance

Sub-council for Nursing Education

BON C-NARS Secretariat

1. Executive Director
2. Secretary for NCP Levels (Generalists)
3. Secretary for NCP on Leadership and Governance
4. Secretary for NCP on Nursing Education
5. Secretary for Clinical Specialty and Advance Nursing Practitioners

BON Recognized Specialty Nursing Organizations
BON NNCCP Council Designated Processing Centers (All Processing Centers shall have respective MOCs for operational controls)
Certification Board for General Nursing Practice: Levels 7-8

Certification Board for Leadership and Governance in Nursing for: Levels 7-8
1. Nursing Admin in Private Hospitals
2. Nursing Admin in Government Hospital and Public Health Facilities
3. Nursing Admin in Nursing Educational Settings
4. Nursing Admin in Military and Para-Military Settings
5. Nursing Admin in other Practice Settings

Certification Board for Nursing Education Levels 7-8
1. Faculty-Members
2. Deans

Recognized Clinical Specialties Levels 7-8
1. Community Health Nursing
2. Mother and Child Nursing
3. Adult Health Nursing
4. Mental Health and Psychiatric Nursing
Career Progression

Entry Level: Baccalaureate
PQF Level 6

Academic Track

Professional Track
Career Progression

Entry Level: Baccalaureate
PQF Level 6

Academic Track
- MS / MA
- PhD

Professional Track
- Specialization
- Work Experience
V. NURSING REFORM BILL STATUS
The approved Nursing Reform Act of 2012 HB 6878 during the 15th Congress in February 2012 has been reviewed and improved by the Committee now refilled in:
House Bill No. 1372
by Congressman Carlos Padilla

House Bill No. 151
by Congresswoman Leah S. Paquiz

House Bill No. 1970
by Congressmen Rufus B. Rodriguez, Maximo B. Rodriguez, Andres d. Salvacion
<table>
<thead>
<tr>
<th>Senate Bill No.</th>
<th>Sponsor</th>
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<tr>
<td>622</td>
<td>Senator Ralph G. Recto</td>
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<td>1237</td>
<td>Senator Ferdinand R. Marcos, Jr.</td>
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<td>1009</td>
<td>Senator Antonio F. Trillanes</td>
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<td>1840</td>
<td>Senator Juan Edgardo “Sonny. Angara</td>
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<td>1264</td>
<td>Senator Maria Lourdes, Nancy S Binay</td>
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Action Plan

November 11, 18, 25 and 27, 2013


December 18, 2013

- Harmonized House Bill was presented to the Civil Service Committee and presented by Congresswoman Leah Samaco Paquiz and was approved subject to styling. During the hearing, PRC Chairman Teresita presented the PRC position paper.
Action Plan

Feb, 21, 2014

- Committee on Appropriation referred the Nursing Bill to DBM

- Working with the Senators to harmonize the Senate Bills
WAY FORWARD

- Dissemination/implementation of the MRA/PQF/AQRF
- Harmonization of the Nursing Roadmaps
- Full implementation of 2012 NNCCS
- Continuing Professional Development
- National Nursing Career Progression Program
- Shift to learning outcomes
- Outcomes-based education/assessment as basis for licensure examinations
- Development of postgraduate qualifications / specialization tracks / career progression
- Entrepreneurship
By doing so, we will be able to achieve our Vision to Make

PHILIPPINE PROFESSIONAL NURSING CARE: THE BEST FOR THE FILIPINO AND THE CHOICE OF THE WORLD.
GOOD LUCK AND
MAY GOD BLESS YOU ALL
THANK YOU!