

- d. Workplace Development Objectives (WDO)
- e. Target offices or groups of learners
- f. L&D programs
- g. Implementation schedule
- h. Resource requirements for plan implementation
 - Budget
 - Facilities, equipment, materialism, and other logistics needed to implement programs
 - Staffing needed to implement programs
 - Policies and other support from high-level officials

During this pandemic period where COVID-19 is still raging and face-to-face L and D activities are still prohibited, most L and D activities are conducted online through a webinar series using different online platforms such google classroom, google meet, google hangout, zoom, and many more. To assist our learner-participants, facilitators, resource speakers, and members of the PMT, DepEd Caraga monitors the early release of the teachers' Cash Allowance observing DBM Joint Circular No. 2, s. 2021 known as the Increase of Cash Allowance from 3,500.00 to 5,000.00 intended for the purchase of teaching supplies and materials, tangible, or intangible; for the conduct of various modes of learning, internet, and other communication expenses; and for their annual medical examination expense.

- i. Responsibilities for L&D Plan implementation
 - j. Monitoring and Evaluation (M&E) Plan
 - k. Communication and Advocacy Plan
5. The L&D Plan is reviewed and approved by the portfolio manager for specific governance levels before subsequent subsystems are executed (e.g., design, development, delivery, etc.)

QATAME of L&D Planning Objective

QATAME of L&D Planning aims to ensure that LDP processes are observed, and the final outputs meet the standards.

Process

QATAME of L&D Planning starts with the L&D Program Management Team's observance of the needs assessment process and application of standards. The Personnel Development Committee (PDC) conducts internal quality review of the HRMD or SPPD before endorsing for approval of the head of office. The External L&D QATAME Team in the Regional Office may be tapped to provide technical assistance on L&D Planning QATAME.

QATAME of L&D Planning

L&D PMT	PDC	External QATAME Associate	Head of Office
1. Observes LDP processes and applies standards in			

developing HRMD or SPPD			
2. Seeks guidance and assistance from QATAME Associates on LDP processes and tools as needed	3. Reviews draft L&D Plan, and if deemed necessary, endorses it to external QATAME for evaluation	4. Evaluates HRMD or SPPD when requested, and gives feedback to PDC and PMT	
5. Refines HRMS or SPPD based on PDC and/or QATAME feedback, if any	6. Checks refined version of the HRMD or SPPD and endorses to Head of Office for final review	7. Reviews refined Bureau/Service PPD and gives feedback to PDC and PMT	8. Reviews final HRMD or SPPD a. Provides feedback to PDC and PMT for further refinement, if needed b. Approves final HRMD/SPPD

3. L& D Program Designing

L&D Program Designing (LDPD) is the subsystem for conceptualizing and mapping out the elements of specific programs that will address competency gaps identified in the L&D Needs Assessment.

The subsystem provides processes for formulating and ensuring comprehensiveness and coherence of various program elements: target learners, learning objectives, outputs, content, methodologies, and resources needed for program implementation. The program design, which is the subsystem's output, serves as the blueprint for developing learning resource packages, implementing the program, and establishing follow-through mechanisms to ensure learning application. The subsystem likewise provides for review and finalization of the initial program M&E plan that was developed during the annual planning.

Designing L&D programs is iterative. It follows sequential steps, as the output of each step becomes an input to the next:

1. Validating learning needs and profile of the target group
2. Finalizing Workplace Development Objectives
3. Formulating learning objectives
4. Determining program outputs
5. Estimating time requirement
6. Identifying and organizing content
7. Determining methodologies
8. Identifying Program Management Team and learning service providers

9. Identifying learning resource packages, supplies, equipment, and other logistics needed to support delivery
10. Reviewing and finalizing detailed L&D activity design
11. Identifying and/or finalizing Workplace Application Plan
12. Finalizing M&E plan
13. Preparing program design and proposal package

Quality Standards

The L&D program design should be comprehensive, efficient, and directly responsive to the findings and recommendations in the LDNA Report.

1. All program designs/activity proposals, regardless of modality, shall contain the following key elements:

A. Information about the applicant

Name of Applicant/Proponent:

Position Agency/Functional Division:

B. Profile of the program or course

- i. Title of the Program or course:
- ii. Rationale
- iii. Program or course description
- iv. Professional development priorities
- v. Professional standards covered (PPST, PPSSH or PPSS domain/s, strand/s, indicator/s)
- vi. Target participant profile (Career stage, Grade level, Learning Area)
- vii. Number of hours (face to face instruction and or online learning, and classroom application (if applicable))
- viii. List of resource persons/ learning facilitators supported by Curriculum Vitae
- ix. Modality (Formal Learning, possibly with Job-Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning, among other modalities)
- x. Delivery Platform (Online, face -to-face and blended delivery)
- xi. Indicative date of implementation; and
- xii. Professional Regulation Commission (PRC) Program Accreditation No. if applicable

C. Program or course design

- i. Objective/s or Outcome/s
 - General Objective
 - Specific Objectives
- ii. Detailed program or course matrix
- iii. Modules or learning resources to be used, and
- iv. Assessment plan

D. Program or Course Implementation Plan

- i. Schedule of Activities/Instructional Design
- ii. Budget Requirements
- iii. Funding Source
- iv. Monitoring and Evaluation

- v. Gender and Development Mainstreaming
- vi. Minimum Health Standards (MHS)

The activity proposal shall be checked by the Chief of the Functional Division to be forwarded to the REC for evaluation and rating. The REC shall then forward the initially approved proposal to the RAC for deliberation and approval. This process is based on DO 001, s. 2020.

(Refer to Annex G Activity Proposal Template)

All approved regional L and D activities shall be submitted to the National Educators Academy of the Philippines Central Office (NEAP-CO) for Recognition.

L and D proponents are also mandated to apply all L and D activities for the Continuing Professional Development (CPD) Unit with DepEd Caraga Region as recognized CPD Provider with Accreditation Number PTR 2020-374.

(Refer to Annex N Guidelines on CPD Units Application and Completion Report)

2. L&D Designs are competency-based.

- a. Competencies for development are clearly identified in the Background and Rationale.
- b. Competencies for development are used as basis for formulating/identifying the design elements, particularly learning objectives, outputs, content areas, and methodologies.
- 3. Learning objectives are relevant and responsive to the competencies for development
 - a. Terminal objective is directly aligned with competency identified in the learning results chain.
 - b. All learning objectives (terminal, enabling, and session) are stated from the learner's point of view.
 - c. All learning objectives are stated in behavioral terms and aligned with the behavioral indicators of the competencies for development.
 - d. Terminal objective specifies what learners can realistically do by the end of the program.
 - e. Enabling objectives are relevant and sufficient to contribute towards achieving the terminal objective.
 - f. Enabling objectives specify what learners can realistically do by the end of each major learning block.
 - g. Session objectives are small enough to be covered in a learning unit, relevant, and sufficient to contribute towards achieving the enabling and terminal objectives.
 - h. Session objectives specify what learners can realistically do by the end of a learning unit or session.
- 4. Terminal and session outputs are relevant to the competencies for development and can be realistically produced by learners within the set time.
- 5. Content areas support achievement of learning objectives.
 - a. All essential and important content areas are prioritized and covered in the design.
 - b. Content areas are organized in a logical sequence, using the most appropriate structure.
- 6. Delivery methodologies facilitate achievement of learning objectives.

- a. Design employs appropriate blend of varied inductive and deductive methodologies.
- b. Methodologies are responsive to adult learning preferences, e.g., experiential, and participative.
- c. Methodologies are sensitive to learners' profile and needs (e.g., abilities and disabilities, age, gender, etc.).
- d. Innovative and technology-supported methodologies are applied (synchronous, asynchronous, blended, or face-to-face).
- 7. Nominated team members are identified.
 - a. Nominated resource persons, subject matter experts, coaches and /or learning facilitators possess needed competencies to deliver assigned sessions.
 - b. Project team members are sufficient in number and possess needed mix of competencies to manage the program.
- 8. All needed learning materials, supplies, and equipment to support delivery of learning sessions are identified.
- 9. Follow-through Job-Embedded Learning (JEL) or Workplace Application Project (WAP) is appropriate and feasible.
 - a. The JEL or WAP is directly aligned with the competencies for development.
 - b. The JEL or WAP will provide opportunities for demonstration of target competencies.
 - c. The JEL or WAP can be realistically completed within six months using available resources in the workplace.
 - d. The JEL or WAP is approved by the office/s where learners are based.
 - e. Funding support, if needed, is available to implement the WAP.
- 10. The M&E Plan is relevant and comprehensive.
 - a. The M&E Plan is anchored on the learning results chain and program learning objectives.
 - b. Target levels of evaluation are identified.
 - c. The M&E Plan covers at least Level 1 (Reaction) and Level 2 (Learning) evaluation).
 - d. Formative and summative M&E methods are identified.
 - e. M&E timetable, responsibility centers and needed resources for conducting M&E are identified.

QATAME of L&D Designing

Objective

QATAME of L&D Program Designing aims to ensure that LDPD processes are observed, and the final outputs meet standards.

Process

QATAME of L&D Program Designing starts with the Program Managements Team's observance of the program design process and application of standards. The Personnel Development Committee conducts internal quality review, while the QATAME Team provides technical assistance and final quality check before the program design is endorsed for approval of the Head of Office/Director.

At the Regional Office, the Quality Assurance Division (QAD) spearheads the QATAME activities. It shall constitute a team that will include QA supervisors, HRD specialists/supervisors and learning area supervisors/specialists to evaluate outputs.

QATAME in the L&D Program Designing

PMT	PDC	QATAME Team	Head of Office
1. Observes program design process and applies standards			
2. Seeks guidance and assistance from QATAME on program design process as needed	3. With possible assistance from experts, reviews program design vis-à-vis program design Evaluation Form before submitting to QATAME for evaluation	4. Evaluates program design and gives feedback to PDC and PMT	
5. Refines design based on QATAME feedback, if necessary	6. Reviews and endorses refined program design for approval of Head of Office/Director		7. Reviews final program design a. Provides feedback to PDC and PMT for further refinements, if needed b. Approves final program design

4. L&D Resource Package Development

L&D Resource Package Development (LDRPD) is the subsystem for preparing delivery and learner materials that will support L&D program implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job.

The subsystem provides processes for identifying, conceptualizing, and producing quality and responsive learning resource packages based on the L&D program design. Outputs are delivery materials that will be used by learning service providers in constructing the program, as well as learning aids that will be used by learners before, during, and after the program. Monitoring and evaluation instruments are also developed.

The subsystem has the following key processes:

1. Reviewing approved L&D design
2. Finalizing list of learning resource materials
3. Reviewing standards for each type of learning resource materials

4. Identifying and evaluating available learning resource materials
5. Developing new materials as necessary
6. Consolidating learner and delivery materials into a program learning resource package
7. Conducting alpha and beta testing of learning resource package
8. Finalizing learning resource package
9. Submitting to reviewing and approving authority for final approval

Quality Standards

1. Learning resource packages are relevant and appropriate to L&D program design.
 - a. Content aligned with learning objectives and topics specified in the design.
 - b. Types (e.g., projected slides, printed materials, etc.) supportive of delivery methods.
2. Learning resource packages are learner and learning focused.
 - a. Address the competency development needs of the target learners.
 - b. Appropriate to learning preferences of target learners.
 - c. Consistent with adult learning principles
3. Learning resource packages are accurate and authority-based
4. Learning resource packages adhere to DepEd branding guidelines issued by the Publication Division.
5. Learning resource packages are aligned with relevant standards used by the Bureau of Learning Resources (BLR).
6. Learning resource packages are compliant with the provisions of Republic Act (RA) 8293) "An Act Prescribing the Intellectual Property Code of the Philippines," and "Specifications and Guidelines for Intellectual Property Rights Management" developed by the Bureau of Learning Resources.
7. Learning resource packages use inclusive and bias-free language (including examples and illustrations), and adhere to DepEd Order 32, series of 2017 entitled "Gender-Responsive Basic Education Policy", and DepEd Order 51, series 2014, entitled "Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture."
8. Learning resource packages are user-friendly and can be customized to suit specific learning needs of target learners.
9. Learning resource packages use appropriate technologies whenever available and cost-effective.

QATAME of L&D Resource Package Development

Objective

QATAME of L&D Resource Package Development aims to ensure that LDRPD processes are observed, and the final output meets standards.

Key Processes

QATAME L&D Resource Package Development starts with the Program Management Team's observance of resource package development processes and application of

application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME team (composed of process and subject matter experts) is endorsed for approval by the Head of Office/Director.

The QAD shall constitute a team that will include QA supervisors, HRD specialists/supervisors and content specialists/learning area supervisors/specialists to evaluate outputs.

QATAME of L&D Resource Package Development

Objective

QATAME of L&D Resource Package Development aims to ensure that LDPRD processes are observed, and the final output meets standards.

Key Processes

QATAME of L&D Resource Package Development starts with the Program Management Team’s observance of resource package development processes and application of standards. The Personnel Development Committee (PDC) conducts internal quality review.

QATAME in L&D Resource Package Development

PMT	PDC	QATAME Team	Head of Office/Director
1. Applies L&D resource package development processes and applies standards			
2. Seeks guidance and assistance from QATAME Team on L&D resource package development, if necessary	3. Reviews learning resource materials vis-à-vis Learning Resource Package Evaluation Form before submitting to QATAME Team for evaluation	4. Evaluates learning resource package and gives feedback to PDC and PMT	
5. Refines L&D resource package based on /QATAME feedback, if necessary	6. Reviews and endorses refined L&D resource package for approval		7. Reviews L&D resource package a. Provides feedback to PDC and PMT for further refinements, if needed

			b. Approves final L&D resource package
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(Refer to Annex J Session Guide Evaluation Tools)

5. L & D Program Delivery

L&D Program Delivery (LDPD) is the subsystem for implementing the program based on the design, using the learning resource packages that have been developed.

The subsystem provides processes for orchestrating the various tasks before, during, and after the conduct of an L&D program to ensure that learning objectives are met; welfare needs of learners, learning service providers, and Project Management Team are attended to; and resources are optimized.

The key processes in Learning Program Delivery are clustered into three phrases: pre-delivery, delivery proper, and post-delivery.

The following clusters of tasks are carried out along these phases:

1. Managing the program
2. Managing learning
3. Managing team
4. Managing resources

Quality Standards

1. Team Management

- a. Project/Program Management Team composition is adequate in number and competency mix to perform roles. Team Composition for formal L&D Programs:
 1. Program Manager
 2. Learning Manager
 3. Welfare Officer
 4. Logistics Officer
 5. Finance Officer
 6. Monitoring and Evaluation Coordinator
 7. Learning Facilitators and Resource Persons
 8. Documenter
- b. Roles and expectations from Project Management Team members are clearly defined and agreed on.
- c. Performance of the Project Management Team is monitored and evaluated. Performance feedback is given in a timely manner.
- d. Learning service providers (e.g., learning facilitators, resource persons, etc.) are adequate in number and meet competency requirements for assigned roles based on DepEd's screening and accreditation process.
- e. Terms of reference and contracts of external learning service providers are approved and signed by both parties (DepEd and external service providers) before actual program conduct.
- f. Computation of honorarium is in accordance with Budget Circular No. 2007-1, dated April 23, 2007 (Guidelines on the /grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators).
- g. Performance of learning service providers (both internal and external) is monitored and evaluated.

2. Program Management

All L&D Program activities are carried out as planned, in an efficient and effective manner.

a. Planned program implementation is officially communicated to concerned offices/units and learners in electronic and print media.

1. Target learners identified in the design are the ones invited, and attendance is confirmed by learners and their supervisors in a timely manner.

2. Registration forms sent out and/or link sent for online registration to confirm learners and accomplished forms or accomplished online registration received in a timely manner.

3. Confirmation of attendance notices are sent out to learners containing pertinent program details and logistical arrangements (e.g., transportation, per diem, accommodation, etc.) in a timely manner.

4. Identified guests are invited and attendance is confirmed in a timely manner.

b. Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs.

1. Sessions start and end on time.

2. Content and methodologies are delivered according to schedule.

3. Emerging needs that merit adjustment in schedule are addressed in consultation with learners, learning service providers, and Project Management Team.

c. Program implementation is evaluated according to a monitoring and evaluation plan.

1. Program proceedings and learners' participation are monitored and documented using prescribed documentation templates.

2. End-of-day program evaluation is done based on planned evaluation and methodology.

3. Daily cliniquing with Project Management Team and learning service providers is carried out and documented.

4. Results of daily program evaluation and cliniquing are analyzed and used as input to next day conduct, if appropriate.

d. End-of-program evaluation (reaction and learning levels) is done, and results analyzed and incorporated in a post-program report.

1. Post L&D program report is prepared and submitted in a timely manner using prescribed format.

(Refer to Annex I End of Program Evaluation Form)

3. Resources and Welfare Support Management

L&D resources are always available and optimized to support program implementation, and responsive to welfare needs of learners, learning service providers, and Project Management Team.

1. For residential and/or off-site learning activities, welfare and administrative arrangements for lodging, venues for sessions and practicum or field visits, meals, per diem, transportation, and technological support for learners, learning service providers and Project Management Team are made in a timely manner using participant registration form data.

2. L&D Activities are carried out in a learning environment that supports learners' physiological, emotional, and intellectual needs.

a. Green environment – Practices, technologies, and materials that reduce energy consumption and promote environmental protection used in all L&D activities.

b. Healthy environment – Practices and services that support the physical well-being of learners, learning service providers, and Project Management Team promoted and provided, respectively.

1 Anti-smoking prohibition applies to all on-site and off-site L&D activities

2 Healthy, nutritious, and adequate meals that consider the needs of learners, learning service providers, and Project management Team members with special dietary requirements provided in a timely manner.

3 Adequate session breaks (at least 15 minutes mid-morning and mid-afternoon for snacks and stretching and one hour for lunch)

4 L&D activity venues have clean and accessible hygiene and facilities

5 Health personnel (where feasible), and first aid kit with over-the-counter medicines available

6 Physical exercises incorporated in activities of L&D programs, when appropriate (e.g., extended duration or residential)

7. Safe environment – Secure and comfortable L&D venues and facilities that promote equal access to women and men, and individuals with special needs and disabilities are provided.

8. L&D activity venues in an accessible, secure, and peaceful location

9. L&D activity venues have facilities for individuals with disabilities or special needs (e.g., ramps, signposts, shower room/toilet, counter/reception, stairway, guestroom, parking and lift when necessary)

10. Clean residential accommodations, well-lighted and well-ventilated

11. Residential accommodations spacious for a maximum of three participants to a room with at least one toilet and bathroom

12. Information on venue's safety and emergency evacuation plan disseminates before start of activity and included in learners' kits

c. Conducive learning environment – non-threatening and inclusive learning conditions that promote equal and optimum participation and learning of women and men, and individuals with special needs and disabilities provided.

1. Number of participants appropriate to L&D modality

2. Session rooms well-lighted, well-ventilated, appropriately set-up, and spacious enough for learners

3. Breakout and open spaces available for small group activities and informal interactions

4. Gender-fair and bias-free languages (including examples and illustrations) always used during program implementation

5. Zero-tolerance on the commission of sexual harassment, bullying and intimidation (Project Management to handle appropriately within 24 hours from receipt of the report or information)

d. Emerging welfare needs of learners, learning service providers, and Program Management Team immediately addressed.

e. L&D equipment, tools, supplies, and other learning aids available at the right time, quantity, and quality

f. L&D program funds are adequate and available when needed.

1. All program cost items are budgeted

2. Funds allocated and disbursed according to DepEd guidelines, Republic Act 9184 (Government Procurement Reform Act), and COA rules

3. Request for funds release and disbursement and procurement of materials and logistics, and contracting of suppliers are done according to DepEd guidelines and processes

4. Disbursements are monitored and documented

4. Learning Management

Content and methodologies are delivered according to adult learning principles and conditions, and learning progress of learners is monitored, facilitated, and supported.

1. Program delivery guides learners through the learning journey

a. Unfreezing

1. Activities to prepare learners for the learning process at the start of the program facilitated

2. Activities to create and maintain a non-threatening and comfortable learning environment throughout the program facilitated, as needed.

b. Assimilation

1. Sessions delivered based on the activity design to ensure that session objectives are met and any planned outputs are produced.

2. Effective presentation and facilitation skills applied in delivering sessions to help learners (regardless of gender, abilities/disabilities, age, etc.) acquire target competencies

3. Learners recognized as active participants and source of learning and engaged in meaningful discussions and activities

4. Appropriate and timely adjustments on content, methodology, and schedule done to address emerging needs of learners

5. Learner's responses to learning closely monitored and timely interventions (e.g., coaching) are provided as needed.

6. Management of Learning (MOL) activities facilitated the processing of experiences and reflection on personal learning.

c. Integration

1. End-of-program integration session facilitated to help learners synthesize learning from the program

2. Learners prepare for learning applications and re-entry to the workplace through mechanisms like work application plans.

3. Communication and participation mechanisms installed to promote learner engagement and open exchange of ideas and feedback (e.g., host teams and freedom walls)

QATAME of L&D Program Delivery

Objective

QATAME of L&D Delivery aims to ensure that LDD processes of pre-delivery, actual delivery, and post-delivery are observed, and the final outputs meet standards.

Key Processes

QATAME of L&D Delivery starts with the Program Management Team's application standards in performing key tasks related to pre-delivery, actual delivery, and post-delivery. The Personnel Development Committee (PDC) and the Head of Office/Director perform quality assurance review, especially of pre-delivery arrangements, to ensure readiness for program implementation. They keep track of actual delivery and evaluate overall program delivery from reports provided by the PMT and the QATAME Team.

The QAD shall constitute a team that will include QA supervisors, HRD specialists/supervisors and content specialists/learning area supervisors/specialists to evaluate outputs.

The QATAME Team may provide technical assistance at any time during the pre-delivery, actual delivery and post-delivery phases, as needed. The QATAME Team's roles in Quality Assurance and Monitoring and Evaluation are more evident during actual delivery.

QATAME in L&D Delivery

LDD	PMT	PDC	QATAME Team	Head of Office
Pre-Delivery	1. Observes L&D pre-delivery processes and applies standards			
	2. Seeks guidance and assistance from QATAME Team on pre-delivery processes, as needed	3. Reviews pre-delivery arrangements (e.g., composition of PMT and LSP team, communications, contracting, logistics, etc.) vis-à-vis prescribed processes and standards	4. Evaluates pre-delivery arrangements and gives feedback to PDC and PMT	
	5. Adjusts arrangements or activities based on QATAME feedback, as needed	6. Reviews and endorses refined pre-delivery arrangements and endorses terms of reference or contracts for approval of Head of Office/Director		7. Reviews final pre-delivery arrangement a. Provides feedback to PDC and PMT for further refinements, if needed. b. Approves pre-delivery

				arrangements, including contracting
Actual Delivery	8. Observes L&D delivery processes and applies standards in implementing the program	10. Tracks program through updates from the Program Management Team, and provides assistance, if needed (e.g., situations cannot be addressed by PMT)	13. Monitors actual delivery to ensure processes are observed and standards are met, and gives feedback to PMT	12. Tracks program delivery through updates from PDC, and intervenes if needed (i.e., situations cannot be addressed by PMT and PDC)
	9. Oversees all aspects of L&D delivery and provides periodic updates to PDC on highlights and critical incidents	11. Provides updates to Head of Office/Director		
	14. Seeks guidance and assistance from QATAME Team on delivery processes as needed		15. Provides technical assistance delivery, as needed	
	16. Implements M&E plan in coordination with QATAME Team		17. Conducts end-of-day focus group discussions with learners to validate evaluation	
	18. Facilitates debriefing with LSP, Program Team Members and QATAME Team		19. Prepares QATAME Report and submits to PMT, and participates in team debriefing to discuss QAME results	

Post-delivery	20. Observes L&D post-delivery processes and applies standards		21. Consolidates QAME data and submits to PMT for inclusion in program completion report	
	22. Prepares program completion report for submission to PDC	23. Reviews and endorses program completion report to Head of Office/Director		24. Reviews program completion report, and acts on recommendations

Please refer to Annex C Daily Evaluation of Session, Facilitator and Daily Operation Tool

Quality Assurance, Technical Assistance, and Monitoring and Evaluation

Quality Assurance, Technical Assistance, and Monitoring and Evaluation (QATAME) is the subsystem for ensuring compliance to quality standards; providing supportive guidance; and assessing progress and results of L&D programs.

The subsystem covers processes for maintaining the efficiency, effectiveness, and sustainability of the L&D System. It provides timely and supportive interventions towards continuous improvement in the implementation of the System.

QATAME involves five key processes:

1. Forming the QATAME teams
2. Formulating the QATAME Plan
3. Developing or adapting QATAME tools
4. Conducting QATAME
5. Preparing QATAME report

QATAME are three interrelated processes (Figure 22). QA and M&E both assess the implementation and results of L&D programs. QA checks on the conduct of L&D cycle activities (i.e., from needs assessment to pre-delivery), and the outputs of these activities against a set of quality criteria.

M&E measures the delivery, post-delivery, workplace application, and the outcomes and impacts resulting from L&D programs. TA is provided through feedback, advice, coaching or other interventions to address issues and improvement areas uncovered through QAME. QAME has a developmental perspective and focuses on learning and support. TA contributes to building the capacity of L&D implementers and enhances the L&D program's chances for successfully achieving desired results.

For monitoring and evaluation of L&D programs, Kirkpatrick's model of evaluation is adopted.

Level 1 – Reaction – the degree to which learners find the L&D program favorable, engaging and relevant to their jobs.

Level 2 – Learning – the degree to which learners acquire the knowledge, skills, attitude, confidence, and commitment based on their participation in the L&D program

Level 3 – Behavior – the degree to which learners apply what they have learned from the L&D program when they are back on the job.

Level 4 – Results – the degree to which targeted outcomes and impact objectives and achieved because of the L&D program

Purpose

This subsystem aims to maintain the efficiency, effectiveness, and continuous improvement of the L&D System. It provides timely and supportive intervention to ensure immediate action or assistance in implementing the L&D system. QATAME builds confidence that L&D programs will meet quality requirements and needs of L&D stakeholders.

General Guidelines

1. Quality standards shall be established for all L&D subsystems, specifically, needs assessment, planning, designing, learning resource development and delivery.
2. Quality standards shall cover processes and key outputs of L&D subsystems.
3. L&D implementers possess the necessary competencies to perform their roles and are knowledgeable and able to apply quality standards for L&D subsystems.
4. The key indicators against which L&D programs are monitored and evaluated are established in L&D Planning, and further refined in the L&D Program Designing.
5. QAME are supportive and developmental processes. Feedback and TA shall be given to the implementing unit or group during at the end of QAME processes to ensure that issues are addressed in a timely manner and do not hinder progress towards objectives.
6. QATAME is applied at all governance levels where L&D programs are conducted.
7. QATAME is an integral part of L&D program implementation and management. It is a shared responsibility among implementers and is built into their roles in L&D.
8. All personnel who are assigned QATAME responsibilities shall undergo capability building to perform their roles efficiently and effectively.
9. Funding for QATAME shall be included in the L&D budget.
10. QAME results shall be used to inform decision-making and policy development on L&D
11. The immediate supervisor is responsible for monitoring the progress and evaluating the results of his/her employees' Workplace Application Project and/or any follow-through job-embedded and relationship-based learning activities, in collaboration with NEAP-QAD and BHROD-HRDD in the CO; HRDD and QAD in the RO; SGOD in SDOs; or the school head/principal in the school.
12. L and D activities of DepEd Caraga Region undergo several forms of Monitoring and Evaluation such as:
 - 12.1 Activity Proposal is evaluated through the REC Members and Content Specialists before its deliberation and approval by the RAC composed of the Regional Director, Assistant Regional Director, and the Chief of the Human Resource Development Division as member.

12.2 During Actual Delivery of the L and D Activity, the learner-participant shall do the daily and end of the program online evaluation with focus on the daily operations of the activity including the resource speakers/facilitators, resources, delivery, and others.

12.3 Continuing Professional Development Implementation Monitoring and Evaluation is also strengthened in the region and in the 12 Schools Division Offices by ensuring that issuances on L and D ME are implemented and quality assured M and E Tools are utilized.

(Refer to Annex L Monitoring Tool on L and D Implementation, Annex M Monitoring and Evaluation Tool for Continuing Professional Development Activities and Annex Q RPMS-PPST Monitoring and Evaluation)

QATAME and Enabling Mechanisms

The strength of the QATAME subsystem relies on “quality enablers.” These are the enabling mechanisms that embed quality into the L&D system and facilitate consistency of practices among different as among different units or terms implementing L&D programs (Figure 23). QATAME will meet its purpose, and contribute to achieving desired results of L&D, if the following are in the place:

1. L&D policies – These are the guidelines and standards that govern all aspects of the L&D system. They include documented processes and procedures to guide uniform execution of L&D activities or tasks.
2. Capability – building program for L&D implementers – Quality L&D programs cannot happen without competent L&D implementers. Quality starts with the people who perform various roles in L&D. It is important to provide a purposive and need-based program to support their continuous learning and competency development.
3. Certification and accreditation – These processes further ensure and confirm that L&D implementers, external services providers, and external programs meet DepEd standards and requirements to deliver quality L&D programs.
4. L&D system audit – A periodic and systematic review of the L&D system is critical in identifying areas of improvement, maintaining quality and responsiveness to emerging needs, and sustaining gains from L&D programs.

Internal and External QATAME

There are two types of L&D QATAME processes:

Internal L & D QATAME

1. The internal QAME process refers to quality assurance and monitoring and evaluation conducted by the team and office implementing L&D programs. Through the internal QAME process, the TA needed by the team is determined.
 - 1.1 Internal QATAME is an integral and vital part of the L&D program management, and the responsibility of those involved in implementing L&D programs.
 - 1.2 The L&D PMT, the PDC, and Head of Office are jointly accountable for the quality and results of L&D programs within their area of responsibility. The PDC and Head of Office ensure that L&D standards are applied in all L&D activities in their respective offices, and that objectives are achieved.
 - 1.3 Internal QATAME takes on both an operational and a strategic perspective.

1.3.1. Operational QATAME involves applying prescribed standards to processes and outputs per L&D subsystem/program being implemented, i.e., L&D needs assessment, L&D planning, L&D program designing, development of L&D resource package, and delivering an L&D program.

1.3.2. Strategic QATAME involves reviewing and analyzing the collective quality and results of all L&D programs within an office; taking proactive steps to support the effective and efficient implementation of L&D programs; and providing a supportive environment for continuous improvement and sustaining gains from L&D programs.

External L & D QATAME

1. The external L&D QATAME process refers to quality assurance and monitoring and evaluation conducted by organizational units where the QATAME of L&D programs is inherent in their function.

1.1. External L&D QATAME responsibilities are lodged in the functions of the following offices/units:

Office	Area of Responsibility
Regional-QAD	• All Regional Office L&D programs • Regional level L&D programs downloaded to Schools Division Office

1.2 External L&D QATAME covers the L&D programs within an area of responsibility. It ensures that all L&D PMTs, PDCs and Heads of Offices can perform QAME to their respective programs and are provided with TA when needed.

1.3 External L&D QATAME primarily takes on a strategic perspective. It involves reviewing and analyzing QAME data from QAME reports from across different L&D programs and organizational units within an office (i.e., CO, RO, SDO, or school). It entails preparing reports on accomplishments and results of L&D programs vis-à-vis the Strategic and Annual PPD of the office.

The main players in QATAME are Head of Office, PDC and L&D PMTs with their Internal QATAME Associates; and the NEAP-QAD, R-QAD and SGOD, and their External QATAME Associates.

Internal L&D QATAME (Perspective, operational and strategic)	External L&D QATAME (Perspective strategic)
Internal QATAME Associate of the PMT <u>Operational QATAME</u> • Develops, adopts or adapts QAME tools for assigned L&D program • Conducts QAME of assigned L&D Program ○ Together with the L&D PMT, completes the appropriate QA tools (QA Assessment Guide for subsystem Guide for subsystem being implemented)	External QATAME Associates of NEAP-QAD, R-QAD/SGOD <u>Strategic QATAME</u> • Checks that all L&D PMTs under its area of responsibility perform QAME on L&D programs

○ Administers M&E tools during delivery and post-delivery. ● Processes data and analyses results ● Provides feedback to L&D PMT on QAME results ● Provides TA, or assists L&D PMT in seeking external, if needed ● Prepares the “Program M&E Results” portion of the Program Completion Report ● Submits reports to PDC through the PMT Program Manager Personnel Development Committee <u>Operational QATAME</u> ● Reviews accomplished QA Assessment Guides and endorses them to the Head of Office for approval. ● Reviews Program Completion Reports and endorses them to the Head of Office for Approval. <u>Strategic QATAME</u> ● Reviews periodic reports on the status or progress of L&D programs vis-à-vis Annual PPD, and endorses them to the Head of Office for approval ● Reviews report on accomplishments and results of Strategic and annual PPD, and endorses it to the Head of Office for Approval Head of Office <u>Operational QATAME</u> 1. Reviews and approves periodic reports on the status of progress of L and D programs vis-à-vis Annual PPD. 2. Reviews and approves report on accomplishments and results of Strategic and Annual PPD. 3. Submits reports to NEAP. 4. Presents updates/report on L and D accomplishments and results at the Program Implementation Review.	● Provides QAME tools and templates. ● Provides training/orientation/TA on conducting QAME processes, and using tools, as needed. ● Assists L&D PMTs in obtaining external TA, if needed ● Reviews and analyzes reports across L&D programs within area of responsibility (e.g., Central Office, Regional Office, Schools Division Office Schools) ● Prepares periodic reports on status progress of L&D programs (within area of responsibility) vis-à-vis Annual PPD. ● Prepares report on accomplishments and results of Strategic and Annual PPD ● Submits reports to Head of Office through PDC
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Key Processes

Internal L&D QATAME Process

1. Clarify roles in internal L & D QATAME
 - 1.1 The L & D PMT assigns a member/s who is knowledgeable and skilled in quality assurance, and monitoring and evaluation to be the internal QATAME Associate for the team.

1.1.1 The internal QATAME Associate must have had QATAME orientation or training from CO-NEAP, RO-QAD or SDO-SGOD.

1.1.2 The internal QATAME Associate oversees and conducts internal QATAME of the L&D subsystem being implemented by the team. S/he briefs the team on the L&D standards and responsibility of each team member in meeting those standards.

1.2.3 There may be several internal QATAME Associates per program for large national programs that are implemented in multiple regions, and/or in several batches. In this case, the assigned internal L&D QATAME Associates will need to be oriented or trained.

2. Review applicable QA tools and M&E Plan

1.1. NEAP-QAD has provided the following QA tools to be used in the subsystem being conducted.

1.2. The L&D Program M&E Plan is discussed in more detail in Chapter IV-L&D Planning.

3. Adopt, adapt, or develop QAME tools

3.1 For QA, there are existing tools developed by NEAP as shown in Table 1 and can readily be used. These tools may be adapted or customized, if needed, to better gauge and assure the quality of L&D subsystem and program outputs. External QATAME Associates may be tapped to provide technical assistance in customizing or developing QA tools.

3.2 For M&E, the L&D Program M&E Plan indicates the methodologies and tools to be used in the delivery of the L&D Program, and during post-program where workplace application, outcomes and impact must be measured. There are existing tools for evaluating the delivery of L&D programs (e.g., Session Evaluation Form in Appendix B; On-site M&E Form in Appendix C; End of Program Evaluation in Appendix D). However, some tools may need to be developed for indicators that are specific to the L&D program being implemented, e.g., pre-and post-tests to measure learning acquisition of learners.

4. Conduct QAME

4.1 Using QAME tools, relevant data about the L&D program are gathered from various sources and respondents following the schedule indicated in the L&D Program M&E Plan. Findings are analyzed and used as basis for immediate technical assistance and/or input to planning further interventions needed to address issues uncovered by process.

4.2 Use the appropriate QAME tools to assess each L&D subsystem.

5. Determine the need for TA

5.1. In the course of conducting QAME, the need for technical assistance on particular aspects of the L&D subsystem may arise. TA may be provided by L&D PMT members who have the expertise in the content and process of the L&D subsystem or program being conducted. External TA may be sought by the team if the expertise needed is not available within the team. External QATAME Associates or other offices may be tapped for technical assistance.

5.2. External TA may take the form of simple consultation or discussion of the concern at hand with specialists and other knowledgeable persons. However, a more formal TA arrangement and work plan may be agreed on between offices if the TA requested covers several issues and concerns and will run for an extended period.

6. Analyze and validate QAME data. Similar analytical and validation strategies in LDNA may also be used here. See Chapter III-L&D Needs Assessment.

7. Prepare QA documentation and M&E report

7.1. To document internal QATAME, the L&D PMT as a team, together with the internal QATAME Associate, accomplishes the applicable QA Assessment Guide (refer to Table 3). The completed form is signed by the L&D Program Manager and Internal QATAME Associate; and submitted to the PDC, which reviews, signs and endorses it to the Head of Office for final approval and signature.

7.2. The internal QATAME Associate prepares the "Program M&E Results" portion of the Program Completion Report. This addresses the Level 1 and Level 2 indicators in the L&D Program M&E Plan.

7.2.1. Level 1 (Reaction)

7.2.1.1. Summary of participant's post-program evaluation

7.2.1.2. Summary of program's manager review and evaluation

7.2.1.3. Summary of learning service providers' review and evaluation

7.2.2. Level 2 (Learning)

7.2.2.1. Summary of pre-and post-test results

7.2.2.2. Summary of outputs produced by the participants during the program.

The program completion report is likewise reviewed and signed by the L&D Program Manager and submitted to the PDC for review and endorsement to the Head of Office for final approval and signature.

1. Conduct M&E of L&D outcomes and impact.

1.1. Evaluation of outcomes and impact is done after the L&D program has been completed, when the learners have returned to their workplace, and begin to apply what they have learned from the L&D program. Post program activities may involve the implementation of a Workplace Application Project (WAP), job-embedded learning, relationship- and discussion-based learning, or Learning Action Cell.

1.2. Evaluating outcomes and impact is a shared responsibility of the learner and the learner's immediate supervisors, and the Head of Office (Table 35).

1.3. The L&D Program M&E Plan specifies the indicators that are measured at outcome and impact levels (Level 3-Behavior and 4-Results), as well as how and when to measure. Outcomes and impact of L&D are expected to manifest in competency and performance at the individual and office levels and can be linked to KRAs/objectives/ performance indicators of the IPCRF and OPCRF.

1.4 L&D outcomes and impact are calculated in the report on the accomplishment and results vis-à-vis targets of the Annual and Strategic PPD.

External QATAME

1. Clarify roles in external QATAME

1.1. The Chiefs of NEAP-QAD, R-QAD and SGOD may assign the role of External L&D QATAME Associates among members of their respective divisions.

1.1.1. The External QATAME Associate must have had QATAME orientation or training by CO-NEA-QAD.

1.1.2. External QATAME Associates oversee the QATAME of one or more L&D subsystems/programs implemented by L&D PMTs in their respective offices, i.e., CO, RO SDO, school.

2. Plan and implement external QATAME

External Quality Assurance

2.1. Review the office's Strategic and Annual Plan for Professional Development to identify the L&D activities and programs of the office.

2.2. Map out QA activities in an External Quality Assurance Plan, including schedules, who is responsible, support and resources needed. QA activities may consist of:

2.2.1. Monitoring to ensure that quality assurance of all L&D programs in the office is properly conducted and documented by L&D PMT and their Internal QATAME Associates.

2.2.2. Identifying proactive steps to strengthen enabling mechanisms for quality L&D program, such as: orientation, re-orientation, or capability-building interventions for L&D PMTs and their Internal QATAME Associates: review and improvement or development of QAME policies, guidelines, processes, and tools based on needs analysis and/or feedback from L&D implementers: and others.

2.2.3. Providing technical assistance on QA to PMTs, Internal QATAME Associates, PDC and Head of Office, as needed.

External Monitoring and Evaluation

2.3. Review the Overall M&E Plan for the Human Resource Management Plan (HRMD) Strategic Plan for Professional Development (SPPD), and the L&D Program M&E Plans for various L&D programs (Figure 25).

2.4. Monitor the conduct of M&E activities of L&D PMTs as indicated in their respective L&D Program M&E Plans. Provide technical assistance on M&E processes and tools, as needed.

2.5. Develop or customize data gathering tools, as needed.

2.6. Gather, analyze, and validate data on the accomplishments and results of L&D programs in respective office.

L&D Program M&E

2.6.1. Review and analyze data and reports submitted by L&D PMTs on L&D programs implemented.

2.6.2. Gather data on workplace application, emerging outcomes, and impact of each L&D program from learners, immediate supervisors, and Head of Office. This may be done through a review of WAP results; and/or performance evaluation of individuals and offices in the IPCRF and OPCRf, respectively; and other source.

2.6.3. Conduct Validation to check veracity of data, and to support analysis.

External Technical Assistance on L&D QATAME

Overall M&E of L&D Programs in the SPPD

2.6.4. Consolidate data across L&D programs and analyze the overall accomplishments and results vis-à-vis targets in the office's Annual Plan for Professional Development. Identify patterns and trends.

2.6.5. Analyze annual accomplishments and results vis-à-vis targets in the office's Strategic Plan for Professional Development.

2.6.6. Conduct further validation, as needed.

2.6.7. Determine emerging outcomes and impact of L&D programs.

3. Prepare M&E reports.

3.1. Prepare periodic reports on the status of L&D programs vis-à-vis Annual PPD.

3.2. Prepare annual report on accomplishments and results of L&D programs vis-à-vis the Annual PPD and Human Resource Management Plan (HRMD) / Strategic PPD.

3.3. Submit reports to PDC and Head of Office.

4. L&D PMTs with their Internal QATAME Associates, the PDC and Head of Office are expected to know their roles and responsibilities in QAME. The External QATAME

team, on the other hand, is expected to provide capability building on QAME to L&D implementers prior to program implementation. However, when L&D implementers encounter challenges in conducting QAME of their programs, they may request TA from External QATAME Associates, or other offices, if needed.

5. External TA on QAME is usually provided on demand, during L&D program implementation. It involves providing professional help to L&D implementers in addressing needs or concerns in QAME identified by the L&D PMT or its internal QATAME Associate. Technical assistance may take different forms, such as: consultation and advising, information or knowledge sharing, and others.

6. When external TA is requested, the External QATAME Associate works with the L&D PMT/ Internal QATAME Associate to:

6.1 Analyze the situation. Identify the need of concern, and its cause/s.

6.2 Determine the specific TA required and prepare a TA Plan.

6.3 Conduct TA, or refer other providers of TA (e.g., other offices), if needed.

6.3.1 Monitor progress of agreed next steps for the L&D PMT and determine whether the need or concern is adequately addressed, or further assistance is needed.

6.3.2 Evaluate TA. Obtain feedback from L&D PMT.

6.3.3 Document TA provided and the results in an Accomplishment report.

Structures, Roles and Responsibilities

The table below shows the key players in L&D QATAME across governance levels and their roles and responsibilities.

Regional Level	HRDD - Conducts internal QATAME of HRDD-initiated and managed regional level L&D programs, and those assigned to it by the Regional PDC or Head of Office - Prepare periodic reports on the status of L&D programs vis-à-vis Annual PPD. - Prepares report on RO-Annual and Strategic PPD accomplishments and results for review by Regional PDC
	Quality Assurance Division - Conducts external QATAME of L&D programs of HRDD, functional divisions, and schools' division. - Implements NEAP system of accreditation and certification of trainers/facilitators, and L&D programs - Provides TA on QATAME report on regional level L&D programs - Capacitates other functional divisions and schools' divisions on L&D QATAME
	L&D Program Management Team - Assigns the Internal QATAME Associate for the team - Conducts internal QAME for assigned L&D program/intervention
	Recognition and Evaluation Committee (REC) Reviews program/course proposals based on the criteria set in DO 001, s. 2020.

	- Engage in an Inter-Evaluator Discussion to deliberate on the approved program/course proposals; and - Recommend to the Recognition Approval Committee initially approved proposals
	Content Specialist - Review program/course proposals based on the alignment of the criteria set in DO 001, s. 2020. - Review accuracy, depth, and appropriateness of content in the program/course proposal. - Engage in an Inter-Evaluator Discussion to deliberate on the pre-approved program/course proposals; and - Recommend to the Recognition Approval Committee initially approved program/course proposals
	Recognition Approval Committee (RAC) - Discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of program/course proposals; and - Approve program/course proposals

(For the legal basis on the creation of REC and RAC, please refer to DO 001, s. 2020)

SECTION 8. EFFECTIVITY

This Learning and Development Policy shall take effect immediately upon approval by the Regional Director. This shall also be reviewed every year or as the need arises to ensure that the policy is being adhered to.

Approved by:


EVELYN R. FETALVERO, PhD, CESO IV
 Director IV