



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

AUG 01 2025

REGIONAL MEMORANDUM

No. 218 s. 2025

**QUALITY ASSURANCE PROCESS OF SDO-BASED
PROFESSIONAL DEVELOPMENT PROGRAMS**

To: OIC – Assistant Regional Director
Schools Division Superintendents
Regional Functional Division Chiefs
All Others Concerned

1. This Office, through the Human Resource Development Division (HRDD) and the National Educators Academy of the Philippines in the Region (NEAP-R), hereby informs the Schools Division Offices (SDOs) of the **Quality Assurance (QA) Process of all SDO-Based Proposed Professional Development Programs (PDPs)**. This is in adherence to **DM-2023-044** titled *Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs*.
2. This Memorandum establishes the standards and procedures in the design, development, delivery, and evaluation of all SDO-initiated PDPs for teachers and school leaders aligned with professional standards.
3. All submitted SDO-PDP proposals shall be processed at the Regional Office within 15 working days as the timeline. Only proposals that are compliant with the set quality standards shall be issued a Certificate of Quality Assurance for consideration as official DepEd professional development programs.
4. The proposed PDP will be evaluated using the Quality Assurance Criteria.
 - a. Strength of Research Base;
 - b. Alignment to the Professional Standards;
 - c. Target Participants Profile;
 - d. Articulation of Learning Objectives;
 - e. Soundness of Methodology;
 - f. Assessment Strategies and Tools;



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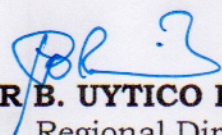
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- g. Expected Outputs;
- h. Workplace Application;
- i. Time Requirement;
- j. Credentials/Expertise of Resource Speaker;
- k. Gender Equality, Disability and Social Inclusion;
- l. Monitoring and Evaluation; and
- m. Budget and Costing.

5. Attached are the QA process flow and the Enclosure Nos. 8 and 9 of DM No. 044, s. 2023 for references.

6. For further queries, contact Dr. Alan D. Bautista, OIC - Education Program Supervisor of the Human Resource Development Division at 09159325633.

7. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As stated

Reference: DM-2023-044

To be indicated in the Perpetual Index
under the following subjects:

MONITORING AND EVALUATION

PROGRAMS

RECOGNITION

ADB/HRDD-RM- QUALITY ASSURANCE PROCESS OF SDO-BASED PROFESSIONAL DEVELOPMENT PROGRAMS
048/July 31, 2025



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Flow of Quality Assurance Process

CLIENT STEPS	AGENCY ACTION	PROCESSING TIME	PERSON RESPONSIBLE
1. Submits proposed PD Program with the endorsement from SDS	1.1 Receives and acknowledges receipt of application of the endorsed PDP from ORD.	10 Minutes	ADAS/Clerk of HRDD
	1.2 Checks PDP as to the completeness of required attachments (if necessary). If deficiencies have been found in the plan, the PD Program Owner receives advice for completion and repeats Step 1. <i>*If the PD program owner repeats Step 1 due to deficiencies in their application or failed evaluation results, the processing time of the application for Quality Assurance shall also cease. The new processing time shall begin once the PD program owner resubmits the PD program proposal for quality assurance.</i>	3 days	HRDD/ NEAP-R
	3. Selects and assigns a maximum of evaluators per PDP. 4. Receives proposed PDP for resubmission. <i>*Only 1 resubmission is allowed.</i>	2 days	HRDD/ NEAP-R



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2. Waits for the evaluation of the PDP.	Evaluates PDP using the PD Program Design QA Tool If resubmission, evaluate the compliance with the recommendations.	4 days	HRDD/ NEAP-R Program Evaluators
3. Receives the Quality Assurance Recommendation Form.	Deliberates and consolidates recommendations using the Quality Assurance Recommendation Form. 1. Accomplishes the decision column of the Quality Assurance Recommendation Form for resubmitted proposals.	2 days	PD Program Evaluators
4. Prepares Quality Assurance Approval Form and QA Certificate if the PD program proposal passed.	2. Receives from the Program Evaluators the Quality Assurance Recommendation Forms	1 day	HRDD/ NEAP-R
5. Sends the Quality Assurance Recommendation Form from PD Program Evaluators if the application is for return to PD program owner.	3. Prepares Quality Assurance Approval Form and QA Certificate if the PD program proposal passed. 3.1. Sends the Quality Assurance Recommendation Form from PD Program Evaluators if the application is for return to PD program owner.	2 hours	HRDD/ NEAP-R
6. Endorses the Quality Assurance Approval Form and QA Certificate if the PD program passed.	3.2 Endorses the Quality Assurance Approval Form and QA Certificate if the PD program passed.	1 day	HRDD/NEAP-R



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3. Waits for the quality assurance approval	3.1 Validates and recommends the Quality Assurance Approval Form and Quality Assurance Certificate	1 day	CES-HRDD
	3.2 Approves and signs the Quality Assurance Approval Form and Quality Assurance Certificate for successful PD program proposals.	1 day	RD
4. Receives the Quality Assurance Certification	4.1 Sends signed Quality Assurance Certificate if successful. Notice of Compliance to QA Recommendations if unsuccessful to PDP Owner	1 hour	HRDD/NEAP-R
TOTAL	15 days, 3 hours, and 10 minutes		

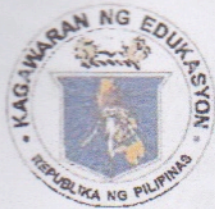


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PD PROGRAM DESIGN QUALITY STANDARDS CHECKLIST

This form is intended for PD Program Owner's review of detailed PD program design.

PD Program Provider	Type the complete name.
PD Program Title	Type the complete office address.

Instruction: Please put a check (/) mark on the standards that have already been satisfied. Otherwise, put a cross (x) mark. Write your remarks if necessary.

PD Program Component and Quality Standards	Status	Remarks
A. Rationale for the Proposed PD Program		
1. The rationale clearly presents the context of the proposed PD program and why it is important to be implemented for the target participants.		
2. The proposed PD program is based on the results of competency-based professional development needs assessments (i.e., through individual development plans (IDPs), DepEd priorities across levels, learners' learning outcomes, etc.)		
3. The rationale cites theoretical underpinning and recent literature that support the identified competency gaps and proposed PD program content areas and/or methodologies.		
4. The rationale cites DepEd issuances/other legal bases for the proposed PD program being offered (if there's any).		
B. Alignment to the Professional Standards		
1. The proposed PD program responds to at least one PPST/PPSSH/PPSS domain, strand, and indicator, and/or other emerging needs of the Department.		
2. The target PPST/PPSSH/PPSS domain, strand, and indicator in each session is indicated.		
C. Target Participants Profile		

1. The proposed PD program identifies the career stage/s and profile (teacher/school head/supervisor, position, subject, and/or grade/year level taught) of the target participants.		
2. The target number of participants is specified.		
3. If the proposed PD program is to be implemented in batches, the number of participants and batches are specified and are within the prescribed absorptive capacity of the program.		
D. Articulation of Learning Objectives		
1. The proposed PD program's application, terminal, enabling, and session objectives are articulated according to the SMART principles and follow the Audience-Behavior-Condition-Degree method.		
2. The proposed PD program's application, terminal, enabling, and session objectives are aligned with the target professional standard (domain, strand, and indicator) for development.		
3. The application objective is relevant and sufficient to contribute towards attaining the results objective.		
4. The terminal objective is relevant and sufficient to contribute towards attaining the application objective.		
5. The enabling objectives are relevant and sufficient to contribute towards attaining the terminal objective.		
6. The session objectives are relevant and sufficiently cover a learning unit/episode to contribute towards attaining the enabling and terminal objectives.		
E. Session Contents		
1. Contents are appropriate to attaining the learning objectives and producing the outputs.		
2. Contents adequately identify the knowledge, skills, and attitude for development.		
3. Contents are accurate and based on credible sources of information.		
4. For subject content-based PD programs, contents align with the curriculum standards.		
5. Contents are organized according to the most appropriate sequence and structure.		

F. Program Methodology		
1. The methodologies (e.g. active learning, experiential learning or collaborative learning, etc.) employ adult learning principles with opportunities to be active, experiential, social, self-directed and goal oriented.		
2. The methodologies describe in detail or step-by-step process how the assigned resource speaker will deliver content and engage participants.		
3. The methodologies indicate the relevant learning resources that the resource speaker and participants will use to support the attainment of the session objectives.		
4. The methodologies incorporate the use of varied formative assessments such as multiple checks for understanding, guided practice, independent practice, etc.		
5. The methodologies use recognized best learning practices such as motivational/mood-setting activities, modeling, etc.		
G. Assessment Strategies and Tools		
1. The formative and summative assessment strategies are varied and sufficient to assess learner's progress and proficiency in the target competencies for development.		
2. Appropriate assessment tools are identified and provided. Rubrics are available for performance/demonstration-based assessment.		
H. Session Outputs		
1. The session outputs are concrete, e.g., reflection journal, TA Plan, lesson exemplar, rubrics, worksheets.		
2. The session outputs are relevant to the session objectives and can be realistically produced by participants within set time.		
I. Workplace Application		
1. The proposed PD program provides opportunities for application of newly acquired competencies: crafting and implementation of Workplace Application Plan (WAP).		
2. The WAP is clearly aligned with Level 3: Application Objectives.		

3. The WAP can be realistically completed within 6 months (exclusive of school breaks for teachers) using available resources in the workplace.		
4. The WAP is to be signed and approved by the head of office where participants are based.		
5. The rubric for the evaluation of WAP implementation is appropriate to measure the participant's proficiency in the application of learning.		
J. Time Requirement		
1. The indicative dates of implementation of the proposed PD program do not interfere with the conduct of school-based instructionally relevant activities, especially the actual classroom teaching of teachers.		
2. Schedule of activities is appropriately sequenced and adequately timed.		
3. The time allotted per session provides adequate opportunity for the learning objectives to be attained.		
K. Learning Resource Materials		
1. All relevant learning resource materials (i.e., session guides, slide decks, modules, worksheets, audiovisual presentation, etc.) that will support the delivery of learning sessions are identified and provided.		
L. On Resource Speaker/Subject Matter Expert		
1. The Resource Speakers/Subject-Matter Experts' CVs reflect expertise relevant to the PPST/PPSSH/PPSS domain/s, strand/s and indicator/s covered in the Speaker's/Subject-Matter Expert's session/s.		
M. Gender Equality, Disability and Social Inclusion		
1. Proposed PD program elements (i.e. participants selection criteria, activities, learning resource materials, resource speakers, and monitoring and evaluation, etc.) promote maximum engagement of participants from all backgrounds (disability, age, gender, religious and ethnic backgrounds).		
N. Monitoring and Evaluation Plan		

1. The proposed PD Program M&E plan is anchored on the PD program results, application, and terminal objectives.		
2. The proposed PD Program M&E plan reflects the four levels of evaluation according to Kirkpatrick's Model (Level 1: Reaction; Level 2: Learning; Level 3: Behavior; and Level 4: Result).		
3. For Level 1, daily evaluation tool to measure how participants find the PD program favorable, engaging, and relevant to their jobs is indicated and submitted.		
4. For Level 2, formative and summative assessment tools to measure participants' acquired knowledge, skills, attitude, confidence, and commitment based on their participation in the PD program are indicated and submitted.		
5. For Level 3, the WAP template detailing how participants will apply what they learned from the PD program when they are back on the job is indicated and submitted.		
O. Budget Requirements		
1. Proposed budget per participant is within the allowable limits according to government budgeting, accounting, and auditing rules and regulations.		
2. The attached itemized expenditure reflects the cost of the proposed PD program vis-à-vis the allowable expenses.		
P. Program Management Team		
1. PD Program Management Team members for program delivery are identified and are sufficient in number. <ul style="list-style-type: none"> a. Program Manager b. Learning Manager c. Resource Speaker/Subject-Matter Expert d. M&E Coordinator e. Documenter f. Secretariat g. Welfare Officer h. Logistics Officer i. Finance Officer 		

Reviewed by	Type name here
Signature	Sign here
Date	Click here to enter a date.

National Learning Center of the Philippines

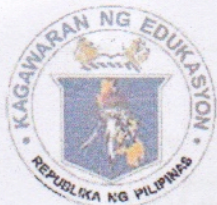
PD LRM Database Quality Standards Checklist

Program Title

PD Program Provider

Instruction: Please put a check (✓) mark on the requirements that have already been satisfied. Otherwise, put a cross (x) mark. Write your remarks if necessary.

Quality Standards	Status	Remarks
1. Types and combinations of materials (e.g., projected slides for presentation, worksheets, and templates for workshops, etc.) in the learning resource package are appropriate to and supportive of delivery methods.		
2. Content of LRM will contribute to the achievement of learning objectives: <ul style="list-style-type: none"> i. aligned with session objectives, topics, and professional standards specified in the design ii. appropriate to learning preferences and current proficiency level of target learners iii. logically sequenced 		
3. Content of LRM is an evidence and authority-based: <ul style="list-style-type: none"> i. the credible sources of information (e.g., Department Orders and other government issuances, books, journals, etc.) ii. supported by research, as necessary (e.g., if primary data needs to be presented) iii. up to date (i.e., incorporates latest information or data, 		



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PD LR Materials Quality Standards Checklist

Program Title	
PD Program Provider:	

Instruction: Please put a check (/) mark on the requirements that have already been satisfied. Otherwise, put a cross (x) mark. Write your remarks if necessary.

Quality Standards	Status	Remarks
1. Types and combinations of materials (e.g., projected slides for presentation, worksheets, and templates for workshops, etc.) in the learning resource package are appropriate to and supportive of delivery methods.		
2. Content of LRM will contribute to the achievement of learning objectives. <div style="margin-left: 20px;"> i. aligned with session objectives, topics, and professional standards specified in the design ii. appropriate to learning preferences and current proficiency level of target learners iii. logically sequenced </div>		
3. Content of LRM is accurate and authority-based. <div style="margin-left: 20px;"> i. cite credible sources of information (e.g., Department Orders and other government issuances, books, journals, etc.) ii. supported by research, as necessary (e.g., if primary data needs to be presented) iii. up to date (i.e., incorporates latest information or data, </div>		

trends, and developments, as needed)		
iv. incorporate best practices		
4. LRM adheres to DepEd branding guidelines		
<ul style="list-style-type: none"> i. proper use of the Department of Education seal and logo ii. adherence to the use of official fonts and typography guidelines iii. proper co-branding with the Department of Education seal and logo 		
5. LRM is copyright compliant.		
<ul style="list-style-type: none"> i. permission from the Original Creator and Copyright Owner is secured ii. free stock photos and quality Creative Commons images are used iii. prescribed citation format of the copyrighted material is followed. 		
6. LRM adheres to GEDSI principles.		
<ul style="list-style-type: none"> i. uses socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language and illustrations 		
7. LRM observes correct spelling, grammar, and word usage.		
8. LRM uses appropriate technologies (whenever available and cost-effective).		
Printed LRMS		
1. Printed LRMs are readable, organized, and well laid-out.		
<ul style="list-style-type: none"> i. Font styles and size are easy to read. ii. Type size is large enough for easy reading by the intended audience. (Body text uses 11-13 points; type size for headings two points larger than the body text.) iii. The following body text fonts recommended by DepEd's Service Marks Manual are used: Garamond, Bookman Old Style, Helvetica Neue, Arial iv. Materials use no more than three font styles per document for a clean and unified look. 		

2. Illustrations, images, graphs, and tables are appropriate, clear, properly labeled or captioned, and colored when necessary.		
3. Printing is of good quality (i.e., no broken letters or images, correct alignment, and even print density).		
Presentation Slides		
<p>1. Slide templates are simple and non-distracting (office's standard template is applied if one is available).</p> <ul style="list-style-type: none"> i. Font styles and size are easy to read. ii. Font size varies depending on the venue. Titles and headers should be larger than the body. iii. Slides use sans serif fonts (e.g., Arial, Calibri, Century Gothic, Helvetica, Lucida Sans, Tahoma and Verdana) for better readability. iv. Slides use no more than three font styles for a clean and unified look. 		
<p>2. Slides are well laid-out:</p> <ul style="list-style-type: none"> i. contain one idea per slide ii. use key words and phrases only iii. observe 7x7 rule: maximum of 7 lines per slide, maximum of 7 words per line iv. use contrasting colors for text and background (i.e., light text on dark background; dark text on light background). v. use relevant and good quality Illustrations and images (i.e., not pixelated or blurred) 		
3. Slides have no distracting elements (i.e., irrelevant music, sound effects, animations, transitions, and background images).		
Non-Print Materials		
1. Non-print LRMs enhance the learning experience and sustain understanding of the content.		
2. User support material provides adequate and clear instructions.		

3. LRM can run on all platforms using minimum system requirements.		
Audio		
1. Speech and narration are clear and can be easily understood (uses correct pacing, intonation, and pronunciation).		
2. Music and sound effects are appropriate and suitable to the concept.		
3. There is complete synchronization of audio with the visuals, if any.		
Visuals		
1. Visuals provide an accurate representation of the concept discussed.		
2. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.		
3. Visual presentations (non-text) are clear and easy to interpret.		
4. Visuals sustain interest and do not distract users' attention.		
Session Guides		
1. Session guides are aligned with the proposed PD program design: <ul style="list-style-type: none"> i. covers all session objectives in the proposed PD program design ii. identifies the outputs to be produced by the end of the session iii. sets adequate and reasonable time for each portion of the session iv. provides adequate details of content covered v. provides adequate discussion of each methodology/activity vi. identifies the assigned facilitator and/or the resource person for the session vii. identifies the LRMs to be used by the resource speaker/subject-matter expert and to be distributed to participants 		
9. Available quality-assured learning resource materials from the Learning Resource Portal are tapped for possible adoption or customization.		

10. Permission is secured from the Original Creator and Copyright Owner, if necessary.		
11. LRMs for adoption and/or modification are evaluated by the PMT using the PD LR Materials QA Checklist (Enclosure 8)		
12. Modified/Customized LRMs are fully compliant with the standards.		
13. LRMs for development are compliant with the standards.		
14. Newly developed LRMs are evaluated by the PMT using the PD LR Materials QA Checklist (Enclosure 8)		
15. Newly developed LRMs are fully compliant with the standards.		

 Assistant Regional Director
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 All Offices Concerned

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This Memorandum establishes the standards and procedures in the design, development, delivery, and evaluation of all SDO-Proposed PDPs for teachers and school leaders aligned with professional standards.

All submitted SDO-PDP proposals shall be processed at the Regional Office within 15 working days as the timeline. Only proposals that are compliant with the set quality standards shall be issued a Certificate of Quality Assurance for consideration as official DepEd professional development programs.

- The proposed PDP will be evaluated using the Quality Assurance Criteria:
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 - Soundness of Methodology;
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