

**[ REPUBLIC ACT NO. 10912, July 21, 2016 ]**

**AN ACT MANDATING AND STRENGTHENING THE CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM FOR ALL REGULATED PROFESSIONS, CREATING THE CONTINUING PROFESSIONAL DEVELOPMENT COUNCIL, AND APPROPRIATING FUNDS THEREFOR, AND FOR OTHER RELATED PURPOSES**

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

ARTICLE I

TITLE, POLICY AND DEFINITION OF TERMS

SECTION 1. *Title.* – This Act shall be known as the “Continuing Professional Development Act of 2016”.

SEC. 2. *Declaration of Policy.* – It is hereby declared the policy of the State to promote and upgrade the practice of professions in the country. Towards this end, the State shall institute measures that will continuously improve the competence of the professionals in accordance with the international standards of practice, thereby, ensuring their contribution in uplifting the general welfare, economic growth and development of the nation.

SEC. 3. *Definition of Terms.* – The following terms shall be defined under this Act:

(a) *Accreditation* refers to the formal or official approval granted to a person, a program or an organization, upon meeting essential requirements of achievement standards, including qualifications or unit(s) of a qualification, usually for a particular period of time, as defined by an accrediting agency:

(b) *AIPO/APO* refers to the Accredited Integrated Professional Organization or the Accredited Professional Organization in a given profession:

(c) *ASEAN Qualifications Reference Framework or AQRF* refers to the device that enables comparisons of qualifications across ASEAN Member States:

(d) *ASEAN Mutual Recognition Arrangement or ASEANMRA* refers to a regional arrangement entered into by the ASEAN Member States, predicated on the mutual recognition of qualifications, requirements met, licenses and certificates granted, experience gained by professionals, in order to enhance mobility of professional services within the region:

(e) *Competence* refers to an ability that extends beyond the possession of

knowledge and skills, which include cognitive, functional, personal and ethical competence:

(f) *Continuing Professional Development or CPD* refers to the inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter- or multidisciplinary field of study, for assimilation into professional practice, self-directed research and/or lifelong learning;

(g) *CPD Council* refers to a body created to promote and ensure the continuous improvement of professionals, in accordance with national, regional and international standards of practice;

(h) *CPD credit unit* refers to the value of an amount of learning that can be transferred to a qualification achieved from formal, informal or nonformal learning setting, where in credits can be accumulated to predetermined levels for the award of a qualification;

(i) *CPD Program* refers to a set of learning activities accredited by the CPD Council such as seminars, workshops, technical lectures or subject matter meetings, nondegree training lectures and scientific meetings, modules, tours and visits, which equip the professionals with advanced knowledge, skills and values in specialized or in an inter- or multidisciplinary field of study, self-directed research and/or lifelong learning;

(j) *CPD Provider* refers to a natural or juridical person accredited by the CPD Council to conduct CPD Programs;

(k) *Formal learning* refers to educational arrangements such as curricular qualifications and teaching-learning requirements that take place in education and training institutions recognized by relevant national authorities, and which lead to diplomas and qualifications;

(l) *Informal learning* refers to learning that occurs in daily life assessed, through the recognition, validation and accreditation process, and which can contribute to a qualification;

(m) *Learning outcomes* refer to what a learner can be expected to know, understand and/or demonstrate as a result of a learning experience;

(n) *Lifelong learning* refers to learning activities undertaken throughout life for the development of competencies and qualifications of the professional;

(o) *Nonformal learning* refers to learning that has been acquired in addition or alternatively to formal learning, which may be structured and made more flexible according to educational and training arrangements;

(p) *Online learning activities* refer to structured or unstructured learning initiatives, which make use of the internet and other web-based Information and Communications Technology solutions;

(q) *Pathways and Equivalencies* refer to mechanisms that provide access to qualifications and assist professionals to move easily and readily between the

different education and training sectors, and between these sectors, and the labor market, through the Philippine Credit Transfer System;

(r) *Philippine Qualifications Framework or PQF* refers to the quality assured national system for the development, recognition and award of qualifications at defined levels, based on standards of knowledge, skills and values, acquired in different ways and methods by learners and workers;

(s) *Prior learning* refers to a person's skills, knowledge and competencies that have been acquired through work experience, training, independent study, volunteer activities and hobbies, that may be applied for academic credit, as a requirement of a training program or for occupational certification;

(t) *Professional* refers to a person who is registered and licensed to practice a regulated profession in the Philippines and who holds a valid Certificate of Registration and Professional Identification Card (PIC) from the Professional Regulation Commission (PRC);

(u) *Qualification* refers to a status gained after a person has been assessed to have achieved learning outcomes or competencies in accordance with the standard specified for a qualification title, and is proven by a document issued by a recognized agency or body;

(v) *Quality assurance* refers to planned and systematic processes that provide confidence in the design, delivery and award of qualifications within an education and training system, and is a component of quality management that is focused on ensuring that quality requirements will be fulfilled; and

(w) *Self-directed learning* refers to learning activities such as online training, local/international seminars/nondegree courses, institution/company-sponsored training programs, and the like, which did not undergo CPD accreditation but maybe applied for and awarded CPD units by the respective CPD Council.

## ARTICLE II

### CPD PROGRAMS, COUNCILS AND SECRETARIAT

SEC. 4. *Strengthening the CPD Program.* – There shall be formulated and implemented CPD Programs in each of the regulated professions in order to:

(a) Enhance and upgrade the competencies and qualifications of professionals for the practice of their professions pursuant to the PQF, the AQRF and the ASEANMRAs;

(b) Ensure international alignment of competencies and qualifications of professionals through career progression mechanisms leading to specialization/sub-specialization;

(c) Ensure the development of quality assured mechanisms for the validation, accreditation and recognition of formal, nonformal and informal learning outcomes, including professional work experiences and prior learning;

(d) Ensure maintenance of core competencies and development of advanced and

new competencies, in order to respond to national, regional and international labor market needs; and

(e) Recognize and ensure the contributions of professionals in uplifting the general welfare, economic growth and development of the nation.

SEC. 5. *Nature of CPD Programs.* – The CPD Programs consist of activities that range from structured to nonstructured activities, which have learning processes and outcomes.

These include, but are not limited to, the following:

- (a) Formal learning;
- (b) Nonformal learning;
- (c) Informal learning;
- (d) Self-directed learning;
- (e) Online learning activities; and
- (f) Professional work experience.

SEC. 6. *Powers, Functions and Responsibilities of the PRC and the Professional Regulatory Boards (PRBs).* – The PRC and the PRBs shall undertake the overall implementation of the CPD Programs, and for this purpose, shall:

- (a) Organize CPD Councils for each of the regulated professions and promulgate guidelines for their operation;
- (b) Review existing and new CPD Programs for all of the regulated professions;
- (c) Formulate, issue, and promulgate guidelines and procedures for the implementation of the CPD Programs;
- (d) Coordinate with the academe, concerned government agencies, and other stakeholders in the implementation of the CPD Programs and other measures provided under this Act; and
- (e) Coordinate with concerned government agencies in the development of mechanisms and guidelines, in the grant and transfer of credit units earned from all the learning processes and activities, pursuant to this Act.

SEC. 7. *CPD Council.* – There is hereby created a CPD Council in each of the regulated professions, which shall be under the supervision of the concerned PRB. Every CPD Council shall be composed of a chairperson and two (2) members.

The chairperson of the CPD Council shall be the member of the PRB so chosen by the PRB concerned to sit in the CPD Council.

The first member shall be the president or officer of the AIPO/APO duly authorized