BAGONG PILIPINAS

PHILIPPINE PORTS AUTHORITY

PPA

PPA COMPETENCY-BASED LEARNING & DEVELOPMENT

CB-L&D

TABLE OF CONTENTS

		PAGE
Table of Contents		
I.	**Rationale**	1
II.	**Legal Bases**	1
III.	**Policy Statements**	3
IV.	**Objectives**	4
V.	**Scope and Coverage**	5
VI.	**Definition of Terms**	6
	Summary of Key Acronyms	7
VII.	**Integration of the Competency-Based Human Resource Management Systems (CB-HRMS) and the PPA Competency-Based Human Resource Information System (CB-HRIS)**	8
VIII.	**PPA Human Resource Learning and Development Committee (PPA HRLDC)**	9
	Composition, Functions & Responsibilities	
	PPA HRLDC	9
	PPA HRLDC Responsibilities	11
	PPA HRLDC Chairperson Responsibilities	13
	PPA HRLDC Vice-Chairperson Responsibilities	13
	PPA HRLDC Secretariat Responsibilities	13
	PPA HRLDC PANTALAN Representative Responsibilities	14
	PPA L&D Coordinators	14
IX.	**PPA Standardized Competency-Based Mapping**	16
X.	**PPA Competency-Based Learning and Development Plan (CB-LDP)**	17
XI.	**PPA Competency-Based Learning Needs Assessment (CBLNA)**	20
XII.	**Developmental Interventions**	21
	Training Intervention	22
	Non-training Intervention	24
XIII.	**Post-Training Submission, and Performance Monitoring and Evaluation**	25
XIV.	**Learning Service Providers (LSPs)**	27
XV.	**General Policies**	28
XVI.	**PPA CB-L&D Process Flow**	29
XVII.	**Equal Opportunity Policy (EOP)**	31
XVIII.	**Final Provision**	32
XIX.	**Separability Clause**	32
XX.	**Funding Source**	32
XXI.	**Effectivity**	32

MAY 0 4 2026

PHILIPPINE PORTS AUTHORITY RECEIVED MAY 0 4 2026 Time: 15:25 By: Records and Communications Division

BAGONG PILIPINAS

PHILIPPINE PORTS AUTHORITY

PPA MEMORANDUM ORDER
No. 010 - 2026

SUBJECT: **PPA COMPETENCY-BASED LEARNING AND DEVELOPMENT (CB-L&D)**

I. RATIONALE

The Philippine Ports Authority (PPA) recognizes that a competent, agile, and future-ready workforce is essential to sustaining organizational excellence, operational efficiency, and responsive public service. As the Authority continues to strengthen port operations and institutional capability, there is a continuing need to invest in the growth and development of its human resources through a strategic and responsive learning and development system.

Pursuant to the Civil Service Commission's Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), CSC Resolution No. 2600005 on the Development of Agency Competency-Based Human Resource Management System, applicable Department of Transportation (DOTr) policies governing scholarship, training, capability development, and official travel, and aligned with existing **PPA Competency-Based Framework** on competency management, learning and development, succession planning, career progressions, scholarships, and learning management systems, the Authority adopts these **PPA Competency-Based Learning and Development (CB-L&D) policy.**

This is issued to provide an integrated framework for the planning, implementation, monitoring, and evaluation of learning and development interventions across the organization. It seeks to harmonize existing programs, strengthen institutional capability, support leadership pipelines, and maximize the use of the **PPA Competency-Based Human Resource Information System (CB-HRIS)** in support of evidence-based decision-making, and organizational excellence.

II. LEGAL BASES

This section identifies the applicable laws, rules, and issuances that govern the implementation of this policy.

1. CSC Resolution No. 2600005 dated 06 January 2026 ***Guidelines on the Development of Agency Competency-Based Human Resource Management System***

2. CSC Memorandum Circular No. 30, s. 2014 dated 22 December 2014 ***Adoption of HR Maturity Level Indicators for the Human Resource Management Systems in the Public Sector***

3. CSC Memorandum Circular No. 24, s. 2016 dated 24 October 2016 ***Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Enhance Maturity Level Indicators***

4. DOTr Department Order No. 2023-011 dated 26 April 2023 ***Amendment to Section 8.2 of the Department Order No. 2021-007, Rules and Regulations Governing Scholarship and Training Programs in the Department***

5. DOTr Department Order No. 2022-024 dated 17 November 2022 ***Guidelines on Foreign and Official Local Travels, Streamlining Procedures for the Issuance of Authority Therefor, and Standardizing Travel Documents in the Department***

6. DOTr Department Order No. 2021-007 dated 26 April 2021 ***Rules and Regulations Governing Scholarship and Training Programs in the Department***

7. PPA Memorandum Order No. 006-2025 dated 10 June 2025 ***Amendment to PPA Memorandum Order No. 014-2024 also known as the Revised Policy on Competency-Based Learning Needs Assessment (CBLNA)***

8. PPA Memorandum Order No. 002-2025 dated 21 January 2025 ***Guidelines for Selection and Evaluation of Learning Service Providers for PPA Trainings, Scholarships, and Other Training Interventions***

9. PPA Memorandum Order No. 021-2024 dated 12 November 2024 ***Prescribing the Implementing Guidelines on E-Learning Program***

10. PPA Memorandum Order No. 020-2024 dated 12 November 2024 ***Revised Implementing Guidelines on Training Impact Assessment (TIA) for PPA Regular & Co-Terminus Personnel***

11. PPA Memorandum Order No. 014-2024 dated 30 August 2024 ***Revised Implementing Guidelines on the Competency-Based Learning Needs Assessment (CBLNA)***

12. PPA Memorandum Order No. 006-2023 dated 13 April 2023 ***Implementing Guidelines on Career Progression Program (CPP)***

13. PPA Memorandum Order No. 06-2021 dated 14 April 2021 ***Prescribing Implementing Guidelines on In-House Training Program***

14. PPA Memorandum Order No. 026-2017 dated 09 December 2017 ***PPA Succession Development Plan***

15. PPA Memorandum Circular No. 21-2021 dated 08 November 2021 ***Revised Implementing Guidelines and Procedures on Study Leave Grant Requirement and Implementation***

16. PPA Memorandum Order No. 11-2021 dated 11 October 2021 ***Revised Implementing Guidelines and Procedures on Echo Seminar Requirement and Implementation***

17. PPA Memorandum Order No. 10-2021 dated 05 October 2021 ***Revised Implementing Guidelines and Procedures on Local Training, Seminars, Conferences, Workshops, and Other Non-Training Activities***

III. POLICY STATEMENTS

To promote a culture of continuous learning, professional growth, and organizational excellence, the PPA hereby adopts the following policy statements:

1. Learning and development shall be recognized as vital components in human resource development, service excellence, and institutional sustainability.

2. All learning and development initiatives shall be competency-based, needs-driven, and aligned with the Authority's mandate, strategic priorities, and public service standards.

3. Competencies shall be integrated with relevant HR systems including recruitment, learning and development, performance management, and rewards and recognition.

4. Development opportunities shall be administered based on merit, transparency, equal opportunity, fairness, inclusivity, and organizational relevance.

5. Learning and development planning shall be based on validated competency assessment, identified competency gaps, workforce requirements, emerging industry trends, and future capability needs.

6. Both training and non-training interventions may be utilized, including coaching, mentoring, job rotation, designation, reassignment, and self-directed learning.

7. Participation in foreign or local scholarship and training programs requiring official travel shall be subject to the evaluation and approval of the Management, as well as to the applicable travel, budgetary, and approval of regulations.

8. The **PPA CB-HRIS** shall be utilized to maintain competency profiles, learning records, training history, analytics, and other relevant data for evidence-based HR decisions.

9. Managers, supervisors, and personnel shall share responsibility in promoting a culture of continuous learning and workplace application of acquired competencies.

10. Learning and development programs shall be regularly monitored and evaluated to ensure quality, relevance, efficiency, and measurable organizational impact.

11. The implementation of **PPA CB-L&D** shall contribute to the Authority's continuing compliance with CSC PRIME-HRM standards, DOTr directives, and internal PPA human resource development priorities.

IV. OBJECTIVES

The **PPA CB-L&D** aims to achieve the following objectives:

1. Enhance the overall capability, competence, and readiness of PPA personnel to effectively perform present and future responsibilities.

2. Improve organizational performance productivity, and public service delivery through responsive learning and development interventions.

3. Equip personnel with the required competencies across positions, offices, and career groups through systematic and targeted development programs.

4. Develop a sustainable pool of qualified personnel for technical, supervisory, managerial, and critical positions.

5. Promote personnel growth, career mobility, and succession of readiness through structured developmental opportunities.

6. Strengthen the culture of continuous learning, innovation, professionalism, and accountability within the Authority.

7. Improve planning, prioritization, and efficient utilization of learning and development resources.

8. Promote the digitalization of competency profiles, learning records, and development information through the **PPA CB-HRIS** to support evidence-based decision-making

9. Ensure accountability, quality assurance, and measurable results in learning and development programs.

10. Ensure compliance with CSC PRIME-HRM standards and other applicable government policies.

V. SCOPE AND COVERAGE

The **PPA CB-L&D** shall apply to all officials and personnel of PPA, subject to applicable CSC, DOTr, and PPA policies.

It shall govern the planning, administration, implementation, monitoring, and evaluation of competency-based learning and development programs and activities of the Authority.

Coverage shall include, but not limited to, the following:

1. **PPA Competency-Based Learning Needs Assessment (CBLNA)**, competency assessment, competency profiling, and validation activities;

2. Preparation and implementation of the **Annual and Multi Year (3 to 5 years) Competency-Based Learning and Development Plan (CB-LDP)**;

3. Organic (In-house, IMS/QMS & GAD), local, and e-learning programs;

4. Onboarding and Offboarding programs;

5. Local and foreign scholarship, academic, and study grant programs;

6. Career Progression Program (CPP), succession planning, and competency readiness;

7. Coaching, mentoring, job rotation, reassignment, designation, and workplace-based developmental interventions;

8. Mandatory technical, leadership, port operations, and other specialized learning and development programs;

9. Travel authority requirements for training, scholarship, conferences, and official learning-related activities, when applicable;

10. Learning and Development programs, management, competency databases, data analytics, and HRIS-enabled processes;

11. Monitoring and evaluation of learning effectiveness, competency improvement, and organizational impact; and

12. Other human resource development programs consistent with CSC reforms, DOTr directives, and PPA priorities.

VI. DEFINITION OF TERMS AND SUMMARY OF KEY ACRONYMS

This section provides key terms and concepts necessary for the understanding and consistent application of this policy.

For purposes of this policy, the following terms are defined:

1. **Competency** – refers to the combination of knowledge, skills, abilities, and behaviors required to effectively perform a job or role.

2. **Competency Gap** – refers to the difference between the required competency level for a position and the current competency level of personnel.

3. **Competency-Based Learning and Development (CB-L&D)** – refers to a systematic approach to personnel development that aligns learning interventions with identified competency requirements and organizational priorities.

4. **Competency-Based Learning Needs Assessment (CBLNA)** – refers to the process of identifying individual and organizational competency gaps to determine appropriate learning and development interventions.

5. **Competency-Based Learning and Development Plan (CB-LDP)** – refers to the structured plan that consolidates and prioritizes learning and development interventions based on identified competency gaps and organizational requirements.

6. **Competency-Based Individual Development Plan (CB-IDP)** – refers to the individualized plan outlining specific learning and development interventions required to address personnel's competency gaps and support career development.

7. **Developmental Interventions** – refer to competency-based activities designed to enhance, bridge, or develop personnel competencies, which may include training and non-training interventions.

8. **Training Interventions** – refer to formal and structured learning activities designed to improve knowledge, skills, and competencies through courses, seminars, workshops, or similar programs.

9. **Non-Training Interventions** – refer to workplace-based or experiential learning approaches, such as coaching, mentoring, job rotation, designation, reassignment, and other similar activities, aimed at developing competencies without formal training.

10. **Career Progression Program (CPP)** – refers to the structured program that supports personnel career development and readiness for higher or more complex roles through competency-based interventions.

11. **Training Impact Assessment (TIA)** – refers to the competency-based evaluation process used to measure the effectiveness of learning and development interventions in improving personnel performance and competency levels.

12. **Responsibility Center (RC)** – refers to any office, unit, or organizational component of the Authority responsible for implementing programs, managing personnel, and supporting learning and development activities.

13. **Re-Entry Action Plan (REAP) / Learning Application Plan (LAP)** – refers to the documented plan prepared by participants to apply acquired knowledge and skills in the workplace, including specific actions, timelines, and expected outcomes.

Summary of Key Acronyms

For ease of reference, the following acronyms are used throughout this Guidelines:

1. **CB-L&D** – Competency-Based Learning and Development
2. **CBLNA** – Competency-Based Learning Needs Assessment
3. **CB-LDP** – Competency-Based Learning and Development Plan
4. **CB-IDP** – Competency-Based Individual Development Plan
5. **CPP** – Career Progression Program
6. **TIA** – Training Impact Assessment
7. **HRLDC** – Human Resource Learning and Development Committee
8. **HRMD** – Human Resource Management Department
9. **CPMS** – Career Planning and Monitoring Section
10. **TDS** – Training Delivery Section
11. **SGS** – Scholarship and Grants Section
12. **RC** – Responsibility Center
13. **REAP** – Re-Entry Action Plan
14. **LAP** – Learning Application Plan

VII. INTEGRATION OF THE COMPETECY-BASED HUMAN RESOURCE MANAGEMENT SYSTEMS (CB-HRMS) AND THE PPA COMPETENCY-BASED HUMAN RESOURCE INFORMATION SYSTEM (CB-HRIS)

In the Philippine Ports Authority (PPA), Learning and Development (L&D) serves as a vital component of the human resource management cycle and is strategically linked with Recruitment, Selection and Placement (RSP), Performance Management (PM), and Rewards and Recognition (R&R) through the **PPA CB-HRIS**. Guided by the CSC's PRIME-HRM framework and applicable competency-based human resource management policies, and PPA Memorandum Circular No. 10-2024 or the **Competency-Based HRIS Framework**, this integration ensures that personnel development initiatives are competency-based and data-driven. It also aligns learning programs with organizational goals and workforce requirements.

The linkage begins through the identification and establishment of competency requirements for positions, offices, and career groups through competency assessments, competency conversations, and related human resource interventions. The Authority identifies required proficiency levels and developmental priorities. Information generated from these activities serves as the basis for PPA **Competency-Based Learning and Development Plans (CB-LDPs), CB-IDPs**, and other developmental priorities.

L&D works closely with RSP by supporting the use of competency-based qualification standards, position requirements, and developmental readiness indicators in the hiring and placement process. This helps ensure that selected applicants possess competencies aligned with job demands, while enabling the identification of onboarding and post-hiring interventions necessary for successful personnel immersion and growth.

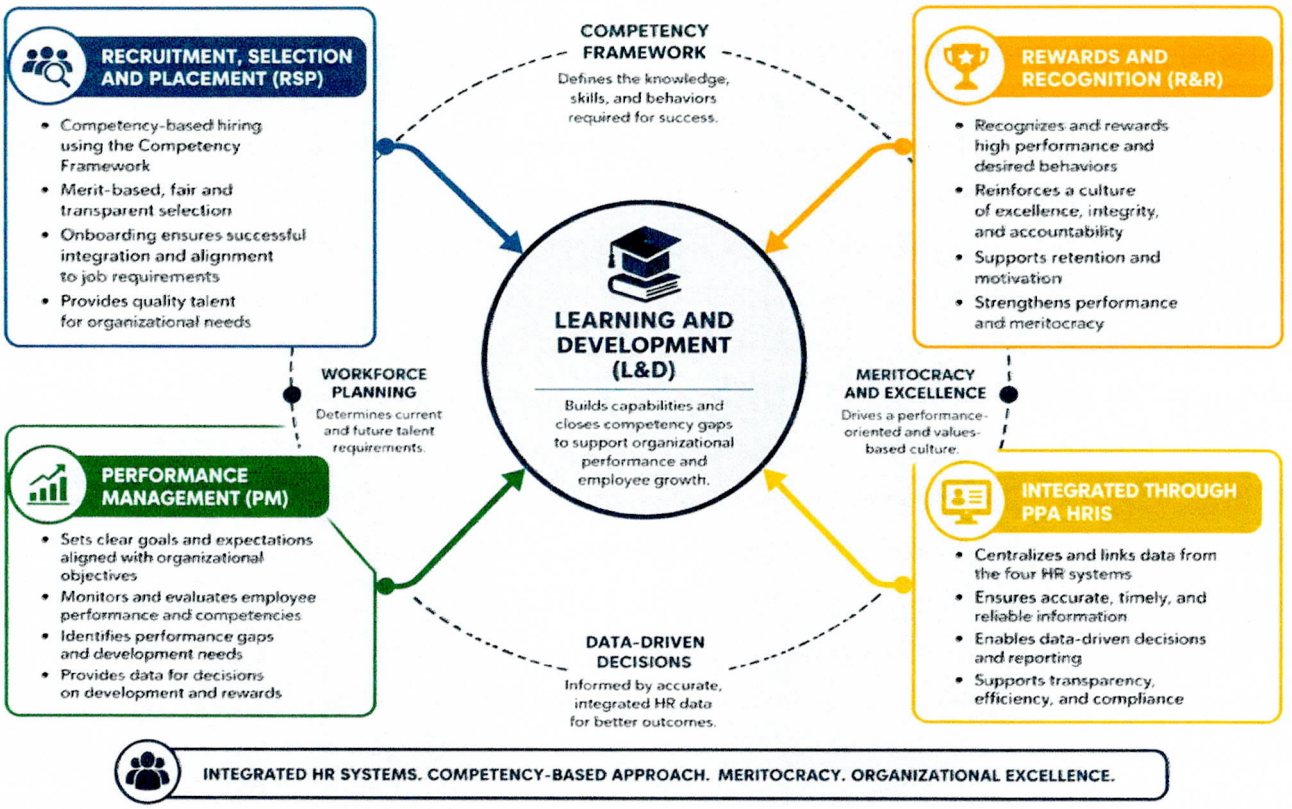
L&D is likewise integrated with PM through the utilization of **Competency-Based Office and Individual Performance Commitment Review (CB-OPCR/CB-IPCR)** results, competency assessment outcomes, and supervisor feedback in determining priority learning needs and performance enhancement measures. This ensures that developmental programs are responsive to actual workplace requirements and measurable performance outcomes.

The system also complements R&R by supporting capacity-building opportunities for high-performing personnel and recognizing learning accomplishments, certifications, innovation initiatives, and exemplary demonstration of competencies in the workplace. This reinforces a culture of professionalism, excellence, and continuous improvement.

All these processes are centrally managed and interconnected through the **PPA CB-HRIS**, which serves as the Authority's primary digital platform for maintaining competency profiles, proficiency assessments, learning history, development records, performance information, career movement data, and other relevant human resource information. This integration enables more efficient planning, monitoring, reporting, and evidence-based human resource decisions, consistent

with the Authority's continuing commitment to meritocracy, workforce excellence, and institutional effectiveness.

This illustration shows the integration of the four (4) core HR systems:



VIII. THE HUMAN RESOURCE LEARNING AND DEVELOPMENT COMMITTEE (HRLDC)

1. The PPA shall establish a **PPA Human Resource Learning and Development Committee (HRLDC)** to provide strategic direction, oversight, and policy guidance on the implementation of the Authority's **CB-L&D system.**

2. The HRLDC shall be constituted in accordance with applicable CSC policies *on personnel development*, PRIME-HRM *standards*, DOTr *issuances*, including Department Order No. 2021-007, and existing PPA human resource learning and development policies.

3. The HRLDC shall serve as the central policymaking, advisory, screening, and oversight body on learning and development, competency development, scholarships, and related human resource capacity-building programs of the Authority.

4. The HRLDC shall serve as the primary governance and decision-making body for learning and development within the Authority, ensuring that programs, plans, and interventions are aligned with organizational priorities, competency requirements, and available resources.

5. The HRLDC shall exercise oversight on the implementation, monitoring, and continuous improvement of the **CB-L&D** system.

6. The Human Resource Management Department (HRMD) shall serve as the Secretariat of the HRLDC and shall provide technical and administrative support.

7. An Office Order identifying the principal members of the HRLDC and their designated alternates or authorized representatives shall be issued every two (2) years, or earlier, when necessary, due to reorganization, retirement, reassignment, separation, or other justifiable reasons.

8. As far as practicable, designated alternates and/or authorized representatives shall occupy positions of equal, higher, or at least next-in-rank level to the principal member represented and shall possess sufficient knowledge of human resource management, learning and development, or office operations.

9. The membership of the HRLDC may be modified, provided that the required composition and representation are substantially maintained. Any changes in membership shall be properly documented through an updated Office Order.

10. As far as practicable, there shall be equal opportunity for all individuals, regardless of gender, to be represented in the HRLDC.

11. Members of the HRLDC, including designated alternates, may undergo orientation or capacity-building programs on learning and development, **competency-based HR systems**, PRIME-HRM standards, and related policies, subject to existing rules and availability of funds.

12. The HRLDC shall be composed of the following:

	Primary Members	Alternate Representative/s
Chairperson	General Manager	Designated Officer-in-Charge
Vice-Chairperson	Assistant General Manager Finance, Legal and Administration	Designated Officer-in-Charge
Members	Special Assistant to the Corporate Head, Office of the General Manager	Manager, Administrative Services Department
	Manager, Controllership Department	Division Manager, Controllership Department
	Manager, Human Resource Management Department	Division Manager, Human Resource Management Department
	Manager, Commercial Services Department	Division Manager, Commercial Services Department
	Manager, Port Construction and Maintenance Department	Division Manager, Port Construction and Maintenance Department
	PANTALAN Representative Duly designated by the PANTALAN National President	PANTALAN National Vice-President
Secretariat Head Members	Division Manager, Career Development Division-HRMD HRMO IV, Scholarship and Grants Section HRMO IV, Training Delivery Section HRMO IV, Career Planning and Monitoring Section	

IX. RESPONSIBILITIES OF THE PPA HUMAN RESOURCE LEARNING AND DEVELOPMENT COMMITTEE (PPA-HRLDC)

1. Serve as the governing body for the formulation and implementation of the Authority's **CB-L&D**, ensuring compliance with applicable policies.

2. Review and approve the **Multi Year (3-5 years) CB-LDP** and the corresponding **Annual CB-LDPB, ensuring** alignment with organizational priorities and competency requirements.

3. Provide strategic direction and oversight in the implementation of CB-L&D interventions, including training and non-training interventions.

4. Review and evaluate the results of **Training Impact Assessment (TIA), Performance Monitoring,** and other evaluation mechanisms, and provide guidance to improve learning effectiveness and optimize training investments.

5. Review the **Annual CB-L&D Analysis Report** and recommend policies, programs, and interventions to address identified competency gaps and strengthen workforce capability.

6. Support and ensure the integration **with other core HR Systems: RSP, PM, and R&R.**

7. Review and approve the availment of local and foreign scholarships, and specialized training programs, including the selection and endorsement of nominees, except for short-term local programs (one month or less), subject to existing policies and approval authorities.

8. Recommend nominees for managerial, executive, and DOTr-endorsed programs, subject to final approval of the General Manager or DOTr Central Office PDC, as applicable.

9. Review and approve participation of personnel in training and development programs on official time, including requests for extension of study or program participation, in accordance with existing rules and regulations.

10. Review and evaluate **Re-Entry Action Plans (REAP)** of scholarship or training grantees, particularly for foreign or long-term programs, to ensure alignment with organizational objectives and expected development outcomes.

11. Recommend policies and measures to ensure accountability in the implementation of learning and development interventions, including compliance with training requirements and adherence to scholarship or program conditions.

12. Authorize, as may be appropriate, the engagement of training institutions, partner agencies, and subject matter experts, including the approval of corresponding fees, honoraria, and related expenditures, subject to existing budgeting, procurement, and auditing rules.

13. Performs such other functions as may be necessary to ensure the effective implementation, governance, and continuous improvement of the Authority's **CB-L&D system.**

X. RESPONSIBILITIES AND FUNCTION OF PPA HRLDC CHAIRPERSON, VICE-CHAIRPERSON AND OTHER PARTIES

1. **The PPA HRLDC CHAIRPERSON has the following responsibilities and functions:**

    a. Approve participation of officials occupying Assistant General Manager (AGM), Department Manager, and Port Manager positions in **CB-L&D** programs;

    b. Act on the recommendation of the HRLDC on training program invitation and related matters;

    c. Approve the final selection of participant/s for scholarship and specialized training program;

    d. Render final decisions on grievances arising from the implementation of HRLDC policies, processes and selection procedures; and

    e. Review and approve HRLDC reports and other relevant submissions in accordance with existing policies.

2. **The PPA HRLDC VICE-CHAIRPERSON has the following responsibilities and functions:**

    a. Authorize dissemination of invitations and requests for nominations to **CB-L&D** programs to the appropriate offices;

    b. Recommend to the Chairperson for approval of training program invitation;

    c. Recommend to the Chairperson for approval of the final selection of nominees to the approved training program; and

    d. Review and recommend approval to the Chairperson of HRLDC reports and other relevant submissions.

3. **The HRLDC SECRETARIAT shall have the following responsibilities and functions:**

    a. Provide technical and administrative support in the development and implementation of the **Competency-Based Learning and Development Programs and Budget (CB-LDPB),** and non-training processes of the Authority.

    b. Prepares the **Multi Year (3-5 years) CB-LDP**, annual plans, and required reports for HRLDC review and approval.

c. Collaborate with Responsibility Center (RC) Heads and the HRLDC to participate in all **CB-L&D** processes and activities, ensuring a cohesive and effective approach for personnel development across the organization, fostering growth and enhancing overall performance.

d. Conduct preliminary evaluation, screening, and processing of scholarship and training programs and applicants, ensuring alignment with organizational priorities and compliance with eligibility requirements.

e. Facilitates the nomination and selection process, including dissemination of invitations, preparation of resolutions, and submission of documentary requirements to training providers and partner institutions.

f. Maintain and manage comprehensive databases on competency gaps, **CB-L&D** programs, and personnel participation, and evaluation results, including metrics on effectiveness and value-for-money.

g. Provides guidance and support to grantees before, during, and after program implementation, including compliance with pre-departure, in-program, and post-program requirements.

h. Monitors grantee performance, welfare, return to service, and compliance with service obligations, including enforcement actions and referral of violations, when necessary.

i. Oversees submission of post-program requirements and reports and ensures timely reporting to oversight agencies and the HRLDC.

j. Monitors and initiates appropriate actions on concerns relative to membership of the PPA-HRLDC.

k. Perform such other functions as may be necessary to support PPA HRLDC operations and CB-L&D implementation.

4. **The PPA PANTALAN REPRESENTATIVE has the following responsibilities and functions:**

a. Ensure that the welfare of personnel is considered in the application and implementation of policies and guidelines governing the learning and development of all PPA personnel; and

b. Promote fairness, transparency and equality opportunity in the selection and availment of scholarship/training/study programs.

5. **The Learning and Development Coordinators shall have the following responsibilities and functions:**

All Head Office Departments and Port Management Offices shall designate L&D Coordinators to support the implementation of CB-HR systems:

a. The CBLNA Coordinator shall:

- Serve as focal person for competency assessment, validation and coordination with HRMD/ Career Planning Monitoring Section (CPMS);
- Facilitate implementation of CBLNA activities within the unit;
- Ensure timely dissemination, completion, and submission of required assessments and documents;
- Coordinate competency conversations and validation activities with supervisors and personnel;
- Monitor participation, compliance, and progress of personnel undergoing developmental interventions; and
- Provide updates, reports, and recommendations to HRMD/CPMS.
- Designation as CBLNA Coordinator shall form part of official functions or special assignments, subject to existing office orders or administrative issuances.

b. The Training Coordinators shall:

- Facilitate identification and endorsement of personnel for training and scholarship programs based on competency requirements;
- Coordinate participation in local and foreign training programs, including requests for study on official time, extensions;
- Monitor compliance with program requirements and submission required outputs of grantees during and after the program, consistent with targeted competency outcomes;
- Track fulfillment of scholarship obligations and alignment of training outcomes with competency development objectives, and compliance with the terms and conditions of the Scholarship Service Contract.

c. The TIA Coordinators shall:

- Facilitate implementation of the TIA activities within the assigned RC, ensuring alignment with competency-based development objectives and full participation of identified trainees/grantees.
- Ensures that all trainees/grantees timely prepare, submit, and implement their Learning Application Plans (LAP) or Re-Entry Action Plans (REAP), in coordination with supervisors, to support targeted competency applications in the workplace.

- Coordinate with RC Heads and PMO/RC TIA Coordinators in the implementation, documentation, and monitoring of TIA activities, ensuring adherence to competency-based assessment guidelines and procedures.

- Consolidate and submit TIA reports, feedback, and documentation on training application outcomes, focusing on competency development gains and workplace impact.

- Assist in identifying competency gaps, implementation challenges, and capacity-building needs arising from TIA results to support continuous improvement and competency-based human resource development.

XI. PPA STANDARDIZED COMPETENCY-BASED MAPPING

1. The PPA shall adopt a standardized competency-based mapping system to define the required competencies and corresponding proficiency levels for each position, consistent with the approved **PPA Competency-Based Framework**.

2. Competency-based mapping shall establish the competency requirements of positions based on the following categories:

   a. **Core Competencies** – competencies applicable to all positions within the Authority;

   b. **Leadership Competencies** – competencies required for positions within the leadership pipeline; and

   c. **Functional Competencies** – job-specific competencies aligned with the technical and operational requirements of each.

3. All positions shall be assigned to the required core competencies and relevant functional competencies based on their roles and responsibilities. Leadership competencies shall apply to positions identified within the leadership pipeline.

4. The corresponding proficiency levels for each competency shall be defined in accordance with the standards prescribed under the **PPA Competency-Based Framework**.

5. PPA Competency-based mapping shall serve as the primary input to the CBLNA and shall provide the basis for determining competency gaps, learning and development priorities, and appropriate developmental interventions.

6. PPA Competency-based mapping shall likewise serve as a foundational element in the integration of the Authority's core **competency-based human resource management system**, namely:

a. **RSP** – by defining competency requirements and proficiency standards for hiring and placement;

b. **L&D** – by identifying competency gaps and development needs to be addressed through appropriate interventions;

c. **PM** – by aligning competency expectations with performance standards and evaluation; and

d. **R&R** – by supporting the recognition of competency demonstration and performance excellence.

7. PPA Competency-based mapping shall further support other human resource management processes, including career progression, succession planning, and workforce capability development.

8. The HRMD, through CPMS, shall be responsible for the development, validation, maintenance, and periodic updating of competency maps.

9. The detailed competency dictionary, including the complete list of core, leadership, and functional competencies are their corresponding proficiency levels, shall be maintained as an Annex to this policy.

10. Competency maps shall be periodically reviewed and updated to reflect changes in organizational structure, job roles, competency requirements, and strategic priorities.

11. Specific procedures, templates, and validation mechanisms for competency mapping shall be governed by separate implementing guidelines or administrative issuances consistent with this policy.

XII. PPA COMPETENCY-BASED LEARNING AND DEVELOPMENT PLAN (CB-LDP)

1. The PPA shall maintain a **PPA CB-LDP** as the Authority's strategic framework for developing the competencies, capability, and readiness of its workforce in support of organizational goals, public service excellence, and institutional sustainability.

2. The LDP shall be aligned with applicable CSC policies, the Governance Commission for GOCCs (GCG)-approved PPA Performance Scorecard, and the Authority's approved strategic directions, operational priorities and performance commitments.

3. The Authority shall adopt a **Multi-Year (3-5 years) PPA CB-LDP**, supplemented by annual implementation of planning, to ensure continuity,

sustainability, and responsiveness to present and future workforce capability requirements.

4. The **PPA CB-LDP** shall serve as the official basis for the planning, prioritization, implementation, funding, monitoring, and evaluation of learning and development programs and activities of the Authority.

5. The **PPA CB-LDP** shall be competency-based and shall draw inputs from the *following:*

    a. CBLNA results;

    b. CB-IDPs;

    c. Office and unit capability requirements;

    d. Performance management results, office commitments, and organizational targets;

    e. GCG-approved Performance Scorecard commitments and indicators;

    f. Workforce analysis, succession requirements, and critical position needs;

    g. Emerging technical, regulatory, maritime, and port operations requirements; and

    h. Other validated human resource development priorities.

6. The **PPA CB-LDP** shall, whenever applicable, provide developmental interventions across personnel levels and career groups, including but not limited to:

    a. Newly hired personnel;

    b. First level personnel;

    c. Technical and supervisory personnel;

    d. Middle management personnel;

    e. Executive and managerial personnel; and

    f. Personnel identified for specialized and higher responsibilities.

7. Developmental interventions under the **PPA CB-LDP** may include, but shall not be limited to:

    a. Organic (In-house, QMS/IMS and GAD), local and e-learning programs;

b. Foreign scholarships, academic studies, and professional development opportunities;

c. Coaching, mentoring, job rotation, designation, reassignment, and job enrichment;

d. Leadership, supervisory, and management development programs; and

e. Other developmental interventions approved by Management consistent with organizational requirements.

8. The HRMD, through the appropriate offices/sections, shall prepare, consolidate, update, and implement, and monitor the **PPA CB-LDP** in coordination with Head Office Departments and Port Management Offices.

9. All Responsibility Center (RC) Heads shall provide timely and accurate inputs on workforce capability needs, priority programs, participant nominations, operational constraints, and implementation support to ensure effective execution of the **PPA CB-LDP**.

10. The **PPA CB-LDP** shall be reviewed annually and may be updated, as necessary, to reflect changes in organizational priorities, competency gaps, approved budget, GCG commitments, regulatory requirements, operational demands, and emerging workforce needs.

11. Annual implementation of the **PPA CB-LDP** shall be subject to existing budgeting, procurement, travel, accounting, auditing, and other applicable government rules and regulations.

12. Accomplishments under the **PPA CB-LDP** shall be monitored through appropriate indicators which may include but not limited to:

    a. Percentage of personnel meeting the required competencies;

    b. Competency gap reduction;

    c. Program completion and participation rates;

    d. Training effectiveness and application of learning;

    e. Readiness of personnel for broader responsibilities;

    f. Customer or stakeholder feedback; and

    g. Other relevant organizational performance outcomes.

13. The annual review of the **PPA CB-LDP** shall serve as a basis for the succeeding year's implementation priorities and for the continuing enhancement of the **multi-year (3-5 years) PPA CB-LDP.**

XIII. PPA COMPENTECY-BASED LEARNING AND NEEDS ASSESSMENT (CBLNA)

1. The PPA shall adopt the **CBLNA** as the primary mechanism for identifying personnel development needs, organizational capability priorities, and competency gaps.

2. The **CBLNA** shall ensure that learning and development interventions are aligned with the **PPA Competency-Based Framework**, position requirements, strategic objectives, operational needs, and workforce capability priorities.

3. The **CBLNA** shall be conducted in accordance with existing PPA policies and procedures and may utilize online, face-to-face, or other appropriate assessment modalities.

4. The **CBLNA** shall generally cover officials and personnel of the Authority, subject to specific guidelines that may be issued for particular personnel, offices, or programs.

5. The competencies to be assessed include core, leadership, and functional competencies as prescribed under the **PPA Competency-Based Framework**.

6. Results of the CBLNA shall serve as basis for the following:

    a. Preparation and updating of the **Annual and Multi-Year PPA CB-LDP;**

    b. Formulation of **CB-IDPs**;

    c. Identification of office and unit capability priorities;

    d. Recommendation of training and non-training developmental interventions;

    e. Career development and workforce capability initiatives; and

    f. Other human resource development programs are consistent with policy.

7. CBLNA results may likewise provide inputs to workforce planning, succession planning, and other related management decisions, when applicable.

8. The HRMD, through CPMS and other concerned offices, shall administer, consolidate, monitor, and report on the implementation and results of the CBLNA.

9. RC Heads, supervisors, and personnel shall actively participate in the conduct of the CBLNA and provide timely, complete, and accurate information required for assessment and validation.

10. The CBLNA shall be conducted in accordance with the schedule, frequency, and procedures prescribed under existing PPA issuances or as may be determined by Management, taking into consideration organizational priorities, competency requirements, restructuring, creation of new positions, digital transformation, regulatory developments, and other workforce needs.

11. Consolidated CBLNA results may be utilized for management reporting, PRIME-HRM compliance, strategic planning, and continuous improvement of the Authority's learning and development systems.

12. Specific procedures, schedules, documentary requirements, assessment tools, reporting templates, and other operational guidelines for the conduct of the CBLNA shall be governed by separate implementing guidelines or administrative issuances consistent herewith.

XIV. DEVELOPMENTAL INTERVENTIONS

1. The PPA shall implement competency-based developmental interventions to address identified competency gaps and support personnel growth, workforce capability, and organizational performance, in alignment with the results of the **CBLNA** and the **CB-LDP**.

2. Developmental interventions shall be categorized into:

    a. Training Interventions; and

    b. Non-Training Interventions under the Career Progression Program (CPP).

3. All developmental interventions shall be aligned with the results of the CBLNA, **CB-IDPs**, the **CB-LDP**, and other validated organizational requirements.

4. Following the conduct of CBLNA and competency conversations, appropriate developmental interventions shall be determined based on identified competency gaps and performance needs.

5. Personnel with identified competency gaps shall be endorsed by the CPMS for appropriate training interventions to be implemented by:

    a. The Training Delivery Section (TDS) for inhouse or organic training programs; or

b. The Scholarship and Grants Section (SGS) for local, foreign, or scholarship-based training programs.

6. Personnel without competency gaps or with demonstrated readiness may be recommended for competency enhancement or advanced development programs or may request participation in relevant training programs aligned with their functions, subject to evaluation and approval of the concerned units.

7. Non-training interventions under the CPP shall generally be administered and monitored by the CPMS, particularly personnel identified for career progression, succession planning, or expanded responsibilities.

8. The Career Development Division (CDD), through the TDS and SGS, shall maintain and regularly update a repository of **CB-L&D programs** to address identified competency gaps and development needs.

9. Training interventions may include, but shall not be limited to, the following:

   a. Local Training Programs (LTP) – Short-course training programs that are external and publicly offered by government and private institutions

   b. Scholarship and Specialized Training Programs – including local and foreign training programs, academic scholarship grants, and study leave opportunities intended to support advanced or specialized competency development;

   c. Knowledge Sharing and Representation Programs – including echo seminars, knowledge-sharing activities, and participation in local or international meetings, conferences, and similar engagements, as authorized by Management;

      - Local Scholarship Training Programs – LTP with a duration exceeding five (5) days and registration fees exceeding PhP 5,000.00.

      - Foreign Scholarship Programs – Studies, trainings, seminars, and study trips conducted abroad and organized by foreign institutions.

      - Academic Scholarship Programs – Scholarship grants for personnel pursuing higher education.

      - Study Leave – Granted for Bar/Board Examination review or completion of Master's Degree requirements (e.g., thesis writing or comprehensive examination).

d. Organic Training Programs – internally developed and implemented programs of the Authority, including in-house training programs, Integrated Management System (IMS) / Quality Management System (QMS), Gender and Development (GAD) programs, and leadership progression programs, designed to address specific competency requirements of PPA personnel; and

- In-House Training Programs – a component of the learning and development plan intended for organic personnel, organized, conducted, and sponsored by PPA. These are short-course training programs delivered in coordination with internal and/or external subject-matter experts and are customized to address specific knowledge, skills, and attitudinal competency requirements of PPA personnel. These programs cover training needs that do not fall under the categories of IMS/QMS, GAD, or Leadership Progression Programs.

- IMS/QMS Programs – structured training and development activities that support the implementation, maintenance, and continuous improvement of the organization's IMS and QMS. These programs are designed to build personnel competence in areas such as compliance with ISO standards, process efficiency, risk management, workplace safety, environmental responsibility, and service quality—ensuring that organizational operations align with established policies, regulatory requirements, and international best practices.

- GAD Programs – these are capacity-building activities designed to increase awareness, knowledge, and skills of personnel on GAD. These aim to promote gender sensitivity, uphold gender equality, and strengthen the integration of GAD principles in the workplace and organizational policies, programs, and services.

- Leadership Progression Programs - a structured set of learning and development initiatives designed to build and enhance the leadership capabilities of personnel. These programs provide progressive training interventions tailored to different leadership levels, from aspiring leaders to senior managers, with the goal of strengthening decision-making, strategic thinking, people management, and organizational leadership skills to support career growth and ensure effective succession planning.

- E-Learning Program - an asynchronous learning approach where learners access multimodal learning resources at their own pace via an online platform. The program shall serve as the Authority's additional method of course delivery.

e. Unprogrammed Training Programs – training activities conducted as the need arises in response to emerging requirements, new policies, urgent operational concerns, or identified competency gaps, subject to proper justification and approval.

10. In addition to training programs, the Authority shall implement non-training intervention under the CPP as alternative or complementary measures for personnel development.

11. PPA recognizes that personnel development may be achieved not only through formal training programs but also through structured workplace-based learning experiences that enhance competencies, broaden exposure, and prepare personnel for higher or more complex responsibilities.

12. Non-training developmental interventions under the CPP shall generally be intended for personnel who have demonstrated readiness or have minimal competency gaps and are being prepared for higher responsibilities, broader roles, or critical positions within the Authority.

13. Non-training developmental interventions under the CPP may include, but shall not be limited to, the following:

    a. Coaching – guided learning support provided by supervisors or qualified personnel to improve performance, functional competence, or workplace effectiveness;

    b. Mentoring – developmental relationship focused on career guidance, professional growth, values formation, and knowledge sharing;

    c. Job Rotation – planned temporary movement of personnel across related functions or offices to broaden skills, institutional knowledge, and operational exposure;

    d. Designation – temporary assignment of additional or concurrent duties to provide development exposure or readiness experience, subject to existing rules and regulations;

    e. Reassignment – movement of personnel to another organizational unit or function consistent with applicable rules and developmental objectives;

    f. Job Enrichment – enhancement of current duties through expanded responsibilities, higher-level assignments, or increased decision-making opportunities; and

    g. Job Shadowing – structured observation of experienced personnel or key officers to gain practical insights into functions and responsibilities. The personnel follows closely and observe an experienced employee performs the role involved in the performance of the job.

14. Non-training interventions shall be competency-based and shall generally be recommended based on CPP assessments, **CBLNA** results, **CB-IDPs**, succession of readiness considerations, supervisor recommendations, or validated organizational needs.

15. Implementation of developmental interventions shall, whenever practicable, be guided by defined objectives, expected outputs, duration, accountability mechanisms, and monitoring arrangements.

16. Participation in developmental interventions shall be based on merit, suitability, readiness, and relevance to organizational requirements.

17. The HRMD, through appropriate offices, shall monitor the implementation and outcomes of approved developmental interventions.

18. RC Heads and immediate supervisors shall provide the necessary guidance, feedback, and workplace support to personnel undergoing developmental interventions.

19. Completion of developmental interventions may form part of personnel development records, readiness indicators, and other human resource management purposes, subject to existing policies.

XV. POST-TRAINING SUBMISSION, AND PERFORMANCE MONITORING AND EVALUATION

1. Upon completion of any L&D intervention, participants shall comply with post-training requirements as prescribed in the Special Order, which may include submission of certificates, training materials, post-training reports, and other relevant documentation.

2. Participants shall prepare and implement a Re-Entry Action Plan (REAP) or Learning Application Plan (LAP), which shall outline the intended application of acquired knowledge, skills, and competencies in the workplace, including corresponding action steps, expected outputs, and intended outcomes aligned with organizational objectives.

3. The REAP/LAP shall serve as a formal commitment of the participant, in coordination with the immediate supervisor, to apply learning in the workplace and contribute to the achievement of individual and organizational goals.

4. RC Heads and immediate supervisors shall support the implementation of REAP/LAP and validate the application of learning in the workplace.

5. The PPA shall implement **Performance Monitoring** at the individual level to assess the effectiveness of developmental interventions provided to personnel with identified competency gaps.

6. Performance monitoring shall track the extent to which competency gaps identified through CBLNA have been addressed, including improvement in competency proficiency levels, application of learning in the workplace, contribution to job performance, and readiness for expanded roles or responsibilities.

7. The HRMD, through CPMS, shall implement and consolidate performance monitoring results to assess the effectiveness of interventions in addressing identified competency gaps.

8. In addition to performance monitoring at the individual level, the HRMD, through TDS and SGS, shall conduct **Training Impact Assessment (TIA)** as program-level evaluation of learning and development interventions.

9. TDS and SGS shall monitor the submission, implementation, and completion of REAP/LAP and ensure that outcomes are properly documented and aligned with organizational objectives. They shall likewise identify the competencies covered by training interventions and consolidate REAP/LAP outputs and related data to support evaluation of training effectiveness and competency development.

10. TIA shall evaluate the extent to which training interventions contribute to improvement in personnel competencies, enhancement of knowledge, skills, and behaviors, application of learning in the workplace, and overall job performance and organizational outcomes.

11. TIA shall serve as an integral component of the **CB-L&D** system and shall provide evidence on whether identified competency gaps have been addressed and whether learning interventions have achieved intended results.

12. TIA results may be used to determine competency development outcomes, identify remaining gaps, which may be categorized as bridging, enhancement, or development needs to support continuous personnel growth and capability building.

13. The HRMD shall consolidate post-training submissions, performance monitoring results, and TIA findings to assess the overall effectiveness of learning and development interventions.

14. The **Annual CB-L&D Analysis Report** shall be prepared to provide a comprehensive review of implemented programs, competency development outcomes, improvements in personnel performance, remaining competency gaps, and recommended priorities for future learning and development initiatives.

15. The consolidated report shall be submitted to **HRLDC and Management** to support strategic decision-making, optimization of learning investments, and continuous improvement of the Authority's competency-based learning and development system.

16. Specific procedures, tools, forms, timelines, and operational requirements for post-training submission, performance monitoring, and TIA shall be governed by separate implementing guidelines or administrative issuances consistent herewith.

XVI. LEARNING SERVICE PROVIDERS (LSPs)

1. The PPA shall engage qualified **LSPs** to support the implementation of **CB-L&D** interventions in accordance with the approved **CB-LDP** and organizational requirements.

2. LSPs shall refer to government agencies, private institutions, academic institutions, professional organizations, and subject matter experts that deliver training, scholarship, or other **CB-L&D programs** relevant to the competency requirements of the Authority.

3. The engagement of LSPs shall be guided by the following principles:

    a. Alignment of programs with identified competency requirements and organizational priorities;

    b. Quality, relevance, and credibility of training programs and providers;

    c. Cost-effectiveness and value for money;

    d. Compliance with applicable government rules, regulations, and standards; and

    e. Contribution to measurable competency development and organizational outcomes.

4. LSPs may include, but shall not be limited to, institutions offering:

   a. **Local training programs** conducted by government agencies, private training institutions, and professional organizations;

   b. **Scholarship and specialized training programs**, including local and foreign training, academic programs, and study grants;

   c. **Organic (In-house, IMS/QMS, GAD and Leadership) training programs**, conducted in coordination with internal or external subject matter experts;

   d. Other similar learning and development programs consistent with the competency needs of the Authority.

5. The HRMD, through the appropriate units, shall coordinate with LSPs in the implementation of approved CB-L&D interventions, subject to existing policies on procurement, budgeting, and partnership arrangements.

6. The HRLDC may review and approve, as appropriate, the engagement of LSPs and participation in training programs, particularly scholarship, specialized and high-impact interventions.

7. The performance and effectiveness of LSPs shall be considered as part of the **Monitoring and Evaluation** process and related evaluation mechanisms.

8. The engagement of LSPs shall be subject to applicable government accounting, auditing, procurement, and other relevant rules and regulations.

9. Specific procedures, accreditation mechanisms, selection criteria, and engagement processes for LSPs shall be governed by separate implementing guidelines or administrative issuances consistent herein.

XVII. GENERAL POLICIES

1. The implementation of **CB-L&D interventions** shall be aligned with applicable CSC policies, DOTr issuances, and existing PPA rules and regulations, and shall be subject to availability of funds and compliance with government budgeting, procurement, accounting, auditing, travel, and related requirements.

2. Participation in any **CB-L&D intervention** shall be subject to **prior approval of the appropriate authority**, in accordance with established policies, procedures and guidelines.

3. RC Heads shall ensure that participation in CB-L&D programs **does not unduly disrupt office operations,** and that continuity of public service is maintained at all times.

4. Participation in any **CB-L&D interventions** shall be based on **merit, relevance, competency requirements, and organizational priorities,** and shall not be construed as automatic entitlement to promotion, salary adjustment, designation, reassignment, scholarship grant, or appointment to any position.

5. Equal opportunity shall be observed in the availment of L&D programs, consistent with the principles of fairness, inclusivity, and merit-based selection.

6. Personnel who participate in funded training, scholarship, or developmental programs shall comply with **post-training requirements**, including submission of required reports, implementations of REAP/LAP, participation in knowledge-sharing activities, and fulfillment of service obligations, subject to applicable policies and guidelines.

7. RC Heads, supervisors, and participants shall promote and ensure the application of acquired learning to improve individual performance, enhance productivity, and contribute to organizational effectiveness and service delivery.

8. The HRMD shall ensure that records of competency assessments, learning interventions, certifications, participation history, and evaluation results are properly maintained and integrated into the **PPA CB-HRIS**, subject to applicable data privacy, confidentiality, and information security policies.

9. The misrepresentation, falsification of records, unauthorized substitution of participants, non-compliance with requirements, or misuse of government resources in relation to L&D activities shall be subject to appropriate administrative, civil, or criminal actions in accordance with existing laws, rules, and regulations.

10. All L&D activities shall be aligned with the Authority's **Competency-Based Framework**, strategic objectives, and performance targets, including those reflected in applicable performance management systems and organizational commitments.

11. Specific procedures, forms, timelines, documentary requirements, nomination processes, monitoring tools, and operational rules for particular activities shall be governed by separate implementing guidelines or administrative issuances consistent herewith.

XVIII. PPA COMPETENCY-BASED LEARNING AND DEVELOPMENT (CB-L&D) PROCESS FLOW

1. The PPA adopts the **Supplier-Input-Process-Output-Customer (SIPOC) Framework** to present a high-level view of **PPA'S CB-L&D system,** illustrating end-to-end process from competency mapping and needs assessment to implementation, monitoring, evaluation, and continuous improvement.

2. The SIPOC diagram provides a structured representation of the interrelated components of the **CB-L&D system,** identifying key suppliers of inputs, required information and resources, major process activities, expected outputs, and the corresponding customers or stakeholders of each stage.

3. The diagram reflects the integration of the Authority's **core CB-HRM systems,** including RSP, PM, L&D, and R&R, ensuring that L&D interventions are competency-based, data-driven, and aligned with organizational priorities.

4. The process flow begins with the establishment of the **CB framework and standardized CB mapping,** followed by conduct of **CBLNA** and competency conversations to identify individual and organizational competency gaps.

5. The results of the assessment are translated into the **CB-LDP,** which outlines priority interventions and resource requirements, subject to review and approval by the HRLDC and Management.

6. Approved interventions are implemented through appropriate developmental programs, including both training and non-training interventions, supported by internal units and qualified LSPs.

7. The system incorporates a two-tiered evaluation mechanism consisting of **Performance Monitoring** at the individual level, implemented by the CPMS, and **TIA** at the program level, implemented by the TDS and SGS.

8. Results from **monitoring and evaluation** activities are consolidated in the **Annual CB-L&D Analysis Report,** which provides evidence-based insights on competency development outcomes, program effectiveness, and remaining gaps.

9. The SIPOC framework supports **continuous improvement of the CB-L&D system** by ensuring that evaluation results are used to refine requirements, enhance learning interventions, and inform future planning and decision-making.

10. The SIPOC diagram is presented below and shall serve as a **reference tool for understanding the overall process flow, roles, and linkages** within the Authority's **CB-L&D system.**

PPA COMPETENCY-BASED LEARNING AND DEVELOPMENT SYSTEM (SIPOC DIAGRAM)

"End-to-end process from competency assessment to monitoring, evaluation, and continuous improvement."

SUPPLIERS *Who supplies the process inputs?*	INPUTS *What inputs are required?*	PROCESSES *What are the major steps in the process?*	OUTPUTS *What are the process outputs?*	CUSTOMERS *Who receives the outputs?*
• HRMD (CPMS)	• Competency Framework and Standardized Competency Mapping	1 Conduct Competency-Based Learning Needs Assessment (CBLNA) and Competency Conversations	• Individual Competency Profiles; Learning Needs Prioritization (LNP); Competency Development Plans (CDPs)	• Personnel; RCs
• HRMD (CDD); RCs	• CBLNA Results; CDPs; Performance Data; Organizational Requirements	2 Prepare and Consolidate Learning and Development Plans (Multi-Year and Annual LDP)	• Approved Learning and Development Plans and Budget	• HRLDC; Management
• HRLDC; Management	• LDP; Budget Proposals; Strategic Priorities	3 Review and Approve L&D Plans, Programs, and Resource Allocation	• Approved L&D Programs and Interventions	• HRMD; RCs
• HRMD (TDS/SGS/CPMS); LSPs	• Approved Programs; Resources; Learning Service Providers	4 Implement Developmental Interventions (Training and Non-Training Programs)	• Trained and Developed Personnel; Completed Interventions	• Personnel; RCs
• Participants; Supervisors	• Learning Outputs; REAP/LAP	5 Apply Learning and Implement REAP/LAP in the Workplace	• Documented Learning Application; Performance Improvements	• HRMD; RCs
• HRMD (CPMS)	• Performance Data; Workplace Feedback	6 Conduct Performance Monitoring (Individual-Level Evaluation)	• Performance Monitoring Results; Updated Competency Status	• HRMD; HRLDC
• HRMD (TDS/SGS)	• REAP/LAP Results; Training Data; Program Information	7 Conduct Training Impact Assessment (TIA) (Program-Level Evaluation)	• TIA Results; Competency Development Outcomes; Identified Gaps (Bridging, Enhancement, Development)	• HRLDC; Management
• HRMD (CDD); HRLDC	• Monitoring and Evaluation Results; Program Data	8 Consolidate Results and Prepare CB-L&D Analysis Report	• Annual Competency-Based L&D Analysis Report; Recommendations	• HRLDC; Management; Oversight Bodies

XIX. EQUAL OPPORTUNITY POLICY (EOP)

1. The PPA upholds the principle of **equal opportunity in L&D,** consistent with CSC policies on meritocracy, fitness, and equality in public service.

2. Access to **CB-L&D interventions** shall be **fair, transparent, and based on merit, relevance, and competency requirements,** without discrimination on the basis of gender, age, civil status, disability, religion, ethnicity, or other similar factors.

3. Participation in CB-L&D programs shall be guided by objective criteria, including identified competency gaps, performance requirements, potential for development, and alignment with organizational priorities.

4. The Authority shall ensure that all qualified personnel are given reasonable and equitable access to available CB-L&D opportunities, subject to operational requirements and availability of resources.

5. RC Heads and supervisors shall promote **inclusive participation in CB-L&D programs** and ensure that opportunities are communicated and made accessible to all eligible personnel.

6. The selection of participants for training, scholarship, and developmental interventions shall adhere to the principles of fairness, transparency, and accountability, and shall be subject to established policies and approval of the Authority.

7. The HRMD shall monitor the implementation of this policy and that CB-L&D opportunities are equitably distributed and aligned with organizational and competency development objectives.

8. Any form of bias, favoritism, or discriminatory practice in the nomination, selection, or participation in CB-L&D programs shall not be tolerated and shall be subject to appropriate action in accordance with existing laws, rules, and regulations.

9. This policy shall be implemented in support of the Authority's commitment to **diversity, inclusivity, and equal access to opportunities,** in accordance with CSC guidelines and other applicable government issuances.

XX. FINAL PROVISIONS

The HRMD shall be responsible for the dissemination of copies of the **CB-L&D** to all PPA personnel and officials after its approval by the General Manager.

XXI. SEPARABILITY CLAUSE

If any provision of this policy is declared invalid or unconstitutional, the remaining provisions not affected thereby shall continue to be in full force and effect.

XXII. FUNDING SOURCE

All expenses necessary for the effective implementation of this policy, including but not limited to learning and development activities, shall be charged against the approved CB-LDPB, subject to the usual accounting and auditing rules and regulations.

XXIII. EFFECTIVITY

This CB-L&D shall take effect immediately upon approval by the General Manager and shall remain in force unless otherwise amended or revoked.

JAY DANIEL R. SANTIAGO
General Manager