MANUAL

OF

OPERATIONS

General Information about the Agency and the Selected Areas of Operation

The PHILIPPINE NORMAL UNIVERSITY

1. **Introduction**

   There were two drivers that provided impetus for the University to embark on a process of institutional transformation and development. One, is for having been declared as the National Center for Teacher Education. Two, is the mounting demand for Philippine universities to meet global standards. Both factors are seen as requirements to sustain quality, relevance, and competitiveness.

   On June 30, 2009, the 14th Congress of the Philippines passed RA 9647 designating the Philippine Normal University as the National Center for Teacher Education (NCTE). The law provides that in addition to the powers and functions provided for in the PNU Charter, the University is hereby directed to perform the following:

   (a) **Provide technical support** to the Department of Education (DepEd) and the Commission on Higher Education (CHED) in their programs and projects that chart policies and recommendations on teacher training, teacher education, continuing professional education of teachers and academic supervisors, and teacher education curricula;
   (b) **Build and develop a database of education** policies to serve as a resource to the country's policymakers;
   (c) **Conduct researches**, case studies, and other appropriate methodologies to enhance curriculum and training designs for teacher training, teacher education, and continuing professional education of teachers and academic supervisors; and
   (d) As may be directed by Congress, **provide assistance to legislators** in the design and analysis of legislative proposals concerning teacher training, teacher education, continuing professional education of teachers and academic supervisors, teacher education curricula, and other issues affecting teacher education

   The University as NCTE is also directed to "**make an annual presentation** to the DepEd, CHED, the House and Senate Committees on Education, and other education institutions on its proposed **standards**for teacher training, teacher education, continuing professional education of teachers and academic supervisors, and teacher education curricula. Such presentation shall be made available to the general public especially to teachers and

academic supervisors. The presentation shall include but shall not be limited to the following:

(a) Necessary competencies of teachers and academic supervisors in their various fields of specialization;
(b) Innovative strategies and alternative modalities of teaching and learning; and
(c) Information and communication technology breakthroughs to assist the process of teaching and learning.

PNU's charter mandates the University to provide higher professional and special instructions and to promote research and extension services, advance studies and progressive leadership in education and teacher education. As NCTE, the University's functions have been considerably broadened to that of serving as the country's primary generator of knowledge and information in the field of teacher education which can be used for national educational policy formulation. The government policy making bodies and the teacher education community become, along with the students, the principal stakeholders of the University. The country will look upon the University to provide answers to questions pertaining to education, particularly teacher education in the country. This expanded mandate requires the University to embark on a comprehensive organizational change and development process to transform the system into something that will better equip and prepare it to fulfill its broadened, expanded, and more intricate mandate.

While the University should be guided by its charter and the NCTE law, the need for growth and sustainability requires PNU to incorporate alongside its mandates, development-oriented functions necessary for survival and leadership.

The apparent integration of the ASEAN in 2015 is an opportunity to make PNU reach beyond national borders. On October 3, 2003, ASEAN leaders declared in Bali, Indonesia that an ASEAN community shall be established for the purpose of ensuring peace, stability, and shared prosperity in the region. The envisioned ASEAN community is based upon three intertwined pillars namely: ASEAN Security Community (ASC), ASEAN Economic Community (AEC), and ASEAN Socio-Cultural Community (ASCC).

Overall, the mandated and development functions of the University stemming from both legislative and quality standard requirements compel PNU to undertake a systems review, fore sighting and visioning exercise, and strategic planning and delivery process to successfully transform the institution.
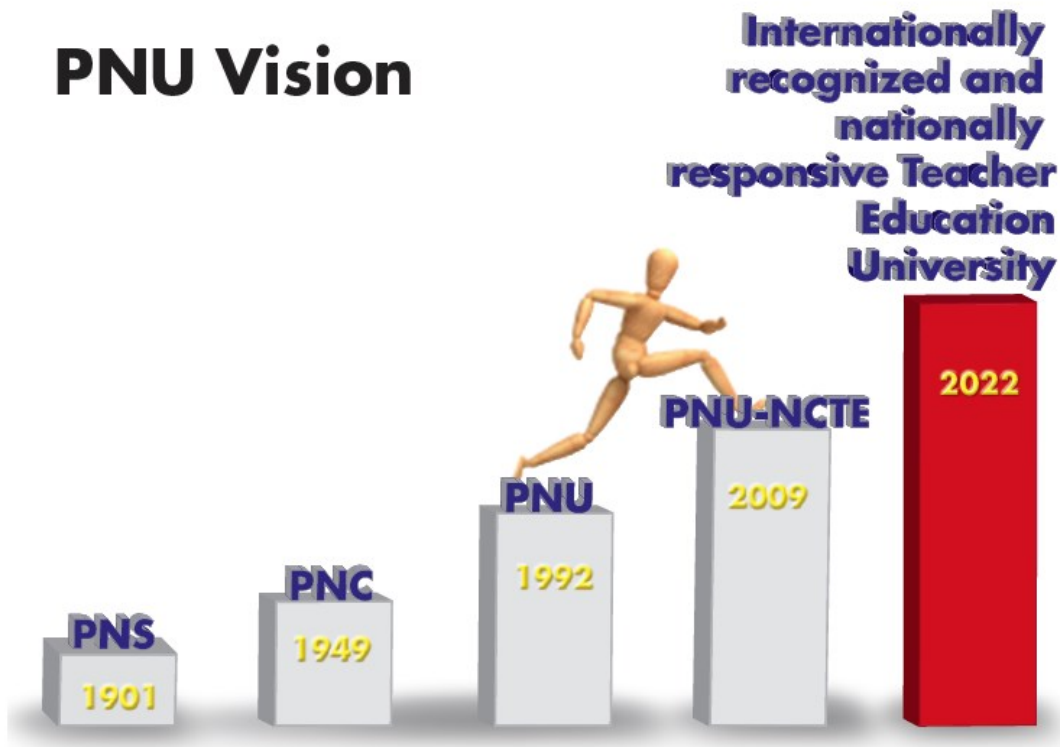
Fig. 1. PNU Vision

The figure above shows how PNU has evolved from Philippine Normal School to Philippine Normal College and as a University in 1992. It has continued to grow as a teacher training tnstitution responding to the demands of its clientele and society. In 2009, it became the National Center for Teacher Education,envisaged in 2015to redefine teacher education in the country and the ASEAN,emerging as a reputable teacher education University in Asia by 2020. Ultimately, PNU aspires to be regarded as a globally distinguished teacher education university by 2030.

PNU has always been recognized as a Center of Excellence (COE) in Teacher Education, but being named as the NCTE, it is expected to have a shift in its role. Table 1 provides a comparision to show the shift in the many aspects of the University resulting from being declared as NCTE.

Table 1. PNU shifts from COE to NCTE

PNU as COE	PNU as NCTE
Students as primary stakeholder. The others are secondary. They are managed to maintain "leadership"	Students, TEIs, and policy makers as primary stakeholders. PNU is main provider to strengthen teacher education in the country
Competing with other TEIs	Nurturing other TEIs
Think PNU leadership agenda	Think Philippine Teacher Education Agenda
Expected to be a center of excellence	Expanded expectations to include championing teacher education agenda
Research of interest	Emphasis on research for policy making

Areas of Operation

PNU operates on a four-fold function that is constantly revisited inconsideration of its charter and its new mandate as the National Center for Teacher education (NCTE) along with the new developmental factors that influence them. These functions are: Instruction, Research, Linkages &Extension, and Administration.

1. Instruction (Knowledge Transfer)

PNU endeavors to ensure its relevance and responsiveness to the educational needs of the community of learners through sound philosophical framework, content, pedagogy, delivery, materials, and evaluation of instruction.

2. Research (Knowledge Creation)

PNU relentlessly pursues to be the source of information on a new theory or its application that could shape education, particularly teacher education in the country and beyond its borders.

3. Linkages and Extension (Knowledge Sharing and Exchange)

PNU constantly reaches out to provide context-based technical assistance to various groups, agencies and communities that need its technical assistance, and establishes partnerships with other institutions for mutual benefits.
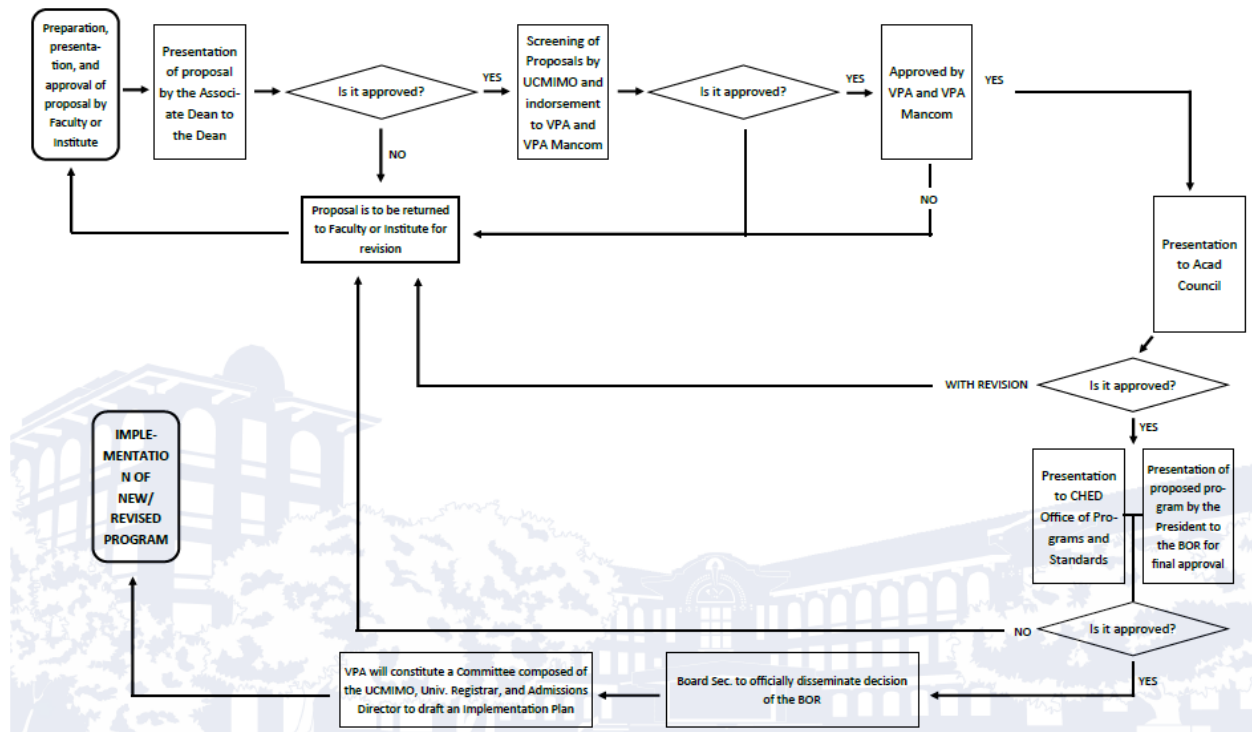
4. Administration(Knowledge Support Management System)

This function focuses on PNU governance -- the management of its systems, standards, processes, practices, and procedures, by creating and sustaining a culture that promotes innovation in knowledge creation, transfer, sharing, application and exchange.
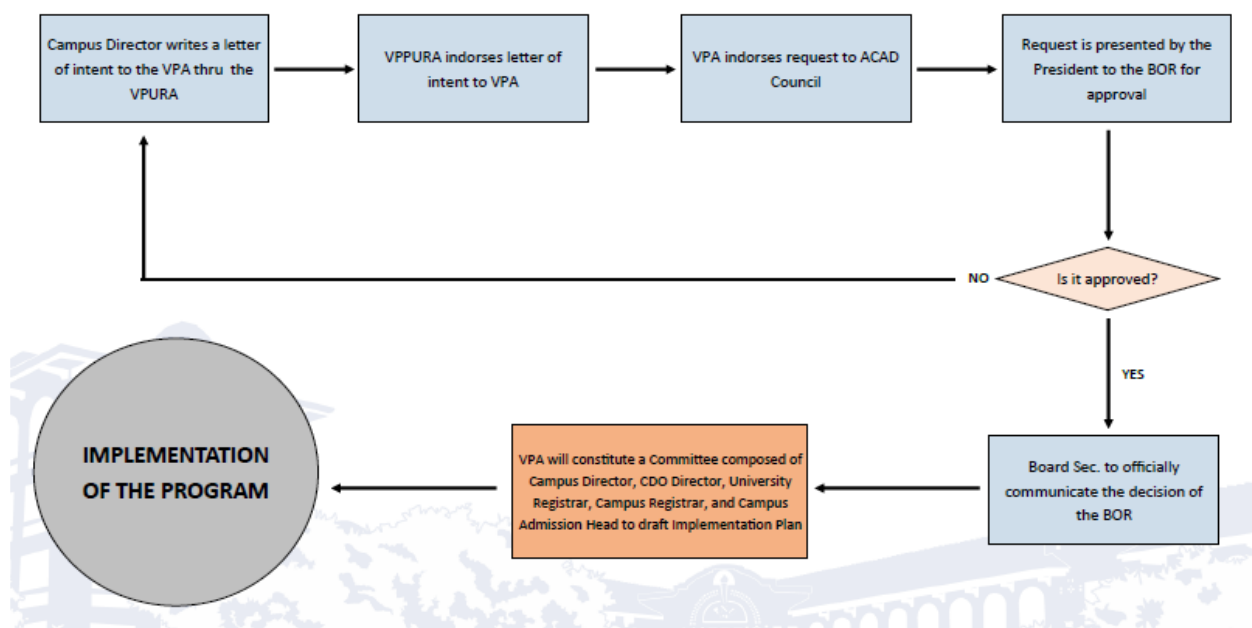
Instruction

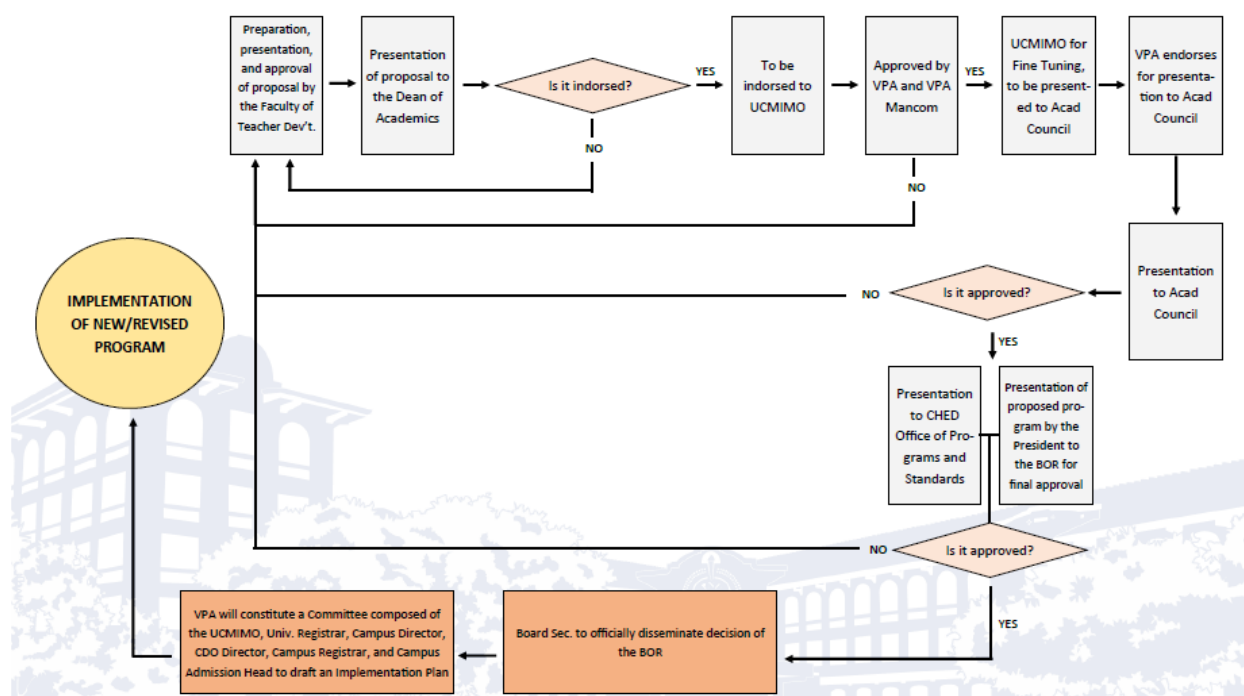## Curriculum Development and Revision Process

Flowchart for Submission and Approval of Proposed (New/Revised) Curricular Program

```
Preparation,        Presentation                              Screening of                              Approved by        YES
presenta-    →      of proposal      →    Is it       YES →   Proposals by      →    Is it     YES →    VPA and VPA   →
tion, and           by the Associ-        approved?           UCMIMO and             approved?          Mancom
approval of         ate Dean to                               indorsement
proposal by         the Dean                                  to VPA and
Faculty or                                                    VPA Mancom
Institute
```

```
                         NO                                                                           NO
                          ↓                                                                            ↓
              Proposal is to be returned                                                      Presentation
              to Faculty or Institute for                                                     to Acad
              revision                                                                         Council
```

WITH REVISION   Is it approved?

```
IMPLE-                                              YES
MENTATIO                                             ↓
N OF                                    Presentation        Presentation of
NEW/                                    to CHED             proposed pro-
REVISED                                 Office of Pro-      gram by the
PROGRAM                                 grams and           President to
                                        Standards           the BOR for
                                                            final approval
```

NO   Is it approved?

```
VPA will constitute a Committee composed of    ←    Board Sec. to officially disseminate decision    ←    YES
the UCMIMO, Univ. Registrar, and Admissions           of the BOR
Director to draft an Implementation Plan
```

Adopting a Program Approved for the Main Campus

```
Campus Director writes a letter    →    VPPURA indorses letter of    →    VPA indorses request to ACAD    →    Request is presented by the
of intent to the VPA thru the           intent to VPA                     Council                               President to the BOR for
VPURA                                                                                                            approval
```

NO   Is it approved?

```
IMPLEMENTATION    ←    VPA will constitute a Committee composed of    ←    YES
OF THE PROGRAM         Campus Director, CDO Director, University
                       Registrar, Campus Registrar, and Campus
                       Admission Head to draft Implementation Plan
```

```
                                          Board Sec. to officially
                                          communicate the decision of
                                          the BOR
```

Flowchart for the Development of Own Program by Campus

Research

Universities are expected to generate new knowledge. In the new knowledge economy, this task, traditional yet an essential function of institutions of higher learning, is increasingly emphasized by the emergence of new knowledge providers that challenge the roles of universities to create, produce, and translate knowledge. It further demands thePhilippine Normal University to transition itself as a research-oriented teacher education university, strategically positioning PNU to truly serve as the National Center for Teacher Education. Vital to PNU's role as NCTE is the mapping out of puzzle areas in teacher education and translating these into research age.

Definition of terms and acronyms

EPRDC   –   Educational Policy Research and Development Center
VPRPQA –   Vice President for Research, Planning, Quality Assurance
RECC   –   Research and Extension Services Coordinating Committee
BOR   –   Board of Regents

Organization and Responsibilities

Associate Dean/Director   –   endorses the research proposal of the proponent
EPRDC   –   evaluates the research proposal (in-house evaluation) and endorses it to the Research Ethics Committee
Research Ethics Committee –   provides clearance
VPRPQA   –   endorses the proposal to RECC
RECC   –   deliberates and approves the proposal

BOR   –   confirms the approval of RECC

Level	Submission	Initial Evaluation	Final Evaluation	Approval

Proponent — Submits proposal (Hard & soft copies) — Revises submits proposal — No — Revises and resubmits proposal

Faculty/Unit (Asso. Dean/ Director) — Endor... research proposal — OK — Yes

EPRDC — Receiv... sed copy (Hard & soft copies) — ...se evaluation — Endors... ...oposal to Ethics Committee — OK — No / Yes

VPRPQA — Endorses consolidated proposal to RECC

RECC — Deli... and approves proposal — OK — No / Yes — Presentation to Administrative Council — MOA si... d PBRG orientation

BOR — Confir... y BOR

Research Projects Approval Process

1. All research proposals intended to be submitted to EPRDC for review shall follow the prescribed format.

2. A cover letter stating that the research proposal is submitted to PBRG addressed to the President (through channels) should be submitted to Associate Dean of the Faculty where the faculty proponent is part of, together with the following attachments:
   a. Research proposal
   b. Timetable for the completion of the research
   c. Line item budget

3. Research proposals shall be submitted in two formats (*hard copy endorsement purposes and soft copy for proposal blind review*).

4. The soft copy in word format shall be e-mailed to eprdc@pnu.edu.ph.

5. The hard copy of the research proposal will be endorsed by the Associate Dean, then, the Dean of the corresponding College to the Vice President for Research, Planning and Quality Assurance through the Educational Policy Research and Development Center (EPRDC).

6. For research proposals that come from the Center/Campuses, the proponent submits the proposal to the Head of the Department/Unit, then to the Executive Director/Director of Campus Development/ VP-URA.

7. Once the endorsement is received by EPRDC, the research proposal shall undergo an in-house review focused on the following:

   Significance
   i. Contribution to existing knowledge in the discipline
   ii. Originality/innovativeness of ideas
   iii. Relevance to the institution/country/world
   iv. Alignment with University Research Agenda (URA)
   v. Product development policy/program/model

   Technical Soundness
   i. Clear purpose/problem/objectives
   ii. Problem statements justified by the related literature or studies
   iii. Clear conceptual/theoretical framework (if applicable)
   iv. Appropriate method and procedure (design/method, sampling, instrument, statistical treatment)
   v. No major error in language, grammar, spelling, punctuations
   vi. Followed the research manuscript format used by the Center

8. The faculty proponent will be informed of the review results consolidated by the Proposal Development and Review Desk of EPRDC.

9. The faculty proponent will be requested to make the necessary changes and revisions as stipulated in the review results and submit the revised proposal in two (2) weeks time.

10. Upon submission, the revised proposal is forwarded to the Research /ethics Committee (REC) for clearance.

11. If REC disallows clearance for the revised proposal submitted by the proponent, the proponent will be requested for 2nd revision of the proposal to incorporate the results of Ethics review.

12. The revised proposal shall be re-submitted to REC for clearance purposes.

13. Once clearance is secured, the revised proposal is forwarded to the office of the VPRPQA for consolidation and endorsement to Research and Extension Services Coordinating Committee (RESCC).

14. Once the revised proposal is accepted and cleared, EPRDC will present the proposal to the RESCC for deliberation and recommendation for approval by the President.

15. All approved proposals will be presented to the Administrative Council for confirmation.

16. A Memorandum of Agreement shall be executed for the project approved with the project proponent and the university President as the signatories. The signing of the MOA will be witnessed by the EPRDC Director, Dean, and the VPs concerned. All approved proposals with the corresponding MOA will be confirmed by the Board of Regents.

17. Orientation regarding research monitoring and evaluation will be done after the signing of the MOA.

18. Funds for research grants will be released after the signing of the MOA

19. Progress Reports shall be submitted monthly to EPRDC through the Monitoring and Evaluation Desk.

20. In the event the proponent fails to complete the project within the approved timeframe as a result of circumstances beyond his/her control, an extension not exceeding sixty (60) days may be allowed, but the remaining 20% of the budget will no longer be released. If the proponent still fails to complete the project after the extension period, he/she should return all incentives provided within the period of one year.

Linkages and Extension

Extension is the University's main arm in fulfilling its corporate social responsibility by putting knowledge to work for PNU's partner communities/ schools in their pursuit of improving their lives and situation.

Extension is recognized as a strong force in bringing about individual and social transformation, professional growth and development. It brings about new knowledge and technologies discovered through collaboration, cooperation and networking. It also provides inputs in making instruction more realistic and relevant to the learner's lives.

It is also viewed as a discipline that utilizes knowledge that passes through the prism of sociology, economics, anthropology, psychology, management and other disciplines for transfer of appropriate technologies, values, attitudes, knowledge and skills that will ultimately improve the social practice or lives of its clienteles, partners or cooperators (PNU Extension Manual, 2005).

The University's extension function is geared toward education through literacy. The 21st century demands that a literate person should possess a wide range of abilities and competencies, therefore, multiple, dynamic and flexible literacy programs must be in place. Thus different forms of literacy were considered and embedded into the extension programs of the University. The Extension Framework was crafted in 2013 through a series of processes which started with Focus Group Discussion with University officials, faculty and staff and community leaders. The output was a listing of extension programs, identified
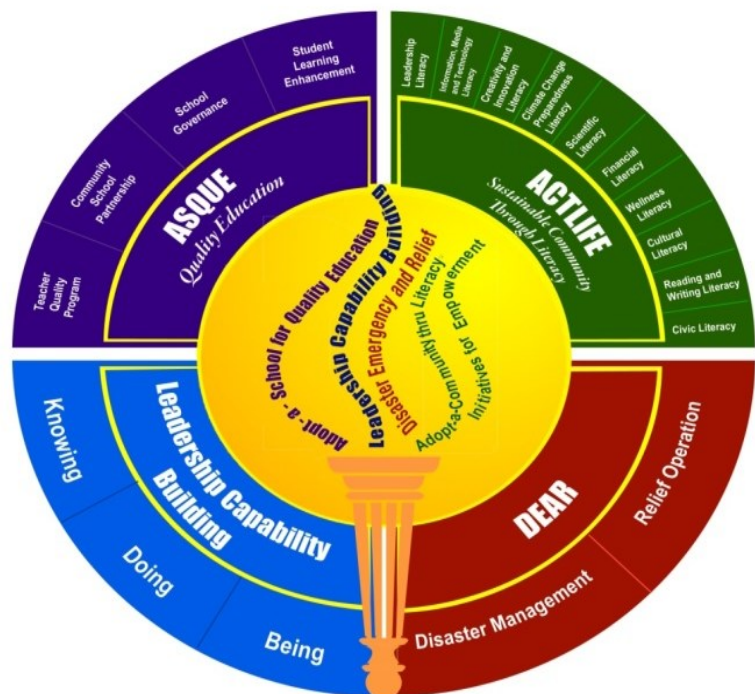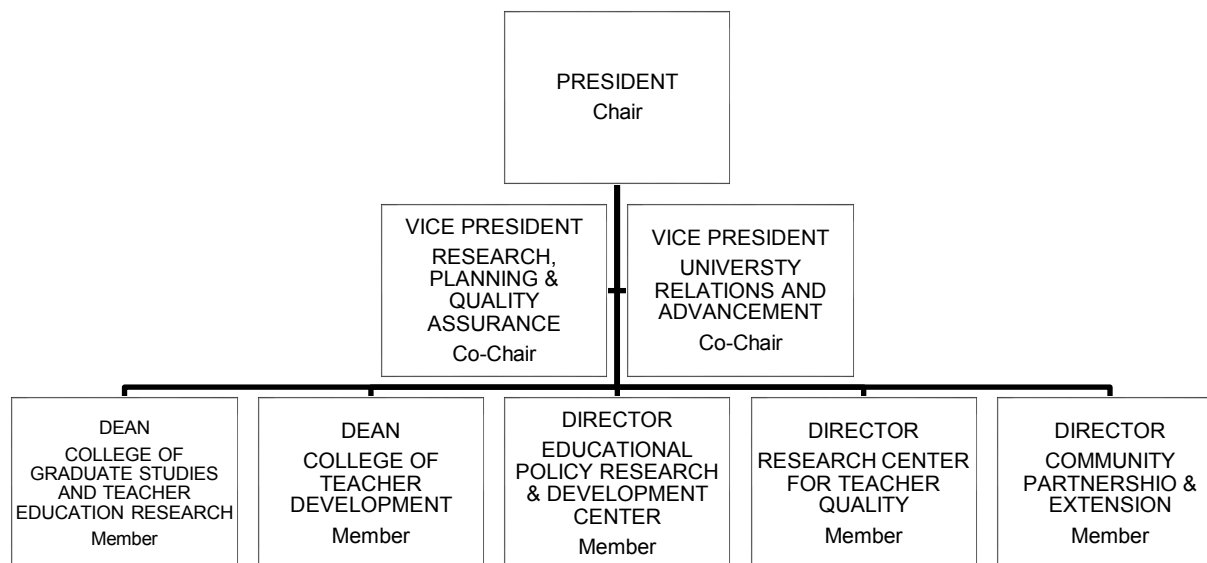
stakeholders, and focus/themes of extension.

The four-pronged umbrella program in which the multiple forms of literacies (reading and writing, cultural, civic, wellness, information, media and technology, climate change preparedness, financial, scientific, creativity and innovation and leadership literacy) are embedded are:

1) *Adopt-a-Community thru Literacy Initiatives for Empowerment (ACTLIFE);*
2) *Adopt-a-School for Quality Education (ASQUE),*
3) *Leadership Capability Building; and*
4) *Disaster Emergency and Relief (DEAR).*

Organization and Responsibilities

As the policy making body on extension programs of the university, the University Research and Extension Service Coordinating Committee (RECC) provides the overall framework in setting up the university's extension structures, priorities, directions and

```
                        ┌─────────────────────┐
                        │     PRESIDENT       │
                        │       Chair         │
                        └─────────────────────┘
              ┌──────────────────────┬──────────────────────┐
              │  VICE PRESIDENT      │  VICE PRESIDENT      │
              │  RESEARCH,           │  UNIVERSTY           │
              │  PLANNING &          │  RELATIONS AND       │
              │  QUALITY             │  ADVANCEMENT         │
              │  ASSURANCE           │                      │
              │  Co-Chair            │  Co-Chair            │
              └──────────────────────┴──────────────────────┘
```

| DEAN COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH Member | DEAN COLLEGE OF TEACHER DEVELOPMENT Member | DIRECTOR EDUCATIONAL POLICY RESEARCH & DEVELOPMENT CENTER Member | DIRECTOR RESEARCH CENTER FOR TEACHER QUALITY Member | DIRECTOR COMMUNITY PARTNERSHIO & EXTENSION Member |

programs.

The President shall be the Chair of Research and Extension Services Coordinating Committee (RECC). The Chair is responsible for the over-all management and evaluation of the university's research and extension programs.

The Vice President for Research, Planning and Quality Assurance (VPRPQA) and the Vice President University Relations and Advancement (VPURA) shall be the Co-Chairs of the Research and Extension Services Coordinating Committee. The Co-Chairs shall coordinate and monitor the implementation of the university's activities relevant to research and extension.

The Deans of College of Graduate Studies and Teacher Education Research (CGSTER) and College of Teacher Development (CTD), the Directors of Educational Policy Research & Development Center (EPRDC), Research Center for Teacher Quality (RCTQ) and Community Partnership and Extension Office (CPEO) shall be the members of Research and Extension Services Coordinating Committee. As member, they shall provide the Committee with the research and extension-related inputs from their respective colleges, centers, and offices. They are responsible for implementing and evaluating the university's research and extension agenda in their units.

Community Partnership and Extension Office

The Director

A full-time faculty is designated as Director of Community Partnership and Extension Office. S/he renders forty (40) hours a week of service with full release from teaching assignments. The Director is responsible for the management, operations, and other activities of the office and reports directly to the Vice President for University Relations and Advancement.

The Director has the following duties and responsibilities:

1. Manage the approved University Extension Program.
2. Serve as the University's focal person for disaster response.
3. Establish partnership with various agencies, groups and communities and create an extension services core group to coordinate and monitor extension programs.
4. Prepare extension program proposals for funding support.
5. Coordinate, support and strengthen the extension activities of the different Faculties, Centers and Units of the University.
6. Manage the national Service Training program (NSTP) of the University to intensify the volunteers program.
7. Monitor, evaluate and measure the impact of the extension programs through the conduct of research with partner communities in coordination with PNU faculty, administrative staff and students.
8. Create an Extension Core Group to coordinate and monitor the extension program and implement responsibilities stated in Memorandum of Agreement with partner communities.
9. Develop an extension operations manual.
10. Facilitate and strengthen the extension research with partner communities and PNU Faculties.
11. Maintain functioning community partnership and extension services database that will serve as basis for accreditation, research and policy formulation.

12. Prepare the annual plan and submit the accomplishment report to the Office of the President through the Vice President for University Relations and Advancement.

Fundamental Provisions

1. Extension is one of the four-fold functions of the University along with instruction, research and production

2. Faculty members, staff, students, and alumni of the university are encouraged to be involved in community extension activities for their personal and professional growth and development

3. Extension programs of the University should cater to the needs of specific community or schools adopted by PNU. Adopting a community or school requires a memorandum of agreement.

4. The PNU extension activities should be in line with the programs stated in the University Extension Framework namely: Adopt-a-Community for Literacy Initiatives for Empowerment, Adopt-a-School for Quality Education, Disaster Emergency and Relief and Leadership Capability Building.

Operating Procedure

Guidelines in Establishing Partnership forExtension Services

Offices/Units (e.g., College, Faculty, Center, Institute).that seek to establish partnershipshall observe the following guidelines in planning, implementation, monitoring and evaluation of extension programs and services.

1. Initial undertakings should be done by the faculty/staff withthe community officials through a consultation meeting where the following will be discussed:

    1.1 Purpose and objectives of the partnership

    1.2 Range of agencies that could be engaged (i.e., NGO within the community)

    1.3 Agreement (responsibilities/ task/deliverables)

    1.4 Assessment of needs and actualities to direct PNU extension services

    Criteria for the selection of the community:

    ✓ Proximity to PNU for easy supervision, communication and the provision of technical assistance;

    ✓ Other locations may be considered provided that the sustainability and impact of the program are ensured.

- ✓ Underserved Barangay with low literacy rate;

- ✓ Peace and order situation for faculty/staff/students' safety during implementation;

- ✓ High degree of cooperation and interest of the community officials and leaders;

- ✓ Available transportation facilities to facilitate faculty/staff/student's movement within and outside the Barangay for resource linkages

2. Procedures for Partnership

   2.1 After the community has been identified, a draft of MOA (to be prepared by the requesting group) and proposal (Appendix A) for partnership should be prepared. These documents shall be submitted to both parties for review and initial approval.

   2.2 The requesting group (faculty and staff) coordinates with the CPEO to conduct an ocular visit to meet the officials and leader and to gather baseline information or data on the community.

   2.3 The faculty/staff shall submit a formal request for partnership address to the University President through proper channels (Head/Institute Directors/Associate Dean/Dean/VP URA/Research and Extension Coordinating Committee). All documents pertinent to the partnership shall be attached.

3. Forging of Memorandum of Agreement

   Once the proposal has been approved by the University President, forging of Memorandum of Agreement shall be done. Memorandum of Agreement shall be established prior to full implementation of the extension activity.

Guidelines in Planning and ImplementingExtension Projects/Activities

1. Needs assessment and community profiling

   The CPEO spearheads the needs assessment and community profiling in the adopted communities of the university with the assistance of the faculty researchers of the Educational Policy Research and Development Center (EPRDC) and the proponent, if it is a college and faculty-wide adopted community.

2. Development of Extension Proposal

   In order to carry out the aspiration of the University to advance extension program, a proposal should be developed and anchored on the University Extension Framework.

   2.1 Classification of Extension Activities

   Extension activities may be classified according to the proponent of the extension activities.

   2.1.1 The university-wide extension services consist of projects/activities designed/planned by the CPEO for the university adopted community. The CPEO may invite faculty/staff/students to conduct the extension services and usually funded by the university.

2.1.2 The College-wide/Institute extension services are spearheaded by the designated College/Faculty/Institute and/or Faculty members. Any eligible faculty member and/or staff who wish to do an extension services and avail of funding support of the university shall submit a project proposal on the identified priority/concern areas. The extension services may be done to the university adopted community or solely for the college adopted community.

Criteria for Developing Extension Projects

The PNU extension program sets the following criteria for planning an extension programs/project:

- ✓ Extension programs and projects are in line with the university vision/mission.

- ✓ Extension programs/projects are relevant and effective. It must be based on a comprehensive analysis of the problem in the community. The impacts and contribution to empowerment, economic security and ecological integrity and its contribution in achieving a better quality of life are the determinants of an effective extension program.

- ✓ Scope of program/projects/ community involvement

3. Processing of Project Proposals

To facilitate the processing of project proposals, the following guidelines shall follow:

3.1 The proposal shall follow the prescribed format for project proposals (See template)

3.2 Proponent shall prepare the proposal and submit to the unit head. All proposals must have the endorsement of the unit head and the notation of college dean/head/institute director of the proponent.

3.3 The VPURA and CPEO shall evaluate the proposal and endorse to the RECC, otherwise, return to the proponent together with the comments/suggestions/recommendations.

3.4 VPURA shall endorse the proposal to the Research and Extension Coordinating Committee for evaluation. The RECC shall return the proposal to the VPURA with recommendations after its evaluation. If the proposal is approved but needs improvement, the VPURA shall return the proposal back to the College with comments and suggestions.

3.5 The VPURA shall endorse proposal to the University President and return the proposal to the proponent once approved through the college deans for implementation.

3.6 The proponent with approved funded project proposal shall enter into a contract with the funding unit before funds shall be released for the project.

4. Implementation of Program/Project

4.1 Project implementation proceeds as approved by the council/committee. The project implementers composed of faculty/staff/students must observe the following:

4.2 The project implementer shall document the course of implementation of their extension activity (e.g. pictures, videos, letters, invitation, modules)

4.3 The project implementer in coordination with the CPEO shall make sure that the set targets are met.

4.4 At any time during the conduct of the project, the implementers may report and discuss with the CPEO and VPURA the development and problems directly affecting the conduct of the project.

4.5 Coordination with the local or community leaders shall be done to ensure the security and safety of faculty-volunteers, student-volunteers and staff-volunteers.

4.6 Student-volunteers should always be accompanied by a faculty and/or staff during service.

5. Monitoring and Evaluation of Extension Program/Project

5.1 The project implementer/s shall submit a progress report within the period specified in the timetable to the Associate Dean/College Dean/Institute Director/CPEO as to the extent of project implementation, fund utilization and resource generation.

5.2 Project visits shall also be done regularly to actually see the how the project runs.

5.3 Evaluation of the project shall be done at the end of every activity. Participants evaluate the activity in terms of goals met, process and outcomes.

5.4 A project technical report shall be accomplished in the prescribed format and which will include all the necessary documents.

Administration

Bids and Awards Unit

This unit ensures that the procurement of goods and services meets government requirements. It guarantees that the best value is obtained for all academic and administrative units of the University through competitive bidding and negotiation processes.

Project Procurement and Completion Process

END-USER	VP	FMS	AS	BAU	BAC	VPFA	PRESIDENT	BOR
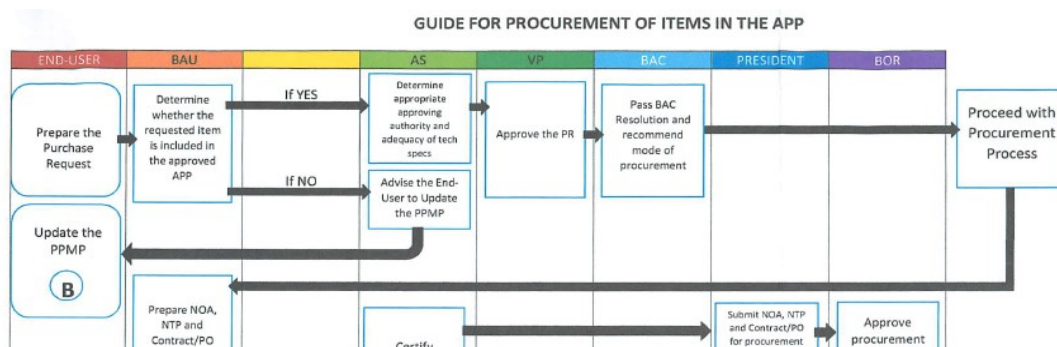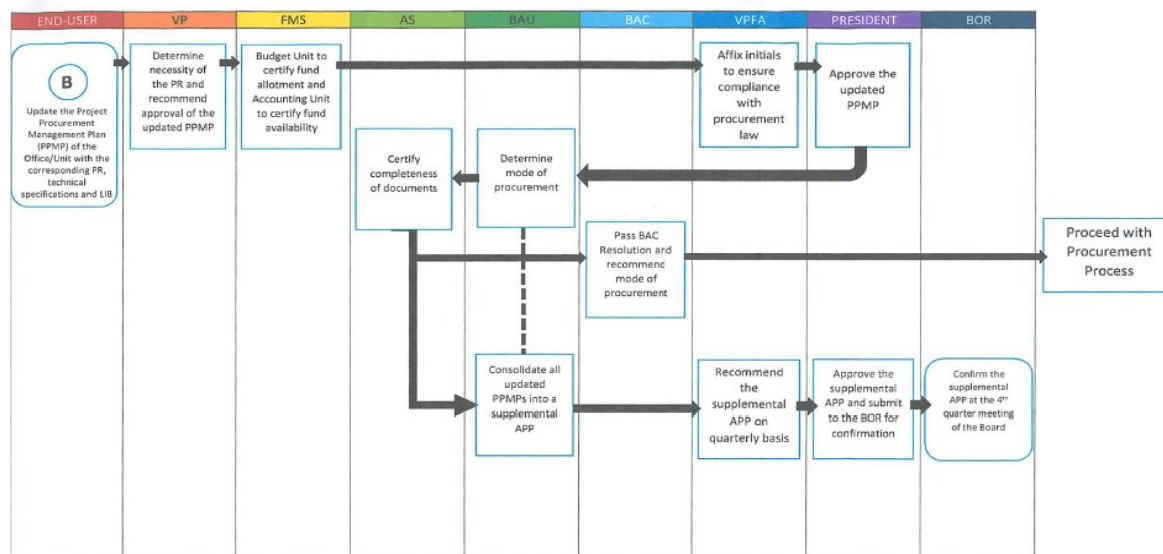
Purchasing Control Procedure

This procedure covers the process of preparation of purchaserequest(PR), canvassing, delivery, inspection and preparation of Disbursement Voucher. The purpose of this procedure is to establish control in the procurement of goods requested by the end-user.

Definitions of Terms

(Following the flow chart)

PR	–	Purchase Request
BAC	–	Bids and Awards Committee
Bid	–	An offer or proposal submitted by a supplier, manufacturer,distributor, or contractor in response to the Request for Quotation posted via PhilGEPS
PhilGEPS	–	Philippine Government Electronic Procurement System
End-user	–	Any unit, department or office of the University requesting for goodsand services foroffice use.
IAR	–	Inspection and Acceptance Report
Requisition	–	A request for goods and services for office use printed on in the prescribedform
PO	–	Purchase Order
ARE	–	Acknowledgment Receipt for Equipment
DV	–	Disbursement Voucher
Goods/Items	–	Supplies, materials and equipment needed by the University in the conduct of its official business.
APR	–	Agency Procurement Request

PS – Procurement Service

Operating Procedure

5.1 PREPARATION OF PURCHASE REQUEST/CANVASSING

Flow Chart	Description	Responsibility	Forms	Interface
Preparation of PR (start)	Prepares and forwards PR to the Property Office for control number and initials of the Supply Officer.	End-user	Purchase Request	Property Office
	Records the conrol number of PR in the logbook.	Administrative Aide II	Logbook	
Approval of PR (decision) — No → Return to end-user; Yes ↓	Forwards PR to the approving officer for appropriate action.	Administrative Aide II	PR	Director, Administrative Services or Vice President for AFD
	Returns PR to the end-user if disapproved	Administrative Aide II	Logbook	
Assessment of the availability of the item	If Approved - checks availability of the items at Procurement Service	Administrative Aide IV	Agency Procurement Request	PS Catalogue / PS Personnel
A				

Flow Chart	Description	Responsibility	Forms	Interface
A				
Preparation of APR and DV	If available, prepares APR and DV for signature of authorized signatories: - Director, Administrative Service - Accountant - FMO - VP for AFD - President	Administrative Aide IV	APR, DV	Budegt Office Administrative Services Accounting Financial Mgmt VPAFD President
Preparation of RFQ and canvassing	If not available: - Prepares Request for Quotation - Posts RFQ to the PhilGEPS for a maximum period of seven calendar days.	Administrative Aide IV	RFQ	PhilGEPS
Preparation of Abstract of Canvass	Prepares Abstract of Canvass	Administrative Aide IV	Abstract of Canvass	
	Forwards Abstract of Canvass to the Bids and Awards Committee for signature and determination of the winning bidder.	Administrative Aide II	Abstract of Canvass	BAC Members
B				

Flow Chart	Description	Responsibility	Forms	Interface
B				
Preparation of Purchase order	Prepares purchase order based on the lowest calculated responsive bid.	Administrative Aide IV (Property Office)	Purchase Order	Abstract of Canvass
Processng of P. O.	Forwards purchase order for processing: - Budget Officer - Director, Administrative Service - Accountant - FMO - VP for AFD - President	Administrative Aide II (Property Office)	Purchase Order	Budget Office Administrative Services Accounting Financial Mgmt. VPAFD President
No — Return to end-user / Approval? / Yes				
Receiving and Recording of approved PO	Receives approved PO and records in the logbook the date PO was received.	Administrative Aide II	Logbook	Supplier
End				

5.2 SERVING OF P. O. and DELIVERY

Flow Chart	Description	Responsibility	Forms	Interface
Start				
Serving of PO to supplier	Sends the approved PO to the supplier concerned.	Administrative Aide IV	Approved PO	Supplier
Receiving of delivery	Receives the delivered items and conducts initial inspection together with the representative of the end-user: - quantity - size - color - etc.	Administrative Aide IV	Sales Invoice Delivery Receipt	Purchase Order
Accepted? (No → Return to supplier / Yes)				
Preparation of IAR	Prepares IAR for signature of Internal Audit	Administrative Aide IV	IAR	Internal Audit Office
	If suplies / materials - - Prepares Issue Slip/ICS for signature of the end-user.	Administrative Aide IV	Issue Slip	End-user
	If equipment - - Assigns Property Number - Prepares ARE for signature of the end-user.	Administrative Officee I	Logbook ARE	End-user
Preparation of DV	Prepares DV for signature of the: - Chief Accountant - FMO - VPAFD - President	Administrative Aide IV		
End				

Warehouse Control Procedure

The procedure is established to manage proper receiving, storage and issuance of office supplies and other materials. This procedure covers:

- ✓ Receiving and storage of inspected items
- ✓ Issuance / Releasing
- ✓ Monitoring and Recording

5.1 RECEIVING AND STORAGE

Flow Chart	Description	Responsibility	Forms	Interface
Start				
Receives inspected items	Receives the inspected items together with the copy of PR, PO/APR and DR/SI	Administrative Assistant III		
Records data on the stock card and bin card	Records/posts the following data for each item on the stock card and bin card - Item name - Description - Date item received - Quantity - Unit cost	Administrative Assistant III	Stock Card	Purchase Request / Purchase Order/ APR / Sales Invoice / Delivery Receipt
Sorts and stores Items	Sorts out the items and stores in their respective places in the stockroom.	Administrative Assistant III		
End				

5.2 ISSUANCE / RELEASING OF SUPPLIES

Flow Chart	Description	Responsibility	Forms	Interface
Start → **Checks availability of supply** (No → Prepare PR; Yes →)	Inquires availability of supplies.	Requisitioner	SAI / List of supplies needed	Administrative Assistant III (Property Office)
Accomplishes the RIS	If available - - Fills out the RIS and forwards it to the property Office.	Requisitioner	RIS	Administrative Assistant III (Property Office)
	If not available - - Prepares PR (Refer to Purchasing Control Procedure)			
Receives/Assigns Control Number	Assigns control number and records it in the logbook.	Administrative Aide II	RIS Logbook	
A	Endorses the RIS by affixing initials on the lower right portion below the name of the approving officer.	Supply Officer IV	RIS	

Flow Chart	Description	Responsibility	Forms	Interface
A (connector)				
Approval of RIS — No → Return to Requisitioner; Yes ↓	Forwards RIS to the approving officer for appropriate action.	Administrative Aide II	RIS	Director, Administrative Services or VPAFD
	If disapproved - returns RIS to the requisitioner.	Administrative Aide II		
Issues requested supplies	If approved - issues/releases the requested supplies based on the approved RIS.	Administrative Assistant III	RIS	
Acknowledges receipt of requested supplies	Signs on the "received by" portion of the RIS to acknowledge receipt of the requested supplies.	Requisitioner	RIS	
End				

5.3 MONITORING ANG RECORDING

Flow Chart	Description	Responsibility	Forms	Interface
Start				
Records / Posts issued items	Records/posts to the stock card the following data: - Name of requesting office - Date items issued - Quantity of items issued	Administrative Assistant III	Stock Card	RIS
	Files temporarily the originals of RIS for the preparation of RSMI.	Administrative Assistant III	RIS	
Prepares and validates RSMI	Prepares the weekly Report of Supplies and Materials Issued (RSMI).	Administrative Aide III (Property Office)	RSMI RIS Stock card	RIS Stock card
	Validates the accuracy of the RSMI.	Supply Officer IV		
Submits RSMI to Accounting Office	Submits RSMI to Accounting Office for recording purposes.	Administrative Aide II (Property Office)	RSMI	Accounting Office