2011

Procedures Manual

This document outlines the operations of the National Training Agency as it relates to the development of standards for training and certification, the conduct of assessments and the related quality assurance activities leading to certification

Grenada National Training Agency
Version 1.0
11/22/2011

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GNTA Procedures Manual

Introduction

The National Training Agency (NTA) was established by an act of parliament (the GCTVET Act of 2009) as the body with the responsibility for oversight of the nation's Technical and Vocational Education and Training (TVET), under guidance and supervision from the Grenada Council for Technical and Vocational Education and Training (GCTVET). The Act gives the NTA a mandate which requires the agency, inter alia, to be the certifying body for National Vocational Qualifications of Grenada (NVQ-G) and Caribbean Vocational Qualifications (CVQ). The NTA's mandate has made it essential that programmes leading to these qualifications be delivered and assessed in accordance with established standards. Among the NTA's functions are the following:

a) *to oversee, design, monitor, coordinate and promote TVET to meet the skills development needs of Grenada;*

b) *to advise the Council on the development of new standards relating to TVET and to assist in the development of the competencies and qualifications relating to such standards;*

c) *to apply or make arrangements for tests and other methods of ascertaining the standards of efficiency for persons seeking technical and vocational education and training;*

d) *to ensure the application of quality assurance mechanisms;*

e) *to establish a system of national vocational qualifications, course entry qualifications and job related qualifications;*

f) *to manage the accreditation and registration of training providers and the provision of quality services to such training officers;*

g) *to validate regional competency standards and qualifications and develop new competency standards as needed with respect to TVET*

h) *to manage the issuance of certificates in relation to technical and vocational training as may be prescribed; among many other responsibilities.*

The NTA is currently engaged in the implementation of the OECS (Grenada) Skills for Inclusive Growth Project which aims to train for employment 1200 unemployed and vulnerable youth over a period of three years; achieve Caribbean Vocational Qualification (CVQ) granting status which will make skilled workers more mobile and portable throughout the region to fill gaps in the labour force within CARICOM; establish Assessment of Prior Learning (APL) for skilled persons with years of experience; provide support to the Grenada Youth Empowerment and Training Programme (GYET) and other skills development programmes; and the awarding of National Vocational Qualifications of Grenada (NVQ-Gs).

The National Training Agency has sought to build its stakeholder base through educational, public and private partnerships within the wider community. Continuous networking and cooperation with stakeholders are critical to the success and sustainability of the National Training Agency and its programmes. While it has been a challenging task to introduce change via the establishment of the national qualifications framework, and the new processes required for delivery and awarding of a National Vocational Qualification (NVQ) and the Caribbean Vocational Qualification (CVQ), clear guidelines have been outlined through the production of a number of documents including Assessment Guidelines, Quality Assurance Manual, Centre Approval Guidelines.

The Procedures Manual provides information on the procedures outlined in these and other documents in a concise manner and can serve as a comprehensive guide and quick reference for NTA staff and other stakeholders as it relates to the processes and operations of the National Training Agency. The following areas are covered in this Manual.

- *The development of Occupational Standards*
- *Centre Approval*
- *The Conduct of Assessments for training and certification*
- *Internal Verification*
- *External Verification*
- *Certification*
- *Assessment of Prior Learning*
- *The Establishment of Training Schemes*

Occupational Standards

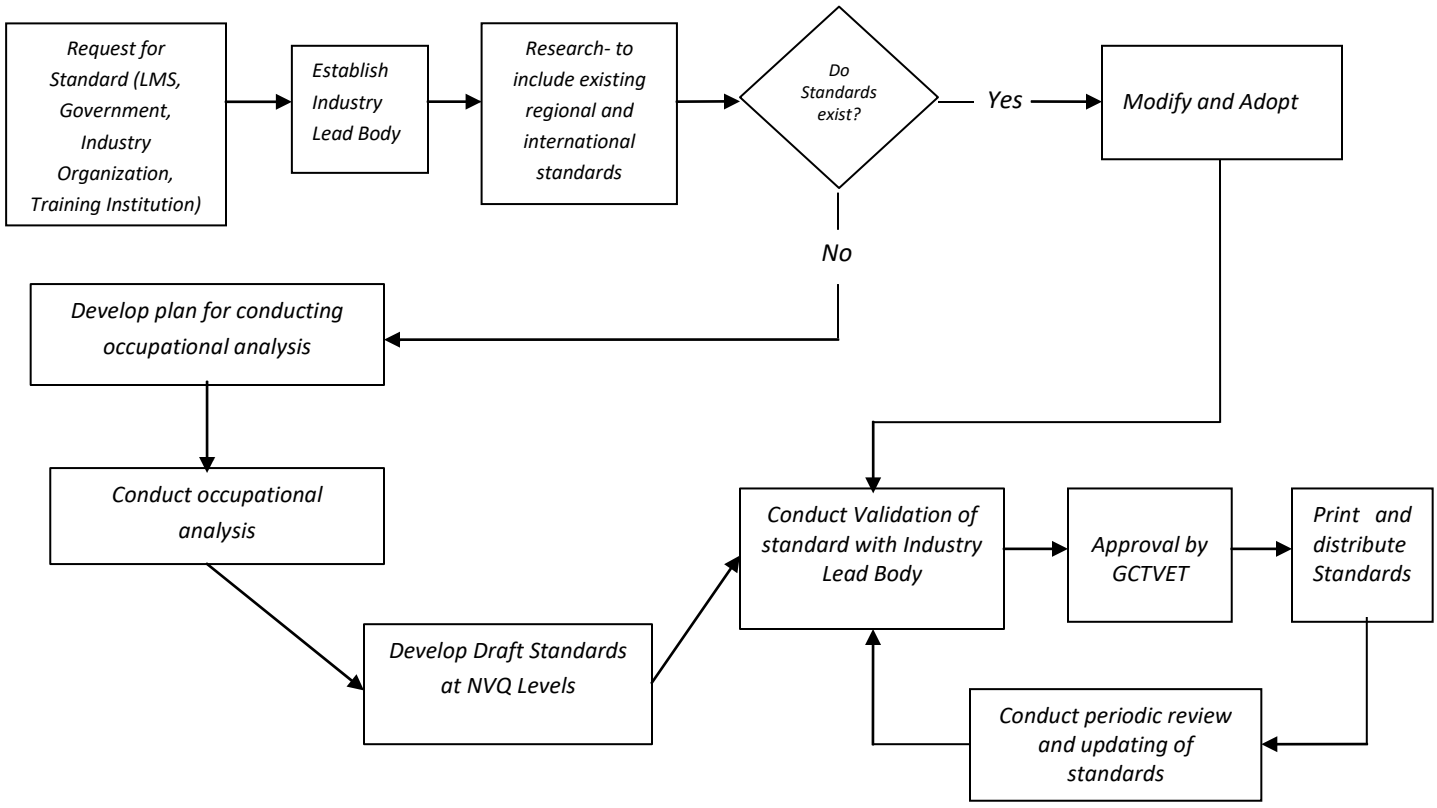
Figure 1 outlines the process for the development of occupational standards by the Grenada National Training Agency.

The NTA's Standards and Planning Officer provides leadership in the development of occupational standards. Industry Lead Bodies comprising representatives of employers, sector associations, training providers and industry experts play a key role in the development and validation of these standards.

Standards are developed in response to the areas identified by Labour Market Surveys, Government's plans and projections, sector organizations and Training Providers. Where Regional Occupational Standards (ROS) exist these are vetted by the relevant Industry Lead Bodies and submitted to the Grenada Council for Technical and Vocational Education and training (GCTVET) for approval. Where there are no ROS, international standards are sought and validated then approved by the GCTVET. Where neither relevant ROS nor international standards exist, the NTA plans and conducts an occupational analysis which analyzes and documents the requirements of the occupation and the work performed. This information is used as the basis for the development of draft competency standards for the occupation. The draft standards developed through this process are validated by Industry Lead Bodies and submitted to the GCTVET for approval.

Approved standards are printed and made available to stakeholders. These standards are reviewed periodically by the Industry Lead Bodies to ensure continued relevance to industry needs.

Figure 1: Standards Development Process (2011)



The Structure of an Occupational Standard

Occupational standards are comprised of the following components:

1. ***Unit Title** – the work activity*
2. ***Element** – what has to be done (to perform the work activity)*
3. ***Performance criteria** – how the work activity has to be done*
4. ***Range statements** – conditions under which the work activity may be conducted*
5. ***Underpinning knowledge** – what knowledge is needed to perform this work*

All standards developed by the NTA will adhere to the following guidelines established by the Caribbean Association of National Training Agencies (CANTA) for CVQ standards:

CANTA Criteria for Evaluating the Overall Format and Content of Occupational Standards for the Caribbean Vocational Qualification (CVQ)

General Principles

Standards (Elements of Competence) and Units of Competence should reflect

1. *substantial work roles which have credibility in employment;*
2. *Standards should be meaningful, measurable and reflect the core skills of planning and problem solving – not merely conformity with rules and procedures;*
3. *Standards should describe 'outcomes' – the results of work activity;*
4. *Standards should be clear and concise – and be immediately understandable by users (trainees, candidates, assessors);*
5. *Standards should have a consistent format across different Units, and CVQs.*

In order for standards to be approved by the Awarding Body and the Caribbean Association of National Training Agencies (CANTA) their format and content must meet the criteria below:

The Title of the CVQ

The Title of the CVQ should:

- *reflect the occupational/skill area;*
- *be stated as a noun where applicable.*

The Title of Units or Elements of Competence

The Title of a Unit or Element of Competence should:

- *use language which is precise and consistent with the appropriate grammatical structure;*
- *use a clear, unambiguous active verb or verbs to describe the action required;*
- *represent a discrete unit of work which is complete and assessable rather than a procedural step or operation;*
- *describe outcomes, expectations or results of activity, rather than activities, procedures and methods.*

The Title of a Unit or Element of Competence should not:

- *describe knowledge, skills or understanding instead of outcomes;*
- *describe outcomes with verbs which simply mean 'do';*
- *use ambiguous or 'secondary' verbs;*
- *place an evaluative term into the statement of competence.*

Performance Criteria

Performance Criteria should:

- *consist of a critical outcome or process plus an evaluative phrase – or, where justified, a description of a state which either should or should not occur;*
- *use evaluative terms which are appropriate (i.e. absolute, with a tolerance or conditional/dependent) given the range of variations which might be allowed or expected in the work environment;*
- *be phrased in simple language that is easily understood by all users;*
- *be sufficient to cover (measure) the element.*

Evidence Guide

All performance criteria, underpinning knowledge and skills and range must be assessed.

The evidence guide should include information on:

- *the critical performance that must be demonstrated;*
- *appropriate methods of assessment;*
- *appropriate context of assessment.*

Performance Criteria should not:

- *describe all the outcomes as 'correct';*
- *reference all performance requirements to the procedures of an organisation;*
- *offer options, alternatives or conditions;*
- *use repetitive criteria which could form the basis of an 'overarching' or common Unit or Element;*
- *use highly generalised or abstract language.*

Range Statements

Range Statements should:

- *describe the tools, equipment, materials, methods and processes which are significant to the work activity;*
- *describe significant variations which would require different skills, methods or processes as required by industry.*
- *reflect current and future requirements for flexibility and breadth.*

Range Statements should not:

- *list variations which do not really require different skills or level of skill;*
- *offer options or alternatives (all the range must be assessed).*

Underpinning Knowledge and Skills

The underpinning knowledge and skills should be a clear outline of the:

- *facts and data;*
- *theories, methods and principles to be understood and applied;*
- *underpinning skills required to carry out the performance criteria.*

Evidence Guide

All performance criteria, underpinning knowledge and skills and range must be assessed.

The evidence guide should include information on:

- *the critical performance that must be demonstrated;*
- *appropriate methods of assessment;*
- *appropriate context of assessment.*

Critical Employability Skills

(This framework is to be developed by CANTA)

Coding Convention

The CVQ unit titles should:

- *be clear and indicative of the content of the Unit;*

The unit code should include references to:

- *sector*
- *sub sector*
- *level*
- *a unique identification number.*

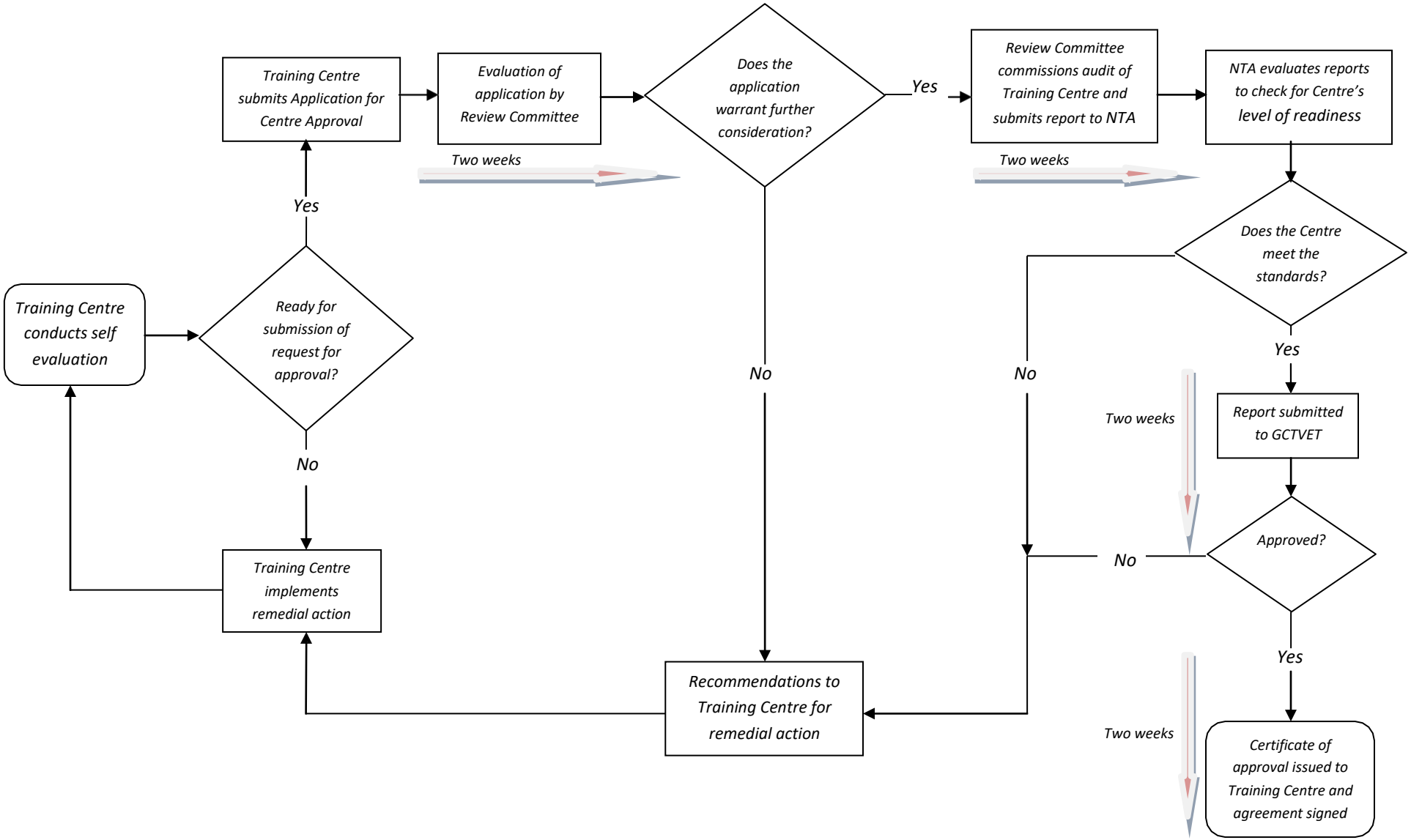
Centre Approval

The GNTA's Centre Approval process is outlined in Figure 2 and comprises of the following steps:

1. *Training Centre conducts a self-evaluation exercise (see Self-evaluation Checklist). If the Training Centre is not ready it will work on improving its systems in preparation for submitting an application.*
2. *If Training Centre is ready, it will submit its application to the NTA.*
3. *Review Committee evaluates the documents submitted (within two weeks of receipt).*
4. *If the application does not warrant further consideration it will be returned to the Centre with recommendations for improvement. The application will be resubmitted for consideration after modifications are made.*
5. *If the application meets the required standard the Review Committee will commission an audit of the Training Centre.*
6. *Review Committee submits the report with recommendations to the NTA (within two weeks after completion of the audit).*
7. *NTA reviews the report to ascertain whether or not the Centre is ready.*
8. *If the Centre is ready, the report will be sent to the GCTVET.*
9. *If approval is granted, the Training Centre is presented with a Certificate of Approval for a three year period. The Approved Training Centre's manager signs a document agreeing to the terms and conditions for operating the Centre.*
10. *If the Training Centre is not ready, its management will be informed and discussions held on remedial actions required.*
11. *The Training Centre will be required to make the recommended changes/additions then re-submit their application.*
12. *Review Committee evaluates the documents noting the inclusion of the recommendations suggested. This Committee may visit the Training Centre to conduct another audit, looking particularly for the implementation of the recommended changes.*
13. *Review Committee submits the revised report to the NTA.*
14. *NTA reviews the revised report and submits it to the GCTVET for judgment/decision.*
15. *When approval is granted, the Training Centre is presented with a Certificate of Approval for a period of three years. The Centre's manager also signs a document agreeing to the terms and conditions for operating the Centre. The NTA will monitor compliance with the terms and conditions by the Approved Training Centre (ATC) through periodic site visits.*

Any Approved Training Centre which decides to discontinue training must provide at least three months notice to

Figure 2: Centre Approval Flowchart



Checklist 1: Self-evaluation Checklist for Training Centres

This checklist was designed to assist you to evaluate your Training Centre to determine whether or not it is ready to conduct training. If you can respond positively to at least 70% of the statements, then you can submit your application for Centre approval.

Statements	***Yes***	***No***
1. The physical space is adequate to accommodate the number of trainees and support the delivery methods and assessment requirements.		
2. The equipment and tools available at the Centre are relevant and up- to- date to support training and assessment.		
3. The storage space is adequate to accommodate the equipment and tools needed for training.		
4. Systems are in place for removing obsolete equipment/tools (if applicable)		
5. There is an up- to date inventory of the physical facilities available.		
6. There is a clearly defined work area for the instructors		
7. Systems are in place to ensure the occupational health and safety standards are maintained to meet industry standards.		
8. There is appropriate first aid provision for all workshops, laboratories, etc.		
9. The waste disposal facilities available are adequate.		
10. The facilities for drinking water are adequate for the number of learners.		
11. The sanitary facilities available are adequate for the number of trainees.		
12. There is access to library or internet facilities		
13. There are clear procedures for implementing the NVQ/CVQ programmes.		
14. There is a well-organized system to manage quality assurance activities		
15. There is a proper system in place for managing records in a safe and secure environment.		
16. The instructors are trained in CBET methodology.		
17. The instructors have the appropriate qualifications and industry experience.		
18. There is a system in place for continuous improvement of instructors, assessors and internal verifiers.		
19. There is a properly organized support system for the trainees.		
20. There are mechanisms in place for recruiting competent assessors and verifiers.		
21. There is a properly organized system for managing all assessment activities.		

Assessment

The following procedures apply to the assessment process.

1. *a) All Institution-based learners participating in the NVQ/CVQ programmes at Approved Training /Assessment Centres must be registered with the NTA.*

   b) For enterprise-based clients, once assessment needs are ascertained and the enterprise agrees with the qualification plan, then these clients will register with the NTA and hence receive their ID numbers.

2. *A request for the assessment package, accompanied by proof of readiness, list of clients and the assessment plan must be submitted to the NTA by the Approved Training Centre three weeks before the proposed assessment date.*

3. *The NTA submits the list of assessors according to the prescribed requirements as well as the assessment package to the Approved Training Centre. These will be submitted within two days of receipt of the request.*

4. *Pre-assessment activities are conducted by the selected Assessors.*

5. *The assessors must ensure that assessment tools cater for reasonable adjustment where applicable.*

6. *Assessors conduct assessment and provide feedback to clients at once. Feedback to the learners involved in the traineeship is given as part of the monitoring process, but for the enterprise-based clients, reports are submitted to the firms. The NTA notifies the External Verifier who visits the centre to conduct preliminary activities.*

7. *Completed assessment documents and supporting evidence are returned by the assessors to the ATC within ten (10) working days after conducting the assessment. These will be checked by the Internal Verifier for accuracy. If errors, omissions or discrepancies are detected, the documents will be returned to the assessor for correction and adjustment. The adjusted documents will then be resubmitted to the Approved Training Centre.*

8. *The Approved Training Centre submits the completed documents to the NTA.*

9. *The NTA notifies the External Verifier who will visit the centre to conduct verification activities.*

10. *The External Verifier submits completed documents to the Quality Assurance Coordinator of the NTA. The QA coordinator conducts final review of the documents prior to submitting the completed claims and supporting documents to a Certification Review Board for processing.*

11. *The Certification Review Board evaluates the claims submitted. This board comprises of the CEO of the NTA, Co-ordinators and two representatives from the relevant industry.*

12. *If there are inconsistencies or discrepancies with any of the claims submitted, the particular claim(s) in question will be sent to the External Verifier or ATC depending on the issue.*

13. *The recommendations of the Certification Review Board are submitted to the GCTVET for approval.*

14. *The GCTVET issues the required certification to the successful candidates.*

15. *Approved assessment results are uploaded by authorized NTA staff and also stored appropriately.*

16. *Completed assessment documents are stored and managed according to NTA's procedures.*

The instructors must submit assessment schedules to the manager of the training centre every two
months. This allows for monitoring of the planned assessments throughout the period.

Figure 4: Assessment Process

Planning

Request for assessment packages from NTA by Approved Training Centre

- Request must be accompanied by proof of readiness, list of clients (who must be registered with the NTA) and the assessment schedule.
- Must be submitted at least three weeks prior to the proposed commencement of the assessment.

Select Assessors

- The NTA submits the list of assessors to the ATC along with the assessment package.
- This response will be within two days of receipt of the request from the ATC.

Pre Assessment

Establish the assessment context

- Establish the purpose of the assessment
- Identify the relevant competency standards and the evidence required
- Identify any support material needed to facilitate the assessment process
- Identify potential instruments which can be used to collect the evidence
- Prepare learner/assessor evaluation forms
- Complete dimensions of competency forms

Plan and prepare the evidence gathering process

- Develop the assessment plan
- Ensure that assessment tools cater for reasonable adjustment where applicable

Prepare the candidate(s)

- Explain the context and purpose of the assessment and the assessment process.
- Explain the standards to be assessed
- Outline the assessment procedure and the preparation which the candidate/learner should undertake
- Organise reasonable adjustment for candidates/learners with special needs
- Discuss the appeal system and re assessment
- Determine the candidate's/learner's state of readiness for the assessment

Assessment

Collect the evidence and make the assessment

- Apply assessment conditions consistently and effectively to all candidates
- Ensure that instructions to candidates are clear and precise
- Where observation is used, ensure that candidates know that they are being observed and for what skills
- Assess the evidence against the components of the units using appropriate methods to enhance objectivity and consistency

Provide feedback on the assessment

- Provide clear and constructive feedback
- Inform candidate of assessment decision
- Provide information on reassessment and appeals

Record and report the result

- Completed assessment documents and supporting evidence are returned by the assessors to the ATC within ten (10) working days after conducting the assessment.
- Internal Verifier checks documents for accuracy.
- If errors, omissions or discrepancies are detected, the documents will be returned to the assessor for correction and adjustment. The adjusted documents will then be resubmitted to the Approved Training Centre.
- The Approved Training Centre submits the completed documents to the NTA.

Post Assessment

Review the assessment process

- The NTA notifies the External Verifier who will visit the centre to conduct verification activities.
- The External Verifier submits completed documents to the Quality Assurance Coordinator of the NTA. The QA coordinator conducts final review of the documents and submits the completed claims and supporting documents to a Certification Review Committee for processing.

Participate in the reassessment and appeals process

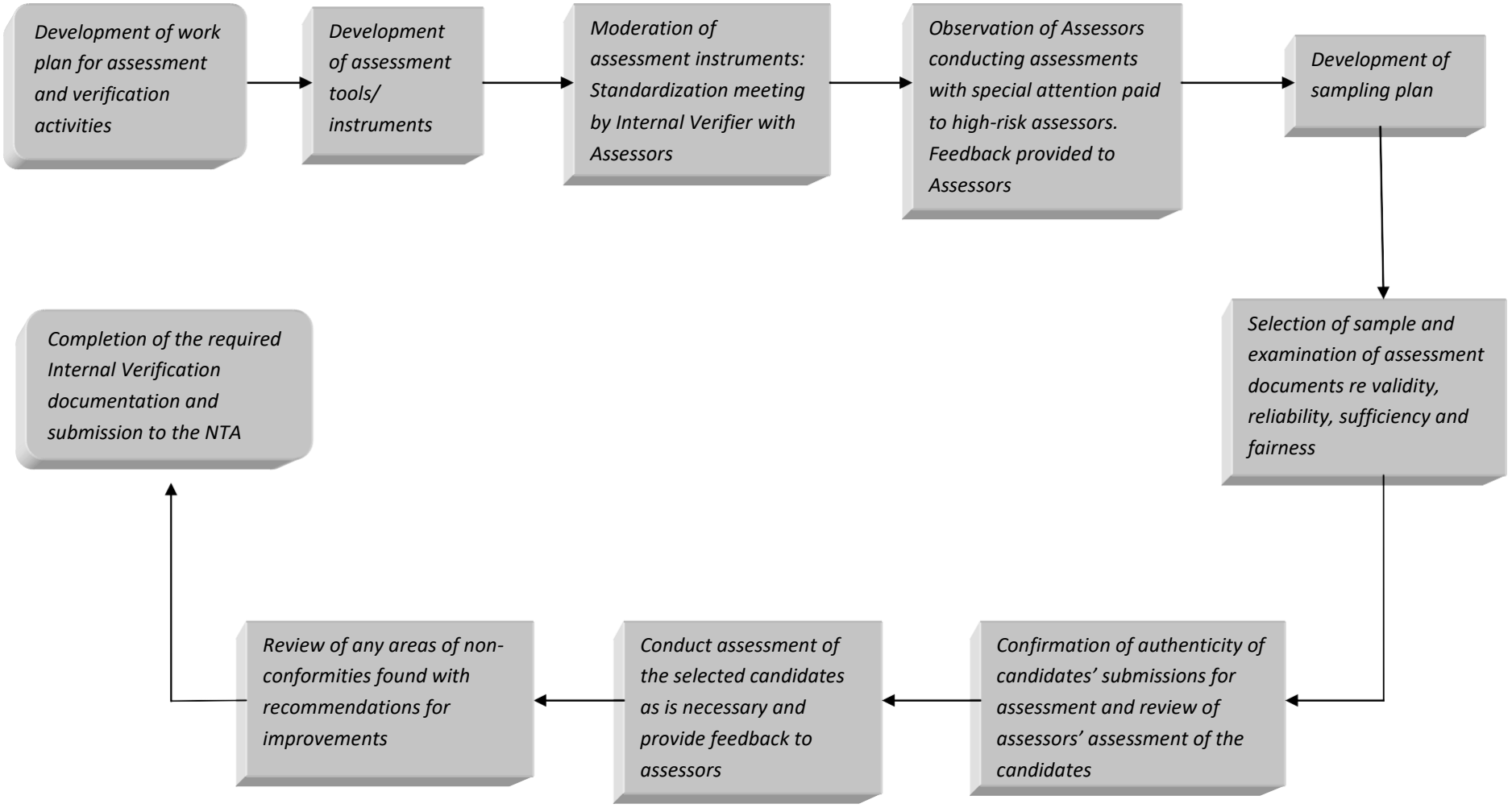
- Candidates who failed to demonstrate competence in a particular element of a unit/section of a project may be provided the opportunity to demonstrate competence through re-assessment.
- Candidates who have issues with the assessment process and/or decisions may appeal using the appeals proceedures outlined in the Assessment Guidelines.

Internal Verification

Internal verification of assessments is a quality assurance process carried out by approved training centres to ensure that consistent and accurate standards are being applied and maintained in the conduct of assessments by assessors at the institution. In the conduct of Internal verification the IV will follow procedures as outlined below.

1. *Develop a work plan for Internal Verification.*
2. *Meet with the assessors to discuss the work plan.*
3. *Examine assessment tools/instruments and materials to ensure validity, reliability, fairness and practicability. Attention is paid to the reasonable adjustments made to accommodate candidates with special needs.*
4. *Conduct standardization meetings with the assessors to agree on assessment instruments, materials and marking schemes. Feedback will be provided on 3 (above).*
5. *Observe assessors conducting assessments, pre-assessment and post-assessment interviews (special attention will be paid to new and relatively high-risk assessors as required).*
6. *Provide feedback to the assessors on the observation.*
7. *Liaise with assessors to give guidance on competency standards if required*
8. *Develop the sampling plan for selecting candidates. This plan includes:*
    - *Sampling all units for each assessor over a period of time. This includes sampling a range of units in each qualification.*
    - *Selecting at least a minimum sample size of 10% of the group (at least five candidates). If the group is small (less than five), then all the candidates will have to be evaluated.*
    - *Both formative and summative assessments must be evaluated*
    - *Sample both mandatory and elective units*
    - *Sample from every candidate category/group or cohort (age, gender).*
9. *Select the sample.*
10. *Collect the assessment documents for selected candidates.*
11. *Examine the assessment documents focusing on validity, reliability, fairness and sufficiency.*
12. *Confirm the authenticity of the candidates' submission for assessment.*
13. *Review assessors' assessment of the selected candidates.*
14. *Conduct assessment of the selected candidates.*
15. *Provide feedback to assessors on the validity, reliability, sufficiency and fairness of the evidence presented for assessment.*
16. *Review areas of non-conformities found during the IV process if relevant.*
17. *Make recommendations for improvement.*
18. *Complete required internal verification documents.*
19. *Submit the completed documents (IV and Assessment) to the NTA.*

Figure 5: Internal Verification Process

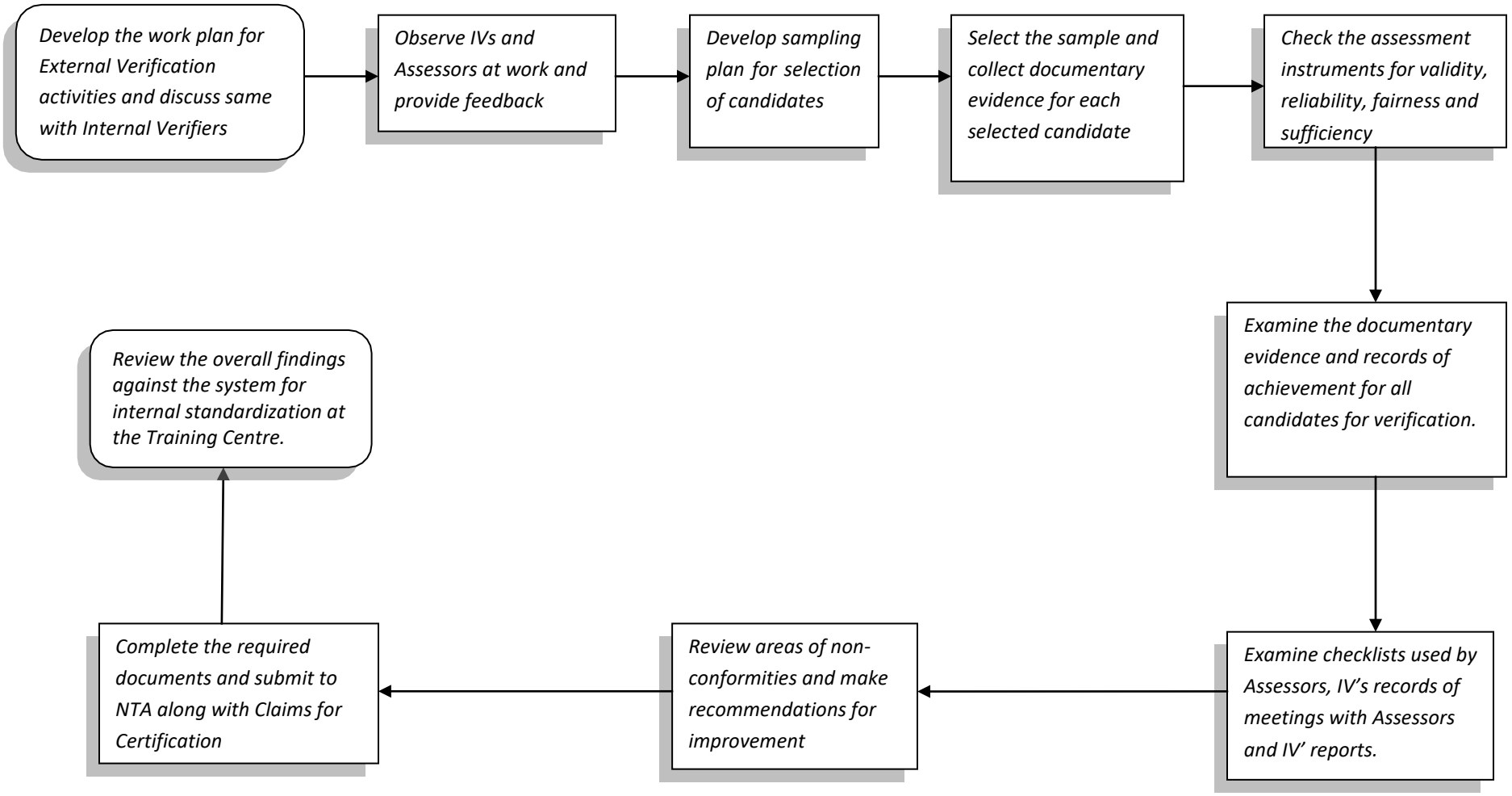


External Verification

External Verification involves the conducting of quality assurance audits by the NTA (the Awarding Body) of the NVQ/CVQ provisions in approved training and assessment centres to ensure that they are consistently judging candidates equally, fairly and to the national and regional occupational standards. External verification is conducted after internal verification is completed and focuses mainly on the validity of assessment instruments, reliability of assessment decisions, practicability of applying assessment instruments and consistency of the quality of assessment practices within the centre over time. External verifiers will follow the procedures outlined below.

1. *Develop a work plan for External Verification (schedule)*
2. *Visit centre to meet with the Internal Verifiers to discuss the work plan*
3. *Observe assessors and Internal Verifiers at work.*
4. *Provide feedback to the Assessors and Internal Verifiers on the observations*
5. *Develop the sampling plan for selecting candidates. This plan includes:*
    - *Sample units and the complete work of candidates*
    - *Ensure that the samples include mandatory and elective units*
    - *Sample from every candidate category/group/cohort (gender, age)*
    - *Compare the External Verifier's sample with the sampling strategy adopted for Internal Verification*
    - *Sample the assessments made by different Assessors for the same unit(s)*
    - *Sample the work of new Assessors more extensively than that of experienced Assessors*
    - *Sample the range of assessment methods e.g. observation, witness testimony, products oral and written questioning, projects and assignments*
    - *Begin with a minimum sample of at least 10% of the group.*
6. *Check that simulation, if used, conforms to the assessment strategy*
7. *Review the findings overall against the system for internal standardisation at the Training Centre.*
8. *Select the sample*
9. *Collect the documentary evidence for the selected candidates*
10. *Examine the assessment instruments and materials for the units to be verified checking on their validity, reliability, fairness and sufficiency.*
11. *In cases where workplace tasks are used, the EV should ensure that they can provide valid and sufficient evidence.*
12. *Examine the checklists used by the assessors*
13. *Examine the documentary evidence for the selected candidates*
14. *Examine the records of achievement for all candidates for verification*
15. *Examine IV's records of meetings with the assessors*
16. *Examine the Internal Verifiers' reports*
17. *Monitor/evaluate selected candidates through interviews where necessary*
18. *Provide feedback to the IV and management of the ATC on the results*
19. *Review areas of non-conformities found during the IV process if relevant*
20. *Make recommendations for improvement*
21. *Complete required external verification documents*
22. *Submit the completed documents and claims to the NTA*

Figure 6: External Verification Process



Certification

As is shown in Figure 7, the certification process involves a number of steps starting with the registration of candidates with the NTA for the particular certification, the conduct of assessments, the internal and external verification of assessments, the submission of claims for assessment, the review of claims and approval of certification by the GCTVET and entry of the certification information into the National Qualifications Register (NQR).

- *Registration*

  Prior Learning candidates and candidates enrolled with Approved Training Centres (ATC) will complete registration forms and submit them to the NTA. The forms will be checked by NTA staff and approved. The required fees will be collected, the candidates and the ATC notified and the information entered into the database at the NTA.

- *Assessment & Verification of Assessments*

  Candidates will be assessed by trained assessors and internal and external verification activities conducted as indicated above.

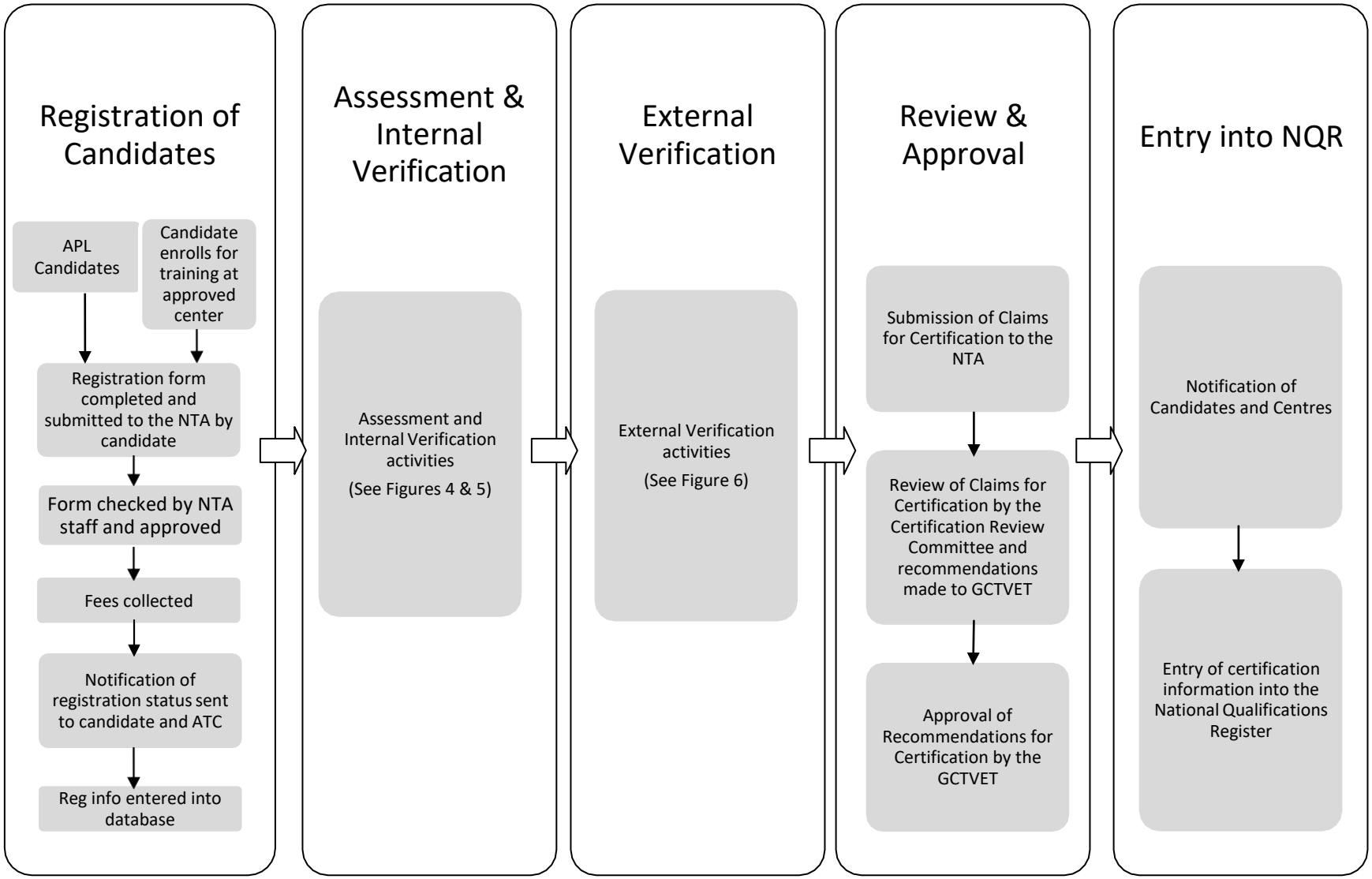
- *Review & Approval*

  Claims for Certification will be submitted to the NTA along with reports from the external verifiers. Claims for Certification will be reviewed by the Certification Review Committee (see Appendix D) and recommendations for certification made to the GCTVET for approval.

- *Entry into NQR*

  Candidates and centres will be notified of certification decisions and information entered into the National Qualifications Register.

Figure 7: NVQ/CVQ Certification Process



Assessment of Prior Learning (APL)

The APL process

This section outlines the major stages in the process for assessment of prior learning. A flow diagram of the process in provided in Appendix A.

Stage 0: Invitation to be certified

Route

0-1: The NTA shall do an initial assessment to ensure that there are relevant systems in place to conduct the assessment, that is, the NTA shall ensure that the relevant vetted qualification; trained assessors and an Approved Training Centre which has the capacity to conduct the assessment are available.

0-2: The NTA shall invite applications from the general public to have their prior learning assessed.

0-3: Proceed to Stage 1

Route

0-1: Individuals/Employers/Groups of Individuals shall request from the NTA to have a specific area of competence assessed.

0-2: In the event that the NTA does not have 0-1 in Route A above in place, the NTA shall so inform the persons making the request. The NTA shall seek to have these systems in place within six (6) months of the request.

0-3: Alternatively the NTA can provide relevant alternative areas of competence that can readily be assessed and are acceptable to the persons making the request.

0-4: Proceed to Stage 1 or candidate reconsiders application based on the candidate's own assessment of readiness.

Stage 1: Application for

1-1: An individual or group of individuals shall respond to the NTA's invitation in route A or once the systems are in place in route B, by applying to the NTA. Copies of the application form will be on the NTA's website and at other locations to be advertised. A copy of the application form is in Appendix A.

1-2: The NTA shall conduct an initial interview with the candidate to ensure some level of candidate readiness and to orient the candidate to the occupational qualification and unit standards.

1-2: Proceed to stage 2

Stage 2: Registration and preparation of candidates for

2-1: The candidate shall register with the NTA. A copy of the registration form is in Appendix B.

2-2: The NTA shall assign the candidate to an Approved Training Centre (ATC) who will carry out all assessments and requisite training. The MOU attached will govern the relationship between the NTA and the ATC in regards to the Assessment of Prior Learning (APL). The MOU is in Appendix C.

2-3: Proceed to stage 3

Stage 3:

3-1: The assessment shall be conducted in accordance with the NTA's assessment guidelines, NTA-xxx-xxx.

3-2: Proceed to stage 4

Stage 4:

4-1: A full CVQ or NVQ awarded

4-2: Unit competence is awarded

4-3: Candidate 'not-yet-competent'

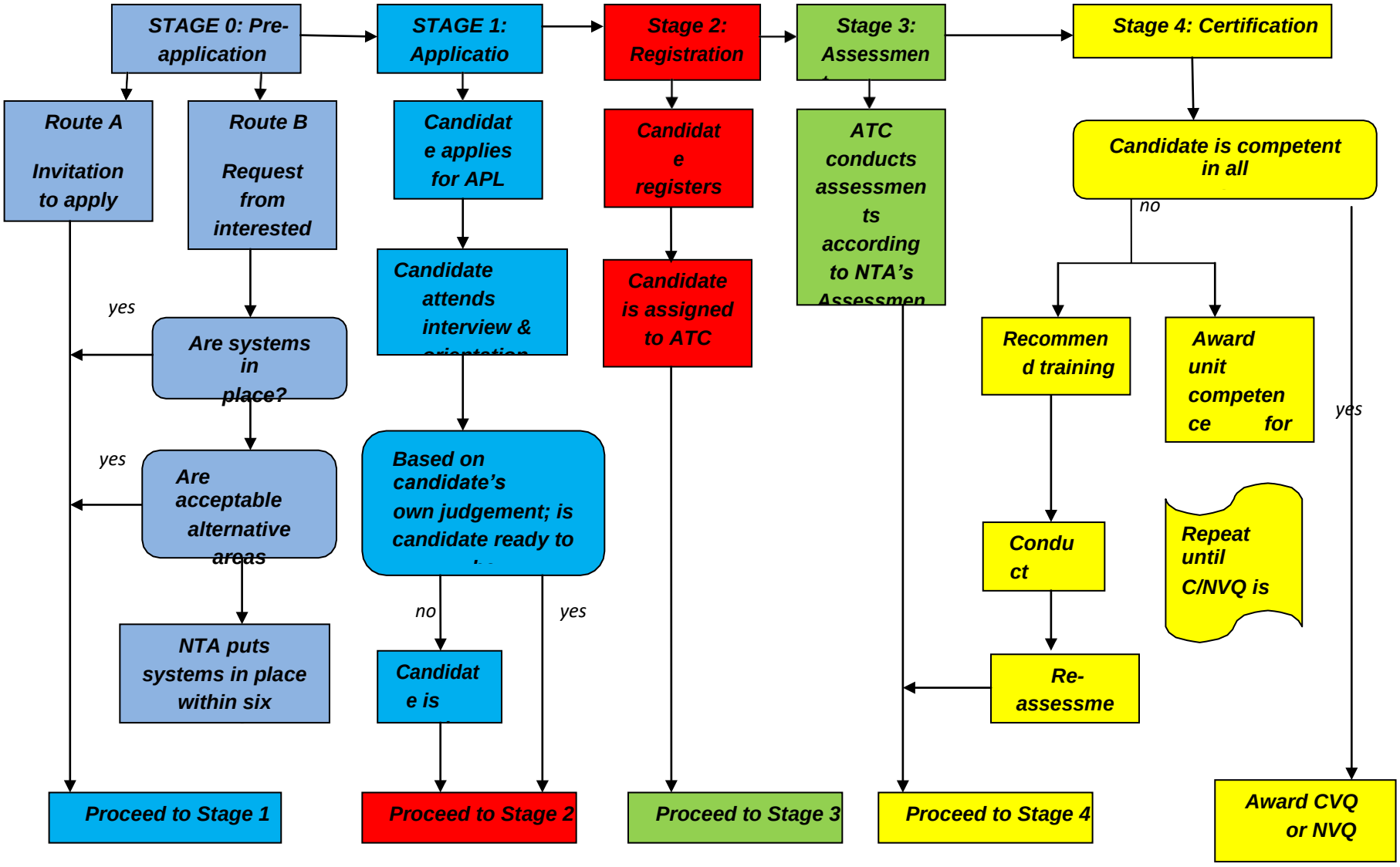
4-4: In cases 4-2 and 4-3 training may be recommended and accepted by the trainee to achieve the award in 4-1

4. Fee

The proposed fee structure appears in Appendix E. The registration are payable directly to the NTA and include administrative cost, certificate cost and cost for quality assurance.

The fees payable directly to the ATC will be based on the ATC's own fee structure.

Figure 8: Flow diagram of the APL process



Establishment of Training Schemes

The GCTVET Act (2009) [Part III, Sections 22 and 23] provides direction regarding the establishment of training schemes.

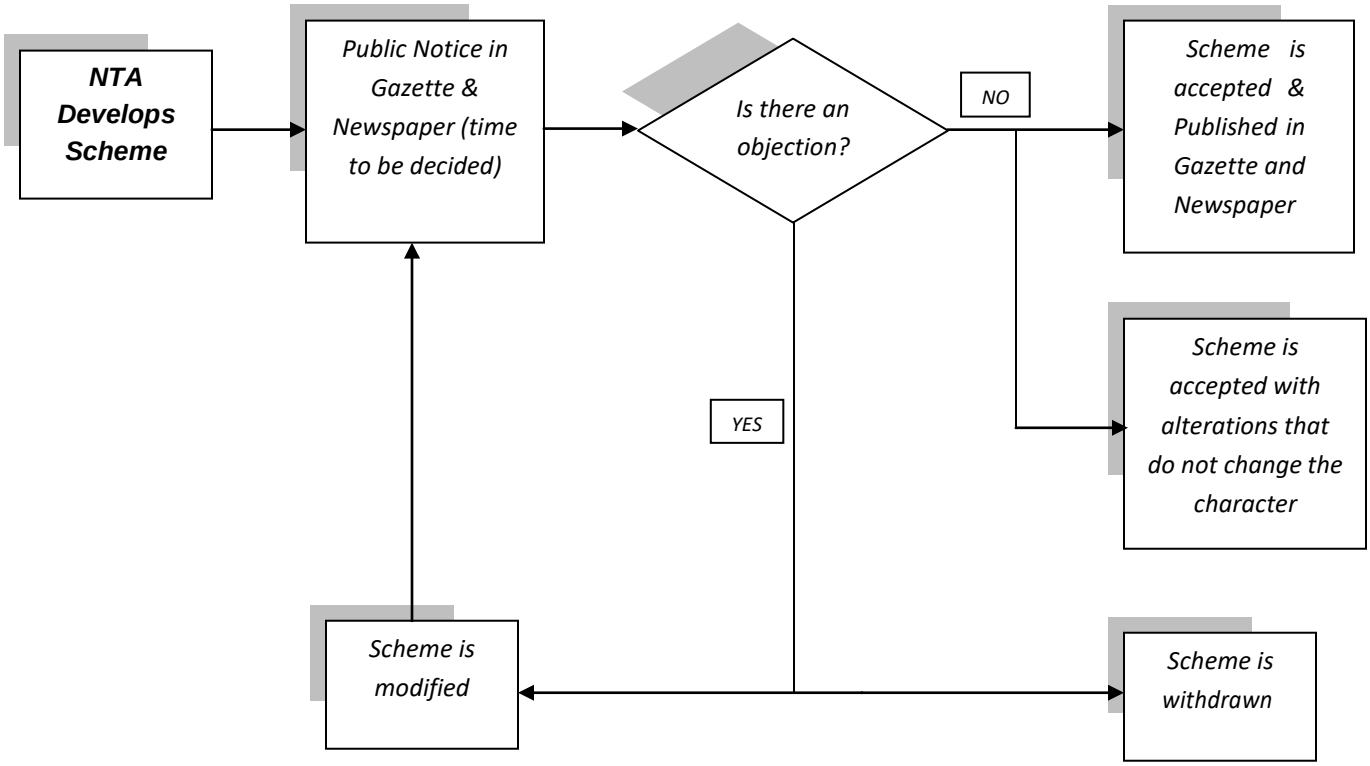
Formulation of a Training Scheme

- *Training schemes are developed by the NTA with the approval of the Council.*
- *A scheme may contain:*
    - *The qualifications, including age and educational standards required for trainees*
    - *The practical training that an employer is required to provide to a trainee*
    - *The theoretical training that is required to be provided and the manner in which the training is to be provided*
    - *The proficiency tests or exams that the trainees are required to take*
    - *The maximum number of hours of work required of trainees in a day or other specified period*
    - *Stipends and working conditions that apply to trainees*
    - *Any other matter that the NTA deems necessary for the effective operation of the scheme, with the approval of the Council.*
- *In the formulation of a scheme, the NTA must consult with all relevant persons in the industrial sector who may be affected by the scheme.*

Procedures for the Establishment of a Scheme

- *Prior to implementation the scheme must be published in the Gazette and one local newspaper giving notice of the intention to establish the scheme.*
- *The notice will indicate where the proposed scheme could be examined or obtained for a fee and the time frame within which objections could be submitted to the NTA.*
- *Objections are to be submitted in writing and must include the grounds of the objection and any additions, deletions or modifications proposed.*
- *At the expiration of the time specified for the making of objections, the NTA may, with the approval of Council*
    - *Give effect to the proposed scheme and have it published in the Gazette and at least one local newspaper.*
    - *Give effect to the proposed scheme with alterations that do not change the character of the proposed scheme.*
    - *Withdraw the proposed scheme.*

Figure 9: Procedures for the Establishment of a Training Scheme



Appendices

NATIONAL TRAINING

APPLICATION FOR ASSESSMENT OF PRIOR

PLEASE WRITE IN BLOCK

*LAST NAME:*_____*FIRST NAME (s)* _____

ADDRESS: _____

DATE OF BIRTH: / / *GENDER:* _____

DD MM YYYY

*TELELPHONE NUMBERS:*_____*(H)*_____*(M)*

E-MAIL ADDRESS: _____

AREA FOR ASSESSMENT: _____

PLEASE INDICATE ANY SPECIAL NEEDS RELATING TO ASSESSMENT: _____

EDUCATIONAL LEVEL ATTAINED

*PRIMARY*_____ *SECONDARY* _____ *TERTIARY* _____

APPLICANT'S SIGNATURE: _____ *DATE:* _____

FOR INTERNAL USE ONLY

*APPLICATION RECEIVED BY:*_____*DATE*_____

*N/CVQ STANDARD AVAILABLE: Yes:*_____ *No* _____

*ASSIGNED TO: ATC*_____ *DATE:* _____

CANDIDATE #: _____

NATIONAL TRAINING

REGISTRATION FOR ASSESSMENT OF PRIOR

PLEASE WRITE IN BLOCK

CANDIDATE #: _____

*LAST NAME:*_____*FIRST NAME (s)* _____

QUALIFICATION NAME: _____

QUALIFICATION LEVEL: _____

APPLICANT'S SIGNATURE: _____ *DATE:* _____

FOR OFFICAL USE

*REGISTERED BY:*_____ *DATE:* _____

ATC ASSIGNED TO: _____

NAME OF EXTERNAL VERIFIER: _____

UNITS ASSESSED	*OUTCOME*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

*AWARD:*_____ *DATE:* _____

MEMORANDUM OF UNDERSTANDING

THE NATIONAL TRAINING

AND

APPROVED TRAINING

0. Preambl

This Memorandum of Understanding is intended to govern the relationship between the National Training Agency of the one part and_____, (the Approved Training Centre) of the second part, regarding the National Training Agency's Assessment of Prior Learning (APL).

The NTA's APL programme is designed to target persons currently in the workforce who may require certification or re-certification in relevant technical and vocational areas. Certification will be based on the NTA's Caribbean Vocational Qualification Framework and may lead to unit or full Caribbean or National Vocational Qualifications C/NVQs.

The APL is geared towards the elimination of training as far as it is practical, however, in units where persons are deemed 'NOT YET COMPETENT' training courses in relevant units may be required.

1. Terms of

1. The NTA agrees to the

1. *To register all learners/clients who are desirous of being assessed to the CVQ or NVQ*
2. *To provide all the relevant standards*
3. *To provide quality assurance services, regarding assessment forms and external verification services*
4. *To provide an avenue for complaints regarding assessment outcomes*
5. *To provide support inter alia, assessment guidelines and approved standards,*
6. *To maintain copies of learners records, in accordance with the Centre Approval Document*

1. The ATC agrees to the

1. *To conduct the assessment in accordance with the NTA guidelines*
2. *To report to the NTA any anomalies*
3. *To provide training in units where candidates have been deemed 'not yet competent'*
4. *To charge fees in accordance with a mutually agreed schedule*

Terms of

Certification Review

1. Purpose

1.1 The Certification Review Committee is a body that is set up to review claims for certification submitted to the NTA by Approved Training Centres after the conduct of assessments and internal and external verification activities. This committee will, after review of the submitted claims seek to ensure that all the requirements for certification have been satisfied and make recommendations to the GCTVET regarding certification of candidates.

2. Duties and Responsibilities

2.1 Maintenance of highest standards in certifying candidates with NVQs and CVQs.

2.2 Review of submissions from Approved Training Centres for certification of candidates after all assessment and verification activities have been completed.

2.3 To advise the GCTVET regarding the certification of candidates recommended for certification after assessment and verification activities have been conducted.

2.4 To conduct periodic reviews of the NTA's certification procedures and make recommendations for its improvement.

3. Structure and Operation

3.1 The Committee shall comprise the following members:

- *The CEO of the NTA (Chair)*
- *The Quality Assurance Coordinator of the NTA*
- *The Standards & Planning Coordinator of the NTA*
- *The Training Support Coordinator of the NTA*

3.2 The Committee shall meet within one week of the submission of a claim for certification by an Approved Training Centre.

3.3 The Committee shall review the claims for certification to ensure that all requirements for certification have been met.

3.4 A quorum shall consist of three members.

4. Deliverables

4.1 The Committee shall, within two weeks of the receipt of a claim for certification by the NTA, submit a report to the GCTVET for its consideration. This report shall recommend the certification of candidates who, in the Committee's judgment, have fulfilled all of the requirements for certification in specific occupational areas at the appropriate levels. The report shall also list candidates who are not recommended for certification and state the reasons why these candidates are not recommended.

4.2 The Committee shall submit recommendations to the NTA regarding the continuous improvement of its certification procedures.

Appendix E: Centre Approval Application Form

Application for Approved Training Centre Status

Please complete all the relevant sections of this form and submit to the National Training Agency for processing. If completing this form by hand please write in block capitals. You may add additional sheets as necessary to include the relevant information.

Section A –Institution/Centre Details

Name of centre	
Address	
Telephone number	*Fax number*
Email address	*Website :*
Name of Administrator	

Name of the person who will be responsible for supervising the conduct of TVET programmes	
Surname	*First name*
Official position/title	
Telephone number	*Fax number:*
Email address	
If your institution operates training centres at other locations for which centre approval is required please provide information on the following:	
Name of Location	
Address	
Telephone number	*Fax number*
Director's name	
Email address	

Name of Location	
Address	
Telephone number	*Fax number*
Director's name	
Email address	

Section B – Programmes for which Centre Approval is being sought

Qualification title & level	***Proposed start date***	***Duration of Training*** *(months)*	***Average number of enrolled learners***

Section C—Personnel

Please provide details of every instructor for each of the qualifications indicated in section C.

Name	***Professional qualifications & competence***	***Skill area***	***Years of experience***

Name	***Professional qualifications & competence***	***Skill area***	***Years of experience***

Section D -Centre Approval Criteria

Please identify the evidence which you will provide to a quality audit to satisfy the centre approval criteria listed below.

The centre has a system in place to ensure the following:

	Criteria	***Your Organization's Evidence***
A	***Management***	
1	*There is a clear management structure and lines of authority and accountability in the Centre and effective communication channels within the Centre and between the Centre and the NTA.*	
2	*Managing all assessment activities effectively*	
3	*Managing all quality assurance activities properly*	
4	*Promoting and implementing the qualifications for which approval is sought.*	
B	***Physical Resources***	
5	*The centre has sufficient equipment and tools available for conducting training and assessment.*	
6	*The physical facility/accommodation provided for conducting training and assessment complies with the health and safety requirements.*	
7	*The equipment and tools available for conducting training and assessment are in compliance with the health and safety requirements.*	
C	***Staff Resources***	
8	*There are sufficient competent and qualified instructors to conduct training.*	
9	*A system to access sufficient competent and qualified assessors and internal verifiers to meet the demand for assessment and verification*	
10	*A staff development programme is established to cater for identified needs*	

D	***Learner Support***	
11	*There is a system in place for the recognition and assessment of prior learning.*	
12	*There is provision for access to library and internet facilities as well as counselling services*	
13	*There is an established system for handling appeals and complaints*	
E	***Training***	
14	*The provision of time for theoretical and practical aspects of the training, and the ratio of instructors to learners are adequate for the programmes offered.*	
15	*The training centre must provide an outline of the programmes in which training will be conducted.*	
16	*There must also be a system in place for the delivery of the Life skills programme by competent instructors.*	
17	*The organization has provisions in place for traineeship, internship, or on-the-job experience to meet the requirements of the training.*	
F	***Assessment***	
18	*Procedures are in place to ensure assessment is conducted in accordance with the requirements of individual qualifications.*	
19	*Procedures are in place for conducting verification activities*	
G	***Learner records***	
20	*There is well-organised system to record learners registration information and achievements*	
21	*There is a procedure for securely storing learners' records in a manner that is easily accessible.*	
H	***Quality Assurance and Review***	
22	*The centre has a procedure in place for obtaining feedback from learners, employers and others in order to evaluate the quality and effectiveness of the training.*	

23	*There is a policy to plan, monitor and review the centre's achievements against its stated aims.*	
24	*There is a system for implementing corrective measures recommended by the external quality auditors.*	

Section E -- Declaration

On behalf of the organisation named on page 1 of this form, I hereby apply to the National Training Agency to be recognised as an Approved Training Centre.

I confirm that I am the named point of accountability for the management of the delivery of TVET programmes in this training centre/institution/organisation.

I declare that the information provided in this application is to the best of my knowledge accurate and current.

In submitting this application this institution/organisation:

1. *Agrees that this application will, if accepted by the NTA, form the agreement between the institution and the NTA and the institution will submit an approval application update if there are any changes to the information in it.*

2. *Understands that if this application is successful, the centre is subject to review and if quality is not maintained, the approval status may be withdrawn.*

Name _____

Designation _____

Signature _____

Date _____

Glossary of Terms

Accreditation

This is a system, which officially recognizes educational training organizations and programmes associated with those organizations for having attained a level of performance, integrity and quality. The standard for accreditation stipulates the criteria against which the organization will be measured to determine if it has the capacity to offer training and assessment services. These include:

- *Quality Assurance and Control*
- *Staff Resource*
- *Physical Resources*
- *Client Services and Activities*
- *Training*
- *Assessment*
- *Evaluation*

Approved Centre

An approved centre is an organisation that has been granted permission by the Awarding Body to register and assess candidates for CVQs.

Assessment

This is the process of judging performance. It will involve generating evidence of performance at work, or through simulation or role play, or from previous activities that have been documented by a competent witness. For assessing knowledge and understanding, there will normally be a question and answer session with an assessor, but it may also involve taking a written test, writing a report or doing some research.

Assessment Guidance

Assessment guidance is the means by which the Awarding Body explains how knowledge and understanding, skills and outcomes may be assessed in a particular CVQ or suite of CVQs. The guidance will include advice on the type and amount of evidence to be collected by candidates.

Assessment Plan

This is a plan agreed between the candidate and the Assessor showing how, where and when evidence will be generated and collected. The plan may be revised if circumstances change, for example to allow more time to do the assessments or to fit in with a new work schedule or shift pattern.

Assessment Instrument

The tools that may be used to collect evidence of competency based on a unit standard.

Assessment Strategy

An assessment strategy is the set of recommendations and specifications made by the Industry Lead Body (ILB) about the approach to the assessment arrangements associated with a CVQ to meet the criteria laid down in the regulatory criteria. The strategy may be applied to a single CVQ or to a group of CVQs. The strategy is likely to include:

- *recommendations on how external quality control of assessment will be achieved*
- *those aspects of the occupational standards that must always be assessed through performance in the workplace*
- *the extent to which simulated working conditions may be used to assess competence, any characteristics that simulation should have, and definitions of a realistic working environment*

- *consultation with awarding bodies in defining the occupational expertise of assessors and verifiers*

Assessor
This is someone chosen by an organisation to judge the performance of candidates against the occupational standards. The assessor will be someone who is sufficiently experienced and competent to assess what the candidate does.

Authenticity
This is the term given to a process of establishing the ownership of evidence presented as evidence of competency, and involves investigation of the material to prove that it is either the sole work of the candidate, or the candidate's contribution to the evidence is clearly identified.

Candidate
When an application for a CVQ has been made and the registration has been accepted by the Awarding Body, the applicant is then described by the Awarding Body, and by those assessing and verifying his/her work, as a candidate for the award for which he or she is enrolled.

Caribbean Vocational Qualifications (CVQ)
Caribbean Vocational Qualifications are based on Regional Occupational/Competency Standards and the Qualification Framework approved by CARICOM's Committee for Human and Social Development (COHSOD) for the development of the regional workforce and the facilitation of the free movement of artisans throughout the CARICOM Region under the CSME.

Certification
This is the process by which an approved centre requests, and the Awarding Body provides, a certificate for each candidate on completion of:

- *the entire set of units required for the award of the CVQ*
- *one or more units of an CVQ (for those candidates not enrolled for a full CVQ)*

Competency
A group of defined characteristics that indicate an individual's acquisition of a set of skills in a given area and a level at which performance is agreed to be acceptable.

Competency-based assessment
The assessment of an individual's performance evaluated against specific learning outcomes or agreed performance standard and not against the performance of other persons.

Competency Standards
These are industry –determined specifications of performance which describe the skills, knowledge and attitudes required by a worker in the performance of a particular role in the workplace. They are:

- *Building blocks for all activities in a competency-based training and certification system.*
- *Used as the basis for assessment , certification, articulation and accreditation*
- *Clustered to form National Vocational Qualifications (NVQs) and Caribbean Vocational Qualifications (CVQs).*

Completeness
This is the extent to which evidence provided by a candidate covers all of the context, criteria and explanations required to demonstrate competence in an element or unit of the occupational standards.

Core units

This is a term that is sometimes used to describe mandatory units i.e. those that must be taken for the award of the CVQ, as opposed to optional units (electives) which allow a choice to be made from a selection of units.

Competent

Adequately qualified, trained, and with sufficient experience to safely perform the occupational area with or without minimal supervision.

Consistency

Consistency refers to the constant adherence to the application standardised assessment practices within the Centre.

Criteria

A set of established guidelines, rules, characteristics, or conditions which, when used to evaluate an activity, performance or achievement, will determine its value or quality.

Currency

Currency is the term applied to the time scale within which evidence (e.g. for witness testimony) or experience (e.g. for Assessors) is deemed to be acceptable in the regulations and assessment guidance for the award of CVQs.

Element

A CVQ unit or occupational standard is made up of a number of elements, usually around 2–5, each of which consists of a title and a written set of criteria to be met within stated contexts, together with any statements about knowledge or understanding needed to support the criteria.

Enrolment

This is the process of entering candidates, registered with the Awarding Body, for CVQs and units. Candidates are normally enrolled through an approved centre.

Evidence

Evidence is information or material, collected or provided by a candidate for a CVQ unit that can be used to assess his or her skills, knowledge and understanding of the elements of that unit. Type of evidence is a category within which material required to demonstrate competence would be placed, such as:

- *outcome of observation of performance*
- *witness testimony of previous attainment*
- *results of oral or written examination*

The type of evidence recommended as appropriate for inclusion in a candidate's portfolio for the various units and elements of the regional occupational standards would typically be provided in an assessment guidance document.

Evidence Specification

This is a set of statements and/or list of items that defines the parameters of material that will meet the criteria for competence in an element of the occupational standards.

External Verifier (EV)

An External Verifier is a person contracted or employed by the Awarding Body to carry out a quality assurance audit of the CVQ provision in an approved centre (including equal opportunities, access, and

health and safety) to ensure that centres approved to offer CVQs are consistently judging candidates equally, fairly and to the regional occupational standards. The EV will audit the assessment system, including arrangements for the selection, recruitment and training of assessors, records of evidence and assessments, and will sample assessment in action where possible to monitor the working relationships between assessors and candidates. The EV will be an experienced senior practitioner in the field.

Fairness

The provision of assessment conditions which will offer an even playing field for all participants and promote confidence in the instruments and its results.

Formative assessment

A type of assessment which, when conducted, provides feedback to the instructor/facilitator for the purpose of improving instruction and to the learner for the purpose of improving performance.

Industry Lead Body (ILB)

This is an organisation responsible for development, maintenance and review of the national standards of competence that should be attained by those working in occupations within the sectors of industry or commerce for which the ILB has responsibility. Membership of ILBs is representative of government, employers, employees, professional bodies and education. ILBs are sometimes referred to as Standard Setting Bodies (SSBs).

Internal Verifier (IV)

An Internal Verifier (IV) is a person with direct responsibility for the quality assurance of the assessment process in an approved centre and in any of its satellite sites in which candidates are assessed. The IV will be sufficiently experienced in assessment in the occupational area. Even where a centre has only one Assessor, an IV must be appointed to discharge the above duties. A large centre may appoint an IV Coordinator, or lead IV, where more than one IV is involved within that centre.

Knowledge

This refers to the technical information that is required to perform the tasks, described in the unit of competency.

Level

Each CVQ is assigned to one (1) of five (5) levels in the qualifications framework. In summary, the level descriptors are set at the following:

- *Level 1 reflects routine and predictable work activities*
- *Level 2 covers a significant range of varied work activities in a variety of contexts, some complex or non-routine, with a measure of individual responsibility and autonomy and possibly involving team working*
- *Level 3 targets a broad range of varied work activities in a wide variety of contexts, most of which are complex and non-routine, with considerable responsibility and autonomy, and often involving control or guidance of others*
- *Level 4 involves a broad range of technical or professional work activities in a wide variety of contexts, combined with a substantial degree of personal responsibility and autonomy, with responsibility for the work of others and possibly allocation of resources*
- *Level 5 involves the application of skills and a significant range of fundamental principles in a wide and often unpredictable variety of contexts with very substantial personal autonomy, often with significant responsibility for the work of others and allocation of substantial resources, and carrying personal accountability for analysis and diagnosis, design, planning, execution and evaluation*

Mandatory

The core units of a CVQ, i.e. those that must be taken for the award of the CVQ, are normally described as mandatory. Any other units within the qualifications structure for the CVQ from which a choice can be made, are described as optional or elective.

National Vocational Qualification (NVQ)

A cluster of competencies related to particular job which has national recognition for certification of a work, which is equipped with the skills required for employment in an occupation or job as defined by the National Job Standards. They specify the functional areas/duties concerning the work to be performed within a given job and consist of one or more tasks including the performance criteria, conditions and worker attitudes.

Occupational Standards (OS)

These are the written descriptions of the industry agreed standards for competent performance in occupational roles. The standards, which include knowledge, skills and understanding of each role, are presented as a number of units containing elements, each of which has three (3) parts – criteria, range and explanations.

Optional Units

Optional units are units which may be chosen or omitted for the award of a CVQ, provided that the required number of optional units has been achieved within the qualifications structure for a particular CVQ. They are also known as elective units.

Oral examination

An assessment through a face-to-face dialogue between the learner/candidate and assessor which examines levels of knowledge and attitudes as they relate to the achievement of competencies defined in the qualification.

Performance Assessment

A method used to assess how well learner/candidate demonstrates knowledge and skills in order to determine the achievement of competencies as defined by the performance criteria within a qualification.

Performance Criterion/Performance Criteria

A performance criterion is a statement of the level to which candidates must perform to demonstrate competence in an element of the regional occupational standards.

Portfolio

This is the name given to the collection of material that candidates assemble and present as evidence to an Assessor that they have performed to the standards required for competence. The aim is to keep only as much material as is required to establish competence.

Portfolio Assessment

A portfolio becomes a portfolio assessment when the assessment purpose is defined, the criteria or methods are made clear for determining what is put into the portfolio, by whom, and when and the criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance.

Practicability

Practicability refers to the feasibility of the application of specific assessment instruments in a particular context.

Prior Learning Assessment and Recognition

This is the assessment of uncertified learning gained through work, community or leisure time activities. Prior learning assessment involves recognizing a student's previous certified and uncertified learning in order to facilitate access to a programme of study, receive exemptions from elements of a programme or ascertain their level of competence/qualification based on the national qualifications framework.

Qualifications Structure

This is one of a set of qualifications designs that lays out the number and type of units (mandatory or optional) and lists the units in each category for the award of a particular CVQ.

Quality Assurance

This is the audit system adopted by the Awarding Body for CVQs to ensure that approved centres meet the criteria for all activities associated with achieving and maintaining standards for the delivery of CVQs.

Quality networks

This is a system for communication and dissemination of best practice in the delivery of CVQs. It forms part of the Awarding Body's quality assurance process, involving participants from approved centres for a particular CVQ benefiting from their collective experience and that of the EV, who normally plays a leading part in Quality Network meetings which are held once or twice a year.

Range

This is the formal part of the regional occupational standards that describes the extent and limits within which competence has to be demonstrated e.g. type of equipment, extent of procedures, nature of environment.

Rating scales

Values given to performance or achievement based on assessment activities. Rating scales may be numerical or descriptive/narrative and based on pre-established and agreed criteria for determining where along a continuum of proficiency an individual who is assessed will fall.

Registration of Candidate

This is the process of entering a candidate on the Awarding Body's database and allocating a unique candidate number.

Reliability

The degree to which the results of an assessment consistently measure knowledge, attitudes and/or skills attained in a particular assessment are dependable based on repeated assessment. Reliability demonstrates consistency of assessment decisions and scores among assessors, over time and across different tasks or items that measure the competencies. Reliability may be expressed in terms of the relationship between test items intended to measure the same skill or knowledge (item reliability), the variation in administration of the same test to the same student or students (test/retest reliability), or the degree of agreement between two or more assessors (assessor reliability). The absence of reliability in an assessment affects its validity.

Sample

A selection of a specified number of entries called sampling unit (participants, items, etc.) from a larger specified set of possible entities, called the population. A random sample is a selection according to a random process, with the selection of each entity in no way dependent on the selection of other entities.

Sampling

Sampling is a process used by:

- *Assessors, where appropriate, to establish the extent of competence being demonstrated or provided via evidence by a candidate*
- *Internal Verifiers, to establish confidence in the level and consistency of judgments made by assessors*
- *External Verifiers, to establish compliance by an approved centre with quality standards agreed between the centre and the awarding body for the centre's provision.*

Simulation

It may be too dangerous or expensive, or there may not be an opportunity, for candidates to demonstrate competence in a particular activity. In such circumstances, with the approval of the awarding body and consistent with the ILB assessment strategy, a scenario as close to the real thing as possible will be set up so that candidate performance can be judged as if it was taking place in a real work environment. This is described as simulation.

Standards Setting Body (SSB)

See industry lead body.

Sufficiency (of evidence)

Sufficiency of evidence is a term used to describe:

either a situation achieved when a candidate has provided all of the material required to enable an Assessor to make a judgment on competency at element, unit or award level

or a recommendation contained in assessment guidance related to the type(s) and quantity of evidence that should be gathered.

Sufficiency of evidence includes the number of times performance has to be observed or recorded, or the time scale between performances, for competence to be inferred. It is normally not possible to be prescriptive about sufficiency of evidence, as it may vary from candidate to candidate.

Summative Assessment

A culminating assessment, which when conducted, gives information on students' competence, attitude and mastery of content. Summative assessment may be a single assessment or a combination of assessment scores/achievements, obtained by various methods, which when combined provides sufficient evidence of the prescribed achievement required for national or regional recognition.

Third Party Evidence/Witness Testimony

Information provided by person(s) other than those directly involved in the assessment process, which contributes to the collection of evidence of competence and achievement in a specific competence. It is a statement produced by someone, other than the assessor, which confirms that your candidates have carried out a series of tasks or produced a product. The testimony should record what the learner has demonstrated, how, and in what circumstances. There are two main categories of witness testimony:

- *Peer or peer group testimony, where colleagues testify as to the level of performance by the learner. This is useful when assessing learners involved in group work. It would be wise, however, not to place too much reliance on this method if you are concerned about friendships or rivalries influencing these reports.*

- *Managerial /management testimony which is used when it's desirable for a superior officer to endorse the evidence of the performance.*

Validity

Validity is the extent to which an assessment measures that which it purports to determine, established by the degree to which the evidence or outcome of the assessment is in accord with the stated standards.

Reference

1. Grenada National Training Agency. (2011). Assessment Guidelines: Conducting Assessments for NVQ and CVQ in Grenada, V. 1.0.

2. Caribbean Association of National Training Agencies. (2008). Criteria for Evaluating the Overall Format and Content of Occupational Standards for the Caribbean Vocational Qualifications (CVQ), V2.b.

3. Grenada National Training agency. (2010). Centre Approval Guidelines and Requirements.

4. Grenada National Training Agency. (2010). Assessment of Prior Learning Process.