TVET Glossary

TVET Sector Support Programme

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Introduction

To improve access, quality, equity and relevance of TVET, the Government of Pakistan embarked upon a comprehensive reform in 2011 with the support of the European Union and the governments of Germany, the Netherlands and Norway. The first phase of the reform, which was based on the National Skills Strategy (NSS), ended in December 2016. During this period, a number of milestones were achieved such as a launching of national TVET Policy, a National Vocational Qualifications Framework (NVQF) and the introduction of Competency Based Training & Assessment (CBT&A). The second phase of the reform Programme was launched in January 2017 for another five years with the financial assistance of EU and governments of Germany and Norway. The overall objective of the second phase of the ongoing reforms in TVET sector is to improve governance and private sector participation in the TVET sector to increase quality skill development that meets the demand of the labour market. This document aid as a support tool for the TVET practitioners and its stakeholders for a quick reference in understanding the technical terms in TVET area.

This section introduces the glossary (G) for the TVET sector.

1.1   Glossary Objectives

This glossary has the following objectives:

- To formally define all abbreviations used in TVET Reform Support Programme.
- To formally define all application and technical terms used in TVET Sector Support Programme.
- To thereby improve communication among the TVET stakeholders and members of the development staff.

1.2   Intended Audiences

This glossary has the following intended audience:

- Stakeholders:
  - TVET practitioners
  - Private sector
  - Public sector
- Development Staff:
  - Management Team
  - Technical Teams

1.3   Glossary Overview

This glossary has the following organization:

- *Introduction*, which introduces this glossary to its readers.
- *Abbreviations*, which formally defines all programme abbreviations.
- *Technical Terms*, which formally defines all technical terms used in TSSP.

Abbreviations

The following specific and general technical abbreviations are used within the TVET system in Pakistan:

AT	Apprenticeship Training
BTEs	Board of Technical Education
BIAs	Business and Industry Association
CB	Competency Based
CBT	Competency Based Training
CBET	Competency Based Education and Training
CBT&A	Competency Based Training and Assessment
CCIs	Chamber of Commerce and Industries
CPD	Continuous Professional Development
CMT	Chief Master Trainer
COE	Centre of Excellence
CQ	Certification of Qualification
CS	Competency Standard
CU	Competency Unit
DBOM	District Boards of Management
DACUM	Developing A Curriculum
EQF	European Qualification Framework
FPCCI	Federation of Pakistani Chambers of Commerce and Industry
GSTC	Government Staff Training College
GTTI	Government Technical Training Institute
GTTTC	Government Technical Teaching Training Center
HRD	Human Resource Development

IAGs	Industry Advisory Groups
IAC	Institutions Advisory Committee
IMC	Institute Management Committee
LDs	Level Descriptors
LG	Learners Guide
M&E	Monitoring & Evaluation
NAVTTC	National Vocational Technical Training Commission
NCRC	National Curriculum Review Committee
NOSS	National Occupational Skills Standards
NSS	National Skills Strategy
NSU	NVQF Support Unit
NTB	National Training Bureau
PNVQF	Pakistan National Vocational Qualification Framework
PVTC	Punjab Vocational Training Council
POE	Portfolio of Evidence - Assessment
QAB	Qualification Awarding Body
QCC	Qualification Curriculum Committee
QR	Qualification Register
QSC	Qualification Standard Committee
QSSC	Qualification Standard Sub-Committee
RCC	Recognition of Current Competences
RPL	Recognition of Prior Learning
SDA	Skills Development Analysis
SDCs	Skills Development Councils
SSCs	Sector Skills Councils
SSC	Standard Setting Committee
STI	Staff Training Institute
TAs	Trade Associations

TEVTAs	Technical Education and Vocational Training Authorities
TG	Trainer Guide
TLMs	Teaching Learning Materials
TP	Training Program
TSSP	TVET Sector Support Programme
TA&QEC	TVET Accreditation & Quality Evaluation Committee
TTBs	Trade Testing Boards
TUs	Trade Unions
QDC	Qualification Development Committee
WCCI	Women Chamber of Commerce & Industries

Technical Terms

The following are technical terms that are used in the TVET Sector:

A

Accreditation
A certificate of accreditation awarded by accreditation awarding body (in case of TVET sector it is NAVTTC) when an institute is assessed against a set criteria to be capable of delivering a training and/or assessment leading to the award of a traditional and/or NVQF qualification.

Affiliation
The process conducted by an authorized body (In case of TVET for example BTEs, TTBs and PVTC) that permits an institution to deliver specified programs under the authorized bodies specified criteria.

Assessment
Assessment is a process to determine a learner's achievement of expected learning outcomes including a range of written/oral methods and practical demonstration.

Assessor
Person authorized by a competent forum (in case of TVET it is NAVTTC) to conduct competency-based assessment as per competency standards using various instruments to determine if the competencies as specified in the competency units have been acquired and recommend for qualification completion. Assessors are initially trained, registered and / or licensed by a competent authority such as; NAVTTC or local TEVTAs.

Assessment Plan
A plan of the various assessment instruments that will be used to assess whether individuals are competent

including details relating to the relevant competency, types of evidence, scheduling, place and means by which the assessment process will be implemented.

Assessment instrument
Method for gathering of evidence for assessment, such as a knowledge test, observation, a checklist of practical performance, or workplace based professional performance.

Assessment Moderation
The process of establishing comparability of judgments of standards of candidate's performance across different assessors, assessment centres and venues, in order to ensure that assessment is valid, reliable and fair.

Assessment and certification bodies
Organizations that are mandated and accredited to provide assessment services that lead to certification as per qualification registered with the NVQF.

Apprenticeship
Training within employment involving a contract between an apprentice and an enterprise on an approved apprentice-able occupation.

Apprentice
A person undergoing training for an approved enterprise-based training occupation within an established period covered by an enterprise-based training agreement.

B

Blended learning program
Refers to the combination of online and supervised workshop training where the knowledge theories are conducted through the internet and the supervised workshop training are conducted face to face.

Business and Industry Associations
Refers to the organizations in which enterprises are registered based on the sectoral approach to represent the interest of private sector.

Board of Technical Education
Authorized bodies in the provinces to conduct assessment and evaluation and issue certificates and diplomas.

C

Career guidance
Refers to services and activities intended to assist individuals of any age and at any point throughout their lives,

to make educational, training and occupational choices and to manage their careers. Whereas process of supporting individuals to find jobs matching their skills is termed as job

placement and Vocational counseling constitutes a part of vocational guidance and consists of providing assistance to individuals in developing a career or vocational plan which is periodically reviewed and revised according to new information, goals and progress made.

Certificate
An outcome of achievement in the form of a certificate, diploma, and degree awarded to the individual by the assessment body.

Certification
A status awarded to the institute when it has been ascertained by the authorized certification/ accreditation body that specified standards and criteria have been met.

Centre of Excellence
It is a facility or an entity that provides best practices, provides service and supports training for focus areas in TVET.

Competency Standard
A statement specifying the required performance to a defined standard. It is determined by industry and specifies the performance required to be able to work effectively. It is expressed as outcome.

Competency Unit
A sub-component of the competency standard containing the group of related competent performances to perform a particular function or task in a particular job or occupation. It provides a basis for planning training and assessment activities.

Competency based Assessment
The process of gathering and interpreting evidence to make a judgment about a learner's achievement against the required competencies in a qualification or part qualification.

Competency-based curriculum
The specifications for a course or subject (module) which describes all the learning experiences a student or learner undergoes, generally includes learning outcomes, contents, conditions, methodologies, and assessment methods. It specifies outcomes which are consistent with the requirements of the workplace as agreed through industry or community consultations.

Competency based training
An approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

Continuous Professional Development
A systematic plan, based on the competency standards and competency units that provides a sequence of learning and subsequent progression in a sector, trade, or skill acquired by an individual. This contribute towards progression of career, better wage, and/or in improving learning outcomes.

Credit/Credit hour
A measure of the volume or amount of learning needed to achieve the competency. In the NVQF credit is equivalent to 10 hours of learning.

Curriculum
A systematic plan based on the competency standards and competency units that sequence learning and assessment activities to enable trainees to gain the competencies required to achieve the qualification.

D

DACUM
Stands for Developing A curriculum. A method of analyzing jobs and occupations that results in the production of a chart listing the duties, tasks, and related information about the job. The chart provides a basis for developing a competency-standards, qualifications, curriculum and instructional materials.

Descriptors
A statement that describes the main learning outcome under "Knowledge & understanding", "skills", and "responsibility" relevant to the qualification at that particular level.

Dual training system
An instructional delivery system of technical and vocational education and training that combines in-plant and in-school training based on a training plan collaboratively designed and implemented by an accredited dual system agricultural, medical, industrial and business establishment.

E

E-learning
Umbrella term for providing computer instruction (courseware) on-line over the public internet, private distance learning networks or in house via an internet.

Elements of competency
The skills described in outcome terms, that a person must be able to perform in order to complete the work activity as indicated by the unit of competency.

Employer
Any entity carrying on any business pursuit, undertaking, trade, industry, manufacture, process or work, whether for profit or not, including that of a hotel, restaurant, eating house, theater, cinema, or any other place of public amusement or entertainment, unit of a mercantile, agricultural or horticultural description, and business of transportation of goods or passengers by land, sea or air.

Enrolment
The total number of students or trainees who have registered in a given course or programme.

Enterprise
A participating establishment that directly engages an apprentice based on an approved Apprenticeship/Learnership Programme.

Entrepreneurship training
A training scheme to develop individual skills set for self-employment, innovation, business development or for organizing, financing and/or managing an enterprise.

Enterprise-based program
Training programme being implemented within companies/firms.

Equivalence
Refers to equivalence between and within the qualifications which allows learners to accelerate the acquisition of qualifications within the same

qualifications framework or can be used in facilitating national and /or international cross recognition.

Evidence
Refers to information gathered and matched against a unit of competency to provide proof of competency.

Examination
Refers to a particular type of assessment instrument conducted under time limit and controlled conditions usually focused on theoretical knowledge.

F

Formal Learning
Learning or achievement that took place through prescribed formal structured pathways (levels of NVQF) that leads to achievement of partial or full accredited / registered /recognized qualification.

Formative assessment
That takes place at regular intervals during a course, with feedback provided along the way to help improve the student's performance.

G

Generic Skills
Competencies common to industry sectors and often form the core of several related qualifications. It includes communication skills, teamwork skills, interpersonal skills, lifelong learning skills, ability to apply skills etc.

Gender Equality
Ease of access to resources and opportunities regardless of gender, including economic participation and decision-making on equal basis.

Governance
In TVET explicit designation of authority and powers as well as responsibilities and accountabilities. Governance

statements regulate and enable decision-making and actions for the partners and participants who work within the TVET sector.

Graduate
A student or trainee who was enrolled in a particular course and has completed the requirements set for that course/program and finally acquires a certificate, diploma or degree.

H

Horizontal progression/mobility
Refers to horizontal progression of individual to acquire further education in the same level qualifications

Human capital
Knowledge, skills, competences and attributes embodied in individuals that facilitate personal, social and economic well-being.

Human resource development
A process of enlarging people's choices—as they acquire more capabilities and enjoy more opportunities to use those capabilities.

I

Informal Learning
Learning or achievements acquired by the individuals through work experience in the employment/ self-employment/ labour market, family or *ustad-shagird* system and is not organized and structured as in the formal sector.

Informal sector
It consists of units engaged in the production of goods and services with the primary objective of generating employment and income to the persons concerned in order to earn a living.

In-service training
Training and professional development of staff, often sponsored by the employer, and usually provided during normal working hours.

Internal quality audit
A process to review the practice against documented procedures, usually carried out by auditors within the organization.

Internship
The position of being an intern (student or a TVET Institution's graduate undergoing supervised practical training) or the period during which a person is an intern.

It can be paid or unpaid. Whereas apprenticeship is a training within employment involving a contract between an apprentice and an enterprise on an approved apprentice-able occupation.

J

Job analysis
The process of examining a job in detail to identify its component tasks; the detail and approach may vary according to the purpose for which the job is being analyzed, e.g., training, equipment design, work layout.

Job specifications
Awareness, knowledge, skills, abilities and attitudes required by an individual to perform the job.

Job placement
Process of supporting individuals to find jobs matching their skills. Career guidance refers to services and

activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Whereas Vocational counseling constitutes a part of vocational guidance and consists of providing assistance to individuals in developing a career or vocational plan which is periodically reviewed and revised according to new information, goals and progress made.

K

Knowledge and understanding
Component of the competency standard and a NVQF level descriptor that describe what an individual knows and understands (the body of facts, principles, theories, practices) related to the particular qualification at that level.

Key performance measure
One of a set of measures used to monitor or evaluate the efficiency or effectiveness of a system, which may be used to demonstrate accountability and to identify areas for improvement.

Key competencies
Sum of skills (basic and new basic skills) needed to live in contemporary knowledge society.

Knowledge
It is central to any discussion of learning and may be understood as the way in which individuals and societies

apply meaning to experience. It can therefore be seen broadly as the information, understanding, skills, values and attitudes acquired through learning. As such, knowledge is linked inextricably to the cultural, social, environmental and institutional contexts in which it is created and reproduced.

Key performance indicator
(Also known as Key Success Indicator) Indicators help an organization define and measure progress toward organizational goals. Once an organization has analyzed its mission, identified all its stakeholders, and defined its goals, it needs a way to measure progress toward those goals. Key Performance Indicators are those measurements.

L

Labor market
A system consisting of employers as buyers and workers as sellers, the purpose of which is to match job vacancies with job applicants and to set wages.

Labor supply
Refers to the supply of workers, hours or effort for the production of goods and services, and is determined by the size of the population, the proportion able and willing to work and the number of hours worked by each individual.

Learning Outcome
A unique statement that describes knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either through formal or non-formal/ informal means.

Learning Unit
A sub-component of a Module describing a specific grouping of learning outcomes relating to one or more related competencies.

Learning element
A component of modular training programs, in particular the ILO Modules of Employable Skill (MES), comprising detailed instructions on techniques needed for the performance of one or more specific tasks; corresponds to "learning module" in other modular programmes.

Learners Guide

A non-endorsed strategic learning and development tool designed to support learner progress. A learner resource which provides information on the training programme according to the NVQ competency standards, training content and assessment guides. These training and learning tools may include information on learning pathways, technical content, training materials and assessment activities.

Level
Describes the pathway for horizontal and vertical progression under a set of descriptors that indicate the complexity of the skills and knowledge that the learner will have achieved.

Life Long learning
That takes place throughout life to acquire knowledge and skills mostly is in the employment related contexts.

M

Moderation Plan
Documentation of a qualification specific set of processes that ensures consistent assessment judgments across the nation.

Module
A sub-component of the curriculum that defines a sequence of related learning experiences related to one or more Competency Units.

Monitoring and evaluation
Monitoring is an on-going close observation and assessment to verify that various NVQF components are being implemented according to the set standards and criteria and Evaluation is a systematic and objective assessment to determine the relevance and level of achievement of objectives, development effectiveness, efficiency, impact and sustainability.

N

NVQF Registry
Training within the enterprise given at the work station and using jobs of commercial value for instruction and practice purposes.

National qualification
A qualification that is defined by nationally promulgated training regulations and is created by combining units of competency into groups that correspond to meaningful job roles in the workplace and aligning these with a national qualifications framework.

Non Formal Learning
Learning or achievement acquired through a structured program of learning but didn't lead to an officially accredited qualification.

National Vocational Qualification Framework
The NVQF provides a distinct pathway for Technical and Vocational Education and Training (TVET) within the overall national qualifications structure. NVQF contains one Pre-vocational level designed to meet the basic TVET entry needs of the majority of the population with little or no schooling, and five levels (Level 1 to 5 from certificate to diploma) to provide a clear pathway in TVET and entry into Higher Education degree levels.

O

On-the-job training
Training within the enterprise given at the work station and using jobs of commercial value for instruction and practice purposes.

P

Pathway
Indicate path to the students to move through qualification levels with full or partial recognition for the qualifications and/ or learning outcomes they already have.

Performance criteria
Component of competency standard and a NVQF level descriptor which specify the critical evidence for the purpose of assessment to ascertain that the individual has acquired and is able to do, to meet the requirement of particular competency unit.

Private TVET provider
A non-government training organization managed and funded by a private person or organization. This includes

the following: a) Commercial Providers – institutions providing training to any individual for profit; b) Non-governmental Organizations (NGOs) or People's Organization – non-profit private organizations providing training; and c) Enterprise / Industry Providers – companies / firms providing training to their own employees or to employees of other enterprises across an industry.

Portfolio of Evidence
It is an assessment instrument/approach used by the learner to gather pieces of evidence to build a collection of relevant tasks, activities and such to demonstrate competence across a range of skills and knowledge

Q

Qualification
A package of competency standards that have been identified as meaningful in employment/ occupational settings. The qualifications exist independently of any learning pathway to achieve it. A formal outcome of the NVQF assessment and validation process in the form of a certificate, diploma, degree issued by an assessment body after determining that an individual has achieved the industry defined competencies as specified in the competency standards.

Quality Assurance
The processes of ensuring that specified standards or requirements for teaching, learning, education administration, assessment and the recording of achievements have been met.

Qualification coversheet
A summary of qualification that describe the title, level, total credit hours, competency standards with level and credit hours and other necessary information in a

standardized format as a quick reference for all stakeholders.

Qualification Registration
Refers to registration of qualification on NVQF to make it credible and acceptable within the employment market with the backing of both the relevant industry and Government of Pakistan.

Quality audit
Refers to methodical examination of an organization's quality management system, in whole or in part, to assure conformance to a specific quality standard (e.g., ISO 9001). Quality audits may be conducted by external (third) parties or they may be done internally. "Certification audits" must be conducted by third-party auditors.

Quality management systems
The totality of an organization's management processes designed to meet identified quality standards.

R

Recognition of Current Competences
The process in which the competency/ies currently possessed by an individual can be assessed against the relevant unit of competency and may be given recognition through the issuance of appropriate certificate.

Recognition of Prior Learning
The process in which the individual's previous learning outside the formal system which contributes to the

achievement of current competency/ies can be assessed against the relevant unit or module of competency and given recognition through the issuance of appropriate certificate.

Registration
The process conducted by an authorized body (TEVTAs) that recognizes an institute meets the minimum standards to deliver training programmes.

S

Skills
The ability of an individual to do the task and activity as per defined standard of that level. The skills are described in terms of kinds and complexity. It includes generic as well as technical skills.

Skilled Worker
Skilled worker a person who has acquired the full qualifications required in performing a recognized trade, craft or other occupation.

Stakeholder
A person or organization with an interest or concern in something. In vocational education and training stakeholders include government, providers of training, industry, clients and the community.

T

Teaching Learning Material
A package of materials that support the teaching programme and the learning activities that are aimed at helping the learner achieve the competencies.

Technical education
Refers to the education process designed at post-secondary and lower tertiary levels, officially recognized as non-degree programs aimed at preparing technicians, para-professionals and other categories of middle-level

workers by providing them with a broad range of general education, theoretical, scientific, artistic and technological studies, social services and related job skills training.

Trade
Any group of interrelated jobs or any occupation which is traditionally or officially recognized as craft or artisan in nature requiring specific qualifications that can be acquired through work experience and/or training.

Trainee
A person qualified to undergo the training system for the purpose of acquiring and developing job qualifications.

Training capacity
Refers to the capacity of the training or education provider to absorb in terms of number of enrollees in a particular program and in terms of physical facilities.

U

Underemployed
It includes all employed persons who express the desire to have additional hours of work in their present job or an additional job, or to have a new job with longer working hours.

Unit of competency
A component of the competency standard stating a specific key function or role in a particular job or

occupation serving as a basis for training an individual to gain specific knowledge, skills and attitude needed to satisfy the special demands or requirements of a particular situation.

V

Vertical Progression/mobility
Refers to vertical path individual can enter to acquire higher level qualifications prescribed in the NVQF.

Vocational counseling
Constitutes a part of vocational guidance and consists of providing assistance to individuals in developing a career

or vocational plan which is periodically reviewed and revised according to new information, goals and progress made.

W

Workplace based learning
The exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace.

Women empowerment
A goal to enable women to overcome gender discrimination and achieve equality to full participation in

socio-economic development; the process and condition by which women gain greater access to acquire competencies for greater employability and productivity.

Y

Youth
Portion of the population between 15 – 30 years of age

List of Glossary words

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