Islamic Republic of Pakistan
اسلامی جمہوریہ پاکستان
Islāmī Jumhūrī-ye Pākistān

Manual No. 2:
Assessment of NVQF Qualifications

National Vocational Qualifications Framework

NVQF

To deliver a skilled and qualified workforce in Pakistan

Version 2

October 2017

National Vocational and Technical Training Commission (NAVTTC)

Islamic Republic of Pakistan
اسلامی جمہوریہ پاکستان

Manual-2:

Assessment for NVQF Qualifications

Version 2

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Abbreviations used

CBT   Competency Based Training
CCIs   Chamber of Commerce & Industries
CSs   Competency Standards
CUs   Competency Units
DACUM   Developing A Curriculum
ILO   International Labour Organization
ISCED   International Standard Classification of Education
ISD   Instructional System Design
MCQs   Multiple Choice Questions
NAVTTC   National Vocational and Technical Training Commission
NOSS   National Occupational Skill Standards
NVQs   National Vocational Qualifications
NVQF   National Vocational Qualifications Framework
NSIS   National Skill Information System
OS   Occupational Standards
PSDF   Punjab Skill Development Fund
PVTC   Punjab Vocational Training Council
QABs   Qualification Awarding Bodies
QDC   Qualification Development Committee
QDF   Qualification Development Form
QRF   Qualification Review Form
SMEDA   Small and Medium Enterprise Development Agency
SS   Skill Standards
SSC   Sector Skills Councils
TEVTAs   Technical Education and Vocational Training Authorities
TORs   Terms of References
TLGs   Teaching and Learning Guides
TVET   Technical Vocational Education and Training
UNESCO   United Nations Educational Scientific and Cultural Organization
UNIDO   United Nations Industrial Development Organization
VQS   Vocational Qualifications

1 Introduction

The National Skill Strategy (NSS) considers assessment as an important element of the national competency-based training system. It states that "the competency based training system will be supported by the development of training packs comprising of a set of industry-based competency standards, assessment guidelines and eventually, qualification specification for each sector (NSS pages 9-10)".

The National Vocational Qualification Framework (NVQF), therefore, recognizes assessment as the key to achieve National Vocational Qualifications (NVQs) through whatever learning pathway (i.e. formal system, informal system and non-formal system), an individual is coming from.

Assessments are conducted to assess candidate's competencies (skills, knowledge and attitudes) against set industry standards through various modes such as demonstrations, simulations, presentations, assignments, projects, creations, and scenarios etc. The figure below shows different pathways that individuals may take to acquire a national vocational qualification.

TVET Entry Pathways

Formal:
- Institutional course-based training
- Formal apprenticeship training

Non-formal:
- Industry/Enterprise-based short courses/training programs on life skills, work skills, and social or cultural development

Informal:
- Informal Apprenticeship (Ustad-Shagird)
- Self-learning/Self-employment

Competency Assessment System

NVQs Assessment

Assessment against National Competency Standards

Outcome

NVQF Certification

NVQF Levels

5
4
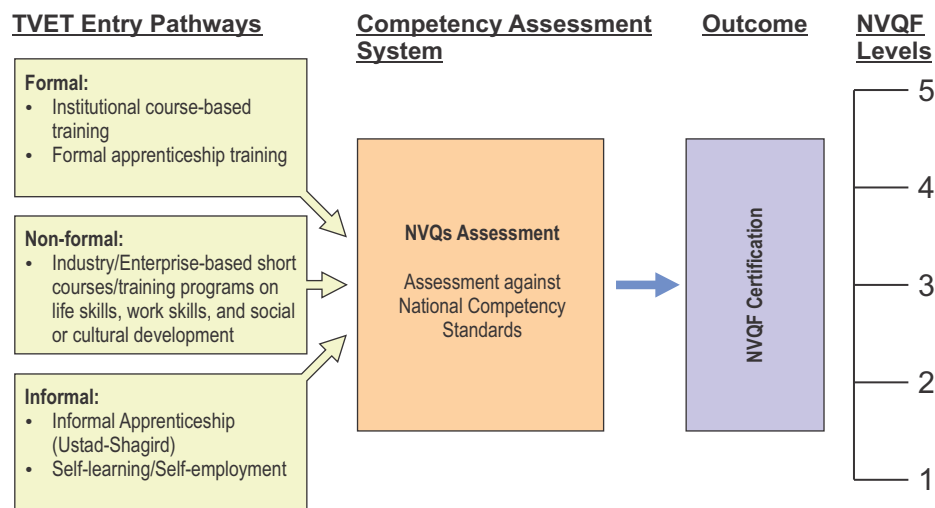3
2
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Figure 1: Pathways to achieve National Vocational Qualifications

This manual describes processes and associated guidelines for conducting and moderating NVQs assessment to ensure fairness, validity and consistency of assessment. It describes acquiring NVQs through Recognition of Prior Learning (RPL). Overall linkages of NVQs assessment operational procedures are described at Appendix-1.

2 Objectives and Scope of Assessment

The three main objectives of NVQs assessment system are to:

a) Provide evidence that the candidate is competent in performing the competencies being assessed according to the national competency standards through which ever pathway an individual is coming from.
b) Assure that assessment is fair, valid and consistent across the board, and
c) Issue a NVQ certificate of vocational qualification or Record of Achievement to individuals declared "Competent" in full/complete qualification or in certain numbers of competency standards, respectively.

The scope of NVQs assessment system includes;

a) Provision of opportunities to individuals coming from multiple learning pathways i.e. formal, non-formal and informal entries that lead to acquire certificate of full/complete "National Vocational Qualification" or "Record of Achievements" for single/multiple competency standards;
b) Provisions for recognition of prior learning as legitimate pathway of assessment for many individuals whose skills have not yet been recognized and certified to acquire any national vocational qualification;
c) Provision of opportunity to the candidate for appeal against unethical conduct of assessment; and
d) Provision of a moderation system to ensure fair, valid and consistent assessment process across the country.

3 Assessment Processes and Guidelines

The assessment shall be based on the national competency standards of the respective national vocational qualification. The national assessment evidence guide developed for each NVQ by the Qualification Development Committee (See Manual 1 on development of assessment evidence guides) will provide guidance for the candidate about minimum evidences to acquire NVQ and assessment tasks with performance criteria for the assessors to use for assessment. Guidelines on writing the assessment tasks have also been given in the Manual 1 on "Development of NVQs".

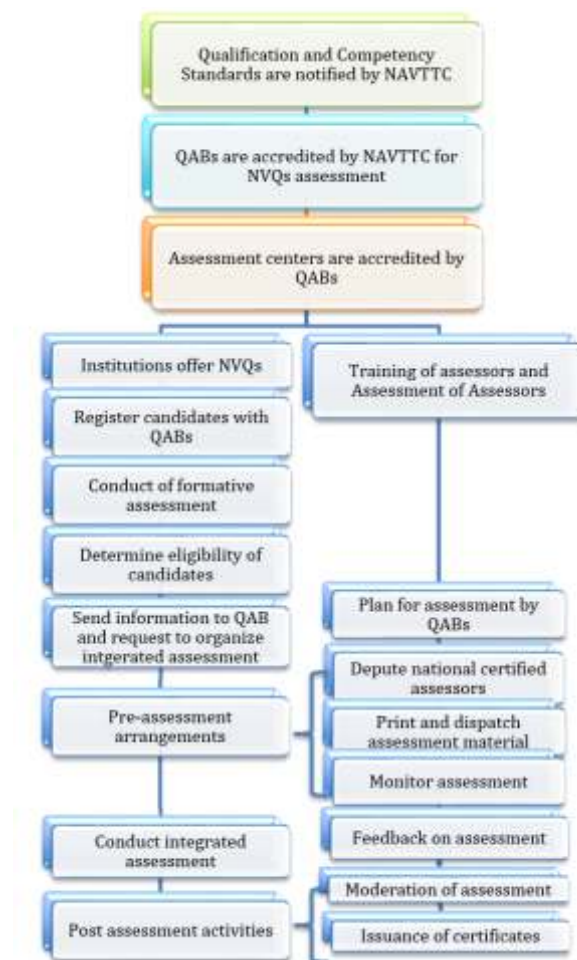The flow diagram below shows the processes of assessment.

Figure 2: Flow diagram of NVQs assessment processes

Training, Certification and Registration of CBT Assessors

Only certified CBT assessors registered with NAVTTC can conduct NVQ assessment. The process for training, certification and registration of assessors is given below:

a) Three categories of assessors will be trained, certified and registered;
   - Certified Assessor (Level 2) authorized to conduct assessments
   - Advanced Assessors (Level 3) authorized to conduct NVQs assessments and design assessment materials
   - Lead/Master Assessors (Level 4) authorized to conduct NVQs assessment, develop assessment material, conduct Assessor's training, coaching and mentoring
b) Following criteria for selection of candidates assessors, from industry and academia, for training as Certified Assessor will be used;

From Industry
- At least 25 years old
- 5 years industry experience (current) within the assessment field of occupation
- At least matriculate or preferable intermediate
- Traditional TVET qualification (at least six months certificate/ diploma) OR
  A National Vocational Qualification Certificate preferably one level higher than the assessed qualification, at least on the same level
- Preference will be given to those having IT and reporting skills

From Academia
- At least 25 years old
- At least matriculate or preferable intermediate
- Traditional TVET qualification (at least six months certificate/ diploma) OR
  A National Vocational Qualification Certificate preferably one level higher than the assessed qualification, at least on the same level
- Currently delivering the course (or a closely-related course) in a TVET institute
- 3 years teaching experience
- Preference will be given to those having IT and reporting skills
  * This criterion may be relaxed till the CBT takeover the conventional qualifications

a) Assessor's training program to acquire qualification will include;
   - ·A training workshop conducted on the basis of national Assessor's qualification
   - ·Mock assessment as part of training of assessors
b) NAVTTC/QABs/TEVTAs/Industry, especially the Centers of Excellence, Staff Training Institutes and Technical Teachers Training Institutes may organise Training of Assessors by utilising the services of Lead/Master Assessors (Level 4) on the basis of NAVTTC approved Assessor's qualification.
c) NAVTTC approved panel shall conduct the final assessment of the trained candidate assessors as per prescribed assessment procedures. The successful candidates will be awarded National Vocational Certificate in Training and Assessment.

d) Certified Assessors will be registered as national assessor in the online NVQF Registry system along with their necessary information.
e) Criteria for selection of Lead/Master Assessors will be as follow:

- Must have at least graduate degree
- Must have certified assessor qualification (Level 3)
- Must have conducted 10-15 candidates assessments
- Must have 3 years pedagogical/andragogy/teaching experience

f) The training and certification procedure will be same for Lead/Master Assessor's training, certification and registration.

Accreditation of QABs and Assessment Centers

In order to ensure quality of assessment of NVQs, the Qualification Awarding bodies, the assessment centres and the TVET institutions offering NVQs, shall be accredited according to the nationally agreed criteria, guidelines and processes. The accreditation will be conducted at the following three levels.

a) Accreditation of Qualification Awarding Bodies by NAVTTC
b) Accreditation of TVET institutions
c) Accreditation of Assessment Centers by QABs

Separate manuals on accreditation have been developed, which provide the procedures and processes for accreditation at the all above-mentioned levels.

Capacity Building of QABs and Assessment Centres

NAVTTC and QABs may jointly organize capacity building workshops for the managers, relevant officers and staff of QABs and assessment centres for successful management and conduct of NVQs assessment. Some of the areas for capacity building of QABs are:

Capacity Building Areas of QABs and Assessment Centres

- Using NVQF Registry for selection of assessors
- Uploading and updating assessment and other records in the NVQF Registry
- Accreditation of QABs and assessment centres
- Pre-assessment preparations by the assessment centres
- Monitoring and inspection on the assessment day
- Managing NVQs assessment data, information and record for NSIS, NVQ Registry and record at QAB
- Managing NVQ certification for candidates declared "Competent"
- Managing post assessment appeals
- Moderation of assessments
- Managing RPL
- Managing feedback on NVQ assessment

Maintaining liaison and interfaces with NAVTTC and other QABs on matters related to NVQ assessments.

Conduct of Assessment

Following are the guidelines for making necessary preparations and arrangements both by QABs and assessment centres for conduct of assessment.

Pre-Assessment Preparations

a) Assessment centre/training institute will send filled NVQ registration form (Appendix-2) to QAB soon after trainees are enrolled. This form will be submitted online using the NVQ Registry System.

b) QABs prepare a schedule of assessment and disseminate it to all concerned.

c) QABs will determine number of candidates per assessor, which is dependent upon the type of trade being assessed and facilities available. However, maximum number of candidate should not exceed 15-20 per assessors in one batch.

d) QABs will select certified assessor or panel of assessors according to the trade being assessed using NVQ Registry. A representative from the specific industry may be assigned as an observer in the assessment panel.

e) QABs will ensure that designated assessor or panel of assessors are informed of date, venue, and qualification to be assessed well in time and they confirm their availability.

f) QABs will ensure that the requisite, NAVTTC approved, integrated assessment evidence guide is received and used by the assessor for conduct of assessment. If necessary, QABs may develop own assessment tools/instruments based on the approved evidence guide. Other assessment material like attendance sheet and award list will be dispatched to assessment centre by relevant QABs.

g) QABs and assessment centres will ensure availability of workstations, tools, equipment and consumables for all candidates to meet assessment requirements.

h) Training institute will maintain the record of modular assessment of each candidate as per evidence guide and submit:
   - "NVQ program training achievement summary" for each candidate (Appendix-3); and
   - "Eligibility status form for integrated assessment" of all candidates (Appendix-4) as a pre-requisite for integrated assessment.

These both forms will be submitted online using the NVQ Registry System.

i) QABs will ensure the above-mentioned summary forms filled in all respect are received by them for record and verification before conduct of the summative assessment.

j) QABs and assessment centres will ensure that appropriate environment, security and accessibility of the venue for the assessor/candidates are made available.

Conduct of Summative Assessment

The assessor/panel of assessors in collaboration with the assessment centres will:
a) Provide briefing/instructions to each candidate on assessment in accordance with assessment evidence guide.

b) Conduct assessment as per instructions given in the summative assessment evidence guide, supplementary instructions issued by QABs and fully observe the professional code of conduct.

c) Check folders of modular/ formative assessment in case some further information and evidence is needed during the summative assessment.

d) Summarize assessment and record final decision about the candidate as per format provided in the summative assessment evidence guide.

e) Fill necessary information about the candidate and final decision of assessment made i.e. "Competent", "Not-Yet-Competent" and provide appropriate briefing on the assessment outcome, certification, reassessment and right to appeal to the candidate.

f) Mark the attendance of candidates, complete the award list and sign filled evidence guide and also get it signed by the candidate and send it to the respective QAB on same or at the most by next day in person or by courier.

Recording of Assessment Results

QABs receive the filled assessment evidence guide and marked assessment test from the assessor and will:

a) Check the filled evidence guide information in all respect ensures the integrity of the filled information and judgments/remarks made by the assessor, update its own record in NVQ Registry within 1-2 week from the date of assessment.

b) Upload information of assessment as per evidence guide in NVQ Registry.

Certification

Record of Achievement
a) Formative/end of module assessments will be conducted by the trainer (for all training pathways).

b) Assessment data will be uploaded in the NVQ Registry by the trainer after every modular assessment.

c) Record of Achievement can be generated using NVQ Registry System.

d) The Training Institute can generate "Record of Achievements" through NVQ Registry System as per Appendix-5, for those candidates who have been declared "Competent" in few competency standards and who don't either want to continue further for full qualification or may like to complete the qualification/remaining competency standards at later stage.

e) The Record of Achievement is a computer generated document which does not need any verification/authentication.

For record of achievement, a training institute is required to be registered on NVQ Registry System.

NVQ Certificates

The NVQ certificate will be issued by accredited QABs (BTEs, TTBs, PVTC etc.). The processes for issuance of NVQ certificates will be as under.

a) Assessor will submit assessment result along with evidences to the QABs.

b) The QABs will upload the summative assessment data of the candidates on the NVQ Registry

System. The verified data will be used to issue certificates of NVQ by QAB to the candidates who have been declared "Competent" in the summative assessment within 2-4 weeks after the date of assessment.

c) QABs may issue duplicate certificates on written request of the candidate in case the certificate is lost and issue revised certificate in case it requires correction.

Re-Assessment and Appeal

a) Candidates may file an appeal against any misconduct or irregularity in assessment to the respective QAB within 7 days of assessment. Evidence to support the appeal must be provided by the Appellant.

b) Candidates who have been judged as "Not-Yet-Competent" in an assessment will be informed by the assessor/assessment centre that they can appear for re-assessment without participating in any further obligatory training. However, they may benefit from further training or practice before applying for re-assessment but re-assessment will not be restricted by a requirement of re-training.

c) Candidate may appear for re-assessment in the next available assessment schedule informed by the QABs/Assessment Centres.

d) Candidates seeking re-assessment would need to pay the assessment fee again.

e) Appeals must be processed in a timely manner by QABs and decision communicated to the appellant (preferably within 2-4 weeks). QABs may prepare SOPs for processing appeals against assessment outcomes.

4 Post Assessment Moderation, Reports and Investigations

Moderation of assessment of NVQs is the quality assurance process carried out to ensure assessment is fair, valid and consistent across the country.

Principles of Moderation

The principles of moderation will be:

a) Sufficient evidence: Evidences that provide sufficient proof that the candidate has met all the requirements of the competency standard and that he/she can repeat the required performance consistently.
b) Valid evidence: Evidences that match the requirements of the competency standards being assessed.
c) Reliable evidence: Evidences that can be used repeatedly in an unchanging situation to produce constant results.
d) Fair evidence: Evidences gathered fairly irrespective of working environments, language barrier, poor instructions, special needs etc.
e) Consistent evidence: Evidences that provide different assessors to make consistent decisions about candidates' competence at different times, and on different occasions.

Processes and Guidelines for Moderation

a) Moderation will be undertaken after an summative assessment using assessment evidence guides have been concluded. This post-assessment moderation will ensure that the assessment that took place and the evidence collected on which the judgment was made met the principles of moderation, the requirements of the competency standard and the expectations of the industry.
b) QABs will establish a schedule of moderation meetings and request relevant assessors to attend moderation meetings.
c) Record of assessment for the moderation meetings will be arranged by QABs which may include:
   • All evidences and documentation for one example of assessment for which competency was granted at the first assessment opportunity;
   • All evidences and documentation for one example of assessment for which competency was granted at the first re-assessment;
   • All evidences and documentation for at least one example of an assessment that resulted in a "Not Yet Competent" decision made.
d) The QABs will appoint a suitably qualified person to manage moderation activities as Moderator. He/She will act as moderation meeting chairperson and provides professional guidance and support to participants in moderation activities.

e)   The assessors in the presence of moderator will examine the record and discuss and ensure that the assessments under the above three examples were fair, valid and consistent. Following checklists may be used:

·   Moderation of Assessment Checklist (Ensuring assessment fairness, validity & consistency against a competency standard) Appendix-6

·   Moderation of Assessment Checklist (Ensuring correct processes followed. (Appendix-7)

f)   The meeting will reach a consensus on the standard of evidence required in the future assessments undertaken for that competency standard/ qualification and the Moderator will complete the report of the moderation meetings as per moderation summary report at Appendix-8.

g)   The completed Moderation Meeting Report will be presented to the relevant QABs/TEVTAs/NAVTTC.

h)   The QAB will ensure all registered assessors also receive the moderation meeting report for information and future reference.

i)   NAVTTC may organize a moderation meeting for all QABs at national level to ensure fair, valid and consistent NVQs assessment across the country.

5 Recognition of Prior Learning

The NVQF allows the recognition and certification of skills that may have been gained through life experience including other forms of training, and formal and informal employment experience. Recognition of these skills can be through the process of Recognition of Prior Learning (RPL).

NVQF Support for RPL

The NVQF provides following pathways and progression for RPL entry to acquire NVQs certification at different levels.
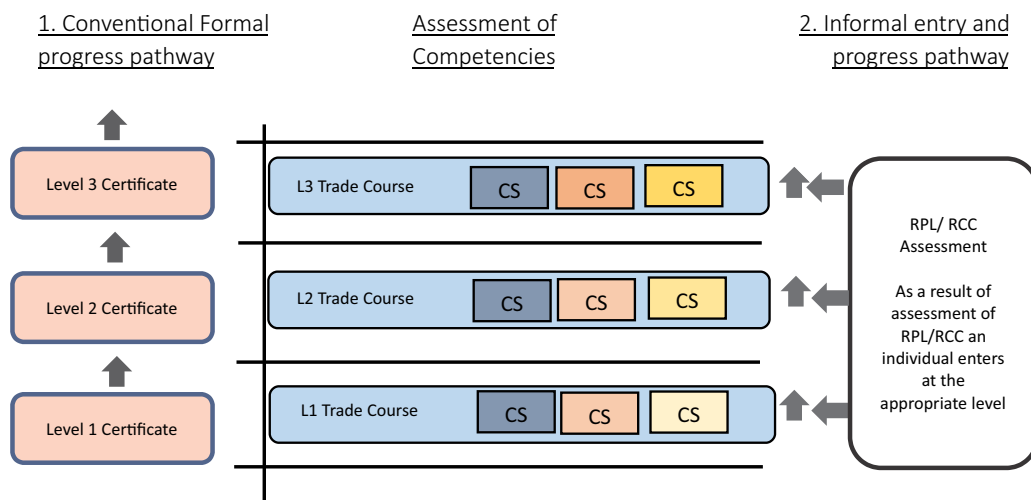
Figure 3: RPL/RCC entry and progression in the NVQF

All NVQs are composed of competencies, which are combination of generic, functional and technical competencies. Candidates entering through RPL system will be assessed for their skills against the National Competency Standards and may qualify for either full qualification if they are declared "Competent" or "Record of Achievement" if they are declared competent in certain numbers of individual competencies.

Examples of RPL

The table below gives examples of RPL (Case Studies)

Example I
"A worker with a good welding work history but no formal training as a welder wanted to find out whether he had the required skills for the National Vocational Certificate in Mechanical Technology (Welding) Level 2. He contacts a nearby assessment centre, gets a RPL information pack, completes the application for RPL assessment form, provide a resume of his skills and trade experience, including references relating to his work and range of skills. The RPL coordinator from the Assessment Center facilitates him in creating a competency profile, and decided that no gap training is required. After passing preliminary and final integrated assessment, he is awarded the full national qualification certificate."

Example II
"A woman has worked in the beauty industry for 25 years. She has never attended a formal training programme but has had extensive experience in several salons. She now owns her own salon. She submits an application for RPL. She provides an extensive portfolio of photos showing her work, testimonials from clients, and prizes from competitions. The RPL coordinator facilitates her creating a competency profile, and after passing preliminary and final assessment she is awarded with full national qualification certificate if she meets all competency standards or with a record of achievement that lists the competencies that she has gained."

Example III
"A man in his early 40's has worked as an auto-mechanic for 25 years. He has had no formal training or certification but he is a skilled mechanic applies to have recognition of his skills through RPL. After completing his preliminary and final assessment, he is issued with a certification of national qualification if he meets all competency standards or with a record of achievement that lists the competencies that he has gained and assessed. This allows him to enter further training at the appropriate level without having to start at the lowest level and work his way up. It may also assist him to gain better employment."

RPL Scope and Management

a) RPL will be accessible to anyone who gained relevant competencies through the following forms to acquire NV qualifications:
   - Workplace based training
   - Apprenticeship training
   - Life experience
   - Self-directed study
   - Non-recognised study
   - Formal uncertified learning
   - Informal or undocumented study ("Ustad-Shagird System")
   - In-service training
   - Distance education or open learning
   - Community-based education
   - Overseas education, training or experience

b) RPL assessments will be carried out and managed by NAVTTC and the NVQF Support Units (NSUs) of TEVTAs, Qualification Awarding Bodies (QABs) and trained supervisors of the Assessment Centres.
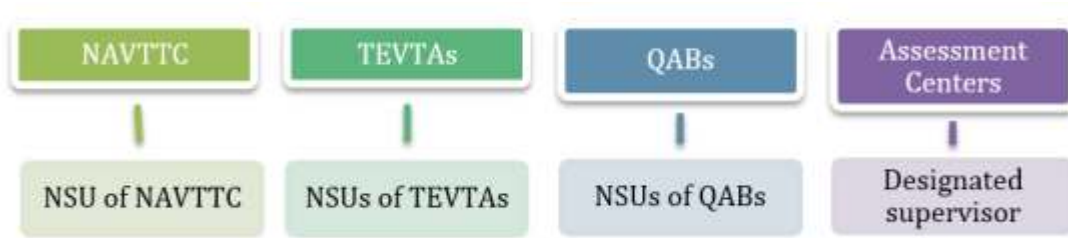
Figure 4: Management of RPL

c) NSUs of NAVTTC, TEVTAs, and QABs will develop package for RPL containing necessary information on the conduct of RPL preliminary and final assessment along with an application form for applying for RPL assessment.
d) NAVTTC, TEVTAs, and QABs will advertise the availability of NVQ certification through RPL for general awareness and publicity and will prepare monthly/ yearly schedule of conduct of RPL assessment.

Procedures and Processes for RPL Assessment

The following procedures and processes will be followed for RPL assessment.

a) QABs will advertise the availability of NVQ certification through RPL for general awareness and publicity and will prepare monthly/yearly schedule of conduct of RPL assessment for circulation to all assessment centres.
b) Candidates approach Training Institutes/Assessment Centres for their RPL assessment and certification. They are briefed about the RPL process, and national competency standards that will be assessed. They are provided with RPL package and are guided to fill up the application form.
c) Candidates complete the application form, prepare portfolios of evidence, and submit the documents/application for consideration and processing by the relevant QAB. The portfolios submitted by the candidate in support of prior acquisition of skills, knowledge and attitude may include one or more of the following:
    *   Resume/curriculum vitae
    *   Position descriptions
    *   Training journals/Work journals/Diary entries
    *   References/referees
    *   Industry certificates
    *   Minutes of meetings
    *   Project reports
    *   ·Photos/videos
    *   ·Certificate from short courses or professional development
    *   ·Live demonstration of competency
    *   ·Interview

d) QAB will register the RPL candidates and prepare the assessment schedule.

e) Certified Assessor will conduct pre-assessment meeting with the candidates to examine the application and related evidences of competencies. The identified gaps will be communicated to the candidates for whom training can be suggested. The candidates will be provided self-assessment checklist for seeking agreement to conduct assessment.

f) The RPL registered candidates are informed about the schedule of the final assessment and RPL assessment is conducted by the assessor.

g) The RPL candidates will be certified as per NVQ certification system by the respective body.

h) Record of Achievement can be generated using NVQ Registry System.

i) The Assessment Center can generate "Record of Achievements" for RPL too through NVQ Registry System as per Appendix-5, to those candidates who have been declared "Competent" in few competency standards.

The "Record of Achievement" for RPL will also be a computer generated document which does not need any verification/authentication.

6 Appendices

Appendix-1

Assessment Operational Procedures

NVQF Assessors Registered

- National Certificate in Assessment registered on NVQF.
- Assessor trained.
- Certified with National Certificate in Assessment.
- Registered on National Register of NVQF Assessors by NAVTTC.
- Uploaded on to National Information System.
- Downloaded by Assessment/ Awarding Bodies.

Awarding Bodies Accredited

- NAVTTC Accredits Awarding bodies to manage the conduct of NVQF assessment.
- Organize calendar of assessment to serve the different pathways.

Assessment/ Awarding Bodies Accredited

- Supervise operations of Assessment Centers

Assessment Center

- Assessment Centers organize calendar of assessment events designed to serve the different pathways.

NAVTTC notifies Qualifications and Competency Standards

- Processes for the development of standards and qualifications result in notification and registration of qualifications.

Assessment Package validated by QSC/NARC and NAVTTC

- Supervise Assessment

Feedback to:

- Improve competency standards
- Improve assessment tools
- Upskill assessors
- Improve effectiveness of procedures
- Strengthen management system

Assessment Events

Results back to Assessment/ Awarding bodies

Individual profiles updated Certificates produced

Results uploaded to NVQF Information System

Post Assessment Moderation
Reports
Investigations
Studies
Feedback

Appendix-2

NVQ Registration Form

Name of

Institute:_____   **NVQ Registration**   NVQ:_____

                                          Form

Institute   Level:_____

Reg.#_____

Sr. No.	Name of Trainee	Father's Name	CNIC/B-Form No.	Date of Birth (DD/MM/YYYY)	Qualification of Trainee	NVQ	Start of Training (DD/MM/YYYY)

Appendix-3

NVQ Training Program Achievement Summary

Name of Institute:_____ District: _____

CBT Course: _____ Level: _____

Trainee Name: _____

Father's Name: _____

CNIC/B. Form No. _____

Training Start Date: _____

Training Completion Date: _____ OR Training Termination Date: _____

Name of Instructor: _____

Designation: _____ Signature of Instructor: _____

Modules	Date of Assessment on completion of training module	Performance Judgment (Pls ( )		Instructor's Signature	Trainee's Signature
		C	NYC		
Competency Standard 1					
Competency Standard 2					
Competency Standard 3					
Competency Standard 4					
..					
..					

Verified by Principal
Signature & Stamp

Appendix-4

NVQ Eligibility Status Form for Integrated Assessment

Name of Institute/Reg. #: _____   Course/ Qualification: _____

Level: _____

Sr. No.	TTB Reg. No.	Name of Trainee	Father's Name	CNIC/ B-Form No.	Attendance %age	All CS assessment Competent / NYC	Status Eligible/Not Eligible

Principal Signature & Stamp

Appendix-5

Sample of Record of Achievement Certificate

NAVTTC		QAB

Record of Achievement
Title of Qualification

Registration No._____

Name: _____ _____

Father's/Husband's Name: _____

CNIC/B. Form No. _____

Training Institute/Assessment Center:
_____

Qualification Code:_____ Total Credits: _____

The candidate has achieved the following Competency Standard(s):

Code	Competency Standard	NVQF Level	Credit(s)
	Competency Standard 1		
	Competency Standard 2		
	Competency Standard 3		
	Competency Standard 4		
	..		
	..		

It is National Skills Information System (NSIS) generated document and needs no signature and official stamp. Online verification can be done through www.skillingpakistan.org by putting CNIC in general search.

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List of Competency Standards in a Qualification
Title of qualification

Code	Competency Standard	NVQ level	Credit (s)

Appendix-5

Moderation of Assessment Checklist
(Ensuring assessment fairness, validity & consistency against a competency standard)

Qualification Title:_____

Competency Standard Title & Code:_____

Moderation Area/Indicators	Yes	No	Comments
Validity			
▪ The assessment tasks were based on realistic workplace activities and contexts			
▪ The evidences were related directly to the competency standard			
▪ The assessment tools assess ed the candi dates' ability to meet the critical evidence requirements for this competency standard			
▪ The assessment ta sks were designed to all ow holistic an d integrated assessment of knowledge, skills and attitude			
▪ More than one task and source was used as the basis for judgement			
▪ Evidence drawn from a variety of performances over time were practical			
▪ Different sources of evidence of knowledge and skills that are underpinning for the CS were considered in the assessment			
▪ The purpose, boundaries and limitations of interpretation of evidence have been clearly identified			
▪ The methods and instruments selected are appropriate for the industry sector and meet approved current standards			
▪ Where practical, the methods and processes planned for th e assessment have been validated by another person with expertise in the competencies being assessed			
Reliability			
▪ Critical aspects of evidence have been identified and assessed			
▪ The assessment tools for observing and recording evidence are based on the CS			
▪ The assessment tools ensure that assessors make consistent decisions over time and with different candidates			
▪ Where work samples are to be used as evidence, candidates receive d specific guidelines on requirements, including information on the authenticity of evidence			
▪ Where a CS is to be assessed in different situations, the situations are generally comparable			
Flexibility			
▪ The assessment approach was adapted to meet the needs of all candidates and work places			
▪ Where practical and appropriate , assessment/evidence was negotiated and agreed between the assessor and the candidate			
▪ Candidate were able to have their previous experience or expertise recognised			
▪ The assessment strategy adequately covered both the formal and informal sources of the training/ learning			
Fairness			
▪ The assessment tool has a process for customization of the assessment, which was negotiated with candidates to meet any special needs			
▪ The assessment approach chosen catered for all candidates			
▪ Reasonable adjustment was made to the assessment strat egy to ensure equity for all candidates, while maintaining the integrity of the Y/N outcomes			

Appendix-7

Moderation of Assessment Checklist
(Ensuring correct processes followed)

Name of Assessor:	
Assessment Center/Venue:	
Date of Assessment:	
Qualification/Competency Standard(s):	
Competency Standards/Units of Competency:	

Process Areas/Elements	Yes	No	Comments

Prepare for Assessment Prior to Meeting with Candidate
▪ Appropriate units of competency identified from the candidate's training plan/career pathway
▪ Was the assessor familiar with the competency standard?
▪ All possible/appropriate assessment methods are identified
▪ Assessment Plan developed including:
  o All elements and assessment criteria
  o Appropriate assessment methods covering assessment criteria
  o Evidence to be generated
▪ Assessment plan agreed with candidate and other relevant people
▪ Requirement for special needs are determined
Collect Evidence
▪ Did the assessor check prior to assessment if the candidate has the necessary training and preparation prior to the assessment?
▪ Evidence collected from a range of sources (examination of product/observation of process and other sources of evidence)
▪ Were appropriate equipment and reference material available?
▪ Supplementary evidence collected if required
▪ Confirmation checklist completed, includes:
  o Clear, reliable and valid questions
  o Knowledge evidence is judged accurately
  o Candidate's responses to questions recorded
▪ Was the assessor overly supportive or asking leading question?
▪ Were all relevant OHS requirements addressed?
Judge evidence (*Assessment decisions based on evidence captured within observation and confirmation checklists*)
▪ Evidence sufficient to make assessment decisions
▪ Assessment decisions based on requirements specified in the relevant units of competency and supported by a range of evidence
▪ Evidence is current and accurate
Record Assessment Results
▪ Assessment details are accurately and legibly recorded
▪ Unexpected/unplanned events recorded
▪ Assessment Report is completed
▪ Consolidated record of achievement is completed
Provide Feedback to Candidate
▪ Notes of feedback session accurately recorded, includes:
  o Feedback give as soon as possible
  o Reasons for assessment decisions
  o Positive/constructive feedback first, then problem areas
▪ Opportunities made available for candidate to ask questions
Validate Documentation
▪ All appropriate documentation completed and signed
▪ Both candidate and assessor signed title page of the evidence guide filled in by assessor during the assessment
▪ Feedback session and the assessment plan must be signed/documented			

Appendix-8

Moderation Activity Summary Report

Assessment Activity	Yes/No	Comments
Assessment Guide instructions and assessment conditions are clearly identified.		
Written information is worded clearly and simply in accordance with Industry standards.		
The assessment activity addresses the evidence requirements for the competency, including the range of variables, the dimensions of competency and the critical aspects of evidence.		
The level of complexity of the assessment tool is appropriate for the NVQF level of the competency standard/s		
A range of assessment methods appropriate for the competency standard/s are available		
Is the assessment guide user-friendly, for the assessors to gather appropriate evidence to make a judgement?		
Sample candidate assessments met evidence requirements		
Outcomes of moderation activities	❑ Approved with no recommendations ❑ Approved with recommendations ❑ Does not meet the standard	
Recommendations		
Issues arising from moderation activities		

Moderation Meeting Chairperson Name: ....

Signature: ....

Date:

7 Glossary

Term	Description
Accreditation	Procedures and processes observed to ensure that the institutes/ organizations meet minimum criteria to manage and conduct NVQ training and assessment
Advanced Assessors	Advanced Assessors are those assessors which have been trained, certified and registered in lvele-3 qualification and are authorized to conduct NVQs assessments and design assessment material
Assessment System	Procedure, processes and guidelines for undertaking NVQ assessment.
Assessment Evidence Guide	Guide prepared at the national level for use by the assessors for mo dular and integrated assessment. It consists of summary of assessment outcomes and list of tasks to be performed by the trainees
Certified Assessors	Certified Assessor are those assessors which are trained, certified and registered for level-2 qualification and are authorized to conduct NVQ assessment
Competent	An individual who have been declared successful through an integrated assessment organized by QABs and qualify for NVQ certificate
Consistent Assessment	An assessment based on evidences that provide different assessors to make consistent decisions about candidates' competence at different times, and on different occasions
Fair Assessment	Assessment based on evidences gathered fairly irrespective of working environments, language barrier, poor instructions, special needs etc.
Formal Pathway	Training/ learning acquired by an individual through the formal institutional course -based programs and formal apprenticeship training done under industry-institution linkage programs/ dual system training
Informal Pathway	Learning acquired by an individual through work place/labour market experience , traditionally called "Ustad-Shagird" system or self-employment
Lead/Master Assessors	Lead/Master Assessors are those assessors which are trained, certified and registered for level-4 qualification and are authorized to conduct NVQs assessment, conduct a ssessor's training, coaching and mentoring
Moderation System	A system that provides a mechanism to judge and ensure that the assessment made is valid, reliable and consistent across the country
Moderation Checklist	Checklist that provides areas and indicators to ensure that the assessment made was valid, reliable and consistent and that the correct processes were followed to arrive at the assessment outcome.
Moderation Summary	Summary of moderation meeting outcomes for future reference and use by the assessors and QABs
National Skill Information System	Information system about students who acquired NVQs, employers, employment and institutions
Non-formal Pathway	Training/ Learning acquired through Industry/ Enterprise-based short training programs on life skills, work skills, and social or cultural development .
Not-yet-Competent	An individual who have not been declared successful through an integrated assessment organized by QABs and didn't qualify for NVQ certificate
NVQF Registry	System of keeping/ recording online data, record and information about the NVQs, assessors and assessments for use by the stakeholders
Portfolios	Documentary evidences such as certificates of trainings, reference letters, projects/ products, photos, videos as proof of acquired skills for NVQ certification
Qualification Awarding Bodies (QABs)	Authorized examining and certification bodies in TVET at the national and provincial levels i.e. the Trade Testing Boards and Boards of Technical Education
Recognition of Prior Learning (RPL)	Process of recognition of already gained skills of the individuals to enable them to acquire NVQ after going through NVQ assessment system
Reliable Assessment	Assessment based on evidences that can be used repeatedly in an unchanging situation to produce constant results
Summative Assessment	An approach in which all competency standards are assessed at once.
Valid Assessment	Assessment based on evidences that match the requirements of the competency standards being assessed