



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



Manual No. 3:  
**Management of the  
NVQF**

National Vocational Qualifications Framework

**NVQF**

To deliver a skilled and qualified workforce in Pakistan

**Version 2**

October 2017

**National Vocational and Technical Training Commission (NAVTTTC)**



Manual-3:

# **Management of the NVQF**

Version 2

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# Table of Contents

Introduction	1
Management of NVQF	2
NVQF Management Committee	2
Composition and Functions of NMC	3
Role and Responsibilities of NVQF Management Bodies	4
Role and responsibilities of NSU of NAVTTC	4
Role and responsibilities of NSU of TEVTAs/PVTC	5
Role and responsibilities of NSUs of QABs	5
Managing NVQF Qualifications Equivalences	7
Membership and Functions of CCDTE	8
Equivalence Processes	8
Monitoring and Evaluation of NVQF	10
M&E Objectives and Scope	10
M&E Responsibilities	11
NAVTTC, Islamabad	11
Technical Education and Vocational Training Authorities	11
Qualification Awarding Bodies	12
Managing NVQF Review and Improvement	13
Systematic NVQF Reviews	13
NVQF Operational System Review (Annual)	13
NVQF Effectiveness Review (After every 2 years)	14
NVQF International Review (After every 5 years)	15
The NVQ Registry System	16
NVQF Requirements for NVQ Registry	16
Information about NVQs	16
Information about QABs, NVQs Assessment Centers and Assessors	17
Students' information declared "Competent"	17
Coding of NVQs in NVQ Registry System	18
Process for Management of NVQ Registry System	19
The existing NVQ Registry	21
Appendices	22
Appendix-1: CBT Monitoring Form	22
Appendix-2: CBT Trainee Survey Form	25
Glossary	27



# Abbreviations used

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





# 1 Introduction

The NVQF Quality Assurance (QA) system consists of five major interrelated and interconnected systems; 1) Quality assurance of NVQF qualifications 2) Quality assurance of the delivery and conduct of training 3) Quality assurance of assessment, 4) Quality assurance of the NVQF management system and 5) Monitoring and evaluation of the NVQF (Fig: 1).

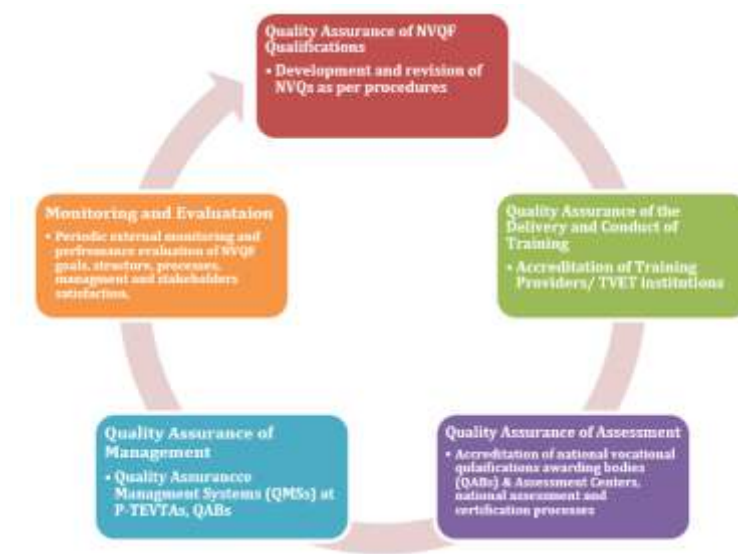


Figure 1: Five Components of the NVQF Quality Assurance System

The two important components of the NVQF quality assurance system are “Quality Assurance of Management”, and “Monitoring & Evaluation”, which are to be managed by NAVTTC in collaboration and coordination with TEVTAs, Qualification Awarding Bodies (QABs), and other TVET service providers in the public and private sectors. These bodies thus require having coherent policies, procedures and processes to ensure efficient and effective management and implementation of the National Vocational Qualification Framework.

This manual describes procedures and processes for management of the NVQF by public and private TVET service providers at the national and provincial levels with their role and responsibilities, system for managing equivalences of NVQF qualifications, procedures for monitoring & evaluation of NVQF, undertaking periodic reviews of NVQF documents, and data requirements for maintaining the NVQ Registry System.

# 2 Management of NVQF

Efficient, effective and smooth management of NVQF impels for establishment of a well-defined management structure at the national and provincial levels with clear role and responsibilities of management bodies. An “NVQF Management Committee” (NMC) at the national level will be constituted to manage and provide overall policy directions. NMC will ensure that NVQF level structure is appropriate, objectives are being met, management of the NVQF system is effective and efficient and employers are satisfied with the quality of NVQ graduates.

## NVQF Management Committee

The NVQF Management Committee (NMC) will manage implementation of the NVQF in coordination with all national and provincial public and private sector TVET service providers. The Figure 2 below shows composition of NMC.

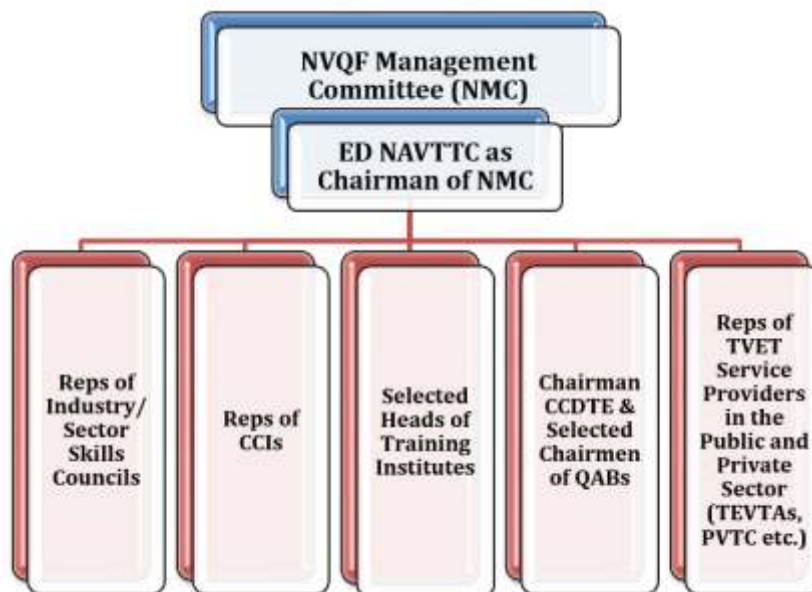


Figure 2: Composition of NMC

NAVTTC at the national level responsible for facilitation, coordination and regulation of technical education and vocational training in the country under the NAVTTC Act of 2011 will act as secretariat of the NVQF Management Committee.

## Composition and Functions of NMC

The Executive Director NAVTTC or his nominee at the level of Director General will chair meeting of NMC. The membership will include:

1.	Executive Director NAVTTC	Chairman
2.	Director General SS&C NAVTTC	Member/Secretary
3.	Director General A&C NAVTTC	Member
4.	Chairmen of CCDTE & Selected Chairmen of QABs	Member
5.	Chairmen/CEOs TEVTAs or nominee not below GM	Members
6.	TVET Service Providers in the private sector/PVTC	Members
7.	Reps of the CCIs/Skill Development Councils	Members
8.	Reps of the Industry/ Sector Skills Councils (SSCs)	Members
9.	Rep of the Ministry of overseas Pakistani & HRD	Member
10.	Selected Heads of TVET Institutions	Members (Co-opted)

The NVQF Management Committee will:

- a) Provide overall management and policy directions on management and implementation of NVQF
- b) Make policy decisions on matters arising during implementation of NVQF
- c) Oversee that NVQF objectives are appropriate and are being met and employers are satisfied with quality of NVQs graduates
- d) Ensure efficiency, consistency and integrity of the NVQF operations as per guidelines prescribed in the operational manuals
- e) Examine continued validity and utility of NVQF qualification certificates and records of achievements
- f) Align NVQs development and introduction as per national skill demand and with key international labour markets
- g) Undertake any other matter arising as a result of NVQs implementation

The composition and terms of reference will be notified by NAVTTC in consultations with all stakeholders. The “NVQF Support Unit” (NSU) manned with professionally competent staff established at NAVTTC will act as secretariat for convening meetings of the committee. The meetings may be held on quarterly and/or on need basis. Two-third quorum will be required for meeting of the committee.

# 3 Role and responsibilities of NSU of NAVTTC

The NVQF management bodies i.e. NAVTTC at the national level, TEVTAs and QABs at the provincial levels and TVET service providers in the private sector such as Punjab Vocational Training Council, Lahore will establish NVQF Supports Units (NSUs) to manage and coordinate implementation of national vocational qualifications in the institution under their jurisdiction. NSU of NAVTTC will coordinate with NSUs of all provincial TVET service providers (TEVTAs, QABs and Private Sector TVET bodies) and lead all activities related to management, implementation and monitoring of the NVQs (Fig 3).

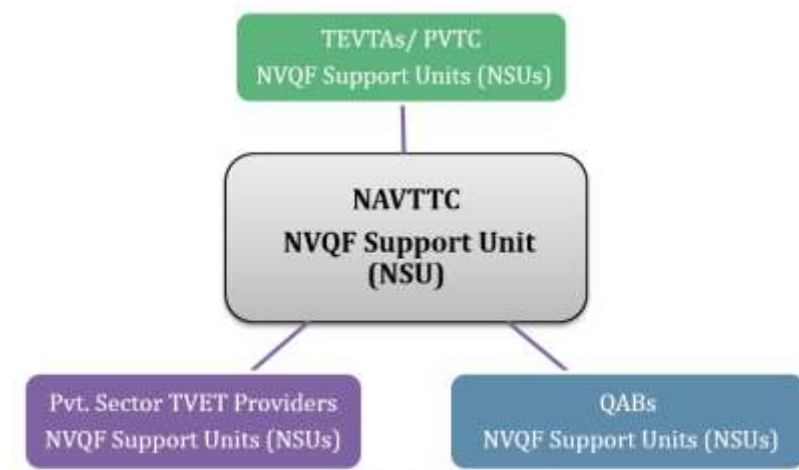


Figure 3: NVQF management bodies

Provincial TVET authorities in the public and private sector such as TVETAs and PVTC, Lahore has important role in management of the NVQF. While they will participate in policy discussions in NMC meetings, they also have a particular role in supplying the resources needed by the institutions introducing NVQs. NVQF assessment and certification will be managed through the Qualification Awarding Bodies (QABs). They are critical to the validity and acceptability of NVQF qualifications. The QABs need to consistently operate according to NVQF operational procedures. Any SOPs developed by the QAB to assist with operations must comply with NVQF operational procedures and templates.

The paragraphs below list responsibilities of NSUs of NAVTTC, TEVTAs and QABs in managing the implementation of NVQF.

## Role and responsibilities of NSU of NAVTTC

The NSU of NAVTTC will be responsible to:

- a) Coordinate and liaise with NVQF support units established in the provincial TVET service providers for convening meetings of the NVQF management committee and assisting in implementation of decisions of the committee
- b) Process requests for development, registration and review of national vocational qualifications in coordination with SS&C wing of NAVTTC
- c) Manage and coordinate meetings of the CCDTE in associations with QABs for equivalences of NVQs
- d) Liaise with NVQ Registry and National Skill Information System for updating and uploading NVQs data
- e) Undertake NVQF review and modification on the basis of M & E reports
- f) Assess, certify and register NVQF assessors and maintain their profiles in the NVQ Registry
- g) Accredite Qualification Awarding Bodies (QABs) and TVET institutions offering NVQs in coordination with A&C wing of NAVTTC
- h) Undertake relevant research and development activities

### **Role and responsibilities of NSU of TEVTAs/PVTC**

The “NVQF Support Units” (NSUs) at provincial TEVTAs and at private sector TVET service providers such as PVTC Lahore and similar others will be responsible to:

- a) Coordinate and liaise with NSU of NAVTTC for convening meetings of the NVQF management committee and assist in implementing decisions of the committee
- b) Process requests for development, registration and review of national vocational qualifications, recieved from TVET institutions/ agencies with NSU of NAVTTC
- c) Manage and coordinate for meetings of the CCDTE and technical committees in associations with respective QABs
- d) Undertake NVQF review and modification on the basis of M & E reports and feedback recieved
- e) Arrange for training of managers, instructors in the management and delivery of NVQs and training of assessors
- f) Identify in association with Sector Skills Councils and employers, future skill demand at least 2-3 years before the first training and/ or assessment needs to take place
- g) Determine the necessary budgets and supply funding to meet equipment and machinery demand and prepare a roll-out plan for introduction of NVQs.

### **Role and responsibilities of NSUs of QABs**

The “NVQF Support Units” (NSUs) at QABs will be responsible to:

- a) Ensure NVQF assessments are conducted according to defined and approved policies procedures and guidelines as notified by NAVTTC and sufficient trained assessors are available to meet the demand for all national vocational qualifications introduced in TVET institutions.
- b) Accredite Assessment Centres and prepare schedule of assessment across the three pathways in the most effective and efficient manner consistent with NVQs introduced
- c) Complete certification of qualifications and records of achievement and issue certificates of successful candidates

- d) Update and manage the NVQs registry and keep liaison with NSIS
- e) Conduct moderation meetings as per guidelines given in the Assessment Manual 2
- f) Conduct monitoring and evaluation as per guidelines given in this manual.
- g) Ensure that the assessors comply at all times with the Code of Professional Conduct and appraisal is provided to them on their performance
- h) Handle candidate's complaints/appeals against assessment results according to the documented procedures

# 4 Managing NVQF Qualifications Equivalences

The equivalence of national vocational qualifications will be managed for the following four Equivalence Areas.

- a) **Area 1:** Equivalence within the national vocational qualifications.
- b) **Area 2:** Equivalences of national vocational qualifications with qualifications acquired on qualification frameworks of other countries
- c) **Area 3:** Equivalence of national vocational qualifications with traditional on-going VET courses.
- d) **Area 4:** Equivalence of national vocational qualifications with General and Higher Education Qualifications/Levels.

Considering equivalences within the NVQs (Area 1) and with qualifications acquired on qualification frameworks of other countries (Area 2) is comparatively easy to handle and start with. Granting equivalences of NVQs with existing (Traditional) vocational qualifications such as DAE, G-III, G-II & G-I (Area 3) and with general and higher education qualifications (Area 4) will evolve gradually with time at later stages.

NAVTTTC has been mandated under its Act 2011 (Clause 7 (g)) to manage and determine equivalences and recognition of diplomas, certificates awarded by the institutions within the country and abroad. The Committee of Chairmen and Directors of Technical Education (CCDTE), which already exists, will be strengthened and activated to manage, decide and grant equivalences at all the four areas mentioned above. The Inter Board Committee of Chairmen (IBCC) and HEC will be consulted for preparation of rules, criteria or table of equivalences for equating NVQs with general and higher education respectively.

Following is the structure of NVQs equivalence management by CCDTE.

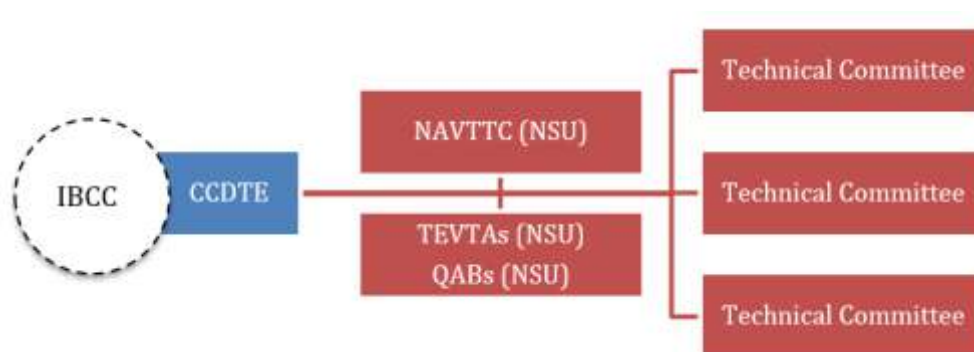


Figure 4: NVQs equivalence management by CCDTE

## Membership and Functions of CCDTE

The strengthened CCDTE to deal with equivalences matters will comprise of the following members:

- |   |         |
|---|---------|
| a) Reps of NAVTTC                                 | Member  |
| b) Chairpersons of QABs                           | Members |
| c) Rep of Provincial TEVTAs/PVTC                  | Members |
| d) Technical Subject experts (case-to-case basis) | Members |

The CCDTE will:

- Prepare rules, criteria or table of equivalence for equating NVQs at all four equivalence areas mentioned above
- Develop and approve all procedures for processing of equivalence applications, development of application forms and instructions for submission of applications.
- Grant equivalence of NVQF qualifications on all four areas mentioned above
- Coordinate among QABs and Sector Skill Councils/TEVTAs/PVTC/Private TVET service providers and with IBCC on matters related to NVQs equivalences

Based upon the number of applications/cases of equivalences received, NAVTTC will first constitute technical committees on case-to-case basis in consultation with TVET service providers and convene their meetings to finalize findings and recommendations on equivalences cases for submission in CCDTE meeting for final decisions.

## Equivalence Processes

The CCDTE will adopt the following procedures for grant of equivalences.

- The individuals seeking equivalence will approach:
  - NVQF Support Unit of NAVTTC or
  - NVQF Support Units of TEVTAs/PVTC or
  - NVQF Support Units of QABsAnd submit their application on the prescribed form along with necessary documents.
- The applications received are initially scrutinized by NSUs and if found complete, will forward to NAVTTC NSU for further processing and final decision.
- NAVTTC NSU will examine the application and the attached documents and decides the case on the basis of approved equivalence rules, criteria and table of equivalence and will inform the individual within 10 working days of receipt of application
- In case the matter requires technical deliberations and examination, the NSU constitutes and convene meeting of the technical committee with relevant subject experts and prepares case for submission to CCDTE for consideration
- The CCDTE will develop a consensus on the basis of technical inputs and make a final judgement /decision about the particular case of equivalence
- The CCDTE will then recommend NAVTTC to issue notification of equivalencies in case of approval granted. On the other side the committee will give recommendations to NAVTTC to forward the observations to the applicant in case if he/she is not granted any equivalence.



- g) NAVTTC will send the final decision of committee to the applicant and issue formal notification accordingly with in 20 working days from the receipt of application.
- h) The applicant reserves the rights to appeal against the decision of the CCDTE in case they are not satisfied with the decision with 10 days.
- i) On basis of appeal NAVTTC will re-constitute a technical committee and same process will be repeated.
- j) If on the basis of new technical analysis, CCDTE will grant equivalence than decision of first CCDTE meeting will be over ruled. The NAVTTC will issue the notification accordingly.
- k) In case the CCDTE in its second meeting validates the decision of first meeting, than NAVTTC will inform the applicant that their case has been turned down on the basis of these grounds.
- i) The applicant does not have any further right of appeal to NAVTTC or any other forum.

# 5

## Monitoring and Evaluation of NVQF

The National Skills Strategy (NSS) places importance on M&E as a way to measure progress and evaluate performance in the TVET sector. In a dedicated section, NSS defines a number of key performance indicators towards achieving the objectives of providing relevant skills for industrial and economic development. M&E has thus been made a component among the five major interrelated and interconnected systems for quality assurance in the National Vocational Qualifications Framework.

The TVET sector is currently moving towards a competency-based training and assessment i.e. introduction of NVQs, which is new to all stakeholders involved. Fundamental transformations in the system are thus taking place, and at many stages the traditional system also still runs in parallel. In such a time of change, monitoring and evaluation is extra crucial and needed.

### M&E Objectives and Scope

The main goals of M&E are to collect feedback on implementation of NVQs from stakeholders and to examine that prescribed procedures and processes are functioning properly and, where necessary, to identify areas for adjustment and improvement. The M&E objective will be to:

- a) Ensure that NVQF objectives are being achieved by following the prescribed procedures and processes as laid down in the NVQ operational manuals by all management bodies.
- b) The assessment being done for NVQs is fair, valid and consistent and the QABs and the assessment centers are working appropriately
- c) The training institutions are managing delivery of NVQs as per defined standards.
- d) Employers are satisfied with the quality of graduates with NVQF qualifications.

The scope of M&E includes collecting feedback from all relevant stakeholders. The figure below shows the four key areas under which feedback will be collected from the stakeholders.



Figure 5: Scope of M&E – Collection of Feedback from Stakeholders

## M&E Responsibilities

Monitoring and Evaluation sections exist in the provincial TVET service providers, which will be responsible for undertaking monitoring and evaluation of implementation of NVQs. Monitoring & Evaluation forms, instruments and tools have also been developed by the TVET service providers and are being used by them. Nationally agreed template for CBTA monitoring and undertaking CBTA trainees survey are attached as Appendix-1 & 2. The M&E responsibilities of NAVTTC, TEVTAs and QABs are given below.

### NAVTTC, Islamabad

M&E, NAVTTC will be responsible to:

- a) Observe number of assessments done and conduct interviews with assessors and students to see if the NVQs processes are functioning smoothly.
- b) Conduct focused group discussions with TEVTAs, QABs, Assessment Centers to monitor and evaluate that the link among them is working during pre-assessment, process of training delivery, formative and final assessments and subsequently during the issuance of certificates.
- c) Check assessor's contact information and that their profiles are captured in the national assessor's database.
- d) Analyse assessment results in terms of assessor performance (including on identifying unusual patterns of pass rates) and capacity.
- e) Analyse incoming information from training providers on future candidates to identify assessment demand and to confirm if there are sufficient resources to meet this demand.
- f) Monitor developing of NVQF qualifications for quality, consistency to national standards and avoiding any duplication in development of qualifications.

### Technical Education and Vocational Training Authorities

TEVTAs and training institutions under their administrative control need to ensure and monitor that training is in accordance with the NVQs approach and prepares trainees sufficiently for competency-based training and work place requirements. They also need to ensure that courses conform to the labor market demand and employment rate is higher compared to graduates from traditional courses. TEVTAs/PVTC will be responsible to:

- a) Visit the institute and observe delivery of NVQs to see if the appropriate delivery approaches are being used and institute has sufficient resources
- b) Conduct focus group discussions with principals and instructors to learn about how implementation is going on the ground and their difficulties/requirements
- c) Carry out a survey of trainees, to get their feedback on NVQs delivery, sufficiency of equipment and material and suitability with market demand
- d) Review modular assessment folders and check data on individuals declared "Competent" to find out if the training prepared trainees successfully for summative assessment
- e) Trace NVQ graduates to find out about their employment prospects and income .
- f) Speak to the employers to explore if the NVQs have prepared students adequately as per demand requirements of the workplace

## Qualification Awarding Bodies

Qualification Awarding Bodies (Trade Testing Boards, Boards of Technical Education, and PVTC in Punjab for TVET institutions under their administrative control) are responsible for undertaking NVQs assessment, scheduling assessors, checking readiness of assessment centers and certification of NVQs. Their M&E responsibilities include to:

- a) Visit the assessment centers accredited by them and check if they are ready for NVQs assessment in terms of space, equipment and consumables
- b) Analyse assessment results in terms of assessor performance (including on identifying unusual patterns of pass rates) and their capacity
- c) Analyse incoming information from training providers on future candidates to identify assessment demand and to confirm if there are sufficient resources to meet this demand.

# 6 Managing NVQF Review and Improvement

The NVQF will be subject to a regular review cycle to ensure that it remains relevant, efficient and valid. Regular review and planned improvement will result well-designed and effective improvements and will be led and managed by NAVTTC in consultations with all stakeholders. It would be closely linked with the results and reports generated under the monitoring and evaluation system.

## Systematic NVQF Reviews

Three systematic NVQF reviews will be conducted over a 5-year cycle:

- a) NVQF Operational System Review is conducted annually
- b) NVQF Effectiveness Review is conducted every 2 years by NVQF Stakeholders
- c) NVQF International Review is conducted by outside reviewers every 5 years

	Year 1	Year 2	Year 3	Year 4	Year 5
NVQF Operational Review					
NVQF Effectiveness Review					
NVQF International Review					

## NVQF Operational System Review (Annual)

The operational systems of the NVQF covering all three NVQF pathways will be reviewed systematically every year to ensure that they are operating efficiently and effectively. Relevance and timeliness of the management operation will be evaluated. Necessary improvements will be identified and scheduled.

The review will be managed by NAVTTC and will be conducted collectively with representatives of NAVTTC, TEVTAs, QABs, Assessment Centers and training institutions (both from public and private sectors).

The review will examine:

- a) Whether the operational procedures are being complied with or not.
- b) Whether the defined operational procedures are efficient and effective
- c) What improvements could be made by revising procedures, replacing procedures, simplifying procedures or developing new procedures

The NVQF operational functions review will provide:

- a) Statistical information about the number of qualifications added to the NVQF, amended or replaced
- b) Analysis of the national and provincial patterns of uptake of NVQF qualifications
- c) Analysis of participation patterns including gender, province, industrial sectors and qualifications
- d) Analysis of patterns of achievement of qualifications sorted by gender, province, industrial sectors, NVQF pathways and qualifications
- e) Analysis of satisfaction of graduates and employers with the current qualifications supported by employment data
- f) Analysis regarding the time and expense involved in the development and implementation of NVQF qualifications
- g) Analysis of operational costs, funding systems, budgets and adequacy of the level of fees
- h) Recommendations for improvement of the operational capacity of managers and management systems
- i) Adequacy of information systems, data entry operations etc.

As a result of the systematic operational review, NAVTTC will update the NVQF operating procedures, management structure, manning of the professional staff, allocation of financial resources, developing international linkages and continued investment in NVQF communication systems, information systems and links with provincial and industry sector bodies.

### **NVQF Effectiveness Review (After every 2 years)**

One of the most important principles behind the NVQF is that the NVQF itself needs to be reviewed systematically from time to time to ensure the NVQF is effective and efficient in meeting the skill demand defined by the stakeholders. In this regard a systematic review of the effectiveness of the NVQF will be conducted every two years and include industry Sector Skill Councils, Chambers, employers and the informal sector. The effectiveness of the NVQF is measured by the satisfaction of the stakeholders in the delivery of graduates with the skills demanded by the stakeholders in the quantities demanded by the stakeholders and within the timeframes agreed with the stakeholders.

The review will determine the level of satisfaction with the results of the NVQF operations and then make recommendations as to modifications that may need to be made to the way demand is defined, the structure and management of the NVQF, revisions to the competency standard setting systems, development of qualifications, assessment standards and systems of vertical and horizontal progress.

The effectiveness review will provide:

- a) Official data related to the trends and changes within the national and provincial economies highlighting the changes in skill demand
- b) Reports of the analysis conducted and conclusions made by the national and provincial functions and the consequential priority setting so the NVQF delivers relevant skills in a timely manner
- c) Reports of satisfaction surveys conducted by the stakeholder groups, NAVTTC and provincial authorities including reports on the uptake of NVQF certified job applicants

NAVTTTC will consider the recommendations and plan to make all practical amendments to the NVQF within agreed timelines.

### **NVQF International Review (After every 5 years)**

As the apex body NAVTTTC must also ensure that the NVQF and related operations are consistent with accepted international practices and that NVQF graduates are able to gain appropriate recognition within international markets. To this end, representatives from key international bodies and from strategic target markets will be invited to participate in review of the NVQF every 5 years. This will provide external observation, review, critique and additional recommendations for improvement.

It will also provide a platform for the development of closer ties and mutual recognition of qualifications. NAVTTTC, as the Pakistan NVQF apex body, will seek reciprocal arrangements.

# 7

## The NVQ Registry System

The National Vocational Qualification registry system will be designed to provide information for institutions, TVET agencies and students on the following areas;

- a) Overall information on national vocational qualifications (the qualification summary sheet).
- b) Registered assessor's pool and their profile
- c) Competency standards and curriculum.
- d) Information of students declared “Competent” with certification status.
- e) E-forms for requesting NVQs development or review for downloading and online submission to NAVTTC
- f) Information of QABs assessing and certifying NVQs
- g) Students registered for NVQs
- h) Status of formative assessment
- i) Schedule of integrated assessments

The National Vocational Qualifications Registry will be accessible to the following groups with different scope of access and usages.

- a) NAVTTC, provincial TVET organizations (TEVTAs, PVTC, Directorates etc.)
- b) Qualification Awarding Bodies
- c) Students
- d) TVET institutes

The national vocational qualification registry system will complement the National Skill Information System, which additionally provides information on TVET system of Pakistan, TVET institutions, their existing qualifications and enrolment capacity, job placement services and labor market information system.

### **NVQF Requirements for NVQ Registry**

The National Vocational Qualification Framework (NVQF) requires that following information must be available for all stakeholders.

#### **Information about NVQs**

- a) Information on Qualifications:
  - i. Already developed and notified
- b) e-Forms for:
  - i. Submitting intent to develop a NVQF qualification
  - ii. Conveying acceptance/Non-acceptance of intent to develop NVQF qualification
  - iii. Providing feedback to review NVQF qualification



- c) Qualification summary sheet
- d) Assessment evidence guides

### **Information about QABs, NVQs Assessment Centers and Assessors**

- a) Qualification Awarding Bodies' information
  - i. Contact address
  - ii. Contact person for NVQs and RPL
  - iii. Name of institutions accredited as NVQs/RPL assessment centres
  - iv. NVQs assessment schedule
  - v. RPL schedule and guidelines/instructions
  - vi. Guidelines for accreditation as assessment centers
  - vii. List of certified assessors
  - viii. List of affiliated institutions offering NVQs
  - ix. E-forms
- b) Registered assessor's information/profile
  - i. Name
  - ii. Assessor code
  - iii. Name of the institution affiliated/working with
  - iv. Position held
  - v. Designation
  - vi. Gender
  - vii. Province/district
  - viii. Field/Trade/Sector of assessment
  - ix. Qualifications and experience of assessors i.e. detail of past assessment conducted
- c) Assessment Centers information
  - i. Contact address
  - ii. Contact person
  - iii. Assessment schedule as provided by QAB
  - iv. List of NVQs introduced/available
  - v. Present enrolment in NVQs
  - vi. Facilities available
  - vii. E-forms

### **Students' information declared "Competent"**

- a) Student's name
- b) Gender
- c) Student's Father name
- d) CNIC number
- e) Current address
- f) Name of the institution from where graduated
- g) ID number of the assessment center from where assessed
- h) Completed qualification code, title and level OR competency code and title
- i) Name and registration number of the assessor by whom assessed
- j) Date of assessment event

- k) List of competency standards achieved
- l) Present Institution/industry/enterprise ( if employed)

## Coding of NVQs in NVQ Registry System

The national vocational qualification will be allotted a unique code for recognition and search. The codes will be composed of industry sector abbreviated name, serial number of qualification, its level in the NVQF. It will be a standard code compatible and consistent with International Standard Classification of Education (ISCED) codes.

Detail of coding NVQs in the NVQF registry system is give below.

- a) Industry code: Such as for “Administration” AD, for “Machinery & Construction” MN, for “Allied Health” AH, for “Information & Communication Technology” IT, for “Manufacturing” MN, for “Tourism & Hospitality” TH, for “Mechanical “MN” etc.
- b) Serial Number: for each qualification within the industry sector starting from 001, 002, 003 and so on.
- c) Qualification level: Level is assigned to each qualification such as level 1, 2, 3, 4 & 5.
- d) Qualification Version: The number which shows the version of the qualification such as version 1, 2, 3 and so on.
- e) Competency Standard code: For each competency standard, an alphabetical code such “A”, “B”, “C” is allotted.
- f) Competency Standard version code: Each standard will have its own version code such as version 1, version 2.

The above coding system will generate a unique identification code for each qualification such as the “National Vocational Certificate level 2 in Information Technology (Computer Operator) has the code: 0611ICT01”. The table below shows coding of NVQs.

Table 2: Coding of NVQs

Industry	Industry Code	Serial Number	Qualification Level	Version	Competency Standard	Version
Administration	AD	001	3	1	A,B,C	1,2,3
Allied Health	HE		2	1		
Finance	FI		3			
Information Technology	IT					
Community/Social Services	CS					
Construction including Mining	CN					
Tourism and Hospitality	TH					
Urban Services i.e. garbage collectors	UT					
Training and Assessment	TS					
Manufacture	MN					
Maritime	MA					

Personal Services	PS					
Retail (Entrepreneurship)	RT					
Transport	TN					
Mechanical	ME					

#### Example for a National Qualification

National Vocational Certificate Level 3 in Brick layering						
CN001-3-1						
<b>Example for a Competency Standard</b>						
CN001-3-A1						

## Process for Management of NVQ Registry System

Following will be the work process for management of the NVQ Registry System

S/No.	Process flow	Procedure	Responsibility	Related document / Record
1.	National Vocational Qualifications (NVQs) course commencement notification / NOC	<ul style="list-style-type: none"> <li>Issue the notification mentioning name of the institutes with number of NVQs with start and end date of the academic session through email, courier and its placement on web site.</li> </ul>	TEVTAs/PVTC/ Directorates  SS&C NAVTTC (For record & coordination)	Academic calendar
2.	Candidates' registration schedule	<ul style="list-style-type: none"> <li>Issue the notification regarding registration schedule through email, courier and its placement on web site</li> </ul>	QABs	NVQs course commencement notification,  Academic calendar
3.	Initial data entry in the NVQF registry system	<ul style="list-style-type: none"> <li>TVET Institute to do the trade wise initial data entry with NVQs of the candidates in the NVQF registry system.</li> </ul>	Principal, QABs, TEVTAs/PVTC/ Directorates  SS&C NAVTTC (For record & coordination)	Registration notification,  Online registration forms in the registry system
4.	QABs to extract the initial data entry for the candidates registration	<ul style="list-style-type: none"> <li>Extract initial data from the NVQF registry system.</li> <li>Perform quality check of data</li> <li>Generate the candidates registration number in the NVQF registry</li> </ul>	QABs  SS&C NAVTTC (For record & coordination)	NSIS generated candidate's registration list

S/No.	Process flow	Procedure	Responsibility	Related document / Record
7.	Integrated/ summative assessment schedule	<ul style="list-style-type: none"> <li>Issue the notification regarding the assessment schedule through email, courier, its placement on NVQF registry and web site</li> </ul>	<p>QABs,</p> <p>SS&amp;C NAVTTC (For record &amp; coordination)</p>	Integrated/ Summative assessment schedule
8.	Conduct of Integrated/ summative assessments	<ul style="list-style-type: none"> <li>Conduct the integrated/ summative assessments</li> </ul>	QABs	Assessment evidence guides
9.	Result of the integrated assessment in the NVQF Registry system	<ul style="list-style-type: none"> <li>Quality check and related verifications of data,</li> <li>Declaration of competence status,</li> <li>Updating status in the NVQF registry system</li> <li>Finalization of the status for issuance of certification</li> </ul>	<p>QABs,</p> <p>SS&amp;C NAVTTC (For record &amp; coordination)</p>	Assessment evidence guides
10.	Certification	<ul style="list-style-type: none"> <li>Issue Record of Achievement,</li> <li>Certificate of Qualification</li> </ul>	<p>Institute</p> <p>QAB A&amp;C NAVTTC (For record &amp; coordination)</p>	NVQ Certificates
11.	Correction/ issuance of duplicate certificate (if any)	<ul style="list-style-type: none"> <li>Receive complaints about the conduct of assessment or errors on the certificate or any other complaint,</li> <li>Reconciliations &amp; redressal,</li> <li>Cases for NAVTTC</li> <li>Receive complaints from QABs, if not addressed</li> <li>Update the assessors list based on moderation result</li> <li>Issuance of duplicate certificate, if needed</li> </ul>	<p>QABs</p> <p>SS&amp;C NAVTTC (For record &amp; coordination)</p> <p>QABs A&amp;C NAVTTC (For record &amp; coordination)</p>	Record of integrated assessments & certificates
12.	Management of NSIS	<ul style="list-style-type: none"> <li>Administrate the data management of CBT&amp;A system</li> </ul>	P&D NAVTTC (For record & coordination)	NSIS
13.	M&E report	Generate M&E report with achievements, impact, sustainability and performance improvements	M&E of TEVTAs/ PVTC/Directorates	M&E Report

## The existing NVQ Registry

The existing NVQ registry is available on website at <http://www.npess.pk/nvqf/index.php> and possess following features.

- Information on qualifications (that can be searched through a filter on)
  - Qualification code
  - Qualification title
  - Qualification version
  - Qualification summary sheet
- Competency Standards Document (that can be searched through a filter on)
  - Competency standards
  - Level of competency standards
  - Credit hours allocation for each standard
- Assessor's Pool (that can be searched through a filter on)
  - Assessor's registration number
  - Assessor's code
  - Name of the assessor
  - CNIC number
  - Gender
  - Province
  - District
  - Trade/Qualification

# 8

## Appendices

### Appendix-1

## CBT Monitoring Form

CBT&A Monitoring Form			
M&E officer _____			
Date of visit _____			
Essentials of the visit			
Name of institute			
Name of NVQs			
Name of Principal			
Name of Trainers			
The NVQs course commencement letter/NOC/notification is granted by TEVTA/PVTC or any other authorized authority (NAVTTC & QAB is copied).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The program/institute is accredited by the NAVTTC	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The institute is declared as an assessment centre and accredited by the QAB.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
NFQF Data Management			
The login is created and enrolment information is uploaded in NVQF registry system.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The registration number is issued through registry system	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The status of modular/formative assessment is updated on regular basis.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		

Results on implementation of CBT			
The principal and teacher are trained on the CBT training approach.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments (if yes, who provided the training):		
The institute has conducted briefing session for the candidates on the CBT approach	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The institute has standards, curriculum, TLGs and assessment evidence guides of the NVQs	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The CBT course is progressing according to the notified schedule.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	If not, please describe/comment:		
The institute has assigned curricula compliant teacher for the CBT course	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The institute has curricula compliant lab for the CBT course	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
Is the training material .....	Adequate <input type="checkbox"/>	Inadequate <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
The venue for CBT training ...	Adequate <input type="checkbox"/>	Not adequate <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The technical training equipment present there with the GIZ logo sticker.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
All training equipment properly entered/ documented in the inventory/stock register of institute.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		

<b>Results on problems/lessons learnt/challenges</b>			
If CBT session was observed, what was the overall impression?	Adequate <input type="checkbox"/>	Inadequate <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
For <b>teachers and trainees</b> , what were important problems, lessons learnt, and challenge that were experienced in regard of CBT?			
Any comments on the curriculum or TLGs or assessment guide			
What is the plan of the institute for continuation /sustainability of CBT&A			
<b>To be followed up</b>			
Anything that needs to be followed up, either over the phone/email or during the next M&E visit			



## Appendix-2

# CBT Trainee Survey Form

Teacher name	
NVQ	
Students' attendance/presence in the class/lab of teacher who is being evaluated:attendance in % .....	

### Likert Scale

1	2	3	4	5
Strongly disagree	Disagree	Not sure	Agree	Strongly Agree

<b>Classroom's Feedback</b>					
The trainer has provided briefing regarding NVQF and CBT&A approach	1	2	3	4	5
The trainer thoroughly explained the learning requirement prior to the commencement of the training session- competency standards, assessment evidence guide, formative assessment and integrated assessment	1	2	3	4	5
The trainer has clear understanding of competency standards and curriculum	1	2	3	4	5
CBT course is mainly composed of practical learning	1	2	3	4	5
The trainer remained punctual in the class	1	2	3	4	5
The trainer scheduled assignments, class test, quizzes and seminars	1	2	3	4	5
The trainer makes alternate arrangement of class in his/her absence	1	2	3	4	5
The trainer confidence & communication skills remained adequate	1	2	3	4	5
The trainer regularly conduct the classroom discussions	1	2	3	4	5
The trainer refers to latest developments in the field	1	2	3	4	5
The trainer shares regularly the answers of class tests or the formative assessments.	1	2	3	4	5
The trainer has a helping approach towards the weaker students	1	2	3	4	5
The trainer is helping students in realizing career goals	1	2	3	4	5
The trainer inspires students for ethical conduct	1	2	3	4	5
The formative assessments are conducting on regular basis	1	2	3	4	5
The judgement of formative assessment is acceptable to majority of the trainees	1	2	3	4	5
I am confident that at the end of my training, I will have the skills to meet the competency standards of this qualification	1	2	3	4	5
The competency based training approach will provide me better employment opportunity	1	2	3	4	5
<b>Lab's Feedback</b>					
The teacher gives quality explanation while performing practical.	1	2	3	4	5
The labs are adequately equipped as per the curriculum	1	2	3	4	5
I have the opportunity to use modern equipment and machinery	1	2	3	4	5
The training material provided during the lab experiments are adequate	1	2	3	4	5
The teacher assign tasks and follows up adequately	1	2	3	4	5
The lab. Work stimulate us to think	1	2	3	4	5
The students get adequate time to perform the experiment	1	2	3	4	5

The teacher relates lab work to actual field application	1	2	3	4	5
The teacher gives adequate instructions/demonstrations for proceeding with lab. Work	1	2	3	4	5
Working condition of machinery/equipment at the time of experiment is good	1	2	3	4	5
The teacher assesses the lab. Work regularly	1	2	3	4	5
The experiments are performed in groups	1	2	3	4	5
The teacher provide input during the entire duration of the experiment session	1	2	3	4	5
The teacher's control and command over the lab/class is commendable	1	2	3	4	5
Difficulties are entertained during lab. Session	1	2	3	4	5
All the practical's are covered as per the schedule	1	2	3	4	5
The lab sessions remained interesting	1	2	3	4	5

# 9 Glossary

Term	Description
National Vocational Qualifications	Qualifications approved and notified at the national level by NAVTTC and are registered under the National Vocational Qualification Framework
NVQF Equivalence System	System of providing a framework. Processes and guidelines for granting equivalence of NVQ at the four prescribed levels
National Management System	System/structure of management of NVQF at national and provincial levels to ensure quality
National Skill Information System	System that provides information about the whole TVET system encompassing TVET qualifications, institutions offering TVET qualifications, enrolment, instructors, facilities, passouts, employment opportunities, job placement etc.
NVQ Registry	System of maintaining and updating information about NVQs, Management Bodies at the national and provincial levels, NVQs assessment and assessor information and students graduated with NVQs
NVQs Equivalences	NVQs equivalences will be considered for four levels i.e. <u>Level 1</u> : Equivalence within the NVQF Qualifications, <u>Level 2</u> : Equivalences of NVQF qualifications with qualifications acquired on qualification frameworks of other countries, <u>Level 3</u> : Equivalence of NVQF Qualifications with traditional on-going VET courses and <u>Level 4</u> : Equivalence of NVQF Qualifications with General and Higher Education Qualifications/Levels.
Monitoring & Evaluation System	System that provides responsibilities of monitoring and evaluation of NVQs implementation with relevant indicators of measurement and report generation
Quality Assurance Management System or Quality Management System	One of the Quality management component to assure NVQF is managed through well-planned procedures and processes consistent with international standards
Qualification Awarding Bodies	Bodies which are responsible for assessment and certification of NVQs as mandated under their Act/Functions
NVQF operational system	System that contains manuals with guidelines and processes for management of NVQF, Development of NVQs and assessments of NVQs
Organizational Management System	System that shows national and provincial organizations involved in management of NVQF and their role and responsibilities in managing the development and assessment of NVQs
Technical Committees	Committee constituted by NAVTTC on case -to-case basis to finalize findings and recommendations on equivalence cases for submission in CCDTE meeting for final decisions
TVET Service Providers	National and provincial TVET bodies in the public and private sector that are responsible for management, development and assessment of NVQs. They include NAVTTC, provincial TEVTAs , QABs in the public sector and bodies like PVTC, SDC, SSC and other private sector institutions providing NVQs across the country





**National Vocational & Technical Training Commission (NAVTTTC)**  
5th Floor, Evacuee Trust Complex, Sector F-5/1, Islamabad  
Tel: +92 51 904404, Fax: +92 51 904404, Email: [info@navttc.org](mailto:info@navttc.org)  
Website: [www.navttc.org](http://www.navttc.org)