



**People's Republic of Bangladesh**  
**Technical and Vocational Education and Training**  
**(TVET) Reform Project**

# **A NATIONAL TECHNICAL AND VOCATIONAL QUALIFICATION FRAMEWORK FOR BANGLADESH**

**Short Form Proposal**

**Dhaka, November 2009**

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## Background

The three building blocks of a modern TVET system consist of three components:

- i. A *National Technical and Vocational Qualification Framework (NTVQF)* which provides a structure for the TVET qualifications to be developed.
- ii. An industry *Sector Qualifications and Competency Standards Framework* which ensures that the graduates of the TVET system have the required skills and knowledge that meet the needs of industry.
- iii. A national *TVET Quality Assurance System* that ensures all providers of TVET, including private and public, meet the administrative and program delivery standards required by the Government of Bangladesh.

All three are of equal importance and together will create the synergy to ensure that Bangladesh develops a modern effective TVET system that will provide financial and social benefits to the citizens of Bangladesh within the next decade.

Items (i) and (iii) above are direct outputs of the TVET Reform Project, with item (ii) Under development through the standards and curriculum work of both the TVET Reform Project and the Skills Development Project.

This paper outlines a proposed model for item (i) - a National Technical and Vocational Qualifications Framework (NTVQF). The model was prepared by the TVET Reform project in consultation with stakeholders.

## Developing the Proposed NTVQF

The proposed NTVQF was developed through a series of consultations and meetings in late 2008 and 2009 including:

- A one-day workshop on National Vocational Qualification Frameworks (NVQFs) to describe NVQFs already developed in the region and obtain feedback on the concept of an NVQF for Bangladesh. The 59 attendees were from a cross section of government departments and TVET institutions.
- Meetings by an NTVQF consultative group to determine a proposed model for Bangladesh. The consultative group consisted of some 35 members representing partner agencies and private enterprises.
- Many informal meetings - held with individuals and groups to ensure the proposed model met the expectations of all parties concerned. Eventually a consensus was reached which resulted in the framework below.

During the development of the NTVQF a number of reference documents were produced by the TVET Reform Project. These are listed here and are available for further reading:

- *NVQF Systems of Relevance to Bangladesh*
- *A Proposed NTVQF for Bangladesh*
- *TVQF Concept Paper for Bangladesh*

The NTVQF has also been included in the draft National Skills Development Policy being finalised for the GOB by the TVET Reform Project.

## Proposed NTVQF

The proposed framework is shown in the following table, along with general job classifications relevant to each level of the NTVQF.

NTVQF LEVELS	EDUCATION SECTORS			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager / Sub Assistant Engineer, etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC3)		Semi Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Medium Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Skilled Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocation Trainee

### Key Features of the NTVQF

The proposed framework has 8 levels as shown in the table above.

- The first two levels are for pre-vocational training. These two levels cater for under-privileged and low education sections of the community. The awards here are the National Pre-Vocation Certificate 1 & 2.
- At NTVQF1, persons will receive a National Skill Certificate – 1 (NSC 1) in their respective occupation/specialty. It is similar in level to the current basic trade course.
- Levels 2 to 5 are the National Skill Certificates which indicate the skills levels from medium to highly skilled worker / supervisor.
- Level 6, the Diploma level, is the premier TVET qualification.

The NTVQF will provide an exit point at each of the levels for learners to enter the workforce from full-time and part-time studies. Persons from time to time may also leave work to take up full or part-time studies. Existing workers will benefit by being able to seek a qualification under the framework through training and/or by recognition of prior learning. The framework supports flexible delivery of training programs whereby individuals can stop and start their programs as circumstances require. The NTVQF pathways flowchart in Annex 2 shows the exit/entry points.

### ***Relationship to the Existing Qualification Structure***

The following table shows the relationship of the proposed TVQF to the existing qualification structure.

**Relationship of the NTVQF to the Existing Qualification Structure**

TVQF LEVELS	EDUCATION SECTORS			Current Qualification Structure	Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education		
TVQF 6			Diploma in Engineering or equivalent	4 Year Diploma	Middle Level Manager / Sub Assistant Engineer. etc.
TVQF 5		National Skill Certificate 5 (NSC 5)		NSS Master	Highly Skilled Worker / Supervisor
TVQF 4		National Skill Certificate 4 (NSC 4)		NSS 1 / HSC (Voc / BM) Year 11 & 12	Skilled Worker
TVQF 3		National Skill Certificate 3 (NSC3)		NSS 2 / SSC (Voc) Year 10	Semi-Skilled Worker
TVQF2		National Skill Certificate 2 (NSC 2)		NSS 3 / SSC (Voc) Year 9	Medium-Skilled Worker
TVQF 1		National Skill Certificate 1 (NSC 1)		NSS Basic / Basic Trade Course	Basic Skilled Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			None	Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			None	Pre-Vocation Trainee

- Note: 1. The new CBT based NSC 2, 3 & 4 courses will replace the existing vocational component of the current SSC (Voc) and HSC (Voc) and HSC (BM) and be issued as separate qualifications.
2. Students who do not pass the SSC (VOC), but meet the NSC competency standards, will receive an NSC level qualification and have the opportunity to continue their studies at a training institution that offers higher level NSC programs in the study area, e.g. at a TTC.

### ***Pathways for the Various Education Sectors***

The diagram shown in Annex 2 shows the various education pathways through the proposed TVQF. Note the entry points are for:

- (i) Under-privileged groups
- (ii) Low-educated groups
- (iii) Year 8 entry
- (iv) Apprentice entry

Whilst entry points for existing workers will take account of any existing qualifications they have, workers without qualifications will be offered Recognition of Prior Learning (RPL), using the approach to be introduced by the TVET Reform Project.

### **Introducing the NTVQF**

The following key steps are necessary to implement the NTVQF.

- i. Adoption by GOB as national policy and enshrined in law.
- ii. Government agency appointed, or created, to administer the NTVQF, e.g. BTEB
- iii. Phased implementation e.g.: over 5 years. The NTVQF will be widely promoted to all public TVET institutions.
- iv. Training programs developed and delivered for TVET providers and key stakeholders on how to implement the NTVQF and deliver competency-based curriculum.
- v. Awareness raising and social marketing campaigns for industries and parents of high school students to promote the NTVQF.
- vi. Parallel development of the *Qualifications and Competency Standards Framework* and the *TVET Quality Assurance System*.

### **Summary**

This paper outlines the development and features of the National Technical and Vocational Qualifications Framework (NTVQF) proposed for Bangladesh.

The new NTVQF has eight levels - two pre-vocational; four skills levels for tradesperson; a master craftsperson / supervisor level, and a diploma level. Except for the pre-vocational, the levels correspond to differing degrees of knowledge, skill and responsibility. To aid the reader's understanding, the proposed NTVQF is compared to the current qualifications structure in Bangladesh. The model is flexible and there are a number of entry and exit points as described in the pathways diagram contained herein. Finally a number of steps in introducing the NTVQF are listed.

Many countries in the region, and worldwide, now have, or are introducing a qualifications framework. The introduction of a NTVQF for Bangladesh will allow qualifications gained here to be aligned to the qualification structure of other countries, which will facilitate the movement of expatriate workers to other countries. It also provides notice to prospective investors that Bangladesh has a modern TVET system and by implication a competent workforce and is a viable investment option.

**Annex 1: NTVQF level Descriptors**

<b>NTVQF Level</b>	<b>Knowledge</b>	<b>Skill</b>	<b>Responsibility</b>	<b>Job Class.</b>
6	<ul style="list-style-type: none"> <li>Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems</li> </ul>	<ul style="list-style-type: none"> <li>Manage a team or teams in workplace activities where there is unpredictable change</li> <li>Identify and design learning programs to develop performance of team members</li> </ul>	Supervisor / Middle Level Manager /Sub Assistant Engr. etc.
5	<ul style="list-style-type: none"> <li>Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.</li> </ul>	<ul style="list-style-type: none"> <li>Take overall responsibility for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Highly Skilled Worker / Supervisor
4	<ul style="list-style-type: none"> <li>Broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility, within reason, for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Skilled Worker
3	<ul style="list-style-type: none"> <li>Moderately broad knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under supervision with some autonomy</li> </ul>	Semi-Skilled Worker
2	<ul style="list-style-type: none"> <li>Basic underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under indirect supervision in a structured context</li> </ul>	Medium Skilled Worker
1	<ul style="list-style-type: none"> <li>Elementary understanding of the underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a structured context</li> </ul>	Basic Skilled Worker
Pre-Voc 2	<ul style="list-style-type: none"> <li>Limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Very limited range of skills and use of tools required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a well-defined, structured context.</li> </ul>	Pre-Vocational Trainee
Pre-Voc 1	<ul style="list-style-type: none"> <li>Extremely limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Minimal range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Simple work or study exercises, under direct supervision in a clear, well defined structured context</li> </ul>	Pre-Vocational Trainee

**Annex 2: Pathways**

**Pathways for Technical & Vocational Education with the introduction of the NTVQF**

