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Implementation Manual: National Training and Vocational Qualifications Framework (NTVQF)

Government of Bangladesh



International
Labour
Organization



European Union

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1 ABBREVIATIONS AND ACRONYMS

AAC	Accredited Assessment Center
ADWG	Assessment Design Working Group
AO	Accreditation Officer
AOU	Affidavit of Undertaking
BTEB	Bangladesh Technical Education Board
RCA	Competency Assessor
CAT	Competency Assessment Tool
CBT	Competency-Based Training
CBT&A	Competency-Based Training and Assessment
CAS	Competency Assessment System
CS	Competency Standards
ISC	Industry Skills Council
NC	National Certificate
NIMS	NTVQF Information Management System
NSDP	National Skills Development Policy
NSQAS	National Skills Quality Assurance System
NTVQF	National Technical and Vocational Qualification Framework
QAD	Qualification (Course) Accreditation Document
RCA	Registered Competency Assessors
RPL	Recognition of Prior Learning
RTO	Registered Training Organization
SAG	Self Assessment Guide
SCDC	Standards and Curriculum Development Committee
SoA	Statement of Achievement
TSC	Technical Sub Committee
TVET	Technical and Vocational Education and Training
UoC	Unit of Competency

2 INTRODUCTION

Technical Vocational Education and Training (TVET) is increasingly being seen as a valuable path to practical careers all over the world. This is because TVET provides an individual with the skills required by industry.

The Government of Bangladesh, in cooperation with the ILO, is in the process of reforming Bangladesh's TVET sector through the EU-funded TVET Reform Project. The guiding framework for the TVET Reform Project is the National Skills Development Policy (NSDP). The major objectives of the NSDP are to:

- a** Provide a clear statement of reform agenda and strategy for skills development in the country;
- b** Improve the quality and relevance of skills development;
- c** Establish more flexible and responsive mechanisms that better service the needs of the labor market, individuals and the community at large;
- d** Improve access to skills development for groups such as women, child labourers and people with disabilities;
- e** Encourage participation in skills development by industry organizations, employers and workers and improve skills acquisition in communities; and
- f** Enable more effective planning, coordination and monitoring of skill development activities by different ministries, donors, industry, and public and private providers.

In order for the goals established in the NSDP to be realized, a number of new systems and initiatives have been developed and are being introduced in Bangladesh. This manual focuses on three of these initiatives;

- National Technical and Vocational Qualifications Framework (NTVQF);
- Competency Standards; and
- Competency-Based Training and Assessment Delivery System.

This manual provides an overview of the systems and describes, step-by-step, the procedures involved in implementing them in your institution. It provides a system of instructions to ensure that all stakeholders, industry partners, technical/vocational institutions and instructors have a shared understanding of the activities that need to be undertaken.

This manual should be read in conjunction with the National Skills Quality Assurance System Manuals, which focus on another important initiative; the National Skills Quality Assurance System (NSQAS).

It is hoped that this manual will serve as handy reference in promoting and advocating the NTVQF, the CBT&A system and TVET reform as a whole in Bangladesh.

3 A QUALITY ASSURED, COMETENCY-BASED TVET SYSTEM IN BANGLADESH

Technical Vocational Education and Training (TVET) in Bangladesh is classified as formal and non-formal vocational, technical and skills-based education and training for employment. The sector comprises of the following main five segments:

- Public (delivered to varying degrees by numerous ministries);
- Private (receiving some form of government subsidy e.g. MPO and grants);
- Private (commercial training institutions including madrasahs);
- Non Government Organizations; and
- Industry-based (institutions managed by industry and delivering work-based training such as apprenticeship programs).

The current system does not ensure quality assurance. Standards are not aligned with the requirements of industry and therefore a mismatch exists between the supply of and the demand for skilled workers. These are some of the key issues with the current system:

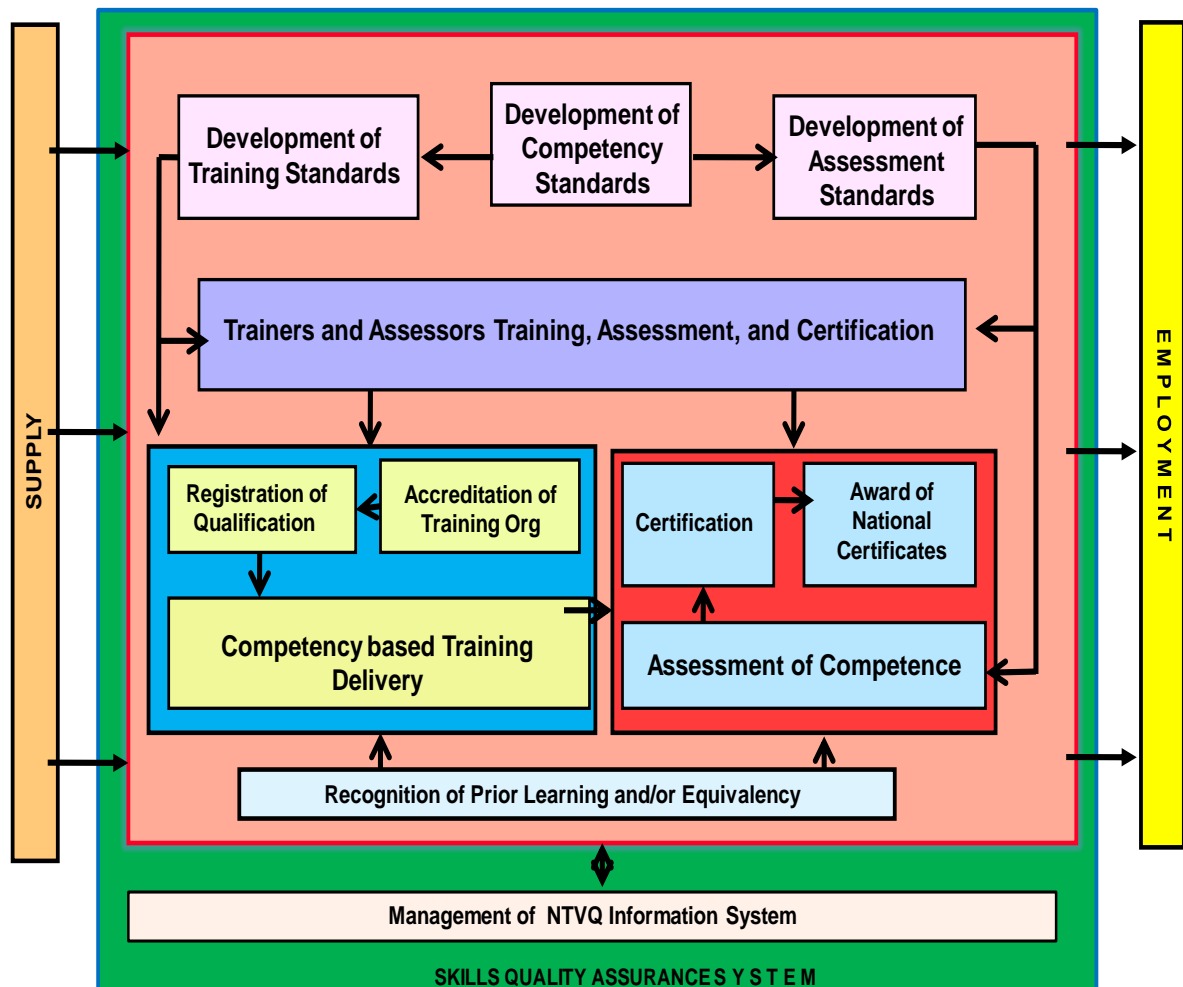
- The TVET system is disconnected from the job market and has no linkages to industry;
- TVET is not supported by a government policy nor it is reinforced by a consistent regulatory framework;
- The TVET system is over centralized;
- There is no quality assurance mechanism;
- Trainers' qualifications are not in line with the needs of the standards;
- The system does not serve the underprivileged (rural poor, child laborers, women, informal workers, people with low level of instruction) due to its rigidity and high entry barriers; and
- Informal apprenticeships are not regulated thus no formal certification is awarded to apprentices.

In order to address these issues and concerns, the quality assured, competency-based Technical and Vocational Education and Training System was developed for Bangladesh. This encompasses all of the initiatives proposed in the National Skills Development Policy, including calling for the:

- Development of nationally-recognized competency standards based on industry requirements;
- Development of training and assessment standards based on these competency standards;
- Training, assessment and certification of trainers and assessors using competency-based (CBT&A) methodology;
- Accreditation and registration of training organizations to deliver competency-based training;
- Accreditation and registration of assessment centers to undertake competency-based assessment;
- Development of a Recognition of Prior Learning (RPL) system; and
- Maintenance of an NTVQF Management Information System (MIS).

The diagram below shows the quality assured, competency-based Technical Education and Training System for Bangladesh. Together, the components will work towards turning Bangladesh's current workers into a highly skilled, cohesive and globally competitive workforce:

Quality Assured, Competency-Based Technical Vocational Education and Training (TVET) System



Implementing of the system requires the implementation of the three essential components:

Competency Standards (discussed in detail in Section 5):

Nationally agreed industry-determined specifications of the competence required for effective performance. Standards are expressed in a consistent format outlining the different aspects of competency and are the basis for all stages of skills development, from training delivery to assessment of competence.

Standards describe the work to be performed in a specific occupation and the knowledge, skills and attitudes needed for an individual to perform to the standards expected in the workplace.

Competency-Based Training Delivery System (discussed in detail in Section 6):

CBT is one of the major reforms being undertaken in the TVET sector in Bangladesh. CBT is rapid, flexible, relevant and job-directed. The methodology deviates away from the current approach to education and training in Bangladesh, instead placing emphasis on what a person can do in the workplace after completing training. Progression of learning within a CBT program is not time-bound but instead depends on the learner's ability to demonstrate competence in the job.

CBT focuses on assisting learners to develop and demonstrate competent performance as required by industry standards. It aims to prepare the individual for employment or to become more productive in the workplace setting.

Implementing CBT requires the following:

- Training, assessment and certification of instructors under the Competency Standards for Certificate IV in CBT&A in TVET; and
- Registration and accreditation of training organizations under BTEB.

Competency Assessment and Certification System (discussed in detail in Section 7):

The Competency Assessment and Certification System (CACS) will assess and qualify NTVQF graduates and workers. The system will determine the qualification level of a person using specially developed assessment tools.

Competency Assessment is defined as the process of collecting evidence and making judgments on whether competency has been achieved based on approved competency standards.

The CACS requires:

- Training, assessment and certification of Competency Assessors;
- Development of Competency Assessment Tools; and
- Accreditation of Competency Assessment Centers.

For the purpose of this manual, the issuance of National Certificates will be part of the CACS. This system will describe the process and the certification arrangements. National Certificates will only be issued to individuals who achieve all the required units of competency of a national qualification.

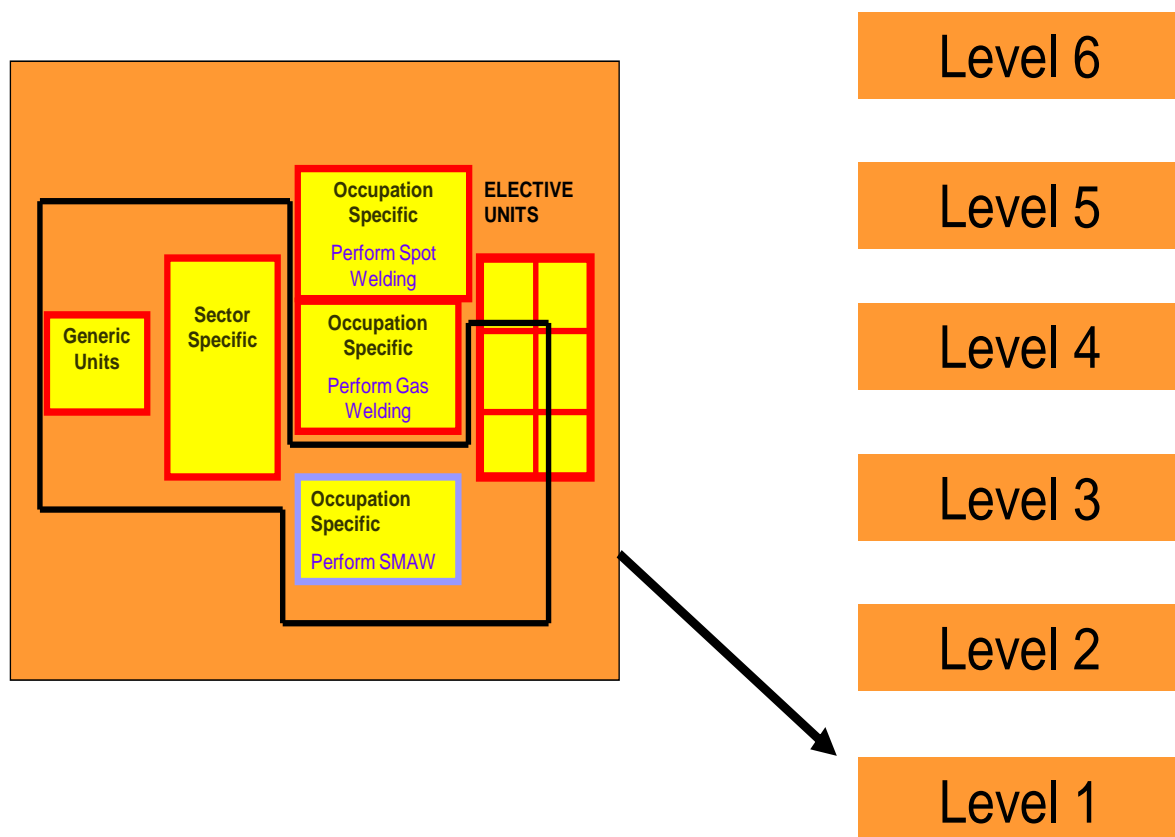
4 NATIONAL TECHNICAL AND VOCATIONAL QUALIFICATION FRAMEWORK (NTVQF)

What is the NTVQF?

The NTVQF is a comprehensive, yet flexible framework for all qualifications in the skills development system. It describes qualification in eight levels ranging from Pre-Vocational Level 1 to NTVQF Level 6.

A National Certificate is defined against nationally-agreed Competency Standards and developed by firstly combining units of competency into groups that correspond to meaningful job roles in the workplace and then secondly, aligning this to the NTVQF.

Packaging Of Qualification ALIGNED TO THE NTVQF LEVELS



Qualification Levels

The NTVQF introduces the concept of pre-vocational levels to the skills development system in Bangladesh. These levels not only open up additional career pathways for students pursuing general education but also address the needs of under-privileged groups and individuals with low levels of education.

Previously, individuals without a Grade 8 or above level of education were not able to access the formal skills development system as they did not meet the prerequisite education level. With the introduction of pre-vocational levels, they now have a pathway to enter formal training.

The NTVQF also includes five vocational levels as well as one for diploma level qualification, as shown below:

NTVQF Level	Knowledge	Skill	Responsibility	Job Classification
6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialized and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems.	Manage team/teams in workplace activities where there is unpredictable change. Identify and design learning programs to develop performance of team members.	Supervisor/ Middle Level Manager /Sub Assistant Engr. etc.
5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area.	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study. Apply past experiences in solving similar problems.	Highly Skilled Worker/ Supervisor
4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area.	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.	Take responsibility, within reason, for completion of tasks in work or study. Apply past experiences in solving similar problems.	Skilled Worker
3	Moderately broad knowledge in a specific study area.	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.	Work or study under supervision with some autonomy.	Semi-Skilled Worker

NTVQF Level	Knowledge	Skill	Responsibility	Job Classification
2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks.	Work or study under indirect supervision in a structured context.	Medium Skilled Worker
1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks.	Work or study under direct supervision in a structured context.	Basic Skilled Worker
Pre-Voc 2	Limited general knowledge.	Very limited range of skills and use of tools required to carry out simple tasks.	Work or study under direct supervision in a well-defined, structured context.	Pre-Vocation Trainee
Pre-Voc 1	Extremely limited general knowledge.	Minimal range of skills required to carry out simple tasks.	Simple work or study exercises, under direct supervision in a clear, well defined structured context.	Pre-Vocation Trainee

Features of the NTVQF

The NTVQF is a nationally consistent system designed to:

- 1) Improve the quality and consistency of nationally recognized qualifications by packaging units of competency together to form qualifications which address individual and industry needs;
- 2) Introduce consistent naming of credentials;
- 3) Allow accumulation of units of competency (over time) towards a nationally recognized qualification;
- 4) Support flexible education and training pathways through the introduction of a Recognition of Prior Learning (RPL) system. RPL provides a framework that allows learners to easily enter and exit the education and training system through recognizing prior knowledge and skills acquired during education/training, in the workplace or in everyday life;
- 5) Ensure high quality skill development for individuals' employability and increased productivity;
- 6) Strengthen the linkage between programmes (formal and non-formal) and industry requirements; and
- 7) Increase options for learners by broadening their options and career pathways.

Objectives

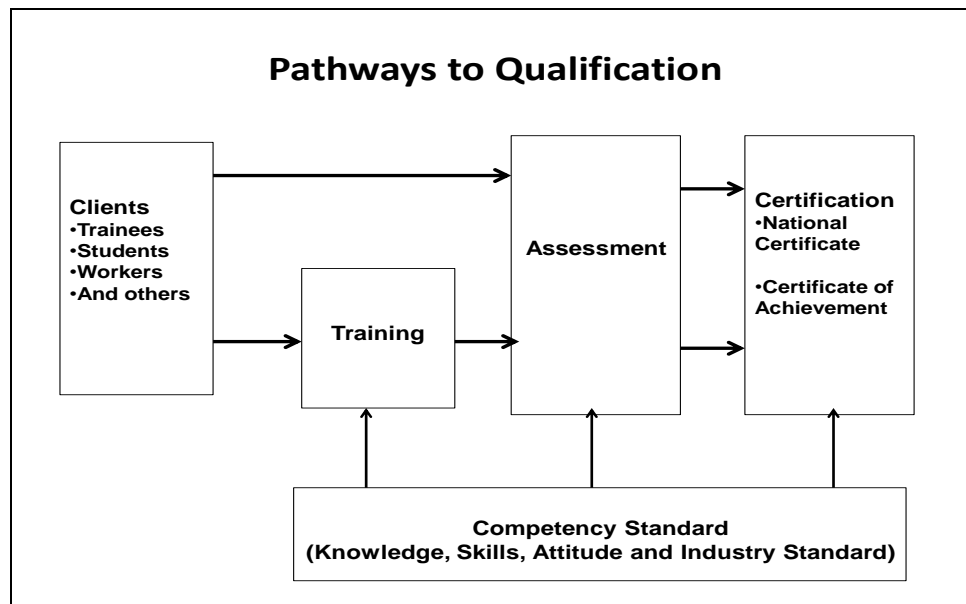
The NTVQF will establish a more and responsive qualification mechanism that better serves the needs of the labor market, individuals and the community at large. In particular, the NTVQF aims to:

- Qualify learners and workers based on the industry requirements. This will provide high quality outcomes to maintain individuals' employability and increase their productivity;

- Provide employers basis for human resources development, wage administration, incentives and promotion; and
- Promote general welfare of consumer through the provision of better products and services.

Pathways to Qualification

There are three general pathways that lead to the recognition of competencies, and eventually an NTVQF National Certificate. These are:



- **Training and assessment:** Participating in an accredited course at a Registered Training Organization. The candidate undertakes a structured program of training and assessment in an on-the-job environment, an off-the-job environment or in a combination of on and off-the-job environments like an apprenticeship.
- **Assessment-only pathway:** No structured training is involved; the candidate is simply required to provide current, quality evidence of their competence in the relevant units of competency.
- **Combination of 'training and assessment' and 'assessment only' pathway:** This arrangement is useful when a candidate has already gained competencies through work and life experience but also requires training in new areas of competence. In such situations, the candidate undertakes an initial assessment to determine their current competence and then a structured training and assessment program is established to ensure that the candidate acquires the required additional competencies.

All pathways must provide for RPL; the formal assessment of competencies held by individuals against the NTVQF units of competency. In this process, the assessment of current competencies of individuals should be recognized regardless of how, when or where they were achieved. RPL assessment should

consist of an interview, a practical demonstration and/or a portfolio review (which could include documents such as service records, records of work experiences, training certificates and other relevant documents).

Each pathway leads to the same end-point of assessment against the defined national competency standards for units of competency and qualifications under the NTVQF.

5 COMPETENCY STANDARDS

Understanding Competency

Competency is defined in terms of what a person is required to do, i.e. knowledge, skills and attitudes (performance), under what conditions it is to be done (conditions) and how well it is to be done (industry standards). It has also four aspects of work performance. These are:

- 1 **Task Skills** - Being able to perform individual tasks.
- 2 **Task Management Skills** - Being able to manage a number of different tasks within the job.
- 3 **Contingency Management Skills** - Being able to respond to irregularities and breakdowns in routine.
- 4 **Environment Skills** - Being able to deal with the responsibilities and expectations of the work environment.

Competencies are categorized as:

- 1 **Generic competencies.** These are competencies that are required for all qualifications in all industry sectors. They reflect skills which are essential to all workers. An example of a generic competency is *"Receive and respond to workplace communication."*
- 2 **Sector-Specific Competencies.** These are competencies which are essential in a particular sector but not specific to the performance of a particular task. An example of this (in the welding sector) is *"Set up welding machine."*
- 3 **Occupation-Specific Competencies.** These competencies are required of workers that are unique in a particular area of work, stream of technology or specialty job within a particular industry or sector. An example of this (also in welding) is *"Weld carbon steel plate."*
- 4 **Elective Competencies.** These are additional competencies that are useful but not absolutely necessary for enhancing the mobility/employability of a worker.

Definition of Competency Standards

Competency Standards are nationally agreed industry-determined specifications of the competency level required for effective performance. They are expressed in a consistent format covering numerous aspects of competency such as:

- Workplace activity - focused on the actual activity rather than training or personal attributes
 - Scope of this workplace activity
 - Performance required to undertake this activity
 - Conditions under which this activity will be conducted
- Requirements needed to assess a competent performance of this activity

Developing Competency Standards

- 1 **Scope the industry, industry sector or enterprise.** This will involve research on:
 - a Size, diversity and complexity of industry
 - b Occupational range and mode of work (full time, part time, casual)
 - c Key stakeholders
 - d Geographic distribution and industry demographics
 - e Underrepresented groups
 - f Future directions and skill requirements

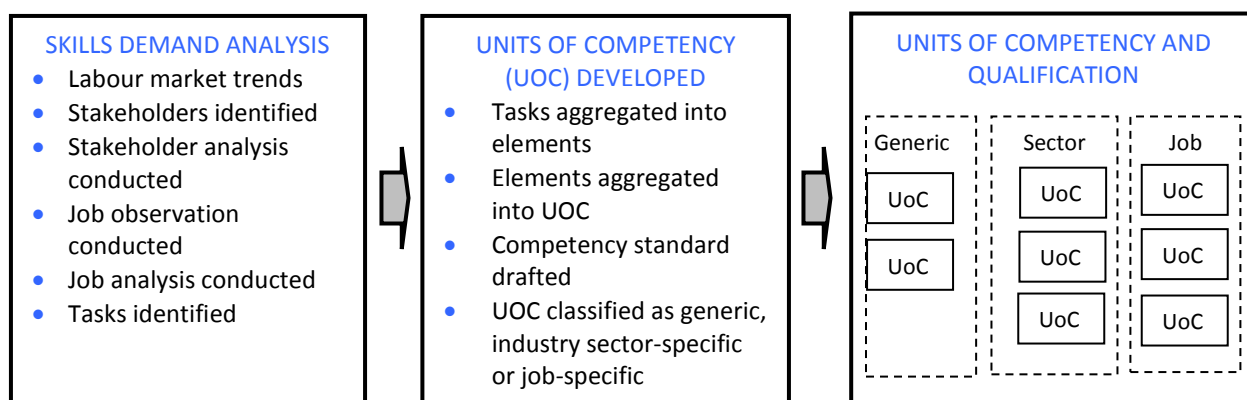
- 2 **Conduct an environmental scan of standards documentation.** This will involve research on:
 - a Available/existing standards
 - b Statutory requirements/Codes of Practice
 - c Industry reports and studies
 - d Occupational analyses
 - e Enterprise policy and procedures
 - f Skills audits/Job Descriptions
 - g Textbooks, journals and magazines

- 3 **Consult industry through:**
 - a Observation of work
 - b Interviews, structured and unstructured
 - c Group processes, either focus group or functional analysis
 - d Surveys through mail, electronic, or face to face

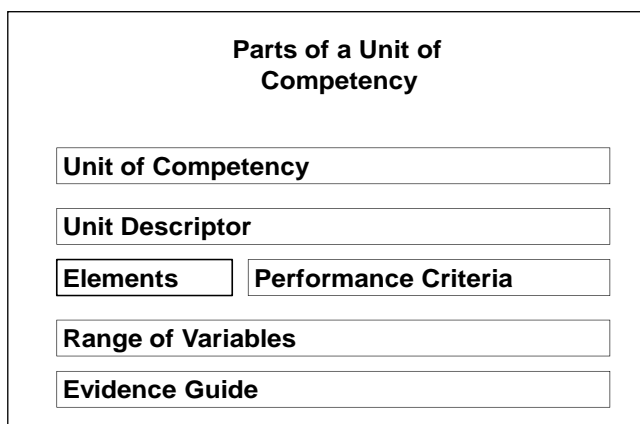
- 4 **Write draft competency standards** (please see later section for parts of competency standards)

- 5 **Validate the competency standards.** This involves gathering comment from stakeholders such as workers, employers, professional bodies and technical experts. Validation can be done through workplace observation, conduct of surveys, focused group discussion and trial runs of standards.

- 6 **Implement and review the standards.** Standards are developed at a point in time and are subject to ongoing maintenance and review. Formal review should be undertaken on a regular basis i.e. 3-5 years. Reviewing of standards is required due to changes in: technology, work practice, work organization, legislation, Codes of Practice, or patterns of industry ownership.



Parts of Competency Standards



1 Unit title - The title of the competency unit refers to the title of the general area of competency, which is expressed in outcome terms.

- a** Defines the area of competency.
- b** Written in output terms - '*obtain, prepare and supply materials for production*' [verb].
- c** A well framed unit will comprise a manageable component of work.
- d** Appropriate balance between units which are too broad or narrow.

2 Unit Descriptor

- a** Outlines what is done in the workplace.
- b** Expands on information in the title.
- c** Clarifies scope and intent of the unit.
- d** Helps to differentiate between titles with similar title.

3 Elements

- a** Building blocks of a unit of competency.
- b** Describes in outcome terms the functions that a person who works in a particular area of work is able to perform [start with a verb].
- c** Describes actions or outcomes that are demonstrable and assessable and which the candidate must attain.

4 Performance Criteria

- a** Elements describe in output terms the functions that a person who works in a particular area of work needs to be able to do.
- b** Evaluative statements that specify what is to be assessed and the required level of performance.
- c** Ensure that tasks are performed as per the prescribed procedure.
- d** Specifies the activities, skills, knowledge necessary.
- e** Assists assessors to understand what can be used as evidence of competent performance.

5 Range of Variables

- a** Describes the circumstances or context in which the work is to be performed.
- b** Describes the range of situations that skills should be assessed in.

- c Relates to the unit of competency as a whole.
- d Allows for insertion of specific knowledge and enterprise requirements.
- e When standards need to be updated, often it is just a change to the Range of Variables which is needed.
- f Avoid standard/repetitive phrases.

Sample Range of Variables

Unit Title: Carry out general demolition

Performance Criteria: Demolish *buildings and structure*

Range of Variables:

⌘ Types of buildings and structures include:

- ☒ Single and double storey commercial buildings
- ☒ Single and double storey residential buildings
- ☒ Partition walls
- ☒ Small buildings
- ☒ Retaining walls and fences

Variable

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6 Evidence Guide

- a The Evidence Guide is mandatory
- b The purpose of the Evidence Guide is to guide the assessor in the collection of evidence.
- c Evidence Guides must relate directly to the Elements, Performance Criteria and Range of Variables

Parts of the Evidence Guide

- ⌘ There is a set format
- ⌘ There are five sections:
 - ☒ Critical aspects of competency
 - ☒ Underpinning knowledge
 - ☒ Underpinning skills
 - ☒ Resource implications
 - ☒ Method of assessment
 - ☒ Context of assessment

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Procedures for Developing Competency Standards

1 Objective

This procedure provides a system of instructions to ensure all stakeholders, industry partners, technical-vocational institutions and instructors have a shared understanding of the detailed activities to be undertaken in the development of Competency Standards.

2 Scope

This procedure covers the development of competency standards in an identified priority occupation. It will start from the scoping stage and will end with the validation or reviewing the standards.

3 Definition of Terms

Competency	a) The application of knowledge, skills and attitude required to complete a work activity in a range of context and environment to the standard expected in the workplace; or b) The possession and application of knowledge, skills and attitudes to the standard of performance required in the workplace.
Competency Standard (CS)	Industry-determined competencies required for effective work performance. Expressed as outcomes and focus on workplace activity rather than training or personal attributes and capture the ability to apply skills in new situations and changing work conditions.
Statement of Achievement (SoA)	A certification issued to individuals deemed competent in a unit of competency. SoAs are aligned to specific levels in the NTVQF.
National Certificate	A qualification which is created by combining units of competency into groups that correspond to meaningful job roles in the workplace and aligning these with levels in the NTVQF.
Occupation	A broad term denoting a group of inter-related jobs or any distinct type of manual or non-manual work which can provide a means of livelihood, whether undertaken in wage-employment or in self-employment. An occupation consists of a set of jobs in which the main tasks and duties of which are characterized by a high degree of similarity.
NTVQF	The National Technical and Vocational Qualification Framework. The NTVQF serves as a comprehensive, yet flexible framework for all qualifications in skills development system.
SCDC	Standards and Curriculum Development Committees. These are BTEB-created committees responsible for the provision of specialist advice on competency standards and curriculum documentation based on current needs and potential future demands.
TSC	Government-run Technical School and College providing of technical education.
QAD	Qualification (Course) Accreditation Document. This is the nationally recognized set of specifications for the development and registration of courses (qualifications) under the NTVQF. It contains the rules and requirements under which courses (qualifications) are structured, delivered and assessed.

4 Process Flow (reference documents are National Skills Quality Assurance Manuals (NSQAS))

Responsibilities	Process Steps	Inputs to the Process
ISC/TSC	Draft Units of Competency (UoC) within Occupation	<ul style="list-style-type: none"> • Profile of the industry sector available • TSC established • CS format (See Annex D)
BTEB/SCDC	Review UOCs	<ul style="list-style-type: none"> • Standards and Curriculum Development Council (SCDC) established • Copies of existing related standards and documents obtained
SCDC/ISC/TSC/ Technical Experts	Validate Competency Standards	<ul style="list-style-type: none"> • SCDC-endorsed draft CS • Validation Questionnaire/Guide (See Annex F)
SCDC	Consolidate results of validation	<ul style="list-style-type: none"> • Report generated by CS validation
BTEB	Draft QAD	<ul style="list-style-type: none"> • Revised Draft CS • Format of QAD (See Annex E)
SCDC	Review Draft QAD	<ul style="list-style-type: none"> • Finalized Draft QAD
BTEB Board	Approve CS and QAD	<ul style="list-style-type: none"> • Draft resolution
BTEB	Register new CS and QAD	<ul style="list-style-type: none"> • Approved CS and QAD
BTEB	Disseminate new CS and QAD	<ul style="list-style-type: none"> • Approved CS and QAD • CS and QAD uploaded in the website

6 COMPETENCY-BASED TRAINING (CBT) DELIVERY SYSTEM

Introduction

Competency-based Training (CBT) focuses on assisting learners to develop and demonstrate competent performance of workplace activities as required by industry-agreed Competency Standards. It aims to prepare individuals for employment or to learn to become more productive in the workplace setting.

CBT can be differentiated with the traditional approach in the following ways:

Competency-Based Training	Traditional Training Approach
Training Design	
Cover specific workplace requirements (expressed as competencies), therefore specific learning outcomes.	Covers wide range of general learning activities without specific objectives.
Graduates are job-ready, requiring minimal or no training to be productive in the workplace.	Graduates are generalists and can easily adapt to various occupations. However, additional training is required to become productive.
Training design is completed in small blocks called modules, each covering a specific workplace skill. This makes entry and exit of learning programmes (even if unplanned) into a simple process.	Training is completed in large blocks called subjects, each subject covering a large body of information. This makes entry and exit of programmes a complicated process, as it is difficult to measure what a person has achieved at a particular point in time.
The learner has the option to select only the module/s they need to address the specific areas where they are not yet competent.	The learner has to take all the subjects in a course because they come as a whole package and their content is interrelated.
Training design can address individual needs because of the modular approach.	Individual needs are difficult to address because the training is designed in big blocks, designed to the general needs of a whole group.
Training Delivery	
Training activities are either done in an actual or simulated workplace setting.	Most of the training is done in a classroom setup with limited activities done in an actual or simulated workplace setting.
Life experience and non-formal training can be recognized and credited through recognition of prior learning (RPL), giving the learner the option to proceed to more advanced modules.	Only formal education with directly transferable credit units is recognizable; any other skills or knowledge must be re-taught.

Self-paced approach can be applied giving the learner the chance to focus and master activities at their own pace.	Since learning is usually done a group, the self-paced approach is not an option. All students need to keep up to the scheduled pace and learning mastery can be sacrificed.
Active learning can be encouraged if the self-paced approach is pursued because the trainer becomes a facilitator and learning material can come from a variety of different sources.	Learning is trainer-centered. The trainer is the main source of information through lectures and demonstrations. Learners may not be encouraged to consult other sources for additional material.
Assessment and Certification	
Criteria for assessment and promotion are based on current industry skill needs.	Criteria for assessment and promotion are usually based from the standards set by the institution (i.e. midterm, final exams, quizzes, projects, participation , attendance)
Assessment takes two forms; formative (continuous) and summative (final). Formative assessments are an important part of the instructional process and undertaken on a continuous basis as new skills are learnt and practiced. They provide the information needed for the trainer to adjust teaching and learning at a point where timely adjustments can be made. Summative assessments determine what a student knows and does not know at a particular point in time and usually take the form of challenge/skill tests.	Assessment usually just takes one form; summative (final). Rather than a practical skills application, they usually take the form of standardized tests or exams. These are usually highly theoretical in nature.
Learners can undergo assessment when they are confident and ready.	Learners are required to undergo assessment at a scheduled time frame.

Apart from modular/self-paced learning wherein learners are allowed to progress at their own pace, the TVET system also recognizes other types of delivery modes, both on and off-the-job as long as the learning is in line with the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The **dual training delivery mode** is preferred and recommended. Programs would contain both in-school and in-industry training or fieldwork components.
- **Peer teaching/mentoring** is a training modality in which fast learners are given the opportunity to assist the slow learners.
- **Supervised industry training/on-the-job training** is an approach designed to enhance the knowledge and skills of the trainee through actual workplace experience.
- **Distance learning** is an approach which can be employed when the student/s and the instructor are not in the same place for the majority of the instruction. Distance learning can be done through written correspondence, audio, video or computer technologies, or a combination of these media.

- **Project-based instruction** is an instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

The implementation of CBT delivery system requires having these components in place:

- Registration and accreditation of training institutions
- Training, assessment and certification of CBT&A trainers;
- Development of curricula and learning materials
- Conduct of competency-based training
- Conduct of compliance audits

Procedures for registration as a training organization and accreditation of learning programs under the NTVQF

1 Objective

This procedure provides a set of instructions to ensure all stakeholders, industry partners, technical-vocational institutions and instructors, have a shared understanding of the activities to be undertaken in the registration of a training organization and the accreditation of learning programs under the NTVQF.

2 Scope

Providers of TVET training and/or assessment services must comply with the National Skills Quality Assurance System and seek registration and accreditation if they:

- Provide education, training and/or assessment services that lead to a achievement of units of competency or qualifications registered on the NTVQF;
- Receive funding or wish to receive funding from the Government of Bangladesh in respect of any of the TVET education and training programs provided by the organization;
- Use or wish to use a term protected by Bangladesh legislation in the name of the organization or in the names of any of the courses, programs or qualifications that it provides.

3 Definition of Terms

Registration	An initial evaluation of an organization's educational integrity and potential durability. It is an evaluation of the capability of the organization to provide (and continue to provide) programs of learning that are well organized and focus on delivering effective training which meets established competency standards. The registration process examines the basic organization, ensures that it is established for educational purposes, has suitable management structures and possesses the financial resources necessary to provide the staff, equipment and materials needed for intended programs. It also examines the review and continuous improvement systems.
Accreditation	A separate but related quality assurance process. It is an assessment of how the organization applies its quality assurance system to the delivery of a particular learning program. Accreditation is the assessment of the organization's ability to

	provide a learning program that meets the competency standards of some or all of the units of competency included in a National Certificate.
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4 Process Flow - Registration of Training Organization

Responsibilities	Process Steps	Inputs to the Process
Training Organization (TO)	Inquires about program	<ul style="list-style-type: none"> Letter of Intent submitted by the TO BTEB provide briefing
TO	Undertakes self assessment	<ul style="list-style-type: none"> BTEB provides access to NSQAS Manual 3
TO	Submit formal application	<ul style="list-style-type: none"> TO submits self-evaluation guide with the supporting evidence
BTEB	Evaluate submitted documents	<ul style="list-style-type: none"> BTEB recommends external assessment if documents are complete
BTEB/External Accreditation Officer (AO)	Conduct external assessment	<ul style="list-style-type: none"> AO will use the same criteria used in the self assessment. (See checklist in Annex H and I)
AO/BTEB	Approve registration	<ul style="list-style-type: none"> AO recommends approval Registration is valid for 5 years Denied applicant can appeal the decision

5 Process Flow - Accreditation of Registered Training Organizations (RTO) to deliver Learning Programs

Responsibilities	Process Steps	Inputs to the Process
RTO	Signify interest	<ul style="list-style-type: none"> Letter of Intent submitted to BTEB BTEB provides briefing
RTO	Undertakes self assessment	<ul style="list-style-type: none"> BTEB provides access to NSQAS Manual 3
RTO	Submit formal application	<ul style="list-style-type: none"> Submit self-evaluation guide with the supporting evidences
BTEB	Evaluate submitted documents	<ul style="list-style-type: none"> BTEB recommends external evaluation if documents submitted are complete

BTEB/External Accreditation Officer (AO)	Conduct external assessment	<ul style="list-style-type: none"> • AO will use the same criteria used in the self assessment. • See checklist for evaluation to deliver NTVQF Program, Annex I, page 77
AO/BTEB	Approve Accreditation	<ul style="list-style-type: none"> • AO recommends approval • Registration is valid for 5 years • Denied applicant can appeal the decision • See Annex O for proforma for Program Accreditation Certificate

6 Process Flow - Appeals

Responsibilities	Process Steps	Inputs to the Process
BTEB	Receipt of request for reconsideration	<ul style="list-style-type: none"> • Determines merit of appeal • Sends letter of acknowledgement including submission of additional documents, when applicable • Reviews findings of Investigation team
Appeal Committee	Conducts investigation	<ul style="list-style-type: none"> • BTEB convenes Appeal Committee • The Appeal Committee shall be convened within certain days from the receipt of appeal
Review Committee	Recommends decision	<ul style="list-style-type: none"> • Decision report made by the Appeal Committee shall be automatically reviewed by BTEB Chairman
BTEB	Execution of decision	<ul style="list-style-type: none"> • The decision of the BTEB is final and executory

Procedures for Implementing TVET Trainers Training, Assessment and Certification Program

1 Purpose

The program aims to qualify and certify the current pool of TVET Trainers to raise the level of competence based on the NTVQF. This will ensure the competence of the Trainers who will deliver the NTVQF programs.

2 Scope

The procedure includes the process of training, assessment and certification of TVET Trainers.

3 Definition of Terms

TVET Trainers - a professional who enables a learner or a group of learners to develop competencies to perform a particular trade or technical work. TVET Trainers may assume roles such as training facilitator, competency assessor (however they cannot conduct final assessments on their own students), training designer and developer and training supervisor.

Certificate of Competency – a document issued to a learner who is assessed as competent in a single unit or cluster of related units of competency, but not an entire qualification.

Certificate IV in CBT&A in TVET/Certificate V in Advanced CBT&A in TVET – specific qualifications issued to TVET Trainers who have achieved and demonstrated competence in all the required units of competency.

Certificate of Completion in Certificate IV in CBT&A in TVET/ Certificate V in Advanced CBT&A in TVET – documents issued to TVET Trainers who have undergone training in the required units of competency but have not yet have their competency assessed.

Evidence Gathering Method – describes how the evidence required proving the competence of an individual can be collected.

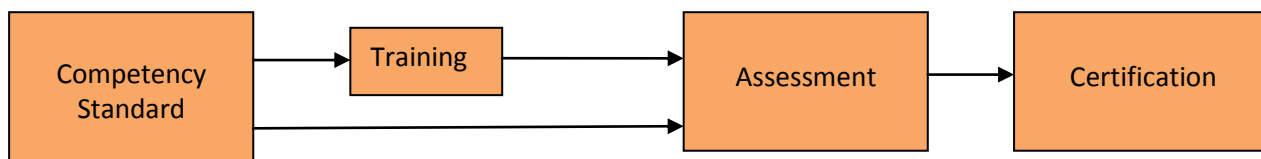
Portfolio Assessment - an evidence gathering method wherein competence is determined based on pieces of evidence demonstrating work outputs that have been collected by an individual over a period of time and may come from different sources.

4 Training, Assessment and Certification Arrangements

All RTOs that wish to conduct NTVQF courses will have their TVET trainers certified under the NTVQF for CBT&A, with either a Certificate IV in CBT&A in TVET or a Certificate V in Advanced CBT&A in TVET.

Both of these qualifications are based on one set of competency standards and from this set there are several pathways for instructors, e.g. Direct Trainer, Training Developer, and Master Trainer. (Please refer to the next section for the details of the pathways).

Both qualifications can be achieved through the accumulation of Certificate of Competency for each of the units of competency in the qualifications. As a general rule, an individual must demonstrate competence through assessment. An individual may undergo training first before undergoing assessment or may use the Recognition of Prior Learning system to go straight to the assessment stage.



Assessment must be administered by a person or entity who complies with the requirements for an NTVQF assessor. These requirements are:

- a Certain number of years of work experience and possession of a technical qualification under the NTVQF.
- b Possession of Certificate IV in CBT&A in TVET, Certificate V in Advanced CBT&A in TVET or the set of competencies required to be an NTVQF assessor (four in total, outlined below). An industry expert can be an assessor as long as they attain the units of competencies required.

An individual who has gained relevant competencies through formal/informal training, previous work or life experience may apply for certification subject to compliance with assessment requirement. However, for the initial implementation of this program, all Instructors are required to undergo training prior to assessment. Assessment is based on the collection of evidence of the performance of work to the industry required standard.

5 Career Path of Trainers and Assessors in the CBT&A Level IV and V

Competencies	Assessor	Assessment Designer	CBLM Developer	CB course Developer	CB Trainer
Certificate Level V					
Conduct Training Need Analysis				★	
Design and Develop Competency-Based Learning Programs				★	
Validate Competency-Based Assessment		★			
Coordinate training/assessment for apprenticeship					
Evaluate CBT&A					
Facilitate training of TVET trainers and assessors					
Certificate Level IV					
Work effectively within Bangladesh TVET sector	★	★	★	★	★
Promote inclusive learning in CBT&A	★	★	★	★	★
Apply OSH in CBT&A environment	★	★	★	★	★
Use information technology to support			★		

learning					
Maintain and enhance professional practice					
Maintain training equipment and facilities					★
Maintain and enhance technical competence					★
Design and modify CBLMs			★		
Plan and organize Competency-Based training sessions					★
Deliver Competency-Based Training					★
Design Competency-Based Assessment		★			
Organize and conduct Competency-Based Assessment	★	★			

6 Process Flow

Responsibilities	Key Steps	Interfaces
BTEB	Orientation of applicant	<ul style="list-style-type: none"> Checklist of Requirements Trainer Profile Form (See Annex G)
BTEB Focal Staff	Evaluation of documents	<ul style="list-style-type: none"> Checklist of Requirements Application Form– Trainer Certification
BTEB	Create Panel of Experts	<ul style="list-style-type: none"> Assessment shall be done by a panel composed of three (3) TVET experts approved by BTEB The experts must comply with the minimum standards set by BTEB The panel must have a tenure of one year
Panel of Experts	Conduct Assessment	<ul style="list-style-type: none"> Assessment will be based on the assessment design established under the competency standard Conduct of assessment may be on site (i.e. workshop)
BTEB	Issue Certificates	<ul style="list-style-type: none"> Certificate valid for five years
BTEB	Updating of Registry	<ul style="list-style-type: none"> Registry of certified TVET Instructors

Procedures for Implementing CBT

1 Introduction

Training delivery must relate to the relevant Competency Standards. Delivery should be guided by these 10 basic principles:

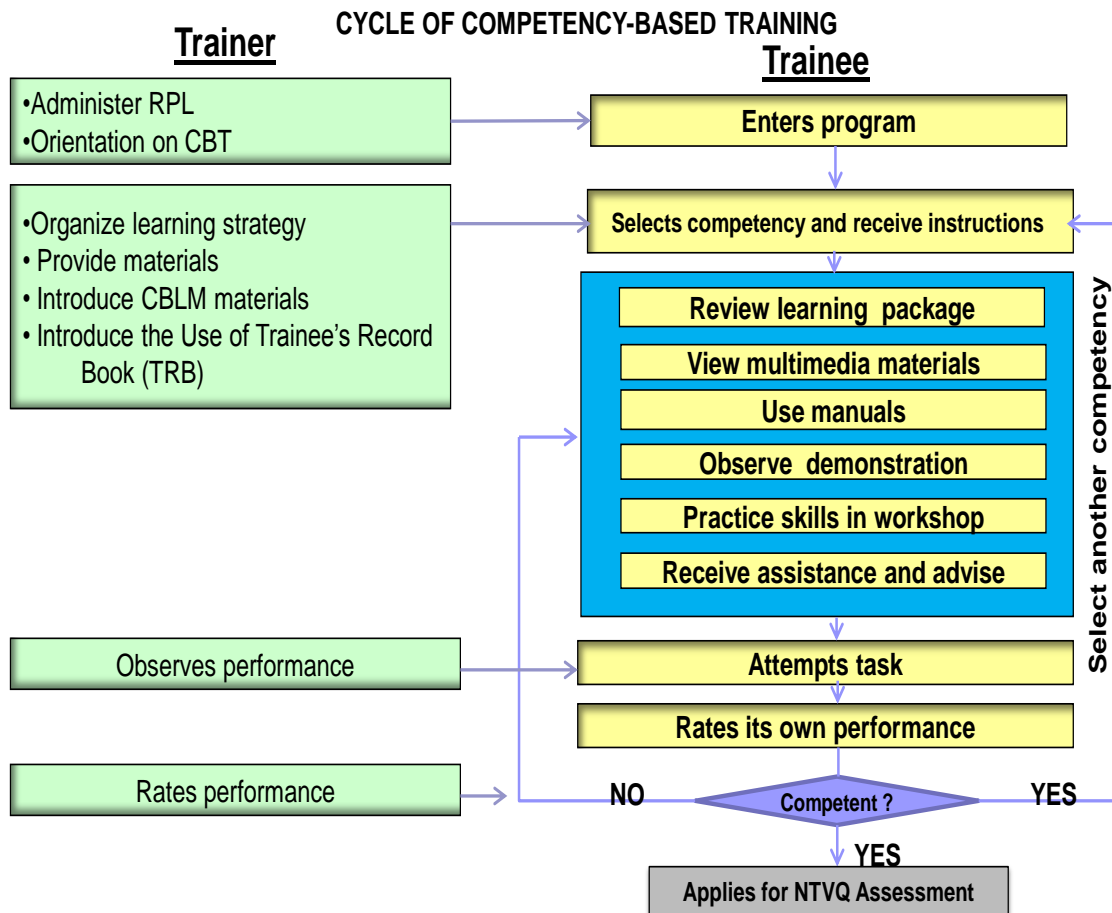
- Training is based on **course design** developed from the competency standards;
- Learning is **modular** in its structure;
- Training delivery is **learner-centered** and should accommodate **individualized and self paced learning strategies**;
- Training is based on work that must be **performed**;
- **Training materials** are directly related to the competency standards and the curriculum modules;
- Assessment is based in the **collection of evidence** of the performance of work to the industry required standard;
- Training is based on both **on and off the-job components**;
- Training program allows for **recognition of prior learning or recognition of current competencies**;
- Training allows for **multiple entry and exit**; and
- Training programs are **registered and accredited by BTEB**.

2 Procedure

Responsibilities	Process Steps	Inputs to the Process
RTO	Prepare for CBT	<ul style="list-style-type: none"> • Trainers must be trained and certified with necessary NTVQF CBT&A qualifications • Trainers must have industry experience in the trade/s or occupation/s they are teaching • Session Plans developed in accordance with CBT delivery • Competency-Based Learning Materials (CBLMs) developed for each Unit of Competency • Training Facility and Training Equipment available (work stations arranged by related units of competency) • Trainees Progress Chart installed • Resource/Library Center available • Posters and signage for safety, rules and regulations posted • Trainees Record Book Available
RTO	Recruit trainees	<ul style="list-style-type: none"> • Advertise recruitment of trainees • Conduct vocational guidance for trainees • Identify applicants' prior learning, conduct RPL assessment if needed
RTO	Orient trainees	<ul style="list-style-type: none"> • Conduct Orientation Program • Training Facilities • Rules and Regulations

CBT&A Instructor	Deliver CBT	<ul style="list-style-type: none"> • Generic and sector-specific competencies must be delivered in separate workshops. • Sit-down lecture set-up minimized when conducting training for occupation-specific competencies. • Formative (continuous) assessment must be conducted as part of the teaching and learning process, to provide timely feedback on student understanding. • Institutional assessment must be conducted at the completion of each competency. • Certificate of Completion must be provided by the RTO upon completion of all the competencies required. This specifically recognizes only participation and not competency.
Registered Competency Assessor	Conduct post training activities	<ul style="list-style-type: none"> • There must be a summative (final) assessment conducted by a BTEB-accredited Registered Competency Assessor. • National Certificates must be issued to learners who are assessed as competent in all the competencies set under the NTVQF. • Statement of Achievement will be issued to trainees who only passed a particular or set of competencies. • Accumulation of Statement of Achievement will lead to the issuance of National Certificate. • BTEB will be the responsible Government Agency which will issue certificates. • Conduct post CBT training evaluation using attached format (see Annex J).

NTVQF adapts Competency based Training and Assessment (CBT&A) as modality in skills development . **It is based on the principle that almost anybody can acquire/learn competency through their own phase of learning.**



Procedures for Compliance Audit

1 Purpose

To describe the procedure for conducting compliance audits on NTVQF training, assessment and certification. A compliance audit is an independent examination of whether an individual or organization is complying with their documented procedures and with NTVQF standards.

Compliance audits will be conducted once a year, with the first audit scheduled one year after recognition/accreditation has been confirmed. Unscheduled compliance audits may also be conducted when problems arise which require immediate investigation.

2 Scope

The procedure includes the process of preparing the audit plan, conduct of audit and preparing the report/findings.

3 Definition of Terms

- **Audit Plan** – refers to a written plan prepared prior to the conduct of audit which details activities such as where to go, what to do, when to do it, whom to see
- **Auditee** – refers to a representative of the institution being audited
- **Auditor** – a person qualified and authorized to conduct the audit
- **Audit Team** – group of people designated to conduct the audit
- **Lead Auditor** – the auditor authorized to lead an audit team and who is responsible for the audit report and its conclusions
- **Audit Report** – contains observations and findings during the audit that are meant to assist the auditee to improve systems
- **Findings/Areas for improvement** – outlines areas in the audit where a procedure does not exist or failed to meet assessment and certification requirements
- **Proposed Corrective Actions** – statements of immediate remedial actions to the findings to meet the assessment and certification requirements
- **Observations** – outlines practices and behaviors adopted by the individual/institution that are outside the assessment and certification requirements. Observations maybe strength(s) or weakness(es)

4 Responsibilities

The BTEB is responsible for the implementation of the compliance audit procedures.

The individual/organization being audited shall make corrective actions on areas that need to be improved within a given time frame. The BTEB shall follow-up and monitor progress of corrective actions, and ensure that corrective actions are carried out within the specified time.

5 Process Flow - Audit

Responsibilities	Process Steps	Inputs to the Process
Lead Auditor	Prepare Audit Plan	<ul style="list-style-type: none">• The BTEB organizes the members of the Audit Team and identifies the Lead Auditor• Lead Auditor will: Contact the center and confirm the area(s) to be audited, the schedule & availability of auditors Send draft copies to members of the team for review
Audit members	Review Audit Plan	<ul style="list-style-type: none">• Prepare audit checklists based on requirements• Familiarize themselves with the auditing procedure and forms

Lead Auditor	Finalize Audit Plan	<ul style="list-style-type: none"> Finalize the audit plan based on feedback, and send copies to the auditors
BTEB/Lead Auditor	Notify auditee	<ul style="list-style-type: none"> Prepare letter informing auditees of audit schedule Ensure auditees' receipt of letter Prepare all requirements for the conduct of compliance audit
Lead Auditor/ Members of Audit Team	Conduct Audit	<ul style="list-style-type: none"> Conduct an opening meeting Discuss the audit procedures Note any concerns with the procedures Identify the qualification/s to be audited During the audit the auditors will <ul style="list-style-type: none"> Ask questions & conduct interviews Refer to support documents Validate practices against accreditation/ assessment requirements Record observations, and information gathered Identify strengths and weaknesses Analyze information and documents, and identify areas for improvement Prepare audit report form for each area audited Discuss findings with auditee and agree on time scale for corrective action. The Lead Auditor shall conduct a closing meeting with the auditee and discuss the summary of findings: <ul style="list-style-type: none"> Identify strengths & weaknesses Identify areas for improvement Ensure that any non-conformity is signed by the auditees.
Audit team	Submit Audit Report	<p>The Lead Auditor shall:</p> <ul style="list-style-type: none"> Summarize audit findings and observations Prepare and submit the summary compliance audit report to the BTEB The Auditee shall carry out corrective action for each area of improvement <p>The Audit Team shall:</p> <ul style="list-style-type: none"> Verify if each corrective action is carried out within the time frame for every area of improvement, if any Recommend for maintenance of registered status if the institution is fully compliant Recommend for imposition of sanction if the assessment center/assessor are not compliant

7 COMPETENCY ASSESSMENT AND CERTIFICATION SYSTEM

Introduction

A Competency Assessment and Certification System (CACS) will be established to address the demand for assessing and qualifying NTVQF graduates and workers in the country. This system will be part of the Bangladesh National Skills Quality Assurance System and will determine the qualification level of individuals, as well as acting as a tool in identifying the training needs of persons with competency gaps.

Components

The system consists of the following components:

- development of competency-based nationally approved, valid assessment tools;
- accreditation of Competency Assessors;
- accreditation of Assessment Centers;
- conduct of Competency-based Assessment;
- issuance of Statements of Achievement and National Certificates; and
- conducting of Compliance Audit and Validation and moderation of assessment judgments by BTEB through sampling studies.

Overview

The CACS will apply competency-based methodology; the assessment of an individual's performance against defined standards. Performance is not compared against other individuals. Individuals do not receive scaled grades. They are graded as Competent or Not Yet Competent.

Procedures for Competency Assessment Tool Development

1 Arrangements

- 1 National competency assessment tools and processes must be validated before they are administered;
- 2 National competency assessment tools are developed and validated through BTEB Assessment Design Working Groups (ADWGs). ADWGs will include a BTEB Registered Competency Assessor commissioned by BTEB as the assessment designer, in collaboration with representatives from the relevant industry;
- 3 BTEB must make all units of competency and national competency assessment instruments publicly available;
- 4 Competency standards and national competency assessment instruments will be approved for a defined period and will be subject to a regular cycle of review and renewal; and
- 5 BTEB will inform RTOs and Accredited Assessment Centers of changes to units of competency and national competency assessment tools.

2 Purpose

This procedure provides a system of instructions to ensure all stakeholders have a shared understanding of the activities to be undertaken in the development of Competency Assessment Tools (CAT).

3 Scope

The procedure covers the development process beginning with the identification of qualifications based on competency standards to the deployment of the CAT.

4 Process flow for developing CAT

Responsibilities	Process Steps	Inputs to the Process
BTEB	Organize Assessment Design Working Group (ADWG)	Members must be <ul style="list-style-type: none">• Registered Qualification Assessment Designers• Industry Experts
BTEB/ADWG	Review Units of Competency	<ul style="list-style-type: none">• Copies of existing related standards and documents
BTEB/ADWG	Develop Competency Assessment Tool (CAT)	<ul style="list-style-type: none">• See Annex K for details on the general approach to design and development of evidence gathering tools

BTEB/ADWG	Package CAT	<ul style="list-style-type: none"> • Package the draft CAT incorporating the following outputs: • Evidence Plan • Evidence Gathering Tools • Instructions for Competency Assessors and Candidates • Competency Assessment Summary Results
BTEB/ADWG	Validate CAT	<ul style="list-style-type: none"> • Validation Checklist for the Pilot Testing of Competency Assessment Tools for Candidate and Assessor
BTEB/ADWG	Finalize CAT	<ul style="list-style-type: none"> • Finalized Draft CAT
BTEB Board	Approve CAT	<ul style="list-style-type: none"> • Draft resolution
BTEB	Conduct Moderation	<ul style="list-style-type: none"> • Approved CAT

5 The following six-step process provides a general approach to the design and development of evidence gathering tools.

5.1 Identify interrelated unit(s) of competency to be assessed

- Identify the project-based assessment model
- Identify the unit(s) of competency to be assessed

5.2 Interpret the unit(s) of competency

- Read the full unit of competency carefully and pay particular attention to:
 - ✓ *Unit Title*– describes the work activity
 - ✓ *Unit Descriptor* – this outlines the aspect of work to be assessed.
 - ✓ *Elements and Performance Criteria* – these describe the nature of the task to be assessed and the standard of performance that is expected of the candidate.
 - ✓ *Range of Variables* – this describes the conditions under which the task must be performed.
 - ✓ *Evidence Guide* – this provides information on the key things, which a candidate must be able to do [*critical aspects of competency*], the underpinning knowledge and skills required to perform the task [*underpinning knowledge and skill*] and the assessment method, context and resources [*method of assessment, resource implications and context of assessment*].
- Identify the key skills that the candidate will be required to perform in the work activity described in the unit of competency. These are:
 - ✓ *Task Skills* – these involve performing the task to the required standard as described in the unit of competency

- ✓ *Task Management Skills* – these involve managing a number of different tasks within the job
 - ✓ *Contingency Management Skills* – these involve responding to problems, breakdowns and changes in routine
 - ✓ *Environment Skills* – these involve fulfilling the responsibilities and expectations of the work environment
-

5.3 Identify the type and amount of evidence to be collected

- Prepare an evidence plan which lists the things that a candidate must be able to 'do' or 'know' to show that he or she is able to perform the work activity described in the unit of competency.
 - This information is obtained by carefully reading the unit of competency, particularly the elements, performance criteria and the Evidence Guide [critical aspects of competency and underpinning knowledge and skills].
 - Identify how this evidence will be collected. The ways in which the evidence must be collected are identified in the Evidence Guide [methods of assessment]. The ways of collecting evidence may include:
 - ✓ *Observation, questioning, third party reports, written reports, knowledge based tests, portfolio and/or projects*
-

5.4 Prepare the evidence-gathering tool

- Develop the evidence-gathering tool in accordance with the Evidence Plan. The evidence gathering tool should:
 - ✓ address the relevant unit[s] of competency
 - ✓ identify the evidence to be collected
 - ✓ describe the evidence collection method
 - ✓ includes details on when and where the assessment is to be conducted
 - ✓ include instructions for the assessor and the candidates
 - ✓ include a checklist for the assessor to record that the evidence has been collected
 - ✓ be checked for ease of use, validity, reliability, fairness and flexibility
 - ✓ enable allowable adjustments to the assessment procedure.
- A series of templates is included in the Annexes section that the designer may use for designing their own evidence gathering tools.
-

5.5 Validate the evidence-gathering tool

- Pilot the evidence-gathering tool with a small sample of assessors. Information gathered through this process should be analyzed to establish any amendments that may be required. The tools must be drafted incorporating suggested amendments as appropriate.
-

5.6 Prepare the final version of the evidence-gathering tool

- Ensure that the evidence-gathering tool is published in an appropriate format, either print or electronic, and made available to assessors within the relevant organization.
 - Ensure that arrangements are put in place for the ongoing maintenance and cyclic review of the evidence-gathering tool.
-

Procedures for Accreditation of Assessment Centers

1 Purpose

This procedure provides a system of instructions to ensure all stakeholders have a shared understanding of the detailed activities to be undertaken in the accreditation of Accredited Assessment Centers (AAC).

2 Scope

The procedure covers the accreditation process beginning with the filing of letter of intent up to issuance of certificate of accreditation.

3 Definition of Terms

External Accreditation Officer (AO) – An officer deputed by BTEB to oversee the accreditation process.

4 Accreditation Arrangements

- a** An Accredited Assessment Center is defined as an establishment officially authorized by BTEB to manage the assessment of candidates for NTVQF certification. The following can become an assessment center provided that it complies with the accreditation requirements set by BTEB:
- A department within a RTO that is separate from the teaching departments and which ensures that assessment is conducted by independent assessors. The assessors may be external to the RTO and contracted for the purpose of delivering assessment services or they could also be from other parts of the institution.
 - An organization that provides assessment services under contract to institutions or workplaces.
 - The management center of an association of assessors that provide assessment services over a particular area or industry.
 - An organization that services a particular industry with assessment services.
 - An Accredited Assessment Center must be a legally constituted body. It may be a government agency, institution or body; a company or a trust or other body corporate recognized under the laws of Bangladesh.
- b** Accredited Assessment Centers must be accredited by BTEB to manage the conduct of independent assessments for a defined scope of NTVQF units of competency.
- c** Individuals seeking assessment for national competency must apply to an Accredited Assessment Centre for assessment.
- d** Scheduling of assessment by the Accredited Assessment Center must be as responsive to demand as is feasible.
- e** Accredited Assessment Centers must only employ Registered Competency Assessors to conduct assessments.
- f** All assessments will be against the appropriate national competency assessment instruments.
- g** Accredited Assessment Centers may have their accreditation removed for failure to maintain compliance with the accreditation standards including failure to supervise the professional

practice of the Registered Competency Assessors operating under the accreditation of the Accredited Assessment Centre.

5 Process Flow

Responsibilities	Process Steps	Inputs to the Process
Accredited Assessment Center (AAC)	Inquires about program	<ul style="list-style-type: none"> Letter of Intent submitted by the AAC BTEB provides briefing
AC	Undertakes self assessment	<ul style="list-style-type: none"> BTEB provides access to Annex 2 of NSQAS
AC	Submit formal application	<ul style="list-style-type: none"> AAC submits self –evaluation guide with the supporting evidence
BTEB	Evaluate submitted documents	<ul style="list-style-type: none"> BTEB recommends external assessment if documents are complete
BTEB/External Accreditation Officer (AO)	Conduct external assessment	<ul style="list-style-type: none"> AO will use the same criteria used in the self assessment.
AO/BTEB	Approve Accreditation	<ul style="list-style-type: none"> AO recommends approval Accreditation is valid for 2 years Denied applicants can appeal

Procedure for Registration of Competency Assessors

1 Purpose

This procedure provides a system of instructions to ensure all stakeholders have a shared understanding of the detailed activities to be undertaken in the registration of Competency Assessors.

2 Scope

The procedure covers the registration process beginning with the filing of the letter of intent up to the issuance of the certificate of registration.

3 Definition of Terms

Affidavit of Undertaking – This statement, written and sworn to in the presence of someone authorized to administer an oath, states that the Registered Competency Assessor will comply with the Registered Assessors Code of Practice.

4 Registration Arrangements

- a** A Registered Competency Assessor is an individual authorized by BTEB to assess the competencies of a candidate for national certification.
- b** A Registered Competency Assessor must have the equivalent of two years relevant industry experience in the occupation being assessed, and must meet the NTVQF qualification requirements in CBT&A.
- c** A Registered Competency Assessor will be registered for a stated scope of units of competency. The Assessor may apply to BTEB to expand the scope. The application will need to be supported by evidence of certification in all the industries of the units of competency to be included in the scope.
- d** Validity of the registration will be two years and can be renewed by supplying the documentation required by BTEB.
- e** Registered Competency Assessors must comply with the Registered Assessors Code of Practice.
- f** BTEB will be responsible for registering the Competency Assessors.
- g** Registered Competency Assessors may be deregistered by BTEB and have other sanctions applied as a result of breaching the Professional Code of Practice.

5 Process Flow

Responsibilities	Key Steps	Interfaces
Registered Competency Assessor/BTEB	Orientation of applicant	<ul style="list-style-type: none"> Letter of Invitation from BTEB (See Annex A) Checklist of Requirements Application Form – Competency Assessor’s Registration
BTEB	Evaluation of documents	<ul style="list-style-type: none"> Checklist of Requirements Self-Evaluation Checklist Expert’s Data Sheet (See Annex B)
BTEB	Approval of accreditation	<ul style="list-style-type: none"> Certificate of registration
BTEB	Issuance of Registration Certificate and AOU	<ul style="list-style-type: none"> Affidavit of Undertaking (AOU) Proforma of ID (See Annex N)
BTEB	Updating of Registry	<ul style="list-style-type: none"> Registry of Registered Competency Assessors

Procedures for the Conduct of Competency Assessment

Competency Assessment is defined as the process of collecting evidence and making judgments on whether competency has been achieved.

1 Assessment Arrangements

- a To attain a national qualification the candidate must demonstrate competence in all the units identified in the Competency Standards. A successful candidate shall be awarded a National Certificate.
- b When conducting competency assessment, assessors must ensure that they are familiar with the full text of the unit of competency that is being assessed. In particular, assessors must ensure that the assessment arrangements:
 - Cover all elements of the unit of competency being assessed;
 - Address the four dimensions of competency, namely: task skills, task management skills, contingency management skills and job/role environment skills;
 - Are consistent with the Evidence Guide for the relevant unit of competency as this specifies the method and context of assessment; the resources required for assessment; the critical aspects of competency; and the required underpinning knowledge and skills. The Evidence Guide relates directly to the Elements, Performance Criteria and Range of Variables defined in the unit of competency; and
 - Require the candidate to perform project tasks that cover interrelated units of competency, if needed.
- c There is no need for an individual to complete a course of learning before they can be assessed; assessment can take place at any convenient time. Training however, provides the opportunity to learn and practice all the skills that will be assessed and as a result will improve the chances of a person achieving competency.
- d Assessment will be conducted in a simulated workplace environment using equipment, machinery and tools as specified in the approved Qualification (Course) Accreditation Document.
- e Candidates will perform relevant work tasks and answer oral and written questions that are on the relevant industry competency standards and performance criteria.
- f The Registered Competency Assessor (or Assessment Panel) will be responsible for making the final judgment of Competent or Not Yet Competent.
- g During a training program, teachers and instructors should provide practice assessments against the relevant competency standards. These internal assessments can be based on the national competency assessment tools but need to be customized to the situation and go through an internal process of customization and validation.
- h Assessment must be conducted by a Registered Competency Assessor.

- i The conduct of assessment by Registered Competency Assessors will be managed through Accredited Assessment Centers. The Accredited Assessment Centre must comply with the Assessment Centre Accreditation Criteria and the assessment program be accredited to cover the relevant skills areas.
- j Assessment records will be sent to BTEB which will update the records of the individuals involved and issue certificates. BTEB will also conduct post-assessment monitoring and will conduct any investigations or audits that are necessary.

2 Definition of Terms

- **Accredited Assessment Center (AAC):** Establishment officially authorized by BTEB to manage the assessment of candidates for national certification.
- **Assessment Method:** Techniques used to gather evidences when assessing a candidate of a particular qualification.
- **Assessment Package:** Assessment materials used in the assessment process, consisting of 1) Assessor's Guide; 2) Candidate's Guide; and 3) Rating Sheet.
- **Assessment Tool:** Material containing both assessment instrument and the instructions for gathering and interpreting evidence
- **Assessment Process:** Step by step procedure in conducting assessment.
- **Assessor's Guide:** Set of documents that assist assessor in the evidence gathering process.
- **Assessment Verification:** Process of reviewing assessment procedures, instruments and results to enhance the implementation of assessment and address post-assessment appeals.
- **Candidate's Guide:** Contains Self Assessment Guide and Specific Instructions for the Candidate (see Annex K).
- **Competency Assessment Agreement:** Document which is concurred by the candidate and the assessor regarding the requirements of assessment.
- **Competency Assessment Results Slip (CARS):** Consolidated assessment decisions made by the competency assessor which indicates the overall performance of the candidate during the assessment process.
- **Competency Assessment:** The process of collecting evidence and making judgments on whether competency has been achieved.
- **Evidence Plan:** Document that identifies evidence requirements and assessment methods to be used in assessing the candidate of a particular qualification.
- **Assessment and Certification Arrangements:** Describes the policies governing the Assessment and Certification procedure.
- **Rating Sheet:** Contains specific questions or activities developed from the selected assessment methods and the conditions under which the assessment should be conducted and recorded.
- **Registered Competency Assessor (RCA):** Individual authorized by BTEB to assess competencies of a candidate for national certification.
- **Registry of Workers Assessed and Certified (RWAC):** A record that contains the documentation of the results of assessment and as a basis for national certification.
- **Self-Assessment Guide:** Pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

3 Process Flow

Responsibilities	Key processes	Inputs to the process
Assessment Applicant	File Application for Competency Assessment	See details below
Registered Competency Assessor/Applicant	Prepare for Assessment	See details below
Registered Competency Assessor/Applicant	Conduct Assessment	Letter of Appointment (See Annex C) See details below
RCA/AAC	Record and report result/s	Registry of Workers Assessed and Certified See details below
AAC	Submit result/s	Registry of Workers Assessed and Certified See details below
BTEB	Publish result/s	Registry of Workers Assessed and Certified See details below

4 Process Details

Process	Details
Applicant files Application for Competency Assessment at an Accredited Assessment Center	<p>The following shall be provided to the applicant:</p> <ul style="list-style-type: none"> • Information on Qualifications for assessment • Information on assessment and certification arrangements • Application form • Self Assessment Guide • Checklist of Requirements relevant to qualification applied for <p>Checks the submitted documents:</p> <ul style="list-style-type: none"> • Self-Assessment Guide • Application form (Properly and completely filled-out) <p>Requests applicant to pay the approved assessment fee after receiving the complete document and informs candidate of the assessment schedule and any preparation to be undertaken.</p>

Prepare for the conduct of competency assessment	<p>The Accredited Assessment Center shall:</p> <ul style="list-style-type: none"> • Prepare Attendance Sheet of-applicants per batch (the number of candidates per batch shall depend on the design/requirements as identified in the assessment tools per qualification) • Assign Registered Competency Assessor/s. Each assessor must have a maximum assessment of 10 candidates per day.
Conduct Competency Assessment	<p>The Accredited Assessment Center shall:</p> <ul style="list-style-type: none"> • Check the list of candidates scheduled for assessment • Prepare assessment packages • Prepare Assessor's Guide • Prepare Candidate's Guide and Rating Sheets corresponding to the number of candidates to be assessed • Check the Attendance Sheet against the actual number of candidates • Ensure that the assessment is being conducted in accordance with the requirements as identified in the assessment tools • Prepare a report on the Proceedings of Assessment • Receive complaints of clients using the Customer Inquiry and Feedback Form <p>The Registered Competency Assessor shall ensure that assessment shall be conducted in accordance with the procedures set by BTEB. This includes:</p> <p>STEP 1: Establish the Assessment Context and Purpose of Assessment</p> <ul style="list-style-type: none"> • Familiarize self with the qualification or units of competency to be assessed; • Ensure that the assessment site complies with relevant occupational health and safety requirements as well lighted and well ventilated and any risk areas properly marked; and • Ensure that the following assessment resources are available: <ul style="list-style-type: none"> ✓ Complete set of safe and functional equipment and tools ✓ Complete set of supplies and materials ✓ Assessors' Guide and Rating Sheets ✓ Personal protective equipment <p>STEP 2: Plan and Prepare the Evidence Gathering Process</p> <ul style="list-style-type: none"> • Establish a plan for gathering evidence about the candidate's performance in order to make the assessment decision; • Organize equipment or resources required to support the evidence gathering process; • Coordinate/brief other personnel involved in the evidence gathering process; and • Obtain and/or prepare the evidence gathering tools. <p>STEP 3: Prepare the Candidate</p> <ul style="list-style-type: none"> • Check attendance and identity of candidates and collect admission slips; • Instruct candidates to sign on the attendance sheet; and • Conduct orientation for candidates on the following: <ul style="list-style-type: none"> ✓ Context and purpose of assessment ✓ Qualification/units of competency to be assessed

	<ul style="list-style-type: none"> ✓ Tasks to be performed, time limits and evidence to be collected ✓ Assessment procedures to be undertaken ✓ Needs to be considered during assessment ✓ Allowable/reasonable adjustments in the assessment procedure ✓ The do's and don'ts inside the competency assessment center ✓ The rights and appeal system ✓ Issuance and validity of National Certificate/Statement of Achievement ✓ Re-assessment procedures ✓ Assess the needs of the candidate and establish any allowable adjustments in the assessment procedure ✓ Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process ✓ Determine if the candidate is ready for assessment and decide on the time and place of the assessment. <p>STEP 4: Collect the Evidence and Make the Assessment Decision</p> <ul style="list-style-type: none"> • Provide the candidates with all materials, tools and equipment required to complete the tasks; • Provide each candidate with a copy of the Specific Instructions to the Candidate; see Annex K. • Conduct assessment in accordance with the methodologies specified in the Evidence Plan and the Specific Instructions for the Competency Assessor; see Annex K. • Implement the evidence gathering process and ensure its validity, reliability, fairness and flexibility; • Observe the candidate and keep notes of unusual conditions or situation during the entire conduct of assessment; • Collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency; • Judge the evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/ role environment skills; • Judge the evidence in terms of validity, consistency, currency, authenticity and sufficiency (e.g. portfolio/documents); • Record on the Rating Sheet details of evidence collected and judgment made about the candidate's performance; and • Agree on the final assessment decision. <p>STEP 5: Provide Feedback on the Assessment</p> <p>The Registered Competency Assessor shall provide feedback on the outcomes of the Assessment process. This includes providing the candidate with:</p> <ul style="list-style-type: none"> • Clear and constructive feedback on the assessment decision; • Information on ways of overcoming any identified gaps in competency revealed by the assessment; • The opportunity to discuss the assessment process and outcome; • Information on reassessment process, when required; and
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	<ul style="list-style-type: none"> Details of the procedure for claiming the National Certificate/Statement of Achievement.
Record and report result/s	The Registered Competency Assessor shall: <ul style="list-style-type: none"> Prepare the necessary assessment reports; Record the assessment outcome using the prescribed rating sheet; Ensure rating sheets are signed by the candidate after providing feedback; Maintain records of the assessment procedures, evidence collected and assessment outcome; Accomplish the Competency Assessment Results Summary; Recommend issuance of National Certificate/Statement of Achievement if candidate is deemed Competent; and Recommend re-assessment if candidate is found Not Yet Competent.
Submit report	The Accredited Assessment Center shall prepare the Registry of Learners Assessed. Ensures the registry is properly signed by the RCA and AAC. The registry must be submitted to BTEB together with the following: <ul style="list-style-type: none"> Application form with two pictures together with the Self Assessment Guide; Electronic copy and three (3) hardcopies of the Registry of Workers Assessed and Certified (RWAC); Competency Assessment Result Slip (CARS); and Rating Sheets.
Publish result	The BTEB shall review the documents submitted by AAC and once finalized, publish the list of successful candidates.

Procedures for Recognition of Prior Learning (RPL)

1 Introduction

Recognition of Prior Learning uses evidence gained through previous learning and assessment from other training, work or life experience as part of the assessment process. This can result in the recognition of competency in some, none or all of the units of competency in a qualification.

2 Assessment Arrangement

RPL assessment processes must be consistent with the national assessment arrangements outlined in previous section. Assessment Design Working Groups associated with any NTVQF qualification need to include guidelines for RPL and examples of common types of acceptable evidence that should be presented by candidates.

3 RPL Assessment

- Assessment can only be conducted by registered Competency Assessors, who need to have completed additional training on RPL processes, familiarisation with common types of evidence and assessment plans.
- Assessor have to follow the RPL assessment template in page 87 and 88 (Third Party Report and Portfolio Record Sheet)

- Audits of the Assessment Centre by BTEB will include audits of RPL operations and assessment decisions to show compliance with the assessment plan utilising appropriate methods.

4 Application

- Applicant completes a copy of the RRL application form/self-assessment from the assessment centre and pays necessary fees (or arranges payment through a sponsor).
- Assessment Centre advises the applicant of the types of evidence that should be attached as supporting evidence.
- Applicant collects supporting documents and a declaration of their authenticity. Each document should be numbered with the part of the self assessment that it supports. One document can be referred to on as many occasions as are relevant. Add the relevant element number to the document each time.
- All application paperwork and evidence is forwarded to the Assessment Centre.
- Evidence is reviewed by an assessor who then interviews the applicant to verify the legitimacy of the applicant's claims.
- Assessor then makes a decision on the applicant's competency against the units of competency.
- If the applicant is deemed not yet competent or wishes to gain additional competencies, they can do so through the normal pathways including institutional or workplace training.

5 Evidence

RPL assessment frequently involves submission of a portfolio of evidence showing the applicant's prior learning, achievements and experience which may include all some or all of the following:

- samples, photographs or videos of your work
- records of practical 'on the job' assessment by a previous supervisor
- skills logbooks
- letters from your employers
- performance management reports
- copies of documents you have completed at work
- certificates or qualifications
- statement of previous assessment
- transcript of results
- course content outline of previous course
- course notes/syllabus of previous courses
- samples of course work from previous courses
- examples of work
- records of experiences in the industry
- testimonial or reference from your employer/workplace supervisor
- oral evidence from co-workers and supervisors
- any other evidence that is valid, sufficient, authentic and current
- Identification of relevant forms of evidence

Because many of the applicants for RPL assessment will be from non-formal pathways, may not have documented evidence, may have low levels of education or may come from marginalised groups, it is

important that there are fair alternatives that can meet the needs of different groups. The BTEB will consult with industry groups and other relevant ministries to agree on the most flexible and inclusive evidence gathering which Assessment Centers will then implement.

Processing applicants from the same group as a group should also be considered. The group of individuals could submit individual applications in a group, following the same evidence requirements, and the assessment process can be conducted as a group.

6 Right of Appeal

In the event that an RPL claim is unsuccessful or partially successful, the applicant has the right to appeal the decision in the same way as any other person being assessed for competency against the NTVQF standards.

Procedures for the Issuance of National Certificate

1 Purpose

Ensure that all relevant stakeholders of the assessment and certification program have a shared understanding of the activities to be undertaken in issuing certificates/qualifications.

2 Scope

The procedure will cover the activities from preparation of the certificate up to the maintenance of database.

3 Definition of Terms

National Certificate (NC) is a certificate issued by BTEB to an individual who have achieved all the required units of competency of a national qualification defined in the BTEB-approved Competency Standard.

Certificate of Competency (CoC) is a certificate issued by the BTEB to an individual who were assessed as competent in a single unit or cluster of related units of competency. Accumulation of SOA will lead to the issuance of NC for a specific qualification.

4 Process flow

Responsibilities	Key Steps	Inputs
AAC	Submit report	<ul style="list-style-type: none"> Rating Sheets Summary of Candidates Assessed Completed Application Forms
BTEB Focal Staff	Consolidate and review report	<ul style="list-style-type: none"> Consolidated Summary of Candidates for certification

BTEB Focal Staff	Prepare Certificate	<ul style="list-style-type: none"> Please see details below for preparing certificates
BTEB Focal Staff	Upload profile data	<ul style="list-style-type: none"> Please see details below
BTEB Focal Staff	Issue Certificate	<ul style="list-style-type: none"> Validity is five (5) years See Annex L and M for proforma certificates (National Certificate and Statement of Achievement)

5 Details

AC submits reports

- BTEB focal officer receive reports
- Receives the following documents as part of reporting from ACs one day after assessment
- Application forms with 3 pcs, colored, passport size pictures, (3.5cm x 4.5cm with head size ranging from 27 mm to 31 mm; white background, with collar; and with name printed at the back)
- Registry of Workers Assessed and Certified in hard copy and in soft copy

BTEB Officer Consolidates Registry/Report

- Consolidates and reviews AAC reports
- Finalizes and consolidates reports submitted by all AACs
- Informs AACs of any discrepancies/approval
- Assigns certificate number to each successful candidate

Prepare Certificate

- Checks list of applicants for issuance of certificates with the registry
- Checks inventory of blank certificates
- Checks sequencing of certificate number
- Ensures that picture of the candidate shall be placed in the proper box provided
- Ensures that there is a prescribed guide in preparing certificates such as the font type, size and assignment of certificate number.
- Prepares roster of successful candidates whose certificates are already available
- Posts schedule and list of NCs/SOAs for release

Upload profile of certified candidates

- Checks Registry submitted by AAC
- Consolidates registry submitted
- Coordinates with IT unit for the uploading of profiles of certified candidates

Issue Certificate

- Checks quantity and control number of certificates to be released
- Arranges certificates by date of assessment and in alphabetical order
- Maintains a record of certificates released to applicants
- Requests applicant to sign the logbook to confirm receipt of certificates
- Certificates must be released directly to the applicant. However, if claimed by a relative or any representative, an authorization letter by the applicant should be submitted.
- Competency Assessment Result and receipt issued by AACs should be also presented upon claiming of certificates
- Certificates must be issued five working days from date of assessment

8 ANNEXES

ANNEX A: Letter of Invitation

LETTER OF INVITATION

Dear _____:

The Bangladesh Technical Education Board (BTEB) recognizes the important role of its industry partners in the skills standardization, assessment and certification program.

One of the strategies identified to fast-track the development of competency standards and competency assessment tools development is to convene industry experts to assist us in the _____ program title _____ for _____ sector.

In this connection, we would like to invite you or your technical experts for a consultation meeting on _____ Date _____, _____ Time _____; _____ Venue _____, re: identification/prioritization of occupation for _____ sector.

With your knowledge and skills in this field, we believe that you can contribute a lot in ensuring the success of this activity.

We look forward to your attendance and participation in this worthwhile endeavor. Please call _____ at telephone no _____ for your confirmation.

Thank you very much.

Respectfully yours,

ANNEX B: Expert's Data Sheet

EXPERT'S DATA SHEET

(SECTOR: _____)

Name: _____ --
(Family) (Given)

Address: _____ Telephone No.: _____

Date of Birth: _____ Place of Birth: _____

Civil Status: _____ Sex: _____

Company Name: _____

Company Address: _____

Position/Designation: _____ Expertise: _____

Industry/School/Labor Association: _____

Address: _____

Position: _____ Telephone No.: _____

EDUCATIONAL BACKGROUND:

Name of School	Degree/Units Earned	Inclusive Dates of Attendance
Vocational		
College		
Post Graduate		

Nominated by: _____ Designation: _____

Association: _____

Signature of Expert

ANNEX C: Letter of Appointment

LETTER OF APPOINTMENT

Dear Mr. _____:

This letter officially appoints you as Industry Expert in the Development of Competency Standards for the _____ Sector. A series of workshops will be held starting _____ at _____.

If you find this appointment acceptable, please affix your signature in the Conforme box below.

Respectfully,

Chairman, BTEB

Conforme:

ANNEX D: Format of Competency Standards

National Competency Standards
for

S. No.	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic				
1				
2				
3				
4				
5				
Sector-specific				
Occupation-specific				

**PARTS OF UNIT OF COMPETENCY/COMPETENCY STANDARDS
UNIT OF COMPETENCY TEMPLATE**

Unit Code and Title	
Nominal Hours	
Unit Descriptor	
Elements of Competency	Performance Criteria
	1.1 1.2
	2.1 2.2
	3.1 3.2
Special Notes Skills and knowledge requirement for the unit This describes the essential skills and knowledge and their level, required for this unit. Knowledge <ul style="list-style-type: none"> • X • Y • Z Range Statement The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range statement. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To demonstrate competency against this unit candidates must be able to provide evidence that they	

<p>Resource requirements</p> <p>Assessment of this unit requires access to the materials, resources and equipment typically used in industry which are:</p>
<p>Linkages to other units of competency</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and /or assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>
<p>Comments on this Unit of Competency</p> <p>If you wish to suggest changes to the content of this unit of competency, please contact</p>

ANNEX E: Format for Qualification Accreditation Document

PART 1: STANDARD SETTING BODY	
Standard Setting Body <i>Name of the Industry Standard Setting Body</i>	
Course Developers <i>State the name of the legal entity as well as the individual who led the development of this qualification/course for accreditation. The organisational contact details should be current.</i>	
Copyright Owner <i>State the address (street/postal, phone and email) of the legal entity or individual that is the copyright owner.</i>	
Copyright Acknowledgment <i>Materials such as Units of Competency, the Course Accreditation Document and the Training and Learning Resources owned by Government of the People's Republic of Bangladesh are available for accredited training establishments (Institutions/Institutes/Training Centres) on cost recovery basis. Provide contact details for access to copyright materials.</i>	

PART 2: QUALIFICATION/UNITS OF COMPETENCY	
Name of the Qualification <ul style="list-style-type: none"> <i>The name of the qualification that will be awarded on successful completion of the course.</i> <i>The name of the qualification should reflect the purpose and complexity of the qualification and comply with the nomenclature and level descriptors of the National Technical Vocational Qualification Framework.</i> <i>The name should include specializations.</i> <i>The number of specializations included will depend upon:</i> <ul style="list-style-type: none"> <i>the industry expectations of the range of competencies/specialization expected of a typical employee in the workplace of the relevant occupation</i> <i>The time required by a typical student to successfully complete the specialization(s)</i> 	

<p><i>included in the qualification and meet the specific requirements for the award of this qualification and the national guidelines for award of various levels of qualifications in Bangladesh (i.e. 360 hours for NTVQF Level 1 and additional 270 hours for each higher level NTVQF qualification).</i></p>	
<p>Purpose of the Qualification</p> <ul style="list-style-type: none"> <i>The intended purpose of the qualification is stated. i.e. Why the qualification is necessary, for whom and what competencies will be developed?)</i> <i>The statement of the purpose of the qualification must contain adequate information to help the stakeholders make informed decision on whether or not the qualification and/or the graduates will be of value to them.</i> 	
<p>Justification</p> <ul style="list-style-type: none"> <i>Industry/Enterprise/Community needs The major client and/or industry groups are stated. Evidence of the justification of the qualification is provided. Description of the processes followed for the identification of the priority occupations are explained (e.g. national/local data, surveys, research reports, global trends, focus groups, interviews, job advertisements etc).</i> <i>Duplication of Qualification Statement of whether the qualification is duplicating or replacing any existing qualification(s)</i> 	
<p>Requirements for the Award of the Qualification</p> <ul style="list-style-type: none"> <i>The Units of Competency to be successfully completed for the award of this national certificate must be identified</i> <i>The qualifications structure should ensure that the combination of Units of Competency and/or Modules provide for the range of job functions and tasks identified in the occupational analysis.</i> <i>All qualifications identified in the structure must be accredited in their own right and assigned a national qualification code.</i> <i>Qualification structure may be presented in</i> 	

<p><i>table format or as a combination of text and table, including guidelines on sequencing (pre-requisite, co-requisites), clustering and nominal hours.</i></p> <ul style="list-style-type: none"> • <i>Outline the structure of the course and rules for completion. Course structure will reflect the intended skill and knowledge outcomes of the course and may be:</i> <ul style="list-style-type: none"> • <i>Generic</i> • <i>Industry-sector specific</i> • <i>Occupation-specific and/or (specialised) job role specific - compulsory</i> • <i>Occupation-specific and/or (specialised) job role specific - elective</i> 	
<p>Transfers and Articulations</p> <ul style="list-style-type: none"> • <i>Provide details of horizontal and vertical articulation within the specialisations of this qualification.</i> • <i>Identify any overlap with other national qualification and give details of formalised articulation and/or credit transfer arrangements, if any.</i> • <i>Highlight any potential for reverse articulation into this course (e.g. degree holders seeking vocational NTVQF qualifications).</i> <p><i>Generally there should be possibilities of vertical articulation (i.e. Progression from a lower level NTVQF course to a higher level NTVQF course usually within the same occupation). In an occupation where more than one strand is available, horizontal articulation is also possible. In addition, the generic and sector specific Units of Competency could be cross credited unless otherwise specified in the course accreditation document. Where there is an overseas demand for the skilled workforce in an occupation, reverse articulation of diploma and degree holders to NTVQF qualifications may become quite common in Bangladesh.</i></p>	
<p>Professional/Industry Recognition (If applicable)</p> <ul style="list-style-type: none"> • <i>State the recognition given to the course(s) by professional or industry bodies; if applicable (e.g. opportunity to students for associate membership of professional bodies such as institution of engineers/food technologists or vendor certifications or opportunity for</i> 	

<i>international course/programme accreditations).</i>	
Licensing/Regulatory Requirements (If applicable) <ul style="list-style-type: none"> • <i>State the extent to which the course satisfies licensing/regulatory requirements</i> 	

PART 3: GUIDELINES FOR COURSES	
Entry Requirements <ul style="list-style-type: none"> • <i>Essential entry requirements are stated.</i> <ul style="list-style-type: none"> ○ <i>Entry requirements should be fair and justifiable. (i.e. The entry requirement should not become an unnecessary barrier to potential learners. However, anyone enrolling in the course must have reasonable likelihood of success). Entry requirements may include language, literacy and numeracy skills that are likely to facilitate successful and safe completion of the course by an intending participant.</i> ○ <i>In addition, the entry requirements should recognise that there could be more than one route to enrol in the course (e.g. equivalent qualifications, mature student entry). Wherever possible, these should be expressed in terms of competency levels, relevant industry experience or equivalent.</i> ○ <i>The entry requirement may vary from course to course and may include age, legal and health requirements. The National Skills Development Policy for Bangladesh recommends that the Grade 8 pre-requisite is removed from formal skills programmes. Instead course specific entry requirements and challenge tests that are closely aligned to the level of training delivered is recommended. Mature students with relevant industry experience will be eligible for admission if they have adequate literacy and numeracy skills and have the likelihood of success in the course.</i> ○ <i>It is expected that usually the entry requirement for a higher level NTVQF course will be the immediately lower NTVQF qualification in the occupation or</i> 	

<p><i>specialised job role, if applicable and available, or equivalent competency determined by a valid process e.g. RPL.</i></p> <ul style="list-style-type: none"> ○ <i>Any entry requirement must be verifiable through appropriate evidence or any other suitable means.</i> ○ <i>It is also expected that a NTVQF course is not ‘an exclusively terminal course’ and a typical student in Bangladesh will aspire to pursue higher training and advance further. The regulations must provide the opportunity for the academic and career advancement/progression and to meet the rights of aspiring individuals who are able to demonstrate likelihood of success at various levels.</i> 	
<p>Selection Criteria</p> <ul style="list-style-type: none"> ● <i>Appropriate selection criteria are stated</i> <ul style="list-style-type: none"> ○ <i>Selection criteria applied when there are more applicants than the number of spaces available for training must be transparent. It is expected that for some courses (e.g. Graphic Design, Web Design, Supervision, etc.) students with relevant abilities (e.g. creative thinking, logical thinking, supervisory) may be given preference.</i> ○ <i>If there are more applicants than the number of spaces available preference will be given to those who have greater likelihood of success as indicated by previous educational achievement and/or recent relevant industry experience.</i> ○ <i>However, special consideration will be given to a reasonable number of physically, economically or socially disadvantaged groups of people to ensure equity, if there is no health and safety risk to the applicant and/or fellow trainees and the rights of other students are not hindered or crushed in an unfair and/or unethical manner.</i> ○ <i>A screening/challenge test and/or interview may be administered to select the deserving applicants.</i> 	
<p>Assessment Rules and Requirements</p> <ul style="list-style-type: none"> ● <i>Describe the course assessment strategy in terms of how it effectively judges participants’</i> 	

<p><i>achievement of outcomes. The strategy should outline the approach to assessment and evidence gathering to be followed by the assessors, including any mandated and/or recommended modes of assessment.</i></p> <ul style="list-style-type: none"> • <i>Describe how assessment of the course will be consistent with the relevant Standards for Accreditation of Courses and identify course assessment strategies which:</i> <ul style="list-style-type: none"> ○ <i>Are consistent with the specifications included in the nationally endorsed UoC</i> ○ <i>Ensure that work placement and regulatory requirements</i> ○ <i>Justify mandatory workplace assessment, or assessment through simulation if these are to be used and include advice on how they may be achieved</i> ○ <i>Identify any special arrangements that may facilitate Recognition of Prior Learning. Recognition of Prior Learning (RPL) could include 'assessment of prior learning' or 'pre-arranged recognition of learning' (e.g. transfer of credit/cross credit/specific exemption).</i> 	
<p>Assessment Strategy</p> <ul style="list-style-type: none"> • <i>A recommended assessment strategy that ensures that the evidence is sufficient but not excessive to show competence, collected over a period of time in the range of contexts specified in the Unit of Competency, and covers all elements of competency.</i> <i>The assessment strategies could include:</i> <ul style="list-style-type: none"> ○ <i>Real Time/Workplace Observation</i> ○ <i>Work Related Practical Demonstration/Simulation/Case Study/Role Play</i> ○ <i>Verified Competency Based Log Book, where applicable</i> ○ <i>Third Party Report</i> ○ <i>Assignment</i> ○ <i>Project Report</i> ○ <i>Exam (Theory)</i> ○ <i>Questioning (Verbal and Written)</i> ○ <i>Structured Interviews</i> ○ <i>Products (Work Sample - Installed/Operational Machine)</i> ○ <i>Portfolio (Product, Production/Quality Check Sheet)</i> 	

<ul style="list-style-type: none"> ○ <i>Direct/Indirect</i> ○ <i>Detailed information on Elements Assessed/Aspects of Evidence using each Assessment Tool will be prepared by the trainer-assessor before commencing the delivery of the course.</i> 	
<p>Delivery Strategies</p> <ul style="list-style-type: none"> ● <i>Identify and justify any delivery modes essential to the delivery of this course.</i> <ul style="list-style-type: none"> ○ <i>[The delivery methods should have significant emphasis on work-related hands-on practice (i.e. work tasks as practical activities) and adequate underpinning theory; will normally include ‘off job’ and ‘on job’ training; It may include ‘face to face’, ‘distance’, and ‘mixed’ modes of delivery depending on the needs of the stakeholders; Similarly the delivery could be part-time or full-time depending on the needs of the stakeholders].</i> ○ <i>Identify any limitations to the delivery modes that may be chosen for this course and provide justification [i.e. Work Experience, Distance Delivery Method]</i> ○ <i>Identify any educational support mechanisms for maximising participants’ completion of the course [Extended Practice Times, Tutorial Support, Literacy Numeracy Support, Peer Support/Buddy System].</i> ○ <i>Indicate how the course may be varied to reflect the needs of learner groups through the contextualisation of units or other means where appropriate.</i> 	
<p>Work Placement</p> <ul style="list-style-type: none"> ● <i>State any specific requirement for work placements (total hours, type of work).</i> 	
<p>Physical Resources</p> <ul style="list-style-type: none"> ● <i>Provide details of specialised facilities, tools and equipment essential for the delivery of the course.</i> <ul style="list-style-type: none"> ○ <i>List the number of classrooms, laboratories, and workshops required for a class of 20 students.</i> ○ <i>List the number of tools and equipment recommended for each classroom, laboratory, and workshop for a class of 20</i> 	

<p>students.</p> <ul style="list-style-type: none"> ○ <i>Summary of the consumables and materials required for practice (e.g. Welding rods and materials, Computer spares and parts) for a class of 20 students.</i> 	
<p>Human Resources</p> <ul style="list-style-type: none"> • <i>State the minimum recommended qualifications and experience of trainers and support staff. Please include training and experience relating to both vocational competency/qualifications and competency based training and assessment competency/qualifications and industry experience. Any recommended requirements must be justifiable and also meet the NQAS standards for registration of training establishments (Colleges/ Institutes/Training Centres) and accreditation for delivering nationally registered courses.</i> <p>Teachers, Trainers and Assessors:</p> <ul style="list-style-type: none"> • <i>Vocational Qualification (One vocational NTVQF level higher than the NTVQF level of the vocational course taught, or evidence of equivalent competence. However, in exceptional cases, at least the NTVQF level of the course taught or evidence of equivalent competence may be accepted depending on the relevant industry experience of the teacher, trainer and assessor, and the scarcity of teachers, trainers and assessors in the occupation).</i> • <i>An accredited Competency Based Training and Assessment Qualification (NTVQF Level 4 or above)</i> • <i>Relevant Industry experience – (e.g. must have at least 1-3 years of relevant industry experience depending on the industry. Evidence of ongoing exposure to industry practices is required).</i> 	
<p>Student-Trainer Ratio:</p> <ul style="list-style-type: none"> • <i>State the proposed student- trainer ratio.</i> 	
<p>Support Staff:</p> <ul style="list-style-type: none"> • <i>Include necessary technical support staff.</i> 	
<p>Learning Resources</p> <ul style="list-style-type: none"> • <i>Identify a list of teaching and learning resources required for offering the course.</i> <ul style="list-style-type: none"> ○ <i>The list must include the text books,</i> 	

<p><i>workbooks, in-house resource packs/customised trainee guidebooks, relevant national/industry standards, laws and regulations, manufacturer's instruction manuals, and audio, video and digital media (if any) included which are suitable for the students.</i></p> <ul style="list-style-type: none"> ○ <i>In addition, additional reference books, audio, video and digital media and URLs of relevant websites, which could be used by teachers and gifted students must be included.</i> ○ <i>The list must cover each Module/Unit of Competency (Subject) included in the course and emphasise the practical components of the training.</i> ○ <i>APA (American Psychological Association) style of referencing is recommended for listing teaching and learning resources.</i> 	
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ANNEX F: Questionnaire for Validation of Competency

(FACE-TO-FACE VALIDATION) VALIDATION OF COMPETENCY STANDARDS (CS)

The Bangladesh Technical Education Board (BTEB) is undertaking this study. Its primary purpose is to validate the Competency Standard for the various trades/ occupations within an industry sector. With your knowledge and experience on this trade, you have been selected as one of the respondents in this validation. Your comments and recommendations shall be considered in the finalization of this material.

Thank you.

NAME: _____
Last First M.I

COMPANY: _____

ADDRESS: _____

POSITION _____ YEARS OF EXPERIENCE _____
IN THE TRADE:

EDUCATIONAL ATTAINMENT: _____

SIGNATURE: _____ DATE: _____

NOTE:

Study the content of the Competency Standard (CS) you are about to evaluate. Each CS has three sections; namely

Section 1 Definition of Qualification

Section 2 Competency Standards

Section 3 National Assessment and Certification Arrangement

Should you have comments on any of the sections in the CS, please indicate them on the spaces provided in this instrument.

Please use additional sheets when necessary.

START HERE

SECTION 1 Definition of Qualification

Is the Qualification Description sufficient?

YES

NO

If the answer is NO, please indicate your suggestions

Are the competencies listed sufficient for a person to become competent in this qualification?

YES

NO

If the answer is NO, please indicate the competency/ies that should included.

Please identify competencies that should be deleted or amended/revised.

What other job titles are used by the company/industry which is related to this qualification

SECTION 2 Competency Standards

Is the *Title of Competency/ies* appropriate and reflect a work activity?

YES

NO

If the answer is NO, please state your suggestions/observations

Does the *Unit Descriptor* clearly describe the knowledge and skills requirements of the identified Unit of Competency?

YES

NO

If the answer is NO, please state your comments/suggestions:

Are the identified *Elements* appropriate to the performance of the identified Unit of Competency?

YES

NO

If the answer is NO, please state your suggestions/observations:

Are the *Performance Criteria* for each element of competency stated in outcome terms and the required level of performance specified?

YES

NO

If the answer is NO, please state your suggestions/recommendation and for which particular element:

Does the *Range of Variables* for each unit of competency adequately describe the circumstances or context in which the work is to be performed?

YES

NO

If the answer is NO, please state your suggestions/recommendation and for which particular unit of competency:

Is the *Evidence Guide* for each unit of competency related directly to the performance criteria and range of variables?

YES

NO

If the answer is NO, please state your suggestions/recommendation and for which particular unit of competency:

**QUESTIONNAIRE FOR EACH UNIT OF COMPETENCY
(ON-LINE CS VALIDATION)**

Instruction:

Thank you for participating in the validation of competency standards. Please be assured that all your comments and suggestions will be treated confidentially and will be used solely for this validation.

This questionnaire aims to measure the validity of the unit <Unit Title>. Please review the draft Competency Standards and then answer this questionnaire. You may refer to the CS Development Guide for more information about Competency Standards.

Did you have experience performing _____ before?

Unit Title:

Does the "Unit Title"

Give an idea what work activity needs to be performed?

Imply an activity that is mainly performed by a single person?

Render a product service and/or decision when performed?

Please explain your reason if you answered "NO" to any of the questions. You may use this box if you have other suggestions and/or comment.

Unit Descriptor:

Does the "Unit Descriptor"

Describe the scope and intent of the unit?

Clarify the knowledge, skills and attitude needed to demonstrate the unit of competency?

Please explain your reason if you answered "NO" to any of the questions. You may also use this box if you have other suggestions and/or comment.

Elements:

Do the elements clearly describe all the performances required to showcase the task skills, task management skills, contingency management skills and job role of the performer?

Any comments or suggestions relevant to the elements being reviewed?

--

Performance Criteria:

Do the performance criteria in each element:

- describe what needs to be done to perform the element competently
- measure how small chunks of workplace tasks should be performed?
- measure performances that require managing multiple and/or simultaneous tasks in order to complete a work activity?
- measure performances relevant to responding to problems and irregularities while undertaking the work activity?
- measure performances that deal with responsibilities and expectations of the work environment such as working with others, complying with standard operating, observing enterprise policies and others?
- Indicate variables in which the performance of the element can be applied?

Any comments or suggestions relevant to the performance criteria being reviewed?

--

Range of Variables:

Does the "Range of Variables" give a clear idea about the scope in which the competency applies and the range of situation which can be the focused of assessment?

	YES	NO
In terms of equipment, tools supplies and materials	<input type="checkbox"/>	<input type="checkbox"/>
In terms of quality assurance requirements	<input type="checkbox"/>	<input type="checkbox"/>
In terms of occupational health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>

Any comments or suggestions?

--

Evidence Guide:

- Did the critical aspect of competency address the possible source of evidence of competent performance?
- The critical part of the required performance that should be the focus of assessment.
- Are the topics listed in the underpinning knowledge sufficient to execute the skills required for a competent performance?
- Are the listed underpinning skills sufficient to perform the workplace activity?
- Are the required resources properly addressed to conduct a proper assessment?
- Are the selected methods of assessment sufficient and practical to collect the evidence of competence from a person?
- Is the venue of assessment described in the context of assessment appropriate to collect the evidence of competent performance?

Any comments or suggestions?

--

**QUESTIONNAIRE FOR ENTIRE COMPETENCY STANDARDS
(ON-LINE CS VALIDATION)**

Instruction:

After having gone through with the competency standards, please answer the following questions and give your comments and/or suggestions to the competency standards as a whole package.

What other job titles are used by your institution which is/are related to these Competency Standards?

Does the scope of the competency standards describe the minimum qualification requirements of the trainer or assessor in your region? ☐ YES ☐ NO

Please write your reason/comments or suggestions if you answered NO

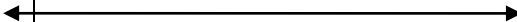
3. Are the units in these competency standards sufficient for a person to become a competent <job titles>?

	YES	NO
<function 1...>	<input type="checkbox"/>	<input type="checkbox"/>
<function 2...>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Any comments or suggestions?

4. After going over the draft competency standards, how will you rate their overall acceptability?

	1	2	3	4	5	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poor					Very Good

ANNEX G: Trainer/Assessor Profile Form



TRAINER'S/ASSESSOR'S PROFILE

ID PICTURE
(Passport" size)

Applicant's Signature

1. To be accomplished by BTEB

Code:

-

1.2. Entry Date:

2. Personal Profile

Name:

Last First Middle

Mailing
Address:

Zip Code P.O. Box

Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	Contact Details Tel: _____ Cellular: _____ e-mail : _____ Fax: _____ Others: _____	Employment Type <input type="checkbox"/> Employed <input type="checkbox"/> Self-employed <input type="checkbox"/> Unemployed Other than above <input type="checkbox"/> Pls. specify	Employment Status <input type="checkbox"/> Casual <input type="checkbox"/> Contractual <input type="checkbox"/> Probationary <input type="checkbox"/> Regular <input type="checkbox"/> Permanent
---	--	---	--

3. Other Personal Information

Birthdate:

. Citizenship:

4. Educational Background

School	Educational Level	School Year	Degree	Major

5. WORKING EXPERIENCE

Name of Company	Position	Inclusive Dates	Monthly Salary	Occupation Type (Teaching; Non-Teaching; Industrial Experience)	Status of Appointment	No. of Yrs. Work Exp.

6. Training/Seminars Attended

Title	Venue	Inclusive Dates	*Certificate Received	# of Hours	Training Base	Category	Conducted By	Proficiency

(For more information, indicate on a separate sheet)

* Certificate Received			Training Base	Category	Proficiency
A	Certificate of Attendance	S Skills Training Certificate	L Local	T Trade Skills Upgrading Program	B Beginner
C	Certificate of Competencies	T Training Certificate	F Foreign	N Non-Trade Upgrading Program	I Intermediate
P	Certificate of Proficiency			M Training Management	A Advanced

7. Licenses/Examinations Passed

Title	Year Taken	Examination Venue	Rating	Remarks	Expiry Date

8. Competency Assessment Passed

Industry Sector	Trade Area	Occupation	Classification Level	Competency	Specialization Description

(For more information, indicate on a separate sheet)

ANNEX H: Evaluation Form: Delivery of NTVQF Training Programs

Name of Institution			
Address			
Programs(s) to be Offered	1. 2. 3. 4. 5. 6.		
Workshop Area			
S.I.	Items Evaluated	Observation	Recommendation
1	Workstations		
2	Quality Control Area		
3	Materials Storage Area		
4	Working Tables		
5	Tool/Supply Room/Cabinet		
6	Monitoring System		
7	Required Equipments		
8	Required Tools		
9	Required Supplies		
10	Required Safety Equipments		
11	Waste Segregation System		
12	Ventilation		
13	Illumination		
14	Electrical Fixtures		
15	Walls		
16	Floor		

Learning Resource Area and Contextual Resource Area			
Item No.	Items Evaluated	Observation	Recommendation
1	Learning Materials		
2	Related Learning Materials		
3	Chairs and Tables		
4	Cabinet for Learning Materials		
5	Monitoring Schedule (Log Book and Attendance Sheet)		
6	Required Equipments (Multi-media)		
7	Walls		
8	Floor		
9	Illumination		
10	Ventilation		
Trainer Qualifications			
1	Have completed the competency-Based Training and Assessment (CBT &A) Program		
2	Have the required qualification for the course		
3	Have industry Experience		
Legal Documents			
1	Legal entity as a Training Provider		
2	Proof of ownership of the training facility		
3	Building Safety Certificate		

ANNEX I: Implementing Competency-Based Training (Checklist for NTVQF Program Implementation)

Name of Institution			
Address			
Course(s) Piloted	1. 2. 3.		
Start Date of Pilot Run			
Requirements	Compliant		Remarks
	Yes	No	
Pre-Training Activities			
Preparation quality assurance Documents			
Registration Documents			
Accreditation Documents)			
Preparation of course design and delivery materials			
All Competency-Based Learning Materials (CBLM) completed and printed			
List of instructional materials (such as reference materials, slides, videotapes, internet access and library resources) necessary to deliver the course available			
Session Plan prepared			
Practice exercises such as Task/Job Sheets available			
Institutional Assessment plan available			
Recording of Trainee's Achievements available			
TRAINERS COMPETENCE (two full time trainers assigned to the program trial)			
Have completed the CBT&A Program			
Have the required qualification for the course			
Have industry experience			
List of non-teaching staff with their qualifications (supporting evidences available, such as copies of certificates/contracts of employment, etc)			
Training workshop equipment and tools			

Name of Institution			
Address			
Course(s) Piloted	1. 2. 3.		
Start Date of Pilot Run		.	
Requirements	Compliant		Remarks
	Yes	No	
Workshop Layout conforms with the CBT components			
Training equipment properly installed and calibrated			
Inventory of Training Tools and Equipment			
Occupational , Health and Safety Precautions			
Recruitment and selection of trainees/students			
Advertise recruitment of Trainees/Students			
Recruitment guidelines available			
Orientation of Trainees on CBT			
Rules on attendance			
Proper Training			
Training Supplies and Materials available			
Progress of trainees/students recorded			
Institutional assessment conducted at the end of each competency			
Certificate of Completion issued by the TVI			
Support Services			
Industry immersion available			
Health services are available to the students/trainees			
Career guidance services are available to the students/trainees			
Post training Services			
Accredited Assessors Available			
Schedule of Assessment			
Issue national Skills Certificates			
Database of Trainees/Student available			

ANNEX J: CBT PROGRAM EVALUATION FORM

INSTRUCTIONS

This post-training evaluation instrument is intended to measure how satisfactorily the CBT trainer has done his/her job during the whole duration of training. Please give the honest rating by checking on the corresponding cell of the response. The response answers will be treated with utmost confidentiality.

Legend:

5 – Outstanding

4 – Very Good/ Very Satisfactory

3 – Good/Adequate

2 – Fair/ Satisfactory

1 – Poor/Unsatisfactory

TRAINERS/INSTRUCTORS Name of Trainer: _____	1	2	3	4	5
Orients trainees about CBT, the use of CBLM and the evaluation system					
Discusses clearly the unit of competencies and outcomes to be attained at the start of every module					
Exhibits mastery of the subject/course he/she is teaching					
Motivates and elicits active participation from the students or trainees					
Keeps records of evidence/s of competency attainment of each student/trainees					
Instill value of safety and orderliness in the classrooms and workshops					
Instills the value of teamwork and positive work values					
Instills good grooming and hygiene					
Instills value of time					
Quality of voice while teaching					
Clarity of language/dialect used in teaching					
Provides extra attention to trainees and students with specific learning needs					
Attends classes regularly and promptly					
Shows energy and enthusiasm while					

teaching					
Maximizes use of training supplies and materials					
Dresses appropriately					
Shows empathy					
Demonstrates self-control					

This post-training evaluation instrument is intended to measure how satisfactorily the trainer prepared and facilitated training. Please give your honest rating by checking on the corresponding cell of your response. Your answers will be treated with utmost confidentiality.

PREPARATION	1	2	3	4	5
Workshop layout conforms with the components of a CBT workshop					
Number of CBLMs is sufficient					
Objectives of every training session is well explained					
Expected activities/outputs are clarified					
DESIGN AND DELIVERY	1	2	3	4	5
Course contents are sufficient to attain objectives					
CBLM are logically organized and presented					
Information Sheet are comprehensive in providing the required knowledge					
Examples, illustrations and demonstrations help you learn					
Practice exercises like Task/Job Sheets are sufficient to learn required skills					
Valuable knowledge are learned through the contents of the course					
Training methodologies are effective					
Assessment methods and evaluation system are suitable for the trainees and the competency					
Recording of achievements and competencies acquired is prompt and comprehensive					
Feedback about the performance of learners are given immediately					

TRAINING FACILITIES/RESOURCES	1	2	3	4	5
Training resources are adequate					
Training venue is conducive and appropriate					
Equipment, supplies, and materials are sufficient					
Equipment, supplies and materials are suitable and appropriate					
Promptness in providing supplies and materials					
SUPPORT STAFF	1	2	3	4	5
1. Support Staff are accommodating					

Comments/Suggestions:

The On the Job Training Evaluation (OJT) Form below is a sample evaluation for to evaluate the implementation of OJT. It is recommended that this evaluation form be used and improved so that appropriate areas to be evaluated are covered.

ON THE JOB TRAINING EVALUATION FORM

Dear Trainees:

The following questionnaire is designed to evaluate the effectiveness of the On the Job Training (OJT) you had with the Industry Partners of (your institution). Please check the appropriate box corresponding to your rating for each question asked. The results of this evaluation shall serve as a basis for improving the design and management of the OJT to maximize the benefits of the said Program. Thank you for your cooperation.

Item No.	Question	Ratings					
INSTITUTIONAL EVALUATION		1	2	3	4	5	NA
1	Has <u>(your institution)</u> conducted an orientation about the SIT/OJT program, the requirements and preparations needed and its expectations?						
2	Has <u>(your institution)</u> provided the necessary assistance such as referrals or recommendations in finding the company for your OJT?						
3	Has <u>(your institution)</u> showed coordination with the Industry partner in the design and supervision of your SIT/OJT?						
4	Has your in-school training adequate to undertake Industry partner assignment and its challenges?						
5	Has <u>(your institution)</u> monitored your progress in the Industry?						
6	Has the supervision been effective in achieving your OJT objectives and providing feedback when necessary?						
7	Did <u>(your institution)</u> conduct assessment of your SIT/OJT program upon completion?						
8	Were you provided with the results of the Industry and <u>(your institution)</u> 's assessment of your OJT?						
Comments/Suggestions:							
Item No.	Question	Ratings					
INDUSTRY PARTNER EVALUATION		1	2	3	4	5	NA
1	Was the Industry partner appropriate for your type of training required and/or desired?						
2	Has the industry partner designed the training to meet your objectives and expectations?						
3	Has the industry partner showed coordination with <u>(your institution)</u> in the design and supervision of the SIT/OJT?						
4	Has the Industry Partner and its staff welcomed you						

	and treated you with respect and understanding?						
5	Has the industry partner facilitated the training, including the provision of the necessary resources such as facilities and equipment needed to achieve your OJT objectives?						
6	Has the Industry Partner assigned a supervisor to oversee your work or training?						
7	Was the supervisor effective in supervising you through regular meetings, consultations and advise?						
8	Has the training provided you with the necessary technical and administrative exposure of real world problems and practices?						
9	Has the training program allowed you to develop self-confidence, self motivation and positive attitude towards work?						
10	Has the experience improved your personal skills and human relations?						
11	Are you satisfied with your training in the Industry?						
Comments/Suggestions:							

Signature: _____

Printed

Name: _____ Qualification:

Host

Industry

Partner

Supervisor:

Period of Training: _____ Instructor: _____

Range:

0.00 - 1.49	=	Poor/Unsatisfactory
1.50 - 2.49	=	Fair/ Adequate
2.50 - 3.49	=	Good/Satisfactory
3.50 - 4.49	=	Very Good/Very Satisfactory
4.50 - 5.0	=	Outstanding

General Interpretation: _____

Recommendation: _____

ANNEX K: Competency Assessment Tools Development Forms

EVIDENCE PLAN

Qualification:					
Project-Based Assessment/Title of Certificate of Competency:					
Unit of competency/ Units of Competency covered:					
Ways in which evidence will be collected: [tick the column]	Observation and Questioning	Questioning (Oral/Written)	Portfolio	Third Party Report	Demonstration and Questioning
The evidence must show that the candidate...					
Disassembles...	XX	XX			

EVIDENCE GATHERING TOOLS - Observation and Questioning Checklist

Candidate name:		
Assessor name:		
Assessment Centre		
QUALIFICATION:		
Project-based Assessment Title/ Title of Certificate of Competency:		
Instructions for the assessor:		
<p>Observe the candidate [insert description of activity being observed].</p> <p>Describe the assessment activity and the date on which it was undertaken.</p> <p>Place a tick in the box to show that the candidate completed each aspect of the activity to the standard expected in the enterprise.</p> <p>Ask the candidate a selection of the questions from the attached list to confirm his/her underpinning knowledge</p> <p>Place a tick in the box to show that the candidate answered the questions correctly.</p> <p>Complete the feedback sections of the form.</p>		
Date of observation		
Description of assessment activity		
Location of assessment activity		
The candidate...		If yes, tick the box
Disassembled...		
Questions		Satisfactory response
The candidate should answer the following questions:	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
The candidate's underpinning knowledge was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>		
Feedback to candidate:		
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>		
Candidate's signature:	Date:	
Assessor's signature:	Date:	

Third Party Report

Candidate name:			
Name of third party:		Contact no.	
Position:			
Relationship with candidate:	<input type="checkbox"/> employer <input type="checkbox"/> supervisor <input type="checkbox"/> colleague <input type="checkbox"/> other <i>Please specify _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Dates the candidate worked with you		From:	To:
Qualification:			
Project-Based Assessment Title/			
Title of Certificate of Competency:			
Unit of competency/ Units of competency covered:			
<p>The candidate is being assessed against the competency standards for <i>[insert title of competency standards]</i>. We are seeking your support in the judgment of this candidate's competence. Please answer these questions honestly as a record of the candidate's performance while working with you. Thank you for your time.</p>			
Comments regarding candidate performance and experience			
I can verify the candidate's ability to: <i>(tick the correct response)</i>	Yes	No	Comments to support my responses:
Disassembled...			
Third party signature:		Date:	
Send to:			

Portfolio Record Sheet

Candidate's name:					
Assessor's name:					
QUALIFICATION:					
Project-Based Assessment Title/ Title of Certificate of Competency:					
Unit of Competency/ Units of Competency Covered:					
Item number	1	2	3	4	5
Type of evidence [insert information in the column]					
The evidence shows that I					
Disassemble...					
I declared that all evidences presented are my own work and accurately represent my abilities					
Candidate's signature:			Date:		

Note: Portfolio evidence may be selected from the following:

- Outcomes from learning programs (including self-learning and on-line learning)
- Official transcripts, qualifications, statement of attainment, certificates
- Institutional assessment feedback (from a trainer or assessor)
- Performance evaluation (from a workplace supervisor)
- Written statements or references (including workplace supervisors, community leader)
- Job description
- Work journal
- Work samples or finished products
- Product description or specification (supporting the product samples included)
- Sworn statement/declaration

Portfolio Evaluation Form

Candidate name:				
Assessor name:				
QUALIFICATION:				
Project-Based Assessment Title/ Title of Certificate of Competency:				
Unit of competency/Unit of competency covered:				
The evidence provided by the candidate is:				
<input type="checkbox"/> valid	<input type="checkbox"/> authentic	<input type="checkbox"/> sufficient	<input type="checkbox"/> current	<input type="checkbox"/> recent
The contents of the portfolio provided satisfactory evidence that the candidate [tick the box]:				Item no[s]
Disassembled...				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
Additional evidence is required in the following area:				
Feedback/Comments:				
Assessor's signature:			Date:	

SPECIFIC INSTRUCTIONS FOR THE REGISTERED COMPETENCY ASSESSOR

Qualification :	
Project-based Assessment:	

1 Prepare the necessary ingredients, materials, tools and equipment in accordance with the following tasks to be performed:

2 The Assessment shall be based on the units of competency in the Training Regulations and the Evidence Plan and will focus on any of the following evidences below :

2.1 Demonstration with questioning

2.2 Observation with questioning

3 Other evidence gathering methods such as those listed below may be used (if necessary) to address less critical areas, fill gaps or confirm judgment based on the Evidence Plan.

3.1 Third-Party Report – this must be related to the work/tasks described. It contains the description of the work the candidate has done.

3.2 Portfolio – may be used to validate candidate’s claim on his/her own work or contribution.

4 The final assessment will be the responsibility of the Accredited Assessor.

5 Provide the candidate with immediate feedback at the end of the assessment.

SPECIFIC INSTRUCTIONS FOR THE CANDIDATE

Qualification :	
Project-based Assessment :	

1 Using the given materials, tools and equipment, perform the following tasks within _____ () hours.

2 The Assessment shall be based on the units of competency in the Training Regulations and the Evidence Plan and will focus on any of the following evidences below :

- Demonstration with questioning
- Observation with questioning

3 You may prepare and bring additional evidence in the form of :

- Third Party Report
- Portfolio Evidence (e.g., Training Certificates, Awards, Work Experience)

4 The final assessment will be the responsibility of the Accredited Assessor.

5 The assessor will provide feedback at the end of the assessment :

☐ **COMPETENT**

☐ **NOT YET COMPETENT**

Competency Assessment Results Summary

Candidate's Name:			
Assessor's Name:			
Qualification Applied For			
Date of Assessment			
Assessment Center			
The performance of the candidate in the following assessment was: [Pls. Tick (✓) appropriate box]	Satisfactory	Not Satisfactory	
Demonstration/Observation with Questioning Checklists			
Note: Satisfactory shall only be given to candidate who demonstrated successfully all the tasks identified in the abovementioned Units of Competency.			
Third Party Report			
C. Portfolio			
Did the candidate's overall performance meet the required evidence/ standards?	Yes	No	
Recommendation For re-assessment. _____ For submission of document. Pls. specify (Portfolio Document) _____ For issuance of certificate. Pls. Specify (Qualification, NC or COCs) _____ If COC, pls. check: _____ General Comments [Strengths / Improvements needed] 			
Candidate's signature:		Date:	
Assessor's signature:		Date:	

SURVEY QUESTIONNAIRE

Survey for the Pilot-testing of Competency Assessment Tools for Candidate

(Title of Qualification)

NAME OF CANDIDATE: _____ DATE : _____

NAME OF ASSESSOR: _____

ASSESSMENT CENTER: _____

INSTRUCTION: Kindly fill in the information requested or check the appropriate boxes that best describe your opinion or comment regarding the competency assessment instrument, test administration, assessor and assessment center/venue.

1 Category of Candidate/Examinee

- ☐ TVET Graduate / Student
- ☐ Non- TVET Graduate / Student
- ☐ Trainer
- ☐ Worker

2 Length of Work Experience on the trade

- ☐ More than 5 years
- ☐ 3 to 5 years
- ☐ 1 to 2 years
- ☐ Less than 1 year
- ☐ None

3 Have you taken the trade test/assessment before?

- ☐ Yes; If yes, what do you think of the assessment you have undergone?
- ☐ Basically the same
- ☐ More difficult
- ☐ Easier
- ☐ Others _____
- ☐ No

4 Did the assessment cover all the tasks/skills required for the qualification?

(_____ NC II)

- ☐ Yes
- ☐ No, which task or skills should OR should not be included in the assessment

5 Are the questionnaires given relevant to the competency requirements of the qualification being assessed?

- ☐ Yes
☐ No

6 Competency Assessment Instruments

Are the competency assessment instruments readable and complete?

- ☐ Yes
☐ No. If No, please enumerate the page/s that are unreadable/hard to read or missing.

7 Are the instructions/directions for observation/demonstration tests clear and easy to understand?

- ☐ Yes
☐ No, If No, please state what part of the instruction is / are not clear to you.

8 Is the time allotted to finish the test:

- ☐ too short
☐ too long
☐ about right

9 Competency Assessor

Did your competency assessor satisfactorily perform the following:

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Introduced herself/himself |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Clearly explained the coverage (scope, purpose, context and process) of assessment |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Explained the evidences to be collected to determine if you are competent in the qualification |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Provided feedback |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Distributed the assessment booklets orderly/ systematically |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Entertained/Clarified questions |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Gave me time to familiarize the use of tools and equipment |

10 Was the Assessment Center/venue conducive to testing?

- | | |
|---|---|
| <input type="checkbox"/> Well lighted | <input type="checkbox"/> Safe |
| <input type="checkbox"/> Well ventilated | <input type="checkbox"/> No obstruction |
| <input type="checkbox"/> Workshop layout systematic | |

11 What can you say about the tools and equipment that were provided during the assessment?

- | | |
|---|--|
| <input type="checkbox"/> Appropriate | <input type="checkbox"/> Inappropriate |
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Inadequate |
| <input type="checkbox"/> Functional/in good condition | <input type="checkbox"/> Defective |

Other comments, please specify: _____

12 What can you say about the supplies and materials that were provided during the assessment?

- | | |
|--|--|
| <input type="checkbox"/> Appropriate | <input type="checkbox"/> Inappropriate |
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Inadequate |
| <input type="checkbox"/> In good condition | <input type="checkbox"/> Defective |
| <input type="checkbox"/> Other comments, please specify: | _____ |

13 If you have other comments and suggestions/recommendations regarding the improvement of the conduct of competency assessment, please write below:

Signature of Candidate : _____

SURVEY QUESTIONNAIRE

Survey on Pilot-testing of Competency Assessment Tools for Assessor

(Title of Qualification)

NAME OF ASSESSOR: _____ DATE: _____

NAME OF CANDIDATE: _____

ASSESSMENT CENTER: _____

INSTRUCTION: Kindly fill in the information requested or check the appropriate boxes that best describe your opinion or comment regarding the competency assessment instrument, test administration, assessor and assessment center/venue.

1 Length of Work Experience in the trade:

- ☐ More than 5 years
- ☐ 3 to 5 years
- ☐ 1 to 2 years
- ☐ Less than 1 year
- ☐ None

2 Have you been a trade testing officer before?

- ☐ Yes; If yes, what do you think of the methodology of competency assessment you have conducted?
- ☐ Basically the same
- ☐ More difficult
- ☐ Easier
- ☐ Other comments

☐ No

3 Is there a need to conduct a pre-evaluation/self-assessment of candidate?

- ☐ Yes If yes, state your reason _____
- ☐ No If no, state your reason _____

4 Did the assessment cover all the skills/competencies required for the qualification?

- ☐ Yes
- ☐ Not all; what areas are lacking?

5 Are the Competency Assessment Instruments readable and complete?

- ☐ Yes
- ☐ No. If No, please indicate on the respective page/s those that are unreadable/hard to read or missing.

6 Are the instructions/directions for observation/demonstration tests clear and easy to understand?

- ☐ Yes
☐ No. If No, please state what part of the instruction is / are not clear to you.
-

7 Is the time allotted to finish the test:

- ☐ too short
☐ too long
☐ about right

8 Competency Assessor:

Were you able to satisfactorily/sufficiently perform the following activities?

- | | | |
|--|------------------------------|--|
| Introduced oneself | <input type="checkbox"/> Yes | <input type="checkbox"/> No; state your reason |
| Clearly explained the coverage (scope, purpose, context and process) of assessment | <input type="checkbox"/> Yes | <input type="checkbox"/> No; state your reason |
| Explained the evidences to be collected to determine if you are competent in the qualification | <input type="checkbox"/> Yes | <input type="checkbox"/> No; state your reason |
| Did he provide feedback | <input type="checkbox"/> Yes | <input type="checkbox"/> No; state your reason |
| Entertained / Clarified questions | <input type="checkbox"/> Yes | <input type="checkbox"/> No; state your reason |

9 Was the Assessment Center/venue conducive to testing?

- ☐ Yes
☐ No. If No, please state your reason/s.
-

10 What can you say about the tools and equipment that were provided during the assessment?

- | | |
|--|--|
| <input type="checkbox"/> Appropriate | <input type="checkbox"/> Inappropriate |
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Inadequate |
| <input type="checkbox"/> Functional/in good condition | <input type="checkbox"/> Defective |
| <input type="checkbox"/> Other comments, please specify: _____ | |

11 Supplies and Materials

What can you say about the supplies and materials that were provided during the assessment?

☐ Appropriate

☐ Adequate

☐ In good condition

☐ Other comments, please specify: _____

☐ Inappropriate

☐ Inadequate

☐ Defective

If you have some other comments and suggestions / recommendations regarding the improvement of the conduct of competency assessment, please write below:

Signature of Assessor : _____

ANNEX L: Proforma for NTVQF National Certificate



Republic of Bangladesh
Bureau of Technical Education Board

NATIONAL CERTIFICATE
in
(NAME OF Qualification)

is awarded to

(Name of Candidate)

for having completed the competency requirements under the National Technical Vocational
Qualification System in the following units of competencies

Unit Code
Generic

Unit of Competency

Sector Specific

Occupation Specific

Signature of Certificate Holder

Issued On : _____

Valid until : _____

Certificate No: _____

Chairman

Control No. _____

ANNEX M: Proforma for Assessor Accreditation Certificate



Republic of Bangladesh
Bureau of Technical Education Board

This Certifies that

(Name of the Certificate Holder)

Has successfully completed the requirements for Competency Assessor in

(Title of Qualification)

Accreditation No. _____

Date Accredited: _____

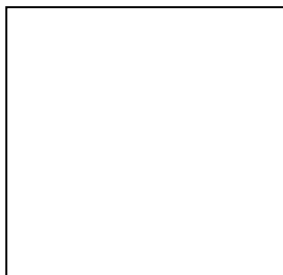
Expiration Date: _____

Chairman

ANNEX N: Proforma for Assessor Badge



Republic of Bangladesh
Bureau of Technical Education Board



COMPETENCY ASSESSOR
(Title of the Qualification)

ACC. NO. _____

Valid from _____ **to** _____

Chairman

Identification Badge for Assessor while conducting assessment.

ANNEX O: Proforma for RTO Program Accreditation Certificate



Republic of Bangladesh
Bureau of Technical Education Board

This
Certificate of NTVQF Program Registration
(Certificate No. _____)
Is hereby granted to

(Name of Registered Training Organization with complete Address)

to offer a program in

(Title of Qualification)

With a nominal duration of _____ hours.

The program covers the following units of competencies

Unit Code	Unit of Competency
Generic	
Sector Specific	
Occupation Specific	

Given in Dhaka this _____ day of _____

Chairman