   Overview of the National Skills Quality Assurance System (NSQAS)

   Accreditation of Qualifications and Units of Competency on the National Technical and Vocational Qualifications Framework

   Registration of Training Organizations and Accreditation of Learning and Assessment Programs

   Quality Assurance of Assessment and Accreditation of Assessment Centres

   Quality Assurance of BTEB
   The NSQAS External Quality Assurance Agency
This document sets out the quality assurance processes for NTVQF assessment and criteria for the Accreditation of Assessment Centres to offer assessment services that lead to the certification of units of competence and qualifications registered on the National Technical and Vocational Qualifications Framework

2012

Bangladesh Technical Education Board
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PURPOSE OF THIS MANUAL

This is the fourth of a series of manuals that describe the National Skills Quality Assurance System. The manual focuses on the systems that provide assurance to the quality of assessment programs that lead to achievement of Units of Competence and Qualifications on the NTVQF. This manual details the processes and criteria for the Accreditation of Assessment Centres. Specific details of other processes, criteria and documentary requirements are found in the other manuals in the series.

National Skills Quality Assurance System Manuals

The series of NQAS Manuals includes:

1. The National Skills Quality Assurance System Overview;
2. Accreditation of Qualifications and Course Specifications on the NTVQF;
3. Registration of Training Organisations and Accreditation of Learning and Assessment Programs;
4. Accreditation of Assessment Centres; and
5. Quality Assurance of BTEB, the NSQAS External Quality Assurance Agency.
INTRODUCTION

Assessment Defined

Assessment is the evaluation of evidence to make a judgement as to whether an individual is competent in the performance of defined skills to the required standard.

Overview of the system that assures the quality of assessment in the NTVQF

The system the assures the quality of assessment includes the following elements:
1. Competency standards defined by industry through nationally approved standard setting bodies and processes;
2. Use of competency-based, nationally approved, valid assessment instruments for assessment of competence in NTVQF units of competency and qualifications;
3. Quality assured conduct of assessment by external assessors that are registered with BTEB and managed by Assessment Centres accredited by BTEB to deliver a defined scope of NTVQF assessments; and
4. Validation and moderation of assessment judgements by BTEB through sampling studies.

Scope of this manual

Quality assurance of the definition of competency standards by industry through nationally approved standard setting bodies and processes has been described in Manual 2 of this NQAS series.

This manual describes the:

- Development of competency-based, nationally approved, valid assessment instruments for assessment of competence in NTVQF units of competency and qualifications;
- The quality assured conduct of assessment by external assessors that are registered with BTEB and managed by Assessment Centres accredited by BTEB to deliver a defined scope of NTVQF assessments; and
- Validation and moderation of assessment judgements by BTEB through sampling studies.

NTVQF ASSESSMENT

All NTVQF assessment is competency-based assessment. Competency-based assessment is the assessment of an individual's performance against defined qualifications. Performance is not compared against other individuals. Individuals do not receive scaled grades. They are graded as Competent or Not Yet Competent.

Competency-based assessment is not controlled by time. 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.

That does not mean that individuals should not participate in training courses. Training 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.
Competency-based assessment is not limited to just the training pathway in order to achieve competency. There are several pathways that individuals may take to be assessed for national competency on the NTVQF:

- Participating in an accredited training course at a Registered Training Organisation;
- Participating in work place training
- Work place assessment
- Direct assessment through
  - Recognition of Prior Learning (RPL)
  - Recognition of Current Competencies (RCC)

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

Competency-based assessment involves two linked processes. The first is the gathering of evidence of the competency of individuals. This can be done through a variety of ways – observation, documented evidence like work books etc, assessment projects, interviews and the like. Gathering evidence may use more than one approach. As a result evidence may be gathered from more than one occasion.

The second part of the assessment process is the judgement as to whether a person is competent or not.

During training programmes teachers and trainers should provide practice assessments against the relevant competency standards. These internal assessments should be based on the national competency assessment tools but will also need to be customised to the situation and go through an internal process of customisation and validation.

A person cannot assess their own student or trainee for national competency and certification. Assessment for national competency and certification must be conducted by an external assessor. External assessors must be registered by BTEB. To be registered an assessor must have two years relevant industry experience, be certified as competent in the competencies that they will assess and also be certified as competent in assessment.

The conduct of assessment by Registered Competency Assessors will be managed through Accredited Assessment Centres. The Accredited Assessment Centre must comply with the Assessment Centre Accreditation Criteria and the assessment program be accredited to cover the relevant skills areas.

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.

**ASSESSMENT SYSTEM OVERVIEW**

Figure 1 provides an overview of the components of the system
Figure 1: Components of the quality assurance system for assessment

- **Qualification Accredited by BTEB**
  - BTEB Assessment Design Working Group
    - Registered Assessor as Qualification Assessment Designer
    - Industry representation
  - National Competency Assessment Instruments

- **Assessor Registered with BTEB**
  - Industry experience
  - Certified / Qualified in Competency to be assessed
  - Certified in Assessment
  - Register

- **Centre Accredited by BTEB**
  - Defined scope of NTVQF
  - QMS
    - Recruitment of Reg Assessor
    - Deployment
    - Quality of assessment
    - Moderation
    - Code of practice compliance
    - Assessment records management
    - Appeals
  - Assessment Centre
    - Roster of Registered Assessors
  - Assessment Centre schedules assessment and deploys Registered Assessor from Roster
  - Assessment is conducted using validated national assessment instruments
  - Results to Assessment Centre
  - Assessment Centre internal QA procedures
  - Assessment Centre records updated
  - Learner notified of result

- **Certificate(s) issued**
  - BTEB updates Record of Learner Achievement Database
  - Learner notified of result

- **BTEB QA** (moderation, investigations etc)
  - BTEB QA (moderation, investigations etc)
  - Certificate(s) issued

- **BTEB Assessment Design Working Group**
  - National Competency Assessment Instruments

- **National Competency Assessment Instruments**
  - Industry experience
  - BTEB Assessment Design Working Group
  - National Competency Assessment Instruments
  - BTEB QA (moderation, investigations etc)
  - Certificate(s) issued

- **BTEB QA** (moderation, investigations etc)
  - Certificate(s) issued
QUALITY ASSURANCE OF ASSESSMENT

1 ASSESSMENT

1.1 All NTVQF assessment must be competency-based.
1.2 During training learners may participate in practice assessments.
1.3 However, assessment for the achievement of NTVQF competency standards will be through national competency assessment instruments developed as part of the qualification accreditation process.
1.4 A trainer/teacher cannot conduct assessment of their own trainees or students for certification of competency.
1.5 Assessment for achievement of competency must be conducted by Registered Competency Assessors who are independent of the training process.
1.6 Assessment for competency will be conducted through Accredited Assessment Centres.
1.7 BTEB will set the fees for national competency assessments.

2 ASSESSMENT CENTRES

2.1 Accredited Assessment Centres manage independent assessment for NTVQF. An Accredited Assessment Centre is an organisation that can demonstrate the capability of providing independent assessment services. It may be government or private. It may deliver its services in one location or be organised to provide services through many locations. The essential issue is that the Accredited Assessment Centre must be accredited by BTEB to deliver assessments for a defined scope of the NTVQF. To be accredited the Assessment Centre must demonstrate that, whatever the organisational characteristics, it has the capability of providing independent, reliable assessment against defined standards.
2.2 An Accredited Assessment Centre must be a legally constituted body. It may be a government agency, institution or body; a company or a trust or other body corporate recognised under the laws of Bangladesh.
2.3 Accredited Assessment Centres must be accredited by BTEB to manage the conduct of independent assessments for a defined scope of NTVQF Units of Competency.
2.4 Individuals seeking assessment for national competency must apply to an Accredited Assessment Centre for assessment.
2.5 Scheduling of assessment by the Accredited Assessment Centre must be as responsive to demand as is feasible.
2.6 Accredited Assessment Centres must only employ/contract Registered Competency Assessors to conduct assessments.
2.7 All assessments will be against the appropriate national competency assessment instruments.
2.8 Accredited Assessment Centres may have their accreditation removed for failure to maintain compliance with the accreditation standard including failure to supervise the professional practice of the Registered Competency Assessors operating under the accreditation of the Assessment Centre.
3 REGISTERED ASSESSORS

3.1 Registered Competency Assessors must have the equivalent of 2 years relevant industry experience, be certified as competent in the competency standards that they assess. They must also be certified as competent in assessment by achieving the competency standards and qualifications specified by BTEB.

3.2 Individuals who meet the criteria may apply to BTEB to be included on the Register of NTVQF Registered Competency Assessors.

3.3 BTEB will set the fee for Registration.

3.4 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 units of competency to be included in the scope.

3.5 An Assessor for a period set by BTEB at which time the registration will need to be renewed by supplying any additional documentation required by BTEB and by paying the renewal fee.

3.6 Registered Competency Assessors must comply with the Code of Practice.

3.7 Registered Competency Assessors may be deregistered by BTEB and have other sanctions applied as a result of breaching the Professional Code of Practice.

4 COMPETENCY STANDARDS AND NATIONAL COMPETENCY INSTRUMENTS AVAILABLE

4.1 National Competency Assessment Instruments and processes must be validated before they are administered.

4.2 National Competency Assessment instruments are developed and validated through BTEB Assessment Design Working Groups. The ADWG will include a Registered Competency Assessor commissioned by BTEB as the assessment designer and representatives from the relevant industry.

4.3 BTEB must make all Units of Competency and national competency assessment instruments publicly available.

4.4 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.

4.5 BTEB will inform RTOs and Assessment Centres of changes to Units of Competency and national competency assessment instruments.

5 CONDUCT OF ASSESSMENT

5.1 Assessment does not need to be linked to the requirements of an instructional course. An individual may request assessment for national competency at any time.

5.2 Delivery of training programmes aims to improve the acquisition of skills and increase the certainty of successful achievement of national competency assessment.

5.3 Learners may be advised to complete practice assessments and gain the endorsement of their trainer prior to seeking national competency assessment.

5.4 Internal practice assessments may be developed as part of CBLMs by RTOs accredited for NTVQF programmes.
5.5 Processes for the development of such internal practice assessments will be examined during registration and accreditation of the RTO.

6 APPEALS

6.1. An individual may appeal the results of an assessment for national competency on the basis of:
   - unprofessional or corrupt practice by the assessor
   - use of incorrect, unapproved or out-dated assessment instruments
   - interference with or interruptions to the assessment process

6.2. The individual must appeal to the Assessment Centre. The Assessment Centre must keep records of the appeal, the investigation, findings and the outcome of the appeal.

6.3. The records must be made available to BTEB on request

6.4. If the appeal is upheld the assessment may be repeated with no cost to the student

7 RE-ASSESSMENT

7.1. An individual who has been judged as not-yet-competent in an assessment for national competency may seek to have another assessment opportunity scheduled without having to participate in any further training.

7.2. The learner may be advised that they may benefit from further training or practice before applying for re-assessment but re-assessment should not restricted by a requirement for re-training

7.3. An individual seeking re-assessment would need to pay the assessment fee again.

8 RECORDING OF ASSESSMENT RESULTS

8.1. The Assessment Centre must maintain records of the results of all assessments for competency conducted by the Assessment Centre.

8.2. A record of the assessments must be transmitted to BTEB using the designated official communication.

8.3. All achievement of NTVQF competency standards will be recorded on the NTVQF Record of Achievement by BTEB.

8.4. These records will be used for certification and for post-assessment moderation/monitoring.

9 ASSESSMENT VALIDATION, MODERATION AND MONITORING

9.1. Assessments for national competency assessment instruments will be subject to post-assessment moderation monitoring by BTEB.

9.2. Discrepancies in assessment decisions and in the overall patterns of achievement will be monitored and investigated by BTEB.

9.3. Findings resulting from monitoring will be communicated to ISCs, assessment development working parties, training organisations and assessment centres as needed for quality improvement.
10 CERTIFICATION

10.1. BTEB will provide two forms of certification – Statements of Achievement and National Certificates.

10.2. BTEB will hold a record of achievement for all learners which will be a record of the progressive accumulation of all competencies and qualifications.

10.3. A qualification is achieved through the accumulation of achievement of all the competencies defined in the qualification. Once all the competencies have been achieved a National Certificate will be issued.

ASSESSMENT CENTRES

An Assessment Centre may take a variety of organisational structures. Examples include:

- A department within a RTO that is separate from the teaching departments and which ensures that assessment is conducted by independent assessors. The assessors maybe external to the RTO and contracted for the purpose of delivering assessment services or they could also be from other parts of the institution.
- A separate organisation that provides assessment services under contract to institutions or workplaces.
- The management centre of an association of assessors that provide assessment services over a particular area or industry.
- An organisation that services a particular industry with assessment services.

Whatever the form the Assessment Centre would need to be accredited by BTEB according to the standards set out in the accreditation criteria

BECOMING AN ACCREDITED ASSESSMENT CENTRE

The accreditation criteria are in two parts. The first focuses on the assessment centre and its management system while the second part focuses on key characteristics of the assessment of a particular range of units of competency and qualifications.

The process of accreditation has the same standard steps that are followed in other parts of the NSQAS.

There are five steps to being accredited to deliver a named program of learning and assessment. They are:

1. **Registration of interest**
   The Accredited Assessment Centre (AAC) informs the BTEB of their interest in being accredited. That will result in the BTEB providing the following:
   - background information,
   - a self-assessment instrument incorporating a user guide.
2. **Undertake self-assessment.**  
   The AAC undertakes a self-assessment using the template in Appendix 1. The assessment will be in relation to the criteria.

3. **Submit formal application.**  
   If the outcome of the self-assessment shows that the AAC appears to meet the required standards it can apply for accreditation. This will require the Principal or Manager to complete a formal application, obtained from a branch of the BTEB (eventually available on-line) giving details relating to each of the criteria.
   
The Self-evaluation template indicates the kind of evidence that needs to be considered and presented.
   
   A copy of the self-assessment, as well as supporting documentation showing compliance with the criteria as set for AACs, must be submitted along with the application. The application may also involve a fee.

4. **External assessment**  
   A formal assessment will be undertaken by qualified Accreditation Officers (AOs), plus representative(s) of the appropriate industry sector, who will need to satisfy themselves that the AAC in question does indeed meet the national standards for registration.
   
The AOs will use the same criteria and format used for the self-assessment and will base their assessment on evidence provided in support of the claims made in the application and in the self-assessment. The evaluation template indicates the kind of evidence that will be examined and considered.
   
   Examination of the evidence may be done in a number of ways including: questioning, direct observation of processes and procedures; manuals, documentation, verbal explanation, client satisfaction surveys; third party feedback.
   
   *Comparing the ratings made by each of the parties.*
   
   Because of its importance, the self-assessment will be the focal point of the formal accreditation process. The AOs will have taken time to acquaint themselves with the self-assessment submitted by the respective principal and planned much of their visit to the training organisation to checking on the veracity of the ratings made. On the strength of their findings and the evidence provided they will make their rating in scoring boxes next to each sub-criterion. It will then be a matter of comparing the two sets of ratings and having discussions in relation to those instances where the perceptions of performance differ between the two parties.
   
   Those discussions are useful both in helping principals/managers to gain the skills in making expert judgements about the performance of their ACs and in helping to establish benchmarks of what is or is not acceptable.

5. **Accreditation**  
   The outcome of the formal audit will result in a finding of ‘accredited’ or ‘not yet accredited’. If accredited the AAC will be formally accredited for a period of up to 5 years.
If the AAC is deemed “not yet accredited” then it may, depending on the judgment of the accrediting agency, be granted interim accreditation for a prescribed period of time during which it will be required to address the identified shortcomings.

**Appeals Panel**

If the parties involved in the registration process are well informed and experienced there will be no call for an appeal. However, it is always reassuring to know that in the unlikely event of things not working out there is an independent panel to review the decision. It is recommended that an Appeals Panel will be set up by the Chairman, BTEB. Chairman, BTEB will nominate the Chairperson, one member from BTEB and one representative from DTE/BMET and two members from RTOs. The BTEB should develop clear procedural guidelines for the panel.

**Re-accreditation**

At the end of the accreditation period there will be a need for the AAC to be re-accredited. This will follow much the same process as set out above, i.e. self-assessment, submitting a request for formal accreditation, an audit by officers from the accreditation authority and finally a determination by the accreditation authority as to whether or not to renew the accreditation with or without conditions.

**Penalties**

The accrediting authority will have access to a range of penalties for AACs that, whilst not accredited, offer nationally accredited courses. The penalties can include fines, partial or full closure of facilities.
### APPENDIX 1: CRITERIA AND STANDARD FOR ACCREDITATION OF AN ASSESSMENT CENTRE TO DELIVER DEFINED SCOPE OF ASSESSMENT

#### ASSESSMENT CENTRE

<table>
<thead>
<tr>
<th>Name of the Assessment Centre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of organisation (e.g. Private, Public, NGO, TSC, Polytechnic, )</td>
<td></td>
</tr>
<tr>
<td>Name of Respondent</td>
<td></td>
</tr>
<tr>
<td>Postal Address</td>
<td></td>
</tr>
<tr>
<td>Phone No</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
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</tbody>
</table>

#### ASSESSMENT PROGRAM IDENTIFICATION DETAILS:

<table>
<thead>
<tr>
<th>Name of the NTVQF Qualifications or Units of Competency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NTVQF Codes</td>
<td></td>
</tr>
<tr>
<td>Industry Sector</td>
<td></td>
</tr>
<tr>
<td>Date/Version of the NTVQF Qualification or Unit of Competency documentation</td>
<td></td>
</tr>
</tbody>
</table>
**The Assessment Centre can be accredited to deliver training leading to NTVQF qualifications because it....**

**Part 1: Evaluation of the Quality Management System of the Assessment Centre**

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SOURCES OF EVIDENCE</th>
<th>COMMENT ON EVIDENCE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MANAGEMENT OF QUALITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Organisation is legally constituted</td>
<td>• Clear statement of the legal structure of the organisation, ownership and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2. Has clearly defined quality management responsibilities and structures | • Organogram shows designated QA personnel  
• TORs include quality responsibilities |                                                                                   |       |
| 3. Monitors performance and takes corrective action | • Regular information gathered from statistical records, staff, clients and employers  
• Reports and recommendations to senior staff Corrective action decisions |                                                                                   |       |
| 4. Has quality review | • Satisfaction surveys of individuals being assessed on assessment methodologies used, level of satisfaction in regard to assessors, facilities, amenities, and the way the AC is managed. |                                                                                   |       |
| 5. Plans quality improvement | • Statement that sets out future goals and change priorities.  
• Quality improvement plan including priorities, implementation strategies and costs |                                                                                   |       |

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SOURCES OF EVIDENCE</th>
<th>COMMENT ON EVIDENCE</th>
<th>SCORE</th>
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</thead>
<tbody>
<tr>
<td><strong>B. MANAGEMENT OF RESOURCES</strong></td>
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</tbody>
</table>
| 6. Manages resources to meet commitments  
**Human resource management** | • Policies and procedures related to the selection of Registered Competency Assessors  
• Policies and procedures in relation to employment or contracting of Registered Assessors  
• Staff development policy and budget to ensure that skill and knowledge of both management and staff are maintained and upgraded on an on-going basis |                                                                                   |       |
|                             | **Financial management** | • Budget is planned to meet costs  
• Financial management covering invoicing, payments and reporting is adequate  
• Regular internal audit of financial and procurement activities. |       |
<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SOURCES OF EVIDENCE</th>
<th>COMMENT ON EVIDENCE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. QUALITY AND RELEVANCE OF ASSESSMENT PROGRAMS</td>
<td></td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>
| 1. There is regular review and update of assessment program | ● Records of regular surveys inviting local industry leaders to comment on the appropriateness of the technical knowledge and skills possessed by successful clients  
● Records of a continuous improvement process that allows feedback from industry that is channelled back to the relevant assessors  
● Records of corrective actions by Centre | | |
| | | | |

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SOURCES OF EVIDENCE</th>
<th>COMMENT ON EVIDENCE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. CAPACITY OF ASSESSORS AND SUPPORT STAFF</td>
<td></td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>
| 1. Has sufficient staff (employed or contracted) and allocates them in response to demand | ● Assessor numbers and deployment meet demand  
● Organogram and staffing profiles | | |
| 2. The assessor staff have current knowledge of industry practice | ● Records of staff industry experience  
● Policy and procedures for permanent staff return to industry | | |
| 3. Staff are Certified in Assessment | ● Staff records | | |
| 4. Staff ethical standards are maintained | ● Processes to ensure Assessors comply with code of practice | | |
### E. QUALITY OF FACILITIES AND EQUIPMENT

<table>
<thead>
<tr>
<th></th>
<th>SOURCES OF EVIDENCE</th>
<th>COMMENT ON EVIDENCE</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| 1 | There is access to facilities and equipment that are appropriate to the suite of assessments being offered | • Access to and use of requirements listed in the current NTVQF documents  
• Adequate access to workshops and laboratories to meet the requirements of CB Assessment | 0 1 2 3 4 |
| 2 | Preventative maintenance agreements ensures equipment is functioning | • Preventative maintenance program is comprehensive and scheduled using processes that met current accepted standards | |
| 3 | Replacement program ensures equipment is current, operational and sufficient | • Mechanism to write off and dispose of obsolete equipment and materials  
• Budget for maintenance, replacement and new procurement sufficient for needs. | |

### F. EQUITY OF PROVISION OF ASSESSMENT SERVICES

<table>
<thead>
<tr>
<th></th>
<th>SOURCES OF EVIDENCE</th>
<th>COMMENT ON EVIDENCE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Equity policies are in place</td>
<td>• Policies in regard to providing equity in provision of services for people with disabilities, disadvantaged groups, youth at risk and women</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>
| 2 | The equity of provision of assessment services is monitored | • Data collection on assessment patterns, student achievement patterns and employment outcomes.  
• Equity of staff recruitment, appointment and promotion is monitored. | |
| 3 | Action is taken to provide equity of access, participation and outcomes | • Strategic Plan in place and being implemented that sets targets to address current imbalances  
• Recognition of prior learning service provide accessible and valid services  
• Provision for cultural needs  
• Provision for special learning needs | |
The Assessment Centre can be accredited to deliver the stated scope of assessment because ........

Part 2: Evaluation of the capability to deliver a defined scope of assessment

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SOURCES OF EVIDENCE</th>
<th>COMMENT ON EVIDENCE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Links with NTVQF Qualifications and Units</td>
<td></td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>1. Identified NTVQF</td>
<td>• NTVQF Qualification and Course documentation is current</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Scope of assessment program is defined</td>
<td>• Scope is documented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Assessment is well planned</td>
<td></td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>1. Assessment Strategy exists and is current</td>
<td>• Assessment Strategy documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Scope of assessment is clearly identified</td>
<td>• Assessment Plan includes all necessary units of competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. National Competency Assessment Instruments are current, available and used</td>
<td>• Survey of assessment instruments and records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment methods are appropriate and varied</td>
<td>• Assessment Plan details tasks and assessment methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Appropriate support systems for disabled or low education individuals</td>
<td>• Support options documented</td>
<td>• Evidence of support availability</td>
<td></td>
</tr>
<tr>
<td>6. Moderation and Validation</td>
<td>• Internal systems of moderation/validation exist</td>
<td>• Evidence of operation of systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence of participation in external moderation/validation systems</td>
<td></td>
<td></td>
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<tr>
<td>7. Clients are well informed about assessment requirements</td>
<td>• Documents issued to clients</td>
<td>• Client feedback</td>
<td></td>
</tr>
<tr>
<td>8. Assessment Appeals procedures are outlined to students</td>
<td>• Documents to clients</td>
<td>• Feedback from clients</td>
<td></td>
</tr>
<tr>
<td>FOCUS AREA</td>
<td>SOURCES OF EVIDENCE</td>
<td>COMMENT ON EVIDENCE</td>
<td>SCORE</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>C. Human Resources are satisfactory</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Assessors are qualified</td>
<td>• Staff records show industry skill relevant qualifications</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Staff records show qualification in CBT&amp;A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Support staffing is satisfactory</td>
<td>• Support staff are appropriately skilled</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Deployed according to need</td>
<td></td>
<td></td>
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<tr>
<td>3. Assessors have recent work place experience</td>
<td>• Staff records of employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessors are following assessment plans</td>
<td>• Observation</td>
<td></td>
<td></td>
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<tr>
<td>5. Staff have access to materials, equipment etc</td>
<td>• Staff feedback</td>
<td></td>
<td></td>
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<tr>
<td>6. Staff assessment practice is reviewed</td>
<td>• Records of reviews.</td>
<td></td>
<td></td>
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<tr>
<td>D. Physical Resources are satisfactory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assessors have access to physical resources that meet critical specifications for assessment</td>
<td>• Survey of accessible resources against NTVQF specifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Physical resources are available in sufficient quantities</td>
<td>• Survey of materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assessors and clients are using the resources</td>
<td>• Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Packs of standard reporting documents available and supplied to assessors</td>
<td>• Survey of document packages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feedback from assessors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assessors complete documents and report in timely manner</td>
<td>• Survey of documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assessment centre reporting to BTEB in timely manner</td>
<td>• Survey of documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOCUS AREA</td>
<td>SOURCES OF EVIDENCE</td>
<td>COMMENT ON EVIDENCE</td>
<td>SCORE</td>
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<tr>
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<tr>
<td>F. Monitoring and Review capable of bringing improvements</td>
<td></td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>
| 1. Processes of review of assessment program re documented and operational | • Documentation includes schedule  
• Records of any review activities  
• Records of any improvements made | | |

APPENDIX 2: REGISTERED NTVQF ASSESSOR CODE OF PROFESSIONAL PRACTICE

A Registered NTVQF Assessor must:

1. Hold BTEB current recognised Statements of Achievement or National Certificates that show competency in the competencies that they will assess and competency in assessment.
2. Renew all certificates and qualifications at prescribed times.
3. Maintain accurate contact details (address, phone, email) with BTEB.
4. Attend all professional meetings and trainings provided by BTEB.
5. Be a person of good character.
6. Not bring the BTEB Register of Assessors into disrepute through unprofessional or corrupt conduct.
7. Only provide NTVQF assessment under the management of BTEB Accredited Assessment Centre(s).
8. Comply with the processes, standards and schedules of the Assessment Centre.
9. Only provide NTVQF assessments for skills that the Registered Competency Assessor is certified competent and which are described in their certificate of registration.
10. Conduct the assessments at the time and place defined by the Accredited Assessment Centre.
11. Conduct the assessment using the current version of BTEB validated national assessment instruments.
12. Conduct the assessments according to the requirements and methods outlined in the relevant national assessment instruments.
13. Not seek or accept any gift or remuneration or promise of a gift or remuneration from the individuals that are being assessed or from relatives, sponsors, employers or any other person linked with the individuals being assessed.
14. Not assess any person that is a student or employee or family member of the Assessor.
15. Complete all necessary forms and records related to the assessment at the time of the assessment.
16. Dispatch all documentation to the Accredited Assessment Centre according to the processes and schedule set by the Accredited Assessment Centre.
17. Present identification to the individuals being assessed.
18. Correctly identify the individual being assessed.
19. Provide and explanation of the assessment task and conditions of assessment.
20. Explain the grounds for and processes of appeals against the assessment.
21. Conduct the assessment in a manner that is fair for the participants and does not cause obstacles to achievement on the grounds of gender, ethnicity, social background, or disabilities.
22. Seek alternative methods of assessment that accommodate people with special needs.
NATIONAL SKILLS QUALITY ASSURANCE SYSTEM MANUAL
(MANUAL 4 SUPPLEMENT)

QUALITY ASSURANCE OF RECOGNITION OF COMPETENCIES GAINED THROUGH PRIOR LEARNING

This document sets out the quality assurance processes for assessment of competencies gained through prior learning and the recognition of those competencies that meet NTVQF competency standards.

2012
Bangladesh Technical Education Board
PURPOSE OF THIS MANUAL

This document is a supplementary to Manual 4 of the series of manuals that describe the National Skills Quality Assurance System. Manual 4: Accreditation of Assessment Centres describes the systems that provide assurance to the quality of assessment programs that lead to achievement of Units of Competence and Qualifications on the NTVQF.

This supplementary manual, which must be read in association with Manual 4, provides further explanation and details the processes related to the quality assurance of assessment for competency in NTVQF standards through using assessment methods that are known as the recognition of prior learning (RPL).

National Skills Quality Assurance System Manuals
The series of NQAS Manuals includes:
1. The National Skills Quality Assurance System Overview;
2. Accreditation of Qualifications and Course Specifications on the NTVQF;
3. Registration of Training Organisations and Accreditation of Learning and Assessment Programs
4. Accreditation of Assessment Centres
5. Quality Assurance of BTEB, the NSQAS External Quality Assurance Agency

INTRODUCTION

ASSESSMENT DEFINED

Assessment is the evaluation of evidence to make a judgement as to whether an individual is competent in the performance of defined skills to the required standard.

NTVQF ASSESSMENT

All NTVQF assessment is competency-based assessment. Competency-based assessment is the assessment of an individual’s performance against defined competency standards.

There is no need for an individual to complete a course of learning before they can be assessed.

That does not mean that individuals should not participate in training courses. Training 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 the competency that is the goal.

It does mean that competency-based assessment is not limited to just those individuals that have progressed through the training pathway.

There are several pathways that individuals may take to be assessed for national competency on the NTVQF:

• Direct assessment by applying directly to an Accredited Assessment Centre
• Participating in an accredited training course at a Registered Training Organisation and then being assessed through an Accredited Assessment Centre;
• Participating in workplace training and then being assessed through an Accredited Assessment Centre;
• Recognition of Prior Learning (RPL) through an Accredited Assessment Centre

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

Competency-based assessment involves two linked processes. The first is the gathering of evidence of the competency of individuals.

This can be done through a variety of ways – observation, documented evidence like workbooks etc, assessment projects, interviews and the like. Gathering evidence may use more than one approach. As a result evidence may be gathered from more than one occasion.

The second part of the assessment process is the judgement as to whether a person is competent or not.

Assessment for national competency and certification must be conducted by an external assessor. External assessors must be registered by BTEB. To be registered an assessor must have two years relevant industry experience, be certified as competent in the competencies that they will assess and also be certified as competent in assessment.

The conduct of assessment by Registered Competency Assessors will be managed through Accredited Assessment Centres. The Accredited Assessment Centre must comply with the Assessment Centre Accreditation Criteria and the assessment program be accredited to cover the relevant skills areas. 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.

ASSESSMENT PATHWAYS

DIRECT ASSESSMENT

NTVQF assessment does not require the completion of a course of study before an individual can apply for assessment. It is not compulsory to attend or complete a course. For most people it is a good idea to participate in a course because it provides preparation and practice but it is not compulsory.

An individual who feels that they are competent in various NTVQF competencies may apply directly to an Accredited Assessment Centre and attempt the assessments.

ASSESSMENT AFTER TRAINING

Learners who enter training courses, whether at a registered and accredited institution or private provider or in workplace training, are being prepared for assessment and this increases their
knowledge and skills and increases the chance of being assessed as competent. Assessment for national competency will occur through an Accredited Assessment Centre.

RECOGNITION OF PRIOR LEARNING

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 that gives recognition of a person’s current skills and knowledge against the same NTVQF competencies that everybody is assessed against.

The result can give recognition of all the competencies in a qualification or just some of them. In this case it can be used to identify the remaining Units of Competency that would make up the whole qualification.

Assessment Design

RPL assessment design processes must be consistent with the national assessment design process outlined in NQSAS Manual 4: Accreditation of Assessment Centres. As result the Assessment Design Working Group associated with any NTVQF qualification will need to include guidelines for RPL and examples of the most common types of acceptable evidence that should be presented by candidates.

RPL ASSESSMENT

- Assessment can only be conducted by Registered Competency Assessors holding the NTVQF Certificate in CBT&A Level IV or V.
- Assessors would also need to have completed additional training introducing RPL processes and familiarisation with common types of evidence and with the assessment plans.
- Assessor would have to follow the RPL assessment template.
- 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.

Application

1. Applicant (or sponsor) would have to pay the fee.
2. Applicant completes a copy of the RRL application form/self-assessment from the assessment centre.
3. The Accredited Assessment Centre will advise the applicant of the types of evidence that should be attached as supporting evidence.
4. The applicant will collect copies of supporting documents and a declaration of their authenticity.
5. 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.
6. Once all the evidence is collected forward the application paperwork and evidence can be delivered to the assessor.
7. Once the evidence had been reviewed by the assessor the applicant will be interviewed by
the assessor to verify the legitimacy of the applicants claims.
8. The assessor will then make assessment decision as to the competency of the applicant
against the competencies.
9. If the applicant wishes to gain competency in other standards they can do so through the
normal pathways including institutional or workplace training.

Evidence

RPL assessment frequently involves:

The 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 and may not
have documented evidence or may be illiterate or may come from marginalised groups it is
important that there are fair alternatives that can meet the needs of different groups. BTEB should
consult with industry groups and other relevant ministries to agree on most useful in providing
evidence of skills in any given situation.

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

In the event that an RCC 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.
<table>
<thead>
<tr>
<th>RPL ASSESSMENT PROCESS</th>
<th>ASSESSMENT METHOD/APPROACH</th>
<th>TYPES OF EVIDENCE</th>
<th>TYPE OF TOOL FOR RECORDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>obtaining information about the learner</td>
<td>Develop profile of skills and experience of employee/individual; job roles and requirements 1:1 interview</td>
<td>Job descriptions, resume, evidence of training (certificates, qualifications, attendance) Responses to interview questions Performance Appraisal</td>
<td>Application form Record of contact Record interview (eg MP3) or notes</td>
</tr>
<tr>
<td>planning ‘conversations’ – questions, responses</td>
<td>Competency conversation Open questioning techniques based on essential knowledge and skills Conducted at workplace or in ‘non threatening’ environment</td>
<td>Assessor notes Supporting documentation (eg workplace records or reports) Workplace examples</td>
<td>Assessor checklist Assessors record of conversation</td>
</tr>
<tr>
<td>observing learning and/or performance</td>
<td>Workplace visit Demonstration or simulation of skills required – workplace, online or off the job Oral questioning Essential knowledge questions Challenge test Workplace project/tasks Conversation with 3rd Party</td>
<td>Direct observation of performing on the job Video, digital story, photos 3rd party evidence Online activities Observation of performance over time Workplace sample Responses to questions</td>
<td>Checklist of tasks and standard of performance Assessors report 3rd party report Log books Document responses to questions</td>
</tr>
<tr>
<td>giving feedback</td>
<td>Opportunities for verbal and written feedback – assessor, workplace supervisor, subject experts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
National Skills Quality Assurance System