

Study on Constraints faced by Training Providers in implementation of NVQ Frame Work

Chapter One

1.01 Introduction

This chapter introduces the concept of National Vocational Qualification (NVQ) system, institutional registration and course accreditation. The objectives, hypotheses and definition of terms are also included in this chapter.

1.02 Purpose of the Study

Introduction of the National Vocational Qualifications (NVQ) framework and changes in the technological, social and economic environment has necessitated establishing a national policy framework for TVET and development of a comprehensive development plan for the sector. In response to this, the TVEC in association with the German Technical cooperation (GTZ) and other stakeholders has developed a National Policy Framework for TVET and forwarded to the National Education Commission for concurrence and then it was forwarded to His Excellency the President for his approval. He the President has approved the National Policy Framework on Higher Education and Technical Education which was presented to the stakeholders for implementation. The new TVET policy framework will be implemented as the key guiding document for development of institutional policies of TVET institutions in Sri Lanka. With the introduction of the NVQ Framework in 2005, the TVEC has a substantially large role to play as the regulator, facilitator and the standards setter in the TVET sector. As the regulator, the TVEC has to put the policies and systems in place that will assure consistency and uniformity of delivery of TVET. The newly developed TVET policy framework will serve this purpose. As the facilitator of TVET sector, it provides financial assistance to public, private and NGO sector training institutions, in order to bring new

and advanced technology into the classroom so that with fulfillment of other requirements, the training centres can get their courses accredited by TVEC. Through this initiative, the TVEC helps training centres to come into the NVQ system. As the standards setter, the TVEC has put the systems in place for registration of training institutions and accreditation of courses conducted by registered training institutions. In order to underpin maintenance of standards, a quality management system and an auditing system have been organized by TVEC. For the purpose of surpassing current coverage of quality assurance programs, the TVEC is working with provincial and district administrations, divisional secretariats to develop Provincial Vocational Education and Training (VET) plans in order to rationalize TVET provision at provincial level. The TVEC has been working in more dynamic manner over the past to play its role as the regulator, facilitator and standard setter.

At the time of the conducting research there were 614 accredited courses conducted by training organization under the NVQ frame work in Sri Lanka. But, TVEC identified through audits, most of them have not been maintained their initial accredited status.

So the purpose of this study is to identify the constraints faced by training organizations in implementing of NVQ frame work.

1.03 Objectives

1. Find out the difficulties of the use of NSS/NCS and CBT curriculum
2. Find out the difficulties to prepare and use accreditation documents
3. Find out the ideas about NVQ frame work among Training providers, Academic staff, Trainees, Parents of Trainees and Employers
4. Find out the difficulties of conducting NVQ assessments?
5. Identify the competencies and abilities of academic staff who conduct the accredited courses
6. Propose necessary actions to implement the NVQ Frame work effectively.

1.04 Research Questions

1. Are the standards of NSS/NCS high and because of that cannot it be followed?
2. Are CBT curriculum standard high and cannot follow?
3. Are NSS/NCS and CBT curriculum not matched with their standards?
4. Do accreditation documents such as Training Plan, Lesson Plan, and Weekly Time Table etc. not support to conduct the training?
5. Are there any difficulties to conduct assessments?
6. Do staff of the training institutes not aware of the NVQ frame work?
7. Do academic staff not aware about the accreditation documents?
8. Are there any difficulties to conduct NVQ assessments?

1.05 Benefited Parties

1. Trainees who followed NVQ courses
2. Training Providers and Trainers who conduct NVQ courses
3. Employers
4. TVEC

1.06 Definition of terms

The key terms of this study are training, Trainees, Trainers, vocational education and training, programme, competency, effectiveness, employee, employer, assessment etc.

The definitions of these terms are given below:

Training:

1. Helping people to do things that they could not do before they were trained
(Roger James-1996).
2. Instruction and applied exercises for attainment and retention of skills, knowledge and attitudes.
(US Air force Glossary)

3. The system, which aims to equip people with the skills and knowledge, needed for employment.
4. The processes and methods used to enable people to meet specific learning objectives, which are relevant to a particular occupation or job.
5. The act of enabling people to acquire, apply and embed knowledge and skills needed for jobs and occupations.
6. The process, which is an individual, acquires employable skills.

Trainees

A person who is undergoing training.

Trainer

1. A person who teaches skills to people or animals and prepares them for a job, activity or sport

Competency

Competence (or competency) is the ability of an individual to perform a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees.

Vocational Education and Training (VET) system:

The system of VET includes all the institutions which develop and maintain VET, and the relationships between them

Programme:

1. The activities and methods needed in order to achieve a set of objectives, organized into a logical sequence over a specified period.
2. The system used to provide education and training which equips people with employable skills

Effectiveness:

Having an effect producing the intended results.

Efficiency:

Efficiency is measured as the amount of a desired output produced per unit of input.

Employee:

People in employment who are neither owner-managers (entrepreneurs) nor self-employed.

Employer:

Employers are those, within the firm, who are responsible for making the decisions which affect the employment by the firm of its employees.

Labour Market:

A labour market is the market* in which potential workers seek to sell and employers seek to buy labour services.

Occupation:

The type of work, which an individual does, often defined in terms of the broad range of skills or competences required to do it.

Trade:

A course or training through skills obtained in an industry or a workstation.

Ability:

The capacity of the people to carry out a physical or mental action with or without prior education or training.

Qualification:

The activities and methods needed in order to achieve a set of objectives, organised into a logical sequence over a specified period of time.

Qualification Required:

1. The range and types of qualifications needed to meet the aims of education and training policy.
2. The range and type of qualifications an individual needs in order to enter an occupation or a specific work role

Private Sector:

The private sector is all that part of the economy, which is not owned by the state (at national, regional or local level.) Thus, it includes households, not-for-profit organizations and firms of every kind.

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data collected.

1.11 Summary

Training is an important aspect to enhance skills of the trainees to fulfill the requirements of the skilled worker in the labour market. Therefore it is important to assess the effectiveness of training delivery by the public and private/NGO training Institute for the fulfillment of the industrial standards and requirement in locally and internationally. There is a very high demand from foreign countries for some occupations and they need the advanced competencies. These competencies could be obtained from a standard system of training.

Chapter Two

Background and Methodology

2.01 Introduction

In this Chapter, an attempt will be made to provide some background information to the study. This describes the methodology followed in carrying out the research. Specially, it deals with the population and the sample, data sources, the various instruments used. The procedure adopted in collecting data is described below.

2.01 Literature Review

2.01.01 National Vocational Qualification (NVQ) System

Most of the Certificates and Diplomas issued by individual training organizations are not equal in standards throughout the country. The primary and secondary schools are teaching according to the nationally recognized curricula. Finally conduct examinations in same standards throughout the island and award certificate such as G.C.E (O/L) and G.C.E (A/L) for all students in the country irrespective of the school. The bachelor of degrees those awarded under the purview of the University Grants Commission that have the equal standard and recognition irrespective of Universities. There are many public and private Vocational and Technical Training organization and they are conducting different level of courses. Youths are in puzzle of selecting a quality training programme to prosper their future as a career path. Similarly, at the recruitment phase, the employers are also in difficult situation to consider which certificate to be accepted and which is complying with industry requirements and standards.

Therefore TVEC in collaboration with all government technical education and vocational training institutes and Skills Development Project under the guidance of Ministry of Vocational and Technical Training has taken steps to introduce a NVQ System consisted with seven levels. This newly introduced NVQ System is nationally and internationally recognized vocational certification system, which is a unified one. This system is

implemented under the direct monitoring of TVEC. There are two routes to obtain NVQ certificate.

- a) By following a Competency Based Training (CBT) course relevant to the qualification which is accredited by the TVEC.
- b) The other route to getting NVQ certificate is, if the candidate could prove his/her ability with adequate evidence of his/her competencies pertaining to qualifications stipulated in the Skill Standards (documents where the relevant standards are set), then the candidate is eligible to receive NVQ certificate through Recognition of Prior Learning (RPL)

2.01.02 Registration of Training Institutes:

First step of implementing NVQ system is the registration of training institutions. Tertiary and Vocational Education Commission (TVEC) has taken measures to register those training institutions and courses in terms of the provisions of the Development Plan for Registration, published in the Government Gazette (extraordinary) No. 887/8 dated 26th December 2008 with the view to control and maintain quality of the vocational training system in the country.

Number of Registered Training institutes in the TVEC up to 30th November 2011 is as the Table 2.1 given below.

<i>Table 2.1: Registered Training institutes</i>	
Category	No. of Training institutions
Public	365
NGO/ Private	454
Total	819

2.01.03 Accreditation of Training courses

The second step of the NVQ system is the accreditation of courses. In accordance with the Tertiary and Vocational Education Commission Act No.20 of 1990 and act No.50 (Amendment) of 1995, in the year 2000, with a view to ascertain the quality, the commission commenced accreditation of the vocational training courses conducted by Technical and Vocational training Institutes.

The accreditation is carried out as per the national skills/competency standards prepared by TVEC.

Taking into consideration the technological advancement and skills requirements of the industry, National Skills/competency Standards have been prepared. These standards specify the minimum requirements of course contents, Duration of course, teacher qualifications, machinery and equipment required for training programmes etc. The Commission accredits the training programmes that meet and satisfy the minimum requirements of the National Skills/competency Standards.

Following aspects are considered for course accreditation.

1. Mastery level of Trainers
2. Students Records
3. Standard/ Curriculum used for training
4. Training delivery documents
5. Physical observation
6. In plant Training
7. Workshop facilities
8. Quality management system
9. Assessment trainees

Number of accredited training courses in the TVEC up to 30th November 2011 is as in table 2.2. given below.

Table 2.2: Accredited training courses	
Category	No. of accredited courses
Public	640
NGO/ Private	300
Total	940

Accreditation is valid for 03 years and has to be renewed for another 03 years by applying accreditation renewal.

Table 2.3 shows the number of courses expired in 30th November, Number applied for accreditation renewal, Number assessed for renewal of accreditation and number renewed.

Table 2.3: Status of Accreditation and renewal of Accreditation				
Category	Number of courses expired	Number of courses applied	Number assessed	Number renewed
Public	263	183	167	84
Private/NGO	143	86	79	38

2.01.04 NVQ Assessments

Each and Every Trainee is required to demonstrate that he has acquired the necessary skills by completing continuous assessments, written test and final assessment. Continuous assessment has to be done according to the CBT curriculum. Final assessment is done in accordance with the NSS/NCS by registered, trained assessors. These assessors who have qualified in respective trades have successfully completed the assessor training programme.

2.02 Procedure and Method

Procedure

Four types of respondents were considered to collect the data for this study. Those were Management personnel, Trainers, Trainees and Employers. The data was collected from the Management personnel, Trainers, Trainees and Employers through questionnaires and by structured interviews.

Method

1. Conduct literature survey
2. Collect data through structured interviews and Questionnaires
3. Analyse data using the software SPSS
4. Present analysed data

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data collected. Views and comments have been collected for the analysis from the entire questionnaire.

2.03 Population and Sample

Samples of the stakeholders of the study were decided as follows:

Respondents		Sample
Management	Public	30
	Private/NGO	15
Trainers	Public	50
	Private/NGO	25
Trainees	Public	50
	Private/NGO	25
Employers		10
Total		200

The population of Trainers and Management personal for this study was both who were owners or employed in the vocational and technical training centres who were conducting accredited courses. The population of Trainees was students who were following the accredited courses in technical and vocational training organization.

All the accredited Public and Private/NGO training institutes were selected for population and at least 10% of registered institutes from each District were selected for the sample.

2.04 Instruments used

The following instruments were used to collect necessary data for the study.

Trainees	Questionnaire with Structured Interview
Trainers	Questionnaire
Management	Questionnaire
Employers	Questionnaire

2.05 Data Collection

Questionnaires were handed over to trainees of the selected sample and interviewed some trainees. The team of the research visited Training Centers and Organizations to collect data.

The four questionnaires used in the study are given in annexes 1, 2, 3 and 4.

2.06 Summary

Maintaining quality of the training in technical education and vocational training is very important to implement NVQ system effectively. TVEC maintains quality of the training through institutional registration, course accreditation and establishing Quality Management System (QMS) in training institutions. Therefore TVEC conducts random audits in training institutes. Through these audits It was finding training delivery is not in equal stage in these training institutions which were accredited the courses. TVEC maintains consistency of training delivery in training institutions through course accreditation and follow up audits.

Chapter Three

Analysis of survey Findings and Discussion

3.01 Introduction

This chapter deals with the analysis of survey findings focussing on the following aspects.

- Comments given by
- Trainees
 - Trainers
 - Management
 - Employers

3.02 Data Analysis

3.02.01 Results of data collection

Data was collected from following respondents to complete this report. Table 3.1 shows the number of respondent in each category.

Table 3.1 : Number of respondents in each category

Respondent	No. Posted/ Interviewed	Received	%
Trainees	75	75	100
Trainers	75	54	72
Management	45	24	53
Employers	10	8	80

Out of 75 trainees in the sample, all had responded. Out of the 75 trainers in the sample, 54 had responded and out of the 45 Management, 24 had responded from Training Institutions. Eight numbers of Employers had responded.

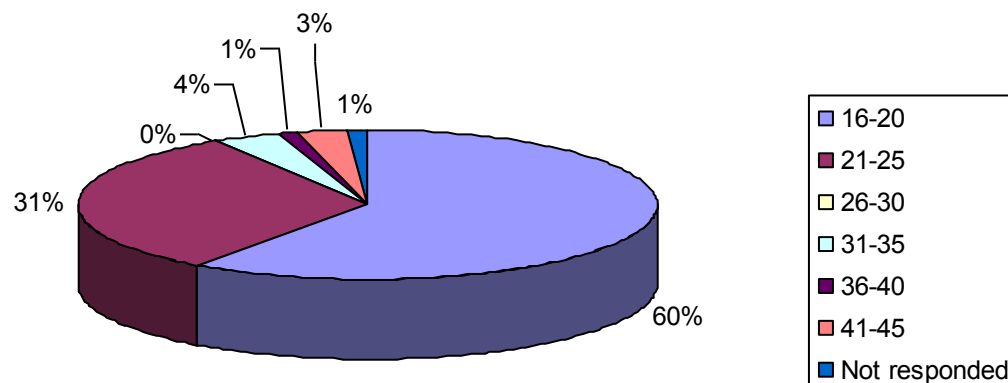
3.02.02 Data collected from Trainees

Data were collected from 75 Trainees of the accredited training institute in nine district.

Age range of Trainees

Table 3.2 shows the age range of Trainees presently undergoing accredited training courses in nine Districts.

Table 3.2 : Age range of Trainees		
Age Range	No. of Trainees	%
16-20	45	60
21-25	23	31
26-30	0	0
31-35	3	4
36-40	1	1
41-45	2	3
Not responded	1	1
Total	75	100



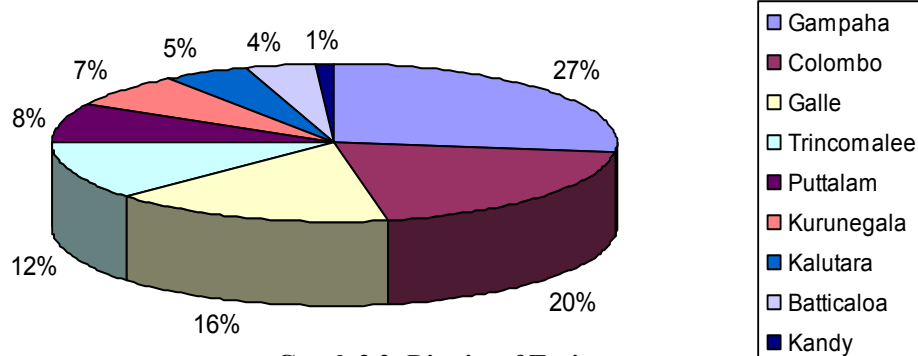
Graph 3.1: Age range of Trainees

When considered the ages of the Trainees, as per the table 3.2 and graph 3.1 the majority of the Trainees (60%) are in the range of 16-20 years and 31% of Trainees are in the range of 21-25 years. Three of them are in the range of 31-35 and 2 of them are in the range of 41-45 years. One Trainee from 36-40 years age range and one not responded.

District of the responded Trainees

Table 3.3 shows the district of the responded Trainees.

Table 3.3 : District of Trainees		
District	No. of Trainees	%
Gampaha	20	27
Colombo	15	20
Galle	12	16
Trincomalee	09	12
Puttalam	06	08
Kurunegala	05	07
Kalutara	04	05
Batticaloa	03	04
Kandy	01	01
Total	75	100



According to the table 3.3 and graph 3.2, most of the responded trainees were from Gampaha District (27%) and 20% Present Trainees were from Colombo District. 16% and 12% trainees were from Galle and Trincomalee District respectively.

Field of Trainees

Table 3.4 shows that the fields of their following courses by responded Trainees.

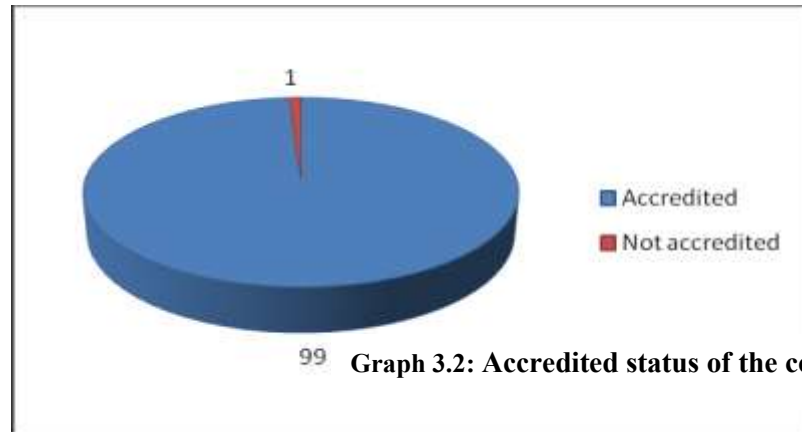
Table 3.4 : Fields of Trainees		
Field	No. of Trainees	%
Computer	16	21
Electrical	10	13
Automobile	09	12
Hair & Beauty	09	12
Wood Technology	05	07
Electronic	04	05
Mechanical	04	05
Ref & AC	04	05
Welding	04	05
Hotel	03	04
Jewelry	02	03
Maintenance	02	03
Nursing	02	03
Tailor	01	01
Total	75	100

Majority (21%) of responded Trainees following courses in Computer field and 13% and 12% responded Trainees following courses from Automobile, Electrical and Beauty and hair fields respectively.

Status of Courses accreditation

Table 3.5 shows that the accreditation status of the courses which were followed by the responded Trainees.

Table 3.5 : Accredited status of the course		
Description	No. of Trainees	%
Accredited	74	99
Not accredited	01	01
Total	75	100

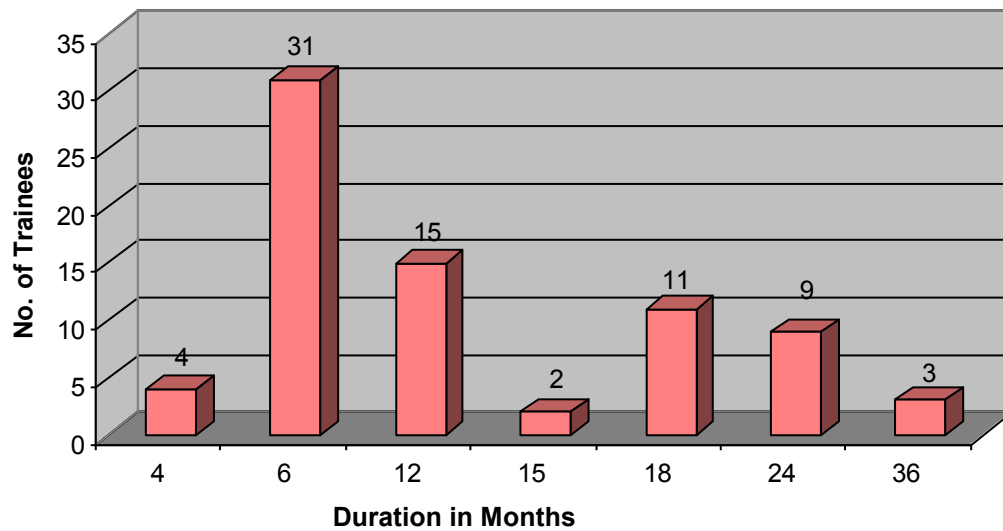


According to the table 3.5, 99% of Trainees had responded that their courses were accredited. One Trainee that the course followed by him/her was not accredited, after analyzing this response we identified that this course was not NVQ course.

Duration of Courses

Duration of the courses following responded Trainees were indicated in Table 3.6.

Table 3.6 : Duration of courses		
Duration in months	No. of Trainees	%
4	4	5
6	31	41
12	15	20
15	2	3
18	11	15
24	9	12
36	3	4
Total	75	100



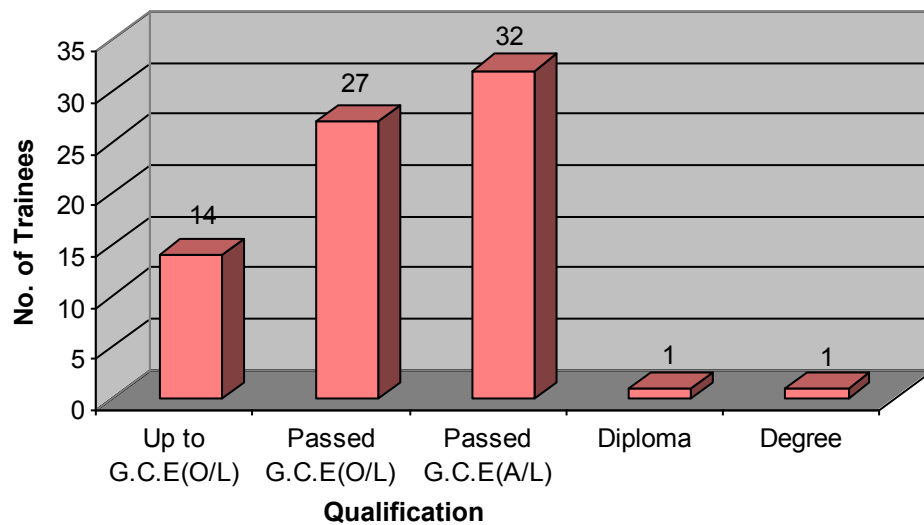
Graph 3.3: Duration of the course

According to the table 3.6, 41% of Trainees had responded that duration of their courses were 6 months and 20% of Trainees had responded that duration of their courses were 12 months. 5% and 4% of trainees had responded that the duration of their courses were four months and 36 months respectively

Educational Qualification of Trainees

Table 3.7 shows that the highest education level of the responded Trainees.

Table 3.7 : Educational Qualification of Trainees		
Qualification	No. of Trainees	%
Up to G.C.E(O/L)	14	19
G.C.E(O/L) Passed	27	36
G.C.E(A/L) Passed	32	43
Diploma	1	1
Degree	1	1
Total	75	100



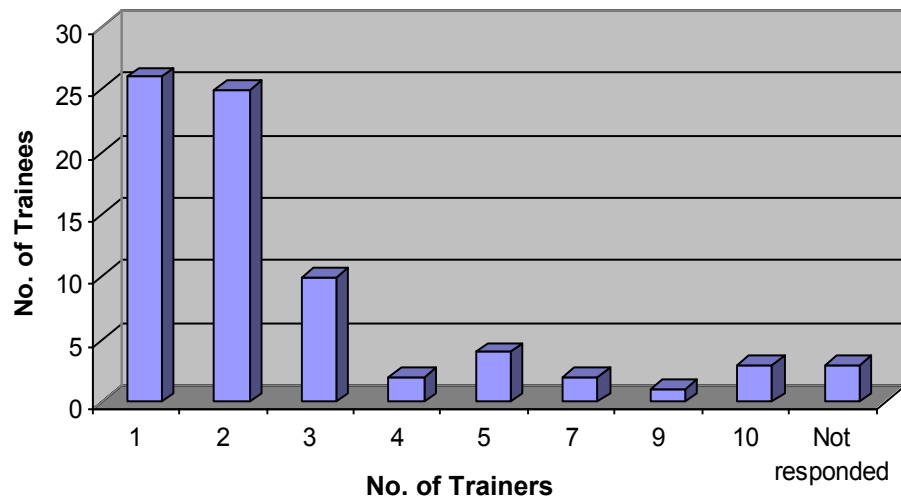
Graph 3.4: Qualification of Trainees

According to the table 3.7 and graph 3.4, 43% of Trainees have passed G.C.E. (A/L), 36% of Trainees have passed G.C.E. (O/L) and education levels of the 19% of Trainees were up to G.C.E. (O/L). 1% of Trainees have Diploma and Degree.

No. of Instructors taught in the course

Table 3.8 and graph 3.5 shows that the highest education level of the responded Trainees.

Table 3.8 : No. of Instructors taught in the course		
No. of Instructors	No. of Trainees	%
1	26	35
2	25	33
3	10	14
4	2	3
5	4	6
7	2	3
9	1	2
10	3	4
Total	75	100



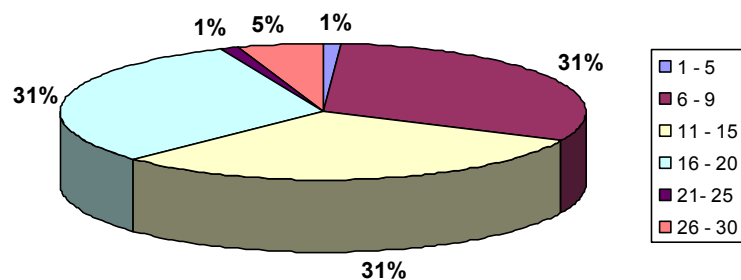
Graph 3.5: No. of Trainers taught in course

According to the graph 3.5, there are 35% and 25% of Trainees responded that number of Trainers of their course is 1 and 2 respectively. 4% of trainees responded that 10 Trainers taught in their course.

Class/group size of the Trainees

Table 3.9 shows that their class/group size of the trainees.

Table 3.9 : Class/group size of the Trainees		
Group size	No. of Trainees	%
1-5	1	2
6-10	22	29
11-15	22	29
16-20	22	29
21-25	1	2
26-30	4	5
More than 30	3	4
Total	75	100



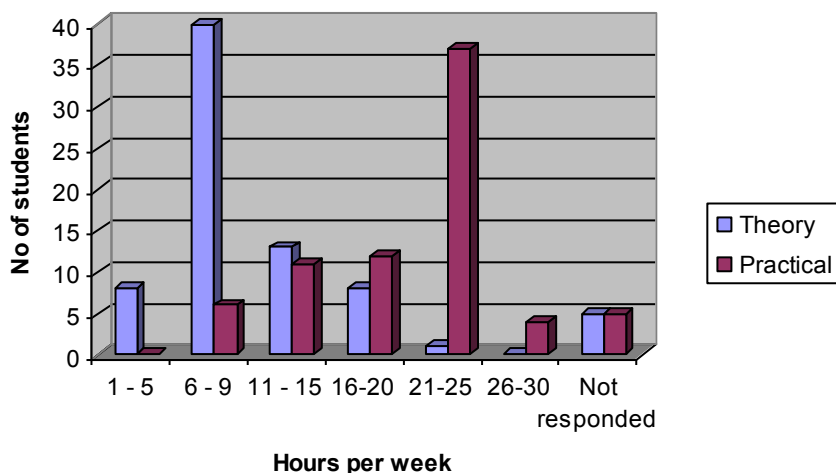
Graph 3.6: Class/group size

According to graph 3.6, 29% of Trainees had responded that no. of Trainees of their course were in group of 6-10, 11-15 and 16-20. 5% of trainees had responded that 26-30 Trainees were in their course.

Theory and practical hours per week

Table 3.10 shows that the theory and practical hours taught in their courses according to Trainees responses.

Table 3.10 : Theory and practical hours per week				
Hours per week	Theory	%	Practical	%
1-5	8	11	-	-
6-10	40	53	6	8
11-15	13	17	11	15
16-20	8	11	12	16
21-25	1	1	37	49
26-30	-	-	4	5
Not responded	5	7	5	7
Total	75	100	75	100



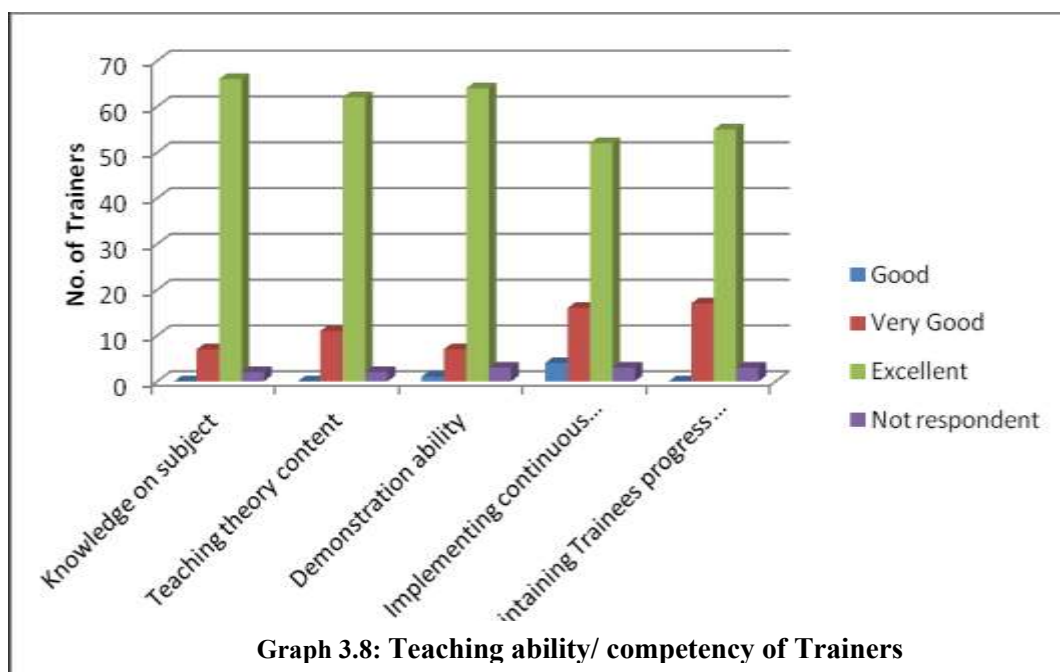
Graph 3.7: Class/group size

There were 53% Trainees who had responded that theory hours per week of their course were 6-10 and 52% of Trainees had responded that Practical hrs per week of their course were 21-25.

Teaching ability/ competency of Trainers

Table 3.11 and graph 3.8 shows that teaching ability/competency of Trainers taught in their course.

Table 3.11 : Teaching ability/ competency of Trainers								
Description	No. of Trainees							
	Good		Very Good		Excellent		Not respondent	
	No.	%	No.	%	No.			%
Knowledge on subject	-	-	7	9	66	88	2	3
Teaching theory content	-	-	11	15	62	83	2	3
Giving notes	-	-	-	-	-	-	-	-
Demonstration ability	1	1	7	9	64	85	3	4
Implementing continuous assessment	4	5	16	21	52	69	3	4
Maintaining Trainees progress record book	-	-	17	23	55	73	3	4

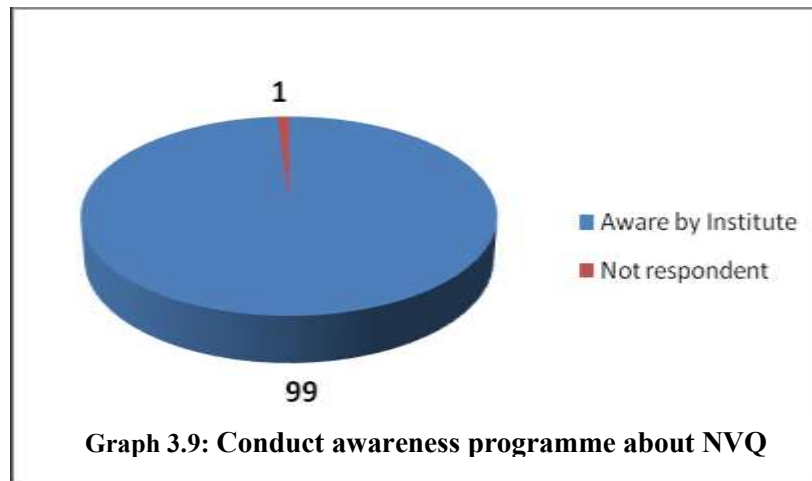


According to the table 3.11 and graph 3.8, more than 80% of Trainees had responded that Knowledge on subject , Teaching theory content and Demonstration ability of their Trainers were excellent and 73% and 69% of Trainees had responded that implementing of maintaining progress record book and continuous assessment were excellent respectively.

Conduct awareness programme about NVQ system

Table 3.12 shows that how they have been made aware by their training institute.

Table 3.12 : Conduct awareness programme about NVQ system		
	No. of Trainees	%
Aware by Institute	74	99
Not respondent	1	1
Total	75	100



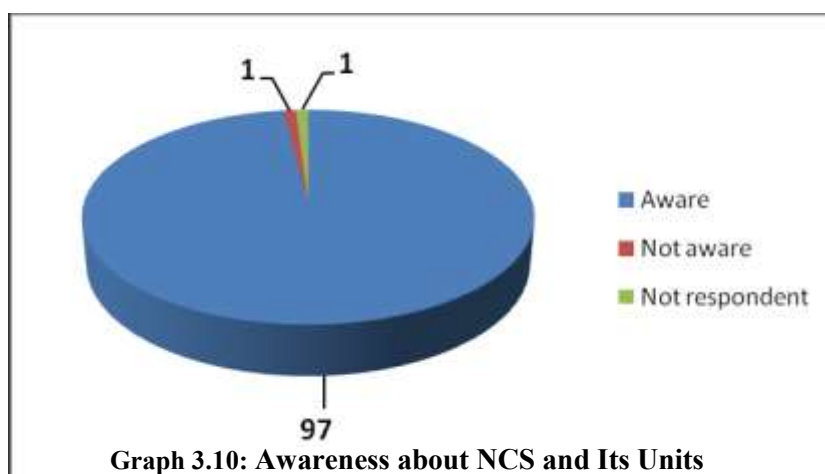
Seventy four Trainees had responded that they have been aware about NVQ by their Institution. Only one Trainee had not responded about the awareness of NVQ system by Institution.

Awareness about National Competency Standard (NCS) and Units

Table 3.13 and table 3.14 shows that how Trainees aware about National Skills Standards and Units in NCS respectively.

Table 3.13 : Awareness about NCS		
	No. of Trainees	%
Aware	73	97
Not aware	1	1
Not respondent	1	1
Total	75	100

Table 3.14 : Awareness about units in NCS		
	No. of Trainees	%
Aware	73	97
Not aware	1	1
Not respondent	1	1
Total	75	100

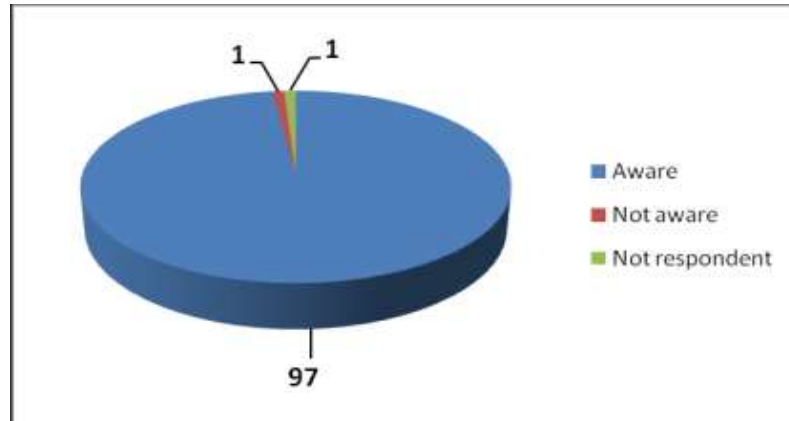


According to the table 3.13 and 3.14 and graph 3.10, 97% of Trainees had responded that they had aware about National Competency Standard and Units of NCS during the training period.

Awareness about NVQ Curriculum

Table 3.15 shows that how they have aware about NVQ curriculum.

Table 3.15 : Awareness about NVQ Curriculum		
	No. of Trainees	%
Aware	73	97
Not aware	1	1
Not respondent	1	1
Total	75	100



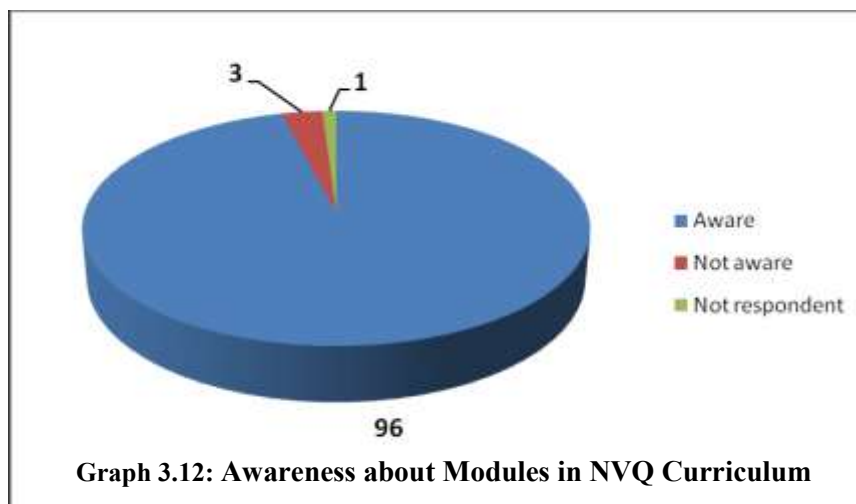
Graph 3.11: Awareness about NVQ Curriculum

There were 97% of Trainees who had responded that they had aware about NVQ curriculum during the training period.

Awareness about Modules in NVQ Curriculum

Table 3.16 shows that how they have aware about modules in the NVQ curriculum.

Table 3.16 : Awareness about Modules in NVQ Curriculum		
	No. of Trainees	%
Aware	72	96
Not aware	2	3
Not respondent	1	1
Total	75	100



According to the table 3.16 and graph 3.12, 96% of Trainees had responded that they had aware about Modules in NVQ curriculum during training period.

Number of Modules in the course

Table 3.17 shows that the number of modules in the course according to Trainees views.

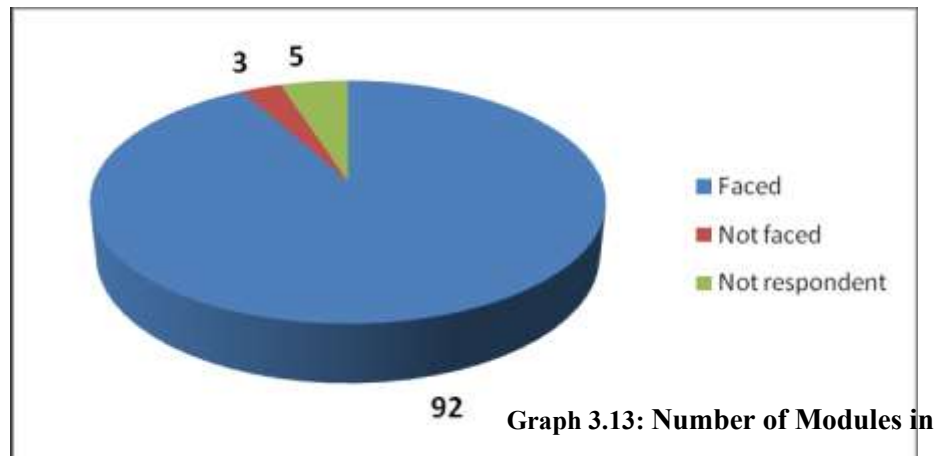
Table 3.17 : Number of Modules in the course		
No of Modules	No. of Trainees	%
3	2	3
6	3	4
7	10	13
8	4	5
9	2	3
10	3	4
11	1	1
12	19	25
13	2	3
14	8	11
18	2	3
20	3	4
Not responded	16	
Total	75	100

When the trainees were interviewed sixteen trainees have not responded to the question of “The number of modules in their curriculum”. Though there were 72 Trainees as per table 3.17 who aware about modules in the curriculum, 16 Trainees did not know the number of modules in the curriculum.

Faced to Continuous assessment

Table 3.18 shows that their comments on facing continuous assessment.

Table 3.18 : Faced to Continuous assessment		
Description	No. of Trainees	%
Faced	69	92
Not faced	2	3
Not respondent	4	5
Total	75	100



There were 92% of trainees who had responded that they faced continuous assessment (CA), 3% said that they have not faced to CA during the training period and 5% had not responded.

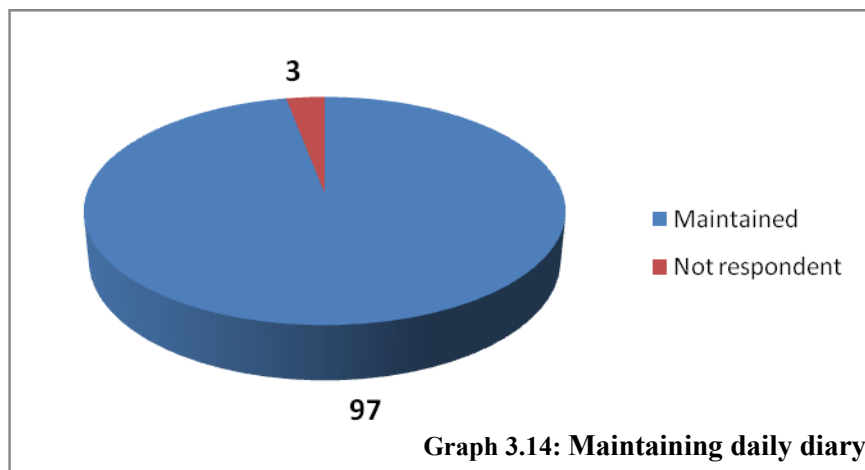
Other problems faced when participating Continuous assessment (these comments were taken from the Questionnaires)

- Not enough equipment for all students
- Forgot theory when conducting CA
- Lack of material
- Difficult to participate in continuous assessment since the Trainees had to help in production unit too
- Insufficient Time for practical

Maintaining Daily diary

Table 3.19 shows that how they maintaining daily diary.

Table 3.19 : Maintaining Daily diary		
Description	No. Respondent	%
Maintained	73	97
Not respondent	2	3
Total	75	100



It is very good to hear that, 97% of Trainees had responded that they maintained daily diary and 3% said that they have not maintained daily dairy.

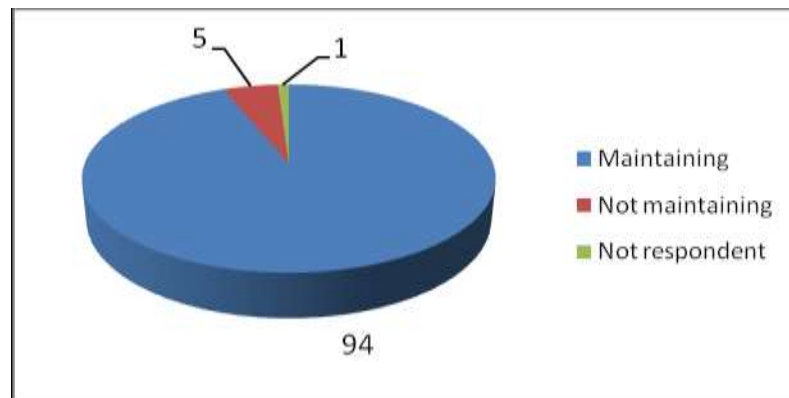
Problems faced when maintaining Daily Diary (these comments were taken from the questionnaires)

- At the beginning they had problems. Instructor has helped them to solve the problems.
- They had to make additional effort to maintain the daily diary and they missed learning activities
- Could not complete daily work because of absenteeism of Instructor

Maintaining Trainees progress record book (PRB)

Table 3.20 shows that how they were maintaining Students progress record book.

Table 3.20 : Maintaining Trainees PRB		
Description	No. of Trainees	%
Maintaining	70	94
Not maintaining	4	5
Not respondent	1	1
Total	75	100



Graph 3.15: Maintaining progress record book

According to Trainees responses, 94% Trainees maintained the student progress record books.

Problems faced when maintaining Progress Record Book

- All tasks are not included in the performance guide
- Not enough pages to enter all the tasks in the modules
- Difficult to understand Progress record book
- Not Assess randomly every week
- No time to understand record book

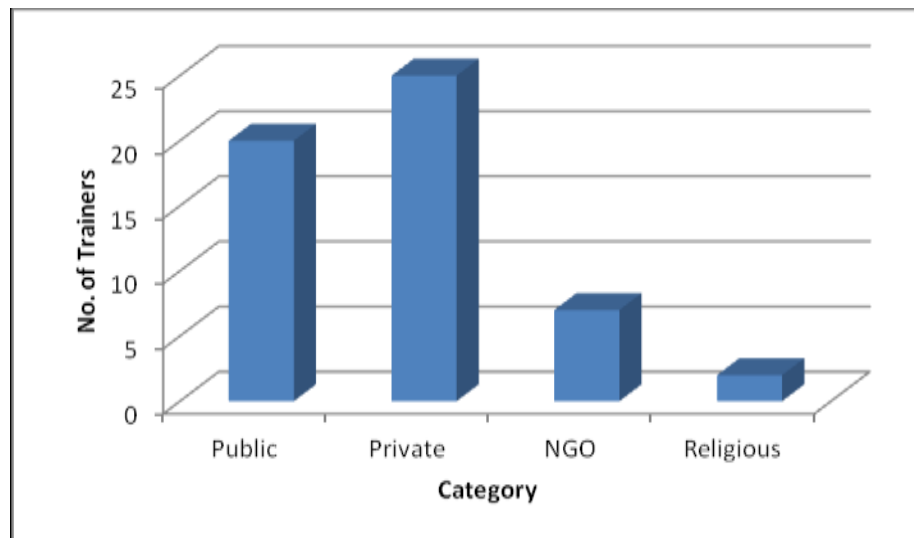
3.02.03 Comments given by Trainers

According to the sample selection data had to collect from 75 Trainer but 54 Trainers were responded. Their comments were as follows.

Category of Institutes of responded Trainers

Table 3.21 shows that category of Institutes of responded Trainers.

Table 3.21 : Category of Institutes of responded Trainers		
Category	No. of Trainers	%
Public	20	37
Private	25	46
NGO	7	13
Missionaries	2	4
Total	54	100



Graph 3.16: Category of Institutes of responded Trainers

According to table 3.21 and graph 3.15, 54 Trainers had responded. From that 37% of Trainees from Public sector Institutions, 46% and 13% Trainees from Private sector and NGO respectively. Balance 4% of Trainees from Missionaries training Institutions.

District of the Institute

Table 3.22 shows that district of Institutes of responded Trainers

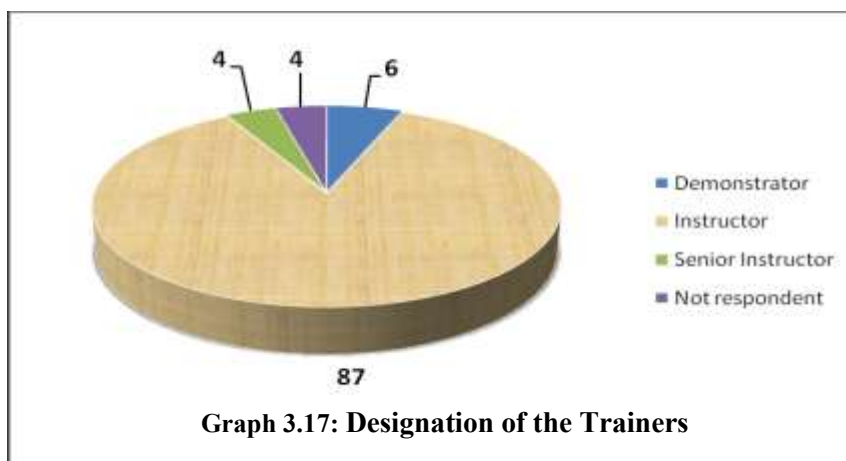
Table 3.22 : District of Institutes of responded Trainers		
District	No. of Trainers	%
Anuradhapura	2	4
Batticaloa	2	4
Colombo	8	16
Galle	7	14
Gampaha	19	38
Kalutara	4	8
Kurunegala	3	6
Ratnapura	1	2
Trincomalee	8	16
Total	54	100

Majority (38%) of responded Trainers were from Gampaha District. 16% and 14% of Trainers from Colombo, Trincomalee and Galle District respectively.

Designation of the Trainers

Table 3.23 shows that designation of the responded Trainers.

Table 3.23 : Designation of the Trainers		
Designation	No. of Trainers	%
Demonstrator	3	6
Instructor	47	87
Senior Instructor	2	4
Not respondent	2	4
Total	54	100

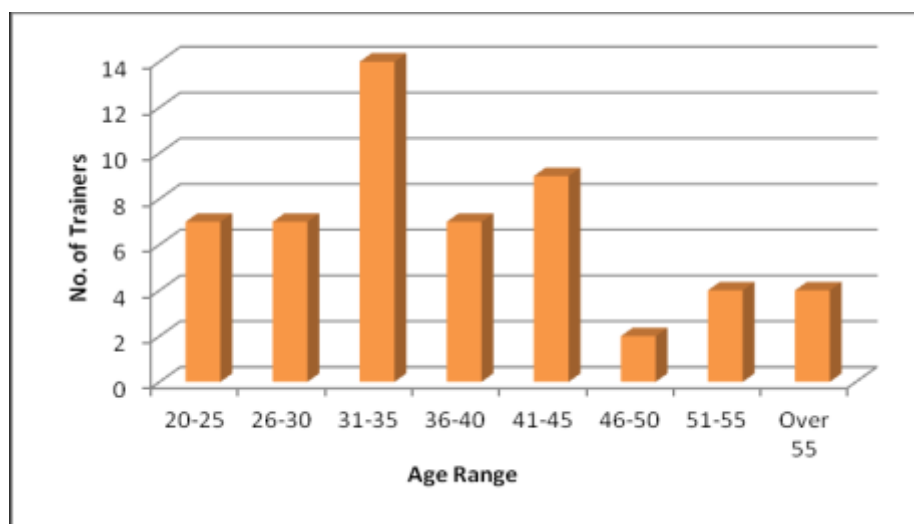


Majority (87%) of Trainers were Instructors while 6% Trainers were Demonstrator and 4% of Trainers were Senior Instructors.

Age range of the Trainers

Table 3.24 shows that age range of the responded Trainers.

Table 3.24 : Age range of the Trainers		
Age Range	No. of Trainers	%
20-25	7	13
26-30	7	13
31-35	14	26
36-40	7	13
41-45	9	17
46-50	2	4
51-55	4	7
Over 55	4	7
Total	54	100



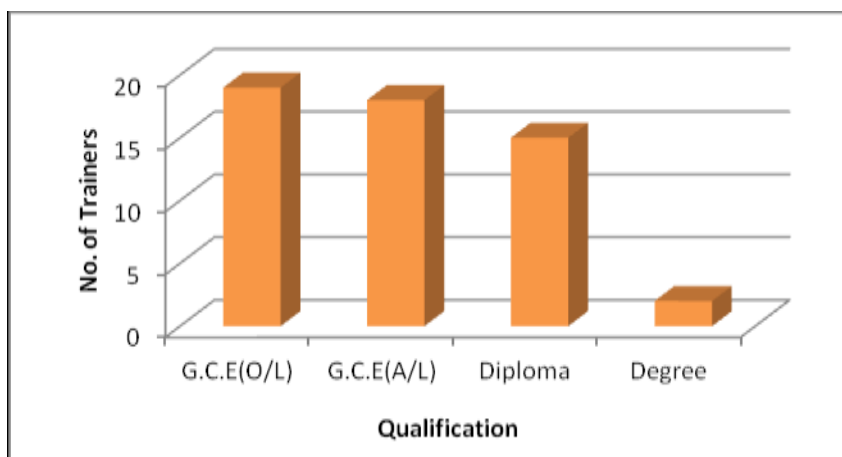
Graph 3.18: Age range of the Trainers

According to graph 3.15, majority (26%) of Trainers were in the age range of 31-35 years and 17% of Trainers were in age range of 41-45 years. 13% of Trainers were age range of 20-25, 26-30 and 36-40 years. It wants to emphasize that 7% of Trainers were over 55 years old.

Highest educational qualification

The highest education level of responded Trainers is stated in table 3.25.

Table 3.25 : Highest educational qualification		
Qualification	No. of Trainers	%
G.C.E(O/L)	19	35
G.C.E(A/L)	18	33
Diploma	15	28
Degree	2	4
Total	54	100



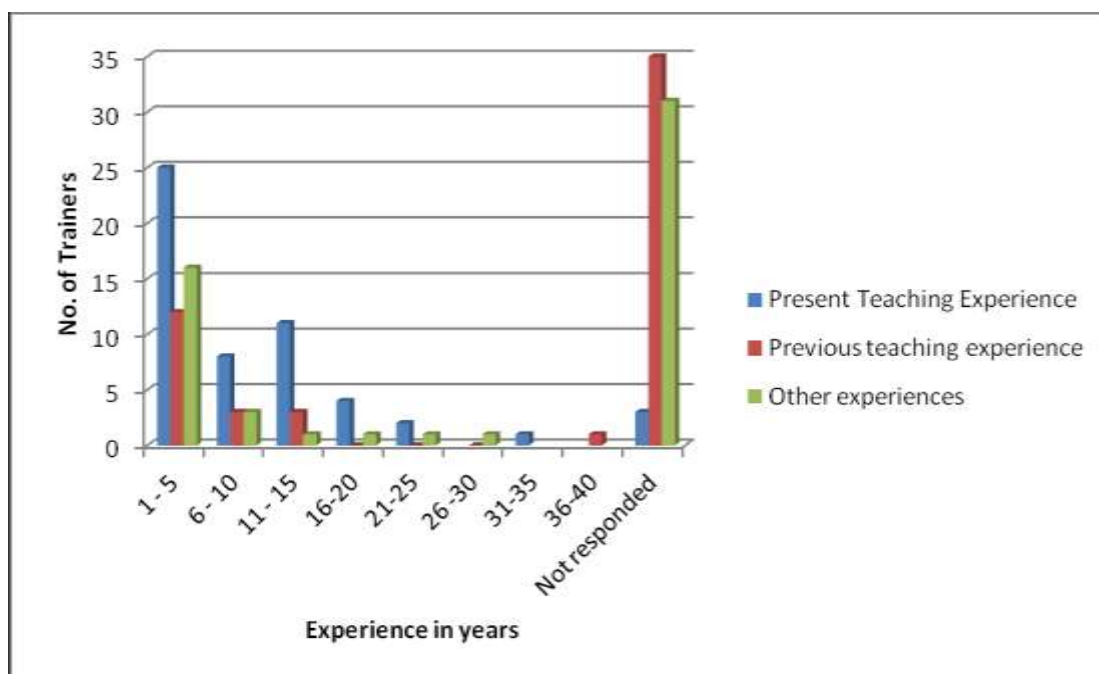
Graph 3.19: Highest educational qualification

According to graph 3.15, there were 35% and 33% Trainers who have passed G.C.E. (O/L) and G.C.E. (A/L) respectively. 28% and 4% of Trainers have Diploma and Degree respectively.

Present Teaching Experience of the Trainers

Table 3.26, 3.27 and table 3.28 shows that present teaching experience, previous teaching experience and other experiences of Trainers respectively.

Table 3.26 : Present Teaching Experience of the Trainers		
Present Teaching Experience	No. of Trainers	%
1-5	25	46
6-10	8	15
11-15	11	20
16-20	4	7
21-25	2	4
26-30	-	-
31-35	1	2
Not responded	3	6
Total	54	100



Graph 3.20: Experiences of the Trainers

Majority (46%) of Trainers had 1-5 years teaching experience in Institutions which they were working presently. There were 20% and 15% of Trainers who were having 11-15 and 6-10 teaching experience respectively.

3.05.07 Previous teaching experience of Trainers

Table 3.27 : Previous teaching experience of the Trainers		
Previous teaching experience	No. of Trainers	%
1-5	12	22
6-10	3	7
11-15	3	7
16-20	-	-
21-25	-	-
26-30	-	-
31-35	1	2
Not responded	35	65
Total	54	100

There are 22% of Trainers having 1-5 years previous teaching experience and there are 7% of Trainers who are having 6-10 and 11-15 previous teaching experience. 65% Trainers have not responded for this question.

Other experiences of Trainers

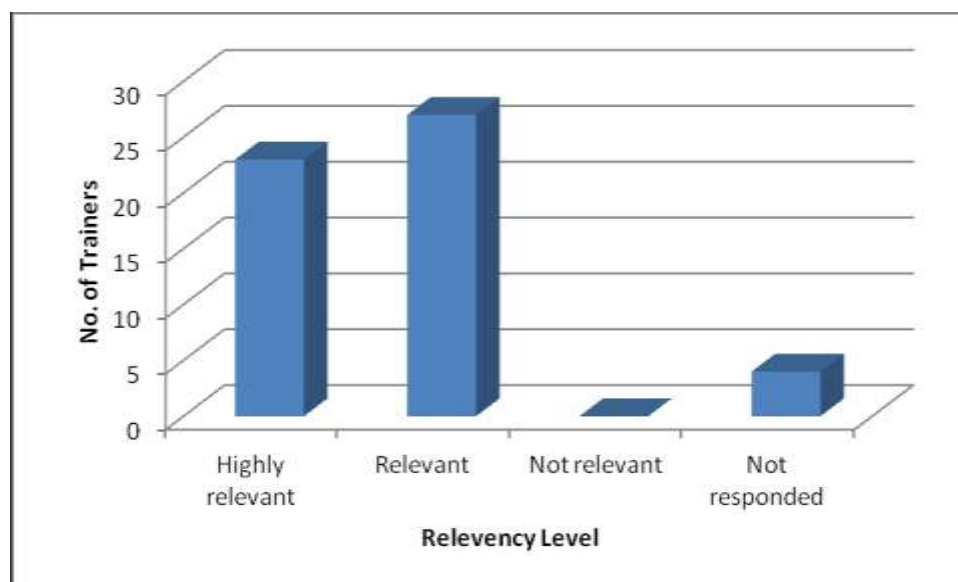
Table 3.28 : Other experience of the Trainers		
Other experience	No. of Trainers	%
1-5	16	30
6-10	3	7
11-15	1	2
16-20	1	2
21-25	1	2
26-30	1	2
Not responded	31	57
Total	54	100

There are 30% of Trainers having 1-5 years experience in their relevant field and 7% of Trainers have 6-10 experience. 57% Trainers have not responded this question.

3.05.09 Level of the Relevancy of National competency standard with the industry requirement.

Table 3.29 shows that level of the relevancy of National Competency Standards with the industry requirement.

Table 3.29: Level of the Relevancy of NCS with the industry requirement.		
Level of the relevancy	No. of Trainers	%
Highly relevant	23	43
Relevant	27	50
Not relevant	0	0
Not responded	4	7
Total	54	100



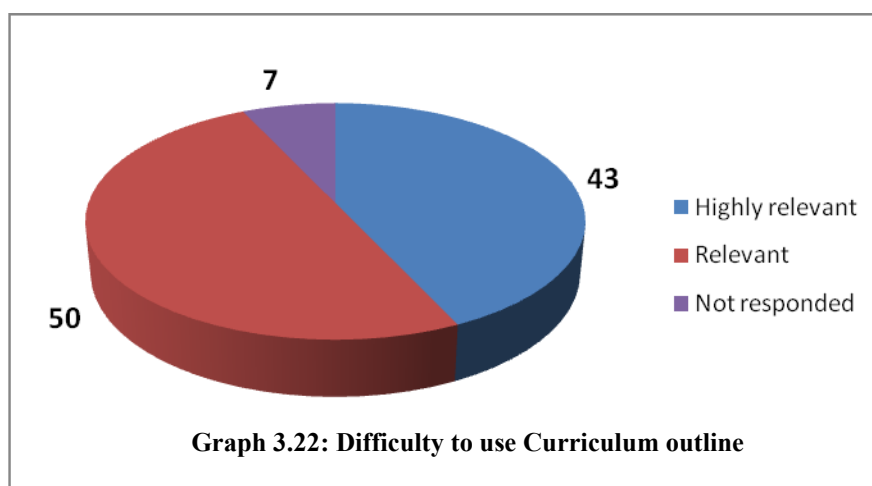
Graph 3.21: Relevancy level of the NCS with Industry

According to the table 3.29, 50% and 43% of Trainers had responded that the National competency standard were relevant and highly relevant with the industry requirement respectively. 7% of Trainers were not responded.

3.05.10 Difficulty to use Curriculum outline

Table 3.30 shows how difficulty to use curriculum outline when conducting the course.

Table 3.30: Difficulty to use Curriculum outline		
Description	No. of Trainers	%
Difficult	16	30
Not difficult	36	67
Not responded	2	4
Total	54	100

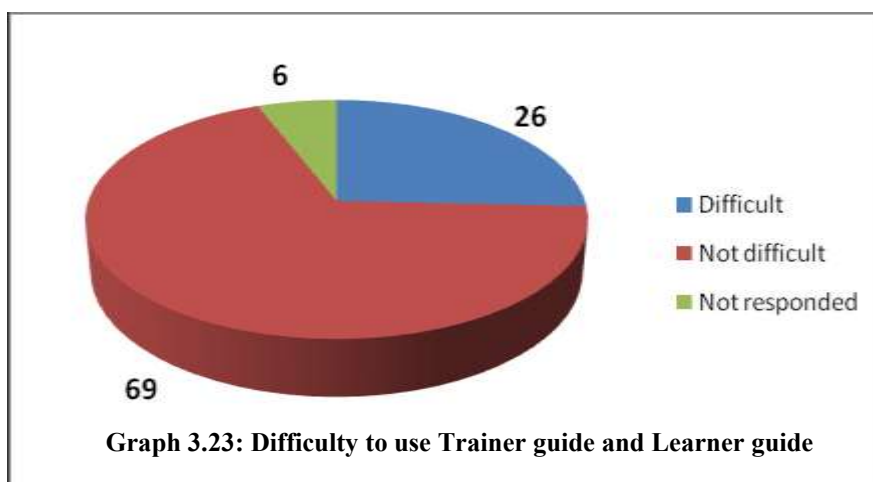


According to table 3.30 and graph 3.18, 67% of Trainers had responded that the curriculum was not difficult to use and 30% of Trainers had said that it was difficult to use. 4% of Trainers were not responded.

3.05.11 Difficulty to use Trainer guide and Learner guide

Table 3.31 shows how difficulty to use Trainer guide and Learner guide when conducting the course.

Table 3.31: Difficulty to use Trainer guide and Learner guide		
Description	No. of Trainers	%
Difficult	14	26
Not difficult	37	69
Not responded	3	6
Total	54	100

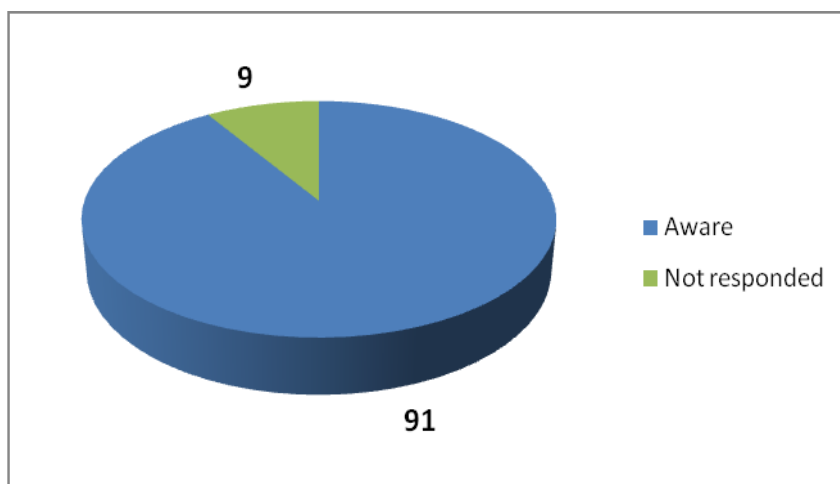


According to table 3.31 and graph 3.23, 69% of Trainers had responded that the Trainer guide and Learner guide were not difficult to use and 26% of Trainers had said that those were difficult to use. 6% of Trainers were not responded.

3.05.12 Aware Trainees about NVQ

Table 3.32 shows how they made aware their Trainees about NVQ system.

Table 3.32: Aware Trainees about NVQ		
Description	No. of Trainers	%
Aware	49	91
Not aware	0	0
Not responded	5	9
Total	54	100



Graph 3.24: Aware Trainees about NVQ

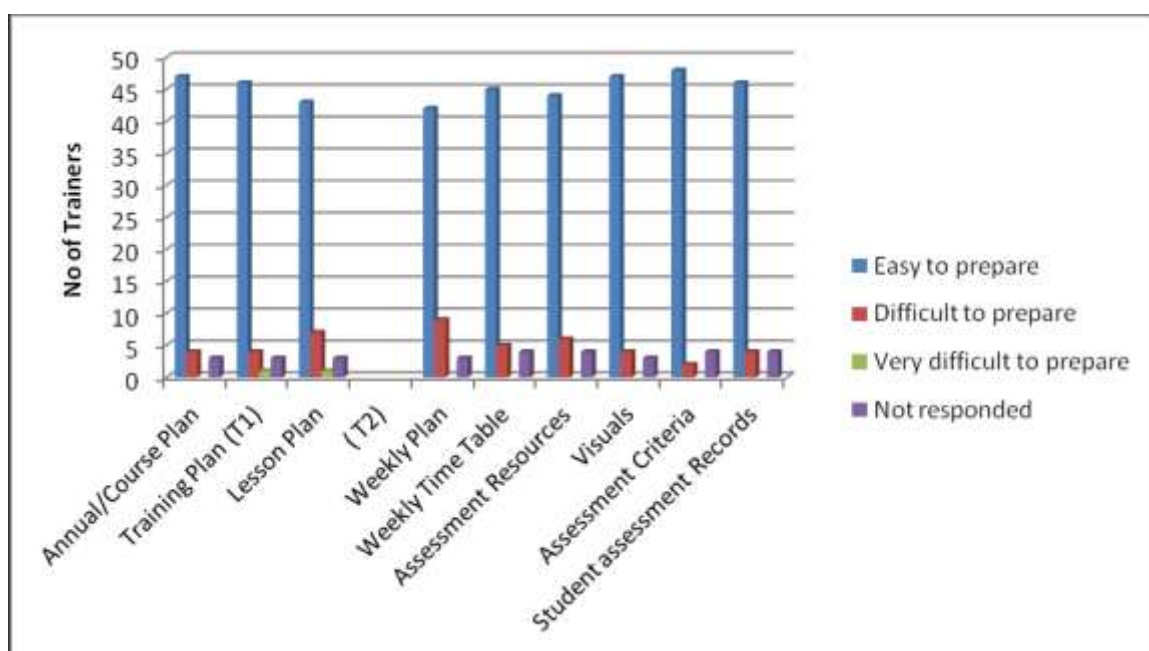
According to table 3.32 and graph 3.24, majority (91%) of Trainers had responded that they had given the awareness briefings to the Trainees about NVQ system and 9% were not responded.

3.05.13 Difficulty level of preparing following documents

Table 3.33 shows difficulty level of preparing training delivery documents for the course accreditation.

Table 3.33: Difficulty level of preparing following documents										
Training Delivery Documents	Easy to prepare		Difficult to prepare		Very difficult to prepare		Not responded		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Annual/Course Plan	47	87	4	7			3	6	54	100
Training Plan (T1)	46	85	4	7	1	2	3	6	54	100

Lesson Plan (T2)	43	80	7	13	1	2	3	6	54	100
Weekly Plan	42	78	9	17			3	6	54	100
Weekly Time Table	45	83	5	9			4	7	54	100
Assessment Resources	44	81	6	11			4	7	54	100
Visuals	47	87	4	7			3	6	54	100
Assessment Criteria	48	89	2	4			4	7	54	100
Student assessment Records	46	85	4	7			4	7	54	100



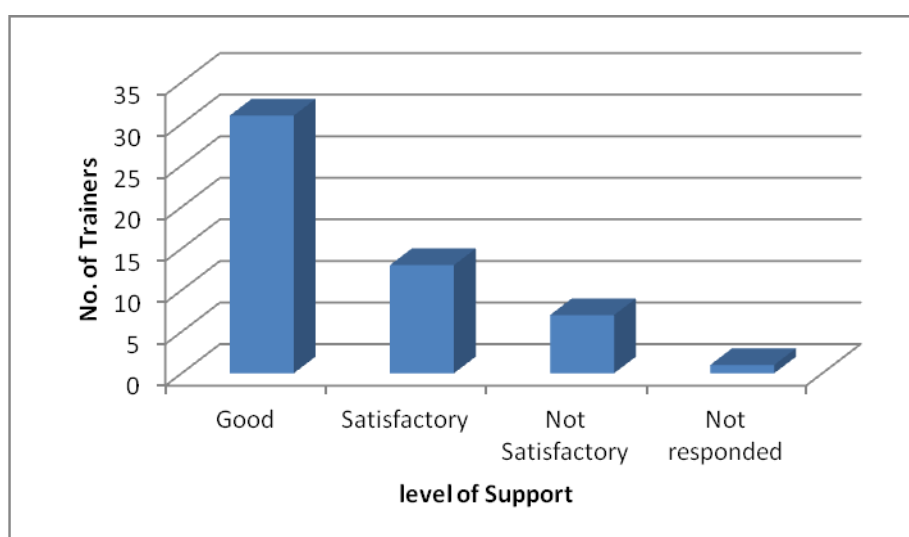
Graph 3.25: Difficulty level of preparing following documents

According to table 3.33 and graph 3.25, more than 80% of Trainers had responded that training delivery documents were easy to prepare and 6% were not responded.

3.05.14 Support given by TVEC

Table 3.34 shows that the Trainers comments on TVEC support they received for implementing their courses.

Table 3.34: Support given by TVEC		
Support	No. of Trainers	%
Good	31	57
Satisfactory	13	24
Not Satisfactory	7	13
Not responded	1	2
Total	54	100



Graph 3.26: Support given by TVEC

According to table 3.34 and graph 3.26, 31 Trainers out of 54 had responded that support given by TVEC is good 13 had said that it was satisfactory. Seven Trainers had responded that support given by TVEC was not satisfactory.

3.05.15 Support given by Management

Table 3.35 shows that the Trainers comments on support they received from their Management for implementing their courses.

Table 3.35: Support given by Management		
Support	No. of Trainers	%

Good	35	65
Satisfactory	14	26
Not Satisfactory	4	7
Not responded	1	2
Total	54	100



Graph 3.27: Support given by Management

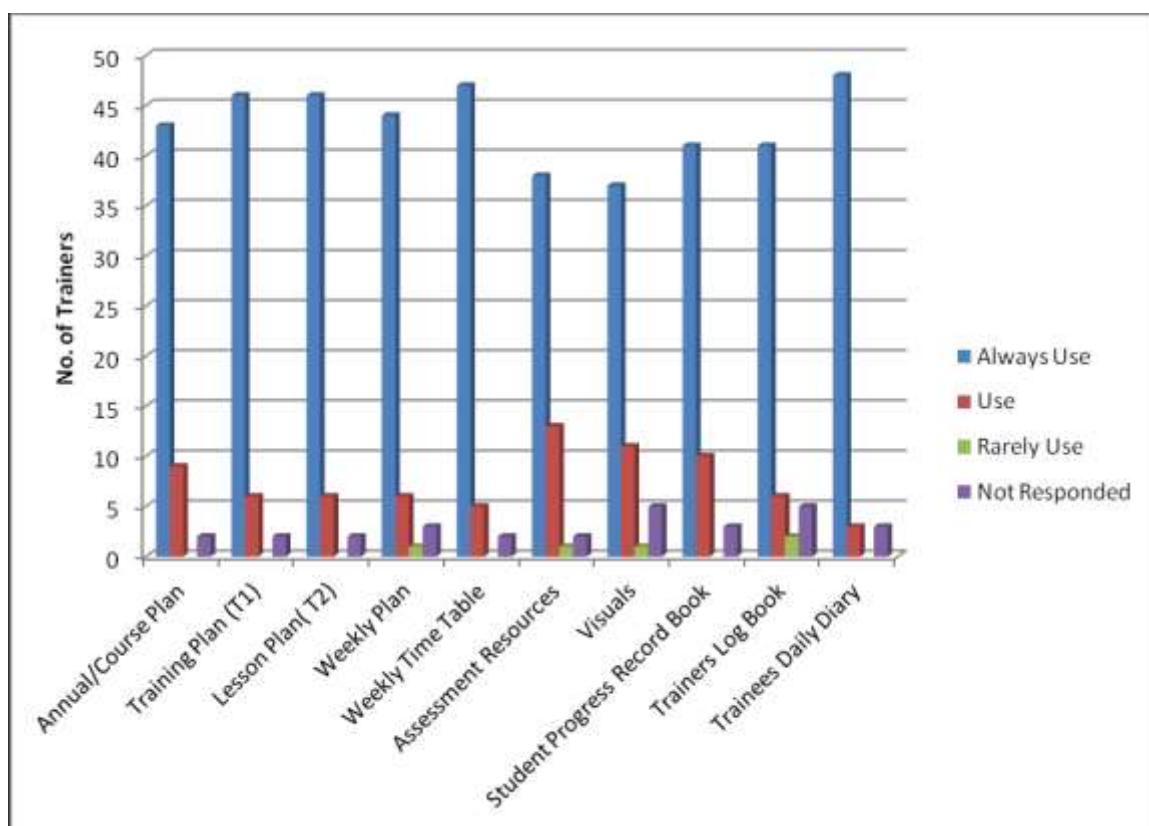
According to table 3.35 and graph 3.27, 35 Trainers out of 54 had responded that support given by TVEC was good 14 had said that it was satisfactory. Four Trainers had responded that support given by TVEC was not satisfactory.

3.05.16 Usage level of following documents

Table 3.36 shows that the ideas given by Trainers on usage level of the training delivery documents to implement their courses.

Table 3.36: Usage level of training delivery documents									
Training Delivery Documents	No. of Trainers								Total
	Always use		Use		Rarely use		Not responded		
Annual/Course Plan	43	80	9	17			2	4	
Training Plan (T1)	46	85	6	11			2	4	
Lesson Plan(T2)	46	85	6	11			2	4	

Weekly Plan	44	81	6	11	1	2	3	6	
Weekly Time Table	47	87	5	9			2	4	
Assessment Resources	38	70	13	29	1	2	2	4	
Visuals	37	69	11	20	1	2	5	9	
Student Progress Record Book	41	76	10	19			3	6	
Trainers Log Book	41	76	6	11	2	4	5	9	
Trainees Daily Diary	48	89	3	6			3	6	



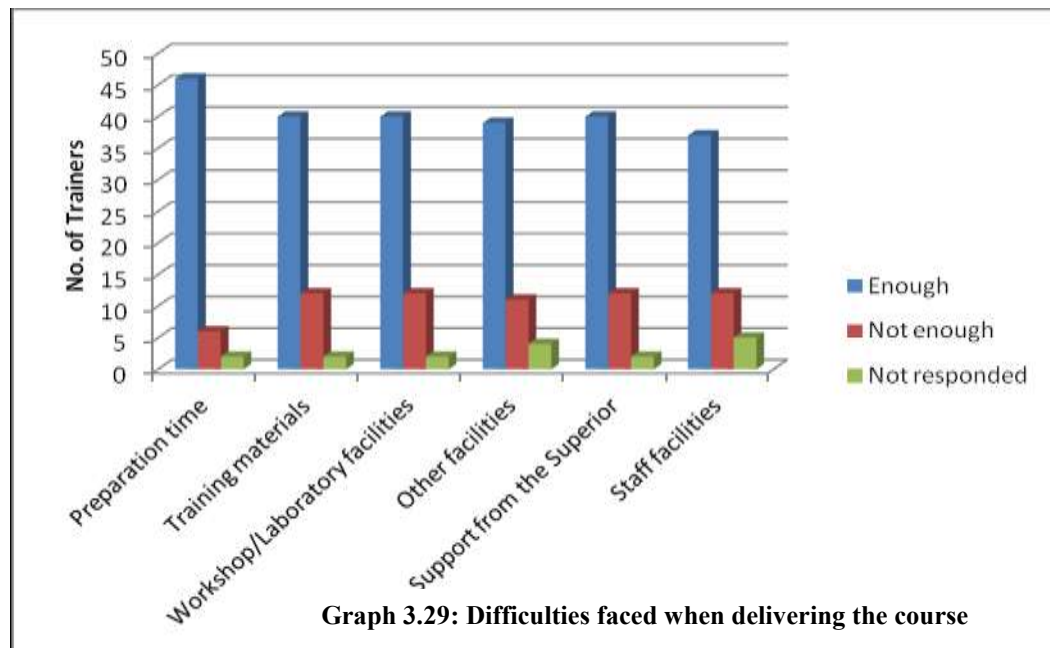
Graph 3.28: Usage level of training delivery documents

According to table 3.36 and graph 3.28, more than 70% of Trainers had responded that they always used training delivery documents except visuals (69%). 2% of Trainers had said that they rarely used weekly plan, assessment resources and visuals and 4% of Trainers had said that they rarely used Trainers log book.

3.05.17 Difficulties faced when delivering the course

Table 3.37 shows that difficulties faced by Trainers when delivering the course.

Table 3.37: Difficulties faced when delivering the course							
Description	No. of Trainers						Total
	Enough		Not enough		Not responded		
Preparation time	46	85	6	11	2	4	54
Training materials	40	74	12	22	2	4	54
Workshop/Laboratory facilities	40	74	12	22	2	4	54
Other facilities	39	72	11	20	4	7	54
Support from the Superior	40	74	12	22	2	4	54
Staff facilities	37	69	12	22	5	9	54

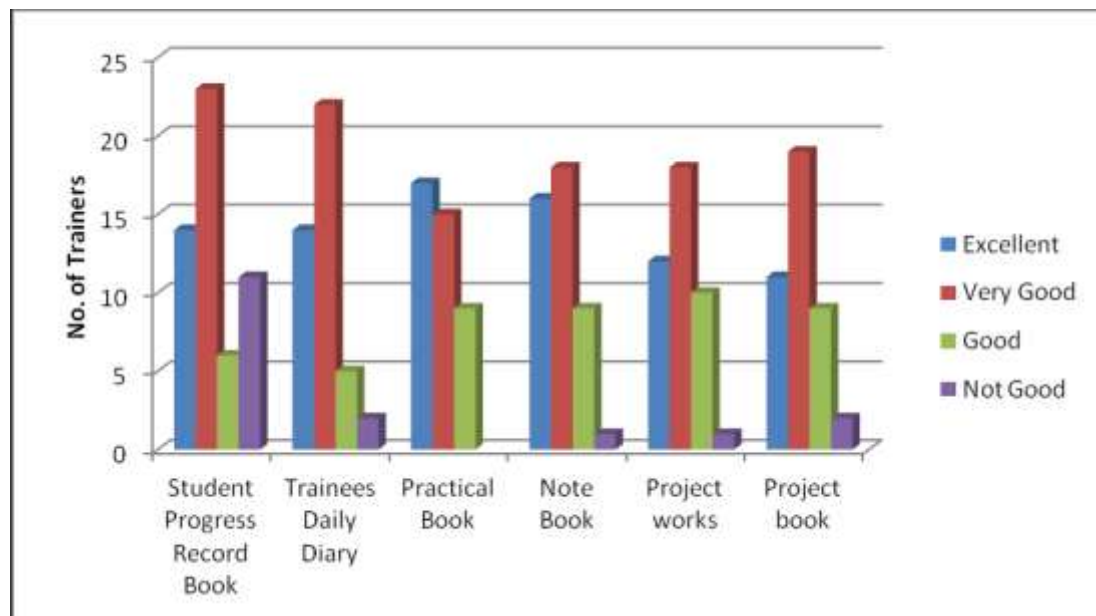


According to table 3.37 and graph 3.29, more than 70% of Trainers had responded that Preparation time, Training materials, Workshop/ laboratory facilities, other facilities, Support from the Superior and staff facilities were enough.

3.05.18 Comments about maintaining of training delivery documents by the students

Table 3.38 shows that Trainers comments about maintaining training delivery documents by the students.

Table 3.38 : Trainers Comments about maintaining of training delivery documents by the students											
Training Delivery Documents	No. of Trainers										Total
	Excellent		Very Good		Good		Not Good		Not responded		
Student Progress Record Book	14	26	23	43	6	11	11	20	-	-	54
Trainees Daily Diary	14	26	22	41	5	9	2	4	11	20	54
Practical Book	17	31	15	28	9	17			13	24	54
Note Book	16	30	18	33	9	17	1	2	10	19	54
Project works	12	22	18	33	10	19	1	2	13	24	54
Project book	11	20	19	33	9	17	2	4	13	24	54



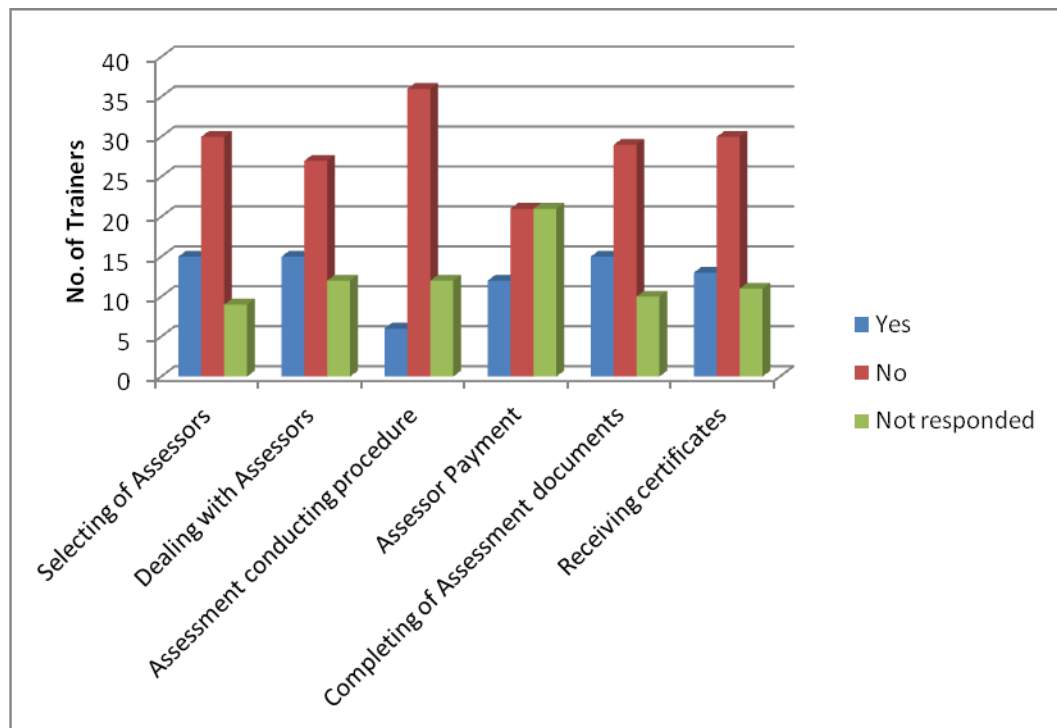
Graph 3.30: Trainers Comments about maintaining of training delivery documents by the students

According to the table 3.38 and graph 3.30, more than 20% and 25% of Trainers had responded that maintaining training delivery documents were excellent and very good

respectively. There are 20% of Trainers who had responded that maintaining student progress record book was not good. More than 20% were not responded for this question.

3.05.19 Difficulties faced by Trainers when conducting NVQ assessment

Table 3.39: Difficulties faced by Trainers when conducting NVQ assessment								
Description	No. of Trainers						Total	
	Yes		No		Not responded			
	No.	%	No.	%	No.	%	No.	%
Selecting of Assessors	15	28	30	56	9	17	54	100
Dealing with Assessors	15	28	27	50	12	22	54	100
Assessment conducting procedure	6	11	36	67	12	22	54	100
Assessor Payment	12	22	21	39	21	39	54	100
Completing of Assessment documents	15	28	29	54	10	19	54	100
Receiving certificates	13	24	30	56	11	20	54	100



Graph 3.31: Difficulties faced by Trainers when conducting NVQ assessment

According to 3.39 and graph 3.31, 28% of Trainers who had responded that they had faced difficulties when selecting assessors, dealing with assessors and completing assessment documents. 24% and 22% of Trainers had said that they had faced difficulties when receiving certificates and assessors payment respectively. More than 17% Trainers had responded for all questions.

3.06 Curriculum Outline

- In CO there were different opinions about hours of teaching.
- Some units were not covered (Computer Applications assistant
- There were many external subject include to the course. Therefore difficult to complete NVQ Practical
- Has to be updated

3.07 Other support from TVEC

- Training about CBT course and Skill up Programme
- Help to prepare common training delivery documents and assessment criteria for each module
- Handover relevant training /teaching books & documents
- NVQ Assessment Guide Officer,
- Training Methodology Course, Safety Training, Handling modern equipment
- Aware Management about Accreditation Process
- Want Hydraulic pipe bending learning resources (Plumber)
- Learning Resources, Eg. Video, CDs etc.
- Need the Resources and Teachers
- Expect support from TVEC, when needed
- Modern society with specify field, Latest Newsletter
- Curriculum Outline in Sinhala
- Need all support from TVEC
- Training on new system

3.08 Other support from Management

- Prepare Accreditation Document
- Staff meeting , Encouragement
- Need support from management to complete the course successfully
- Foreign and local training
- Provide Training material & stationary

3.09 Difficulties in accreditation

- Preparing T1,T2 and Time Table
- Preparation of Documents
- Lack of Training modules
- Document preparation, workshop preparation

3.10 Difficulties when conducting Assessment

- Computer & Internet facilities are not enough
- Insufficient of completing relevant parts at the Industrial Training
- Too much paper work
- Assessors ask transport facilities
- Lack of Resources, More students, Less Teachers
- Dealing with TVEC for documentary, Training assessment cost is very high

3.11 Trainers Comments on NVQ

- Advanced Equipment/ Machineries
- Should be updated NSS every 2 years
- Distribute NVQ booklet among the trainees
- Minimize the paper work, Maximize the practical, Give more training to Instructors to improve their teaching knowledge

- Give value for the NVQ certificate, Conduct assessment according to the NCS, Audit training centres periodically, Check the actual competency of the students
- Publicity for NVQ, Promotions & Training programme for Vocational training sector, Stop other NVQ courses
- Provide more support to Private sector
- Curriculum should be revised. Should increase more theory & practical
- Provide regular training for trainers. Especially in IT field most of the people do not aware about the NVQ. We know the value of this. Because of that if TVEC can arrange awareness workshops from school level to spread this among society especially among the student it will be better.
- Level 5 &6 want to be conducted immediately
- Must have regular workshops or discussions to improve the understanding of the process. To make available some study material for reference.
- Provide opportunity to follow IS - 2 and IS 3
- TVEC should prepare a practical exercises book with completed practical dates
- Provide opportunity to become an Assessor
- NVQ is a real Training Method. Not more student to one Teacher. Should be less document activities
- Teachers should know about NVQ system well. Teachers want to upgrade programme every year
- To improve the NVQ system day by day the monitoring by TVEC should be perfect
- Every year teachers upgrading programmes, Support for equipment & Machinery, Every month update& distribute modern technology & skill, knowledge, Provide resource persons, Develop Instructional skills & resources, Conduct NVQ awareness programme in Schools, Maintain proper & equal system of QMS for all island Institutes
- Provide opportunities to experience new equipment and methodologies

- Update Instructional knowledge according to the NSS, Award certificate to Instructors who accredited the course, It is better to aware new students about NVQ by TVEC
- For the Diploma certificate to students
- Hold Pre-test and Final-test of NVQ assessment in December every year
- TVEC Should visit institutions at every 6 months
- Provide facilities when accrediting the course
- Arrange training for the Instructors at weekends and part-time bases

3.02.04 Comments given by Management

According to the proposal, there were plan to collect data from 45 Management but 24 Management were responded to Questionnaires.

District of the responded Management

Table 3.40 shows the district of training institute of responded Management.

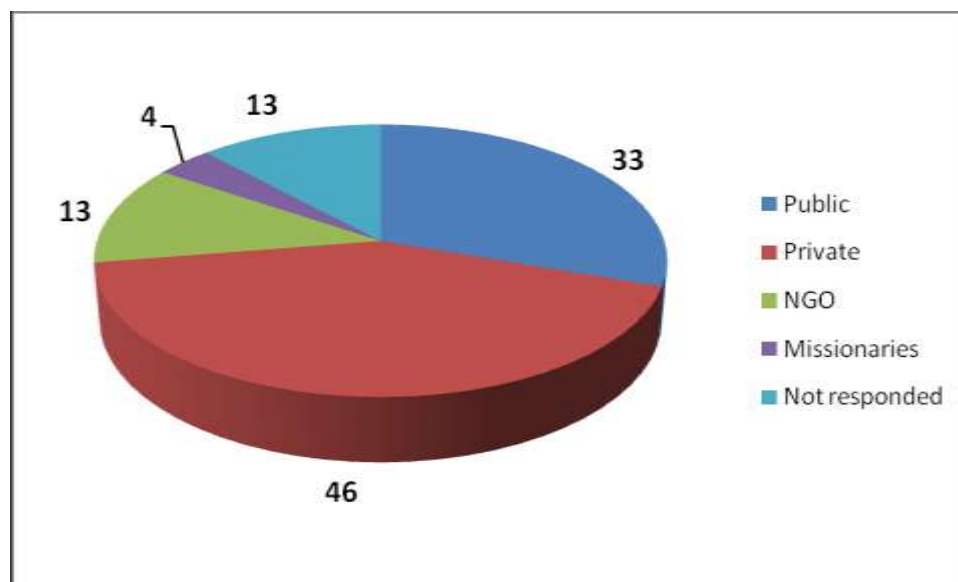
Table 3.40: District of the responded Management		
District	No. of Management	%
Anuradhapura	1	4
Badulla	1	4
Batticaloa	1	4
Colombo	2	8
Galle	3	12
Gampaha	3	12
Kandy	1	4
Kegalle	1	4
Kurunegala	4	16
Monaragala	2	8
Ratnapura	1	4
Trincomalee	1	4
Not responded	3	12
Total	24	100

According to the table 3.40, 16% and 12% of responded Management were from Kurunegala, Galle and Gampaha district. There were 8% responded Management from Maonaragala District and 12% were not responded.

Ownership of the training Institutes of responded Managements

Table 3.41 Shows that the ownership of the training institutes of responded Management.

Table 3.41: Ownership of the training Institutes of responded Managements		
Status	No. of Management	%
Public	8	33
Private	11	46
NGO	3	13
Missionaries	1	4
Not responded	3	13
	24	100



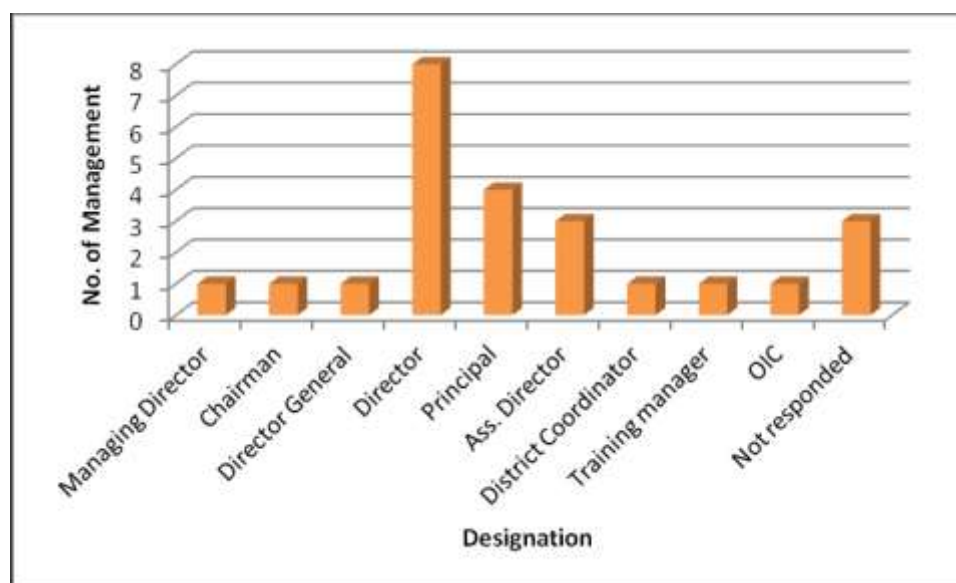
Graph 3.32: Ownership of the training Institutes of responded Managements

There were 46%, 33% and 13% are from Private, Public and NGO sector organization of Management respectively were responded. Some training institutes of responded Managements (4%) are Missionaries and 13% were not responded.

Designation of responded Management

Table 3.42 Shows that the designations of responded Management.

Table 3.42: Designation of responded Management		
Designation	No. of Management	%
Managing Director	1	4
Chairman	1	4
Director General	1	4
Director	8	33
Principal	4	17
Ass. Director	3	12
District Coordinator	1	4
Training manager	1	4
OIC	1	4
Not responded	3	12
Total	24	100



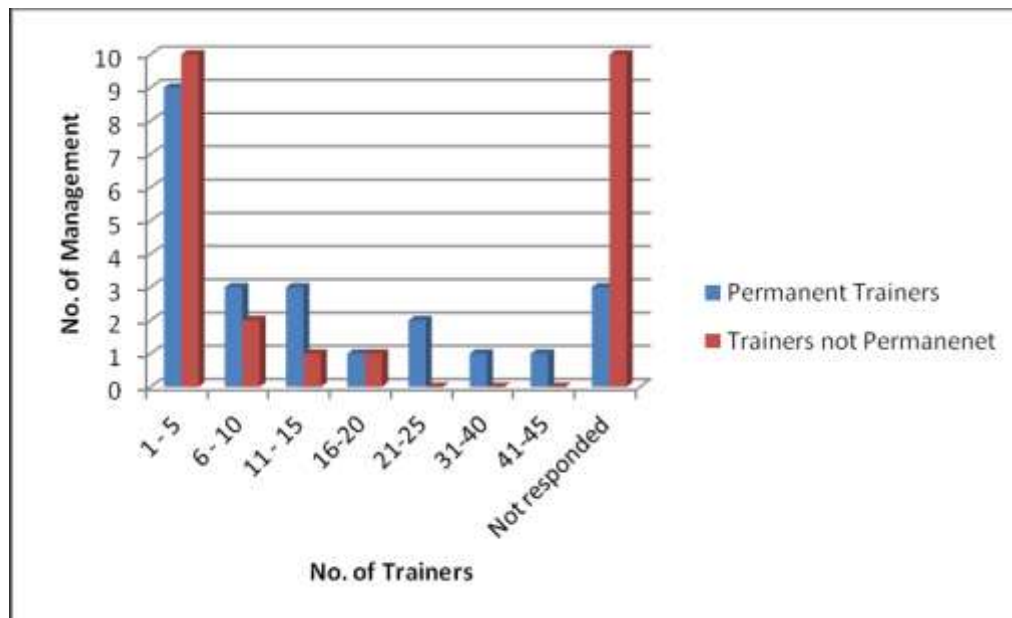
Graph 3.33: Designation of responded Management

According to table 3.42 and graph 3.33, 33% and 17% of responded were Directors and Principals respectively. And 12% Management said that designations of them are Assistant Directors.

No. of Trainers in Training Institutes of responded Management

According to the Management comments, numbers of Trainers in training institutes were indicated in table 3.43.

Table 3.43: No. of Trainers in Training Institutes of responded Management				
District	Permanent Trainers		Trainers not permanent	
	No.	%	No.	%
1-5	9	38	10	42
6-10	3	13	2	8
11-15	3	13	1	4
16-20	1	4	1	4
21-25	2	8	-	-
31-40	1	4	-	-
41-45	1	4	-	-
Not responded	3	13	10	42
Total	24	100	24	100



Graph 3.34: No. of Trainers in Training Institutes of responded Management

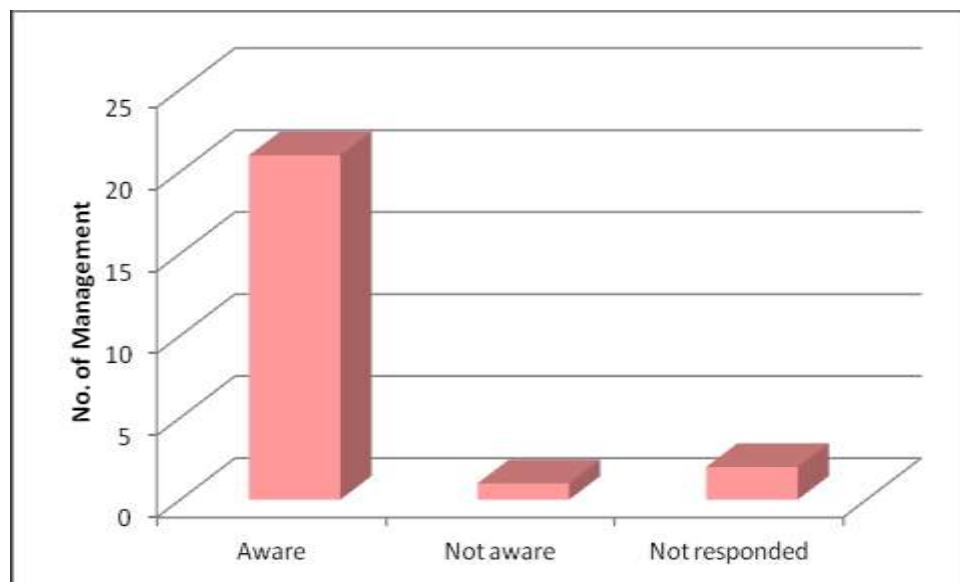
According to table 3.43 and graph 3.34, majority of Management (38%) responded that there were 1-5 Trainers are working permanently in their institutes. The percentage of 13 Management said that they have 6-10 and 11-15 permanent Trainers. Some Trainers

working in the training institutes were not permanent, 42% Management said that they have 1-5 non permanent Trainers.

Aware Trainees about NVQ system

Table 3.44 Shows that how they aware Trainees about NVQ.

Table 3.44: No. of Trainers in Training Institutes of responded Management		
Description	No. of Management	%
Aware	21	88
Not aware	1	4
Not responded	2	8
	24	100



Graph 3.35: No. of Trainers in Training Institutes of responded Management

According to the table 3.44 and graph 3.35, 88% Management had responded that the trainees were made aware about NVQ system, one responded that they were not aware and two have not responded.

Reason for not aware Trainees

Although they have tried to make them aware about NVQ framework, they have understood that the trainees were misled by other training institutions those do not have NVQ accreditation. Although some training institutions had recruited trainees promising that the trainees would be awarded with NVQ certificate but those were not accredited by TVEC. As a result of this situation it is very difficult to make aware them about NVQ framework

3.22 Comments on NCS

- They are fully agreed and understand the National Skills / Competency Standards. They following the NSS/NCS and preparing Trainees for the assessment as per the NSS/NCS
- Should renew according to the renewal date. Automobile Mechanic Unit - 13 should be a separate job it should remove from that NCS
- Skill/competency standards have to be updated and revised from time to time.
- Some are not upgraded & updated
- At the beginning it was difficult to implement NSS. But after studying it is become easy.
- Issue a clear list of skills standards to each course
- It is good to have competency standards which are accepted internationally
- Renew for new technology
- This method is very useful. But we have to spend lot of time to fill different documents
- Instructors have given positive responses and comments about National Skill & Computer Skills
- It require to review on time and include information up to Level 7
- satisfy about the NSS
- Successful

- The content of the curriculum and skill standard is greater than the other per school courses
- Auto mechanic, Auto Electrician, Auto AC Level 3 competency should be same , Auto mobile Mechanic Level 3 has too much units

3.23 *Comments on Curriculum Outline*

- No curriculum Outline for ICTT and Tailor course.
- Should revise according to the date.
- That helps us a lot to guide the trades.
- Good
- want to upgraded
- Improve the facilities to cover some of the modules in curriculum
- This document is very useful because Instructor can get an idea about his working area.
- Instructors contents with the Curriculum Outline given by TVEC
- Update & inform to Institute
- Should be update
- Very Good & Trainees are successful
- No Documents for following Modules in CHT 1. Basic Electronics, 2. PC Fundamentals, 3. Operating System
- Very useful for the Students as same as Teacher

Sometimes the skill standards and the Curriculum do not match, hence we find difficulty to conduct trade courser proper way.

3.24 *Comments on Trainer Guide*

- Useful to the Teacher very much.
- Some courses do not have Trainer Guide

- Good
- want to upgraded
- More training need for some modules
- It will be more effective if the Trainer Guide is updated annually to suit with the latest inventions & technologies
- Trainer can manage his/her work very easily
- Trainer Guide is useful to discuss the lesson step by step therefore it is good
- No any problem
- Introduce examples for each modules
- Should be update
- Very Good & Trainees are successful
- Satisfactory
- It is useful to the trade

3.25 Comments on Learner Guide

- Good
- Since it is costly that is not been distributed among the Trainees but if possible if you can make arrangement to provide this to be Trainees that will be good.
- have to provide for each student but not supply enough numbers
- Good
- want to upgraded
- Implement the successful method for Industrial training
- It should be much detailed one.
- Trainees also can understand what they are learning through the course
- Helps a trainee to guide himself and learn about the subject step by step
- No any Problem
- Examples should give
- Should be update
- Very Good & Trainees are successful

- Satisfactory

Resistance of the Instructors to prepare training delivery documents

Table 3.45 shows the resistance of the Instructors to prepare training delivery documents.

Table 3.45: Resistance from the Instructors to prepare training delivery documents								
Training Documents	Highly resist		Resist		Less resist		Not resist	
Annual/Course Plan	4	17	1	1			16	67
Training Plan (T1)	3	12	2	8			16	67
Lesson Plan(T2)	3	12	2	8			16	67
Weekly Plan	3	12	2	8			16	67
Weekly Time Table	3	12	2	8			16	67
Assessment Resources	3	12	2	8			16	67
Visuals	3	12	2	8			16	67
Assessment Criteria	3	12	2	8			16	67
Student assessment Records	3	12	2	8	1	4	15	62



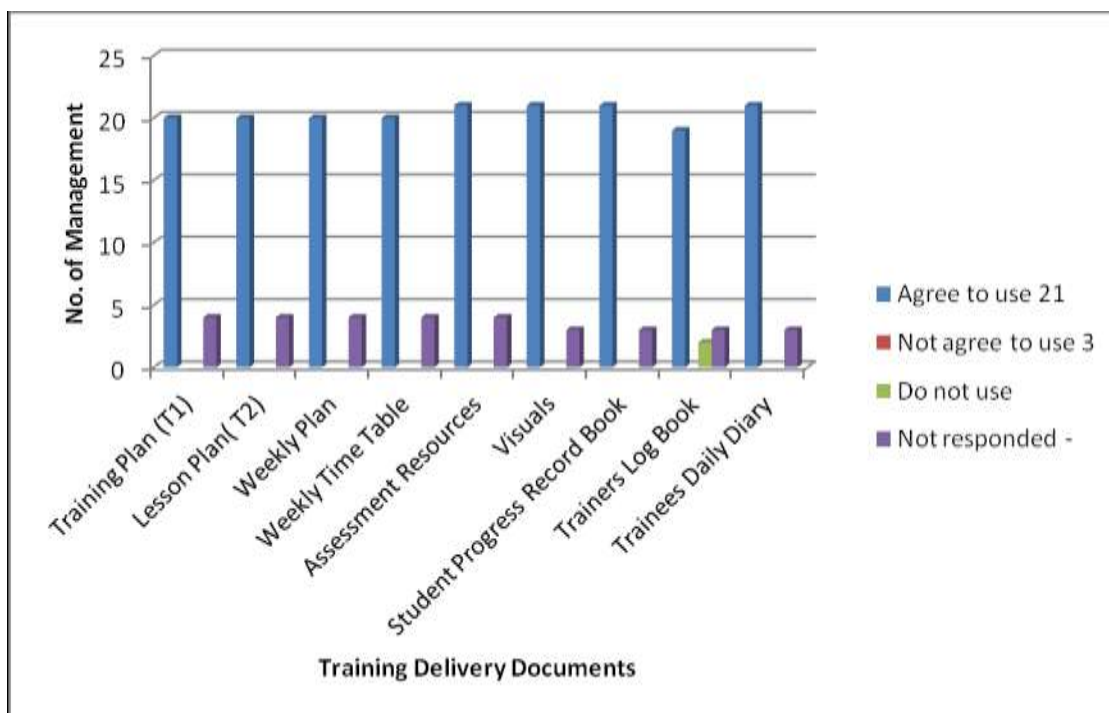
Graph 3.36: Resistance of the Instructors to prepare training delivery documents

As per table 3.45 and graph 3.36, more than 67% of Management had responded that Trainers were not resist to prepare training delivery documents except maintaining student assessment records (respond as 62%).

Level of application/usage of training delivery documents

Table 3.46 stated that the level of usage of training delivery documents by Trainers according to the Management views.

Table 3.46: Level of application/usage of training delivery documents								
<i>Training Documents</i>	<i>Agree to use</i>		<i>Not agree to use</i>		<i>Do not use</i>		<i>Not responded</i>	
	<i>No.</i>	<i>%</i>			<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Annual/Course Plan	21	87	3	12			-	-
Training Plan (T1)	20	83					4	17
Lesson Plan(T2)	20	83					4	17
Weekly Plan	20	83					4	17
Weekly Time Table	20	83					4	17
Assessment Resources	21	87					4	17
Visuals	21	87					3	12
Student Progress Record Book	21	87					3	12
Trainers Log Book	19	79			2	8	3	12
Trainees Daily Diary	21	87					3	12



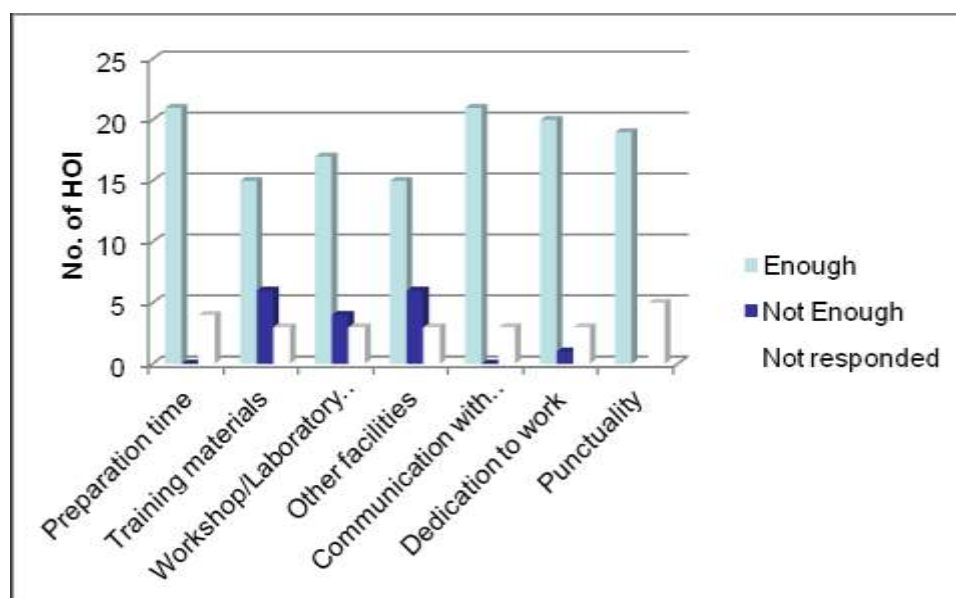
Graph 3.37: Level of application/usage of training delivery documents

According to graph 3.37, more than 83% of Management had responded that Trainers were agree to use training delivery documents

Difficulties faced by Trainers of responded management

Table 3.47 shows that difficulties faced by Instructors when implementing the courses.

Table 3.47: Difficulties faced by Trainers of responded management						
Description	Enough		Not Enough		Not responded	
	No.	%	No.	%	No.	%
Preparation time	21	87	-		4	
Training materials	15	63	6		3	
Workshop/Laboratory facilities	17	71	4		3	
Other facilities	21	87	6		3	
Communication with Management	21	87	-		3	
Dedication to work	20	86	1		3	
Punctuality	19	79			5	

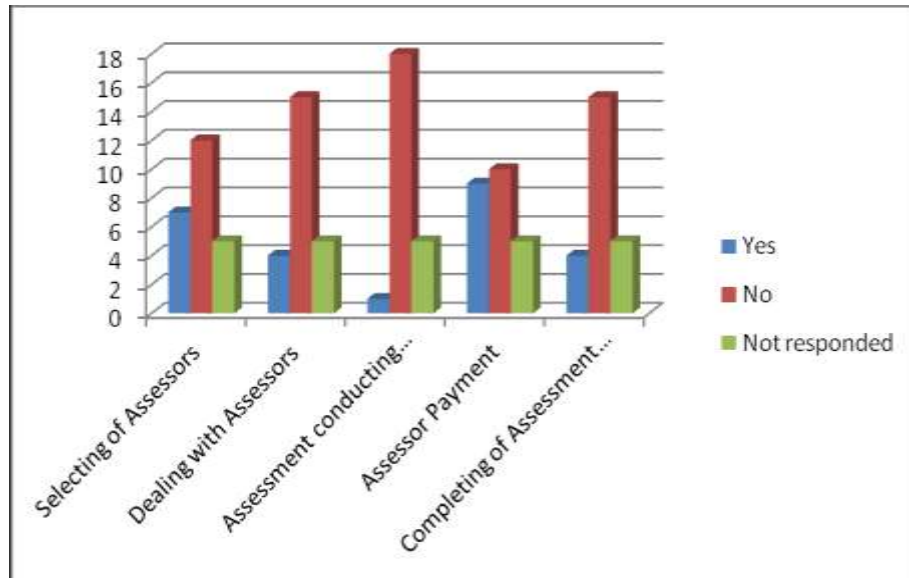


Graph 3.38: Difficulties faced by Trainers of responded management

Difficulties faced when conducting NVQ assessment

Table 3.48 indicates the difficulties faced by Management when conducting NVQ assessments.

Table 3.48: Difficulties faced by Management when conducting NVQ assessment			
	Yes	No	Not responded
Selecting of Assessors	7	12	5
Dealing with Assessors	4	15	5
Assessment conducting procedure	1	18	5
Assessor Payment	9	10	5
Completing of Assessment documents	4	15	5
Receiving certificates	8	11	5



Graph 3.39: Difficulties faced by Management when conducting NVQ assessment

Difficulties when implementing NVQ system

Table 3.49 shows that comments given by Trainers and Management about difficulties faced by them when implementing NVQ system.

Table 3.49: Difficulties when implementing NVQ system		
Description	No. of Trainers	No. of Management
Instructors have to fill lot of documents	9	3
Training methodology programme for Instructors	7	3
Give more publicity for NVQ system	6	3
Lack of modern equipment machineries & tools	3	6
Received a great help to develop the system	-	2
Curriculum are not match with NCS	4	2

Difficult to find Assessors	-	3
Assessors were not prepared for Assessment	-	2
Introduce audit system for accreditation and NVQ assessment	2	2

3.26 Other comments given by Managements

- We received a great help to develop the system. The team accreditation shows us the actual faults and we got success with defaulting them.
- Financial difficulties
- Lack of staff for courses
- No difficulty at all. TVEC Officers have been very much helpful in this regard
- It is problem to do training and preparation of training documents by one Instructor
- Some assessors are not familiar with the NCS.
- Delay in NVQ assessment due to all the reason given in Table 3.48
- Insufficient assessors for some subjects (eg. Aluminum Fabricator, Jewelry
- When we conduct assessments some assessors are not coming on the relevant dates and sometimes we can't find the assessors in relevant fields since one assessor could do only one assessment it is also a disturbance for the assessments.

Comments given by Employers

Description	No. of Employers	Total
Competency level of the trainees - good	8	8
Communication, Public relation skills of the Trainees - Good - Not bad	1 7	8
Awareness about NVQ system - Aware - Not aware	2 6	8

Chapter 4

Summary of findings and Conclusion

4.01. Introduction

This chapter describes the summary of the research findings in order to give a collective representation with conclusions.

4.02 Summary of findings

- 940 courses accredited
- 99% of responded Trainees were from accredited courses
- Course duration of 41% of responded Trainees was 6 months
- 43% of Trainees passed G.C.E. (A/L). Two Trainees have Diploma and Degree too.
- 87% of Trainees said that their group size was 6-20
- More than 80% of Trainees had responded that Knowledge on subject , Teaching theory content and Demonstration ability of their Trainers were excellent
- 73% and 69% of Trainees had responded that maintaining progress record book and implementing continuous assessment respectively were excellent
- More than 70% of Trainees had responded that maintaining progress record book and implementing continuous assessment were excellent.
- 99% of Trainees had responded that they have been made aware about NVQ system by the Institution. 91% of Trainers and 88% Management had responded that the trainees were made aware about NVQ system
- 35% and 33% of Trainers have passed G.C.E. (O/L) and G.C.E. (A/L) respectively
- 46% of responded Trainers have 1-5 years present teaching experience
- 93% of Trainers had responded that the National competency standard were relevant with the industry requirement respectively.
- More than 80% of Trainers had responded that it was easy to prepare training delivery documents. 67% of Management had responded that Trainers were

not resist to prepare training delivery documents

- More than 70% of Trainees had responded that they always use training delivery documents except visuals (69%).
- 83% of Management had responded that Trainers were agree to use training delivery documents

4.03 Recommendations

- Minimize paper work when accrediting the courses
- Introduce system to audit institute once a year
- Conduct NVQ assessment in specified period
- Refresh the NVQ Assessors
- Train assessors in each area for all trades
- Introduce audit system for NVQ Assessment
- The preparation of CO, Trainer guide and Learner guide is not implementing parallel with NCS preparation, find the way to prepare these documents in parallel.
- Conduct study to check the matching of NCS and other documents (Curriculum Outline, Trainer Guide and Learner Guide)