Study on consistency of NVQ Assessment System

Research Team - TVEC

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Abbreviations

CBA	Competency Based Assessment
CBT	Competency Based Training
G.C.E (A/L)	General Certificate of Examination (Advanced Level)
G.C.E (O/L)	General Certificate of Examination (Ordinary Level)
HNDE	Higher National Diploma In Engineering Sciences
HODD	Head of the Departments
NAB	National Apprenticeship Board
NAITA	National Apprenticeship and Industrial Training Authority
NCT	National Certificate in Technology
NCTE	National Certificate in Technical Education
NITESL	National Institute of Technical Education of Sri Lanka
NVQ	National Vocational Qualification
NYSC	National Youth Services Council
PRB	Progress Record Book
TMP	Training Methodology Programme
TVEC	Tertiary and Vocational Education Commission
VET	Vocational , Education and Technical
VTA	Vocational Training Authority

Abstract

Competency is the application of knowledge and skills relative to an industry standard of performance. The concept of competency focuses on what is expected of an employee in the workplace, rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to different situations and environments. 12

2013Therefore, in Competency-based training (CBT) emphasis is placed on what a person can do in the workplace as a result of completing a program of training. Therefore continuous assessment is very important stage in competency based training and final assessment is compulsory stage in every training programmes.

The national policy on assessment of competence to the award of level 1 to 4 qualifications the competencies are assessed through competency based assessments focusing on the performance criteria specified in the respective units of competencies.

Whether the trainee is competent or not yet competent shall be decided through a competency based assessment with respect to all units of competence that constitutes the qualification which shall be conducted by registered / licensed assessors. Records of the continuous assessments and the summative assessment conducted shall form part of the evidence used in deciding the competence of the trainee. A viva voce conducted by an assessment panel nominated by training provider shall be a mandatory part of the competency based assessment (CBA). The assessment panel shall consist of three members with at least one member from the industry which deals with the particular area of technology. The final outcome of the assessment shall be determined by the assessment panel.

A competency based assessment system must be based upon clear and unambiguous benchmarks. These benchmarks are supplied by the National Competency Standards which specify the skills, knowledge and attitudes to be applied in various industry sectors/ occupations to the minimum standard of performance expected by the industry.

Assessor/s must collect sufficient evidence of competence from candidates in order to be able to reach as assessment decision. Sufficiency can be defined as

evidence which has demonstrated that the candidate can:

- Perform task skills.
- Perform task management skills.
- Contingency management skills.
- Perform according to specific workplace environments.
- Transfer skills to different situations.

Evidence based judgment involves assessors using assessment materials consisting of:

- Outlines for candidates to guide them in collecting their evidence.
- Self Assessment guide.
- Test items and specifications.
- Instructions to candidates.
- Assessment guides for assessors.
- Record keeping instruments for recording the formative and summative assessments results.

TVEC shall be responsible for maintaining a register of authorized assessors and for distributing information to training providers, delegated assessment centers and industry of the availability of qualified Assessors.

Consistency in assessment involves the achievement of comparable outcomes. An assessment process would be considered to deliver consistent outcomes if assessors assessing trainees against the same unit to competency in different contexts made comparable assessment results. Assessment of trainees must be fair, valid and consistent and confirm to competency based assessment policy. Achieving consistency requires understanding what is being assessed, what evidence is needed and how the assessment decision be made. Consistency can only be achieved when assessors share a common understanding of the unit(s) of competency which is being assessed.

The TVEC and industry partners shall have several options available for achieving and maintaining fair, valid, consistent assessment to the required standard within the national qualifications:

- The specialist may visit training providers, monitor assessments and provide training and advice.
- Samples of executed assessments may be submitted to the TVEC for scrutiny: leading to advice and further staff training as necessary.
- In-service training programmes may be convened to ensure the consistency of assessment.

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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 Technical & Vocational Education and Training (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 and assessment 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 being working in more dynamic manner over the past to play its role as the regulator, facilitator and standard setter.

Issue

There are 955 training courses conducted by different institutions which have been accredited and 48348 NVQ certificates issued through accredited courses and 7952 certificates through Recognition of Prior Learning (RPL) under NVQ frame work. The Trainees of accredited training courses are assessed through an assessment system consist of continuous assessments, assignments, projects, theory assessment etc. and finally final assessment. It is required to have minimum of 06 months on- the-job training (OJT) for NVQ level 4 courses. Uniformity of continuous assessment, final assessment and OJT assessment are open to discuss. This study helps to identify the consistency of the existing assessment system of NVQ frame work.

1.03   Objectives

1. To find out the ratio of theory and practical assessments

2. To identify the effect of continuous assessment and other assessment methods on the performance of the Trainee

3. To identify strengths and weaknesses of existing assessment methods

4. To compare NVQ and Non- NVQ assessment systems

1.04   Research Questions

1. Are the standards of NSS/NCS high and because of that cannot it be followed?
2. Are CBT curriculum standards high and cannot be followed?
3. Are NSS/NCS and CBT curriculum not matching 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 institutions 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. NVQ assessors
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

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

Assessment

The act of assessing the evaluation of a student's achievement on a course

Continuous Assessment

Assessment carried out continuously with a timely plane

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.

1.07 Summary

In a National Vocational Qualification System (competency based system) skill, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. A competency based assessment system uses multiple sources of evidence upon which judgment is based whether candidate is competent or not. An assessment decision is based upon a combination of formative and summative assessments. Therefore maintaining consistency is very important to obtain final results and certification of trainees

Chapter Two

Background and Methodology

2.0 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 those Certificates and Diplomas 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 equal standards throughout the island and award certificates 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. Though there are many public and private Vocational and Technical Training organization and they are conducting different level of courses, youths are in a puzzle of selecting a training programme to prosper their future as a career path. Similarly, at the recruitment phase, the employers are also in difficult situations to consider which certificates are to be accepted and are complying with industry requirements and standards.

Therefore TVEC in collaboration with all government technical education and vocational training institutes and Skills Development Projects under the guidance of Ministry of Vocational and Technical Training (former) has taken steps to introduce a NVQ System consisted with seven levels. NVQ System could be considered as nationally and internationally recognized vocational certification system, which is a unified one.

The expectation sought from the establishment of a National Vocational Qualification Framework relates to increasing the relevance and quality of Technical and Vocational Education and Training (TVET) specifically there shall be:

- Unified qualification framework which is recognized nationally and internationally.
- Development of progressive qualifications for career advancement.
- Greater alignment to national goals.
- Strengthened linkages with industry, commerce and other external stakeholders.
- Increased responsiveness to industry competency needs.
- Convenient & flexible access for potential trainees.
- More proactive education and training strategies.
- Improved international linkages and recognition.
- Collaboration and rationalization among the training agencies.
- Enhanced quality, relevance, performance, effectiveness, efficiency and transparency.
- An education and training culture of responsiveness and excellence.

2.01.02 Overview of the qualifications system

The National Vocational Qualifications (NVQ) Framework makes provisions for a nationally consistent, technical and vocational education and training in Sri Lanka relevant to economic and social development and is of an international standard. The National Vocational Qualifications of Sri Lanka are based on national competency standards identified by the industry stakeholders. The competency standards include relevant technical and employability competencies. The system awards qualifications at seven levels as given in Table 2.1.

Table 2.1:   Levels of Qualification

Level	Qualification	Generalized Description
Level 1	National Certificate	Level 1 recognizes the acquisitions of entry level competencies.
Level 2 Level 3 Level 4	National Certificate	Level 2,3 and 4 recognize increasing levels of competencies. Level 4 qualification provides for full craftsmanship/ workmanship.
Level 5 Level 6	National Diploma	Levels 5 and 6 recognize the increasing levels of competencies of technicians including supervision and process management. Diploma Level.
Level 7	Bachelors Degree	Level 7 recognizes the vocational/technological competencies at Bachelors Degree level.

Certification of Level 1 to 6 shall be carried out by institutions accredited by the TVEC. Certification at level 7 shall be carried out by the University of Vocational Technology (Univotec). They are nationally recognized and attested the achievement of a national standard determined by industry. Competency standard units can be acquired individually or progressively and lead towards a full award. The NVQSL encourages flexible skills acquisition both on and off the job and also recognizes that prior learning policies and process. These are established to allow knowledge and skills acquired informally to be assessed, and competencies recognized towards national vocational qualifications.

A broad framework has been developed integrating technical/vocational and higher education and further levels may be added. The framework allows for an interface with secondary education and provides a progression for technical and vocational education qualified personnel to proceed to higher education. Industry and professional bodies participating in the development of the national competency standards are therefore in a position to plan for a smooth progression of qualifications from craft to technician to higher education.

2.02 Assessment

2.02.01 National policy on assessment and certification of competence

The national policy on assessment of competence uses two different methods of assessment. For the award of level 1 to 4 qualifications the competencies are assessed

through competency based assessments focusing on the performance criteria specified in the respective units of competencies.

For levels 5 and 6 qualifications, two stages of assessment are employed. Modular based (Formative and Summative) assessments are conducted for the assessment of learning outcomes as specified in the curricula. Whether the trainee is competent or not yet competent shall be decided through a competency based assessment with respect to all units of competence that constitutes the qualification which shall be conducted by a registered/ licensed assessors. Records of the continuous assessments and the summative assessment conducted shall form part of the evidence used in deciding the competence of the trainee. A viva voce conducted by an assessment panel nominated by training provider shall be a mandatory part of the competency based assessment (CBA). The assessment panel shall consist of three members with at least one member from the industry which deals with the particular area of technology. The final outcome of the assessment shall be determined by the assessment panel.

2.02.02 Competency Based Assessment for Awarding the Qualification

A competency based assessment system must be based upon clear and unambiguous benchmarks. These benchmarks are supplied by the National Competency Standards which specify the skills, knowledge and attitudes to be applied in various industry sectors/ occupations to the minimum standard of performance expected by the industry.

Assessor/s must collect sufficient evidence of competence from candidates in order to be able to reach as assessment decision. Sufficiency can be defined as evidence which has demonstrated that the candidate can:

- Perform task skills.
- Perform task management skills.
- Contingency management skills.
- Perform according to specific workplace environments.
- Transfer skills to different situations.

The assessment system must enable assessors to document that the evidence of trainees for assessment really is the work of the candidate. It is necessary for assessors to validate the current evidence included in the portfolio ensuring the competency of the candidate.

The system must be cost effective for both the establishments conducting the assessments and for candidates.

Assessment is based upon agreed benchmarks of skill and knowledge. These benchmarks are provided by the national competency standards which an industry agreed document is specifying the skills, knowledge and attitudes which are applied to various industry sectors/occupations.

Criterion referenced assessment assumes that the assessment decision is based upon a collection of evidence gathered over a period of time (Evidence based judgment) rather than on one event, such as a test or exam. A combination of formative and summative assessment shall be used in order to reach an assessment decision.

Evidence based judgment involves assessors using assessment materials consisting of:

- Outlines for candidates to guide them in collecting their evidence.
- Self Assessment guide.
- Test items and specifications.
- Instructions to candidates.
- Assessment guides for assessors.
- Record keeping instruments for recording the formative and summative assessments results.

The assessment system shall be flexible enough to consider:

- Socio-economic background.
- Religion.
- Ethnicity.
- Gender.
- Language.

This may involve making reasonable adjustments to assessment techniques for individual candidates as long as the national competency standards are not compromised.

Assessment shall take into account the limitations of industry in relation to administration of assessment such as:

- Availability of assessors.
- Workplace policies and procedure.
- The need for special tools, equipment and materials.
- Time constraints.

- The inability for some candidates to gather direct workplace evidence of competence.
- Candidates from geographically isolated locations.

In the preparation of assessment materials needs of the intended target group shall be taken into account, especially in the areas of language, literacy and numeracy. Any technical language used shall reflect the technical language of the industry.

Assessment materials shall be produced for each unit of national competency standards.

The success will be decided based on competency in all the units clustering the package of the qualification in case of level 1-4 and the required number of credits for levels 5 and 6.

2.02.03 *Principles of Competency Based Assessment*

In a competency based system, skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment. A competency based assessment system uses multiple sources of evidence upon which judgment is based whether candidate is competent or not. An assessment decision is based upon a combination of formative and summative assessments. Criterion referenced assessment measures the performance of an individual against a set of standards. Competency-based assessment is criterion based. Candidates are measured against standard criteria or benchmarks, such as National Competency Standards or learning outcomes. The purpose of the assessment is to determine whether or not a candidate can apply skills, knowledge and attitudes identified in National Competency Standards to the level of performance that is specified in the standards.

Usually a number of pieces of evidence are collected and submitted by a candidate to demonstrate how he/she can apply the skills, knowledge and attitudes. This is sometimes referred to as a "portfolio" and may include one of more of the following.

- Trainees record book.
- Test and exam results.
- Models.
- Testimonials from work supervisors.
- Evidence of successful completion of training courses.
- Verified work experience.

- Skills demonstrations.
- The results of direct observation by an assessor.
- Project reports, assignments carried out.
- Answers to written or oral questions.

In competency based assessment candidates are generally assessed as competent or not yet competent. Results are not expressed as a percentile, a grade or a score.

The four guiding principles of competency based assessment are validity, reliability, fairness and flexibility.

An assessment process is said to be **valid** when the assessment measures only the skills, knowledge and attitudes identified in the National Competency Standard.

An assessment process is **reliable** when there is consistency in results between assessors. That is, when two or more assessors give the same result based upon the same evidence.

Fairness refers to the transparency of the assessment system. Candidates shall be aware of how they shall be assessed, when and by whom and what the national competency standards are and what they will be assessed against.

Flexibility refers to reasonable adjustments in the administration of the assessment process.

Formative assessment is an on-going (continuous) assessment. They are the pieces of evidence a candidate collects over a period of time and included in the portfolio described earlier.

Summative assessment may be a decision of an assessor based upon a judgment of the formative assessment. Summative assessment refers to an assessment conducted collectively at the end of a unit or set of units. This can be administered through the decision of assessors based upon a judgment of:

- Evidence through documented formative assessment.
- Through summative assessment demonstrated at a formal testing.
- A combination of the above.

In a competency based assessment system it is the combination of formative and summative assessment that provides the overall and final assessment result.

2.03 Assessors

TVEC shall be responsible for maintaining a register of authorized assessors and for distributing information to training providers, delegated assessment centers and industry of the availability of qualified Assessors.

Assessors of the training centre where the trainee has undergone training shall not be involved in the Competency Based Assessments conducted for awarding National Vocational Qualification.

A data base of assessor details based on occupations shall be maintained by the TVEC. The Univotec shall be responsible for conducting assessor training programs as and when necessary. It is recommended that a professional body of assessors be formed that deals with matters such as recognition, code of ethics for assessors, professional development of assessors.

2.04 The consistency in competency based assessment

Consistency in assessment involves the achievement of comparable outcomes. An assessment process would be considered to deliver consistent outcomes if assessors assessing trainees against the same unit to competency in different contexts made comparable assessment results. Assessment of trainees must be fair, valid and consistent and confirm to competency based assessment policy.

Achieving consistency requires understanding what is being assessed, what evidence is needed and how the assessment decision be made. Consistency can only be achieved when assessors share a common understanding of the unit(s) of competency which is being assessed.

2.04.01 Options for maintaining consistency in assessments

The TVEC and industry partners shall have several options available for achieving and maintaining fair, valid, consistent assessment to the required standard within the national qualifications:

- The specialist may visit training providers, monitor assessments and provide training and advice.

- Samples of executed assessments may be submitted to the TVEC for scrutiny: leading to advice and further staff training as necessary.
- In-service training programmes may be convened to ensure the consistency of assessment.

The use of assessment resources developed by NAITA and endorsed by the TVEC shall assist in the standardization of interpretation of standards and constitute the consistency in assessment procedures.

2.04.02 TVEC processes in the maintenance of consistency

The TVEC shall establish policies and procedures to ensure consistency of assessment for national qualifications endorsed by the TVEC.
The TVEC shall request the Univotec to conduct in-service training on assessment consistency.

2.04.03 The TVEC unit responsible for consistency in assessment

The TVEC shall establish a unit with qualified staff to implement processes, procedures and activities in connection with the consistency in Assessment.

2.05 National Competency Standards (NCS)

Competency is the application of knowledge and skills relative to an industry standard of performance. The concept of competency focuses on what is expected of an employee in the workplace, rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to different situations and environments. Therefore, in Competency-based training (CBT) emphasis is placed on what a person can do in the workplace as a result of completing a program of training.

Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a

range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

For a person to be assessed competent they need to demonstrate the ability to perform tasks and duties to the standard expected in employment. CBT Focuses on the development of the skills, knowledge and attitudes required to achieve those competency standards.

One of the primary features of CBT is that each learner's achievement is measured against the competency standards rather than against the achievement of other learners.

The competency standards are a basis for curriculum development, the preparation of teaching, learning and assessment materials, as well as training plans.

The framework shall progressively include new qualification based on national competency standards. It is envisaged that over time, many areas of technical and vocational education and training shall be covered by national competency standards.

The competency standards approach allows continuous review of national vocational qualifications and shall together with the international benchmarking bring coherence to competency standards-setting at all levels.

The intellectual property contained in the national competency standards and the NVQSL is copyright to the Government of the Democratic Socialist Republic of Sri Lanka and shall be available through the Tertiary and Vocational Education Commission (TVEC).

TVEC shall make available a full listing of all accredited courses with their level and purpose for the information of learners and employers. This ensures comprehensive coverage of a sector and coherent identification of competency standards / qualifications including a sensible match adjusted to the labour market.

Guidelines are available to advice the developers of competency standards and qualifications in order to outline technical requirements for the format and content of the national vocational qualifications.

This system is implemented under the direct monitoring of TVEC. There are two routes to obtaining NVQ certificate.

a) By following a Competency Based Training (CBT) course relevant to the qualification which is accredited by the TVEC.

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. trainees Assessment

b) The other route to obtain a NVQ certificate is, by proving the candidate's ability with adequate evidence of his/her competencies pertaining to qualifications stipulated in the Skill Standards (documents where the relevant standards are stated).

If he/she could show evidence to be satisfied with above he/she is eligible to receive NVQ certificate through Recognition of Prior Learning (RPL)

2.05.01 Accreditation of Training courses based on NCS

First step of implementing NVQ system is the registration of training institutes. Tertiary and Vocational Education Commission has taken measures to register those training institutes 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.

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 are 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.

Table 2.2 shows that the number of Registered Training institute in the TVEC up to 31st December 2011.

Table 2.2: Registered Training Institutes	
Category	No. of Training institute
Public	315
NGO/ Private	424

Number of accredited training courses in the TVEC up to 31st December 2011 are mentioned Table 2.3. below.

Table 2.3: Accredited Courses	
Category	No. of accredited courses
Public	652
NGO/ Private	303

2.06 Procedure and methodology

Four types of respondents will be considered to collect the data for the study. Those will be Management, Trainers, Trainees and Assessors. The data will be collected from these respondents through questionnaires and by structured interviews. Views and comments will be collected for the analysis from the entire questionnaire.

The SPSS will be used to analyze the data collected.

2.07 Population and Sample

The population of Trainers and Management for the study are both who are owners or employers in the vocational and technical training centres. The population of Trainees are students who are following the courses in the technical and vocational training organization.

Samples of the stakeholders of the study have been decided as follows:

Table 2.4 Samples of the stakeholders of the study			
Respondents		**Sample**	
		NVQ courses	**Non- NVQ courses**
Management	Public	20	10
	NGO /Private	15	05
Trainees (trainees who were following the courses / passed out)	Public	35/ 70	15
	NGO/ Private	20/ 40	07
Trainers	Public	35	15
	NGO/ Private	20	08
NVQ Assessors		45	0
Employers - 10		10	
Total		**190**	**60**

At least 10% of accredited training institutes will be selected for population from each District which have been selected for the sample.

2.08 Data Collection

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

Management	Questionnaire
Trainers	Questionnaire
Trainees	Questionnaire / Postal questionnaire
Assessors	Structured Interview/ Focus Group Interview
Employers	Structured Interview

2.09 Summary

The TVEC shall establish policies and procedures to ensure consistency of assessment for national qualifications endorsed by the TVEC.

The TVEC shall establish a unit with qualified staff to implement processes, procedures and activities in connection with the consistency in Assessment.

For a person to be assessed competent they need to demonstrate the ability to perform tasks and duties to the standard expected in employment. One of the primary features of CBT is that each learner's achievement is measured against the competency standards rather than against the achievement of other learners.

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

- Assessors

- Management

- Employers

3.01 Data collection through Literature Survey

Table 3.1 shows the number of Assessors in each category according to TVEC Assessors list.

Table 3.1: Number of Assessors in each category	
Category	**No. of Assessors**
Probation	322
Registered	1558
Licence	322
Total	**2202**
Source – TVEC- NVQ Assessor database	

Table 3.2 shows the number of NVQ certificate issued from TVEC up to April 2013.

Table 3.2: Number of certificates issued by TVEC	
Through Accredited Training Courses	……………..
Through RPL	……………….
Total	

3.02 Data Analysis

3.02.01 Results of data collection

Data was collected from following respondents to complete this report. Table 3.3 shows the number of respondent in each category.

Table 3.3 : Number of respondents in each category

Respondent	No. targeted	Received	%
Trainees who were following courses	77	63	
Trainees who have completed the course	110	46	
Trainers	55	46	
Assessors	45	35	
Management	50	24	

Out of 77 trainees who are following the course in the sample, 63 had responded and out of 110 trainees who have completed the courses in the sample, 46 had responded. Out of the 55 trainers in the sample, 46 had responded and out of the 45 Assessors, 35 responded. Management, 24 had responded from Training Institutions. Eight number of Employers had responded.

3.02.02 Data collected from Trainees

Data were collected from 63 trainees who are following the courses and 46 trainees who were completed the courses.

Age range of Trainees

Table 3.4 shows the age range of trainees who were following the training courses which have been accredited by TVEC (approval given to award NVQ certificates)

Table 3.4 : Age range of Trainees				
	Trainees who were following courses		Trainees who have completed the courses	
Age Range	No. of Trainees	%	No. of Trainees	%
16-20	27	43.5	7	15.5
21-25	25	40.3	22	48.9
26-30	8	13	10	22.2
31-35	1	1.6	3	6.8
36-40	1	1.6	1	2.2
41-45	0	0	2	4.4
Total	62	100	45	100
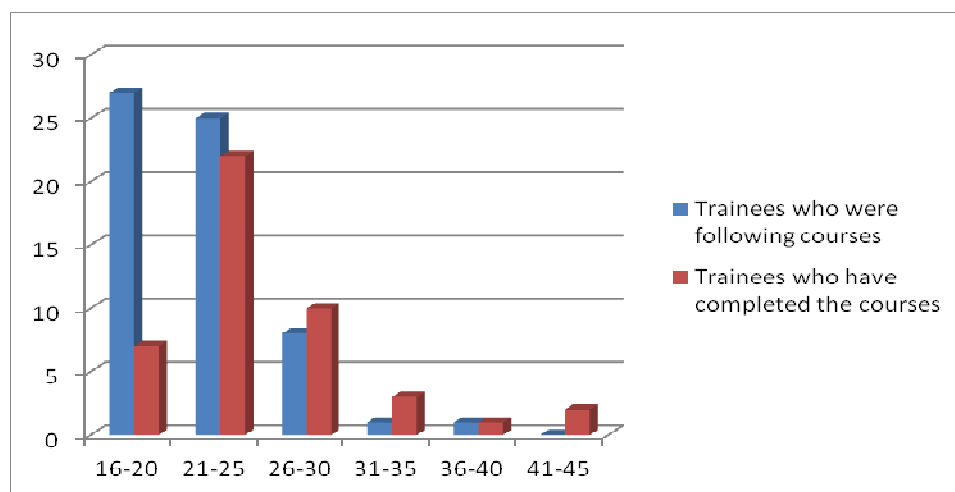
Chart 3.1: Age range of Trainees

When considered the age range of the Trainees, as per the table 3.4 and graph 3.1 the majority of the Trainees, 43.5 percent who were following the courses were in the range of 16-20 years and 48.9 percent of Trainees who have completed the training were in the range of 21-25 years. One trainee who was following the course was in the range of 31-35 and 2 of the trainees who have completed the training were in the range of 41-45 years. 22.2 percent of trainees who have completed the courses were in the age range of 26-30 years.

District of the responded Trainees

Table 3.5 shows the district of the responded Trainees.

Table 3.5 : Districts of Trainees				
	Trainees who were following courses		Trainees who have completed the courses	
District	**No. of Trainees**	**%**	**No. of Trainees**	**%**
Gampaha	15	24.2	5	11.1
Colombo	14	22.6	20	44.4
Galle	2	3.2	3	6.7
Puttalam	4	6.5	2	4.4
Kurunegala	12	19.3	0	0
Kalutara	3	4.8	1	2.2
Kandy	1	1.6	8	17.8
Monaragala	8	12.9	2	4.4
Badulla	1	1.6	0	0
Mathale	1	1.6	1	2.2
Hambanthota		0	1	2.2
Not responded	1	1.6	2	4.4
Total	**62**	**100.5**	**45**	**99.8**

According to the table 3.5 most of the responded trainees who were following the courses, 24.2 percent and 22.6 percent were from Gampaha and Colombo Districts respectively. 1.6 percent trainees were from Badulla and Mathale District. Majority, 43.5 percent of trainees who have completed the courses were from Colombo district and 2.2 percent trainees who have completed the courses were from Hambanthota and Matale districts.

Field of Trainees

Table 3.6 shows that the fields of their following courses by responded Trainees.

Table 3.6 : Fields of Trainees				
	Trainees who were following the courses		Trainees who have completed the courses	
Field	No.	%	No.	%
Computer	30	48.4	18	40
Electrical	4	6.5	-	0
Automobile	5	8.1	-	0
Hair & Beauty	9	14.5	18	40
Wood Technology	2	3.2	1	2.2
Electronic	1	1.6	1	2.2
Hotel & Tourism	2	3.2	4	8.9
Catering	3	4.8	-	0
Tailoring	4	6.5	-	0
Alluminium	2	3.2	-	0
Automobile	-	-	2	4.4
Construction	-	-	1	2.2
Total	**62**	**100**	**45**	**99.9**

Majority of responded trainees who were following the courses, 48.4 percent were in Computer field. Majority of trainees who have completed the courses, 40 percent in Computer field and Hair and beauty field. 14.5 percent of responded trainees who were following courses in Hair and beauty field.

Duration of Courses

Duration of the courses of responded Trainees were stated in Table 3.7.

Table 3.7 : Duration of courses				
	Trainees who were following courses		Trainees who have completed the courses	
Duration in months	No.	%	No.	%
6	47	75.8	39	86.7
12	9	14.5	4	8.9
18	1	1.6	1	2.2
24	4	6.5	0	0
36	1	1.6	1	2.2
Total	**62**	**100**	**45**	**100**

According to the table 3.7, 75.8 percent of trainees who were following the courses and 86.7 percent trainees who have completed the courses had responded that the duration of their courses were 6 months and 14.5 percent trainees who were following the courses and 8.9 percent of trainees who have completed the courses had responded that the duration of their courses were 12 months.

Educational Qualification of Trainees

Table 3.8 shows that the highest education qualification of the responded Trainees.

Table 3.8 : Educational Qualification of Trainees				
	Trainees who were following courses		Trainees who have completed the courses	
Qualification	No.	%	No.	%
Up to G.C.E(O/L)	5	8.1	5	11.1
G.C.E(O/L) Passed	16	25.8	7	15.5
G.C.E(A/L) Passed	34	54.8	21	46.7
Diploma	7	11.3	10	22.2
Degree	0	0	1	2.2
Not responded	0	0	1	2.2
Total	**62**	**100**	**45**	**100**

According to the table 3.8 and graph 3.4, 54.8 percent of trainees who were following the courses and 46.7 percent of trainees who have completed the courses have passed G.C.E. (A/L), 25.8 percent of trainees who were following the courses and 15.5 percent of trainees who have completed the courses have passed G.C.E. (O/L). Education level of five trainees from both categories was up to G.C.E. (O/L). Seven trainees who were following the courses and 10 trainees who have completed the courses have completed Diploma courses.

Theory and practical hours per week

Table 3.9 shows that the theory and practical hours taught in their courses according to Trainees responses.

Table 3.9 : *Theory and practical hours per week*				
	Trainees who were following		**Trainees who have completed the**	
Hours per week	**Theory**	**Practical**	**Theory**	**Practical**
1-5	4	8	4	2
6-10	18	15	5	1
11-15	10	3	7	4
16-20	15	13	5	8
21-25	0	7	0	1
26-30	0	1	0	5
Not responded	15	15	24	24
Total	**62**	**62**	**45**	**45**

18 and 15 number of trainees, the majority who were following the courses had responded that their theory and practical hours per week were 6-10. There were 7 number of trainees who were completed the courses, the majority had responded that theory hours per week of their courses were 11-15 and 8 number of trainees who have completed the courses had responded that practical hours per week of their courses were 16-20. Fifteen trainees who were following the courses and 24 trainees who have completed the courses were not responded their views on this topic.

Conduct awareness programme about NVQ system

Table 3.10 shows how they have been made aware by their training institute about NVQ system.

Table 3.10 : Conduct awareness programme about NVQ system				
Comments	**Trainees who were**		**Trainees who have**	
	No.	**%**	**No.**	**%**
Aware by Institute	60	96.8	45	100
Not responded	2	3.2	-	-
Total	**62**	**100**	**45**	**100**

According to table 3.10, 96.8 percent of trainees who were following the courses and 100 percent of trainees who have completed the courses had responded that they have been made aware about NVQ by their institutions. Only 2 percent of trainees who were following the courses had not responded about the awareness of NVQ system by their institutions.

Method of Assessment during course

Faced to Continuous assessment

Table 3.11 shows that their comments on method of facing continuous assessment.

<table>
<thead>
<tr><th colspan="5">Table 3.11 : Assessment methods</th></tr>
<tr><th rowspan="2">Method used</th><th colspan="2">Trainees who were following</th><th colspan="2">Trainees who have completed</th></tr>
<tr><th>No.</th><th>%</th><th>No.</th><th>%</th></tr>
</thead>
<tbody>
<tr><td>Practical test</td><td>58</td><td>93.5</td><td>40</td><td>88.9</td></tr>
<tr><td>Written test</td><td>48</td><td>77.4</td><td>37</td><td>82.2</td></tr>
<tr><td>Oral test</td><td>53</td><td>85.5</td><td>30</td><td>66.7</td></tr>
<tr><td>Assignment</td><td>44</td><td>71</td><td>32</td><td>71.1</td></tr>
<tr><td>Project</td><td>40</td><td>64.5</td><td>27</td><td>60</td></tr>
<tr><td>Other</td><td>16</td><td>25.8</td><td>0</td><td>0</td></tr>
<tr><td colspan="5" align="center">**Multiple responses**</td></tr>
</tbody>
</table>

According to the table 3.11, majority of trainees, 93.5% percent who were following the courses and trainees, 88.9 percent who have completed the courses have faced for practical test. Trainees who were following the courses, 53 percent, 48 percent, 44 percent and 40 percent have faced oral test, written test, assignment and project respectively. According to the passed out trainees' information, 37 percent, 32 percent, 30 percent and 27 percent have faced written test, assignment, oral test and project respectively.

Table 3.12 shows how the assessments were conducted during the courses.

<table>
<thead>
<tr><th colspan="9">Table 3.12 : *Assessment during the course*</th></tr>
<tr><th rowspan="2">Assessment method</th><th colspan="2">At the end of every tasks</th><th colspan="2">At the end of some tasks</th><th colspan="2">At the end of every</th><th colspan="2">At the end of some</th></tr>
</thead>
<tbody>
<tr><td>Practical test</td><td>79</td><td>53.3</td><td>17</td><td>8</td><td>30</td><td>27</td><td>15</td><td>5</td></tr>
<tr><td>Written test</td><td>37.1</td><td>28.9</td><td>16</td><td>9</td><td colspan="2">28</td><td>12</td><td>6</td></tr>
<tr><td>Oral test</td><td>53.1</td><td>48.8</td><td>18</td><td>8</td><td>18</td><td>22</td><td>7</td><td>6</td></tr>
<tr><td>Assignments</td><td>32.2</td><td>26.6</td><td>12</td><td>8</td><td>18</td><td>20</td><td>11</td><td>8</td></tr>
<tr><td>Projects</td><td>14.1</td><td>22.2</td><td>13</td><td>6</td><td>8</td><td>21</td><td colspan="2">19</td></tr>
<tr><td>Other methods</td><td>17.1</td><td>0</td><td colspan="2">3</td><td colspan="2">7</td><td colspan="2">1</td></tr>
<tr><td colspan="9" align="center">**Multiple responses**</td></tr>
</tbody>
</table>

Majority of trainees, 79 percent who were following the courses and 53.3 percent who have completed the courses had responded that they faced practical test at the end of each

task. 30 percent and 27 percent trainees who were following the courses and trainees who have completed the courses respectively said that they had faced practical test at the end of each module. The percentage of 53.1 and 48.8 trainees who were following the courses and trainees who have completed the courses respectively said that they had faced oral test at the end of the each task. The percentage of 37.1 and 28.9 trainees who were following the courses and trainees who have completed the courses respectively said that they had faced written test at the end of the each task. Twenty eight percent of both categories of trainees said that they have faced written test at the end of the each module. 14.1 percent of trainees who were following the courses and 22.2 percent of trainees who have completed the courses said that they have completed projects at the end of the each task and 8 percent of trainees who were following the courses and 21 percent of trainees who have completed the courses said that they had done projects at the end of each module.

Table 3.13 shows the Trainees comment on satisfaction about assessment during the course.

Table 3.13 : Ideas about assessment conducted during the course				
Description	trainees who were following the courses		trainees who were completed the courses	
	No.	%	No.	%
Satisfied	50	80.6	33	73.3
Not Satisfied	-	-	-	-
Adequate	10	16.1	8	17.8
Not Adequate	-	-	-	-
Not responded	4	6.5	5	11.1
Multiple responses				

According to table 3.13, 80.6 percent of trainees who were following the courses and 73.3 percent of trainees who have completed the courses were satisfied about the assessments conducted during the courses. None of them have said that assessments were not satisfied. On the other hand 16.1 percent of trainees who were following the courses and 17.8 percent of trainees who have completed the courses have said that assessment conducted during the course were adequate and none of them have said that they were not adequate.

Table 3.14 shows that the difference between NVQ assessment and the other assessments according to the comments of trainees who were following the courses.

Table 3.14 : Difference between NVQ assessment and the other assessments							
	NVQ				Non-NVQ		
	Adequate		Not adequate		Adequate		Not adequate	
Practical test	52	83.9			8	12.9	19	30.6
Written test	44	71	4	6.5	22	35.5	10	16.1
Oral test	48	77.4			11	17.7	12	19.3
Assignments	43	69.3	5	8.1	16	25.8	8	12.9
Projects	38	61.3	4	6.5	14	22.6	11	17.7
Other methods	23	37.1	1	1.6	5	8.1	2	3.2
Multiple responses								

As per the Table 3.14, responses of trainees who were following the courses, 52 trainees among 62, 83.9 percent have said that there were adequate practical tests in NVQ system. The percentage of 77.4, 71, 69.3 and 61.3 said that oral test, written test, assignment and projects respectively were adequate. None of them has said that practical test and oral test projects were not adequate. Majority, 22 percent and 19 percent have said that written tests were adequate and practical tests were not adequate in non-NVQ courses.

Table 3.15 shows that the difference between NVQ assessment and other assessments according to comments of trainees who have completed the courses.

Table 3.15 : Difference in NVQ assessment with other assessment							
	NVQ				Non-NVQ		
	Adequate		Not adequate		Adequate		Not adequate	
Practical test	36	80	1	2.2	6	13.3	10	22.2
Written test	36	80	1	2.2	12	26.9	4	8.9
Oral test	33	73.3	1	2.2	5	11.1	12	26.9
Assignments	30	66.7	1	2.2	9	20	6	13.3
Projects	31	68.9		-	8	17.8	6	13.3
Other methods	8	17.8		-		-	1	2.2
Multiple responses								

According to Table 3.15, trainees who have completed the courses responses, 36 among 45, 80 percent have said that there were adequate practical test and written test in NVQ system. One has said that there were not adequate practical test, written test, oral test and

assignment in NVQ system. The percentage of 73.3, 68.9 and 66.7 said that oral test, projects and assignment respectively were adequate. None of them has said that projects given to them were not adequate. Majority, 26.9 percent has said that written test was adequate and oral test was not adequate in non-NVQ courses.

Trainees comments on feedback received to them from Instructor during the training period are indicated in table 3.16

Table 3.16 : Adequacy of Feedback received from Instructor				
Comment	trainees who were following the courses		trainees who have completed the courses	
	No.	%	No.	%
Enough	53	85.5	37	82.2
To be improve	7	11.3	3	6.7
Not enough	-	-	-	-
Not responded	2	3.2	5	11.1
Total	62	100	45	100

Majority of trainees, 85.5 percent who were following the courses and trainees, 82.2 percent who have completed the courses have said that they were received enough feedback from their Instructors on their work done during the course. The percentage of seven and three has said that the feedback given from Instructors to be improved. Two trainees who were following the courses and five trainees who have completed the courses have not responded.

Table 3.17 shows that the trainees' ideas on entering their assessment results to Students Progress Record Book (PRB).

Table 3.17 : Record results to PRB				
When enter results	Trainees who were following the courses		Trainees who have completed the courses	
	No.	%	No.	%
At the start of training	9	14.5	13	28.9
At the end of training	2	3.2	6	13.3
At the starting module	10	16.1	2	4.4
At the end of module	26	41.9	12	26.9
During continuous assessment	15	24.2	5	11.1
At the end of continuous assessment	9	14.5	12	26.9
Not responded				
Multiple responses				

Majority of trainees, 41.9 percent who were following the courses and trainees, 28.9 percent who have completed the courses said that their assessment record had entered on Progress Record Book at the end of each module and at the commencing of training respectively. The percentage of 14.5 trainees who were following the courses and 26.9 trainees who have completed the courses have said that their assessment results were entered to PRB at the end of continuous assessment and 26.9 percent of trainees who have completed the courses have said that at the end of each module. 24.2 percent of trainees who were following the courses have stated that their continuous assessment records entered to PRB during the continuous assessment.

Table 3.18 shows that the trainees' ideas on when PRB signed by Instructor.

Table 3.18. : When PRB signed by Instructor				
PRB signed by Instructor	Trainees who were following the courses		Trainees who were completed the courses	
	No.	%	No.	%
At the start of training	8	12.9	1	2.2
At the end of training	2	3.2	6	13.3
At the starting module	2	3.2	-	-
At the end of module	33	53.2	12	26.7
During continuous assessment	9	14.5	9	20
At the end of continuous assessment	18	29	15	31.1
Not responded	0	-	-	-
Multiple responses				

Majority of trainees, 53.2 percent who were following the courses and trainees, 31.1 percent who have completed the courses had said that Instructor signed their PRB at the end of each module and at the end of continuous assessment respectively. The percentage of 29 and 14.5 trainees who were following the courses stated that Instructor signed their PRB at the end of continuous assessment and during the continuous assessment respectively and 26.7 and 20 percent of trainees who have completed the courses said that Instructor signed their PRB during the continuous assessment and at the end of each module respectively.

Table 3.19 shows the number of Assessments faced by trainees who were following the courses.

Test Method	Most		More		Average		Less		Least	
	No.	%	No	%	No.	%	No.	%	No.	%
Practical test	35	50	2	3.2	7	11.3	-	-	-	-
Written test	2	3.2	25	40.3	15	24.2	1	1.6	5	8.1
Oral test	11	17.7	9	14.5	24	38.7	3	4.8	-	-
Assignments	6	9.7	18	29	11	17.7	10	16.1	1	1.6
Projects	2	3.2	8	12.9	21	33.9	6	9.7	4	6.5
Other methods	2	3.2	3	4.8	11	17.7	8	12.9	1	1.6
Multiple responses										

Table 3.19 : Number of assessment faced by trainees who were following the courses

According to table 3.19, Majority of trainees, 50 percent who were following the courses have stated that they have faced most practical test and 40.3 percent have said that they have faced more written test. 38.7 percent of trainees have stated that they had faced average number of Oral tests. 33.9 percent of trainees have stated that they had faced average number of projects.

Table 3.20 shows that method of Assessment faced by trainees who have completed the courses.

Test Method	Most		More		Average		Less		Least	
	No.	%	No.	%	No.	%	No.	%	No.	%
Practical test	31	68.9	9	20						
Written test	7	15.6	18	40	12	26.7				
Oral test	16	35.5	4	8.9	13	28.9	1	2.2	2	2.2
Assignments	8	17.8	10	22.2	11	24.4	2	4.4	2	2.2
Projects	2	4.4	4	8.9	22	48.9	2	2.2	4	4.4
Other methods	19	42.2	12	26.7	8					
Multiple responses										

Table 3.20 : Number of assessment faced by trainees who have completed the courses trainees

According to the table 3.20 and graph 3.8, majority of trainees, 68.9 percent who have completed the courses had responded stating that they have faced most practical tests. The percentage of 40 trainees have responded that they had faced more written tests. 35.5 percent of trainees who have completed the courses have said that they have faced most

oral tests. 22.2and 24.4 percent of trainees have said that they had more assignments and average assignments respectively. Majority of both category trainees have said that they had average projects at their training.

Table 3.21 shows the most suitable person to conduct assessment according to the Trainees' comments.

Table 3.21: Most suitable person to conduct assessment				
Most suitable person	Trainees who were following the courses		Trainees who have completed the courses	
	No.	%	No.	%
Conduct assessment by the Instructor	38	61.3	19	30.6
Conduct assessment by another Instructor	19	30.6	13	21
Conduct assessment by external assessor	13	21	13	21
Multiple responses				

Majority of trainees, 61.3 percent who were following the courses and trainees, 30.6 percent who have completed the courses have said that the most suitable person to conduct assessment is their Instructor. The percentage of 30.6 trainees who were following the courses and 21 percent of trainees who have completed the courses have responded as the most suitable person to conduct assessment is another Instructor and 21 percent from both categories of trainees have said that an external assessor is suitable to conduct assessment.

Aware student about NVQ assessment

Table 3.22 shows that awareness given to the student about NVQ assessment by their instructor/ Institution.

Table 3.22 : Conduct awareness programme about NVQ system				
	trainees who were following the courses		trainees who have completed the courses	
	No.	%	No.	%
Aware by Instructor	59	95.2	43	95.5
Not Aware	1	1.6	1	2.2
Not responded	2	3.2	1	2.2
Total	**62**	**100**	**45**	**100**

Majority of trainees, 95.2 percent who were following the courses and trainees 95.5 percent who have completed the courses had responded that they have received awareness about NVQ system by their institutions. One trainee form each category had responded as they were not aware about NVQ system. Two trainees who were following the courses and one trainee who has completed the course had not responded.

Table 3.23 shows the comment on preparation for pre assessment by trainees who have completed the courses.

Table 3.23: How trainees prepare for pre assessment		
Comment	**No.**	**%**
Complete CA in all modules	28	62.2
Repeat tasks not competent	33	7.3
Complete PRB	16	35.5
Multiple responses		

The percentage of 62.2, 35.5 and 7.3 trainees who have completed the courses have said that they had completed continuous assessment in all modules, completed progress record book and repeated tasks which they were not competent to prepare for pre assessment respectively.

According to trainees who have completed the courses, satisfaction level about assessment method used for them is stated in table 3.24.

Table 3.24 : Satisfaction level on NVQ assessment		
Level of satisfaction	**No.**	**%**
Satisfied	37	82.2
Not satisfied	-	-
Not responded	8	17.8
Total	**45**	**100**

According to the table 3.24, 82.2 percent of trainees who have completed the courses were satisfied about NVQ assessment and no one have said that they were not satisfied.

Following table shows the comments of trainees who have completed the courses on NVQ Assessors.

Table 3.25 Comments of trainees who have completed the courses on NVQ Assessors.		
Comment	**No.**	**%**
Highly satisfied	15	33.3
Satisfied	22	48.9
Not satisfied	-	
Not responded	8	17.8
Total	**45**	**100**

Majority of trainees, 48.9 percent who have completed the courses have responded that they were satisfied about NVQ assessors and 33.3 percent of trainees who have completed the courses have responded as highly satisfied about their assessors. According to feedback given by trainees who have completed the courses, all together 82.2 percent were satisfied about their assessors. Eight trainees who were completed the courses were not responded.

Table 3.26 shows the ideas about collecting evidence by checking PRB, Project reports and their designs by NVQ Assessors.

Table 3.26 : Trainees ideas on collecting evidence		
Satisfaction Level	**No.**	**%**
Highly satisfied	19	42.2
Satisfied	16	35.5
Not satisfied	1	2.2
Not responded	9	20
Total	**45**	**100**
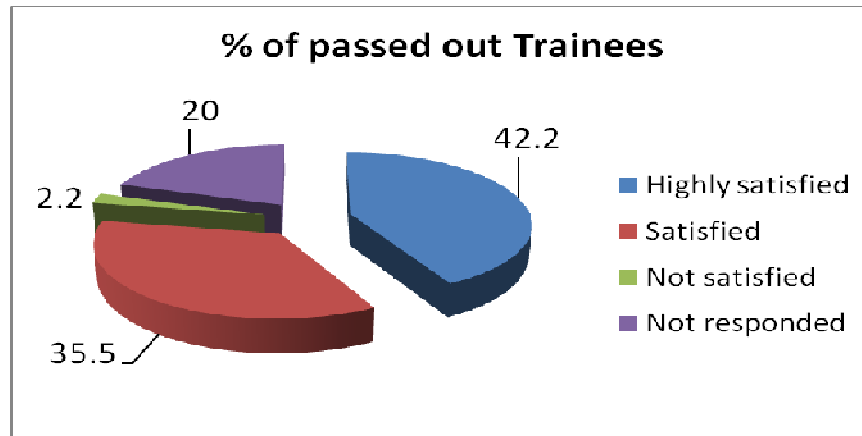
Chart 3.2 :Trainee's ideas on collecting evidence

Majority, 42.2 percent of trainees who have completed the courses were highly satisfied on collecting evidence for final assessment and 35.5 percent have said that they were satisfied. The percentage of 2.2 trainees who have completed the courses were not satisfied and 20 percent of trainees who have completed the courses have not responded.

Satisfaction level of Trainees about duration given for the assessment by assessors is indicated in table 3.27.

Table 3.27 : Duration given for assessment		
Satisfaction Level	**No.**	**%**
Highly satisfied	9	20
Satisfied	24	53.3
Not satisfied	3	6.7
Not responded	9	20
Total	**45**	**100**

According to comments on duration given to them for final assessment, 53.3 percent of trainees who have completed the courses were satisfied, 20 percent have highly satisfied, 6.7 percent were not satisfied and 20 percent have not responded. According to the above feedback, 73.3 percent of trainees who have completed the courses were satisfied about duration given to them for final assessment.

Effectiveness of practical done during the course to complete final test is stated in table 3.28.

Table 3.28 : Effectiveness of practical test done during the training		
	No.	**%**
Helped	36	80
Not helped	-	-
Not responded	9	20
Total	**45**	**100**
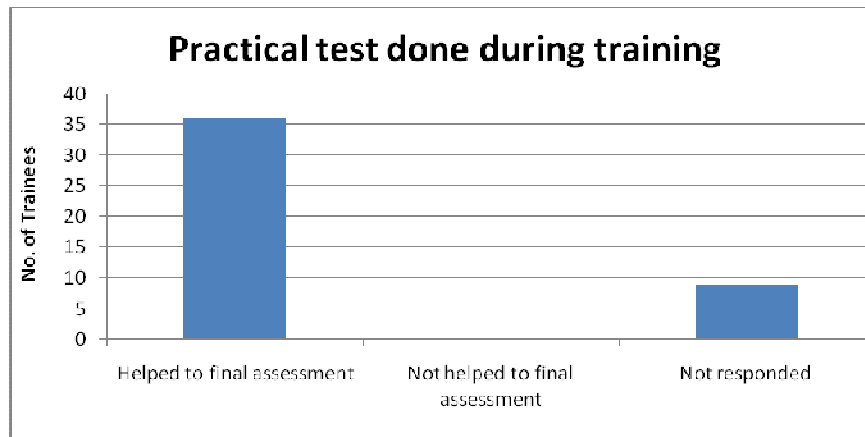
Chart 3.3. Practical test done during training

According to the views of trainees who have completed the courses, 80 percent of them have stated that practical done by them during the courses were helped to complete their final test and no one has not stated that the practical done by them during the courses were not helped. Nine trainees have not responded.

Table 3.29 shows the Trainees satisfaction level on material given to them for the final assessment.

Table 3.29 : Comments on material given for assessment		
Satisfaction Level	**No.**	**%**
Highly satisfied	13	28.9
Satisfied	22	48.9
Not satisfied	1	2.2
Not responded	9	20
Total	**45**	**100**

Chart 3.4: Comments on material given for final assessment

The percentage of 48.9 and 28.9 trainees who have completed the courses have stated that they were satisfied and highly satisfied about material given for the final assessment respectively. One trainee was not satisfied about material given for him/her for the final assessment and nine have not responded.

Table 3.30 shows that trainees satisfaction level on instructions and conditions given by assessors for final assessment.

Table 3.30 : Instructions given for final assessment		
Satisfaction Level	**No.**	**%**
Highly satisfied	14	31.1
Satisfied	22	48.9
Not satisfied	-	-
Not responded	9	20
Total	**45**	**100**
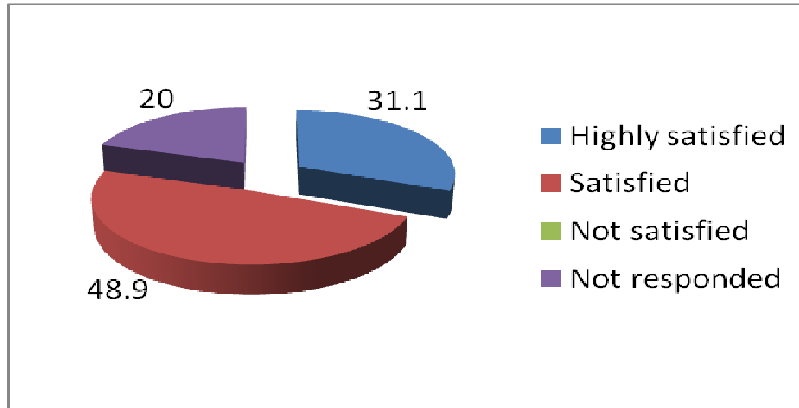
Chart 3.5: Instructions given for final assessment

The percentage of 48.9 and 31.1 trainees who have completed the courses, total of 80 percent have stated that they were satisfied and highly satisfied about instructions and conditions given to them for the final assessment and nine have not responded.

Table 3.31 shows the satisfaction level of the Trainees on written and oral test given at the NVQ assessment.

Table 3.31 : Written and oral test given for final assessment		
Satisfaction Level	**No.**	**%**
Highly satisfied	13	28.9
Satisfied	22	48.9
Not satisfied	-	-
Not responded	10	22.2
Total	**45**	**100**

Chart 3.6: Written and oral test given for final assessment

Majority of trainees, 48.9 percent who have completed the courses said that they were satisfied and 28.9 percent were highly satisfied about written test and oral test given to them at the final assessment. Ten trainees were not responded. According to above table 77.8 percent of trainees who have completed the courses were satisfied about written test and oral test give to them at the final assessment.

Table 3.32 shows the satisfaction level of Trainees about NVQ assessment process.

Table 3.32 : NVQ assessment process		
Satisfaction Level	**No.**	**%**
Highly satisfied	11	24.4
Satisfied	24	53.3
Not satisfied	1	2.2
Not responded	9	20
Total	**45**	**100**

Majority, 53.3 percent of trainees who have completed the courses have stated that they were satisfied and highly satisfied, 24.4 percent about NVQ assessment process. Nine trainees have not responded.

Number of times faced for final assessment by trainees to be passed the exam is stated in table 3.33.

Table 3.33 : No. of time faced for final assessment		
No. of time	**No.**	**%**
One time	26	57.8
Two times	1	2.2
More than two times	7	15.6
Not responded	11	24.4
Total	**45**	**100**

Majority of trainees, 57.8 percent who have completed the courses have faced final assessment only once and one trainee had faced twice. 15.6 percent of trainees had faced more than two times for final assessment. Eleven trainees have not responded.

Table 3.34 shows the time spent to obtain NVQ certificate after final assessment.

Table 3.34 : Time spent to obtain NVQ certificate		
Time spend	**No.**	**%**
Two weeks	3	6.7
One month	8	17.8
Two months	2	4.4
Three months	4	8.9
More than three months	18	40
Not responded	10	22.2
Total	**45**	**100**

According to the comments given by trainees on table 3.34 who have completed the courses, majority of trainees, 40 percent have spent more than three months to obtain NVQ certificate. The percentage of 6.7, 17.8, 4.4 and 8.9 trainees have spent two weeks, one month, two months and three months respectively to obtain their certificate. Ten trainees were not responded.

3.03 Data collection from Assessors

Table 3.35 shows the Districts of responded NVQ assessors.

Table 3.35 : Districts of responded NVQ assessors		
District	**No.**	**%**
Colombo	12	34.3
Gampaha	8	22.9
Galle	7	20
Puttalam	2	5.7
Kurunegala	2	5.7
Kalutara	2	5.7
Kandy	1	2.86
Polonnaruwa	1	2.86
Total	**35**	**100**

Twelve Assessors, 34.3 percent among 35 were from Colombo District and 22.9 percent and 20 percent from Gampaha and Galle district respectively.

Table 3.36 shows the Districts of Institution of responded assessors.

Table 3.36 : District of Institutions		
	No.	**%**
Colombo	14	40
Gampaha	8	22.9
Galle	7	20
Puttalam	2	5.7
Kurunegala	2	5.7
Kalutara	1	2.86
Kandy	-	
Polonnaruwa	1	2.86
Total	**35**	**100**

The institutions of fourteen Assessors, 40 percent are situated in Colombo District and 22.9 percent and 20 percent institutions are situated in Gampaha and Galle district respectively.

Fields of Assessors are stated in table 3.37.

Table 3.37 : Fields of responded Assessors		
Field	**No.**	**%**
Computer	12	34.3
Hair & Beauty	6	17.1
Automobile	3	8.6
Electrical	3	8.6
Tailor	3	8.6
Hotel & Tourism	2	5.7
Construction	2	5.7
Baker	2	5.7
Electronic	2	5.7
Welder	1	2.86
Machinist	1	2.86
Multiple responses		

Majority of responded Assessors, 34.3 percent were from computer field and 17.1 percent of Assessors from Hair and Beauty field. The percentage of 8.6 assessors were from Automobile, Tailor and Electrical field (Three assessors from each field).

Table 3.38 shows the year of appointment as an Assessor

Table 3.38 : Year of appointment as an Assessor		
	No.	***%***
2005	7	20
2006	6	17.1
2007	1	2.9
2008	2	5.7
2009	8	22.9
2010	3	8.6
2011	3	8.6
2012	2	5.7
Not responded	3	8.6
Total	35	100

Eight (22.9%), seven (20%) and six (17.1%) Assessors have been appointed as assessors in 2009, 2005 and 2006 respectively.

Level of responded Assessors stated in table 3.39.

Table 3.39 : Level of Assessor		
Level of Assessor	**No.**	***%***
Probation	2	5.7
Registered	17	48.6
Licensed	14	40
Not responded	2	5.7
	35	**100**

According to the above table through the data from responded assessors, Majority 48.6 percent of assessors were registered assessors and 40 percent and 5.7 percent of assessors were in the category of licensed and probation respectively. Two assessors have not responded.

According to the assessors comments, method of collecting evidences by Assessors at final assessments is indicated in table 3.40.

Table 3.40 : Method of collecting evidences								
Method	Always check		Frequently check		Do not check		Not responded	
	No.	%	No.	%	No.	%	No.	%
Check PRB	31	88.6	2	5.7	-	-	2	5.7
Check progress of written test	25	71.4	6	17.1	1	2.86	3	8.6
Check Assignment and projects	30	85.7	3	8.6	-	-	2	5.7
Others	-	-	-	-	-	-	-	-

Majority of assessors, 88.6 percent have always checked PRBs in final assessment. 85.7 percent and 71.4 percent of assessors have always checked assignments and projects completed by trainees and progress of written tests respectively.

According to assessors' comments, time of informing pre assessment results to Trainees is stated in table 3.41.

Table 3.41 : Time of informing assessment result		
Time of informing assessment result	No.	%
During collecting evidence	3	8.6
At the end of each module	8	22.9
At the end of collecting evidence	23	65.7
Not responded	1	2.9
Total	35	100

Among 35, 24 assessors, 68.6 percent have said that they have informed the results assessments to trainees at the end of collecting evidence. Eight, 22.9 percent and three, 8.6 percent of assessors have stated that they have informed assessment results to the trainees at the end of each modules and during evidence collecting respectively.

Method use to assess students by assessors is stated in table 3.42.

Table 3.42 : Method use to assess Trainee								
Method	Always use		Frequently use		Not use		Not responded	
	No.	%	No.	%	No.	%	No.	%

Practical Test	32	91.4	2	5.7			2	5.7
Written Test	18	51.4	10	28.6	3	8.6	3	8.6
Oral Test	32	91.4	-	-	-	-	2	5.7
Others	-	-	-	-	-	-	-	-

According to the above table, majority of assessors, 91.4 percent have always used practical test and oral test for final assessment to assess trainees and 51.4 percent of assessors have always used written test to assess trainees. Also 28.6 percent of assessors have frequently used written test to assess trainees for final assessment. Three assessors among 35 have not used written test for final assessment.

According to the responded assessors, time of informing final results to Trainee is indicated in table 3.43.

Table 3.43 : Time of informing final results to trainee		
Time	**No.**	**%**
At the end of the each competency level	6	17.1
At the end of the each module	10	28.6
At the end of the assessment	19	54.3
Total	**35**	**100**

Majority of assessors, 54.3 percent have responded that they have informed final results to the trainees at the end of assessment. 28.6 percent and 20 percent of assessors have stated that they have informed final results at the end of each module and at the end of each competency level respectively.

Table 3.44 shows the comments given by assessors on payments for assessment.

Table 3.44 : Comments on payment for assessment		
Comment	**No.**	**%**
Satisfied	19	54.3

45

Not satisfied	13	37.1
Not responded	3	8.8
Total	**35**	**100**

Majority of assessors, 54.3 percent have stated that they were satisfied about the payment given to them for final assessment and 37.1 percent of assessors were not satisfied. Three assessors among 35 have not given their comments.

Table 3.45 shows how they are obtained duty leave for NVQ assessment from their organizations.

Table 3.45 : Comments on duty leave given for assessment				
Comment	**Always**	**%**	**Sometimes**	**%**
Duty leave	8	22.86	17	48.57
No duty leave	3	8.57	2	5.71
Not responded	6			
Multiple responses				

According to assessors comments on duty leave for assessment, 22.86 percent of assessors always obtained duty leave and 48.57 percent of assessors obtained duty leave sometimes only.

According to the assessors' comments, number of days of assessment received by assessors is stated in table 3.46.

Table 3.46 : Comments on received assessment					
	One day	**Two days**	**Three days**	**More than 03 days**	**Not received**
Per month	3	2	-	1	4
For two months	1	1	2	-	1
For three months	2	1	-	-	1
For six months	1	4	-	-	1
For one year	1	4	4	3	2
Not responded	3	-	-	-	-

Only one assessor on Beautician & Hair Dresser field has received assessments more than three days per month. That assessor has conducted 1700 assessment in the field of Hair Dresser and 2000 assessment in the field of Beautician.

Table 3.47 and Chart 3.7 Show the comments given by assessors on receiving assessment from category of institutions.

Table 3.47 : Comments on received assessment according to category of Institute								
Category of Institution	more		average		less		No	
	No.	%	No.	%	No.	%	No.	%
From Government Institutions	3	8.6	13	34.3	121	34.3	1	2.86
From Private Institutions	-	-	17	48.6	5	14.3	3	8.6
From NGO	-	-	1	2.86	1	2.86	5	14.3
Not responded	3	8.6	-	-	-	-	-	-
Multiple responses								
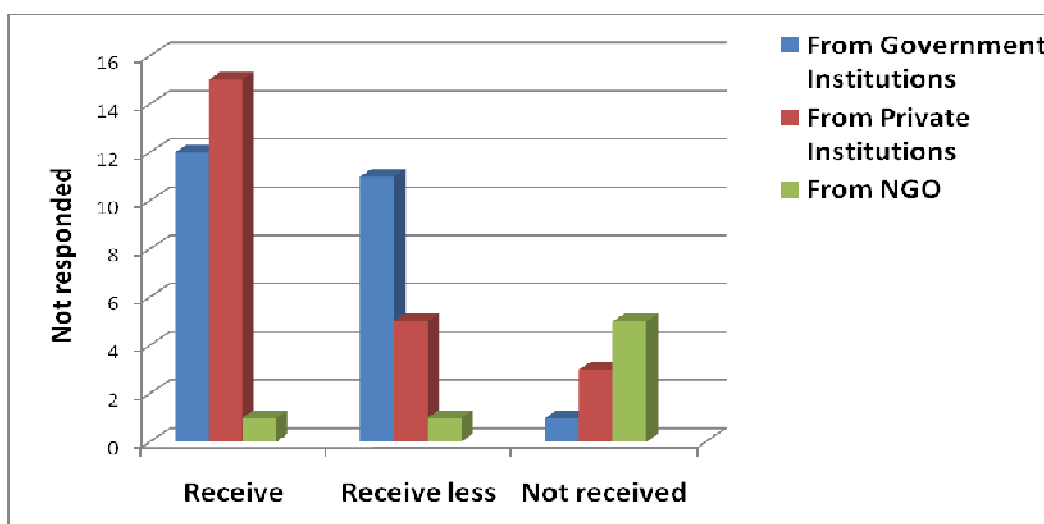
Chart 3.7. Comments on received assessment according to category of Institute

Table 3.48 shows the comments given by assessors on receiving assessment from Provinces.

Table 3.48 : Assessment Received to Assessors in accordance with Provinces				
Province	Receive	Receive	Receive	Not

	more		average		less		received	
	No.	%	No.	%	No.	%	No.	%
Western	5	14.3	15	42.3	4	11.4	5	14.3
Southern	1	2.86	6	17.1	8	22.86	11	31.4
Sabaragamuwa	-	-	3	8.6	3	8.6	19	54.3
Uva	-	-	1	2.86	6	17.1	19	54.3
Eastern	-	-	2	5.7	4	11.4	18	51.4
North Eastern	-	-	4	11.4	3	8.6	17	48.6
Central	-	-	1	2.86	2	5.7	21	60
North Central	-	-	2	5.7	3	8.6	19	54.3
Northern	-	-	-	-	1	2.86	23	65.7
Not responded	6	-	-	-	-	-	-	-
Multiple responses								

Chart 3.8 shows the comments given by assessors on receiving assessment from Provinces too.
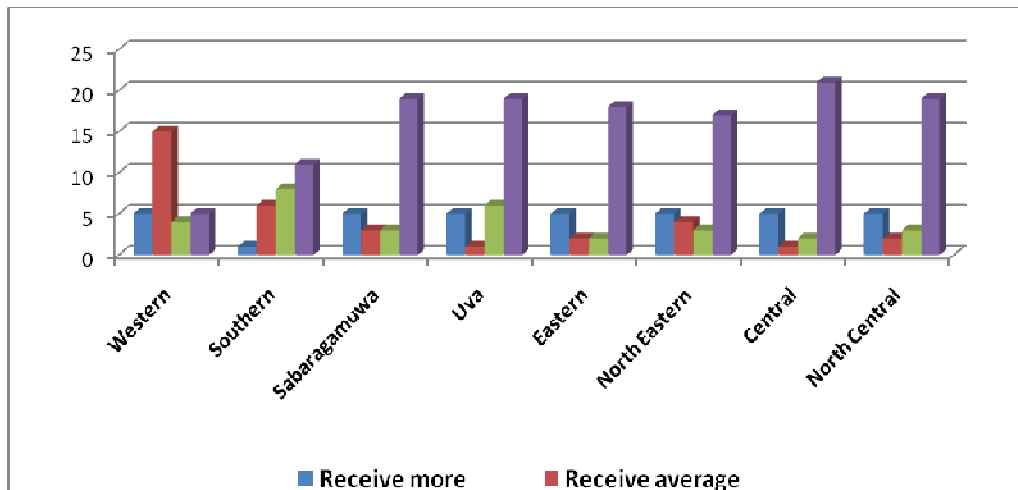
Chart 3.8. **Assessment Received to Assessors in accordance with Provinces**

Table 3.49 and chart 3.9 show the comments given by assessors on assessment documentation.

Table 3.49 : Comments on assessment documentation

Doc.	No.	%
More	3	8.57
Enough	30	85.71
Not answered	2	5.72
Total	**35**	**100**
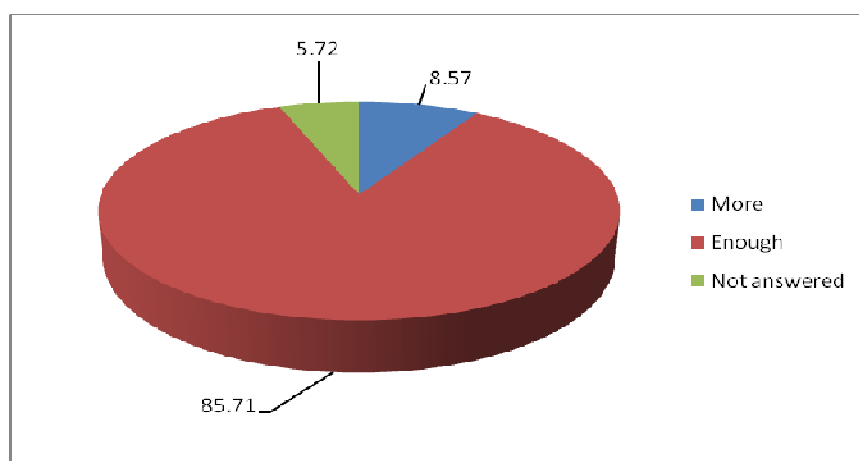
Chart 3.9. Comments on assessment documentation given by assessors

Majority, 85.71 percent of assessors have stated that the documents for the final assessment are enough and three assessors have commented as more documents for final assessment.

Table 3.50 shows the comments given by assessors on completion of assessment documents.

Table 3.50 : Completion of assessment documents		
Complete documents …….	**No.**	**%**
On the assessment day	26	74.3
Within one week after assessment	3	8.6
Within less than one month after assessment	1	2.86
More than one month	0	0
Not responded	5	14.3
Total	**35**	**100**

Majority of Assessors, 74.3 percent have indicated that they have competed assessment documents on assessment day itself and 8.6 percent of assessors have completed the documents within one week after assessment.

Table 3.51 shows when they submit the assessment documents to TVEC after assessment.

Table 3.51: Submission of assessment documents to TVEC		
Submit Document to TVEC…….	**No.**	**%**
On the assessment day	14	40
Within one week after assessment	11	31.4
Within less than one month after assessment	4	11.4
More than one month	0	0
Not responded	6	17.1
Total	**35**	**100**

Majority of Assessors, 40 percent have said that they have submitted assessment documents to TVEC on assessment day itself and 31.4 percent of assessors have submitted the documents within one week after assessments.

3.04 Data collection from Instructor

Table 3.52 shows the age range of responded Instructors.

Table 3.52: Age range of Instructors		
Age Range	**No. of Instructors**	**%**
21-25	3	6.7
26-30	11	24.4
31-35	5	11.1
36-40	8	17.8
41-45	4	8.9
46-50	4	8.9
50-55	5	11.1
56-60	2	4.4
65-70	1	2.2
Not responded	2	2.2
Total	**45**	**100**

When considering age range of the Instructors, majority of the Instructors, 24.4 percent were in the range of 26-30 years and 17.8 percent of Instructors were in the age range of

36-40 years. Three Instructors were in age range of 21-25 and one Instructor was in the range of 65-70.

Table 3.53 shows the District of Instructors.

Table 3.53 : District of Instructors		
District	**No. of Instructor**	**%**
Colombo	17	37.8
Gampaha	11	24.4
Galle	8	17.8
Polonnaruwa	3	6.7
Trincomalee	2	4.4
Matara	1	2.2
Kandy	1	2.2
Kegalle	1	2.2
Not responded	1	2.2
Total	**45**	**100**

Majority of responded Instructors, 37.8 percent were from Colombo district and 24.4 percent and 17.8 percent were from Gampaha and Galle districts respectively.

Districts of Institutions of Instructors are stated in Table 3.54.

Table 3.54: District of Training Institution of Instructors		
District	**No. of Instructors**	**%**
Colombo	24	53.3
Gampaha	8	17.8
Galle	6	13.3
Polonnaruwa	4	8.9
Trincomalee	2	4.4
Kandy	1	2.2
Total	**45**	**100**

Majority of Institutions of responded Instructors, 53.3 percent were in Colombo district and 17.8 percent and 13.3 percent were in Gampaha and Galle districts respectively.

Table 3.55 shows the Educational Qualifications of responded Instructors.

Table 3.55 : Educational Qualifications of Instructors		
Qualification	**No. of Instructors**	
	No.	**%**
Up to G.C.E(O/L)	1	2.2
G.C.E(O/L) Passed	5	11.11
G.C.E(A/L) Passed	21	46.67
Diploma	9	20
Degree	7	15.56
Post Graduate Diploma	1	2.2
Not responded	1	2.2
Total	**45**	**100**

Majority, 46.67 percent of instructors were G.C.E (A/L) passed instructors. Only one instructor was qualified up to G.C.E (O/L).

Table 3.56 shows the theory and practical hours carried out by instructors per week.

Table 3.56 : *Theory and practical hours per week*				
Hours per week	**Theory**		**Practical**	
	No.	**%**	**No.**	**%**
1-5	5	11.1	3	6.7
6-10	31	68.9	5	11.1
11-15	4	8.9	3	6.7
16-20	2	4.4	12	26.7
21-25	0	0	20	44.4
26-30	1	2.2	1	2.2
Not responded	2	4.4	1	2.2
Total	**45**	**100**	**45**	**100**

52
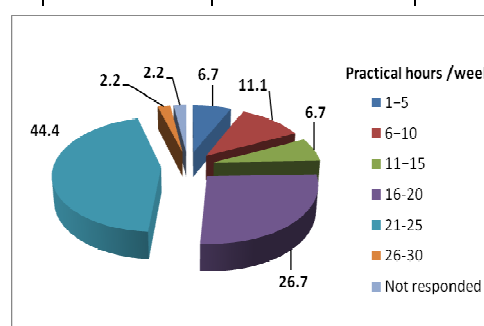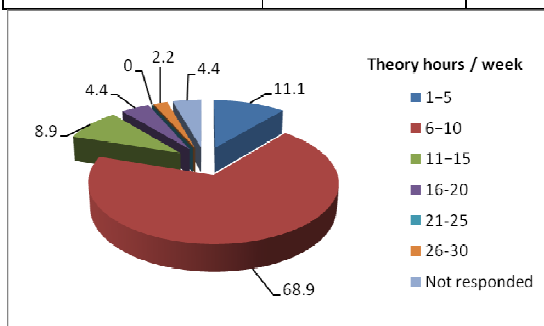
Chart 3.10: Theory hours taught per week   Chart 3.11: Practical hours per week

According to Ideas of Instructors, majority (68.9%) taught that 6-10 hours theory and 44.4 % said those 21-25 hours practical.

Table 3.57 and chart 3.12 show that the methods used by Instructors during the course to assess trainees.

Table 3.57 : Methods used to assess trainees		
Method used	**No. of Instructors**	
	No.	**%**
Practical test	43	95.5
Written test	39	86.7
Oral test	42	93.3
Assignment	38	84.4
Project	33	73.3
Other	10	22.2
Multiple responses		
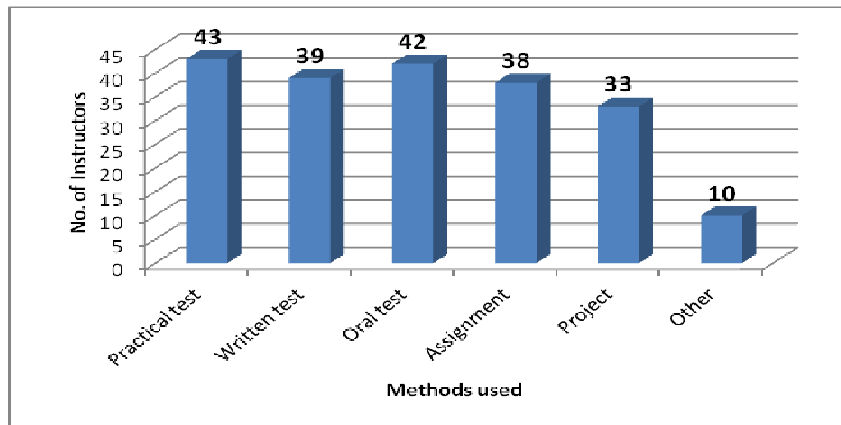
Chart 3.12: Methods used to assess trainees

Majority of Instructors (96%) used practical test and 93% of Instructors used oral test to assess trainees during the course. And also 86%, 84%, 73% of Instructors used written test, assignments and projects to assess trainees during the course.

Table 3.58 and chart 3.13 show that assessment method used to assess trainees in each stage of training by them. Instructors assess the trainees through following methods.

Table 3.58 : *Assessment Methods used in stages of training*								
	At the end of each task		At the end of some tasks		At the end of each Module		At the end of some modules	
	No.	%	No.	%	No.	%	No.	%
Practical test	24	53.3	11	24.4	25	55.5	8	17.8
Written test	9	20	10	22.2	25	55.5	11	24.4
Oral test	24	53.3	10	22.2	20	44.4	10	22.2
Assignments	3	6.7	10	22.2	15	42.2	20	44.4
Projects	4	8.9	8	17.8	15	42.2	15	42.2
Other methods	-		-		-		-	
Multiple responses								
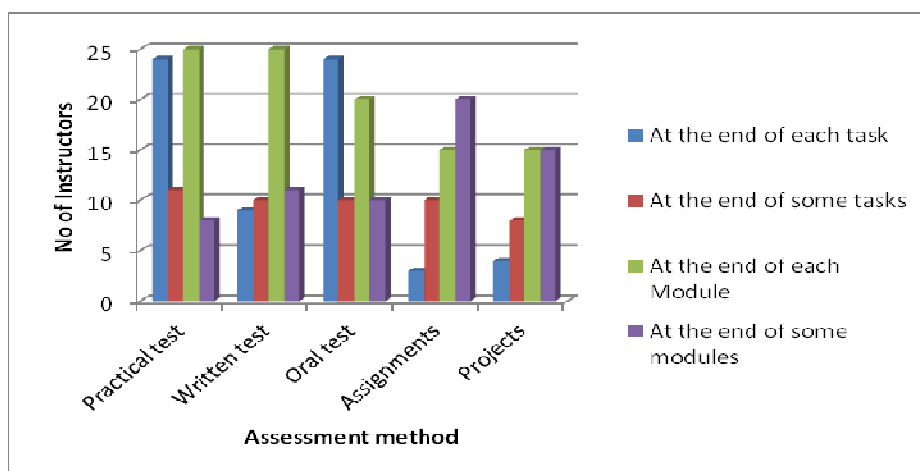
Chart 3.13: Assessment Methods used in stages of training

More than (50%) of Instructors used practical test at the end of the each task and each module and written test at the end of each module.

Table 3.59 shows that ideas about feedback given to trainees by you.

Table 3.59 : Feedback given to trainees		
Description	No. of Instructors	
	No.	%
Enough	34	75.6
To be improve	10	22.2

Not enough	-	-
Not responded	1	2.2
Total	**45**	**100**

Majority (75.6%) of Instructors responded that they have given enough feedback to trainees after completing continuous assessments.

Table 3.61 shows that Instructors provide their comments on entering trainees assessment results in Students Progress Record Book (PRB).

Table 3.60 : Record results in PRB		
When enter results	**Trainees who were following the**	
	No.	**%**
At the start of training	10	22.2
At the end of training	-	-
At the starting of module	13	28.4
At the end of the module	4	8.9
During continuous assessment	7	15.6
At the end of continuous assessment	4	8.9
Not responded	7	15.6
Total	**45**	**100**

Majority of Instructors, 28.4 percent have said that they have entered trainees' assessment results to their Progress Record Book at the starting of each module while 8.9 percent instructors have stated at the end of the module. 22.2 percent of Instructors have said that they have entered trainees' assessment results to their Progress Record Book at the starting of the training. The percentage of 15.6 and 8.9 has stated that the trainees' assessment results have been entered to their PRBs during the continuous assessment and at the end of continuous assessment respectively. 15.6 percent of instructors have not responded.

Table 3.61 shows the ideas provided by Instructors about the signing of trainees PRBs by them.

Table 3.61 : When PRB signed by Instructor		
When	**PRB signed by Instructor**	
	No.	**%**

At the start of training	1	2.2
At the end of training	1	2.2
At the starting module	-	-
At the end of module	9	20
During continuous assessment	9	20
At the end of continuous assessment	15	33.3
Not responded	10	22.2
Total	**45**	**100**

According to Instructors view, 33.3 percent of Instructors have stated that they were signing their PRBs at the end of continuous assessment. 20 percent of Instructors have mentioned during continuous assessment and at the end of each module respectively, they have signed PRBs. One Instructor has stated that signing of PRB was done at the start of training and another has stated that it was done at the end of training. 10 Instructors out of 45, 22.2 percent of the received responses have not mentioned anything for the item.

Table 3.62 shows frequency of the method used to assess trainees.

Table 3.62. : Frequency of the method used to assess trainees										
Method	**Most**		**More**		**Average**		**Less**		**Least**	
	No.	%	No.	%	No.	%	No.	%	No.	%
Practical test	28	62.2	9	20	5	11.1	1	2.2		
Written test	2	4.4	13	28.4	16	35.5	5	11.1	4	8.9
Oral test	10	22.2	16	35.5	9	20	3	6.7		
Assignments	4	8.9	7	15.6	10	22	10	22	1	2.2
Projects	1	2.2	5	11.1	12	26.7	10	22	4	8.9
Other methods	1	2.2	1	2.2	1	2.2	1	2.2	1	2.2
Multiple responses										

62.2 percent of Instructors have stated that trainee's assessments are **most** on the basis of practical tests. 22.2 percent of Instructors have stated that trainee's assessments are **most** on the basis of oral tests. Two Instructors have mentioned test method used to assess trainees was **most** on written test. One Instructor has said method of assessment was **most** on projects basis while another has said method of assessment was **most** on other methods.

Table 3.63 presents the instructors' views on who should be the person to conduct the assessments

Table 3.63 : Most suitable person to conduct assessment		
Comment	**Instructors views**	
	No.	**%**
Conduct assessment by the Instructor	18	40
Conduct assessment by another Instructor	21	46.7
Conduct assessment by external assessor	5	11.1
Not responded	1	2.2
Total	**45**	**100**

Majority of the instructors 46.7 percent have stated that the assessment should be conducted by another instructor and 40 percent have stated that it should be conducted by the same instructor who have taught to them. 11.1 percent have responded that it has to be done by external assessor. Only one instructor has not responded.

Table 3.64 shows that how trainees who have completed the courses be prepared for pre assessment according to view of the Instructors.

Table 3.64 : How trainees be prepared for pre assessment		
How to prepare for pre assessment?	**No.**	**%**
Complete CA in all modules	27	60
Repeat tasks not competent	28	62.2
Complete PRB	16	35.5
Multiple responses		

The percentage of 62.2, 35.5 and 7.3 Instructors have said that the trainees had completed continuous assessment in all modules, completed progress record book and repeated tasks which they were not competent respectively to prepare for pre assessment.

Aware student about NVQ assessment

Table 3.65 shows that aware student about NVQ assessment by Instructor/Institution.

Table 3.65 : Conduct awareness programme about NVQ system

Description	Trainees who were following the	
	No.	%
Aware by Instructor	43	95.5
Not Aware	1	2.2
Not responded	1	2.2
Total	**45**	**100**

Majority of Instructors, 95% have responded that the trainees have had aware about NVQ system by them. One Instructor has responded that trainees were not aware about NVQ system and one Instructor has not responded.

Views according to Instructors, satisfaction level about assessment methods are stated in table 3.66.

Table 3.66 : Satisfaction on NVQ assessment		
Level of satisfaction	**No.**	**%**
Satisfied	35	77.8
Not satisfied	-	-
Not responded	10	22
Total	**45**	**100**

As per above table, 77.8 percent of Instructors have said that NVQ assessment system as satisfied. Nobody has responded that they did not satisfy. 10 Instructors, 22.2 percent have not responded in this regard.

Instructor's comments on NVQ Assessors are stated in table 3.67.

Table 3.67 : Comments by Instructors on NVQ assessors		
Comment	**No.**	**%**
Highly satisfied	9	20
Satisfied	25	55.5
Not satisfied	3	6.7
Not responded	8	17.8
Total	**45**	**100**

Majority of Instructors, 55.5 percent who have responded have said that they were satisfied about NVQ assessors and 20 percent of instructors have responded as highly satisfied about NVQ assessors. Eight instructors were not responded. 3 instructors, 17.8 percent have responded as not satisfied.

Table 3.68 shows the Instructors' ideas about checking trainees PRBs, Project reports and their designs by NVQ Assessors for the collection of evidences for final assessment.

Table 3.68 : Instructors ideas on collecting evidence		
Satisfaction Level	**No.**	**%**
Highly satisfied	10	22
Satisfied	26	57.8
Not satisfied	2	4.4
Not responded	7	15.6
Total	**45**	**100**

Majority of Instructors, 57.8 percent who have responded have said that they were satisfied about collecting evidence for final assessment by NVQ assessors and 22 percent of Instructors have responded as highly satisfied. 3 instructors, 4.4 percent have responded as not satisfied. Seven instructors 15.6 percent have not responded.

Satisfaction level of Instructors about duration given for the final assessment is indicated in table 3.69 below.

Table 3.69 : Duration given for assessment		
Satisfaction Level	**No.**	**%**
Highly satisfied	10	22
Satisfied	28	62.2
Not satisfied	2	4.4
Not responded	5	11.1
Total	**45**	**100**

Majority of instructors, 62.2 percent who have responded have said that they were satisfied about duration given for the final assessment and 22 percent of instructors have

responded as highly satisfied. 2 instructors, 4.4 percent have responded as not satisfied. Five instructors 11.1 percent have not responded.

Effectiveness of practicals carried out during the courses to complete final assessments is stated in table 3.70 below.

Table 3.70 : Effectiveness of practical test done during the training		
	No.	**%**
Helped	38	84.4
Not helped	-	-
Not responded	7	15.6
Total	**45**	**100**

According to instructors' views, 84.4 percent have stated that practicals carried out during the courses have helped to complete final assessments and no one has said that practicals carried out were not helped. Seven instructors, 15.6 percent have not responded.

Table 3.71 shows the Instructors comments on material given for the final assessment.

Table 3.71 : Comments on material given for assessment		
Satisfaction Level	**No.**	**%**
All material are given by training institutions	32	71.1
Some material given by training institutions	5	11.1
Arrange by Trainees	1	2.2
Not responded	7	15.6
Total	**45**	**100**

The percentage of 71.1 and 11.1 Instructors have stated that all materials were given by training institutions and some material were given by training institutions respectively for the final assessment. One Instructor has said that trainee has to get arranged with materials by him/herself for the final assessment and seven have not responded.

Instructor's satisfaction level on instructions and conditions given by assessors for final assessment is stated in table 3.72

Table 3.72 : Instructions given for final assessment		
Satisfaction Level	**No.**	**%**
Enough	39	86.7
Not given	-	-

Not responded	6	13.3
Total	**45**	**100**

The percentage of 86.7 instructors has stated that instructions given by assessors were enough. No one has said that instructions have not been given by the assessors for the final assessment. Six instructors, 13.3 percent have not responded.

Table 3.73 shows the satisfaction level of the Instructors on written and oral test given to the NVQ assessment.

Table 3.73 : Written and oral test given for final assessment		
Satisfaction Level	**No.**	**%**
Highly satisfied	17	37.6
Satisfied	21	46.7
Not satisfied	2	8.9
Not responded	5	11.1
Total	**45**	**100**

The percentage of 46.7 and 37.6 Instructors have stated that written and oral test given for final assessment were satisfied and highly satisfied respectively. Two Instructors, 8.9 percent have said that they were not satisfied with the written and oral test given for final assessment. Five instructors, 11.1 percent have not responded.

Table 3.74 shows the satisfaction level of Instructors about NVQ assessment process.

Table 3.74 : NVQ assessment process		
Satisfaction Level	**No.**	**%**
Highly satisfied	10	22
Satisfied	29	64.4
Not satisfied	1	2.2
Not responded	5	11.1
Total	**45**	**100**

Majority of instructors, 64.4 percent have said that they were satisfied and 22 percent have said that they were highly satisfied about NVQ assessment process. Total of 86.4

percent were in satisfied level. 5 instructors, 11.1 percent were not responded. Only one instructors has said that he/her was not satisfied about NVQ assessment process.

Table 3. 75 shows that time spend to obtain NVQ certificate after final assessment.

Table 3.75 : Time spend to obtain NVQ certificate		
Time spend	**No.**	**%**
Two weeks	2	4.4
One month	4	8..9
Two months	2	4.4
Three months	5	6.7
More than three months	21	46.7
Not responded	11	24.4
Total	**45**	**100**

According to instructors' comments, majority of them, 46.7 percent have said that the trainees had to spend more than three months to obtain their NVQ certificates. The percentage of 4.4, 8.9, 4.4 and 6.7 instructors have said that the trainees have to spend two weeks, one month, two months and three months respectively. 11 instructors, 24.4 percent were not responded.

Other problems faced when participating Continuous assessment (these comments were directly taken from what they have written on their 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

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 re trainees who were following the courses action with conclusions.

4.02 Summary of findings

- Out of 77 trainees who are following the course in the sample, 63 had responded and out of 110 trainees who have completed the courses in the sample, 46 had responded. Out of the 55 trainers in the sample, 46 had responded and out of the 45 Assessors, 35 responded. Management, 24 had responded from Training Institutions. Eight numbers of Employers had responded.

- Majority of the Trainees, 43.5 percent who were following the courses are in the range of 16-20 years and 48.9 percent of Trainees who have completed the training are in the range of 21-25 years.

- Twelve Assessors, 34.3 percent among 35 were from Colombo District and 22.9 percent and 20 percent from Gampaha and Galle district respectively.

- Majority of responded trainees who were following the courses, 48.4 percent were in Computer field. Majority of trainees who have completed the courses, 4**0** percent in Computer field and Hair and beauty field.

- Majority of responded Assessors, 34.3 percent were from computer field and 17.1 percent of Assessors from Hair and Beauty field. The percentage of 8.6 assessors was from Automobile, Tailor and Electrical field (Three assessors from each field).

- 18 and 15 number of trainees, the majority who were following the courses had responded that their theory and practical hours per week were 6-10.

- 96.8 percent of trainees who were following the courses and 100 percent of trainees who have completed the courses had responded that they have been made aware about NVQ by their institutions.

- Majority of trainees, 93.5 percent who were following the courses and trainees, 88.9 percent who have completed the courses have faced for practical test.

- Majority of trainees, 79 percent who were following the courses and who have completed the courses, and 53.3 percent had responded that they faced practical test at the end of each task.

- 80.6 percent of trainees who were following the courses and 73.3 percent of trainees who have completed the courses were satisfied about the assessments conducted during the courses. None of them has said that they were not satisfied.

- On the other hand 16.1 percent of trainees who were following the courses and 17.8 percent of trainees who have completed the courses have said that assessment conducted during the course were adequate and none of them have said that they were not adequate.

- 52 trainees who were following the courses among 62, 83.9 percent have said that there were adequate practical tests in NVQ system.

- Majority, 22 percent and 19 percent trainees who were following the courses have said that written tests were adequate and practical tests were not adequate in non-NVQ courses.

- More than 60 percent trainees said that oral test, written test, assignment and projects were adequate. None of them has said that practical test and oral test projects were not adequate.

- Majority, 26.9 percent trainees who have completed the courses has said that written test was adequate and oral test was not adequate in non-NVQ courses.

- Majority of trainees, 85.5 percent who were following the courses and trainees, 82.2 percent who have completed the courses have said that they were received enough feedback from their Instructors on their work done during the course.

- Majority of trainees, 41.9 percent who were following the courses and trainees, 28.9 percent who have completed the courses said that their assessment record had entered

on Progress Record Book at the end of each module and at the commencing of training respectively.

- Majority of trainees, 53.2 percent who were following the courses and trainees, 31.1 percent who have completed the courses had said that Instructor signed their PRB at the end of each module and at the end of continuous assessment respectively.

- Majority of trainees, 50 percent who were following the courses have stated that they have faced most practical test and 40.3 percent said that they have faced more written test.

- Majority of trainees, 50 percent who were following the courses and trainees, 68.9 percent who have completed the courses had responded that they have faced most practical test.

- Majority of trainees, 61.3 percent who were following the courses and trainees, 30.6 percent who have completed the courses have said that the most suitable person to conduct assessment is their Instructor.

- More than 50 percent of trainees who have completed the courses have said that they had completed continuous assessment in all modules to prepare for pre assessment.

- 82.2 percent of trainees who have completed the courses were satisfied about NVQ assessment and no one has said that they were not satisfied.

- According to feedback given by trainees who have completed the courses, all together 82.2 percent were satisfied about their assessors. Eight trainees who were completed the courses were not responded.

- More than 75 percent of trainees who have completed the courses were satisfied on collecting evidence for final assessment.

- More than 70 percent of trainees who have completed the courses were satisfied on duration given to them for final assessment.

- 80 percent of them have stated that practical done by them during the courses were helped to complete their final test.

- 80 percent trainees who have completed the courses have stated that they were satisfied about material given for the final assessment respectively.

- Majority, 53.3 percent of trainees who have completed the courses have stated that they were satisfied and highly satisfied, 24.4 percent about NVQ assessment process. Nine trainees have not responded.

- Majority of trainees, 57.8 percent who have completed the courses have faced final assessment only once and one trainee had faced twice. 15.6 percent of trainees had faced more than two times for final assessment. Eleven trainees have not responded.

- Majority of trainees who have completed the courses, 40 percent have spent more than three months to obtain NVQ certificate.

- Majority 48.6 percent of assessors were registered assessors and 40 percent and 5.7 percent of assessors were in the category of licensed and probation respectively.

- Majority of assessors, 88.6 percent have always checked PRBs in final assessment. 85.7 percent and 71.4 percent of assessors have always checked assignments and projects completed by trainees and progress of written tests respectively.

- Among 35, 24 assessors, 68.6 percent have said that they have informed the results assessments to trainees at the end of collecting evidence.

- Majority of assessors, 91.4 percent have always used practical test and oral test for final assessment to assess trainees and 51.4 percent of assessors have always used written test to assess trainees.

- Majority of assessors, 54.3 percent have responded that they have informed final results to the trainees at the end of assessment.

- Majority of assessors, 54.3 percent have stated that they were satisfied about the payment given to them for final assessment and 37.1 percent of assessors were not satisfied.

- Only one assessor on Beautician & Hair Dresser field has received assessments more than three days per month. This assessor has conducted 1700 assessment in the field of Hair Dresser and 2000 assessment in the field of Beautician up to now.

- Majority, 85.71 percent of assessors have stated that the documents for the final assessment are enough.

- Majority of Assessors, 74.3 percent have indicated that they have completed assessment documents on assessment day itself and 8.6 percent of assessors have completed the documents within one week after assessment.

- Majority of Assessors, 40 percent have said that they have submitted assessment documents to TVEC on assessment day itself and 31.4 percent of assessors have submitted the documents within one week after assessments.

- Majority of Instructors, 28.4 percent have said that they have entered trainees' assessment results to their Progress Record Book at the starting of each module while 8.9 percent instructors have stated at the end of the module.

- Majority of Instructors 33.3 percent have stated that they were signing trainee's PRBs at the end of continuous assessment.

4.03 Recommendations

- Assign assessors evenly for assessment. It must be practiced good rotation system of assessors.

- Take action to issue NVQ certificates within a short period (less than three months) because the trainees are waiting for employments on the ground of these certificates.

- Take action to appoint more assessors from other districts except Colombo and Gampaha.

NVQ ඇගයීම් ක්‍රමයේ සංගතභාවය පිළිබඳ අධ්‍යයනය

පුහුණුවන්නන් සඳහා වූ ප්‍රශ්නාවලිය

1. වයස: අවු:

2. ලිපිනය: දු.ක:

3. ඔබ පුහුණුව ලබන ක්ෂේත්‍රය:

4. ඔබ හැදෑරූ පාඨමාලාවේ නම:

5. එම පාඨමාලාව ආරම්භ කල දිනය:

6. එම පාඨමාලාව අවසන් කල දිනය:

7. පාඨමාලාවේ නියමිත කාලසීමාව:

8. ඔබ පාඨමාලාව හැදෑරූ පුහුණු මධ්‍යස්ථානයේ

   නම:

   ලිපිනය:

   පිහිටි දිස්ත්‍රික්කය:

   අයිතිය: රජයේ ☐ පෞද්ගලික ☐ NGO ☐

9. ඔබ ලබාගත් උසස්ම අධ්‍යාපන සුදුසුකම:

අ. පො. ස. (සා පෙ) දක්වා	
අ. පො. ස. (සා පෙ)	
අ. පො. ස. (උ පෙ)	
ඩිප්ලෝමා	
උපාධිය	

10. ඔබ ලබාගත් වෘත්තීය සුදුසුකම්:

11. ඔබ ලබාගත් වෙනත් සුදුසුකම්

12. ඔබගේ පාඨමාලාවේදී සතියකට නායික සහ පුායෝගික පංති සඳහා කොපමණ පැය
    ගණනක් වෙන්කර තිබුණේද?

    නායික: පුායෝගික:

13. පාඨමාලාව හැදෑරීමේදී ඔබව පරීක්ෂාවට(ඇගයීමට) ලක් කල කුමය

    පුායෝගික පරීක්ෂා   ☐
    ලිඛිත පරීක්ෂා   ☐
    වාචික පරීක්ෂා   ☐
    පැවරුම්   ☐
    වාාපෘති   ☐
    වෙනත්   ☐

14. පාඨමාලාව හැදෑරීමේදී ඔබව පරීක්ෂාවට ලක් කරන ලද්දේ

	පුායෝගික	ලිඛිත	වාචික	පැවරුම්	වාාපෘති	වෙනත්
සෑම කාර්යයක්ම අවසානයේ						
සමහර කාර්යයන් අවසානයේ						
සෑම මොඩියුලයක්ම අවසානයේ						
සමහර මොඩියුල අවසානයේ						

15. පාඨමාලාව හදාරන අතරතුර පවත්වන පරීක්ෂා පිළිබඳව ඔබ දරන අදහස් මොනවාද?

    සෑහීමකට පත්වේ   ☐
    සෑහීමකට පත්වන්නේ නැත   ☐
    පුමාණවත් යයි සිතේ   ☐
    පුමාණවත් වන්නේ නැතැයි සිතේ   ☐

16. NVQ පාඨමාලා විභාග ක්‍රමය සහ අනෙකුත් පාඨමාලා විභාග ක්‍රම අතර ඔබ දකින වෙනස්කම්

	NVQ විභාගය		අනෙකුත් විභාග	
	ප්‍රමාණවත්	ප්‍රමාණවත් නොවේ	ප්‍රමාණවත්	ප්‍රමාණවත් නොවේ
ප්‍රායෝගික පරීක්ෂා				
ලිඛිත පරීක්ෂා				
වාචික පරීක්ෂා				
පැවරුම්				
ව්‍යාපෘති				
වෙනත්				

17. විභාග වලින් පසුව උපදේශකවරයාගෙන් ලැබූ ප්‍රතිපෝෂණය පිළිබඳව ඔබ දක්වන අදහස

ප්‍රමාණවත්වේ	
වැඩිදියුණු විය යුතුය	
ප්‍රමාණවත් නොවේ	

18. ඔබගේ ශිෂ්‍ය ප්‍රගති වාර්තා පොතෙහි කාර්යයන් සටහන් කිරීම සිදු කළේ

පාඨමාලාව ආරම්භයේදීය	
පාඨමාලාව අවසානයේදීය	
මොඩියුලය ආරම්භයේදීය	
මොඩියුලය අවසානයේදීය	
අඛණ්ඩ ඇගයීම් කරනවිටදීය	
අඛණ්ඩ ඇගයීම් අවසානයේදීය	

19. ඔබගේ ශිෂ්‍ය ප්‍රගති වාර්තා පොතෙහි උපදේශකවරයා / ගුරුවරයා සටහන් තබනු ලැබුවේ

පාඨමාලාව ආරම්භයේදීය	
පාඨමාලාව අවසානයේදීය	
මොඩියුලය ආරම්භයේදීය	
මොඩියුලය අවසානයේදීය	
අඛණ්ඩ ඇගයීම් කරනවිටදීය	
අඛණ්ඩ ඇගයීම් අවසානයේදීය	

20. NVQ පාඨමාලාවේදී ඔබ වැඩියෙන්ම මුහුණ දුන් ඇගයීම් ක්‍රමය වනුයේ

1.ඉතා වැඩියෙන්   2.වැඩියෙන්   3.සාමාන්‍යයෙන්   4.අඩුවෙන්   5.ඉතා අඩුවෙන්

ප්‍රායෝගික පරීක්ෂා	
ලිඛිත පරීක්ෂා	
වාචික පරීක්ෂා	
පැවරුම්	
ව්‍යාපෘති	
වෙනත්	

21. අඛණ්ඩ ඇගයීම් ක්‍රමය තුළදී විභාග පැවැත්වීම සඳහා වඩාත් සුදුසු යැයි ඔබ අදහස් කරනුයේ

ඔබගේ උපදේශකවරයා විසින්ම විභාග පැවැත්වීම	
විෂයට අදාළ වෙනත් උපදේශකවරයෙක් විසින් විභාග පැවැත්වීම	
බාහිර පරීක්ෂකවරු විසින් විභාග පැවැත්වීම	

22. NVQ විභාග ක්‍රමය පිළිබඳව උපදේශකවරයා හෝ ආයතනය විසින් ඔබව දැනුවත් කළේද?

ඔව් ☐   නැත ☐

23. දැනුවත් කළේ නම් ඒ කෙසේද?

24. NVQ විභාග ක්‍රමය ගැන ඔබ දරන අදහස් මොනවාද?

NVQ ඇගයීම් ක්‍රමයේ සංගතභාවය පිළිබඳ අධ්‍යයනය

පුහුණුව Woiන් කල සිසුන් සඳහා වූ ප්‍රශ්නාවලිය

1. වයස: අවු:

2. ලිපිනය: දු.ක:

3. ඔබ පුහුණුව ලබන ක්ෂේත්‍රය:

4. ඔබ හැදෑරූ පාඨමාලාවේ නම:

5. එම පාඨමාලාව ආරම්භ කල දිනය:

6. එම පාඨමාලාව අවසන් කල දිනය:

7. පාඨමාලාවේ නියමිත කාලසීමාව:

8. ඔබ පාඨමාලාව හැදෑරූ පුහුණු මධ්‍යස්ථානයේ

   නම:

   ලිපිනය:

   පිහිටි දිස්ත්‍රික්කය:

   අයිතිය: රජයේ ☐ පෞද්ගලික ☐ NGO ☐

9. ඔබ ලබාගත් උසස්ම අධ්‍යාපන සුදුසුකම:

අ. පො. ස. (සා පෙ) දක්වා	
අ. පො. ස. (සා පෙ)	
අ. පො. ස. (උ පෙ)	
ඩිප්ලෝමා	
උපාධිය	

10. ඔබ ලබාගත් වෘත්තීය සුදුසුකම්:

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....
....

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11. ඔබ ලබාගත් වෙනත් සුදුසුකම්

....

....

....

....

....

12. ඔබගේ පාඨමාලාවේදී සතියකට න්‍යායික සහ ප්‍රායෝගික පංති සඳහා කොපමණ පැය ගණනක් වෙන්කර තිබුණේද?

නියායික: ප්‍රායෝගික:

13. පාඨමාලාව හැදෑරීමේදී ඔබව පරීක්ෂාවට(ඇගයීමට) ලක් කල ක්‍රමය

ප්‍රායෝගික පරීක්ෂා   ☐

ලිඛිත පරීක්ෂා   ☐

වාචික පරීක්ෂා   ☐

පැවරුම්   ☐

ව්‍යාපෘති   ☐

වෙනත්   ☐

14. පාඨමාලාව හැදෑරීමේදී ඔබව පරීක්ෂාවට ලක් කරන ලද්දේ

	ප්‍රායෝගික	ලිඛිත	වාචික	පැවරුම්	ව්‍යාපෘති	වෙනත්
සෑම කාර්යයක්ම අවසානයේ						
සමහර කාර්යයන් අවසානයේ						
සෑම මොඩියුලයක්ම අවසානයේ						
සමහර මොඩියුල අවසානයේ						

15. පාඨමාලාව හදාරන අතරතුර පවත්වන පරීක්ෂා පිළිබඳව ඔබ දරන අදහස් මොනවාද?

සෑහීමකට පත්වේ   ☐

සෑහීමකට පත්වන්නේ නැත   ☐

ප්‍රමාණවත් යයි සිතේ   ☐

ප්‍රමාණවත් වන්නේ නැතැයි සිතේ   ☐

16. NVQ පාඨමාලා විභාග ක්‍රමය සහ අනෙකුත් පාඨමාලා විභාග ක්‍රම අතර ඔබ දකින වෙනස්කම්

	NVQ විභාගය		අනෙකුත් විභාග	
	ප්‍රමාණවත්	ප්‍රමාණවත් නොවේ	ප්‍රමාණවත්	ප්‍රමාණවත් නොවේ
ප්‍රායෝගික පරීක්ෂා				
ලිඛිත පරීක්ෂා				
වාචික පරීක්ෂා				
පැවරුම්				
ව්‍යාපෘති				
වෙනත්				

17. විභාග වලින් පසුව උපදේශකවරයාගෙන් ලැබූ ප්‍රතිපෝෂණය පිළිබඳව ඔබ දක්වන අදහස

ප්‍රමාණවත්වේ	
වැඩිදියුණු විය යුතුය	
ප්‍රමාණවත් නොවේ	

18. ඔබගේ ශිෂ්‍ය ප්‍රගති වාර්තා පොතෙහි කාර්යයන් සටහන් කිරීම සිදු කලේ

පාඨමාලාව ආරම්භයේදීය	
පාඨමාලාව අවසානයේදීය	
මොඩියුලය ආරම්භයේදීය	
මොඩියුලය අවසානයේදීය	
අඛණ්ඩ ඇගයීම් කරනවිටදීය	
අඛණ්ඩ ඇගයීම් අවසානයේදීය	

19. ඔබගේ ශිෂ්‍ය ප්‍රගති වාර්තා පොතෙහි උපදේශකවරයා / ගුරුවරයා සටහන් තබනු ලැබුවේ

පාඨමාලාව ආරම්භයේදීය	
පාඨමාලාව අවසානයේදීය	
මොඩියුලය ආරම්භයේදීය	
මොඩියුලය අවසානයේදීය	
අඛණ්ඩ ඇගයීම් කරනවිටදීය	
අඛණ්ඩ ඇගයීම් අවසානයේදීය	

20. NVQ පාඨමාලාවේදී ඔබ වැඩියෙන්ම මුහුණ දුන් ඇගයීම් ක්‍රමය වනුයේ

1.ඉතා වැඩියෙන් 2.වැඩියෙන් 3.සාමාන්‍යයෙන් 4.අඩුවෙන් 5.ඉතා අඩුවෙන්

ප්‍රායෝගික පරීක්ෂා	
ලිඛිත පරීක්ෂා	
වාචික පරීක්ෂා	
පැවරුම්	
ව්‍යාපෘති	
වෙනත්	

21. අඛණ්ඩ ඇගයීම් ක්‍රමය තුළදී විභාග පැවැත්වීම සඳහා වඩාත් සුදුසු යැයි ඔබ අදහස් කරනුයේ

ඔබගේ උපදේශකවරයා විසින්ම විභාග පැවැත්වීම	
විෂයට අදාළ වෙනත් උපදේශකවරයෙක් විසින් විභාග පැවැත්වීම	
බාහිර පරීක්ෂකවරු විසින් විභාග පැවැත්වීම	

22. පූර්ව ඇගයීම් ක්‍රමය සඳහා ඔබ සූදානම් වූයේ කෙසේද?

සෑම මොඩියුලයකටම අදාළ අඛන්ඩ ඇගයීම් සම්පූර්ණ කළෙමි	
නිපුණත්වය ලැබීමට නොහැකි වූ කාර්යයන් නැවත කළෙමි	
ශිෂ්‍ය ප්‍රගති වාර්තා පොත සම්පූර්ණ කළෙමි	

23. NVQ විභාග ක්‍රමය පිළිබඳව උපදේශකවරයා හෝ ආයතනය විසින් ඔබව දැනුවත් කළේද?

ඔව්   නැත   ☐   ☐

24. දැනුවත් කළේ නම් ඒ කෙසේද?

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25. NVQ විභාග ක්‍රමය ගැන ඔබ දරන අදහස් මොනවාද?

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26. ඔබගේ අවසාන ඇගයීමට ඇගයුම්කරුවන් භාවිතා කළ ක්‍රම මොනවාද?

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27. එම ඇගයීම් ක්‍රම පිළිබඳව ඔබ සෑහීමකට පත් වන්නේද?

පත්වේ   පත්නොවේ ☐   ☐

28. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඒ සඳහා බලපාන ලද හේතු මොනවාද?

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29. අවසාන ඇගයීම්කරුවන් පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහළින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

30. ඇගයීම්කරුවන් පිළිබඳව ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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31. ඔබගේ ශිෂ්‍ය ප්‍රගති වාර්තා පොත, ඔබ කරන ලද ව්‍යාපෘති වාර්තා, ඔබේ නිර්මාණ
ඇගයුම්කරුවන් විසින් පරීක්ෂා කිරීම පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහළින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

32. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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33. අවසාන ප්‍රායෝගික පරීක්ෂණය සඳහා දෙන ලද කාලසීමාව පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහලින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

34. ඔබ සෑහීමකට පත් නොවන්නේ නම් ඊට හේතු දක්වන්න

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35. ඔබ පුහුණුවේදී කළ ප්‍රායෝගික අභ්‍යාස අවසාන පරීක්ෂණය සාර්ථකව නිම කිරීමට ඉවහල් වුයේද?

ඉවහල් වුනි	
ඉවහල් නොවුනි	

36. ඉවහල් නොවුයේ නම් ඊට ඔබේ අදහස් දක්වන්න

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37. අවසාන ප්‍රායෝගික පරීක්ෂණය සඳහා ලබා දුන් පුහුණු ද්‍රව්‍ය පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහලින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

38. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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39. අවසාන ඇගයීම සඳහා ඔබට ලබා දුන් උපදෙස් සහ කොන්දේසි පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහළින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

40. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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41. අවසාන ඇගයීමේදී දුන් ලිඛිත / වාචික පරීක්ෂා පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහළින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

42. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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43. අවසාන ඇගයීම් ක්‍රියාවලිය පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහලින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

44. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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45. එසේ ඉවහල් නොවුයේ නම් ඊට හේතු දක්වන්න

දෙන ලද ප්‍රායෝගික අභ්‍යාස ප්‍රමාණවත් නොවුනි	
සියළුම මොඩියුල වල ප්‍රායෝගික අභ්‍යාස උපදේශකවරයා විසින් විභාගයට පෙර ආවරණය නොකරන ලදි	
පුහුණු කාලය තුල ලැබුණු පුහුණු ද්‍රව්‍ය ප්‍රමාණවත් නොවුනි	
පුහුණුව සඳහා දෙන ලද කාලය ප්‍රමාණවත් නොවුනි	
තනි තනිව ප්‍රායෝගික කිරීමට ලද අවස්ථා ප්‍රමාණවත් නොවුනි	
කර්මාන්තගත පුහුණුවේදී අවශ්‍ය ප්‍රායෝගික කොටස් ආවරණය නොවුනි	

46. අවසාන ඇගයීම සමත්වීමට ඔබව කී වරක් ඇගයීමට ලක් වුනිද?

එක් වරක්	
දෙවරක්	
දෙවාරයට වැඩි	

47. ඔබ ලබාගත් උසස්ම NVQ සුදුසුකම / සුදුසුකම

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48. ඔබට NVQ සහතිකය ලබා ගැනීම සඳහා අවසාන ඇගයීමට පසු ගතවූ කාලය කොපමණද?

සති 2	
මාස 1	
මාස 2	
මාස 3	
මාස 3 ට වැඩි	

49. නිපුණතා පාදක පුහුණුවේ ඇති විභාග ක්‍රමයේ තුළ ඔබට ඇති ප්‍රයෝජන මොනවාද?

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50. නිපුණතා පාදක පුහුණුවේ ඇති විභාග ක්‍රමය තුළ ඔබ දකින අඩුපාඩු මොනවාද?

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NVQ ඇගයීම් ක්‍රමයේ සංගතභාවය පිළිබඳ අධ්‍යනය

ඇගයීම්කරුවන් සඳහා වූ ප්‍රශ්ණාවලිය

1. නම :

2. පදිංචි දිස්ත්‍රික්කය :

3. නියෝජනය කරනු ලබන ආයතනය :

4. ආයතනය පිහිටි දිස්ත්‍රික්කය :

5. ඇගයීම් කරනු ලබන විෂය ක්ෂේත්‍රය/ක්ෂේත්‍ර :

6. ඇගයීම්කරුවකු වශයෙන් පත්වූ වර්ෂය :

7. එක් එක් විෂය ක්ෂේත්‍රයේ දැනට කර ඇති ඇගයීම් ප්‍රමාණය:

විෂය ක්ෂේත්‍රය	දළ වශයෙන් ඇගයීම් කරන ලද සිසුන් ගණන

8. ඔබ ලබා ඇති ඇගයීම් මට්ටම :

පරිවාස කාලයේ කටයුතු කරන ඇගයීම් කරු	
ලියාපදිංචි ඇගයීම්කරු	
බලයලත් ඇගයීම්කරු	

9. පූර්ව ඇගයීමක් සිදුකරනු ලබන ආකාරය විස්තර කරන්න.

10. පූර්ව ඇගයීම සඳහා ඔබ සුදානම් වන ආකාරය කෙසේද ?

11. RPL හා CBT ක්‍රමයට සිසුන් ඇගයීමේදී එම ක්‍රම දෙක අතර ඔබ දකින වෙනස්කම් මොනවාද ?

12. ඔබගේ ඇගයීමන් සිසුවා වෙත දැනුම් දෙන්නේ කෙසේද?

සෑම නිපුණතා මට්ටමක් අවසානයේ දී ඔබගේ තීරණය ඇගයීම්කරුට දැනුම් දෙයි.	
එක් මොඩියුලයක් අවසානයේ දී දැනුම් දෙයි.	
ඇගයීම් අවසන් වූ පසුව දැනුම් දෙයි.	

13. ඇගයීම්කරු බලාපොරොත්තු වන නිපුණතා මට්ටමට ළඟා වී නොමැති නම් ඔබ කුමක් කරන්නේද ?

14. ඇගයීම් සම්බන්ධව ඔබට ලැබෙන දීමනා පිළිබඳව ඔබ,

| සෑහීමකට පත් වේ | |
| සෑහීමකට පත් නොවේ | |

15. සෑහීමකට පත් නොවේ නම් එසේ වීමට හේතු මොනවාද ?

13. ඇගයීම් සඳහා ඔබට ඔබේ ආයතනයෙන් නිවාඩු ලබා දෙන්නේ කෙසේද ?

	සෑමවිටම	සමහර අවස්ථාවල
රාජකාරී නිවාඩු ලබා දේ.		
රාජකාරී නිවාඩු ලබ නොදේ.		

14. ඔබට NVQ ඇගයීම් ලැබෙන ආකාරය:

	එක් දිනක්	දින 2ක්	දින 3ක්	දින 3 ට වැඩි	එක් දිනක්වත් නොලැබේ
මසකට					
මාස 2 කට					
මාස 3 කට					
මාස 6 කට					
අවුරුද්දකට					

15. ඔබට NVQ ඇගයීම් ලැබෙන ආකාරය:

රජයේ ආයතන වලින්		
පෞද්ගලික ආයතන වලින්		
NGO වලින්		

1. බොහෝ ලැබේ.
2. සාමාන්‍ය ප්‍රමාණයට ලැබේ.
3. අඩුවෙන් ලැබේ.
4. ලැබෙන්නේ නැත.

16. පළාත් අනුව ඔබට ඇගයීම් ලැබෙන ආකාරය

පළාත	
බස්නාහිර	
දකුණ	
සබරගමුව	
ඌව	
නැගෙනහිර	
වයඹ	
මධ්‍යම	
උතුරු මැද	
උතුර	

17. NVQ ඇගයීමේ ලිපි ලේඛන පිළිබඳව ඔබේ අදහස

ඉතාමත් වැඩියි	
අවශ්‍ය ප්‍රමාණයට තිබේ	
අඩුය	

18. NVQ ඇගයීම් ලිපි ලේඛන ඔබ සම්පූර්ණ කරන ආකාරය

ඇගයීම් කළ දිනම සම්පූර්ණ කරමි	
ඇගයීම් කර සතියක් තුළ සම්පූර්ණ කරමි	
ඇගයීම් කර මසකට අඩු කාලයකදී සම්පූර්ණ කරමි	
සම්පූර්ණ කිරීමට මසකට වඩා වැඩි කාලයක් ගනී	

19. NVQ ඇගයීම් ලිපි ලේඛන අදාළ ආයතනයට / TVEC ආයතනයට භාර දෙනු ලබන්නේ,

ඇගයීම් කළ දිනම සම්පූර්ණ කරමි	
ඇගයීම් කර සතියක් තුළ සම්පූර්ණ කරමි	
ඇගයීම් කර මසකට අඩු කාලයකදී සම්පූර්ණ කරමි	
සම්පූර්ණ කිරීමට මසකට වඩා වැඩි කාලයක් ගනී	

20. NVQ ඇගයීම් ක්‍රමය පිළිබඳ ඔබේ අදහස් දක්වන්න.

NVQ ඇගයීම් ක්‍රමයේ සංගතභාවය පිළිබඳ අධ්‍යනය

උපදේශකවරුන් සඳහා වූ ප්‍රශ්නාවලිය

1. වයස: අවු:

2. ලිපිනය: දු.ක:

3. ඔබ උගන්වන පුහුණු මධ්‍යස්ථානයේ නම :

4. පුහුණු ආයතනය අයත් දිස්ත්‍රික්කය :

5. ඔබ උගන්නවන පාඨමාලාව/ පාඨමාලා :

   1.

   2.

   3.

   4.

6. පාඨමාලාවේ / පාඨමාලාවල කාලසීමාව :

   1.

   2.

   3.

   4.

7. ඔබ ලබාගත් උසස්ම අධ්‍යාපන සුදුසුකම:

අ. පො. ස. (සා පෙ) දක්වා	
අ. පො. ස. (සා පෙ)	
අ. පො. ස. (උ පෙ)	
ඩිප්ලෝමා	
උපාධිය	

8. ඔබ ලබාගත් වෘත්තීය සුදුසුකම්:

පාඨමාලාව	හැදැරු ආයතනය

9. ඔබ ලබාගත් වෙනත් සුදුසුකම්

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....

....

10. ඔබගේ උගන්වන පාඨමාලාවේදී / පාඨමාලාවලදී සතියකට නාායික සහ පාායෝගික පංති සඳහා කොපමණ පැය ගණනක් වෙන්කර තිබුණේද?

පාඨමාලාවේ නම	නාායික	පාායෝගික

11. පාඨමාලාව ඉගැන්වීමේදී සිසුන් පරීක්ෂාවට(ඇගයීමට) ලක් කල කුමය

ප්‍රායෝගික පරීක්ෂා   ☐

ලිඛිත පරීක්ෂා   ☐

වාචික පරීක්ෂා   ☐

පැවරුම්   ☐

වාාපෘති   ☐

වෙනත්   ☐

12. පාඨමාලාව ඉගැන්වීමේදී සිසුන් පරීක්ෂාවට ලක් කරන ලද්දේ

	ප්‍රායෝගික	ලිඛිත	වාචික	පැවරුම්	වාාපෘති	වෙනත්
සෑම කාර්යයක්ම අවසානයේ						
සමහර කාර්යයන් අවසානයේ						
සෑම මොඩියුලයක්ම අවසානයේ						
සමහර මොඩියුල අවසානයේ						

13. පාඨමාලාව හදාරන අතරතුර පවත්වන පරීක්ෂා වලදී සිසුන් පිළිබඳව ඔබ දරන අදහස් මොනවාද?

සෑහීමකට පත්වේ   ☐

සෑහීමකට පත්වන්නේ නැත   ☐

පුමාණවත් යයි සිතේ   ☐

ප්‍රමාණවත් වන්නේ නැතැයි සිතේ   ☐

14. NVQ පාඨමාලා විහාග ක්‍රමය සහ අනෙකුත් පාඨමාලා විහාග ක්‍රම අතර ඔබ දකින වෙනස්කම්

	NVQ විහාගය		අනෙකුත් විහාග	
	ප්‍රමාණවත්	ප්‍රමාණවත් නොවේ	ප්‍රමාණවත්	ප්‍රමාණවත් නොවේ
ප්‍රායෝගික පරීක්ෂා				
ලිබිත පරීක්ෂා				
වාචික පරීක්ෂා				
පැවරුම්				
ව්‍යාපෘති				
වෙනත්				

15. විහාග වලින් පසු ඔබ සිසුන්ට ලබා දෙන ප්‍රතිපෝෂණය පිළිබඳව ඔබ දක්වන අදහස

ප්‍රමාණවත්ව ලබා දේ	
වැඩිදියුණු විය යුතුය	
ප්‍රමාණවත් නොවේ	

16. ඔබ ශිෂ්‍ය ප්‍රගති වාර්තා පොතෙහි කාර්යයන් සටහන් කිරීම සිදු කළේ

පාඨමාලාව ආරම්භයේදීය	
පාඨමාලාව අවසානයේදීය	
මොඩියුලය ආරම්භයේදීය	
මොඩියුලය අවසානයේදීය	
අඛණ්ඩ ඇගයීම් කරනවිටදීය	
අඛණ්ඩ ඇගයීම් අවසානයේදීය	

17. ඔබ ශිෂ්‍ය ප්‍රගති වාර්තා පොතෙහි සටහන් තබනු ලැබුවේ

පාඨමාලාව ආරම්භයේදීය	
පාඨමාලාව අවසානයේදීය	
මොඩියුලය ආරම්භයේදීය	
මොඩියුලය අවසානයේදීය	
අඛණ්ඩ ඇගයීම් කරනවිටදීය	
අඛණ්ඩ ඇගයීම් අවසානයේදීය	

18. NVQ පාඨමාලාවේදී ඔබ වැඩියෙන්ම සිසුන්ට ලබා දුන් ඇගයීම් ක්‍රමය වනුයේ

1.ඉතා වැඩියෙන්   2.වැඩියෙන්   3.සාමාන්‍යයෙන්   4.අඩුවෙන්   5.ඉතා අඩුවෙන්

ප්‍රායෝගික පරීක්ෂා	
ලිඛිත පරීක්ෂා	
වාචික පරීක්ෂා	
පැවරුම්	
ව්‍යාපෘති	
වෙනත්	

19. අඛණ්ඩ ඇගයීම් ක්‍රමය තුළදී විභාග පැවැත්වීම සඳහා වඩාත් සුදුසු යැයි ඔබ අදහස් කරනුයේ

ඉගැන්වූ උපදේශකවරයා විසින්ම විභාග පැවැත්වීම	
විෂයට අදාළ වෙනත් උපදේශකවරයෙක් විසින් විභාග පැවැත්වීම	
බාහිර පරීක්ෂකවරු විසින් විභාග පැවැත්වීම	

20. පූර්ව ඇගයීම් ක්‍රමය සඳහා ඔබ සිසුන් සූදානම් කළේ කෙසේද?

සෑම මොඩියුලයකටම අදාළ අඛණ්ඩ ඇගයීම සම්පූර්ණ කරවුවෙමි	
නිපුණත්වය ලැබීමට නොහැකි වූ කාර්යයන් නැවත කරවුවෙමි	
ශිෂ්‍ය ප්‍රගති වාර්තා පොත සම්පූර්ණ කළෙමි	

21. NVQ විභාග ක්‍රමය පිළිබඳව ඔබ විසින් සිසුන් දැනුවත් කළේද?

ඔව් ☐   නැත ☐

22. දැනුවත් කළේ නම් ඒ කෙසේද?

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23. NVQ විභාග ක්‍රමය ගැන ඔබ දරන අදහස් මොනවාද?

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24. ඔබගේ සිසුන්ගේ අවසාන ඇගයීමට ඇගයුම්කරුවන් භාවිතා කළ ක්‍රම මොනවාද?

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25. එම ඇගයීම් ක්‍රම පිළිබදව ඔබ සෑහීමකට පත් වන්නේද?

පත්වේ ☐   පත්නොවේ ☐

26. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඒ සදහා බලපාන ලද හේතු මොනවාද?

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27. අවසාන ඇගයීම්කරුවන් පිළිබදව ඔබේ අදහස් දක්වන්න

ඉතා ඉහලින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

28. ඇගයීම්කරුවන් පිළිබදව ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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29. ඔබගේ සිසුන්ගේ ශිෂා පුගති වාර්තා පොත, ඔබ කරන ලද වාාපෘති වාර්තා, ඔබේ නිර්මාණ ඇගයුම්කරුවන් විසින් පරීක්ෂා කිරීම පිළිබදව ඔබේ අදහස් දක්වන්න

ඉතා ඉහලින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

30. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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31. අවසාන ප්‍රායෝගික පරීක්ෂණය සඳහා සිසුන්ට ලබා දෙන ලද කාලසීමාව පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහළින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

32. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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33. ඔබ පුහුණුවේදී සිසුන්ට ලබා දුන් ප්‍රායෝගික අභ්‍යාස අවසාන පරීක්ෂණය සාර්ථකව නිම කිරීමට ඉවහල් වූයේද?

ඉවහල් වූනි	
ඉවහල් නොවුනි	

34. ඉවහල් <u>නොවුයේ</u> නම් ඊට ඔබේ අදහස් දක්වන්න

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35. අවසාන ප්‍රායෝගික පරීක්ෂණය සඳහා සිසුන්ට ලබා දුන් පුහුණු ද්‍රව්‍ය ලබා දුන් ආකාරය

සියලුම ද්‍රව්‍ය ආයතනයෙන් ලබා දුනි	
සමහර ද්‍රව්‍ය පමණක් ආයතනයෙන් ලබා දුනි	
සිසුන් විසින් සපයා ගන්නා ලදී	

36. පුහුණු ද්‍රව්‍ය ලබා දීම පිළිබඳව ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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37. අවසාන ඇගයීම සඳහා ඔබ සිසුන්ට ලබා දුන් උපදෙස් සහ කොන්දේසි පිළිබඳව ඔබේ අදහස් දක්වන්න

අවශ්‍ය ප්‍රමාණයට ලබා දුනි	
ලබා දුන්නේ නැත	

38. අවසාන ඇගයීමේදී සිසුන්ට ලබා දුන් ලිබිත / වාචික පරීක්ෂා පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහළින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

39. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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40. අවසාන ඇගයීම් ක්‍රියාවලිය පිළිබඳව ඔබේ අදහස් දක්වන්න

ඉතා ඉහළින් සෑහීමකට පත්වේ	
සෑහීමකට පත්වේ	
සෑහීමකට පත් නොවේ	

41. ඔබ සෑහීමකට පත් <u>නොවන්නේ</u> නම් ඊට හේතු දක්වන්න

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42. සිසුන්ට NVQ සුදුසුකම / සුදුසුකම

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43. සිසුන්ට NVQ සහතිකය ලබා ගැනීම සඳහා අවසාන ඇගයීමට පසු ගතවූ කාලය කොපමණද?

සති 2	
මාස 1	
මාස 2	
මාස 3	
මාස 3 ට වැඩි	

44. නිපුණතා පාදක පුහුණුවේ ඇති විභාග කුමය පිළිබඳව ඔබ දරණ අදහස් දක්වන්න.

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45. නිපුණතා පාදක පුහුණුවේ ඇති විභාග කුමය තුළ ඔබ දකින අඩුපාඩු මොනවාද?

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Study on consistency of NVQ Assessment System

Questionnaire for Management

1. Name of the Institute:

2. Address: Tel:

   District:

3. Ownership of the Institute:

   ☐   ☐   ☐

   Public   Private   NGO

4. Designation:

5. What courses are conducting in your Institute?

	CBT Courses		Non-CBT courses
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	

6. How many Trainers are working in your Institute?

CBT	
Non- CBT	

7 . 16. After recruiting Trainees do you make them aware about NVQ Assessement?

Yes	
No	

8. If not pl. state the reason/ difficulties

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9. No. of assessment conducted in your Training Institute?

Course Name	Year conducted	No. of Student faced for Assessment	No. Passed

10. How did you prepare for pre- assessment in NVQ system?

10.1 Student

Inform about Assessment	Month before	Two Weeks before	Week before	Not informed
Conduct Revision	Month before	Two Weeks before	Week before	Not conducted

10.2 Workshop

Aware Instructors about Assessment	Informed Month before	Informed Two Weeks before	Informed Week before	Not informed
Arrange Electricity and other supplies	Arrange Month before	Arrange Two Weeks before	Arrange Week before	Not arranged
Workshop Safety	Arrange Month before	Arrange Two Weeks before	Arrange Week before	Not arranged

10.3 Materials

Arrange materials	Month before	Two Weeks before	Week before	Not informed
Arrange Safety Equipment	Month before	Two Weeks before	Week before	Not conducted

10.4 Assessors

Inform about Assessment	Month before	Two Weeks before	Week before	Not informed

10. Are there any difficulties when conducting NVQ assessment?

	Yes	No	Reason
Selecting of Assessors			
Dealing with Assessors			
Assessment conducting procedure			
Assessor Payment			
Completing of Assessment documents			
Receiving certificates			

11. If you faced other difficulties to conduct NVQ assessment what are those difficulties?

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12. Support given by TVEC at present, to conduct NVQ Assessment?

Good	
Satisfactory	
Not Satisfactory	

13. If you need any other support from TVEC pl. Specify.

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14. Support given by TVEC at present, to obtain NVQ certificates?

Good	
Satisfactory	
Not Satisfactory	

15. If you need any other support from TVEC pl. Specify.

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16. No. of assessment conducted in your Training Institute?

Course Name	Year conducted	No. of Student faced for Assessment	No. Passed

17. State the progress of your students

Year	No. of students enrolled to the course	No. of students completed the course	No. of students receiving the certificates			% of employable
			NVQ	NVQ through RPL	Others	
2007						
2008						
2009						
2010						
2011						

18. Provide your comments on NVQ assessment and give suggestions to improve NVQ assessment System:

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