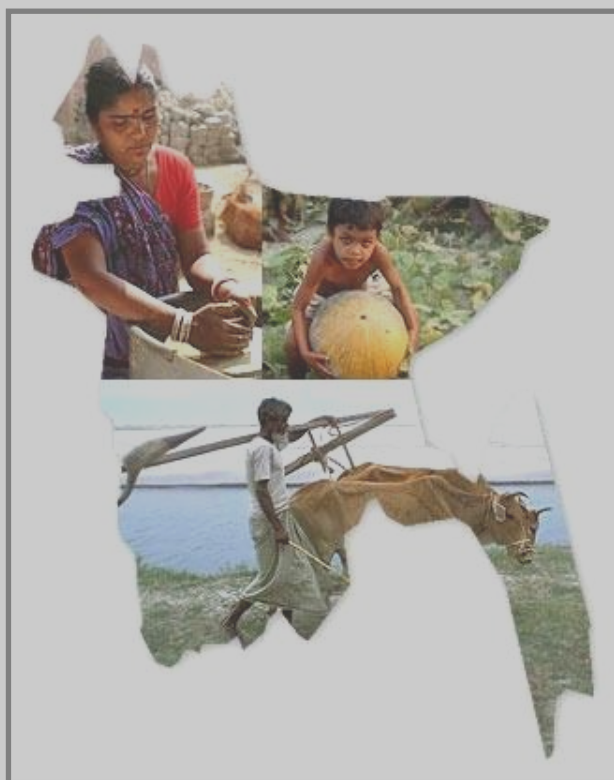


2012



National Skills Quality Assurance System

Government of Bangladesh

4

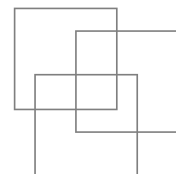
Manual 4: Quality Assurance of Assessment and Accreditation of Assessment Centres



International
Labour
Organization



European Union



1 National Skills Quality Assurance System Manual

Overview of the National Skills Quality Assurance System (NSQAS)



2 National Skills Quality Assurance System Manual

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



3 National Skills Quality Assurance System Manual

Registration of Training Organizations and Accreditation of Learning and Assessment Programs



4 National Skills Quality Assurance System Manual

Quality Assurance of Assessment and Accreditation of Assessment Centres



5 National Skills Quality Assurance System Manual

Quality Assurance of BTEB
The NSQAS External Quality Assurance Agency



NATIONAL SKILLS QUALITY ASSURANCE SYSTEM MANUAL

QUALITY ASSURANCE OF ASSESSMENT AND ACCREDITATION OF ASSESSMENT CENTRES

4

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

2012

Bangladesh Technical Education Board

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PURPOSE OF THIS MANUAL

This is the fourth of a series of manuals that describe the National Skills Quality Assurance System.

The manual focuses on the systems that provide assurance to the quality of assessment programs that lead to achievement of Units of Competence and Qualifications on the NTVQF.

This manual details the processes and criteria for the Accreditation of Assessment Centres.

Specific details of other processes, criteria and documentary requirements are found in the other manuals in the series.

National Skills Quality Assurance System Manuals

The series of NQAS Manuals includes:

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

INTRODUCTION

Assessment Defined

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

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

The system that assures the quality of assessment includes the following elements

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

Scope of this manual

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

This manual describes the:

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

NTVQF ASSESSMENT

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

Competency-based assessment is not controlled by time. There is no need for an individual to complete a course of learning before they can be assessed. Assessment can take place at any convenient time.

That does not mean that individuals should not participate in training courses. Training provides the opportunity to learn and practice all the skills that will be assessed and as a result will improve the

chances of a person achieving the competency that is the goal.

Competency-based assessment is not limited to just the training pathway in order to achieve competency.

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

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

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

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

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

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

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

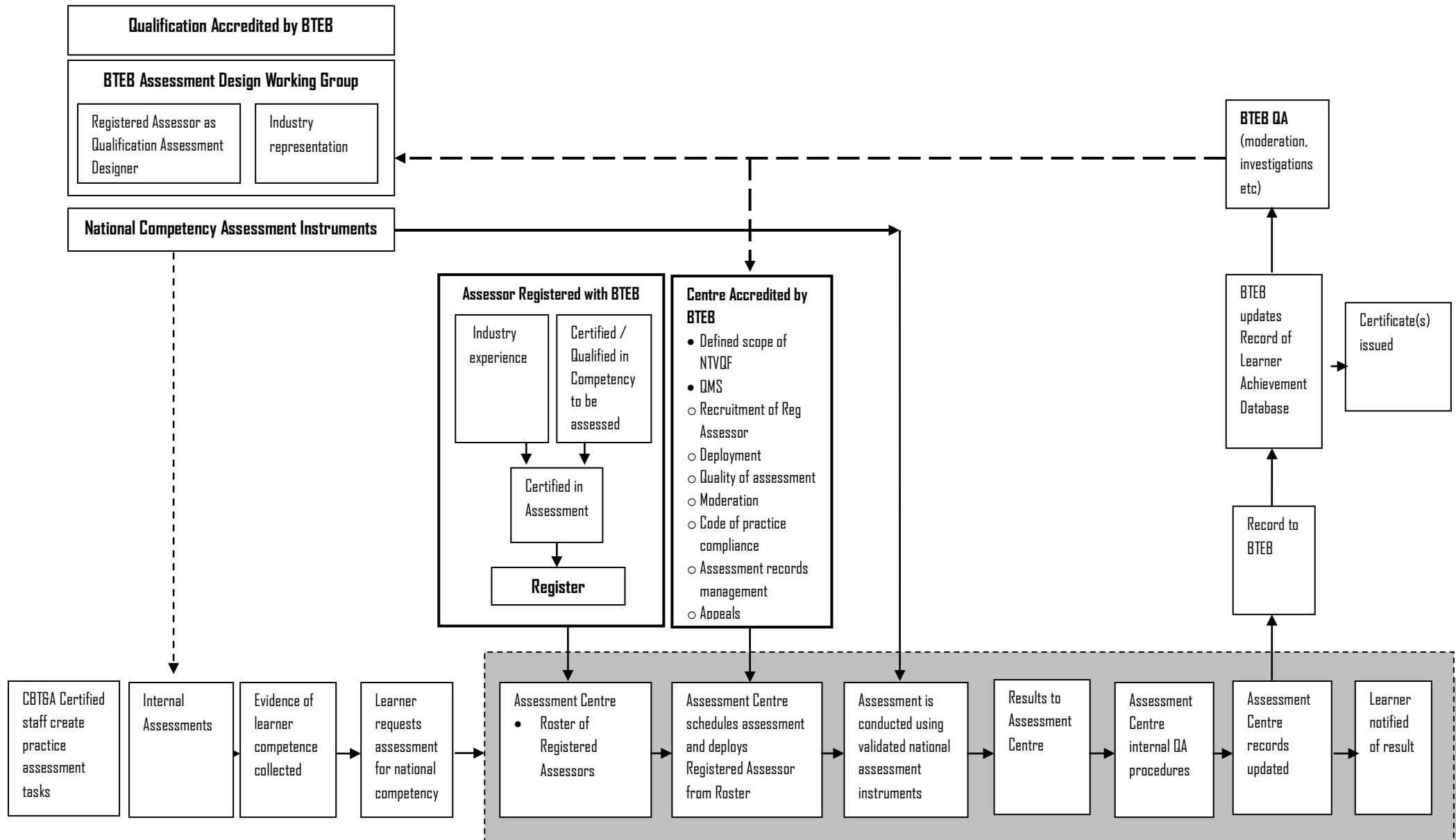
The conduct of assessment by Registered Assessors will be managed through Accredited Assessment Centres. The Assessment Centre must comply with the Assessment Centre Accreditation Criteria and the assessment program be accredited to cover the relevant skills areas.

Assessment records will be sent to BTEB which will update the records of the individuals involved and issue certificates. BTEB will also conduct post-assessment monitoring and will conduct any investigations or audits that are necessary.

ASSESSMENT SYSTEM OVERVIEW

Figure 1 provides an overview of the components of the system

Figure 1: Components of the quality assurance system for assessment



QUALITY ASSURANCE OF ASSESSMENT

1 ASSESSMENT

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

2 ASSESSMENT CENTRES

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

3 REGISTERED ASSESSORS

- 3.1 Registered Assessors must have the equivalent of 2 years relevant industry experience, be certified as competent in the competency standards that they assess. They must also be certified as competent in assessment by achieving the competency standards and qualifications specified by BTEB
- 3.2 Individuals who meet the criteria may apply to BTEB to be included on the Register of NTVQF assessors
- 3.3 BTEB will set the fee for Registration.
- 3.4 An Assessor will be registered for a stated scope of units of competency. The Assessor may apply to BTEB to expand the scope. The application will need to be supported by evidence of certification in all the units of competency to be included in the scope.
- 3.5 An Assessor for a period set by BTEB at which time the registration will need to be renewed by supplying any additional documentation required by BTEB and by paying the renewal fee.
- 3.6 Registered Assessors must comply with the Registered Assessors Code of Practice
- 3.7 Registered Assessors may be deregistered by BTEB and have other sanctions applied as a result of breaching the Professional Code of Practice.

4 COMPETENCY STANDARDS AND NATIONAL COMPETENCY INSTRUMENTS AVAILABLE

- 4.1. National Competency Assessment Instruments and processes must be validated before they are administered
- 4.2. National Competency Assessment instruments are developed and validated through BTEB Assessment Design Working Groups. The ADWG will include a BTEB Registered Assessor commissioned by BTEB as the assessment designer and representatives from the relevant industry.
- 4.3. BTEB must make all Units of Competency and national competency assessment instruments publically available
- 4.4. Competency standards and national competency assessment instruments will be approved for a defined period and will be subject to a regular cycle of review and renewal
- 4.5. BTEB will inform RTOs and Assessment Centres of changes to Units of Competency and national competency assessment instruments.

5 CONDUCT OF ASSESSMENT

- 5.1 Assessment does not need to be linked to the requirements of an instructional course. An individual may request assessment for national competency at any time.
- 5.2 Delivery of training programmes aims to improve the acquisition of skills and increase the certainty of successful achievement of national competency assessment.
- 5.3 Learners may be advised to complete practice assessments and gain the endorsement of their trainer prior to seeking national competency assessment
- 5.4 Internal practice assessments may be developed as part of CBLMs by RTOs accredited for NTVQF programmes.

- 5.5 Processes for the development of such internal practice assessments will be examined during registration and accreditation of the RTO.

6 APPEALS

- 6.1. An individual may appeal the results of an assessment for national competency on the basis of:
- 6.2. unprofessional or corrupt practice by the assessor;
- 6.3. use of incorrect, unapproved or out-dated assessment instruments
- 6.4. interference with or interruptions to the assessment process
- 6.5. The individual must appeal to the Assessment Centre. The Assessment Centre must keep records of the appeal, the investigation, findings and the outcome of the appeal.
- 6.6. The records must be made available to BTEB on request
- 6.7. If the appeal is upheld the assessment may be repeated with no cost to the student

7 RE-ASSESSMENT

- 7.1. An individual who has been judged as not-yet-competent in an assessment for national competency may seek to have another assessment opportunity scheduled without having to participate in any further training.
- 7.2. The learner may be advised that they may benefit from further training or practice before applying for re-assessment but re-assessment should not be restricted by a requirement for re-training
- 7.3. An individual seeking re-assessment would need to pay the assessment fee again.

8 RECORDING OF ASSESSMENT RESULTS

- 8.1. The Assessment Centre must maintain records of the results of all assessments for competency conducted by the Assessment Centre
- 8.2. A record of the assessments must be transmitted to BTEB using the designated official communication.
- 8.3. All achievement of NTVQF competency standards will be recorded on the NTVQF Record of Achievement by BTEB
- 8.4. These records will be used for certification and for post-assessment moderation / monitoring

9 ASSESSMENT VALIDATION, MODERATION AND MONITORING

- 9.1. Assessments for national competency assessment instruments will be subject to post-assessment moderation monitoring by BTEB
- 9.2. Discrepancies in assessment decisions and in the overall patterns of achievement will be monitored and investigated by BTEB
- 9.3. Findings resulting from monitoring will be communicated to ISC's, assessment development working parties, training organisations and assessment centres as needed for quality improvement

10 CERTIFICATION

- 10.1. BTEB will provide two forms of certification – a Statements of Attainment and Certificates of Qualification
- 10.2. BTEB will hold a record of achievement for all learners which will be a record of the progressive accumulation of all competencies and qualifications
- 10.3. A qualification is achieved through the accumulation of achievement of all the competencies defined in the qualification. Once all the competencies have been achieved a Certificate of Qualification will be issued.

ASSESSMENT CENTRES

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

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

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

BECOMING AN ACCREDITED ASSESSMENT CENTRE

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

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

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

1. Registration of interest

The Assessment Centre (ACs) informs the BTEB of their interest in being accredited. That will result in the BTEB providing the following:

- background information,
- a self-assessment instrument incorporating a user guide.

2. Undertake self- assessment.

The AC undertakes a self-assessment using the template in Appendix 1. The assessment will be in relation to the criteria.

3. Submit formal application.

If the outcome of the self-assessment shows that the AC appears to meet the required standards it can apply for accreditation. This will require the Principal or Manager to complete a formal application, obtained from a branch of the BTEB (eventually available on-line) giving details relating to each of the criteria.

The Self-evaluation template indicates the kind of evidence that needs to be considered and presented.

A copy of the self-assessment, as well as supporting documentation showing compliance with the criteria as set for ACs, must be submitted along with the application. The application may also involve a fee.

4. External assessment

A formal assessment will be undertaken by qualified Accreditation Officers (AOs), plus representative(s) of the appropriate industry sector, who will need to satisfy themselves that the AC in question does indeed meet the national standards for registration.

The AOs will use the same criteria and format used for the self-assessment and will base their assessment on evidence provided in support of the claims made in the application and in the self-assessment. The evaluation template indicates the kind of evidence that will be examined and considered.

Examination of the evidence may be done in a number of ways including: questioning, direct observation of processes and procedures; manuals, documentation, verbal explanation, client satisfaction surveys; third party feedback.

Comparing the ratings made by each of the parties.

Because of its importance, the self-assessment will be the focal point of the formal accreditation process. The AOs will have taken time to acquaint themselves with the self-assessment submitted by the respective principal and planned much of their visit to the training organisation to checking on the veracity of the ratings made. On the strength of their findings and the evidence provided they will make their rating in scoring boxes next to each sub-criterion. It will then be a matter of comparing the two sets of ratings and having discussions in relation to those instances where the perceptions of performance differ between the two parties.

Those discussions are useful both in helping principals/managers to gain the skills in making expert judgements about the performance of their ACs and in helping to establish benchmarks of what is or is not acceptable.

5. Accreditation

The outcome of the formal audit will result in a finding of 'accredited' or 'not yet accredited'. If accredited the AC will be formally accredited for a period of up to 5 years.

If the AC is deemed “not yet accredited” then it may, depending on the judgment of the accrediting agency, be granted interim accreditation for a prescribed period of time during which it will be required to address the identified shortcomings.

Appeals Panel

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

Re-accreditation

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

Penalties.

The accrediting authority will have access to a range of penalties for ACs that, whilst not accredited, offer nationally accredited courses. The penalties can include fines, partial or full closure of facilities.

APPENDIX 1: CRITERIA AND STANDARD FOR ACCREDITATION OF AN ASSESSMENT CENTRE TO DELIVER DEFINED SCOPE OF ASSESSMENT

ASSESSMENT CENTRE	
Name of the Assessment Centre	
Type of organisation (e.g. Private, Public, NGO, TSC, Polytechnic,)	
Name of Respondent	
Postal Address	
Phone No	
Email address	

ASSESSMENT PROGRAM IDENTIFICATION DETAILS:	
Name of the NTVQF Qualifications or Units of Competency	
NTVQF Codes	
Industry Sector	
Date/Version of the NTVQF Qualification or Unit of Competency documentation	

The Assessment Centre can be accredited to deliver training leading to NTVQF qualifications because it.....

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

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
A. MANAGEMENT OF QUALITY			0	1	2	3	4
1. Organisation is legally constituted	<ul style="list-style-type: none"> • Clear statement of the legal structure of the organisation, ownership and 						
2. Has clearly defined quality management responsibilities and structures	<ul style="list-style-type: none"> • Organogram shows designated QA personnel • TOR's include quality responsibilities 						
3. Monitors performance and takes corrective action	<ul style="list-style-type: none"> • Regular information gathered from statistical records, staff, clients and employers • Reports and recommendations to senior staff Corrective action decisions 						
4. Has quality review	<ul style="list-style-type: none"> • Satisfaction surveys of individuals being assessed on assessment methodologies used, level of satisfaction in regard to assessors, facilities, amenities, and the way the AC is managed. 						
5. Plans quality improvement	<ul style="list-style-type: none"> • Statement that sets out future goals and change priorities. • Quality improvement plan including priorities, implementation strategies and costs 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
B. MANAGEMENT OF RESOURCES			0	1	2	3	4
6. Manages resources to meet commitments	<ul style="list-style-type: none"> • Policies and procedures related to the selection of Registered Assessors • Policies and procedures in relation to employment or contracting of Registered Assessors • Staff development policy and budget to ensure that skill and knowledge of both management and staff are maintained and upgraded on an on-going basis 						
Human resource management							
Financial management	<ul style="list-style-type: none"> • Budget is planned to meet costs • Financial management covering invoicing, payments and reporting is adequate • Regular internal audit of financial and procurement activities. 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
C. QUALITY AND RELEVANCE OF ASSESSMENT PROGRAMS			0	1	2	3	4
1. There is regular review and update of assessment program	<ul style="list-style-type: none"> Records of regular surveys inviting local industry leaders to comment on the appropriateness of the technical knowledge and skills possessed by successful clients Records of a continuous improvement process that allows feedback from industry that is channelled back to the relevant assessors Records of corrective actions by Centre 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
D. CAPACITY OF ASSESSORS AND SUPPORT STAFF			0	1	2	3	4
1. Has sufficient staff (employed or contracted) and allocates them in response to demand	<ul style="list-style-type: none"> Assessor numbers and deployment meet demand Organogram and staffing profiles 						
2. The assessor staff have current knowledge of industry practice	<ul style="list-style-type: none"> Records of staff industry experience Policy and procedures for permanent staff return to industry 						
3. Staff are Certified in Assessment	<ul style="list-style-type: none"> Staff records 						
4. Staff ethical standards are maintained	<ul style="list-style-type: none"> Processes to ensure Assessors comply with code of practice 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
E. QUALITY OF FACILITIES AND EQUIPMENT			0	1	2	3	4
1. There is access to facilities and equipment that are appropriate to the suite of assessments being offered	<ul style="list-style-type: none"> Access to and use of requirements listed in the current NTVQF documents Adequate access to workshops and laboratories to meet the requirements of CB Assessment 						
2. Preventative maintenance agreements ensures equipment is functioning	<ul style="list-style-type: none"> Preventative maintenance program is comprehensive and scheduled using processes that met current accepted standards 						
3. Replacement program ensures equipment is current, operational and sufficient	<ul style="list-style-type: none"> Mechanism to write off and dispose of obsolete equipment and materials Budget for maintenance, replacement and new procurement sufficient for needs. 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
F. EQUITY OF PROVISION OF ASSESSMENT SERVICES			0	1	2	3	4
1. Equity policies are in place	<ul style="list-style-type: none"> Polices in regard to providing equity in provision of services for people with disabilities, disadvantaged groups , youth at risk and women 						
2. The equity of provision of assessment services is monitored	<ul style="list-style-type: none"> Data collection on assessment patterns, student achievement patterns and employment outcomes. Equity of staff recruitment, appointment and promotion is monitored. 						
3. Action is taken to provide equity of access, participation and outcomes	<ul style="list-style-type: none"> Strategic Plan in place and being implemented that sets targets to address current imbalances Recognition of prior learning service provide accessible and valid services Provision for cultural needs Provision for special learning needs 						

The Assessment Centre can be accredited to deliver the stated scope of assessment because

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

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE			
A. Links with NTVQF Qualifications and Units			1	2	3	4
1. Identified NTVQF	<ul style="list-style-type: none"> • NTVQF Qualification and Course documentation is current 					
2. Scope of assessment program is defined	<ul style="list-style-type: none"> • Scope is documented 					

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
B. Assessment is well planned			0	1	2	3	4
1. Assessment Strategy exists and is current	<ul style="list-style-type: none"> • Assessment Strategy documentation 						
2. Scope of assessment is clearly identified	<ul style="list-style-type: none"> • Assessment Plan includes all necessary units of competence 						
3. National Competency Assessment Instruments are current , available and used	<ul style="list-style-type: none"> • Survey of assessment instruments and records 						
4. Assessment methods are appropriate and varied	<ul style="list-style-type: none"> • Assessment Plan details tasks and assessment methods 						
5. Appropriate support systems for disabled or low education individuals	<ul style="list-style-type: none"> • Support options documented • Evidence of support availability 						
6. Moderation and Validation	<ul style="list-style-type: none"> • Internal systems of moderation/validation exist • Evidence of operation of systems • Evidence of participation in external moderation/validation systems 						
7. Clients are well informed about assessment requirements	<ul style="list-style-type: none"> • Documents issued to clients • Client feedback 						
8. Assessment Appeals procedures are outlined to students	<ul style="list-style-type: none"> • Documents to clients • Feedback from clients 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
C. Human Resources are satisfactory			0	1	2	3	4
1. Assessors are qualified	<ul style="list-style-type: none"> Staff records show industry skill relevant qualifications Staff records show qualification in CBT&A 						
2. Support staffing is satisfactory	<ul style="list-style-type: none"> Support staff are appropriately skilled Deployed according to need 						
3. Assessors have recent work place experience	<ul style="list-style-type: none"> Staff records of employment 						
4. Assessors are following assessment plans	<ul style="list-style-type: none"> Observation 						
5. Staff have access to materials, equipment etc	<ul style="list-style-type: none"> Staff feed back 						
6. Staff assessment practice is reviewed	<ul style="list-style-type: none"> Records of reviews. 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
D. Physical Resources are satisfactory			0	1	2	3	4
1. Assessors have access to physical resources that meet critical specifications for assessment	<ul style="list-style-type: none"> Survey of accessible resources against NTVQF specifications 						
2. Physical resources are available in sufficient quantities	<ul style="list-style-type: none"> Survey of materials 						
3. Assessors and clients are using the resources	<ul style="list-style-type: none"> Observation Student feedback 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
E. Reporting			0	1	2	3	4
1. Packs of standard reporting documents available and supplied to assessors	<ul style="list-style-type: none"> Survey of document packages Feedback from assessors 						
2. Assessors complete documents and report in timely manner	<ul style="list-style-type: none"> Survey of documents 						
3. Assessment centre reporting to BTEB in timely manner	<ul style="list-style-type: none"> Survey of documentation 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
F. Monitoring and Review capable of bringing improvements			0	1	2	3	4
1. Processes of review of assessment program re documented and operational	<ul style="list-style-type: none"> • Documentation includes schedule • Records of any review activities • Records of any improvements made 						

REGISTERED NTVQF ASSESSOR CODE OF PROFESSIONAL PRACTICE

A Registered NTVQF Assessor must:

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