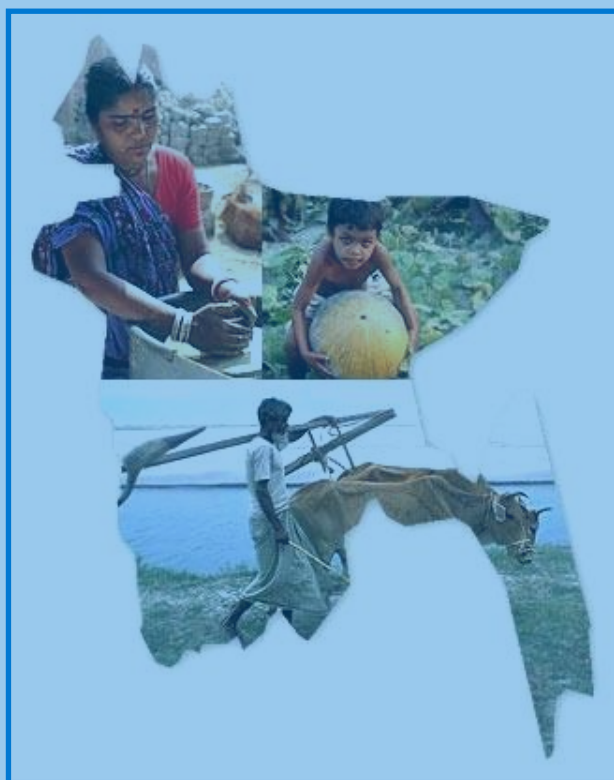


2012



National Skills Quality Assurance System

Government of Bangladesh

3

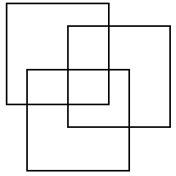
Manual 3: Registration of Training Organizations and Accreditation of Learning and Assessment Programs



International
Labour
Organization



European Union



Overview of Manuals

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

REGISTRATION OF TRAINING ORGANISATIONS AND ACCREDITATION OF LEARNING AND ASSESSMENT PROGRAMS



This document sets out the quality assurance processes and criteria for the Registration of Training Organisations and the accreditation of learning and assessment programs that lead to the achievement of units of competence and qualifications registered on the National Technical and Vocational Qualifications Framework

2011

Bangladesh Technical Education Board

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PURPOSE OF THIS MANUAL

This is the third of a series of manuals that describe the National Skills Quality Assurance System (NSQAS).

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

This manual details the processes and criteria for the Registration of Training Organisations and Accreditation of Registered Training Organisations to Deliver a Program of Learning and Assessment.

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 NSQAS 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

PART 1: INTRODUCTION AND EXPLANATION

BACKGROUND

The national TVET system has changed. It had problems with the quality of the graduates and with the relevance of their skills and with the range and scope of programs delivered.

Training was not necessarily relevant to the needs of industry and did not respond to industry demands for sufficient numbers of trainees with the right skills. Students often graduated without having the skills, knowledge and attitudes required by employers and necessary for productive activity.

Through the Bangladesh Skills Development Policy and the TVET Act (2011), the Government of Bangladesh has established a new system that is intended to be more responsive to skill demand. Industry will lead the process of defining the required competency standards and qualifications. Training organisations, apprenticeship programs and work place assessors will respond to the defined standards by providing learning and assessment programs that lead to those defined competencies.

Industry will develop clear descriptions of the skills and knowledge required to perform different tasks in the workplace. The competency standards can be grouped into clusters as national qualifications which, when accredited by the BTEB, are placed on the NTQVF at the appropriate level.

QUALITY ASSURANCE

Quality

The NSQAS defines quality as *fitness for purpose* and *meeting client needs*. This simply means that the graduates of the training organisations, workplace assessment programs, apprenticeship programs and other achievement pathways covered by the National Skills Development System, have the skills, knowledge and attitudes that meet the needs of industry, employers, and the community.

As a consequence, the skills development system must be responsive to the present and future industry need.

It is widely recognised that skill needs in the labour market need to be more clearly and precisely defined so that delivery and assessment arrangements can give greater emphasis to practical skills. Definition of skills based on rigorous analysis of industry and job skills will achieve that end.

The Bangladesh Skills Development Policy mandates the implementation of competency based training and assessment (CBT&A) system to ensure that individuals actually achieve the industry skills.

CBT&A shifts training away from traditional theory based approaches to an approach to delivery and assessment that emphasises the achievement and demonstration of practical skills required to perform at a specified standard demanded by industry.

Different Ways for Learners to Gain Achievement

There is only one NTVQF. The qualifications and units of competency that are placed on the NTVQF are statements of the required competency standards.

Individual learners may achieve those units of competency and qualifications through a number of different pathways including:

- Recognition of Prior Learning (RPL) / Recognition of Current Competencies (RCC)
- Apprenticeships
- Through a learning program provided by a public or private training organisation

The programs of learning may be provided through many different types of organisation including:

- Private training institutions
- Public training institutions
- Government ministries
- NGO operated institutions

Initially assessment services will be provided by accredited assessment centres including:

- Work place assessment by Industry Assessors
- Private or public specialist assessment centres
- External assessors registered by accredited organisations

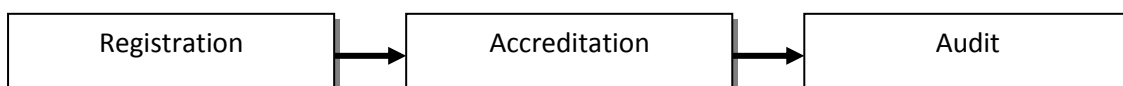
The programs of learning and assessment delivered in each of these pathways must be quality assured.

As a result these arrangements apply to any organisation, public or private, that delivers learning and assessment leading to achievement of units of competency and qualifications on the NTVQF.

Quality Assurance of Learning and Assessment Programs

Quality assurance of learning and assessment programs includes the processes:

- the registration of public and private training providers;
- accreditation of learning and assessment programs;
- auditing of training providers for compliance against quality standards;



Registration

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

- a. Provide education, training and / or assessment services that lead to a achievement of units of competency or qualifications registered on the NTVQF;
- b. Receive funding or wish to receive funding¹ from the Government of Bangladesh in respect of any of the TVET education and training programmes provided by the organisation;
- c. Are an organisation that uses or wishes to use a term protected by Bangladesh legislation in the name of the organisation or in the names of any of the courses, programmes or qualifications that it provides;

Registration of educational organisations by BTEB or its delegated agents is the first step for an organisation to be accredited to provide education, training and assessment services leading to qualifications registered on the NTVQF. Registered providers may seek accreditation to provide training programmes leading to units of competency and qualification registered on the NTVQF.

The Skills Development Policy states that public and private institutions must implement a continuous improvement approach to quality management so that they meet the needs of clients and stakeholders. It further states that this will be linked to the registration and re-registration requirements for training organisations under the NTVQF.

Consequently registration is an initial evaluation of educational bona fides, integrity and potential durability of the organisation. It is an evaluation of the *capability* of the organisation to provide and continue to provide programs of learning that are well organized and that the management systems focus on the effective delivery of the competency standards. It is a process that examines the basic organisation, ensures that it is established for educational purposes, has suitable management structures and systems and has the necessary financial resources to provide the necessary staff, equipment and materials for intended programs. It examines the systems of review and continuous improvement.

Registration will be conducted by BTEB or its agents and will require a visit to the organisation.

The process and criteria of registration are detailed in Part 2: Becoming a Registered Training Organisation.

Accreditation of Learning and Assessment Programs

Accreditation of programs of learning and assessment is a separate but related quality assurance process. It is an assessment of how the organisation applies its quality assurance system to the delivery of a particular program of learning. It is the assessment of the organisations ability to provide a learning program that actually meets the competency standards of some of the units of competency included in a NTVQF qualification or the entire qualification.

¹ The National Skills Policy makes it an obligation for all organisations receiving government funds for training to the national skills standards to align their programme with the standards and consequently to comply with the NSQAS.

There are many differences between training organisations and their approaches to delivering training that delivers the specified competencies. Some are public institutions while others are private. Some are industry centres of excellence providing all the levels of speciality that exist in an industry while others are community-based providers of a smaller range of units of competency aimed at upskilling local people for local needs. But all of them must show that they can deliver well organised and credible courses leading to the competencies.

To be accredited the organisation needs to show how it has taken the specifications of the registered qualification and units of competency and turned them into an organised course of appropriately sequenced learning that allows their learners to acquire the specified skills and underlying knowledge that are specified in the appropriate NTVQF Qualification and Course Guidelines document.

Accreditation of the learning programs will be conducted by an accreditation panel made up of a BTEB Accreditation Officer or other designated agent plus a representative of the industry nominated by the relevant Industry Skills Council and will require on-site audit of the organisation.

The process and criteria of registration are detailed in Part 3: Accreditation of Learning Programs.

PART 2: BECOMING A REGISTERED TRAINING ORGANISATION

Process

There are five steps to becoming a Registered Training Organisation (RTO). They are:

1. **Registration of interest**

Training organisations (TOs) inform the BTEB of their interest in becoming a RTO. That will result in the BTEB providing the following:

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

2. **Undertake self- assessment.**

Undertake a self-assessment of the TO using the template in Appendix 1. The assessment will be in relation to the following 6 key criteria:

1. Management of Quality;
2. Management of Resources;
3. Quality and relevance of Programs;
4. Capacity of Teaching and Support Staff;
5. Quality of facilities and equipment;
6. Quality of student services and amenities;

3. **Submit formal application.**

If the outcome of the self-assessment shows that the TO appears to meet the required standards it will be able to apply for registration. This will require the Principal to complete a formal application, obtained from a branch of the BTEB (eventually available on-line) giving details relating to each of the 6 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 RTOs, 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) who will need to satisfy themselves that the TO in question does indeed meet the national criteria 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 registration 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 to gain the skills in making expert judgements about the performance of their TOs and in helping to establish benchmarks of what is or is not acceptable.

5. Registration

The outcome of the formal audit will result in a finding of ‘registered’ or ‘not yet registered’. If registered the TO will be formally registered for a period of up to 5 years and be legally entitled to trade under the title of Registered Training Organisation (RTO).

If the TO is deemed “not yet registered” 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-registration

At the end of the registration period there will be a need for the RTO to re-register. 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 registration with or without conditions.

Penalties

The accrediting authority will have access to a range of penalties for TOs that, whilst not registered, trade under the title of RTO or that offer nationally accredited courses. The penalties can include fines, partial or full closure of facilities.

APPENDIX 1: SELF-EVALUATION CRITERIA AND STANDARD FOR REGISTRATION OF TRAINING ORGANISATION

Part 1: About Your Training Organisation

Name of Training organisation		
Status of Institution (e.g. Private, Public, NGO, TSC, Polytechnic,)		
Name of Respondent		
Position of Respondent		
Date of undertaking survey		
Postal Address		
Phone No		
Email address		
Details of programs/courses offered		
Name of program or course	Level of qualification	Nominal length in Weeks, months or years

Total number of equivalent full time staff:.....No of male:.....No of female.....
Total number of equivalent full time students:.....% Male.....% Female.....

Part 2: Self-Evaluation of the Quality Management System of the Organisation

LowHigh

The institution can deliver training leading to BNTVQF qualifications because it.....

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
A. MANAGEMENT OF QUALITY			0	1	2	3	4
1. Has a clear mission statement setting out the educational role of the institution and the quality goals it is attempting to achieve	<ul style="list-style-type: none"> • Mission statement 						
2. Has clearly defined quality goals and policies	<ul style="list-style-type: none"> • Institutions statement of quality goals and policy 						
3. Has clearly defined quality management responsibilities and structures	<ul style="list-style-type: none"> • Organogram shows designated quality committees and Q/A personnel • TOR's include quality responsibilities 						
4. Has an effective council or Board that includes representatives of key industries from area served by TO	<ul style="list-style-type: none"> • Records of meetings • Records of decisions • Records of follow up actions 						
5. Has clearly defined quality assurance systems and processes	<ul style="list-style-type: none"> • Procedures manuals in the areas of HRM, Financial Management, Occupational Safety and Health, Educational Programme Delivery are current, available and used • Evidence of regular review and validation of the organisations quality structures and mechanisms carried out by external agency 						
6. Monitors performance against mission goals and plans and takes corrective action	<ul style="list-style-type: none"> • Regular information gathered from statistical records, staff, students and employers • Reports and recommendations to senior staff and council/Board • Corrective action decisions 						
7. Has quality review	<ul style="list-style-type: none"> • Satisfaction surveys directed at local employers to check relevance of course offered, appropriateness of course content and level of satisfaction with graduates • Satisfaction surveys of students and graduates on relevance of courses, course content, methodologies used, level of satisfaction in regard to teachers, facilities, amenities, and the way the institute is managed. 						
8. 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 						

			LowHigh				
FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
B. MANAGEMENT OF RESOURCES			0	1	2	3	4
1. Manages resources to meet mission, goals and plans Human resource management	<ul style="list-style-type: none"> Autonomous HR decisions enable effective deployment HRM Manuals set out policy, systems and processes covering job descriptions, recruitment, selection, induction, performance review, career path planning, conflict resolution Staff development policy and budget to ensure that skill and knowledge of both management and staff are maintained and upgraded on and on-going basis 						
Financial management	<ul style="list-style-type: none"> Budget is performance- based using annual performance agreements signed of by relevant funding agency and the Principal Comprehensive financial and procurement policy and procedure manual Regular internal audit of financial and procurement activities. 						

			LowHigh				
FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
C. QUALITY AND RELEVANCE OF PROGRAMS			0	1	2	3	4
1. The range and scope of programmes reflect skills market	<ul style="list-style-type: none"> Regular analysis of skill market Database of sectors and sub-sectors of industry served by TO 						
2. There is regular review and update of programmes	<ul style="list-style-type: none"> Tracer studies of graduating groups Records of regular surveys inviting local industry leaders to comment on the relevance of the programs and on the appropriateness of the technical knowledge and skills possessed by the graduates Records of a continuous improvement process that allows feedback from industry that is channelled back to the relevant faculties Records of corrective actions by faculties 						

LowHigh

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
D. CAPACITY OF TEACHING AND SUPPORT STAFF			0	1	2	3	4
1. Has sufficient staff and allocates them in response to demand	<ul style="list-style-type: none"> Staff student ratios meet UoC requirements Organogram and staffing profiles 						
2. The teaching staff have current knowledge of industry practice	<ul style="list-style-type: none"> Records of staff industry experience Policy and procedures for staff return to industry 						
3. Staff are qualified in CBT	<ul style="list-style-type: none"> Staff records showing NTVQF and CBT&A qualifications 						
4. There is on-going staff professional development	<ul style="list-style-type: none"> Records of staff review Records of ongoing staff development 						
5. Staff ethical standards are maintained	<ul style="list-style-type: none"> Staff code of practice sets conduct relating to: <ul style="list-style-type: none"> Values/principles Behaving ethically, honestly and with integrity Courtesy to students and colleagues Identifying and dealing with conflicts of interest. etc 						

LowHigh

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
E. QUALITY OF FACILITIES AND EQUIPMENT			0	1	2	3	4
1. There are facilities and equipment that are appropriate to the suite of courses being offered	<ul style="list-style-type: none"> Access to and use of requirements listed in the current course accreditation documents/ UoC documents Adequate access to workshops and laboratories to meet the requirements of CBT learning 						
2. Preventative maintenance ensures equipment is functioning	<ul style="list-style-type: none"> Preventative maintenance program is comprehensive and scheduled using processes that met current accepted standards Timely supply of maintenance service contractors is managed by designated maintenance manager 						
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 purchase of new equipment and materials sufficient for needs. 						

LowHigh

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
F. QUALITY OF STUDENT SERVICES AND AMENITIES			0	1	2	3	4
1. Services and amenities support student learning outcomes	<ul style="list-style-type: none"> • Learning resource centre well stocked with books and AV productions relevant to TO program areas • Learning resource centre budget and procurement plan • Internet available for students to search learning resources • Job placement cell with database to link job seekers and job vacancies, helps students make career choices, selection of program, developing CV's and applying for jobs 						
2. Services support student health and well-being	<ul style="list-style-type: none"> • Staff dedicated to ensuring general student welfare • Cafeteria provides healthy food at affordable prices • Access to hygienic male & female toilets and washrooms, to male and female common rooms and to safe drinking water • Policies and facilities that support the health and welfare of staff and students and foster team building 						
3. The effectiveness of student services and amenities are monitored	<ul style="list-style-type: none"> • Student association to represent student issues to management • Undertake regular tracer studies and provide data that will assist prospective students make an informed decision in choosing a program that will meet their needs 						

			LowHigh				
FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
G. EQUITY OF PROVISION OF COURSES AND SERVICES			0	1	2	3	4
1. Equity policies are in place	<ul style="list-style-type: none"> • Policies in regard to providing equity in provision of services for: <ul style="list-style-type: none"> ○ people with disabilities, ○ disadvantaged groups , ○ youth at risk, and ○ women • Strategic Plan that sets targets designed to address current issues and imbalances. 						
2. The equity of provision of courses and services is monitored	<ul style="list-style-type: none"> • Data collection on student enrolment 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 designed to address current imbalances and implementation plans, budgets and schedules. • Recognition of prior learning service provide accessible and valid services • Provision for cultural needs • Provision for special learning needs 						

PART 3: ACCREDITATION OF RTO'S TO DELIVER A PROGRAM OF LEARNING AND ASSESSMENT

Process

The process includes the same steps as the process for Registration as a Training Organisation and can be conducted at the same time as the registration process or separately.

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

1. **Registration of interest**

Training organisations (TOs) inform 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.**

Undertake a self-assessment of the TO using the template in Appendix 1. The assessment will be in relation to the following 6 key criteria:

1. Link with NTVQF Qualifications and Units of Competency;
2. Learners;
3. Delivery strategy;
4. Assessment strategy;
5. Human Resources;
6. Learning resources;
7. Physical Resources; and
8. Monitoring and Review

3. **Submit formal application.**

If the outcome of the self-assessment shows that the TO appears to meet the required standards it will be able to apply for accreditation. This will require the Principal to complete a formal application, obtained from a branch of the BTEB (eventually available on-line) giving details relating to each of the 8 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 RTOs, must be submitted along with the application. The application may also involve a fee.

4. **External assessment**

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

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 to gain the skills in making expert judgements about the performance of their TOs 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 TO will be formally accredited for a period of up to 5 years.

If the TO 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 RTO 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 TOs that, whilst not accredited, offer nationally accredited courses. The penalties can include fines, partial or full closure of facilities.

APPENDIX 2: CRITERIA AND STANDARD FOR ACCREDITATION OF AN RTO TO DELIVER A PROGRAM OF LEARNING AND ASSESSMENT

TRAINING ORGANISATION	
Name of Training Organisation	
Status of Institution (e.g. Private, Public, NGO, TSC, Polytechnic,)	
Name of Respondent	
Postal Address	
Phone No	
Email address	

PROGRAM IDENTIFICATION DETAILS:	
Name of the NTVQF Qualification	
NTVQF Code	
Industry Sector	
Date/Version of the NTVQF Qualification documentation	

Total number of equivalent full time staff:.....No of male:.....No of female.....
Total number of equivalent full time students:.....% Male.....% Female.....

The institution can be accredited to deliver the course because

LowHigh

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
A. Links with NTVQF Qualifications and Units			0	1	2	3	4
1. Identified NTVQF	<ul style="list-style-type: none"> NTVQF Qualification and Course documentation is current 						
2. Scope of program (full qual/part) is defined	<ul style="list-style-type: none"> Scope in delivery document 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
B. Learners are clearly identified			0	1	2	3	4
1. Target groups	<ul style="list-style-type: none"> Documented description of the target group 						
2. Entry / Selection criteria are appropriate and clearly stated	<ul style="list-style-type: none"> Qualifications documentation Documents issued to students Entry articulations and RPL pathways documented 						
3. Support needs for learners identified and strategies developed	<ul style="list-style-type: none"> Documentation of strategies Feed back from students and instructors 						
4. Record systems are appropriate, accurate and up-to-date	<ul style="list-style-type: none"> Student records 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
C. Delivery is well planned			0	1	2	3	4
1. Delivery Strategy exists and is current	<ul style="list-style-type: none"> Delivery Strategy documentation 						
2. Industry input has been sought	<ul style="list-style-type: none"> Evidence of industry consultation regarding course value, organisation and output 						
3. Units of competency have been identified and sequenced	<ul style="list-style-type: none"> Units of competence chart Plan of delivery including units, methods and sequence 						
4. Students are well informed about course delivery sequence and requirements	<ul style="list-style-type: none"> Documents issued to students Student feedback 						
5. Appropriate support systems for disabled or low education individuals	<ul style="list-style-type: none"> Support options documented Evidence of support availability 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
D. Assessment is well planned			0	1	2	3	4
1. Assessment Strategy exists and is current	• Assessment Strategy documentation						
2. Scope of assessment is clearly identified	• Assessment Plan includes all necessary units of competence						
3. Assessment methods are appropriate and varied	• Assessment Plan details tasks and assessment methods						
4. Appropriate support systems for disabled or low education individuals	• Support options documented • Evidence of support availability						
5. Moderation and Validation	• Internal systems of moderation exist • Evidence of operation of systems • Evidence of participation in external moderation/validation systems						
6. Students are well informed about assessment requirements	• Documents issued to students • Student feedback						
7. Assessment Appeals procedures are outlined to students	• Documents to students • Feedback from students						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
E. Human Resources are satisfactory			0	1	2	3	4
1. Staff-student ratios are sufficient	• Staffing records						
2. Instructional staff are qualified	• Staff records show industry skill relevant qualifications • Staff records show qualification in CBT&A						
3. Support staffing is satisfactory	• Support staff are appropriately skilled • Deployed according to need						
4. Instructional staff have recent work place experience	• Staff records of employment						
5. Staff are following instructional design plans	• Observation						
6. Staff have access to materials, equipment etc	• Staff feed back						
7. Staff instructional practice is reviewed	• Records of reviews.						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
F. Learning Resources are satisfactory			0	1	2	3	4
1. Course based learning materials are relevant and current	<ul style="list-style-type: none"> • Survey of materials 						
2. Course based learning materials are available in sufficient quantities	<ul style="list-style-type: none"> • Survey of materials 						
3. All relevant materials that have been identified in NTVQF documents and are available	<ul style="list-style-type: none"> • Survey of materials against NTVQF documentation 						
4. Instructors and students are using the materials	<ul style="list-style-type: none"> • Observation • Student feedback 						

FOCUS AREA	SOURCES OF EVIDENCE	COMMENT ON EVIDENCE	SCORE				
G. Physical Resources are satisfactory			0	1	2	3	4
1. Learners/instructors have access to physical resources that meet critical specifications	<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. Instructors and students are using the resources	<ul style="list-style-type: none"> • Observation • Student feedback 						

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