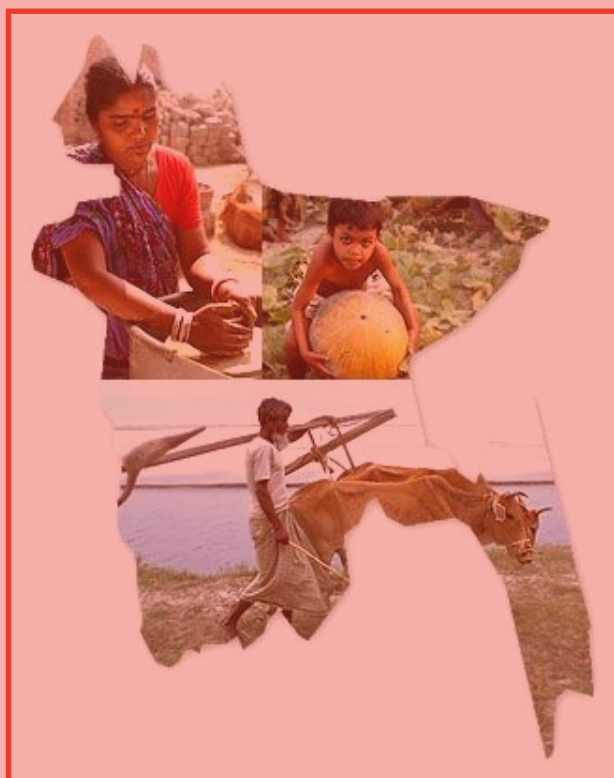


2012



National Skills Quality Assurance System

Government of Bangladesh

2

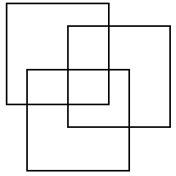
Manual 2: Accreditation of
Qualifications and Units of
Competency on the National
Technical and Vocational
Qualifications Framework



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

ACCREDITATION OF QUALIFICATIONS AND UNITS OF COMPETENCY ON THE NATIONAL TECHNICAL AND VOCATIONAL QUALIFICATIONS FRAMEWORK

2

This document sets out the quality assurance processes and criteria for the accreditation of qualifications and course regulations on the National Technical and Vocational Qualifications Framework

2011

Bangladesh Technical Education Board

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PURPOSE OF THIS MANUAL

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

This manual provides a description of the processes, criteria and documentation for Accreditation of Qualifications and Units of Competency on the NTVQF.

It details the processes and criteria for the definition of industry skills, the development and approval of units of competency and qualifications, and the inclusion of the qualifications and units of competency on the NTVQF.

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 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

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.

SKILLS DEFINITION AND QUALIFICATIONS

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 coupled with a competency based training and assessment (CBT&A) system will achieve that end.

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.

Definition of skills, competency standards and qualifications

Skills standards are defined by industry. Industry sectors will establish Industry Skills Councils (ISC) to define the skill needs for the industry sector (Appendix 1: Terms of Reference).

The definition of skills need must be based on systematic and detailed analysis of current industry skills and future skill demand. The ISC must gather information related to the availability or shortages of skills within local and international labour markets. Information must also be collected relating to changes in workplace operations, job specifications, changes in technologies and product lines.

The first step in achieving this goal is for industry to develop clear descriptions of the skills and knowledge required to perform different tasks in the workplace (Appendix 2: Process). Such information provides the basis for defining skills needs and planning the actions necessary to meet those needs.

The conduct of skills analysis and the development of the competency statements is best managed by people with the skills to analyse jobs and define and document competencies. The ISC will be required to demonstrate that it has established Technical Sub-Committee(s) (TSC) for that purpose (Appendix 3: Terms of Reference).

The ISC Technical Sub-committees to conduct the skills analysis (Appendix 4: Skills Analysis Template)

The information, along with a description of the processes used to gather it, are a necessary part of the documentation that will support the application to the BTEB Board for the Registration of the Qualification and Units of Competency on the NTVQF.

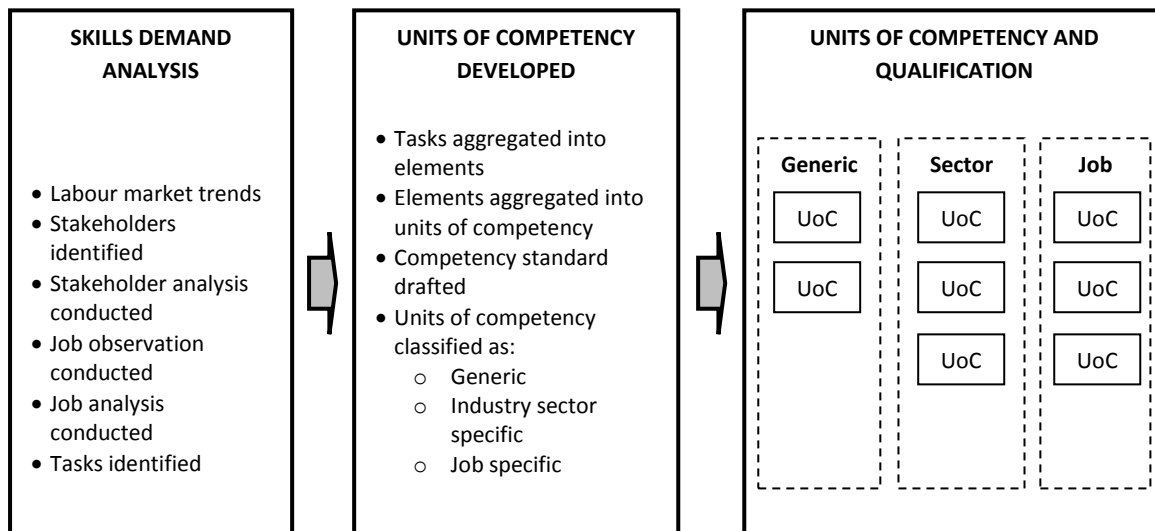
Developing competency specifications

As a result of detailed analysis of jobs and job tasks and skills the TSC develops the statement of competencies that must be achieved by individuals in order to be recognised as skilled workers, prepares the set of competencies and develops a table of the titles of Units of Competency, which are the basic organizing unit for learning and assessment programs. The Units of competency, or competency standards, set the performance criteria that will be assessed in training institutions who issue nationally recognised qualifications

The TSC should also show how the individual Units of Competency would be clustered into qualifications.

Following endorsement of the titles of the Units of Competency and the qualifications clusters the by the ISC, detailed development of the Units of Competency can proceed (Appendix 5: Template for Units of Competency).

Figure 1: Process for ISC/TSC to develop the package of Qualification and Units of Competency



Validation and approval of the Qualification and Units of Competency

In addition to the TSC, BTEB establishes a Standards and Curriculum Committee (SCDC) to also review the Units of Competency (Appendix 6: Terms of Reference).

The draft package of the proposed national qualification and the units of competency that make up the qualification are presented to the SCDC for review and recommendation of a final version to the BTEB for approval (Appendix 7).

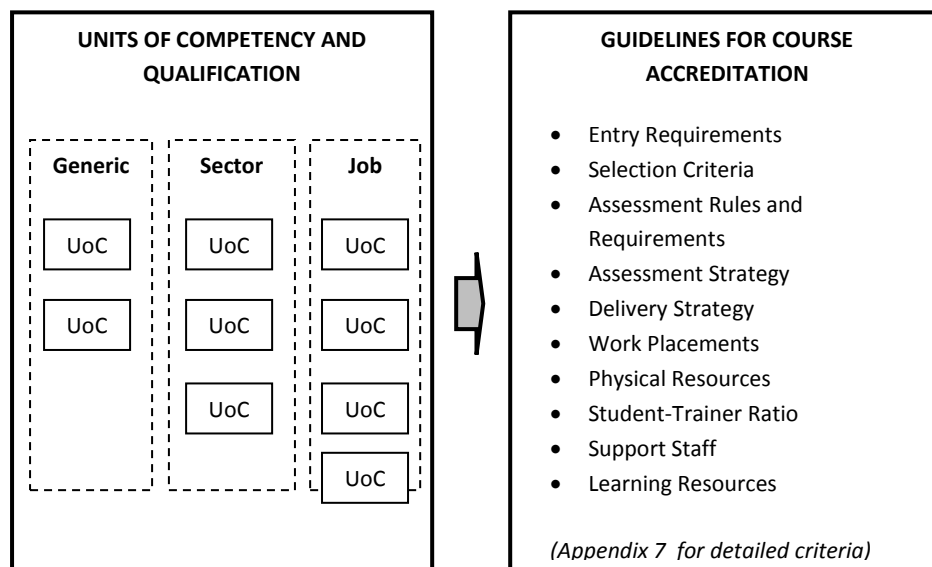
BTEB submits the final version of the package to the BTEB Board meeting for approval. Finally, BTEB Board approves the package.

Preparation of Guidelines Courses leading to the Units of Competency and the Qualification

Following the validation of the package of qualification and units of competency the BTEB appoints specialist technical expert in Competency Based Training and Assessment (CBT&A) to draft guidelines for the learning and assessment programs that lead to the NTVQF qualifications and units of competency (Appendix 7).

The SCDC reviews the draft NTVQF Qualification and Course Accreditation Guidelines and submits it to the BTEB Board.

Figure 2: Process for SCDC to develop the Course Guidelines for the Qualification Package



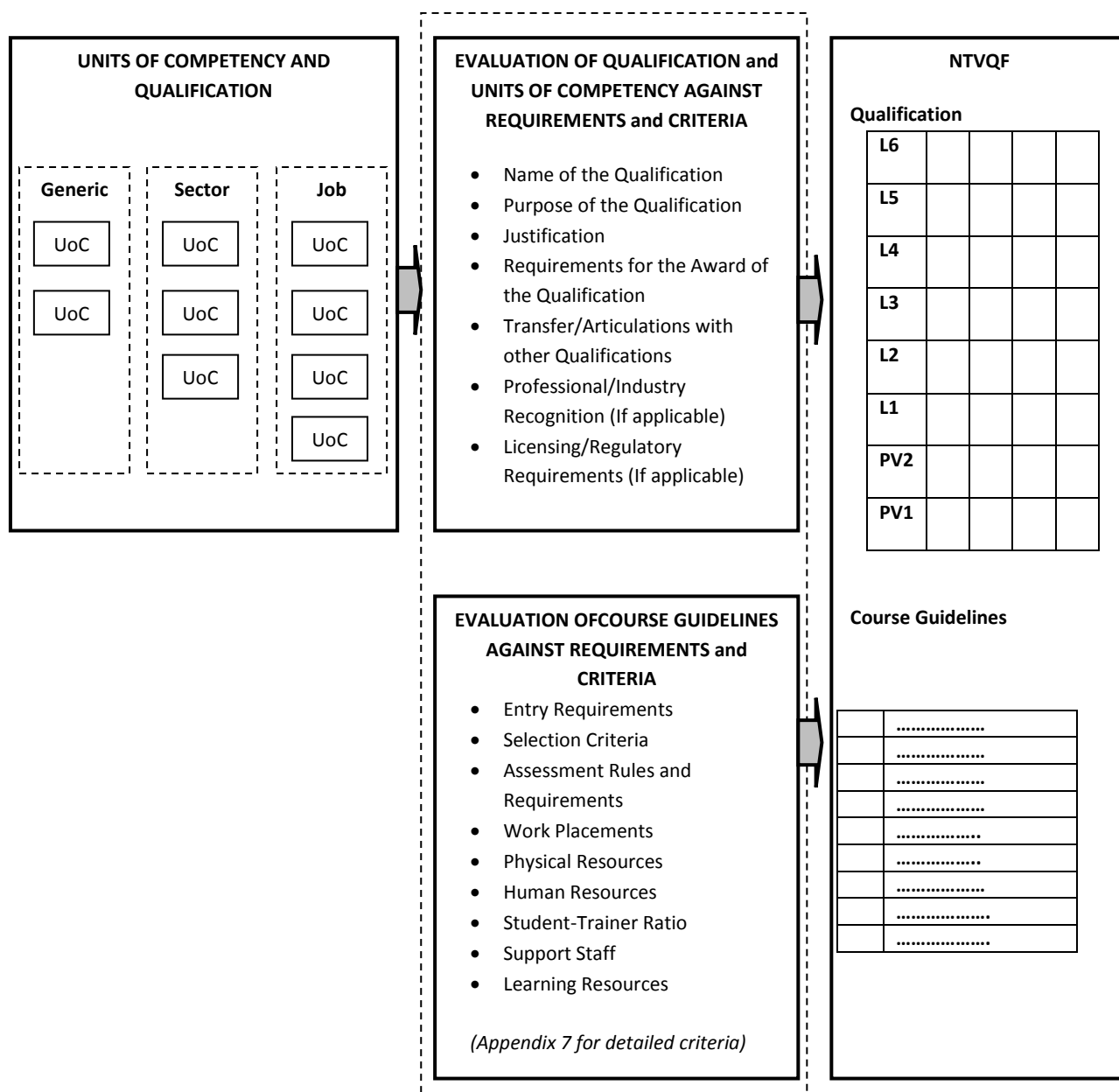
Approval and Registration of the Qualification and Course Guidelines on the NTVQF

The BTEB Board receives the submission for the approval and registration of the Qualification and the Course Accreditation Guidelines on the NTVQF from the SCDC.

The application must be supported by the following documentation:

- Covering letter from the ISC
- Documentation of the Qualification and Course Accreditation Guidelines with supporting evidence (Appendix 6)
- Documentation of the BTEB analysis of the application and recommendation (Appendix 7)

Figure 3: Process for BTEB to Register the Qualification and Guidelines on the NTVQF



The Board may:

- Approve the registration of the Qualification and Course Guidelines on the NTVQF.
- Seek further information or clarification before considering the to approve or not approve the application
- Not approve the application and recommend revision and resubmission
- Not approve the application

Registration is granted for a specific number of years. When that period has elapsed the qualification is no longer registered on the NTVQF and achievement will need to be re-registered or replaced.

MONITORING AND REVIEW

Units of Competency and national qualifications must be reviewed on a regular basis.

A review is a planned process that involves consultation with all stakeholder groups, and results in a new version of a Unit of Competency or national qualification, which is deemed fit for purpose.

Reviewed standards and national qualifications are again re-registered for a period of years.

Qualifications may be revised to take account of new factors or omissions; changes to legislation; attainability issues; or a review of standards contained in the qualification.

A revised qualification will be published as a new version of the qualification, but will retain its original registration date. A change report is published on the BTEB website, covering the consultation process and the changes made to the qualification.

If the ISC decides that the qualification is in need of replacement by a qualification with a new name, NTVQF Level and structure notification of the replacement will be made after the process of developing and registering the new qualification is completed. However, the process will need to be initiated early enough to be completed before the registration of the original qualification lapses.

APPENDIX 1: INDUSTRY SKILLS COMMITTEES TERMS OF REFERENCE

General Tasks:

1. Monitor and review skills development practices in the industry sectors and identify and overcome deficiencies;
2. Develop industry specific skills development policies and practices;
3. Develop industry's capability to deliver in the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees;
4. Provide leadership and strategic advice to the TVET system on skills development needs and priorities for those industry sectors covered by the committee;
5. Support the delivery of industry relevant training and/or professional development programs for TVET teachers;

Specific Tasks

6. Contribute to the development and review of skills standards and qualifications and participate in the development and review of new training curriculum;
7. Advise key government TVET agencies on the industry sector demand for skills;
8. Advocate and facilitate workforce development activities in industry;
9. Develop sector skills development plans as required on a regular basis;
10. Support the strengthening of industrial apprenticeship programs; and
11. Develop partnerships with TVET providers and support improvement of TVET programs in schools, colleges, industry and enterprises.

Membership:

Each committee will involve between 8-12 members, depending on the structure of the industry and the representative bodies that exist in each sector.

The membership will be drawn from individual enterprises, representing large and small enterprises, industry associations and union bodies.

Committees may co-opt additional members as they see fit and/or invite key stakeholders to participate in meetings as observers. Government does not have representatives on committees. Membership of each Industry Skill Committee will include seats for the Federation of Bangladesh Chambers of Commerce & Industry (FBCCI) and the Bangladesh Employers Federation (BEF and BTEB). This will ensure close and ongoing dialogue between committee members and the FBCCI, BEF and BTEB representatives.

Selection of Chairperson:

The committee will select the Chairperson and Deputy-Chairperson by vote.

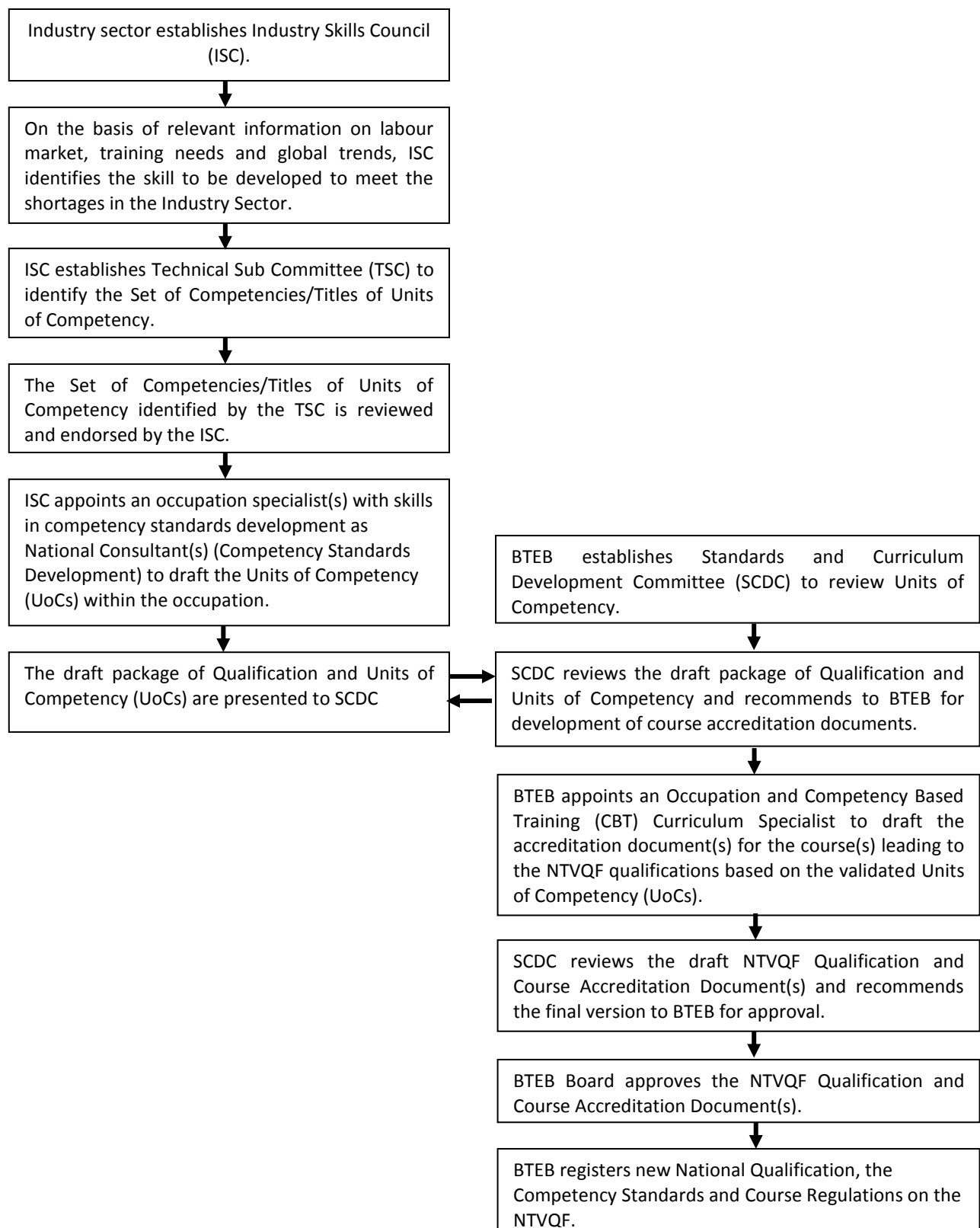
Meetings:

The frequency of meetings will be decided by the committee in response to the program of reviewing industry competencies and qualifications.

Sub-Committees:

Industry Skill Committees will establish sub-committees as required. Sub-committees may be established, for example, to review skills standards for technical accuracy or to provide input into new curriculum. Membership of these sub-committees will be determined by the parent committee.

APPENDIX 2: PROCESS FOR THE REGISTRATION OF QUALIFICATIONS AND COURSE REGULATIONS ON THE NTVQF



APPENDIX 3: TECHNICAL SUB-COMMITTEE

Tasks

- to identify the Set of Competencies/Titles of Units of Competency
- present the set of competencies to the ISC with rational and justification for the selection

Membership

- The members must be familiar with the current industry best practices, trends and challenges
- The members must be able to identify the competency standards and underpinning knowledge, skills and attitude required of the graduates of NTVQF qualifications
- The members must be able to commit the necessary time and efforts for effective participation in the proceedings of the technical sub committee
- The membership of the Technical Sub Committee must be representative of the key industry groups/associations/enterprises.

APPENDIX 4: INDUSTRY JOB SKILLS ANALYSIS TEMPLATE

PROCESS	DATA/FINDINGS
Job Identification: <i>Name of the job</i>	
Stakeholder identification: <i>Identify and list the particular groups and individuals that represent:</i> <ul style="list-style-type: none"> • Employers • Job holders • Clients/customers • Trade unions/Trade or Professional Associations • Trade trainers / teachers • Government agencies and departments 	
Stakeholder analysis: <ul style="list-style-type: none"> • Clarify the particular interest • Clarify how important their interest is 	
Job Observation <i>As a result of direct observation detail what happens in the job</i>	
Job analysis: <i>Document observations</i> <i>Examine Job descriptions</i> <i>Research information about the same job internationally</i>	
Identify Tasks: <i>List the specific tasks that make up the job</i>	
Aggregate tasks into Units of Competence Elements	

APPENDIX 5: FORMAT FOR UNIT OF COMPETENCY

UNIT OF COMPETENCY TEMPLATE

Unit Code and Title	
Nominal Hours	
Unit Descriptor	.
Elements of Competency	Performance Criteria
1.	1.1 1.2 1.3 ...
2.	2.1 2.2 2.3
3.	3.1 3.2 ...
.....

Special Notes

Skills and knowledge requirement for the unit

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge

- X
- Y
- Z
-

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Evidence guide

The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range statement. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

To demonstrate competency against this unit candidates must be able to provide evidence that they

Resource requirements

Assessment of this unit requires access to the materials, resources and equipment typically used in industry which are:

Linkages to other units of competency

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and /or assessment against this unit of competency for credit towards the award of any national qualification.

Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Comments on this Unit of Competency

If you wish to suggest changes to the content of this unit of competency, please contact

APPENDIX 6: STANDARDS AND CURRICULUM DEVELOPMENT COMMITTEES (SCDCS):

Terms of Reference:

The TORs have been developed to guide the operation of the SCDCs.

SCDCs will

1. Provide specialist advice on competency standards and curriculum documentation to the relevant Industry Skills Committee (ISC) and BTEB, based on current needs and potential future demands.
2. Draft the details of each Unit of Competency in the format of the approved template for Unit of Competency under the titles identified for the occupation, for endorsement by the relevant ISC and approval by BTEB.
3. Draft curriculum documentation for the national qualifications in the respective occupation for approval by BTEB.
4. Regularly report to the agency employing or engaging them (e.g. BTEB, ISC, DTE, BMET, TVET institution) on the achievements and/or challenges of the Standards and Curriculum Development Committee (SCDC).
5. Provide timely advice and feedback on any quality related issue in the implementation NTVQF to BTEB, for timely and appropriate actions and effective communication to the affected stakeholders.
6. Serve as a link between the relevant ISC, TVET training agencies and BTEB and thereby improve the cooperation between the industry, TVET training providers, and the quality assurance agency.
7. Continually participate in the review processes of the competency standards and curriculum documentation for the national qualifications to ensure that the competency standards and the curriculum documentation remain current.
8. Contribute towards successful implementation of locally relevant and internationally credible competency based training in Bangladesh through a good understanding of global best practices in competency based training.

Membership:

Members will be specialists from industry and key technical and vocational training agencies and collectively have competencies in the specific occupational areas expertise in curriculum development, and technical documentation editing. The committee will comprise normally seven members including three industry representatives nominated by the relevant ISC, three representatives from TVET institutions nominated by the agencies responsible for technical vocational education and training and quality assurance (e.g. DTE, BMET, BTEB), , and one representative from a private training establishment nominated by the Chairman, BTEB in consultation with appropriate stakeholders. If in a particular occupation an agency does not have a suitable institution, a national specialist may be considered (e.g. nominated by a

professional/registration/industry/quality assurance body). In exceptional cases where specific expertise is required, one or more additional members may be co-opted as necessary.

The membership will be confirmed by the Bangladesh Technical Education Board.

The Chairperson:

The SCDCs are established by BTEB but chaired by an industry representative nominated by the relevant ISC.

The Chairperson of BTEB will have the overall responsibility for the organization and success SCDCs. The ISCs will nominate the Chairperson of the relevant SCDCs. The Director (Curriculum) BTEB will be responsible for coordination of the SCDCs processes. The representatives of DTE, BMET and the Private Training Establishments will be nominated by the Head of the respective agencies.

All members of the SCDC will actively engage with the SCDC processes to ensure the relevance and quality of the standards and curricula endorsed by the SCDC.

Meetings:

The SCDC will be convened periodically by BTEB, for the review of standards and curriculum documentation to keep those standards and resources current.

The frequency of meetings will be decided by the committee in response to the program of reviewing industry competencies and qualifications.

Quorum:

It is expected that all members will attend the meetings. Whenever that is not possible a quorum of 4 is allowed, provided the three key stakeholders - the industry, training providers, and quality assurance body - are represented.

Committee Costs and Operational Support:

Technical, financial and operational support will be sustained provided by the BTEB to ensure smooth functioning of the SCDC.

The Process:

The Qualification description, Units of Competency and Course Specifications will be developed and accredited according to the processes and criteria presented in this manual.

The SCDC will submit the documentation to the ISC for endorsement. It will then be submitted to the BTEB for approval by. If necessary, ISC/BTEB may consider seeking specialist advice before endorsing/approving the documentation submitted by the SCDC.

APPENDIX 7: APPLICATION FOR ACCREDITATION ON THE NTVQF OF A QUALIFICATION, THE UNITS OF COMPETENCY AND THE COURSE/ASSESSMENT REGULATIONS

PART 1: STANDARD SETTING BODY	
Standard Setting Body <i>Name of the Industry Standard Setting Body</i>	
Course Developers <i>State the name of the legal entity as well as the individual who led the development of this qualification/course for accreditation. The organisational contact details should be current</i>	
Copyright Owner <i>State the address (street/postal, phone and email) of the legal entity or individual that is the copyright owner.</i>	
Copyright Acknowledgment <i>Materials such as Units of Competency, the Course Accreditation Document and the Training and Learning Resources owned by Government of the People's Republic of Bangladesh are available for accredited training establishments (Institutions/Institutes/Training Centres) on cost recovery basis. Provide contact details for access to copyright materials</i>	

PART 2: QUALIFICATION/UNITS OF COMPETENCY	
Name of the Qualification <ul style="list-style-type: none"> <i>The name of the qualification that will be awarded on successful completion of the course.</i> <i>The name of the qualification should reflect the purpose and complexity of the qualification and comply with the nomenclature and level descriptors of the National Technical Vocational Qualification Framework.</i> <i>The name should include specialisations The number of specializations included will depend upon:</i> <ul style="list-style-type: none"> <i>the industry expectations of the range of competencies/specialization expected of a typical employee in the workplace of the relevant occupation</i> <i>the time required by a typical student to successfully complete the specialization(s) included in the qualification and meet the specific requirements for the award of this qualification and the national guidelines for award of various levels of qualifications in Bangladesh (i.e. 360 hours for NTVQF Level 1 and additional 270 hours for each higher level NTVQF qualification).</i> 	

Purpose of the Qualification <ul style="list-style-type: none"> • <i>The intended purpose of the qualification is stated. (i.e. Why the qualification is necessary, for whom and what competencies will be developed?)</i> • <i>The statement of the purpose of the qualification must contain adequate information to help the stakeholders make informed decision on whether or not the qualification and/or the graduates will be of value to them.</i> 	
Justification <ul style="list-style-type: none"> • Industry/Enterprise/Community needs <i>The major client and/or industry groups are stated. Evidence of the justification of the qualification is provided. Description of the processes followed for the identification of the priority occupations are explained (e.g. national/local data, surveys, research reports, global trends, focus groups, interviews, job advertisements etc).</i> • Duplication of Qualification <i>Statement of whether the qualification is duplicating or replacing any existing qualification(s)</i> 	
Requirements for the Award of the Qualification <ul style="list-style-type: none"> • <i>The Units of Competency to be successfully completed for the award of this national certificate must be identified</i> • <i>The qualifications structure should ensure that the combination of Units of Competency and/or Modules provide for the range of job functions and tasks identified in the occupational analysis.</i> • <i>All qualifications identified in the structure must be accredited in their own right and assigned a national qualification code.</i> • <i>Qualification structure may be presented in table format or as a combination of text and table, including guidelines on sequencing (pre-requisite, co-requisites), clustering and nominal hours.</i> • <i>Outline the structure of the course and rules for completion. Course structure will reflect the intended skill and knowledge outcomes of the course and may be:</i> <ul style="list-style-type: none"> ○ <i>generic</i> ○ <i>industry sector specific</i> ○ <i>occupation specific and/or (specialised) job role specific - compulsory</i> ○ <i>occupation specific and/or (specialised) job role specific - elective</i> 	
Transfers and Articulations <ul style="list-style-type: none"> • <i>Provide details of horizontal and vertical articulation within the specialisations of this qualification.</i> • <i>Identify any overlap with other national qualification</i> 	

<p><i>and give details of formalised articulation and/or credit transfer arrangements, if any.</i></p> <ul style="list-style-type: none"> <i>Highlight any potential for reverse articulation into this course (e.g. degree holders seeking vocational NTVQF qualifications).</i> <p><i>Generally there should be possibilities of vertical articulation (i.e. Progression from a lower level NTVQF course to a higher level NTVQF course usually within the same occupation). In an occupation where more than one strand is available, horizontal articulation is also possible. In addition, the generic and sector specific Units of Competency could be cross credited unless otherwise specified in the course accreditation document. Where there is an overseas demand for the skilled workforce in an occupation, reverse articulation of diploma and degree holders to NTVQF qualifications may become quite common in Bangladesh.</i></p>	
<p>Professional/Industry Recognition (If applicable)</p> <ul style="list-style-type: none"> <i>State the recognition given to the course(s) by professional or industry bodies; if applicable (e.g. opportunity to students for associate membership of professional bodies such as institution of engineers/food technologists or vendor certifications or opportunity for international course/programme accreditations).</i> 	
<p>Licensing/Regulatory Requirements (If applicable)</p> <ul style="list-style-type: none"> <i>State the extent to which the course satisfies licensing/regulatory requirements, if applicable</i> 	

PART 3: GUIDELINES FOR COURSES	
<p>Entry Requirements</p> <ul style="list-style-type: none"> <i>Essential entry requirements are stated.</i> <ul style="list-style-type: none"> <i>Entry requirements should be fair and justifiable. (i.e. The entry requirement should not become an unnecessary barrier to potential learners. However, anyone enrolling in the course must have reasonable likelihood of success). Entry requirements may include language, literacy and numeracy skills that are likely to facilitate successful and safe completion of the course by an intending participant.</i> <i>In addition, the entry requirements should recognise that there could be more than one route to enrol in the course (e.g. equivalent qualifications, mature student entry). Wherever possible, these should be expressed in terms of competency levels, relevant industry experience or equivalent.</i> 	

<ul style="list-style-type: none"> ○ <i>The entry requirement may vary from course to course and may include age, legal and health requirements. The National Skills Development Policy for Bangladesh recommends that the Grade 8 pre-requisite is removed from formal skills programmes. Instead course specific entry requirements and challenge tests that are closely aligned to the level of training delivered is recommended. Mature students with relevant industry experience will be eligible for admission if they have adequate literacy and numeracy skills and have the likelihood of success in the course.</i> ○ <i>It is expected that usually the entry requirement for a higher level NTVQF course will be the immediately lower NTVQF qualification in the occupation or specialised job role, if applicable and available, or equivalent competency determined by a valid process [e.g. Recognition of Prior Learning (RPL)].</i> ○ <i>Any entry requirement must be verifiable through appropriate evidence or any other suitable means.</i> ○ <i>It is also expected that a NTVQF course is not 'an exclusively terminal course' and a typical student in Bangladesh will aspire to pursue higher training and advance further. The regulations must provide the opportunity for the academic and career advancement/progression and to meet the rights of aspiring individuals who are able to demonstrate likelihood of success at various levels.</i> 	
<p>Selection Criteria</p> <ul style="list-style-type: none"> ● <i>Appropriate selection criteria are stated</i> <ul style="list-style-type: none"> ○ <i>Selection criteria applied when there are more applicants than the number of spaces available for training must be transparent. It is expected that for some courses (e.g. Graphic Design, Web Design, Supervision, etc.) students with relevant abilities (e.g. creative thinking, logical thinking, supervisory) may be given preference.</i> ○ <i>If there are more applicants than the number of spaces available preference will be given to those who have greater likelihood of success as indicated by previous educational achievement and/or recent relevant industry experience.</i> ○ <i>However, special consideration will be given to a reasonable number of physically, economically or socially disadvantaged groups of people to ensure equity, if there is no health and safety risk to the applicant and/or fellow trainees and the rights of other students are not hindered or crushed in an unfair and/or unethical manner.</i> 	

<ul style="list-style-type: none"> ○ A screening/challenge test and/or interview may be administered to select the deserving applicants. 	
<p>Assessment Rules and Requirements</p> <ul style="list-style-type: none"> • Describe the course assessment strategy in terms of how it effectively judges participants' achievement of outcomes. The strategy should outline the approach to assessment and evidence gathering to be followed by the assessors, including any mandated and/or recommended modes of assessment. • Describe how assessment of the course will be consistent with the relevant Standards for Accreditation of Courses and identify course assessment strategies which: <ul style="list-style-type: none"> ○ are consistent with the specifications included in the nationally endorsed UoC ○ ensure that work placement and regulatory requirements ○ justify mandatory workplace assessment, or assessment through simulation if these are to be used and include advice on how they may be achieved ○ identify any special arrangements that may facilitate Recognition of Prior Learning. Recognition of Prior Learning (RPL) could include 'assessment of prior learning' or 'pre-arranged recognition of learning' (e.g. transfer of credit/cross credit/specific exemption). 	
<p>Assessment Strategy</p> <ul style="list-style-type: none"> • A recommended assessment strategy that ensures that the evidence is sufficient but not excessive to show competence, collected over a period of time in the range of contexts specified in the Unit of Competency, and cover all elements of competency. <p>The assessment strategies could include:</p> <ul style="list-style-type: none"> ○ Real Time/Workplace Observation, where applicable ○ Work Related Practical Demonstration/Simulation/Case Study/Role Play ○ Verified Competency Based Log Book, where applicable ○ Third Party Report, where applicable ○ Assignment ○ Project Report ○ Exam (Theory) ○ Questioning (Verbal and Written) ○ Structured Interviews ○ Products (Work Sample - Installed/Operational Machine) ○ Portfolio (Product, Production/Quality Check Sheet) ○ Direct/Indirect ○ Detailed information on Elements Assessed/Aspects of Evidence using each Assessment Tool will be prepared by the trainer-assessor before commencing the delivery of the course. 	

<p>Delivery Strategies</p> <ul style="list-style-type: none"> • Identify and justify any delivery modes essential to the delivery of this course. <ul style="list-style-type: none"> ○ [The delivery methods should have significant emphasis on work-related hands-on practice (i.e. work tasks as practical activities) and adequate underpinning theory; will normally include ‘off job’ and ‘on job’ training; It may include ‘face to face’, ‘distance’, and ‘mixed’ modes of delivery depending on the needs of the stakeholders; Similarly the delivery could be part-time or full-time depending on the needs of the stakeholders]. ○ Identify any limitations to the delivery modes that may be chosen for this course and provide justification [i.e. Work Experience, Distance Delivery Method] ○ Identify any educational support mechanisms for maximising participants’ completion of the course [Extended Practice Times, Tutorial Support, Literacy Numeracy Support, Peer Support/Buddy System]. ○ Indicate how the course may be varied to reflect the needs of learner groups through the contextualisation of units or other means where appropriate. 	
<p>Work Placement</p> <ul style="list-style-type: none"> • State any specific requirement for work placements (total hours, type of work) 	
<p>Physical Resources</p> <ul style="list-style-type: none"> • Provide details of specialised facilities, tools and equipment essential for the delivery of the course. <ul style="list-style-type: none"> ○ List the number of classrooms, laboratories, and workshops required for a class of 20 students. ○ List the number of tools and equipment recommended for each classroom, laboratory, and workshop for a class of 20 students. ○ Summary of the consumables and materials required for practice (e.g. Welding rods and materials, Computer spares and parts) for a class of 20 students. 	
<p>Human Resources</p> <ul style="list-style-type: none"> • State the minimum recommended qualifications and experience of trainers and support staff. Please include training and experience relating to both vocational competency/qualifications and competency based training and assessment competency/qualifications and industry experience. Any recommended requirements must be justifiable and also meet the NQAS standards for registration of training establishments (Colleges/ Institutes/Training Centres) and accreditation for delivering nationally registered courses. • Teachers, Trainers and Assessors: <ul style="list-style-type: none"> ○ Vocational Qualification (The thumb rule is one vocational NTVQF level higher than the NTVQF level 	

<p><i>of the vocational course taught, or evidence of equivalent competence. However, in exceptional cases, at least the NTVQF level of the course taught or evidence of equivalent competence may be accepted depending on the relevant industry experience of the teacher, trainer and assessor, and the scarcity of teachers, trainers and assessors in the occupation).</i></p> <ul style="list-style-type: none"> ○ <i>An accredited Competency Based Training and Assessment Qualification (NTVQF Level 4 or above)</i> ○ <i>Relevant Industry experience – (e.g. must have at least 1-3 years of relevant industry experience depending on the industry. Evidence of ongoing exposure to industry practices is required).</i> 	
<p>Student - Trainer Ratio:</p> <ul style="list-style-type: none"> • <i>State the proposed student - trainer ratio.</i> 	
<p>Support Staff:</p> <ul style="list-style-type: none"> • <i>Include necessary technical support staff.</i> 	
<p>Learning Resources</p> <ul style="list-style-type: none"> • <i>Identify a list of teaching and learning resources required for offering the course.</i> <ul style="list-style-type: none"> ○ <i>The list must include the text books, workbooks, in-house resource packs/customised trainee guidebooks, relevant national/industry standards, laws and regulations, manufacturer's instruction manuals, and audio, video and digital media (if any) included which are suitable for the students.</i> ○ <i>In addition, additional reference books, audio, video and digital media and URLs of relevant websites, which could be used by teachers and gifted students must be included.</i> ○ <i>The list must cover each Module/Unit of Competency (Subject) included in the course and emphasise the practical components of the training.</i> <ul style="list-style-type: none"> ○ <i>APA (American Psychological Association) style of referencing is recommended for listing teaching and learning resources.</i> 	

APPENDIX 8: BTEB EVALUATION REPORT TEMPLATE

PART 1: STANDARD SETTING BODY	
Standard Setting Body <ul style="list-style-type: none"> Standard Setting Body has been legally established 	
Course Developers <ul style="list-style-type: none"> ISC identified Development leader identified Contact details correct 	
Copyright Owner <ul style="list-style-type: none"> Contact details are complete and correct 	
Copyright Acknowledgment <ul style="list-style-type: none"> Copyright acknowledgement is correct Contact details for access is correct 	

PART 2: QUALIFICATION/UNITS OF COMPETENCY	
Name of the Qualification <ul style="list-style-type: none"> Name is appropriate to the industry and occupation Complies with NTVQF naming conventions and levels Specialisations are named <ul style="list-style-type: none"> Specialisations are appropriate to industry industrial skills groupings and occupational organisation. Specialisations are appropriate to duration of training 	
Purpose of the Qualification <ul style="list-style-type: none"> Purpose is clearly stated and reasonable 	
Justification <ul style="list-style-type: none"> Justification is clearly stated Clear description of process for identifying needs and priorities Statement that qualification is not a duplication 	
Requirements for the Award of the Qualification <ul style="list-style-type: none"> Table of Units of Competency is provided All specialisations, pathways, pre-requisites and co-requisites identified Course structure provided and reflects intended outcomes 	
Transfers and Articulations <ul style="list-style-type: none"> Possible articulations are identified Overlaps with existing qualifications identified and agreements with relevant SCDC's documented Articulations and credit transfers are fair and justifiable 	
Professional/Industry Recognition (If applicable) <ul style="list-style-type: none"> Documented evidence of recognition by relevant professional or industry bodies provided 	
Licensing/Regulatory Requirements (If applicable) <ul style="list-style-type: none"> Relevant licensing/ regulatory requirements identified and satisfaction documented. 	

PART 3: EVALUATION OF COURSE GUIDELINES	
Entry Requirements <ul style="list-style-type: none"> Any entry requirements that are stated are essential. Requirements are fair and justifiable Requirements deal with all pathways 	
Selection Criteria <ul style="list-style-type: none"> Any selection criteria that are stated are appropriate and do not create unnecessary barriers to priority groups 	
Assessment Rules and Requirements <ul style="list-style-type: none"> Recommended course assessment strategy is consistent with identified outcomes. Recommended course assessment strategy covers all units of competency, identifies mandatory workplaces assessment or simulations RPL/RCC approaches are recognised. 	
Assessment Strategy <ul style="list-style-type: none"> The recommended assessment strategy ensures that the evidence is sufficient but not excessive to show competence. 	
Delivery Strategies <ul style="list-style-type: none"> Any delivery modes that are Identified as essential are justified and reasonable 	
Work Placement <ul style="list-style-type: none"> Specific requirements for work placements (total hours, type of work) are reasonable and justified 	
Physical Resources <ul style="list-style-type: none"> Details of specialised facilities, tools and equipment essential for the delivery of the course. are reasonable and justifiable and recognise alternative arrangements. 	
Human Resources <ul style="list-style-type: none"> Stated minimum recommended qualifications and experience of trainers and support staff are consistent with policy and are reasonable and justifiable 	
Student - Trainer Ratio: <ul style="list-style-type: none"> Proposed student - trainer ratio is reasonable and justifiable 	
Support Staff: <ul style="list-style-type: none"> necessary technical support staff reasonable and justifiable 	
Learning Resources <ul style="list-style-type: none"> Identified list of teaching and learning resources required for offering the course are reasonable and justifiable. List should cover a range of media types 	



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