



Islamic Republic of Pakistan
اسلامی جمہوریہ پاکستان



National Vocational Qualifications Framework



**TO PRODUCE A SKILLED AND
QUALIFIED WORKFORCE**

NVQF

2025



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Abbreviations

AP	Assessment Packages
BS. ET	Bachelor of Engineering Technology
BIAs	Business & Industry Associations
BTEs	Boards of Technical Educations
CAD	Computer Aided Design
CATS	Credit Accumulation and Transfer System
CBC	Competency Based Curricula
CBT	Competency Based Training
CBT&A	Competency Based Training & Assessment
CCDTE	Committee of Chairmen and Directors of Technical Education
CCIs	Chamber of Commerce & Industries
CNIC	Computerized National Identity Card
COE	Center of Excellence
CSs	Competency Standards
CUs	Competency Units
DAE	Diploma of Associate Engineer
ED	Executive Director
EQF	European Qualification Framework
HEC	Higher Education Commission
HRD	Human Resources Development
IBCC	Inter Board Committee of Chairmen
ILO	International Labour Organization
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
ISD	Instructional System Design
LOs	Learning Outcomes
M&E	Monitoring & Evaluation
M.Tech	Master of Technology
MCQs	Multiple Choice Questions
NAVTTTC	National Vocational and Technical Training Commission
NMC	NVQF Management Committee
NOC	No Objection Certificate
NOSS	National Occupational Skill Standards
NQAC	NVQF Quality Assurance Committee
NSIS	National Skill Information System
NSS	National Skill Strategy

NSUs	NVQF Support Units
NVC	National Vocational Certificate
NVQF	National Vocational Qualifications Framework
NVQs	National Vocational Qualifications
OP	Occupation Profile
OS	Occupational Standards
PGD	Post Graduate Diploma
P&D	Planning & Development
PSDA	Punjab Skills Development Authority
PSDF	Punjab Skills Development Fund
PVTC	Punjab Vocational Training Council
QA	Quality Assurance
QABs	Qualification Awarding Bodies
QDC	Qualification Development Committee
QDF	Qualification Development Form
QRF	Qualification Review Form
RPL	Recognition of Prior Learning
SMEDA	Small and Medium Enterprises Development Authority
SOPs	Standard Operating Procedures
SS	Skill Standards
SS&C	Skill Standards & Curriculum Wing
TEVTAs	Technical Education and Vocational Training Authorities
TLGs	Teaching and Learning Guides
TLM	Teaching and Learning Material
TNA	Training Need Assessment
TORs	Terms of References
TTBs	Trade Testing Boards
TVET	Technical Education and Vocational Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
VQs	Vocational Qualifications
WHS	Work Health and Safety

Message from the Minister for Federal Education & Professional Training



The development of a skilled and knowledgeable workforce is essential for Pakistan's progress in a competitive, technology-driven global economy. Education and skills development not only empower individuals but also drive economic growth and national development. The Government of Pakistan remains committed to strengthening human capital by equipping youth with relevant knowledge and technical expertise.

In this regard, the revised National Vocational Qualifications Framework (NVQF) marks a significant step toward establishing a modern, responsive, and internationally aligned Technical and Vocational Education and Training (TVET) system. It introduces a unified structure for vocational qualifications, promotes competency-based training, and enhances quality assurance across the skills sector.

With a large youth population, Pakistan has immense potential to build a productive workforce. By focusing on industry-relevant and future-oriented skills particularly in fields such as information technology, artificial intelligence, and digital innovation, the country can meet both local and global labor market demands. Skilled professionals will not only contribute to economic growth but also strengthen Pakistan's presence in the global workforce.

The NVQF also ensures flexible learning pathways, enabling individuals to progress through different qualification levels and recognize skills acquired through informal means. It integrates vocational and general education while promoting lifelong learning and international recognition. This initiative reflects the Government's strong commitment to investing in skills development as a foundation for sustainable economic prosperity and national progress.

Dr. Khalid Maqbool Siddiqui

Federal Minister,
Ministry of Federal Education and Professional Training,
Government of Pakistan

Preface



It is a matter of great pride and satisfaction to witness the continued strengthening of Pakistan's Technical and Vocational Education and Training (TVET) system through the launch of the National Vocational Qualifications Framework (NVQF). The revised NVQF marks an important milestone in the Government of Pakistan's efforts to modernize the national skills ecosystem and align the country's workforce with internationally recognized standards.

The Government of Pakistan, under the visionary leadership of the Prime Minister, remains firmly committed to investing in human capital development and empowering youth through quality skills training and enhanced employability opportunities. In this context, NVQF provides a nationally integrated framework that standardizes vocational qualifications, strengthens quality assurance mechanisms, and promotes competency-based training and assessment across key sectors of the economy. The implementation of NVQF will play a significant role in bringing Pakistan's TVET system closer to international qualification frameworks, thereby enhancing the global recognition and mobility of Pakistani skilled workers. By strengthening industry linkages and aligning qualifications with evolving labor market demands, the framework will contribute to improving productivity, expanding employment opportunities, and enabling youth to compete effectively in domestic and international markets. It also promotes Recognition of Prior Learning (RPL), ensuring that skills acquired through informal and non-formal means are formally recognized.

The revised framework introduces several important reforms for the TVET sector. These include the Credit Accumulation and Transfer System (CATs) to facilitate learner mobility and lifelong learning pathways; a transparent assessment and grading system to enhance credibility and quality assurance; and a licensing regime for trainers, assessors, and TVET professionals to promote professional standards. The integration of TVET with general education through Middle Tech, Matric Tech, and Inter Tech pathways further creates flexible learning opportunities for students. Additionally, the introduction of Foundation and Level-1 qualifications from Grades VI and VII expands access to vocational learning at an early stage. As the national apex body responsible for regulating and coordinating the TVET sector, NAVTTC remains committed to implementing reforms that enhance transparency, quality, and industry relevance in vocational education and training. Through NVQF, we aim to establish a credible and internationally comparable qualifications system that supports lifelong learning and responds to the evolving needs of national development and global labor markets.

I extend my sincere appreciation to all stakeholders including provincial governments, TEVTAs, training institutions, industry partners, chambers of commerce and team Europe TVET SSP(GIZ) for their valuable contribution. I specially appreciate the team of SS&C wing and GIZ (TU) team for developing this framework. The launch of NVQF reflects Pakistan's collective resolve to build a skilled, productive, and globally competitive workforce that contributes to economic growth and sustainable national development.

Muhammad Aamir Jan
Executive Director

National Vocational & Technical Training Commission

1 CHAPTER Overview

1. Overview

1.1 Introduction

National Skill Strategy (NSS) 2009-2013 followed by National Skills for All Policy 2009-2024 sets out the parameters of a reformed TVET system that is characterized by relevancy, accessibility, employability, equity and quality. The NSS identified changes that needed to be made within the current Pakistan TVET system to achieve those objectives. These included a shift away from content-based and time-bound curricula toward the introduction of a competency-based system that is relevant, accessible, equitable, and quality-driven, aimed at enhancing skill levels and improving employability. The reforms are intended to make it possible for more people to participate in the TVET system and to gain skills that have been defined by industry. The National Vocational Qualifications Framework (NVQF) is a key component in the establishment of a coherent national system of qualifications, assessment and training that will support the implementation of the national goals. The NVQF is a national framework of technical vocational qualifications, aimed at improving the quality of outcomes in Pakistan and enhancing the acquisition of skills and knowledge aligned with industry needs. The NVQF provides a coherent structure of policies and requirements that ensure the quality of achievements in TVET. It provides a national system of defining and classifying qualifications. It defines the characteristics, value and interrelationships of qualifications as well the competencies that are required to achieve a qualification. It sets out the possible pathways for entry, progress and achievement of a qualification including the possibilities of credit accumulation, equivalence and transfer from one qualification to another. It is designed to facilitate both horizontal and vertical progression by Learner within the TVET system. It provides the basis for improving quality, accessibility and recognition of qualifications at national and international levels. The framework also provides guidelines for recognition of prior learning since more than 70% of the labour force is trained in the informal sector.

1.2 Vision

Establish and implement a TVET qualification system that values every individual's learning and optimizes access, transfer, progression and recognition of qualifications, leading to a skilled and knowledgeable workforce for a globally competitive environment.

1.3 Objectives

The National Vocational Qualifications Framework (NVQF) in Pakistan has the following aims and objectives:

- a. Establish national standards for TVET qualifications to ensure uniformity across all regions and economic sectors;
- b. Provide a model for transparency, equivalence, and comparison of qualifications within TVET sector and with other streams of education;
- c. Promote quality and relevance of TVET programs and certifications;
- d. Strengthen access, inclusion, and progression in learning by providing different learning pathways to Learner;
- e. Support lifelong learning and improving Recognition of Prior Learning;
- f. Expand possibilities for international recognition of Qualifications to facilitate mobility of workers into international labour market; and
- g. Enhance coherence between education output and needs of the labour market.

1.4 Purpose

The purpose of the NVQF is to:

- a. Reform and establish a more robust framework for Qualification assurance mechanisms to ensure the quality of learning outcome.
- b. Align enterprises' demands with TVET Qualifications increasing linkages between industry and the TVET system.
- c. Promote recognition of Pakistani TVET Qualifications in an international context.

1.5 Usage

The NVQF consists of agreed structures, conventions and guidelines.

It is used:

- a. To indicate the outcomes of a TVET Qualification and its recognition at a given Level in the NVQF
- b. To compare new and existing TVET Qualifications to define relationships and establish equivalence
- c. To facilitate:
 - i. Recognition of learning achieved through various mechanisms, enabling individuals to make informed decisions about TVET pathways and career progression
 - ii. The recognition and mapping of NVQs with international qualifications
- d. As a frame of reference for use in government funded education and training
- e. As an aid to review, develop and register Qualifications
- f. As a tool to assure consistency and integrity of Qualifications outcomes and to indicate their notional relevance and employment

1.6 Mandate

National Vocational and Technical Training Commission (NAVTTTC) is an apex body, which operates under NAVTTTC Act 2011, to regulate, coordinate and set standards for Technical and Vocational Education and Training (TVET) in Pakistan. To fulfil its functions under the Act, NAVTTTC is required to introduce National Vocational Qualifications Framework (NVQF) in the country to standardize and align TVET training programmes according to national and international labour markets.

Subclauses from (d),(k),(l),(t) of Section 6 Act merits the need for development and implementation of NVQF:

- d. Develop National occupational skill standards, curricula and trade testing certification systems for all sectors in which vocational and technical training is imparted.
- k. Establish national and international linkages with organizations of repute to make National programmes credible and promote marketing of manpower.
- l. Establish an internationally acceptable system of Accreditation for vocational and technical training.
- t. Suggest ways and means for effective coordination and linkage between vocational and technical training and industry, business and commerce to make vocational and technical training relevant and responsive to market needs.

To fulfil its obligations, NAVTTTC Act 2011 entrusts following powers under Subclause (e) and (g) of Section 7 which are stated below:

- e. Regulate quality control for implementation of skills standards, syllabi, trade testing and certification of vocational and technical training institutions.
- g. Determine equivalence and recognition of diplomas, certificates awarded by institutions within the country and abroad.

1.7 Structure of the NVQF

The revised structure of NVQF consists of eight Levels plus one Foundation Level. Level- 1 to Level-3 comprises of certificate courses, Level-4 of Diploma and Level-5 of Higher Diploma or Diploma of Associate Engineering (DAE) Level 1 to Level 5 certificates will be awarded by NAVTTTC accredited Qualification Awarding Bodies (QABs). Level-6 to 8 comprises of Bachelors of Engineering Technology, Masters of Engineering Technology and PhD respectively. Level 6 to 8 degrees would be offered and awarded by HEC recognized Degree Awarding Institutes.

Figure 1: The National Vocational Qualification Structure

Level	Award	Entry	Minimum Credit	Credit Accumulation	Institute	Awarding Bodies	Occupation Levels
Foundation	Certificate/ Class-VI	Grade 5	0	0	School /Institute	School /Institute	Orientation
Level 1	Certificate/ Class-VII	Grade 6	10	10	School /Institute	School /Institute	Orientation
Level 2	Certificate/ Middle-Tech	Grade 7	20	30	School /Institute	Accredited QAB	Worker
Level 3	Certificate / Matric-Tech Part-1	As per NOSS	20	50	School /Institute	Accredited QAB	Skilled
Level 4	Diploma / Matric-Tech Part-2	As per NOSS	40	90	School /Institute	Accredited QAB	Highly-Skilled
Level 5	Higher Diploma / DAE	As per NOSS	40	130	TVET Institute / College	Accredited QAB	Supervisor / Manager
Level 6	BS ET / PGD ET	L-5					Manager / Teacher / Technologist
Level 7	MS ET	L-6	As prescribed by HEC + NAVTTC	As prescribed by HEC + NAVTTC	Affiliated Institute or College / DAI or University	DAI / University	Manager / Technologist / Scientist / Researcher
Level 8	PhD ET	L-7					
<p><i>Illustrative Credit Hours Distribution: Theory 20% + Practical 65% + OJT15% = 100%. This distribution may vary for different qualifications / levels based on actual load / nature of competency standards</i></p>							
<p><i>Equivalence in General Education and award of Middle-Tech, Matric-Tech and Inter-Tech shall be subject to NVQF Credit of each level + General Education Subjects as prescribed by NCC</i></p>							

Institutes may offer any Level to cover the prescribed credit hours. For example, institutes may offer a Level-4 Qualification of 50 Accumulated Credit Hours (100+640+320=1060) contact hours) in different arrangements, like in Table-1 below:

Daily Contact Hours by Institute	Duration
5	10 months
4	12 months
3	16 months
2	25 months

*For institutes offering 6 days a week. The weekend institutes may use formula:
Credit hours / Daily hours = Months Duration*

1.8 Direct Entry into a Level

QABs and Institutes may offer any Level of Qualification subject to pre-requisite Level of Qualifications. For example, an institute offering Level-4 qualification and enrolling Learners with Matriculation in general education, may enroll Learner, provided that it shall complete accumulated credit hours of that Level.

Each Level of the qualification framework is defined by a set of approved Level Descriptors. They describe the broad outcomes expected of pass-outs under three categories of “Knowledge & Understanding”, “Skills” and “Responsibilities”. The Level Descriptors are used as guidelines for levelling Competency Standards (CS) and assigning Levels to Qualifications. The Qualifications registered on NVQF shall be implemented in all pathways including formal training in TVET institutes, apprenticeships in industry enterprises, Work- Based Training (WBT), On-the-Job Training (OJT), Internships, Recognition of Prior Learning (RPL) etc.

2 CHAPTER

Scope and Architecture of the NVQF

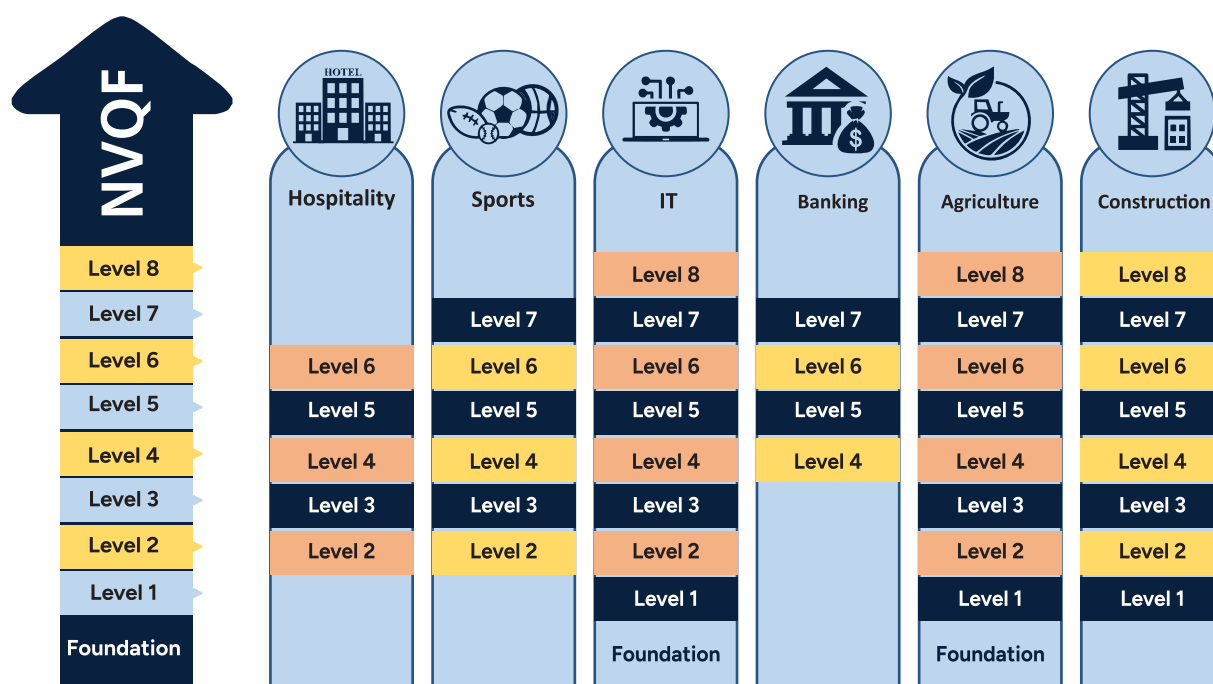
2. Scope and Architecture of the NVQF

2.1 Design of the NVQF

NVQF consists of Eight Levels in addition to a Foundation Level. These Levels are described by Level Descriptors. Level Descriptors provide common reference points and definitions of theoretical knowledge, complexity and range of practical skills and the autonomy and responsibility expected at each Level. All qualifications/learning programmes must be registered on NVQF and must have a credit value. The NVQF is designed with Eight Levels, but it is not compulsory that all sectoral qualifications must have all Eight Levels.

The Figure-2 below demonstrate the sectoral levels of qualifications:

Figure-2: Sectoral Qualifications



2.2 NVQF Levels

The NVQF consists of Eight Levels ranging from Level-1 to Level-8. There is a Foundation Level that is offered before Level 1 however it is not awarded any credit value or certificate. Each NVQF Level represents the relative difficulty, complexity, and depth of qualifications. As the level of qualification increases, the required skills and techniques become more advanced and specialized, making the achievement of learning outcomes progressively more challenging.

2.3 NVQF Level Descriptors

The National Vocational Qualifications Framework (NVQF) on Pakistan was developed in line with international frameworks, particularly the European Qualifications Framework (EQF) and the Qualification Frameworks of Countries of Destination (CODs) of Pakistani workforce to ensure comparability and transparency of qualifications.

The NVQF frameworks describe Levels of qualifications using Level Descriptors based on

- Knowledge (theoretical or factual)
- Skills (cognitive and practical)
- Autonomy and Responsibility (degree of independence in applying knowledge and skills)

The NVQF Level Descriptors also provide guidance for designing, aligning, and registering qualifications. The vertical strands of the Level Descriptors provide vertical pathways for learning and progression on the framework. The Level Descriptors define learning outcomes at each Level that provide common language in design of Qualifications. They will not only facilitate in drawing international comparisons, alignment and recognition of Qualifications but will also facilitate in international mobility of skilled workers and enhance portability across international labour markets.

Each Level, their associated descriptors and qualification titles are shown in Table-2.

Table-2: Level Descriptors of Pakistani NVQF

Level Descriptors				
Level	Knowledge and understanding	Skills	Responsibility	Qualification type
Foundation	Knowledge based on elementary understanding of basic concepts and principles related to a specific area of field or study	Skill based on fundamental life skills required to follow step-by-step processes using standard tools;	Apply basic life skills	Not applicable
1	Basic knowledge of an area of work or study	Limited practical skills required to carry out single-process tasks and solve routine problems using simple rules and tools	Work or study under direct supervision with limited autonomy	Certificate
2	Basic knowledge of readily available facts, processes and general theory of an area of work or study	Basic practical skills required to complete tasks and solve problems by selecting and applying basic skills, methods, tools, materials and information	Take responsibility for prioritizing and completing tasks in work or study under direct supervision with some autonomy and adapt own abilities when solving problems	Certificate
3	Broad theoretical knowledge and interpretation of available information in relevant contexts within an area of work or study	Broad range of well-developed cognitive and psychomotor skills required to plan and complete multi-stage tasks and generate optimum solutions to specific problems in a field of work or study	Plan and manage own work and/or supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities, work under direct supervision	Certificate
4	Comprehensive theoretical knowledge within a field of work or study	Comprehensive range of cognitive, technical and psychomotor skills required to complete complex tasks and develop creative solutions to abstract problems	Exercise full responsibility for management and supervision in contexts of work or study activities within well-defined boundaries and where there is unpredictable change provide inputs to review and develop performance of self and others	Diploma

5	Advanced theoretical knowledge with analytical interpretation of an area of work or study and an awareness of the boundaries of that knowledge	Specialist level of cognitive, technical and psychomotor skills required to complete variable complex tasks and develop innovative solutions to abstract and complex problems in an advanced field of work or study	Carry out planning and development of courses of action with complete accountability. Exercise management and supervision in work or study activities where there is unpredictable change Review and develop performance of self and others	Diploma of Associate Engineering (DAE) or Higher Diploma
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups	Bachelor or Post Graduate Diploma
7	Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	Specialized problem-solving skills required in research and/or innovation to develop new procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	Master
8	Advanced knowledge of a field of work or study and at the interface between fields	The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Doctor of Philosophy (PhD)

2.4 Qualifications Titles

The National Vocational Qualifications (NVQs) will be described and classified according to the type of qualification and title. A qualification title comprises of the following elements:

- a. Generic title of the qualification with Level
- b. Nomenclature representing Occupation or Trade with sector.

A Qualification is titled by keeping in context the National Vocational Certificate Level (1-4), in Trade name and sector e.g National Vocational Certificate Level 2, General Electrician (Electrical Technology)

3

CHAPTER

Developing, Registering and Reviewing Qualifications

3. Developing, Registering and Reviewing Qualifications

3.1 Qualification

A vocational qualification is a work-related qualification that is designed to enable the Learner to achieve necessary “Knowledge & Understanding”, “Skills” and “Responsibilities” required by the occupation in the employment setting. A qualification may have several CS, developed by relevant industry experts, that act as benchmarks for performance and learning outcomes for course delivery. It is assigned Level, Credit and Title based on the NVQF Level Descriptors specified in paragraph 2.3.

3.2 Types of Qualifications

At each Level of the NVQF, a variety of qualifications may be required to meet specific industry demanded skills. This implies that there is a need to provide more than one type of qualifications across different Levels of the NVQF. Following types of qualifications have been identified within the scope of the NVQF that are described in terms of following classification:

3.2.1 Major Qualification

This is the major type of qualification associated with formal recognition at each Level and capture a typical range of achievements for the Levels including (Level 1 to Level 8).

A major qualification refers to a primary or comprehensive credential awarded in a specific field of study or profession. In the context of TVET (Technical and Vocational Education and Training), a major qualification typically means a full-fledged competency-based program leading to a recognized diploma or certificate e.g. DAE (Diploma of Associate Engineering) Level-5 qualifications in fields like Civil, Electrical, and Mechanical Engineering.

3.2.2 Short Course

Short courses offer non-formal recognition to Learner who acquire a cohesive set of learning outcomes. These outcomes may encompass, in varying combinations, all three strands of learning (knowledge, skills, and responsibilities), but do not meet the full criteria required for a major Qualification.

A short course is a targeted, skill-oriented training program designed to equip Learner with specific, job-relevant competencies within a short timeframe—typically ranging from a few weeks to six months. These programs are demand-driven and tailored to industry needs, enabling participants to rapidly gain practical skills for employment or self-employment.

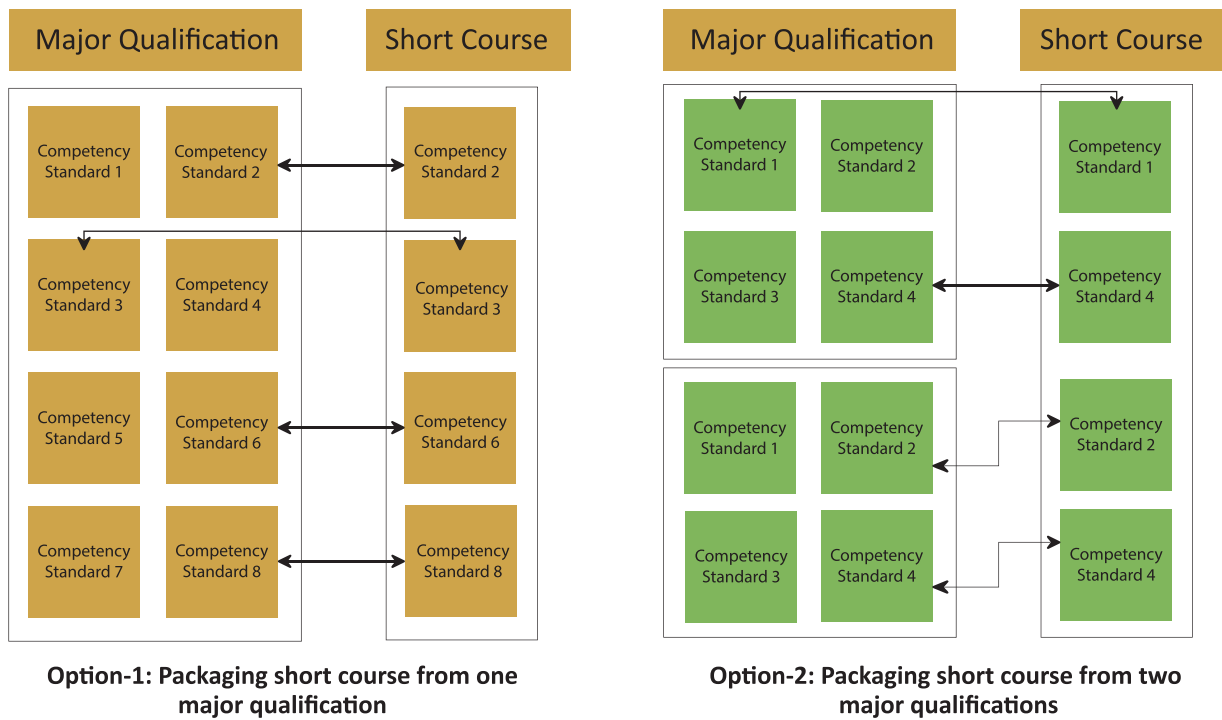
Short courses may serve the following purposes:

- a. Represent a **cluster of learning outcomes** insufficient to constitute a full qualification;
- b. Function **independently** as a complete set of competencies or form **part** of a **broader qualification pathway**;
- c. Mandated for regulatory compliance or **Skills Licensing**;
- d. Support **Continuous Professional Development (CPD)** by providing **up-skilling** or **re-skilling** opportunities;
- e. Exist as a stand-alone unit of competency aligned with specific job functions or industry standards.

3.2.3 Competency Award

A competency award can be a skill or competency that can be achieved through a single competency standard e.g. Service vehicle braking system or apply occupational safety and health measures. The possible scenario for such award is re-skilling or upskilling of workforce considering technological advancement or certain needs of individuals to meet occupational requirements etc.

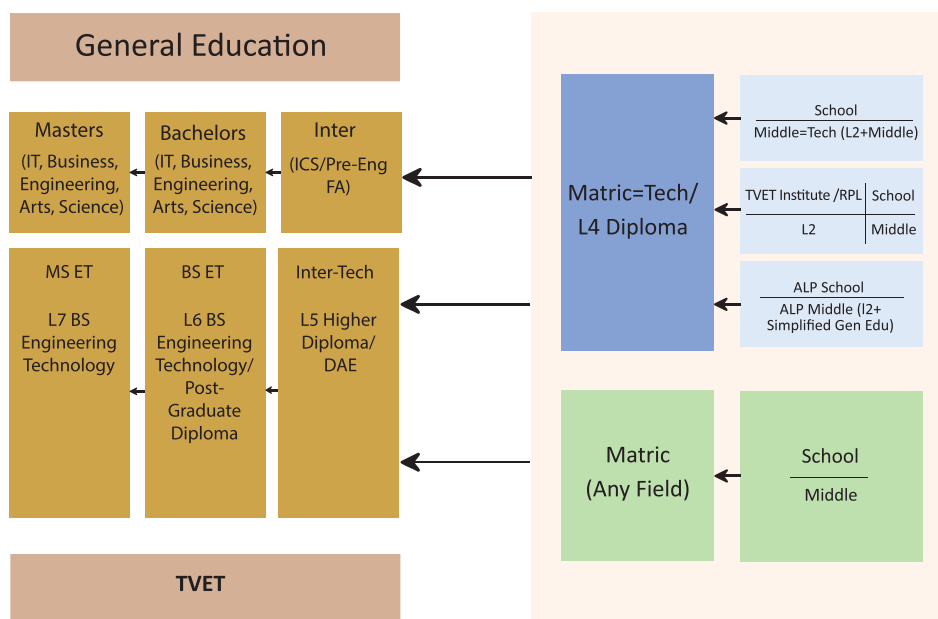
Figure-3 below illustrates two Options for deriving short courses from Major Qualifications:



The size, quantum (volume) and content of major qualifications will be higher than the short courses, respectively. In case, the Short Course extracted meets the defined credit requirements of a Level under NVQF, as defined in the Credit Matrix, the Short Course can be notified as Major Qualification by NAVTTC.

3.3 Tech-Stream

Tech-Stream refers to technical stream which introduces vertical and horizontal mobility of Learner within qualifications', as illustrated in Figure-4 below:



3.3.1 Middle-Tech

Middle-Tech programs typically begin at the Lower Secondary Level from Grade-VI to VIII. These programs introduce students to basic technical and vocational skills while continuing their general education.

Key features of the Middle Tech are:

- a. Introduction to Technical Subjects: Students start learning basic concepts in areas such as engineering, technology, business, information technology, music, sports or arts etc.
- b. Practical workshops and projects are a core component, allowing Learners to apply theoretical knowledge in real-world scenarios.
- c. Focuses on foundational skills that prepare students for more advanced technical education in later grades.
- d. Under the National Education Policy, both public and private schools will gradually be required to offer at least one subject from the National Vocational Qualifications Framework (NVQF) qualifications. This subject may be chosen from a wide range of fields such as engineering, technology, business, information technology, music, sports, or the arts. If a school lacks the facilities to deliver the chosen subject, it may partner with a nearby TVET (Technical and Vocational Education and Training) institute to provide the required training.

3.3.2 Matric-Tech

Matric-Tech, also known as Technical School Certificate, is a program offered at the Upper Secondary Level, typically around the Grade IX and X. This track is designed for students and schools who wish to pursue technical and vocational education alongside their academic studies, leading to a matriculation and NVQ Diploma.

Key features of the Matric-Tech are as under:

Specialized Technical Subjects: Students choose subjects such as electronics, mechanics, information technology, hospitality, music, sports, language or arts etc. from the menu of NVQF qualification along with academic subjects as approved by NCC like mathematics, sciences and languages etc.

Dual Recognized Degree: The Matric-Tech scheme provides Learner an opportunity to earn Matriculation qualification, which leads to further education, while simultaneously pursuing a Level-4 Diploma in their area of interest, enabling them to enter the job market.

3.3.3 Inter-Tech

Under the National Education Policy and National Skill Strategy 2024-29, a new program with name “Inter-Tech” is introduced enabling the Learner to pursue their studies and career in specialized technical fields and become highly-skilled professionals. Inter-Tech program is equivalent to “Diploma of Associate Engineering (DAE) or Higher Diploma (HD)”. Inter-Tech program is offered in Higher Secondary schooling, in Grade XI and XII. This program aims to provide advanced technical training and prepare students for immediate entry into the workforce or further specialized education.

Key Features:

Advanced Technical Training: Students engage in in-depth study and practical training in specific technical, engineering, business, IT, sports, healthcare, services fields, such as advanced manufacturing, IT, associate engineering in electrical, mechanical, automotive, mechanical, mechatronics and hospitality etc.

Work-Based Learning: During the study, students have to complete on-the-job- training and internships opportunities to gain real-world experience.

Post-Secondary Pathways: Graduates receive qualifications that are recognized for entry into higher studies like colleges /universities like: engineering, agriculture, healthcare, IT and business etc.

Direct employment opportunities: The graduates after completion are awarded dual degree i.e. Inter-Tech and DAE/ Higher Diploma which leads to direct employment as highly skilled worker in local and overseas job markets.

3.4 Guidelines for Development of National Vocational Qualifications (NVQs)

NAVTTTC will authorize registered Industry or Trade Associations for recommending Competency Standards (CS) by developing Occupational Profiles (OPs) of a given job role. These CS will serve as the basis for NVQs. NAVTTTC shall register and facilitate development of CS. NAVTTTC being a standard setting apex body, will review the NVQ developed by Industry or Trade Association or Qualification Development Committee (QDC) and will register it under the NVQF. A qualification from a foreign country can be adopted, registered and implemented, if it fulfils the requirements of NVQF Level Descriptors.

NAVTTTC shall constitute a QDC for developing NVQ that include cross-cutting competencies applicable across multiple industrial sectors. The QDC will consist of 8 to 12 members, representing various sectors where the qualification can lead to employment opportunities.

QABs will be responsible for designing Assessment Packages (APs) for NVQs in alignment with the assessment guidelines provided by NAVTTTC check. These packages will ensure that assessments are valid, reliable, and consistent with the defined CS.

Meanwhile, TEVTAs, PVTC, and other relevant organizations may develop Curricula and Teaching & Learning Materials (TLMs) based on the approved NVQs. These resources will be tailored to support effective delivery of training programs and to better address the diverse learning needs of students, while also aligning with current labor market demands to improve employability outcomes.

3.4.1 Competency Standards (CS)

A CS is a document that specifies the Knowledge, Skills, and Responsibilities required for effective performance in a particular job, occupation, or role, and the standard of performance expected in the workplace. The CS are developed as a result of a consultative process that includes employers, industry experts and a specialized facilitator(s) that is expert in conducting OPs or Job analysis.

The Industry/Trade Association or the QDC will perform the following tasks:

- a. Develop and finalize CS based on major competencies identified in OPs or job analysis
- b. A CS shall include:
 - i. NVQF level
 - ii. Code and Title
 - iii. Overview
 - iv. Competency Units
 - v. Performance Criteria
 - vi. Knowledge and Understanding
 - vii. Critical evidence requirements
 - viii. Additional information needed for implementation and award of credits
 - ix. Tools, equipment and consumable requirements
 - x. Minimum standards for workshop, labs and classroom
 - xi. Entry and eligibility criteria for Learner, Trainer and Assessor

- xii. Cluster CS in to “Generic”, “Functional” and “Technical”
- xiii. Assign each CS a Level using the NVQF Level Descriptors.
- xiv. Package the Qualification with CS based on the requirements of occupation, employment and Level Descriptors. Annexure-8 contains the detailed Guidelines for the Packaging and Repackaging of Qualifications.
- xv. An Occupation may be associated with one or more qualifications (e.g., Level-1, Level-2, etc.), depending on the specific job roles and skill levels demanded by the labor market
- xvi. Consult with the relevant industries to confirm the accuracy and Level of CS and get their feedback and endorsement.

3.4.2 Assessment Packages (APs)

QABs shall develop APs for NVQs (Level-1 to 5) in collaboration with relevant Industry/Trade Association or QDC based on the critical evidences listed in the approved CS. QDC is responsible for developing the first draft of APs in accordance with the National template and the guidelines. For each CS, one AP must be created for formative assessment and at least one for summative assessment.

Formative assessment is conducted during the learning process to monitor progress and provide ongoing feedback to improve Learner performance of each CS. Summative assessment, on the other hand, is conducted at the end of a training period to evaluate whether the Learner has achieved the required competencies.

To ensure continuous learning, formative assessments should be developed for each competency standard. However, to streamline the process where multiple standards are involved, up to three related standards may be integrated into a single formative assessment package.

NAVTTTC will review, approve, and upload the finalized AP on the National Vocational Qualifications System (NVQS) portal for use by trainers, assessors, training institutes, and QABs for implementation, assessment, and certification.

3.4.3 Registration of Qualifications

After development of the qualification, NAVTTTC shall register the qualification on the NVQS, assign NVQ a review date, assign code as per ISCED and inform the concerned TVET stakeholders via notification of the qualification. The notification issued shall also comprise of the details of the existing qualifications that have been archived.

3.4.4 Qualification Development Committee (QDC)

NAVTTTC will constitute a Qualification Development Committee (QDC). The composition and terms of reference of QDC are given below.

a. Composition of QDC

- i. Representative from NAVTTTC
- ii. 8-10 members with wide experience in the relevant sector nominated by Industry, Trade Associations or Chamber of Commerce. The composition is shown in **Table-3**.

Table-3: Composition of QDC for CS, AP & TLM

	QDC I CS Development	QDC II AP Development	QDC III Curriculum/TLMs
Industry	✓	--	--
TEVTAs/ PVTC / PSDA	--	✓	✓
Qualification Awarding Bodies	--	✓	--
Academia (Training Institutes & Universities)	✓	✓	✓
Certified Lead Assessors (if available)	--	✓	--

b Terms of Reference of QDC:

- i. Finalize the OP.
- ii. Develop CS and APs
- iii. Undertake validation of CS and APs and finalize documents for submission and notification of NAVTTC.

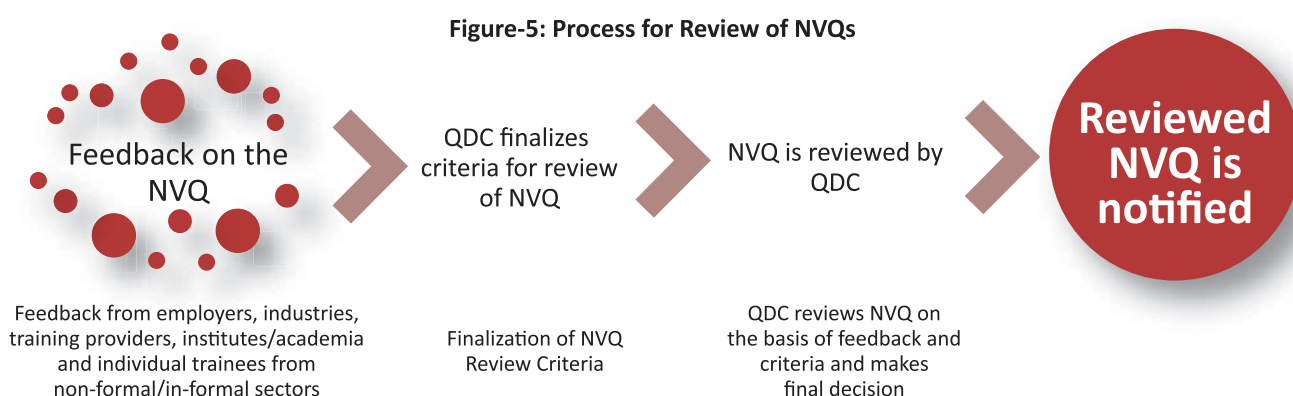
3.5 Competency Based Curriculum

Competency-based curriculum provides overall course guidelines in relation to teaching and learning and act as the key instrument in supporting standardized formal, non- formal and informal training. Curriculum development thus aims at providing a bridge between CS and actual delivery of the training/ teaching program and hence is an important source in the development of Teaching and Learning Materials (TLMs). TEVTA, PVTC, QABs and other implementing agencies may develop curricula and related TLMs for effective implementation of NVQs in accordance with the guidelines issued by NAVTTC.

3.6 Review of NVQF Qualifications

All qualifications developed under NVQF will have a specific date of review. In case such date is not mentioned, the qualification review shall be conducted every five years. An early review may also be initiated based on monitoring and evaluation reports that suggest for review of the qualification. The date of review is entered in to NVQS. The stakeholder’s feedback will form basis for review of the qualification.

The process for review of NVQs is shown in Figure-5.



3.6.1 Feedback on Review of Qualification

Feedback from relevant stakeholders including, but not limited to, the employers, industries, training service providers, TVET institutes, academia and trainees is extremely crucial.

NAVTTTC will receive and consolidate stakeholder feedback on the prescribed Qualification Review Form (Annexure-11) and submit to the QDC convened for review of the said qualification.

3.6.2 Options for Review of NVQ

The QDC based on above-mentioned criteria may consider the following options:

- a. In cases where no revisions are required, the Committee will recommend renotification of the qualification by NAVTTTC and ensure that all stakeholders are informed of the next review date
- b. In cases where minor revisions are made, the Committee may endorse the changes and recommend that NAVTTTC may re-notify the amended qualification, including an updated date for the next review.
- c. In the event of significant changes driven by technological advancements, shift in industry needs, or other critical developments, the Committee may advise NAVTTTC to undertake a major revision of the qualification or consider its deactivation if deemed no longer relevant.

4 **CHAPTER** **Credit Accumulation and Transfer System (CATS)**

4. Credit Accumulation and Transfer System (CATS)

4.1 Credit Value

Progress within the National Vocational Qualifications Framework (NVQF) is tracked through the Credit Accumulation and Transfer System (CATS). This system assigns credit values to each CS within a Qualification. When Learners successfully demonstrate the required learning outcomes of a CS, they are awarded credits, which are recorded in their Learner profile as evidence of their advancement within the NVQF. CATS supports both vertical progression (advancing to higher qualification Levels) and horizontal progression (moving across related qualifications at the same Level). It also facilitates recognition and portability of NVQs across different sectors and institutions, thereby enabling flexible learning pathways for individuals. To be included in the NVQF, a qualification must comprise a minimum of 10 Notional Learning Hours. Only whole credit values are awarded—fractional credits (e.g., 0.5) are not permitted. These credit values offer a standardized method for Learner, Employers, and Training Providers to describe and compare the volume of learning achieved or required at any NVQF Level.

By using credit as a measure of learning, CATS ensures that qualifications and training programs of all sizes can be recognized—provided they meet NVQF standards and include at least 10 Notional Learning Hours to achieve clearly defined learning outcomes

4.2 Assigning Credit Values to NVQs

The number of NVQF credit values assigned to a unit or module is based solely on the volume of learning required—not on the perceived importance or prominence of that unit within a broader qualification. Credit values are determined by the Notional Learning Hours needed to achieve the defined learning outcomes, regardless of the unit's role or centrality in the overall program.

Once a credit value is assigned to a unit or module, it remains consistent across all qualifications or programs in which it is included, irrespective of delivery context or program design. There is no upper limit on the number of credits that can be assigned to a unit; the only determining factor is the time and effort required to meet the specified learning outcomes. Each qualification must have a credit value that accurately reflects the Learner's total workload, including both direct (e.g., classroom instruction, workshops) and indirect (e.g., self-study, assignments, workplace learning) activities. The NVQF follows a standardized conversion rate, where 1 credit equals 10 Notional Learning Hours. This approach ensures transparency, comparability, and fairness in how learning is valued and recognized across different sectors and qualification Levels.

Table-4 below illustrates the relationship between Notional Learning Hours and the corresponding credit values for Qualifications:

Table 4: Assigning Credit Value to the CS

Competency Standards	Contact Hours	Credit
	T 1:10 P 1:20 OJT 1:40	
Install ELV stand-alone photovoltaic power systems	20 P	1
Design hybrid renewable power systems	20 T	2
Prepare engineering drawings using manual drafting and CAD for electro-technology applications	20 P	1
Solve problems in direct current circuits	20 P	1
Implement and monitor energy sector WHS policies and procedures	10 P	0.5
Provide engineering solutions for problems in complex multiple path circuits in an industry	60 OJT	1.5
	140	7

4.3 Credit Value and Grading

The NVQF credit value assigned to a unit or module is determined solely by the volume of learning required, and is not influenced by the grade or performance level achieved by the Learner. This means that the credit value of a Qualification remains constant, regardless of whether a Learner achieves a basic pass or excels with high performance.

The responsibility for assessing Learner's performance and assigning grades or classifications rests with the QAB. While grades reflect the quality of a Learner's performance, they do not affect the number of NVQF credits awarded. Credits are awarded based on the successful achievement of learning outcomes, not the level of achievement.

This distinction ensures consistency and fairness in credit allocation across all Qualifications and learning pathways.

4.4 Professional Judgement for NVQF Levels and Credit Values

During the credit rating process, QDCs must exercise informed professional judgment and refer closely to the NVQF Level Descriptors. The NVQF comprises of Eight Levels, in addition to a Foundation Level, each representing a progressive increase in the complexity of skills, depth of knowledge, and Learner autonomy—from Level 1 through Level 8.

The Level Descriptors provide a broad guide to the competencies, knowledge, and responsibilities expected at each level. They are essential tools for ensuring that Qualifications are correctly aligned within the NVQF. Assigning an NVQF Level is not a mechanical task; it requires a careful, context-sensitive evaluation of the qualification's intended outcomes. The QDC is responsible for ensuring that the assigned Level and corresponding credit values accurately reflect the qualification's demands in relation to the NVQF structure.

To maintain coherence and quality across the system, Level Descriptors should be used consistently at every stage of the qualification lifecycle—including design, development, validation, credit rating, and accreditation—ensuring that each qualification remains relevant, appropriately leveled, and aligned with national standards.

4.5 Determining Notional Learning Hours and Credit Calculation

QDC must determine the Notional Learning Hours required for a Learner to complete all learning activities within a Qualification. These hours represent the estimated total workload needed to achieve the expected learning outcomes, which must align with the appropriate NVQF Level Descriptors. Credit values are calculated based on this workload, using a standard conversion where 1 credit equals 10 Notional Learning Hours. This ensures a consistent and transparent method of quantifying learning across different qualifications.

A Learner's total workload includes a combination of the following learning activities:

- a. Formal Learning: Structured instruction including classroom sessions, tutor-led training, workshops, and where applicable, distance or e-learning.
- b. Laboratory/Workshop Practice: Hands-on activities in controlled environments aimed at developing practical and technical skills.
- c. Non-Formal Learning: Learning gained outside traditional academic settings, such as community work or field experience, that contributes to knowledge and skill development.
- d. Independent Learning: Self-directed study, including reading, research, reflection, and preparation outside of guided instruction.
- e. Assessment: Time spent completing coursework, assignments, projects, practical demonstrations, tests, or other methods used to evaluate achievement of learning outcomes.

Calculating the credit value is a critical step in the qualification development process, as credits are a core element of all National Vocational Qualifications registered under the NVQF.

Credits are awarded to individual Learner—whether enrolled full-time, part-time, or assessed through Recognition of Prior Learning (RPL)—upon completion of the required learning activities and successful demonstration of the intended learning outcomes through appropriate assessment methods.

4.6 Credit Accumulation and Progression:

The contact hours earned by a Learner are calculated by multiplying the total credits earned at a given level of study or training by the NVQF level assigned to that qualification. This approach provides a standardized way to quantify the Learner's effort and achievement.

The framework also accounts for non-linear learning pathways, such as when Learner exit the training system to pursue employment or general education. If these Learner later return to vocational training, their prior work or educational experience may be recognized and assigned equivalent credits. These credits can then be applied toward their eligibility for further progression, in accordance with the Credit Accumulation and Transfer System (CATS), as detailed in Paragraph 4.

To determine the total credits awarded for prior learning or experience, the relevant weightage assigned to work or education is multiplied by the applicable contact hours. Once a Learner successfully demonstrates the required learning outcomes for any module, CS, Short Course, or full Qualification, the corresponding credit value is recorded in their NVQS assessment profile.

Furthermore, credits earned through progression to a higher-level qualification within the same occupational field are also added to the Learner's cumulative credit record, as illustrated in Table-5

Table 5: Credit Accumulation in the Profile of a Learner

Level	Credit Value ¹	Total Credits Awarded
Certificate Level-1 in Electric Technology	10	10
Certificate Level-2 in Electric Technology	20	30
Certificate Level-3 in Electric Technology	20	50
Diploma Level-4 in Electric Technology	40	90
DAE / Higher Diploma Level-5 in Electric Technology	60	150

1. Credit values shown are used for illustrative purpose and may differ to original ones.

4.7 Credit Transfer

Credit transfer is the process by which credits earned in one qualification, institution, or framework are accepted by another, based on Mutual Recognition Agreements (MRAs) between awarding bodies. Credits quantify the competencies a Learner has acquired and are transferable only when formally recognized by both the credit-awarding and credit-receiving entities.

While the accumulation of required credits makes a Learner eligible for admission into a program, the accepting institution retains the discretion to determine the specific admission process. This may include merit-based selection, entrance examinations, or other institutional criteria. Regulatory bodies are responsible for specifying any mandatory entry or exit modules applicable to such transitions.

The key objectives of credit transfer are to:

- a. **Facilitate equivalence** between general and vocational education and training pathways without requiring additional certification
- b. **Define standardized entry** criteria for qualifications
- c. **Enable flexible entry and exit** points within education and training systems
- d. **Establish minimum eligibility requirements** for employment or project-based work
- e. **Recognize diverse forms of learning**, including self-learning, online education, prior work experience, and on-the-job training

This system promotes mobility, flexibility, and lifelong learning by allowing Learner to carry forward previously acquired competencies into new educational or professional contexts.

4.8 Credit Conversion

Credit conversion is the process that enables the transfer of credits from one qualification to another when the same CS are shared across both Qualifications, or when a competency has been acquired through self-learning or practical work experience. For instance, if a Learner has earned credits for the competency standard “Apply Occupational Health and Safety Measures at Work” under the Certificate Level-2 in Electrical Technology (Domestic Electrician), those credits may be transferred to the Certificate Level-2 in Electrical Technology (Solar System Installation)—provided there is sufficient and verifiable evidence of competency.

In such cases, the Notional Learning Hours associated with each activity are converted into NVQF credits and added to the Learner’s official record in the National Vocational Qualification System (NVQS). This process is illustrated in below **Table-6**.

Table 6: Credit Transfer in the Profile of a Learner

Learning Activity	Credits & Hour	Description
Theory	1:10	Lectures and theoretical instruction include time spent attending lectures, as well as time dedicated to theoretical assignments, quizzes, tests, and examinations.
Practical	1:20	Hands-on training and practical exercises include workshop and laboratory activities, along with practical assignments and projects completed by learner to demonstrate their skills and understanding.
On-Job-Training (OJT)	1:40	Apprenticeships and on-the-job training include real-world work experience, simulated job tasks, and brief practical sessions conducted under actual workplace conditions.
<p><i>For example, Level-2 Qualification with 30 credits in break-up of (Theory 10, Practical 17 and OJT 3), would comprise of contact hours as for (Theory (10 x 10) = 100 + Practical (17 x 20) = 340 + OJT (3 x 40) = 120) = 560 hours of total learning. Similarly, a competency standard proved through any of above mode shall be divided at same rate to convert hours into NVQ credits</i></p>		

The Credit Accumulation and Transfer System (CATS) shall be employed within the National Vocational Qualifications Framework (NVQF) to support flexible, transparent, and quality-assured qualification development, recognition, and progression.

Qualification Awarding Bodies (QABs) will be responsible for implementing CATS through the National Vocational Qualification System (NVQS) to ensure that the competencies acquired by Learner’s are formally recognized and facilitate their further advancement in vocational education and training.

4.9 Entry Requirements

Entry requirements for qualifications vary based on the sector, the type of qualification, and its level within NVQF. Lower-level qualifications may require minimal or no prior education, making them accessible to new entrants or individuals with limited formal learning. In contrast, higher-level qualifications typically require completion of a related lower-level qualification, relevant work experience, or demonstrated prior learning. These requirements are designed to ensure that Learners have the foundational knowledge and skills necessary to successfully achieve the intended learning outcomes.

4.10 Equivalence of NVQs

Equivalence is a critical pillar of a qualifications framework. It ensures comparability, transparency, and recognition of different types of qualifications across education and training systems both nationally and internationally. For Learners' equivalence opens up clear pathways for academic progression, career mobility, and cross-border recognition of their skills and competencies. It allows them to transition seamlessly between vocational and academic streams, pursue further education, or apply their qualifications in foreign labor markets. NAVTTC is mandated under Section 7(g) of the NAVTTC Act, 2011 to determine the equivalence and recognition of diplomas and certificates awarded by institutions in Pakistan and abroad. To fulfill this mandate, equivalence under NVQF is structured across four key areas:

Equivalence Areas:

Area 1: Recognizing comparability between qualifications at different levels within the NVQF.

Area 2: Mapping NVQs to qualifications listed on other countries' National Qualification Frameworks.

Area 3: Aligning NVQs with legacy qualifications such as DAE, G-III, G-II, and G-I.

Area 4: Mapping NVQ levels with general education qualifications and higher education in consultation with Inter Board Committee of Chairmen (IBCC) and Higher Education Commission (HEC).

Note: Areas 1 and 2 are more straightforward and will be prioritized, while Areas 3 and 4 will be developed progressively. NAVTTC will consult with the IBCC and the HEC for the development of rules, criteria, and equivalence tables to align NVQs with general and higher education qualifications, respectively.

4.11 Committee of Chairmen and Directors of Technical Education (CCDTE)

In order to provide equivalence of NVQs with general education Committee of Chairmen and Directors of Technical Education-CCDTE is formed to advise Inter Board Committee of Chairmen (IBCC) on technical education equivalence matters. CCDTE functions to ensure consistency, credibility, and national/international recognition of NVQs. This committee plays a vital role in standardizing equivalence processes, addressing cross-system compatibility, and aligning NVQs with traditional, international, and general education frameworks.

CCDTE Composition:

- a. Representatives from NAVTTC
- b. Chairpersons of QABs
- c. Representatives of TEVTAs/PVTC
- d. Subject experts (case-by-case basis)

CCDTE Responsibilities:

- i. Develop rules, criteria, and equivalence tables.
- ii. Review and decide on equivalence cases.
- iii. Coordinate with QABs, TEVTAs, PVTC, private institutes, IBCC, and HEC.
- iv. Finalize technical recommendations and issue formal equivalence decisions.

4.12 Complaint Redressal Committee

The following committee will address complaints related to equivalence decisions:

Composition:

- i. Director General (Accreditation & Certification, NAVTTC), Chair
- ii. Director (SS&C, NAVTTC), Member
- iii. Director (Operations/Academics Provincial TEVTAs), Member
- iv. Deputy Director (Coordination, NAVTTC), Secretary

5 CHAPTER

Assessment of Qualifications

5. Assessment of Qualifications

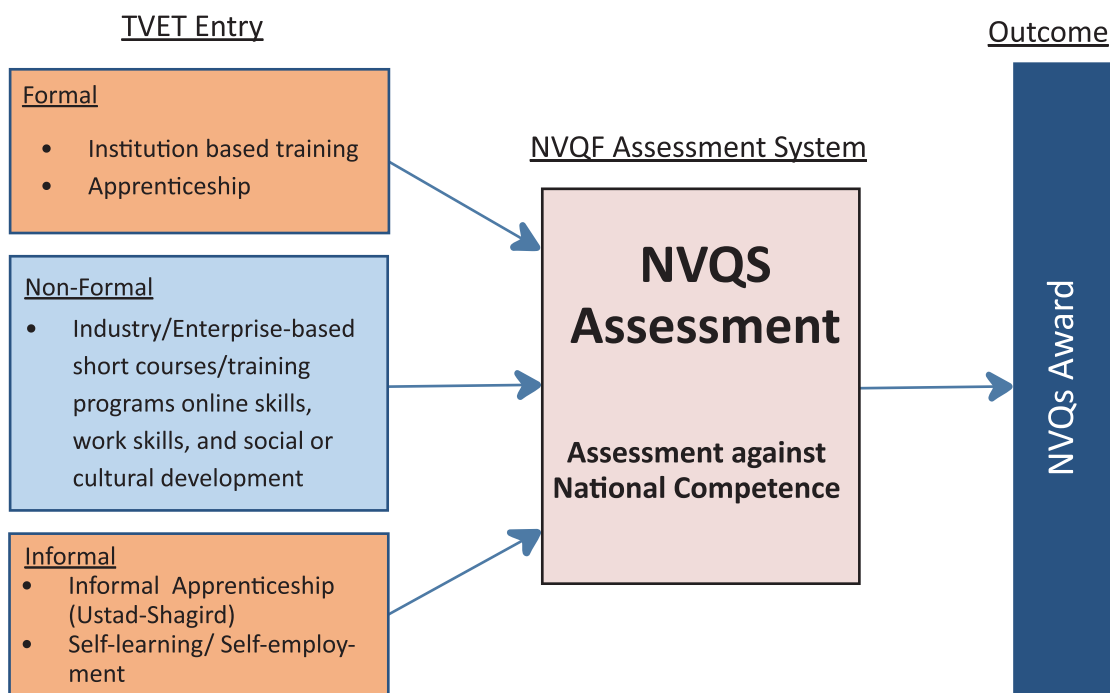
5.1 Assessment in the NVQF System

Assessment is a critical component of the national **Competency-Based Training (CBT)** system. The **NVQF** recognizes assessment as a key mechanism for awarding **NVQs**—regardless of the learning pathway an individual has followed, whether it is **formal, informal, or non-formal**.

Assessments are designed to evaluate a Learner’s **competence**—which includes **skills, knowledge, and responsibility**—against clearly defined **industry standards**. A variety of assessment methods may be used, including **practical demonstrations, simulations, presentations, assignments, projects, creative tasks, and scenario-based exercises**, depending on the nature of the competency being assessed.

The **Figure-6** below illustrates the **diverse learning pathways** through which individuals may acquire the competencies required to obtain an NVQ.

Figure 6: Pathways to achieve National Vocational Qualifications



5.2 Objectives and Scope of Assessment

The National Vocational Qualifications (NVQs) Assessment System is a core element of the Competency-Based Training (CBT) model. It is designed to ensure that Learner, regardless of their learning pathway—formal, non-formal, or informal—are assessed fairly and consistently against National Competency Standards.

5.2.1 Key Objectives of the NVQs Assessment System:

- a. To provide credible evidence of competence, confirming that a Learner can perform the required skills, knowledge, and responsibilities in line with the CS, regardless of their learning background.
- b. To ensure the assessment process is fair, valid, and consistent across all sectors and institutions.
- c. To enable the issuance of a National Vocational Qualification (NVQ) certificate for Learner declared "Competent" in a full qualification, or a Record of Achievement for those who demonstrate competence in selected CS.

5.2.2 Scope of the NVQs Assessment System:

- a. To offer assessment opportunities to Learner from multiple pathways (formal, non- formal, and informal) that lead to the award of a full NVQ certificate or a Record of Achievement for individual or multiple CS.
- b. To provide a formal mechanism for the Recognition of Prior Learning (RPL), allowing individuals with uncertified but relevant skills and experience to be assessed and recognized.
- c. To allow Learners the right to appeal in cases of unethical or unfair assessment practices.
- d. To implement a national moderation system to ensure that assessments remain fair, reliable, and standardized across the country.

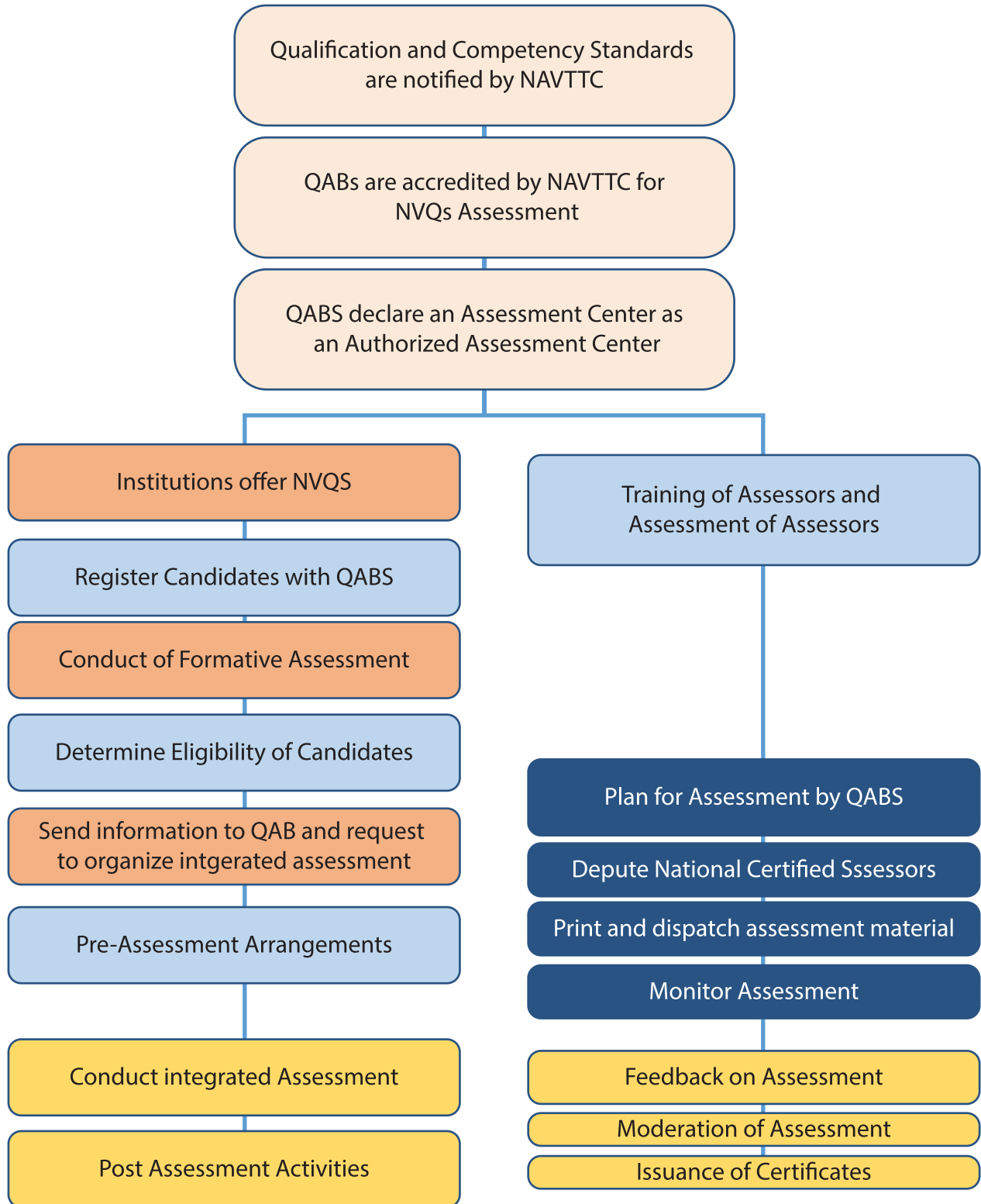
5.3 Assessment Processes

Assessment shall be based on the approved CS associated with each specific NVQ. To support this process, National Assessment Evidence Guides, developed by QDC for each NVQ, will serve as key reference tools.

These guides will provide clear guidance to Learner on the minimum required evidence needed to demonstrate competence and achieve the qualification. Additionally, they also outline assessment tasks and associated performance criteria to assist Assessors in conducting fair, valid, and consistent assessments.

The flow diagram in Figure-7 below shows the processes of assessment:

Figure-7: NVQs Assessment Processes



5.4 Accreditation of QABs and Assessment Centers

To ensure the quality and integrity of NVQ assessments, QABs, Assessment Centers, and TVET institutions offering NVQs must be accredited in accordance with nationally approved criteria, guidelines, and procedures.

Accreditation will be carried out at the following three Levels:

- a. Accreditation of QABs by NAVTTC/NAC
- b. Accreditation of TVET Institute/Programs (offering NVQs) by NAVTTC/NAC
- c. Declaration of Assessment Centers by QABs

NAVTTC shall provide the standardized procedures and processes for accreditation at all the Levels mentioned above, ensuring consistency, transparency, and alignment with national quality assurance standards.

5.5 Assessment of a Competency Standard

The assessment process for each module or CS is carried out in a structured manner to ensure alignment with CS and quality assurance requirements.

The key steps are outlined below:

- a. **Pre-Assessment Preparation:** The Assessors' design and prepare the assessment activities during the training phase, ensuring alignment with the prescribed performance criteria and CS. The Assessment Center or Training Institute must submit the completed NVQ Registration Form to the QAB immediately after Learner enrollment.
- b. **Post-Module Assessment Process:** Upon completion of the module, the Assessor initiates the assessment process by:
 - i. Conducting Learner assessments based on the defined performance criteria.
 - ii. Collecting evidence of competence through various methods, including written tests, oral responses, direct observation, role plays, simulations, and practical demonstrations.
- c. **Judging the Evidence:** The Assessors' evaluate the collected evidence against the industry standards and performance benchmarks outlined in the CS to determine the Learner's Level of competence.
- d. **Provision of Feedback:** Feedback is provided in a constructive and developmental manner, with the following components:
 - i. Highlighting the Learner's strengths and achievements
 - ii. Identifying areas for improvement to support ongoing development
 - iii. Providing a clear conclusion based on the performance: the Learner is marked as either "Competent" or "Not Yet Competent"
 - iv. Recording and updating the assessment results in the NVQS

5.6 Conduct of Summative Assessment

The Summative Assessment process ensures that Learner are evaluated in a standardized and reliable manner based on nationally approved CS. The steps involved are as follows:

- a. **Pre-Assessment Preparations for Summative Assessment**
 - i. The Assessment Center or Training Institute must submit the completed NVQ Registration Form for each Learner to the QAB through the National Vocational Qualification System (NVQS) immediately after enrollment.

- ii. The QAB will prepare an assessment schedule and shares it with all relevant stakeholders, including Assessors, Assessment Centers, and Training Institutes.
- iii. The QAB determines the number of Learner to be assessed by each National Assessor(See Chapter 8), taking into account the type of Qualification and the available facilities. Certified Assessors will be selected via the NVQS. Where applicable, an industry representative may be nominated as an Observer in the Assessment Panel.
- iv. The QAB must ensure that the designated Certified Assessor is formally notified of the assessment details (date, venue, qualification) well in advance and that the Assessor confirms their availability.
- v. The QAB is responsible for providing the NAVTTC-approved Integrated Assessment Evidence Guide to the designated Certified Assessor. If necessary, the QAB may develop additional assessment tools/instruments based on this guide. Other assessment materials such as the attendance sheet and award list will also be provided by the QAB to the Assessment Center.
- vi. The QAB will declare an assessment center as an authorized Assessment Centers in accordance with the approved criteria and will ensure the availability of appropriate workstations, tools, equipment, and consumables to meet the requirements of the assessment.
- vii. The Training Institute must maintain a complete record of each Learner’s modular formative) assessments as per the evidence guide and submit the following documents via NVQS as prerequisites for the summative (integrated) assessment:
 - "NVQ Program Training Achievement Summary" for each Learner
 - "Eligibility Status Form for Integrated Assessment" for all Learner
- viii. The QAB will verify that all submitted forms are complete and accurate prior to conducting the integrated assessment.
- ix. Both the QAB and the Assessment Center must ensure that the assessment venue is secure, accessible, and provides a suitable environment for both Learner and Assessor.

b. Responsibilities of the Assessor during Summative Assessment

In coordination with the Assessment Center, the National Assessor is responsible for the following key actions during the conduct of the Summative (Integrated) Assessment:

- i. Provide a clear briefing and instructions to each learner regarding the assessment process, as outlined in the Integrated Assessment Evidence Guide.
- ii. Conduct the assessment strictly in accordance with:
 - The Integrated Assessment Evidence Guide
 - Any supplementary instructions issued by the QAB
 - The established professional code of conduct
- iii. Review the modular/formative assessment records (Learner folders) if additional evidence or clarification is required during the integrated assessment.
- iv. Summarize the assessment results and record the final decision using the prescribed format in the Integrated Assessment Evidence Guide.

c. Assessment Decision Criteria

The assessor must complete all required Learner information and document the final assessment decision as follows:

- i. A Learner shall be declared "Competent" only if they demonstrate performance at Satisfactory or above in all three core aspects of competency:
 - Knowledge
 - Skill
 - Responsibility
- ii. If a Learner performs unsatisfactorily in any one of these three aspects, they will be deemed "Not Yet Competent"

d. Post Summative Assessment Activities

The Training Institute shall maintain detailed records of each Learner’s modular (formative) assessments in accordance with the Assessment Evidence Guide, and must submit the following documents as prerequisites for the summative (integrated) assessment:

- i. "NVQ Program Training Achievement Summary" for each Learner
- ii. "Eligibility Status Form for Integrated Assessment" for all Learners

Both forms must be submitted online through the National Vocational Qualification System(NVQS).

The QABs are responsible for ensuring that the submitted forms are complete and accurate, and are received in a timely manner for verification prior to the conduct of the summative assessment. In addition, QABs and Assessment Centers must ensure that the assessment venue meets all necessary requirements for a conducive, secure, and accessible environment for both Assessors and Learners.

e. Recording of Assessment Results

After the assessment, QAB shall receive the completed Assessment Evidence Guide and marked assessment materials from the designated certified Assessor.

Upon receipt, QABs will:

- i. Verify that all information in the Evidence Guide is fully completed, ensuring the accuracy, integrity, and consistency of the Assessor’s judgments, remarks, and final decisions.
- ii. Update their internal records in the NVQS within 1–2 weeks of the assessment date.
- iii. Upload the assessment results and all relevant data into the NVQS, in line with the structure and requirements of the approved Assessment Evidence Guide.

5.7 Grading System for NVQ Assessment

The assessment system for all NVQs from Level 1 to Level 5 will be based on a grading system designed to ensure fairness, transparency, and continuous Learner improvement. Formative assessments will be conducted by the Assessor throughout the training process. The purpose of formative assessment is to identify gaps in Learner performance, provide constructive feedback, and allow Learner to make improvements before the final evaluation. Upon the completion of each module or CS, the Assessor will carry out an achievement-based assessment, the results of which will be recorded in the NVQS for credit accumulation. Throughout the training journey, Learner are required to develop a Portfolio (Practical Book) that documents evidence of competence achieved for each CS within the NVQ. This portfolio serves as a key source of evidence for the summative assessment, and the Assessor will verify its contents to support their final judgment. The type of assessment, criteria for determining competence, and the weightage of each assessment type in the final grading are detailed in Table-7.

Table-7: Grading system for NVQ assessment

Type of Assessment	Competent	Not Yet Competent	Weightage in Grading
Knowledge Test	60% and above	Less than 60%	40%
Practical Observation	Performance matches with at least 100% criteria that are critical	Less than 100% performance criteria demonstrated	50%
Portfolio Assessment	Portfolio is verified and represent the work done by Learner	Portfolio is un- verified and, or does not represent the work of Learner	10%

The summative assessment for all National Vocational Qualifications (NVQs) shall be designed, planned, executed, and moderated by Qualification Awarding Bodies (QABs) accredited by NAVTTC.

On the day of the assessment, the designated certified Assessor will:

- a. Mark the attendance of all scheduled Learner
- b. Conduct the assessment in strict accordance with the instructions and guidelines issued by the QAB
- c. Complete the award list, ensuring all assessment decisions are accurately recorded
- d. Sign the completed assessment records, along with the Learner’s signature, to validate the process
- e. Submit the signed assessment records and award list to the respective QAB either on the same day or by the next day, through personal delivery or courier

To maintain assessment quality and fairness, the maximum number of Learner an Assessor may evaluate in a single day shall be **limited to 25**

5.8 Types of Awards under the NVQF

The National Vocational Qualifications Framework (NVQF) offers following types of official recognitions to Learner:

a. Record of Achievement

The Record of Achievement is awarded to Learner who have been assessed as "Competent" in one or more CS but have not yet completed the full Qualification. The policy guidelines for issuing this award are as follows:

- i. End-of-module assessments will be conducted by the Assessor for all training pathways (formal, non-formal, and informal).
- ii. The Assessor shall upload modular assessment results into the NVQS after each assessment.
- iii. The Record of Achievement can be auto-generated through NVQS based on the uploaded assessment data.
- iv. The Training Institute may generate a Record of Achievement for Learner who:
 - Have been declared "Competent" in selected CS
 - Do not wish to complete the full Qualification at that time
 - Intend to continue and complete the remaining CS at a later stage
- v. The Record of Achievement is a computer-generated document, downloadable from NVQS.
- vi. Training Institutes must be registered on the NVQS platform to issue Records of Achievement.

b. NVQ Certificate/Diploma/Degree

Full NVQ Certificates are awarded to Learner who have successfully completed all required CS and met other prescribed requirements. The following policy guidelines apply:

- i. NVQ Level 1 to Level 4 Certificate and Level-5 Diploma shall be issued by QABs.
- ii. NVQ Level 6 to Level 8 shall be awarded by recognized Universities.
- iii. Assessments must be conducted by a National Assessor, approved & certified by NAVTTC.
- iv. NAVTTC will maintain a national pool of certified Assessors for all notified Qualifications.
- v. Upon completion of assessment, the Assessor shall submit:
 - a. Assessment results
 - b. Supporting evidence (e.g., portfolios, checklists) to the respective QAB.
- vi. The QAB will verify and upload the Summative Assessment data into NVQS. Learners declared "Competent" in the final assessment will be issued an official NVQ Certificate.
- vii. NAVTTC shall provide an official grading/percentage conversion scale to allow referencing of NVQ performance for purposes such as progression into further education or employment.
- viii. Certificates shall be issued only after:
 - Successful completion of the Summative Assessment, and
 - Completion of any required On-the-Job Training (OJT) as defined in the NVQ.
- ix. In the case of a lost certificate or required correction, the QAB may re-issue the certificate upon receiving a
- x. written request from the Learner.

5.9 Policy on Re-Assessment & Appeal

The following guidelines govern the process for re-assessment and appeals related to NVQ assessments:

a. Filing an Appeal

Learner may submit an appeal to the relevant QAB within seven (07) days of the assessment, in cases of suspected misconduct, procedural irregularity, or unfair assessment practices. The appeal must be supported by credible evidence provided by the appellant.

b. Eligibility for Re-assessment

Learner deemed "Not Yet Competent" (NYC) are entitled to reappear for assessment without being required to undergo additional mandatory training. While further practice or training is recommended, it is not a prerequisite for re-assessment.

c. Scheduling of Re-assessment

Re-assessment shall be conducted in the next available assessment window as communicated by the respective QAB or Assessment Center.

d. Assessment Fee

Learner opting for re-assessment are required to pay the applicable assessment fee again.

e. Timely Processing of Appeals

All appeals must be processed promptly by the QABs, with a decision ideally communicated to the appellant within **2 weeks**. QABs are encouraged to develop **Standard Operating Procedures (SOPs)** to ensure transparency, fairness, and efficiency in the handling of appeals.

5.10 Post Assessment Moderation, Reports and Investigations

Moderation is a critical quality assurance mechanism implemented to ensure that the assessment of National Vocational Qualifications (NVQs) is fair, valid, reliable, and consistent across the country. The purpose of moderation is to maintain national standards and uphold the integrity of the assessment process.

- a. Sufficiency:** Evidence must be adequate to demonstrate that the Learner has met all the competency requirements outlined in the CS and can consistently reproduce the required performance.
- b. Validity:** Evidence must directly correspond to the specific outcomes and criteria stated in the CS. It should reflect the actual skills, knowledge, and level of responsibility being assessed.
- c. Reliability:** Evidence should yield consistent results when used in similar contexts or conditions. Assessments should be repeatable, producing the same outcome for a Learner with the same level of competence.
- d. Fairness:** Assessment and evidence collection must be unbiased and accessible, taking into account factors such as varying work environments, language differences, limited instructions, and special needs of Learner, ensuring equal opportunity for all.
- e. Consistency:** Moderation ensures that different Assessors make comparable and dependable judgments about a Learner's competence across different times, locations, and situations.

5.11 Guidelines for Moderation of Assessment

Assessment moderation is a critical post-assessment quality assurance process conducted to ensure that judgments made by Assessors are fair, valid, consistent, and aligned with the CS and industry expectations. The process is governed by the following guidelines:

- a. Post-Assessment Moderation:** Moderation will be conducted after the integrated assessment has been completed using approved Assessment Evidence Guides. This ensures that the assessment process and the supporting evidence meet the principles of moderation, conform to the relevant CS, and align with industry requirements.
- b. Moderation Scheduling:** QABs will establish and communicate a moderation meeting schedule, and invite relevant Assessors to participate.
- c. Evidence for Review:** The QAB will organize and present the following documentation for moderation:
 - i. All evidence and documentation from one assessment in which the Learner was judged "Competent" on their first attempt.
 - ii. All evidence and documentation from one assessment in which the Learner was judged "Competent" after a re-assessment.
 - iii. All evidence and documentation from at least one assessment in which the Learner was judged "Not Yet Competent."
- d. Appointment of Moderator:** The QAB will appoint a qualified Moderator to lead the moderation process. The Moderator will serve as the Chairperson of the meeting, providing professional guidance and support to all participants.

e. Moderation Meeting Discussions

During the moderation meeting, Assessors—under the guidance of the Moderator—will review assessment records and evidence, and collectively ensure that all assessments under the three categories were:

- i. Fair
- ii. Valid
- iii. Consistent

The following checklists should be used during the moderation discussion:

- **Moderation of Assessment Checklist** – Ensuring fairness, validity, and consistency with the competency standard (Annexure 18)
- **Moderation of Assessment Checklist** – Ensuring proper assessment procedures were followed (Annexure 9)

f. Consensus and Reporting

The moderation team will reach a consensus on the acceptable standard of evidence for future assessments related to the same CS or Qualification. The Moderator will complete the Moderation Summary Report using the format provided in Annexure-20.

g. Submission of Report

The finalized Moderation Meeting Report will be submitted to the relevant QAB, TEVTA, or NAVTTC for official record-keeping and action.

h. Dissemination of Findings

QABs must ensure that the Moderation Meeting Report is shared with all registered Assessors for reference and to guide future assessment practices.

i. National Moderation Meetings

To ensure nationwide standardization and coherence in NVQ assessments, NAVTTC may organize national-level moderation meetings involving all QABs

6 CHAPTER Recognition of Prior Learning

6. Recognition of Prior Learning (RPL)

The NVQF provides a structured and inclusive mechanism for recognizing and certifying skills and competencies acquired outside traditional classroom settings. This includes, but is not limited to, skills gained through:

- **Life experiences**
- **Informal or non-formal training**
- **Workplace exposure and on-the-job learning**
- **Self-directed learning and community-based activities**

These competencies—often developed over time through diverse life and employment experiences—can be formally assessed and certified through the process known as Recognition of Prior Learning (RPL).

Recognition of Prior Learning (RPL) is a formal assessment process that allows candidates to have their previously acquired skills and knowledge evaluated against a CS, regardless of how or where these skills were obtained. RPL ensures that candidates are not required to relearn what they already know, thereby saving time, effort, and resources.

Key Features of RPL under NVQF:

- **Inclusivity:** Recognizes learning from all sources—formal, informal, and non-formal.
- **Flexibility:** Offers a pathway to certification without requiring participation in a full training program.
- **Workforce Integration:** Helps experienced workers, particularly those in the informal sector, to obtain formal qualifications that enhance employability and career progression.
- **Bridging Opportunities:** Enables certified Learners to transition into higher-level qualifications or pursue further education and training.

Benefits of RPL:

- Formal certification of existing skills
- Enhanced employment and career opportunities
- Increased mobility within national and international labor markets
- Improved self-esteem and motivation for lifelong learning
- Recognition of the informal sector's contributions to the economy

RPL is a vital component of the NVQF's goal to make skills development more accessible, equitable, and aligned with the realities of Pakistan's diverse workforce.

6.1 Principles of Recognition of Prior Learning (RPL)

RPL process under the NVQF is governed by the following core principles to ensure transparency, fairness, and alignment with national qualification standards:

- a. The NVQF Level Descriptors serve as the primary reference to determine the appropriate Qualification Level for which a Learner's prior learning is recognized. The Level assigned is based on the complexity, scope, and depth of the demonstrated competencies.
- b. To be awarded credit toward a Qualification, candidate must provide recognized and verifiable evidence of competence that aligns with the specific outcomes and performance criteria outlined in the relevant CS.
- c. The RPL process requires a comprehensive judgment regarding:
 - i. What the candidate has learned,
 - ii. How much learning has occurred, and
 - iii. Whether the learning is current and relevant to the CS being assessed.
- d. Credits awarded through RPL shall hold equal status and recognition as those awarded through formal learning and assessment pathways. There shall be no distinction between the two in terms of qualification or employability value.

- e. Regardless of how learning was acquired, the candidate must submit credible evidence to demonstrate competence. This evidence must be formally assessed, verified, and quality-assured by a certified Assessor in accordance with established assessment protocols.
- f. Organizations responsible for evaluating RPL and awarding credits must implement the same quality assurance mechanisms as used in formal assessments. This includes procedures for internal and external verification, moderation, and a transparent appeals process to ensure credibility and consistency in judgment.

6.2 RPL at a Glance

The RPL process under the NVQF involves the following structured steps:

a. Step 1: Initial Interview

- i. A 15–20-minute informal interview is conducted to assess the Candidate’s eligibility for RPL.
- ii. The discussion focuses on the Candidate’s work history, relevant experiences, and understanding of the target Qualification under NVQF.
- iii. The interviewer also outlines further requirements, including types of evidence needed to support the RPL application.
- iv. If the Candidate is unavailable, the interview may be held with a company supervisor or manager on their behalf.

b. Step 2: Evidence Gathering

The Candidate collects and submits relevant supporting documentation to demonstrate prior learning and work-based competencies. Acceptable evidence may include (but is not limited to):

- i. Employer letters verifying work experience, role and responsibilities
- ii. Professional references
- iii. Certificates of appreciation or performance awards (optional)
- iv. Workplace documentation, samples of work, or portfolios (if applicable)

c. Step 3: Assessment of RPL Evidence

- i. A certified Assessor evaluates the submitted evidence against the required CS.
- ii. The Assessor determines whether the Candidate possesses sufficient, current, and relevant skills aligned with the Qualification outcomes.
- iii. If the evidence meets the required criteria, the Candidate proceeds to the RPL assessment stage.
- iv. If gaps in competencies are identified, the Candidate is advised to undertake Gap Training (see below).

d. Step 4: Qualification Award

- i. Upon successful completion of the RPL assessment (and Gap Training, if required), the candidate pays any outstanding assessment fee.
- ii. The Candidate is then awarded a Qualification Certificate or Record of Achievement, issued by the relevant QAB.

e. Step 5: Gap Training (If Required)

Gap Training refers to additional learning and assessment provided when a candidate does not fully meet the requirements for RPL in one or more units of competencies.

- i. Candidate’s are referred to an accredited training institute, or may opt for online learning through authorized e-learning platforms (e.g., TEVTAs, PVTC).
- ii. Upon successful completion of the required training and assessment, the RPL process resumes.

6.3 Process of Assessment

RPL process enables Candidates to receive formal certification for skills and knowledge acquired through informal learning, work experience, or non-traditional training. The process is structured into four key steps:

a. Step 1: Initial Interview

- i. A 15–20-minute informal interview is conducted to assess the Candidate's eligibility for RPL.
- ii. The discussion focuses on the Candidate's work history, relevant skills, and understanding of the NVQF qualification they are seeking.
- iii. Additional requirements, such as the need to provide supporting evidence, are also explained.
- iv. If the Candidate is unavailable, the interview may be conducted with a supervisor or manager familiar with their work history.

b. Step 2: Evidence Gathering

The candidate must collect and submit documented proof of prior learning and experience. Acceptable forms of evidence include:

- i. Letter(s) from employer(s) outlining job roles, responsibilities, and duration of employment
- ii. Professional references
- iii. Appreciation or recognition certificates (optional)
- iv. Other relevant workplace documentation or portfolios

c. Step 3: Assessment of RPL Evidence

- i. A certified Assessor reviews the submitted evidence to evaluate whether the Candidate's skills and knowledge align with the CS of the relevant NVQF Qualification.
- ii. If the evidence is found to be sufficient, current, and relevant, the RPL assessment proceeds.
- iii. In cases where there are gaps in Competency, the Learner is referred for Gap Training.

d. Step 4: Gap Training (if required)

Gap Training is designed to address specific competency shortfalls identified during the RPL assessment.

- i. Learners may be referred to an accredited training institute, or they may choose to complete training through recognized e-learning platforms provided by authorized training providers (e.g., TEVTAs, PVTC).
- ii. Upon successful completion of the required training and reassessment, the learner may proceed to certification.

e. Step 5: Qualification Granted

- i. Upon successful assessment (and completion of any required Gap Training), the Candidate must pay the remaining applicable fee.
- ii. The Candidate is then issued a Nationally Recognized Qualification Certificate or a Record of Achievement, certified by the relevant QAB.

6.4 Moderation of Assessment

- a. All RPL assessments are subject to moderation to ensure the quality, fairness, and consistency of assessment practices and Assessors' judgments.
- b. A moderator reviews the assessment process, verifies whether the decisions are valid and reliable, and may uphold or revise the Assessor's judgment.
- c. If the candidate is confirmed as "Competent", the result is uploaded to the National Skills Information System (NSIS), and the corresponding credits are officially awarded.
- d. The QAB verifies and endorses the outcome before certification.

6.5 Appeals and Reassessment

In the event a candidate is assessed as "Not Yet Competent":

- a. They have the right to appeal the decision through the formal appeals procedure.
 - b. They may also request a re-assessment in accordance with the established guidelines and schedules
 - c. All assessments undergo moderation to ensure the fairness, validity, and consistency of the assessment decisions.
 - d. A moderator reviews the assessment process and outcomes. The moderator may uphold or revise the Assessor's judgment.
 - e. If the candidate is confirmed as "Competent", the result is uploaded to the National Skills Information System (NSIS), and official credits are awarded.
 - f. In the case of a "Not Yet Competent" outcome, the Candidate:
 - i. Has the right to appeal the decision through the formal appeals procedure.
 - ii. May also request a re-assessment following established guidelines
- a. **Step 1 – Interview**
 - i. 15-20-minute interview to assess eligibility of Candidate and discuss further requirements such as evidence of work history.
 - ii. This is a very informal and relaxed meeting and is more like a discussion about work history.
 - iii. This interview will also include details of the NVQF Qualification
 - iv. This interview may be conducted with a company manager if the candidate/employee is unavailable.
 - b. **Step 2. – Evidence gathering**
 - i. The Candidate is to gather evidence of work history, examples of RPL evidence may include:
 - a. Letter from employer regarding work history.
 - b. References
 - c. Appreciation certificates (Optional)
 - c. **Step 3 - Assessment of RPL evidence**

A certified Assessor will evaluate the relevant evidence provided by the Candidate to identify current skills, knowledge and compare them against qualification criteria if the evidence is deemed sufficient and aligns with the required competencies, the Recognition of Prior Learning (RPL) assessment will proceed.
 - d. **Step 4 - Qualification Granted**

Upon successful completion of assessment (and GAP Training, if required) in Step 3, the Candidate will be issued the relevant Certificate or Award of Achievement.
 - e. **Step 5: Gap Training (if required)**

Gap Training is provided when a Candidate falls short of meeting RPL requirements for a specific unit of competency. It involves additional learning and assessment, delivered through accredited training institutes or authorized e-learning platforms (e.g., TEVTAs, PVTC). During appeal proceedings, if the Assessor determines that the deficiency lies with the candidate—not the assessment process—Gap Training may be formally recommended to address the shortfall before re-assessment.

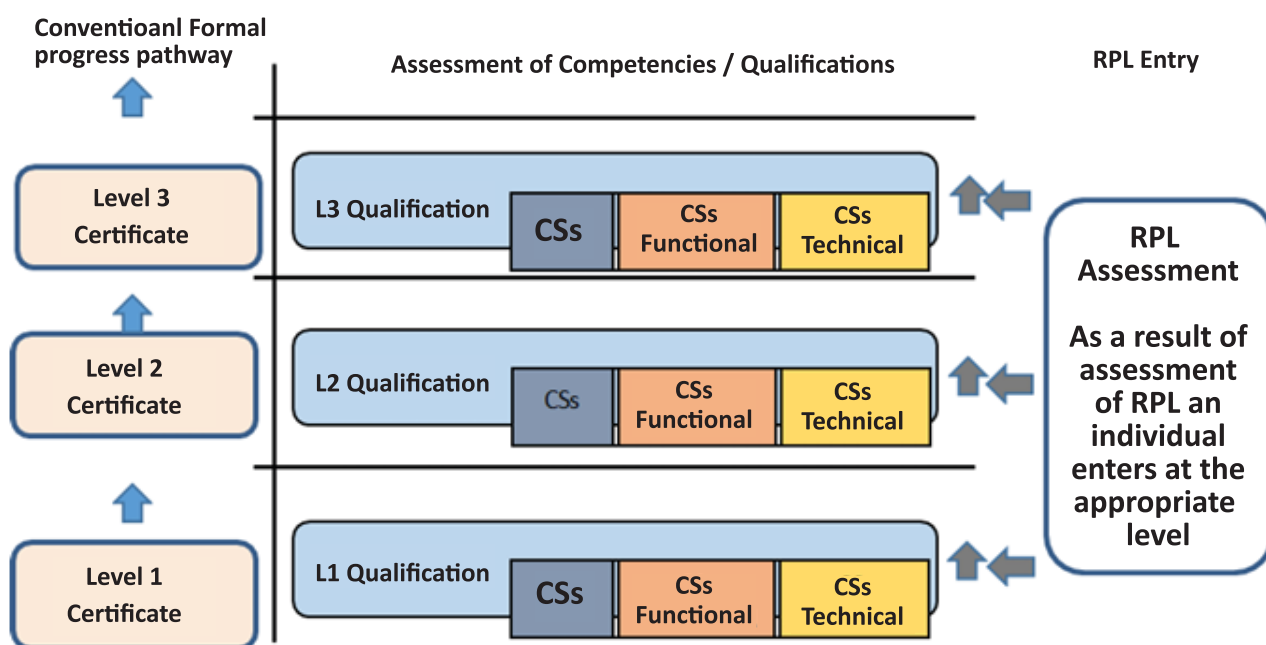
6.6 NVQF Support for RPL

The NVQF fully supports RPL by aligning all qualifications with clearly defined CS, encompassing generic, functional, and technical skills. As illustrated in Figure-8, Candidate can enter the NVQF through the RPL pathway and progress up to Level 4 certification. Candidates are assessed against CS for Level 2 to 4:

- Those assessed as Competent across all required units are awarded a full Qualification.
- Those who demonstrate competence in selected units receive a Record of Achievement.

RPL assessments follow a **modular approach**, rather than relying on a traditional summative assessment model. This modular method allows for a flexible and targeted evaluation of a Candidate's existing skills and knowledge. Where competency gaps are identified, Candidate's are referred for Gap Training through accredited training institutes. Upon completion, they may undergo re-assessment to qualify for full certification.

Figure 8: RPL Entry and Progression in the NVQF



6.7 Examples of RPL

The table below gives examples of RPL (Case Studies)

Example 1

An **experienced Welder** with a strong work history but no formal qualifications sought recognition for his skills through the Recognition of Prior Learning (RPL) process for the National Vocational Certificate in Mechanical Technology (Welding) – Level 2. He contacted a nearby assessment center, received an RPL information pack, and submitted a completed application form along with his resume, detailing his trade experience, skillset, and references verifying his work. The RPL coordinator assisted him in developing a comprehensive competency profile. Upon review, it was determined that no GAP Training was necessary. After successfully completing both the preliminary and final integrated assessments, he was awarded the full National Qualification Certificate.

Example II

A woman has worked in the beauty industry for 25 years. She has never attended a formal training programme but has had extensive experience in several salons. She now owns her own salon. She submits an application for RPL. She provides an extensive portfolio of photos showing her work, testimonials from clients, and prizes from competitions. The RPL coordinator facilitates her creating a competency profile, and after passing preliminary and final assessment she is awarded with full national qualification certificate if she meets all CS or with a record of achievement that lists the competencies that she has gained

Example III

A man in his early 40s, with 25 years of experience as an auto mechanic but having no formal training or certification, applies for Recognition of Prior Learning (RPL) to have his skills formally assessed. After completing both the preliminary and final assessments, he is either awarded a National Qualification Certificate if he meets all required competency standards or a Record of Achievement that outlines the specific competencies he has demonstrated. This recognition enables him to access further training at an appropriate level without starting from the beginning and may also enhance his employment opportunities by validating his existing skills.

6.8 RPL Scope and Management

RPL will be accessible to anyone who gained relevant competencies through the following forms to acquire NVQ:

- a. Workplace based training
- b. Apprenticeship training
- c. Life experience
- d. Self-directed study
- e. Non-recognized study
- f. Formal uncertified learning
- g. Informal or undocumented study (“Ustad-Shagird System”)
- h. In-service training
- i. Distance education or open learning
- j. Community-based education
- k. Overseas education, training or experience

RPL assessments will be carried out by approved Assessment Centers and managed by Qualification Awarding Bodies (QABs).

Assessment centers will develop comprehensive **RPL Information Kits** outlining the assessment process, eligibility criteria, documentation requirements, and key guidelines for Candidates. To enhance accessibility and public awareness, an annual schedule for RPL assessments will be published through various media channels and official websites of the relevant authorities.

6.9 Processes for RPL Assessment

The following standardized procedures shall be followed for the Recognition of Prior Learning (RPL) assessment:

a. Promotion and Scheduling

QABs will actively promote the availability of National Vocational Qualification (NVQ) certification through RPL for public awareness. Monthly and yearly assessment schedules will be developed and circulated among all approved RPL assessment centers to ensure effective planning and coordination.

b. Initial Inquiry and Application Support

Candidate seeking RPL certification may approach accredited Training Institutes or Assessment Centers. They will receive:

- i. A comprehensive briefing on the RPL process
- ii. An RPL information package
- iii. Guidance on completing the application form and compiling supporting evidence aligned with the relevant CS

c. Submission of Evidence

Candidates will submit complete application along with a portfolio of evidence demonstrating prior learning. This may include:

- i. Resume/CV
- ii. Job Description
- iii. Work journals or diaries
- iv. References or Letters from employers
- v. Industry certifications
- vi. Project reports, meeting minutes
- vii. Multimedia evidence (photos/videos)
- viii. Short course or professional development certificates
- ix. Live demonstration of competency or interviews

d. Registration and Pre-Assessment

Approved RPL Assessment Centers will register RPL candidates and prepare an assessment schedule. The RPL Center Coordinator will conduct a pre-assessment meeting to:

- i. Review the application and evidence
- ii. Identify any competency gaps
- iii. Recommend training if necessary

e. Self-Assessment and Agreement

Candidates must complete a self-assessment checklist based on the relevant CS. This serves as a formal declaration of readiness and is mandatory before proceeding to assessment.

f. Final Assessment

Registered Candidates will be formally notified of their final assessment schedule. Assessments will be conducted by certified Assessors in line with the applicable CS.

g. Certification

Candidates deemed competent will be awarded NVQ certification by the respective QAB, in accordance with the NVQS

- h.** Assessment Centers are authorized to generate a Record of Achievement for RPL candidates through the NVQS, in accordance with Annexure-16. This record is applicable to Candidates who have been assessed as “Competent” in specific CS but have not yet met the complete requirements for a full qualification.
- i.** The Record of Achievement is a computer-generated document issued directly through the NVQS platform. As an official system-generated output, it does not require any additional manual verification or authentication, thereby ensuring standardization, authenticity, and efficiency in the certification process.
- j.** This formal record acknowledges the specific units of competency attained by the Candidate through the RPL assessment process and serves as verifiable documentation of their recognized skills and knowledge.

6.10 Authorized Assessment Center for RPL

QABs shall formally notify and declare authorized Assessment Centers for conducting RPL assessments. The selection of these centers will be based on strict adherence to defined criteria to ensure quality, reliability, and alignment with national competency standards.

a. Eligibility and Selection Criteria:

i. NAVTTC Accreditation

Only institutions, industries, or organizations **accredited** by NAVTTC are eligible to apply for RPL Assessment Center status. These entities must demonstrate institutional capacity, operational readiness, and adherence to national TVET quality standards.

ii. Program-Specific Labs

The Assessment Center must have access to fully functional laboratories or workshops related to the accredited program. These facilities must reflect the practical environment necessary for the assessment of the relevant CS.

iii. Tools and Equipment Compliance

The Center must possess tools, equipment, and infrastructure that meet the requirements outlined in the relevant CS. The availability and operational readiness of these resources will be verified during the accreditation and approval process.

6.11 Responsibilities of Assessment Centre

The Assessment Center plays a critical role in ensuring the smooth, transparent, and standardized execution of RPL assessments. Its key responsibilities include:

a. Operational Readiness

The Head of the Assessment Center shall ensure that all necessary arrangements—such as the availability of tools, machinery, equipment, and consumables—are in place for the seamless conduct of the assessment.

b. Handling of Assessment Materials

The Head of the Assessment Center shall receive the official Assessment Materials from the QAB and securely hand them over to the certified Assessors on the day of the assessment, ensuring confidentiality and integrity.

c. Portfolio Presentation

Prior to the commencement of the assessment, the Assessment Center shall present each Candidate's portfolio to the Assessors for verification and alignment with the relevant CS.

d. Retention of Practical Assessment Output

All completed practical work or finished jobs produced by Candidates during the RPL assessment shall be safely stored by the Assessment Center for a minimum of **six months** post-assessment. This is to ensure availability for verification, auditing, or review by relevant authorities.

6.12 Role of Qualification Awarding Body (QAB)

The QAB is responsible for overseeing the integrity, quality, and standardization of the RPL assessment process. Its key responsibilities include:

a. Notification of Fee and Schedule

Announce the assessment fee structure and schedule for RPL activities in coordination with accredited assessment centers.

b. Candidate Verification and Registration

Scrutinize the data of selected Candidate and verify their registration status on the NVQS.

c. Preparation and Delivery of Assessment Materials

Develop the Assessment Tools, Material Lists, and all relevant assessment documentation. Ensure secure delivery to the Assessment Center at least one day prior to the scheduled assessment.

d. Assessor Appointment

Formally nominate and notify an External Assessor from the certified Assessor Pool, ensuring impartiality and competence.

e. Result Compilation

Tabulate results based on performance evaluations submitted by Assessors, ensuring accuracy and transparency.

f. Result Approval and Certification

Upload the approved results (duly signed by the Manager/Controller of QAB) to the NVQS and MIS systems. Provide a copy of the result and certificates of successful Learners to the respective Assessment Center in 10 days .

g. Result Approval and Certification

Ensure the secure disposal of marked assessment papers following certification, in accordance with QAB record retention and privacy policies.

g. Misconduct and Disciplinary Action

Investigate and take disciplinary action against Assessors involved in misconduct or corrupt practices. Similarly, take appropriate action against any Candidate found guilty of cheating, misconduct, or attempting to influence assessors through unfair means.

7 CHAPTER

Quality Assurance

7. Quality Assurance

The successful implementation of the any Qualification Framework hinges on the establishment of a robust and integrated Quality Assurance (QA) mechanism. A well-designed QA system ensures that all aspects of qualification development, assessment, certification, and progression pathways meet defined standards of consistency, relevance, transparency, and credibility.

7.1 Role of NAVTTC in NVQF Quality Assurance

The National Vocational and Technical Training Commission (NAVTTC) serves as the apex governing body responsible for ensuring the quality assurance, relevance, and continuous improvement of the NVQF and its effective implementation across the country.

To strengthen this mandate, NAVTTC will constitute the NVQF Quality Assurance Committee (NQAC). This committee will serve as a strategic advisory and oversight body aimed at fostering an enabling environment for the adoption and operationalization of NVQF principles and processes.

i. Key Functions of the NQAC will include (Implementation):

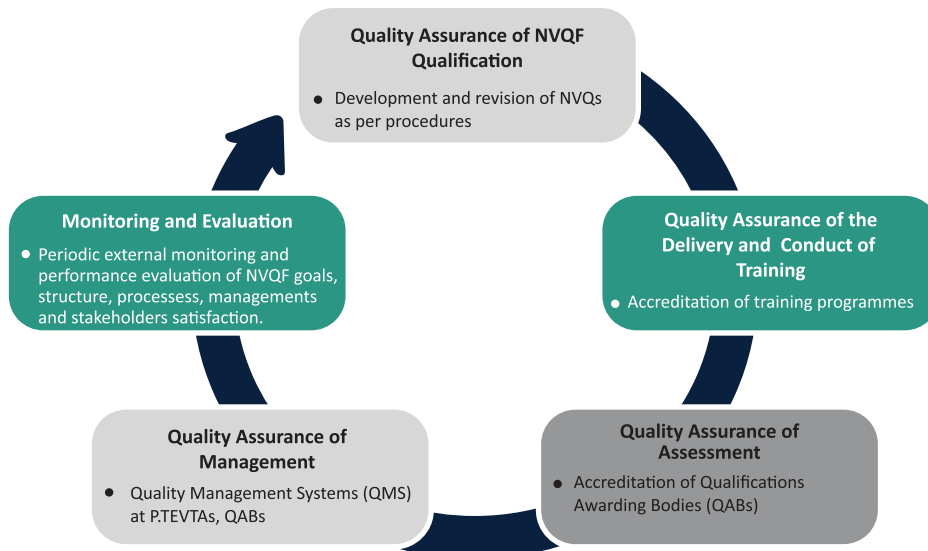
- a. Facilitating the effective implementation of NVQF across sectors and institutions.
- b. Allocating and mobilizing resources for quality assurance activities related to qualification development, assessment, and certification.
- c. Monitoring progress on NVQF implementation, ensuring alignment with national skill development goals.
- d. Evaluating outcomes and impact of qualifications, assessment mechanisms, and Learner progression.
- e. Identifying gaps and making recommendations for continuous improvement in the processes of qualification development, assessment, and certification.

The NVQF Quality Assurance (QA) system comprises five interrelated and interconnected components, as illustrated in Figure-9.

ii. Function of NQAC (National Qualification Assurance Committee):

- a. All TEVTA's / QAB's / PSDA / PVTC / Industry / Federal Ministries & Provincial Ministries / departments are the members of the committee.
- b. DG (SS&C) convene the meeting.
- c. Review CBT qualifications to ensure the content , structure sequence, duration, entry qualification, leveling etc meet the requirement of training, certification, occupational (technical / OHS/ greening / digital) and job market.
- d. Review assessment Packages Comprehensively cover both formative & summative assessment of all CS.
- e. Proposed existing qualification for archived or revision.

Figure-9: Five Components of the NVQF Quality Assurance System



7.2 Quality Assurance of NVQF Qualifications

All Qualifications under the NVQF shall be developed or revised in accordance with the standardized procedures outlined in the NVQF guidelines. These processes are designed to ensure that Qualifications are demand-driven, aligned with employer needs, and based on industry-validated CS.

Each Qualification will incorporate:

- a. Clearly defined competency units
- b. Inbuilt assessment plans
- c. Appropriate leveling and credit allocation
- d. Registration on the official NVQF registry

To support transparency and usability, a summary sheet will be prepared for each Qualification. This will include the Qualification title, Qualification code, NVQF level, total credit hours, list of competency units, and corresponding credit allocations, serving as a quick reference for stakeholders and end-users.

NAVTTTC will be responsible for the coordination and management of the qualification development and revision process, working in close collaboration with provincial TVET authorities, industry representatives, and sectoral experts to ensure relevance, consistency, and quality across the system.

7.3 Quality Assurance of Delivery and Conduct of Training

To ensure the effective and standardized delivery of NVQs, a comprehensive quality assurance mechanism will be implemented across all tiers of the training and assessment system. All QABs responsible for conducting NVQ assessments must be accredited by NAVTTTC in accordance with defined standards. In turn, assessment center from the pool of NAC accredited Institute ensuring they possess the necessary infrastructure, equipment, and human resources to meet the prescribed assessment requirements.

NAVTTTC will maintain oversight by conducting periodic surveillance assessments of both QABs and assessment centers through certified Assessors. This will ensure continued compliance with accreditation criteria and quality benchmarks. In addition, TVET institutes and training programs offering NVQs must also be accredited by NAVTTTC to verify that they have adequate facilities, trained faculty, and learning resources for effective program delivery.

The accredited status of any QAB, Assessment Center, or training institute may be revoked if it fails to comply with the prescribed accreditation standards, minimum criteria, or operational requirements.

7.4 Quality Assurance of Assessment

QABs shall serve as the principal agencies for the assessment and certification of NVQs. To ensure consistency, transparency, and credibility in the assessment process, the following quality assurance measures will be implemented:

- a. The criteria and procedures for the accreditation of QABs will be defined by NAVTTTC and outlined in its official Accreditation Manual.
- b. In coordination with NAVTTTC, each QAB will also develop performance criteria and procedures for declaring an assessment center as an authorized Assessment Center, ensuring alignment with national quality standards.
- c. NAVTTTC and QABs will jointly maintain a pool of trained, certified, and registered assessors, who are responsible for evaluating Learners against the relevant CS.
- d. Assessors will be required to use standardized assessment tools and documentation protocols to ensure fairness, reliability, and consistency in performance evaluation.

These quality assurance measures aim to uphold the integrity and credibility of the NVQ assessment system, thereby enhancing the value and recognition of vocational qualifications both nationally and internationally.

7.5 Quality Assurance of the Implementation

The successful implementation and operationalization of the NVQF will be jointly overseen by NAVTTC at the national level and TVET service providers at the provincial level. These entities shall be responsible for establishing and maintaining a comprehensive Quality Management System (QMS) that includes clearly defined policies, procedures, and processes to ensure the continued relevance, effectiveness, and responsiveness of education, training, and assessment services. Key quality assurance mechanisms for implementation include:

- a. Ensuring that all NVQF activities are aligned with national workforce needs, sectoral demands, and global competency benchmarks.
- b. Periodic monitoring, evaluation, and review of institutional performance and delivery standards.
- c. Integration of feedback from employers, Learners, and other stakeholders to improve training outcomes.

To promote international comparability and recognition of NVQs, NAVTTC will:

- a. Join relevant international education and training quality assurance networks.
- b. Actively participate in peer reviews and cyclical evaluation processes led by global quality assurance bodies.

7.6 NVQF Implementation Committee (NIC)

The NVQF Implementation Committee is entrusted with the responsibility of overseeing the effective implementation of the National Vocational Qualifications Framework (NVQF), resolving operational challenges, and ensuring its continuous improvement. The committee shall be chaired by the Executive Director, NAVTTC, and will comprise the following members:

- | | |
|--|-------------|
| a. Executive Director NAVTTC | Chairperson |
| b. Director General SS&C NAVTTC | Member |
| c. Chairperson CCDTE | Member |
| d. Chairperson/CEOs/MDs TEVTA or nominee not below BS-20 | Member |
| e. Director General PSDA | Member |
| f. Chief Operating Officer PSDF | Members |
| g. Two Private TVET Service Providers | Members |
| h. 3 Reps of the Industry/BIA's Association | Members |
| i. Rep of the Ministry of Overseas Pakistani & HRD | Member |
| j. Any other member to be Coopt | Members |
| k. Dir (Coord.) NAVTTC | Secretary |

7.7 Terms of Reference of the NIC

The NIC will perform following functions:

- a. Provide overall management and strategic direction for the effective implementation of the NVQF
- b. Formulate and approve policy decisions related to operational issues and challenges arising during the implementation of NVQF.
- c. Ensure that the objectives of the NVQF remain relevant, are consistently achieved, and that employer satisfaction with the quality and standards of NVQ graduates is maintained.
- d. Oversee the efficiency, consistency, and transparency of NVQF operations in alignment with the guidelines and standards prescribed in the NVQF Manual.
- e. Periodically examine the continued relevance, validity, and industry utility of NVQF qualification certificates

- and records of achievement.
- f. Guide the development and introduction of NVQs in accordance with national skill demands and the needs of key international labor markets.
- g. Proactively address and resolve all emerging issues and matters related to the implementation and sustainability of the NVQF.

7.8 Role of TVET Bodies

The effective implementation of the NVQF relies on the coordinated efforts of various implementation bodies at both national and provincial levels. These include:

- a. NAVTTC at the national level;
- b. Provincial TVETAs and other Tvet bodies including but not limited to bodies such as PSDA,PSDF in Punjab and the other.
- c. QABs
- d. Public and Private sector TVET service providers.
- i. NAVTTC will serve as the central coordinating body, responsible for overseeing, managing, and monitoring the implementation of NVQs nationwide. It will lead the strategic engagement with all provincial stakeholders, including TEVTAs, PSDA, PVTC, PSDF, BBSHRRDB, QABs, and public and private sector TVET institutions, to ensure uniform adoption and quality delivery of NVQs.
- ii. At the provincial level, TEVTAs, PSDA, PSDF, PVTC, BBSHRRDB and other public and private TVET service providers play a crucial role in operationalizing NVQF. Their responsibilities include:
 - e. Supporting the introduction and delivery of NVQs in their respective institutions;
 - f. Ensuring the availability of requisite resources and infrastructure; and
 - g. Participating in policy deliberations through the NVQF Implementation Committee (NIC) and the National TVET Coordination Committee (NTCC).
- iii. QABs are entrusted with the critical responsibility of assessment and certification under NVQF. As custodians of NVQ assessment, their consistent compliance with prescribed NVQF procedures is essential to uphold the quality, validity, and national and international acceptability of NVQF qualifications.

7.8.1. Role of NAVTTC

NAVTTC serves as the national coordinating authority for the implementation of the NVQF and is responsible for:

- a. Coordinating with provincial TVET service providers to convene NVQF Implementation Committee meetings, NTCC and facilitating the execution of its decisions.
- b. Developing, reviewing, implementing, and registering NVQs. (CS Curricula & AP)
- c. Managing and coordinating CCDTE and technical committee meetings in collaboration with TEVTAs and QABs for NVQ equivalency.
- d. Liaising with NVQS and the National Skills Information System (NSIS) to update and maintain NVQ data.
- e. Reviewing and revising the NVQs based on monitoring and evaluation reports.
- f. National Accreditation Council (NAC) Accrediting TVET institutions and programs delivering NVQs to ensure quality compliance.
- g. Conducting research and development activities to support continuous improvement of the NVQF system.

7.8.2. Role of TEVTAs and Other TVET Bodies

Provincial TEVTAs, PSDA, PVTC, PSDF, BBSHRRDB and other regional TVET bodies are responsible for the following within their jurisdictions:

- a. Coordinating with NAVTTC to convene NVQF Implementation Committee meetings and implementing the decisions of the committee.

- b. Processing requests from TVET institutions for the development, registration, and review of National Vocational Qualifications and forwarding them to NAVTTC.
- c. Managing CCDTE and technical committee meetings in coordination with relevant QABs.
- d. Organizing training for administrators, instructors, and Assessors to ensure effective NVQF implementation.
- e. Identifying future skill demands in collaboration with trade bodies and employers to inform qualification design and implementation.
- f. Providing the necessary financial resources, infrastructure, and equipment for rolling out NVQs across institutions.

7.8.3. Role of Qualification Awarding Bodies (QABs)

QABs serve as the main assessment and certification bodies under the NVQF, with the following responsibilities:

- a. Administer assessments in accordance with NAVTTC-approved policies, procedures, and CS.
- b. Maintain a qualified and certified pool of Assessors for all NVQs to be assessed and ensure adherence to the Code of Professional Conduct, including regular performance reviews.
- c. Declare an Assessment center as an Authorized assessment center that meet the prescribed infrastructure, staffing, and quality assurance standards, from pool of NAC accreditations institutes.
- d. Develop and manage assessment schedules across all three pathways—institution-based, enterprise-based, and RPL—ensuring timely and efficient implementation.
- e. Evaluate Learner performance, issue NVQ certificates to successful Learner, and resolve any appeals or complaints related to assessments.
- f. Maintain, update, and integrate Learner profiles, assessment results, and certification records in the NVQS, in coordination with the NSIS.
- g. Issue certificates to Learners upon successful achievement of NVQ learning outcomes.
- h. Conduct moderation of assessments and implement monitoring and evaluation (M&E) processes to ensure reliability, consistency, and alignment with NVQF standards.
- i. QAB's ensured only active and notified qualifications will implement, no students enroll in archived qualifications and also register the institute in archived qualification.

7.8.4. Role of Public and Private Sector TVET Institutes

Public and private sector TVET institutes are the frontline implementers of the National Vocational Qualifications Framework (NVQF). They are responsible for the delivery of training, preparation of Learners, and institutional compliance with NVQF standards and requirements. Their key responsibilities include:

- a. Institutes must be registered with the relevant TVET registering authority (e.g., provincial regulatory bodies, NAVTTC) as a prerequisite for offering any NVQF-aligned qualifications.
- b. Accreditation by National Accreditation Council (NAC) is voluntary but strongly encouraged to ensure quality assurance, national recognition, and eligibility to deliver and assess NVQs under the NVQF.
- c. Deliver Competency-Based Training using approved curricula with integrated assessment plans and practical components.
- d. Ensure Instructors and Assessors are trained, certified, and regularly updated on NVQF standards.
- e. Guide Learners through NVQF pathways, portfolio preparation, and readiness for assessments.
- f. Collaborate with QABs and declared Assessment Centers for Learner registration, scheduling, and conduct of assessments.
- g. Establish partnerships with industry to align training with labor market needs and facilitate work-based learning opportunities.

7.9 Monitoring & Evaluation (M&E) of NVQF Implementation

M&E is a critical element for effective NVQF implementation and aligns with the National Skills Strategy's emphasis on performance measurement and stakeholder feedback.

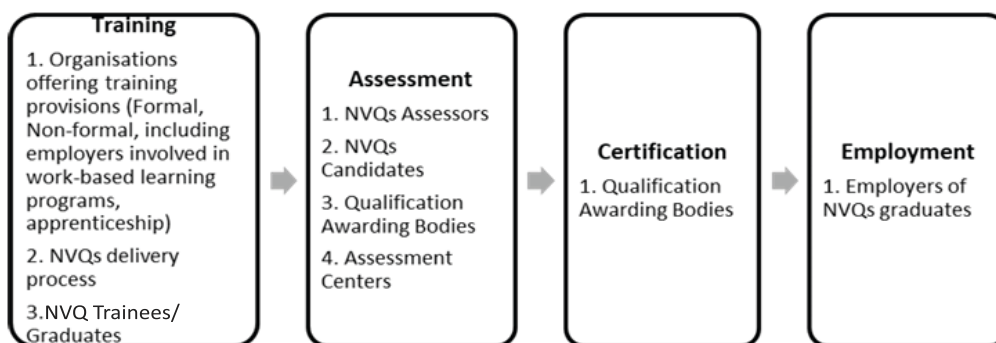
Objectives:

- i. Ensure procedures and standards are followed across training, assessment, and certification.
- ii. Confirm that NVQ graduates meet labor market needs.
- iii. Identify gaps and recommend improvements.

Scope:

M&E is a critical element for effective NVQF implementation and aligns with the National Skills Strategy's emphasis on performance measurement and stakeholder feedback.

- I. Training Institutions
- II. Assessment Centers
- III. Employers
- IV. Learners



7.9.1. NAVTTC Responsibilities:

- a. Monitor assessment practices, Assessor performance, and Learner outcomes.
- b. Conduct stakeholder interviews and FGDs (Federal Government Departments) with QABs, TEVTAs, and Assessment Centers.
- c. Validate Assessor records and profiles.
- d. Analyze Qualification development for duplication or gaps.
- e. Regular update the NVQF registry.

b. TEVTAs/TVET Bodies Responsibilities:

- i. Observe NVQ delivery and verify availability of resources.
- ii. Conduct FGDs (Federal Government Departments) with principals and trainers.
- iii. Survey Learners and employers for relevance and impact.
- iv. Review assessment data and graduate employment outcomes.

c. QAB Responsibilities:

- i. Verify readiness of assessment centers.
- ii. Analyze assessor performance and pass rate trends.
- iii. Align assessment capacity with Learner demand forecasts.

7.10 National Vocational Qualifications System (NVQS)

The NVQS is a central digital platform providing real-time information on all aspects of NVQF implementation.

Key Features:

- i. Qualification summaries
- ii. CS and curriculum
- iii. Assessor profiles and database
- iv. TVET institutes and accredited programs
- v. Student records and certification data
- vi. E-forms for qualification development requests
- vii. Assessment schedules and results
- viii. LMS integration

User Groups with Access:

- NAVTTC
- TEVTAs, PVTC, Directorates
- QABs
- TVET institutes
- Learners

Integration with NSIS:

NVQS complements the National Skill Information System (NSIS), which houses broader data on training capacity, placements, and labor market information.

7.11 NVQ Coding System in NVQS

Each NVQ will be assigned a unique identification code aligned with the International Standard Classification of Education (ISCED).

Coding Format:

- a. Industry Sector Code: (e.g., IT = Information Tech, AH = Allied Health, TH = Tourism & Hospitality)
- b. Serial Number: (e.g., 001, 002...)
- c. Level: NVQF Level (1–5)
- d. Version Number: (e.g., Version 1, 2...)
- e. Competency Standard Code: (e.g., A, B, C...)
- f. CS Version: Specific to each competency standard.

Example Code:

- a. IT-002-L2-V1-A1
- b. (Information Tech – Qualification 002 – Level 2 – Version 1 – CS “A” Version 1)
- c. Technology (Computer Operator) has the code: 0611ICT01”. The Table-7 shows coding of NVQs.

Table-7: Coding of NVQs

Industry	Industry Code	Serial Number	Qualification Level	Version	Competency Standard	Version
Administration	AD	001	3	1	A, B, C	1, 2, 3
Allied Health	HE		2	1		
Finance	FI		3			
Information Technology	IT					
Community/Social Services	CS					
Construction including Mining	CN					
Tourism and Hospitality	TH					
Urban Services i.e. garbage collectors	UT					
Training and Assessment	TS					
Manufacture	MN					
Maritime	MA					
Personal Services	PS					
Retailer (Entrepreneurship)	RT					
Transport	TN					
Mechanical	ME					

Example for a National Qualification

National Vocational Certificate Level 3 in Brick layering						
CN001-3-1						
Example for a Competency Standard						
CN001-3-A1						

7.12 Process for Management of NVQS

Table-8 illustrates the work process for management of the NVQS.

Table-7: Coding of NVQs

S/No.	Process flow	Procedure	Responsibility	Related document / Record
1	National Vocational Qualifications (NVQs) course commencement notification / NOC	Issue the notification mentioning name of the institutes with number of NVQs with start and end date of the academic session through email, courier and its placement on web site.	TEVTAs/PVTC/ Directorates SS&C NAVTTC (For record & coordination)	Academic calendar
2	Learners' registration schedule	Issue the notification regarding registration schedule through email, courier and its placement on web site	QABs	NVQs course commencement notification, Academic calendar
3	Initial data entry in the NVQS	TVET Institute to do the trade wise initial data entry in the NVQS.	Principal, QABs, TEVTAs/PVTC/ Directorates SS&C NAVTTC (For record & coordination)	Registration notification, Online registration forms in the registry system
4.	QABs to extract the initial data entry for Learners registration	Extract initial data from the NVQS. Perform quality check of data Generate the Learners registration number in the NVQS	QABs SS&C NAVTTC (For record & coordination)	NSIS generated Learner's registration list
5.	Monitoring of CBT&A session	Operationalize the monitoring tools developed for the CBT&A during the session	M&E of TEVTAs/ PVTC/ Directorates	CBT monitoring form, Trainees questionnaire, Teacher diary
6.	Status of the formative / modular assessments in the NVQS	Carry out regular data entry of the formative / modular assessments in the NVQS • Monitor the updated status of the formative / modular assessments through NVQS.	Principal, QABs, M&E of TEVTAs/ PVTC/Directorates SS&C NAVTTC (For record, coordination, guidance, facilitation and monitor compliance of NVQF)	Availability of the updated status of the formative / modular assessments in the NVQS
7.	Integrated/ summative assessment schedule	Issue the notification regarding the assessment schedule through email, courier, its placement on NVQS and web site	QABs, SS&C NAVTTC (For record & coordination)	Integrated / Summative assessment schedule
8.	Conduct of Integrated / summative assessments	Conduct the integrated / summative assessments	QABs	Assessment evidence guides
9.	Result of the integrated assessment in the NVQSNVQS	Quality check and related verifications of data, Declaration of competence status, Updating status in the NVQS Finalization of the status for issuance of certification	QABs, SS&C NAVTTC (For record & coordination)	Assessment evidence guides

S/No.	Process flow	Procedure	Responsibility	Related document / Record
10.	Certification	<ul style="list-style-type: none"> Issue Record of Achievement, Certificate of Qualification 	Institute	NVQ
11.	Correction / issuance of duplicate certificate (if any)	<p>Receive complaints about the conduct of assessment or errors on the certificate or any other complaint, Reconciliations & redressal, Cases for NAVTTC NVQ</p> <ul style="list-style-type: none"> Receive complaints from QABs, if not addressed Update the assessors list based on moderation result Issuance of duplicate certificate, if needed 	<p>QABs SS&C NAVTTC (For record & coordination) QABs A&C NAVTTC (For record & coordination)</p>	Record of integrated assessments & certificates
12.	M&E report	Generate M&E report with achievements, impact, sustainability and performance improvements	M&E of TEVTAs / PVTC/Directorates	M&E Report

8 **CHAPTER** **Licensing Regime For Trainer and Assessors**

8. Licensing Regime For Trainer and Assessors

8.1 Purpose and Importance

The training, certification, and licensing of Trainers and Assessors is a cornerstone of quality assurance in the implementation of Competency-Based Training and Assessment (CBT&A). It serves as a formal mechanism to ensure that only qualified, competent, and professionally prepared individuals are entrusted with delivering training and conducting assessments under the NVQF.

Introducing a Licensing regime for Trainers and Assessors is a critical quality assurance step aimed at strengthening the integrity, consistency, and credibility of CBT&A delivery and assessment. By regulating entry into these roles through standardized training, certification, and renewal procedures, NAVTTC ensures that:

- a. Trainers and Assessors possess the required technical, pedagogical, and assessment competencies.
- b. Training and assessments are aligned with occupational standards and meet industry expectations.
- c. Learners are evaluated fairly, reliably, and consistently across the country.
- d. Continuous professional development is promoted through mandatory refresher courses, ensuring skills remain updated and relevant.

Ultimately, this licensing system enhances stakeholder confidence, promotes accountability, and upholds the credibility of the TVET system in Pakistan—ensuring that qualifications issued under CBT&A are both nationally and internationally benchmarked.

8.2 Training, Certification, and Licensing of Trainers

Trainers that are certified and licensed by NAVTTC are authorized to deliver CBT&A qualifications. Relaxation may be granted for individuals with substantial and relevant industry experience. This flexibility acknowledges the value of hands-on expertise in the field and promotes the inclusion of industry professionals who bring practical, real-world insights into the training environment—ultimately enriching the learning experience. The training and certification process is designed to equip trainers with the pedagogical, technical, and planning skills necessary for delivering effective competency-based training.

8.3 Categories of Trainers

Three categories of Trainers will be trained, certified, and licensed:

- a. **Certified Trainers (Level-3):** Authorized to deliver CBT&A training.
- b. **Master Trainers (Level-4):** In addition to delivering training, they can design training materials and conduct training of trainers.
- c. **Chief Master Trainers (Level-5):** Responsible for training delivery, development of training materials, Training of Trainers and Master Trainers, coaching and mentoring, and participating in policy making and curriculum development

8.4 Eligibility Criteria

- a. **Certified Trainers (Target Group: In-service Trainers from academia or industry)**

Minimum Requirements:

- i. Minimum age: 25 years
- ii. Minimum qualification: Matriculation (with relevant certification)
- iii. Should be currently delivering courses in a TVET institute
- iv. At least 3 years of teaching experience
- v. Preference will be given to Candidates with IT proficiency and strong reporting skills

(Note: These criteria may be relaxed during the transition period from conventional to CBT&A-based qualifications.)

b. For Master Trainers (Target Group: Certified Trainer Level-3)

Minimum Requirements:

- i. Minimum age: 28 years
- ii. Minimum qualification: Intermediate with relevant certificate
- iii. Should be currently delivering courses in a TVET institute
- iv. At least 3 years of teaching experience
- v. Preference will be given to candidates with IT proficiency and strong reporting skills

Note: These criteria may be relaxed during the transition period from conventional to CBT&A-based qualifications.

c. For Chief Master Trainers (Target Group: Master Trainer Level-4)

Minimum Requirements:

- i. Minimum age: 31 years
- ii. Minimum qualification: Graduation
- iii. At least 3 years of teaching experience or industrial experience
- iv. Preference will be given to candidates with IT proficiency and strong reporting skills

Note: These criteria may be relaxed during the transition period from conventional to CBT&A-based qualifications.

8.5 Certification Process

- a. A Training of Trainers (ToT) workshop will be conducted based on the national trainer qualification/-standard, focusing on lesson planning and presentation delivery.
- b. All participants will apply online on the designated portal to become certified trainers.
- c. Applications will be reviewed and shortlisted as per the criteria mentioned above.
- d. Final assessments will be conducted by NAVTTC-approved panel.
- e. Successful Candidates will receive provisional certification from NAVTTC.
- f. Trainers will be recommended for full licensing after completing one year and conducting at least 2–3 training batches, upon endorsement by Staff Training Institutes or Technical Teacher Training Institutes or Center of Excellence.
- g. All certified Trainers will be registered in the NVQS and issued a unique Trainer ID/Code.
- h. Certification is valid for **three years**, after which completion of a refresher course is mandatory for License renewal.

8.6 Training, Certification, and Licensing of Assessors

a. Categories of Assessors

Three categories of assessors will be trained and licensed:

- i. **Certified Assessor (Level 2):** Authorized to conduct NVQ assessments.
- ii. **Master Assessor (Level 3):** Can conduct assessments and develop assessment tools/materials.
- iii. **Lead Assessor (Level 4):** Can conduct assessments, develop materials, train and mentor assessors,

8.7 Eligibility Criteria

a. From Industry:

- i. **Minimum age: 21 years**
- ii. **At least 2-3 years of current experience in the relevant occupation**
- iii. **Minimum qualification: As per trade**
- iv. **Must possess either:**

- A conventional TVET qualification (at least 6-month duration), OR
- An NVQ at the same or preferably one level higher than the qualification to be assessed

v. Preference for those with IT proficiency and strong reporting/documentation skills

b. From Academia:

- Minimum age: 25 years
 - Minimum qualification: As per Trade
 - Must be currently teaching the same or a closely related course
 - At least 3 years of teaching experience
 - Must hold a traditional TVET qualification or NVQ, as above
 - Preference for IT and reporting skills
- (Note: Criteria may be temporarily relaxed during the CBT&A rollout phase.)

8.8 Training and Certification for Master and Lead Assessors

- The training and certification procedure will be the same for Lead and Master Assessors, including their training, certification, and licensing processes.
- Certified assessors licensed by NAVTTC will hold a License valid for three years. QABs will be authorized to select licensed assessors from the National Assessor Pool through a computerized selection procedure.
- License renewal will be mandatory for all Certified, Master, and Lead Assessors, and will be contingent upon:
 - Demonstrated active engagement in conducting assessments during the license period;
 - Compliance with any revisions in national qualifications, technological advancements, or updates in assessment policies that impact the assessment framework
- A skill refresher course leading to a test will be mandatory in case of revision of qualification for renewal of license.
- Training of Trainers program to acquire qualification will include:
 - A 5 days training workshop including development of Lesson Plans and delivery of presentation will be conducted on the basis of national trainers qualification/Manual.
 - All CBT&A trained Trainers will be eligible to apply online to become a certified and Licensed Trainer.
 - Training providers (TEVTAs/PVTC) will assist the CBT&A trained Trainers in completion of documents, online application and conduct of development of Lesson Plans and delivery of presentation to prepare them to become certified/Licensed Trainers.
 - All applications received online will be scrutinized by a panel of Master/Chief Master Trainers to short list the most suitable Candidates.
 - NAVTTC/QABs/TEVTAs/PVTC, especially the Centers of Excellence, Staff Training Institutes and Technical Teachers Training Institutes may organize Training of trainers by utilizing the services of Master/Chief Master Trainers on the basis of NAVTTC approved trainer qualification.
 - NAVTTC/QABs/TEVTAs/PVTC approved Panel of Master/Chief Master Trainers shall conduct the final assessment of the trained Candidates as per prescribed assessment procedures. The successful Candidates will be awarded provisional certificate of trainers by NAVTTC.
 - The provisionally certified Trainers after completion of 1 year and at least completion of 2-3 batches of training will be recommended by Staff Training Institutes and Technical Teachers Training Institutes to be notified and declared as certified/Licensed Trainers by NAVTTC.
 - Training and assessment/certification of Trainers will be rooted through NVQS (in-line with other already developed qualifications and will be registered as National Assessor in the online NVQS along with their NAVTTC allotted Assessor code and necessary information.
 - Criteria for selection of Master/Chief Master Trainers will be as follow:

- Must have at least graduate degree
 - Must have certified trainers qualification (Level 3)
 - Must have 3 years teaching experience

- A conventional TVET qualification (at least 6-month duration), OR
- An NVQ at the same or preferably one level higher than the qualification to be assessed

8.9 Training, Certification and Licensing of CBT Assessors

From Industry

- Minimum 25 years of age
- At least 5 years of current industry experience in the assessment field of occupation
- Minimum Matriculation, preferably Intermediate
- Possess either:
 - A traditional TVET qualification (minimum six-month certificate/diploma),
OR
 - A National Vocational Qualification Certificate at the same Level as the Qualification being assessed (preferably one level higher)
- Preference given to Candidates with IT and reporting skills

From Academia

- Minimum 25 years of age
- At least Matriculation, preferably Intermediate
- Possess either:
 - A traditional TVET qualification (minimum six-month certificate/diploma),
OR
 - A National Vocational Qualification Certificate at the same level as the qualification being assessed (preferably one level higher)
- Currently delivering the course or a closely related course in a TVET institute
- Minimum 3 years of teaching experience
- Preference given to learners with IT and reporting skills

** This criterion may be relaxed till the CBT takeover the conventional qualifications*

8.10 Assessor Training and Certification Process

- The Assessor training program will include a 5-day training workshop, incorporating mock assessments, based on the national Assessor qualification.
- All trained Trainers will be eligible to apply online to become certified Assessors.
- Training providers (TEVTAs/PVTC) will assist CBT&A trained Trainers in completing required documents, online applications, and conducting mock assessments to prepare them for certification.
- All online applications will be scrutinized by a panel of Lead/Master Assessors to shortlist suitable Candidates.
- NAVTTTC, QABs, TEVTAs, PVTC, and Industry, particularly Centers of Excellence, Staff Training Institutes, and Technical Teacher Training Institutes, may organize Assessor training programs using the services of Lead and Master Assessors, based on NAVTTTC- approved Assessor Qualifications.
- The final assessment of trained Candidates will be conducted by NAVTTTC/QABs/TEVTAs/PVTC approved panels of Lead and Master Assessors, following prescribed procedures. Successful Candidates will receive a provisional Assessor certificate from QABs.
- Provisionally certified Assessors, after completing 1 year and conducting at least 2-3 assessments, will be recommended by QABs to be notified and declared as Licensed Assessors by NAVTTTC.
- Training, assessment, and certification of Assessors will be managed through NVQS, in line with other qualifications, and Assessors will be registered as National Assessors in NVQS with their necessary information.

- i. Must have at least graduate degree
- ii. Must have certified assessor qualification (Level 2)
- iii. Must have conducted at least 5 assessments
- iv. Must have at least three years of experience in teaching

8.11 Training and Certification for Lead and Master Assessors

- a. The training and certification procedure will be the same for Lead and Master Assessors, including their training, certification, and licensing processes.
- b. Certified Assessors licensed by NAVTTC will hold a license valid for three years. QABs will be authorized to select Licensed assessors from the National Assessor Pool through a computerized selection procedure.
- c. It will be mandatory for all certified/licensed assessors and Lead/Master Assessors to complete a refresher training course developed by NAVTTC every three years to renew their licenses.

9 Annexures

Annexure 1: CBT Monitoring Form

CBT&A Monitoring Form			
M&E officer _____			
CBT&A Monitoring Form _____			
Essentials of the visit			
Name of institute			
Name of NVQs			
Name of Principal			
Name of Trainers			
The NVQs course commencement letter/NOC/notification is granted by TEVTA/PVTC or any other authorized authority (NAVTTTC & QAB is copied).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The program/institute is accredited by the NAVTTC	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The institute is declared as an assessment centre and accredited by the QAB.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
NFQF Data Management			
The login is created and enrolment information is uploaded in NVQS.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The registration number is issued through registry system	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The status of modular/formative assessment is updated on regular basis.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		

Results on implementation of CBT			
The principal and teacher are trained on the CBT training approach.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments (if yes, who provided the training):		
The institute has conducted briefing session for the learners on the CBT approach	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The institute has standards, curriculum, TLGs and assessment evidence guides of the NVQs	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The CBT course is progressing according to the notified schedule.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	If not, please describe/comment:		
The institute has assigned curricula compliant teacher for the CBT course	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The institute has curricula compliant lab for the CBT course	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The institute has curricula compliant lab for the CBT course	Adequate <input type="checkbox"/>	Inadequate <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The venue for CBT training	Adequate <input type="checkbox"/>	Inadequate <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
The technical training equipment present there with the GIZ logo sticker.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	If not, please describe/comment:		
All training equipment properly entered/ documented in the inventory/stock register of institute.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments:		
Results on problems/lessons learnt/challenges			
If CBT session was observed, what was the overall impression?	Adequate <input type="checkbox"/>	Inadequate <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
	Comments :		

For teachers and trainees, what were important problems, lessons learnt, and challenge that were experienced in regard of CBT?	
Any comments on the curriculum or TLGs or assessment package	
To be followed up	
Anything that needs to be followed up, either over the phone/email or during the next M&E visit	

M&E officer Signature: _____

Annexure 2: CBT Trainee Survey Form

Teacher name	
NVQ	
<i>Students' attendance/ presence in the class/lab of teacher who is being evaluated: attendance in %</i>	

Likert Scale

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Not sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

Classroom's Feedback					
The trainer has provided briefing regarding NVQF and CBT&A approach 1	1	2	3	4	5
The trainer thoroughly explained the learning requirement prior to the commencement of the training session - competency standards, assessment evidence guide, formative assessment and integrated assessment	1	2	3	4	5
The trainer has clear understanding of competency standards and curriculum	1	2	3	4	5
CBT course is mainly composed of practical learning	1	2	3	4	5
The trainer remained punctual in the class	1	2	3	4	5
The trainer scheduled assignments, class test, quizzes and seminars	1	2	3	4	5
The trainer makes alternate arrangement of class in his/her absence	1	2	3	4	5
The trainer confidence & communication skills remained adequate	1	2	3	4	5
The trainer regularly conduct the classroom discussions	1	2	3	4	5
The trainer refers to latest developments in the field	1	2	3	4	5
The trainer shares regularly the answers of class tests or the formative assessments.	1	2	3	4	5
The trainer has a helping approach towards the weaker students	1	2	3	4	5
The trainer is helping students in realizing career goals	1	2	3	4	5
The trainer inspires students for ethical conduct	1	2	3	4	5
I am confident that at the end of my training, I will have the skills to meet the competency standards of this qualification	1	2	3	4	5
The judgement of formative assessment is acceptable to majority of the trainees	1	2	3	4	5
I am confident that at the end of my training, I will have the skills to meet the competency standards of this qualification	1	2	3	4	5
The competency based training approach will provide me better employment opportunity	1	2	3	4	5

Lab's Feedback					
The teacher gives quality explanation while performing practicals	1	2	3	4	5
The labs are adequately equipped as per the curriculum	1	2	3	4	5
I have the opportunity to use modern equipment and machinery	1	2	3	4	5
The training material provided during the lab experiments are adequate	1	2	3	4	5
The teacher assign tasks and follows up adequately	1	2	3	4	5
The lab work stimulate us to think	1	2	3	4	5
The students get adequate time to perform the experiment	1	2	3	4	5
The teacher relates lab work to actual field application	1	2	3	4	5
Working condition of machinery/equipment at the time of experiment is good	1	2	3	4	5
The teacher gives adequate instructions/demonstrations for proceeding with lab work	1	2	3	4	5
The teacher regularly assesses the lab work	1	2	3	4	5
The experiments are performed in groups	1	2	3	4	5
The teacher provide input during the entire duration of the experiment session	1	2	3	4	5
The teacher's control and command over the lab/class is commendable	1	2	3	4	5
Difficulties are entertained during lab session	1	2	3	4	5
All the practical's are covered as per the schedule	1	2	3	4	5
The lab sessions remained interesting	1	2	3	4	5

Annexure 3:

Qualification Development Form 1 (QDF-1) Indication of Intent

1. Name of the organization _____
2. Type of organization _____
3. Contact details:
 1. Address of the organization _____
 2. Name of contact person _____
 3. Designation _____
 4. Phone number _____
 5. Email _____
4. Title of the proposed qualification to be developed (NVQ title format):

5. Description of focus, scope and characteristics of the proposed qualification
(A general statement)

6. Justification of the qualification.
 - a. Summary of the occupational skill areas that it would cover.

 - b. Evidence of support from relevant industry and community groups for the
proposed qualification development.

Date: _____

(Signature of Head/ Authorized Person)

Annexure 4:

Qualification Development Form 2 (QDF-2) Acceptance/Non- Acceptance

1. Title of the qualification: _____
2. Name and address of the Organization

3. Date proposal received in NAVTTC. _____
4. Date proposal reviewed in NAVTTC _____
5. NAVTTC Decision (Check one box) (NAVTTC response will be given within a month time from the date of receipt of proposal)

The proposal to develop the qualification is approved.
The organization may proceed further to develop the qualification in the light of guidelines and templates provided in this manual.
The full qualification package may be submitted by (date).....

The proposal submitted is incomplete and requires following further information/ documents.
1.
2.
3.
The revised document be submitted within 15 days for reconsideration

The proposal to develop the qualification is not approved on the basis of following reasons.

1.
2.
3.

Date: _____

Signature

Annexure 5:

Guidelines for undertaking Occupational Profiling

Occupational profiling is a widely used method all over the world for job/occupational analysis. The outcome of the exercise is a chart in which duties, tasks and related information about the job such as worker's traits, career paths, and entry requirements, related knowledge and tools and equipment required are given. This chart provides foundation for the development of competency standards. This cost-effective method provides a quick and thorough analysis of any job.

5.1 Occupational Profiling Process

In this exercise, high-performing incumbent workers analyze their own job and identify the duties & tasks that make up their jobs. Under the direction of a competent facilitator, they analyze their job-related tasks while using a focused brainstorming process that encompasses a storyboarding technique. The result is an occupational profile presented in a chart format, which describes various levels of an occupation in terms of specific jobs, duties and tasks that competent workers must perform. The following steps may be performed.

5.2 Constitution of Occupational Profiling Committee

An Occupational Profiling Committee which is the Qualification Development Committee (QDC-I), shall be constituted by NAVTTC by seeking 10-15 nominations from respective Industry (Sector Skills Councils, Trade Associations, selected Chambers of Commerce and Industry, relevant employers, Labour and Manpower departments, public and private sector training providers, Employers Federation of Pakistan and/ or any other relevant group). The committee will:

- Identify the key job roles and organizational structure (Levels) for a particular sector
- Write job analysis statements for the duties of the job role
- Identify the required general skills, knowledge, understanding and behavior required
- Identify the tools, equipment and materials associated with jobs
- Identify occupational health and safety requirements associated with various job roles
- Identify trends, for example in technology, materials, market employment needs etc.
- Use the job analysis statements and other information to prepare a chart
- Finalize the chart to accordingly develop Competency Standards
- Use level descriptors to assign NVQF levels to each task separately

5.3 Appointing a DACUM Facilitator

NAVTTC shall appoint a DACUM facilitator to facilitate the committee in performing their work. The facilitator should be one of the experts and should possess the required knowledge, skills and experience. S/he may not essentially be the trade expert from the same occupation being analyzed. S/he should be an excellent listener with sound memory and writing skills, to document the participants' inputs. His/Her roles and responsibilities shall include;

- Assisting the group to understand occupational profiling
- Achieving objectives without taking a position in the discussion
- Motivating all to participate in the workshop
- Producing an agreed occupational analysis chart for the said occupation

5.4 Determining Duties and Tasks

The first task for the panel is to come up with a list of duties, as required at their work place. Duties are general statements that broadly represent larger part of any job and the number of duties may be in between 6-12 duties. The duty statement should begin with a verb (an action or 'doing' word) and each statement should also contain one or more 'objects' for the verb (an object is a thing or person that receives the action of the verb). Some duty statements (not all) may also contain a context or condition, and some time a qualifier. The verb must be in the first person singular, active e.g. Select, Prepare, Maintain, Develop, Determine etc. The object is the thing acted upon by the person e.g. report, plan, procedure etc. Qualifiers are words or phrases used to modify and clarify the task statement. For example, duty statements in Machinist chart contain following duty statements:

Table: Duty Statements in Occupational Profiling Chart

The Verb (Action)	The Object (thing or person)	The context or condition
Perform	Bench work	At workplace
Apply	Health & Safety Procedures	At workplace
Identify	Hazards	In workplace environments
Set	CNC machine	According to job requirements

The duties identified are further divided into tasks following the same pattern of duty statements described above. The facilitator takes one duty at a time and keeps asking the panel “what do you do”. The discussion then leads to the identification of the specific tasks that the expert workers perform.

The facilitator must make sure that all experts participate equally in the discussion. A statement that meets the definition and is performed currently by the majority of the committee members is recorded. Each duty may contain 6-12 tasks. In some countries, duties-tasks matrix has been standardized as 6x6 square matrix i.e. 6 duties and 6 tasks for each duty. The committee also identifies knowledge requirements, skill competencies, tools/ equipment and future job trends. The full structure of occupational profiling can be illustrated as a tree diagram in the figure below.

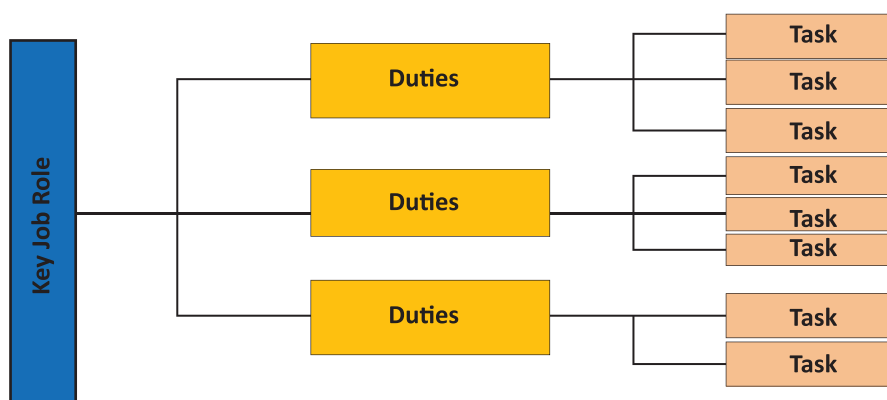


Figure: Duties and task tree diagram

5.5 Refining and sequencing duties and tasks

When all the duties and tasks are identified, the facilitator should go over each statement carefully – checking verbs and asking for more tasks. It is also the right time to settle any unresolved statements. The sequencing of duties and tasks are made according to the order in which they are performed. Normally, this sequence is followed in rest of the documents as well, such as competency standards, curriculum and instructional material documents.

5.6 Determine knowledge and understanding

The facilitator then assists the committee members to discuss and list down the essential knowledge and understanding requirements that expert workers need to have, to be able to perform their tasks at the work place. These are the enablers that make it possible for the workers to be successful.

5.7 Determine tools and equipment

All the relevant tools and equipment that the workers require to complete the duties and tasks are identified. When discussing tools and equipment, two words can cause confusion: Use and operate. To use a wrench, for example, or any other piece of equipment is never an actual task. These are means of accomplishing an actual task.

5.8 DACUM Chart

The DACUM chart is the final outcome of the occupational profiling process. It is a detailed and graphical portrayal of the duties and tasks performed by the workers involved. The duties are listed and against each duty, tasks are defined. It may be mentioned that the occupational profiling charts are valid only for a certain period of time. Even the national vocational qualifications are valid and notified for a certain period of time.

The template for developing the occupational profile chart (OP chart) is provided below for reference:

Duties & Tasks				
A. Duty (A)				
A1. Task	A2. Task	A3. Task	A4. Task	A(N). Task
B. Duty (B)				
B1. Task	B2. Task	B3. Task	B4. Task	B(N). Task
C. Duty (C)				
C1. Task	C2. Task	C3. Task	C4. Task	C(N). Task
D. Duty (D)				
D1. Task	D2. Task	D3. Task	D4. Task	D(N). Task
E. Duty (N)				
N1. Task	N2. Task	N3. Task	N4. Task	N(N). Task

Annexure-6:

Guideline for Developing Competency Standards

6.1 Competency Standards

Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, and a range of variables. Competency standard statements are based on the duties and tasks listed in the occupational profiling chart. Competency standards serves as the basis for curriculum development and preparation of assessment packages and teaching, learning materials.

Several terminologies are used in different countries in describing the competency standards. Most commonly used terminologies are;

- Skill Standards (SS),
- National Occupational Skill Standards (NOSS),
- Occupational Standards (OS),
- Industry Performance Standards,
- Industry Training Standards, and
- Competency Standards (CS).

In Pakistan, the terminology used is “Competency Standards”.

6.2 Elements of Competency Standards

Main elements of competency standards shall include:

i. Title of the Qualification	The relevant title in line with the “Qualification titles” specified in section 2.4 above shall be used.
ii. Introduction	<ul style="list-style-type: none"> • A precise description of the occupation/ trade that summarizes the duties and tasks of the occupation for that level. • The introduction shall also comprise of the following information in a table format: <ol style="list-style-type: none"> a. Date of development b. Date or review & validation c. Entry requirements (for trainees) d. Trainer’s qualification requirements e. Code of qualification (ISCED)
iii. Summary of competencies	<ul style="list-style-type: none"> • Summarized description of all competency standards: <ul style="list-style-type: none"> ▪ Categorized as ‘Generic’, ‘Functional’ and / or ‘Technical’ ▪ Leveled according to NVQF level descriptors ▪ Allocated credit hours and accordingly reference national hours (covering theory, practical, OJT/project)
iv. Qualification leveling and packaging	<ul style="list-style-type: none"> • Presentation of possible packaged short courses that could be developed & implemented on need-basis using the competencies taken from the competency standard.
v. Description of qualification package	<ul style="list-style-type: none"> • Pictorial presentation comprising of the skills ladder (route) that defines the vertical progression for a trainee (from level 1 to level 5).

v. Description of qualification package	Pictorial presentation comprising of the skills ladder (route) that defines the vertical progression for a trainee (from level 1 to level 5).
vi. Competency standards	Complete details of all competency standards necessarily covering: <ul style="list-style-type: none"> a. Overview b. Competency units c. Performance criteria d. Knowledge & understanding e. Critical evidence(s) required f. Consumables, tools, machinery and equipment (for each competency standard)
vii. List of consumables, tools, machinery and equipment	Consolidated list of consumables, tools, machinery and equipment required for the entire qualification (covering all competency standards)
viii. Members of the qualification development committee (QDC)	Details of the members of the notified qualification development committee (covering organization name and designation).

6.3 How to Write a Competency Standard Statement

A well-written duty in the Occupational profiling chart serves as a basis for developing the competency standard statement. In most cases, a well-written duty statement of the occupational profiling chart is copied as a standard statement in the competency standard document. However, the competency standard writer should:

- Use “action verb” in active voice such as Perform, Plan, Demonstrate, Calculate etc.
- Keep cross referencing to a minimum such as avoid writing statements like “as described in standard/ principles on.....”
- Be consistent in use of appropriate verbs in writing the standard statement such as use similar kinds of action verbs in all standard statements.
- Use “object” or “thing” on which action is required.
- Use “Condition” or “Context” statement where needed

For example (NVC in AutoCAD level 3); The trainee will be able to:

“Operate//AutoCAD visual reference Commands// including zoom extent,”
 ...Verb...//.....Object //Condition/ Standard Performance

An **overview** of each standard statement identifies the competencies to perform the job at the work place. Normally it describes the overall purpose of the qualification and role to be performed at the workplace and provides 'pen-picture' of what the competency is all about. It should be briefed and must not exceed 2-3 sentences.

The **Competency Units** are written in the same ‘action verb form’ and these are the tasks, which have been identified in the occupational profiling chart. They should point to an outcome which should be observable and assessable. Writers must use accurate and descriptive language and thus follow the convention: Verb, Object and, where necessary, Context/Condition. Following example shows correct and incorrect wording of the Competency Unit title:

Incorrect:	Preparation of Garments for Fitting (Action verb is missing)
Correct:	Prepare Garments for Fitting
Incorrect:	Maintenance of machines, tools and equipment (Two tasks)
Correct:	Maintain machines or maintain tools and equipment

The **Performance Criteria** are the set of specific skills required to be gained to complete the task (i.e. against the specific competency unit) and is titled as; the “Trainee will be able to;.....” . It gives someone a way of deciding whether a person is ‘Competent’ or ‘Not Yet Competent’. It measures work, not the worker and hence must be demonstrable/ measurable/ assessable. In summary;

Performance criteria should NOT:

- be a list of 'tasks'
- be a list of 'skills'
- include 'knowledge and understanding'

Each statement will start with an action verb

The **Knowledge & understanding** is the amount of information that needs to be possessed by the trainee to acquire a particular skill. It should be specific to the Unit of Competency and the statements cover underlying principles, processes, procedures, concepts and facts related to Unit of Competency. It also starts with verbs like Explain, Describe, Define etc.

Table 4: Competency Units with Performance Criteria and Knowledge & understanding

Unit of Competency	Performance Criteria	Knowledge & Understanding
<p>B2: Repair lighting system of the vehicle.</p>	<p>You must be able to: P1. Select tools and equipment according to job requirement. P2. Repair faults in the components as diagnosed according to procedures. P3. Adopt a method for repairing systems and components without causing damage to them P4. Inspect and verify the fault is removed Knowledge & Understanding P5. Observe occupational health and safety precautions at all times.</p>	<p>You must be able to know and understand: K1. Explain uses of multi- meter, test lamp & toolkit K2. Define methods and procedures of repairing faults in the components (harness, switch) K3. Describe techniques for inspecting and verifying the repair of lighting system. K4. Define repair specific safety precautions & guidelines.</p>

6.4 Competency Standard Template

1. Introduction

- 1.1. Date of development
- 1.2. Date of review & validation
- 1.3. Entry requirements (for trainees)
- 1.4. Trainer's qualification requirements
- 1.5. Code of qualification (ISCED)

2. Summary of Competencies

Code	Competency standard	NVQF Level	Category	Estimated contact hours			Cr. Hr.
				Th.	Pr.	Total	

3. Qualification Leveling and Packaging

S.No	Occupations / Short Course	Modules/ CS Codes	Level	Occupation Credit Hours	Training Duration

4. Description of Qualification Package

5. Competency Standards

5.1. Overview

5.2. Competency Units	5.3. Performance Criteria

- 5.4. Knowledge & Understanding
- 5.5. Critical Evidence(s) Required
- 5.6. Consumables, Tools, Machinery & Equipment

6. List of Consolidated Consumables, Tools, Machinery & Equipment

6A. List of Consolidated Consumables			
S.No	Items	Specifications	Quantity

6B. Consolidated List of Tools, Machinery & Equipment			
S.No	Items	Specifications	Quantity

6C. Members of Qualification Development Committee			
S.No	Name	Designation	Organization

Annexure-7: Assessment Evidence Guides Template and Guidelines to write Assessment Tasks

7.1 Assessment Evidence Guide Template & Guidelines for Level 2 – 4 Qualifications

Section A: Instruction Sheet for Candidate(s)

Qualification	
Competency Standard(s)	•
Purpose of Assessment	Formative / Summative / RPL
Candidate Details	Name _____ Registration/Roll Number _____ Date _____

Section A1: Guidance for Candidate(s)

General Guidance	To meet this assessment, the candidate(s) is/are required to complete the following Assessment Task 1: _____ Assessment Task 2: _____ Assessment Task n: _____
Time:	00 Hrs.
Minimum Evidence Required	During a practical assessment, under observation by an assessor, the candidate(s) is/are required to: Assessment Task 1: _____ • (Performance criteria) • (Performance criteria) Assessment Task 2: _____ • (Performance criteria) • (Performance criteria) Assessment Task n: _____ • (Performance criteria) • (Performance criteria)

Section A2: Self-Assessment Checklist

This section is optional for regular assessments and mandatory for RPL assessments

Assessment Task 1	Activity: _____
--------------------------	------------------------

I (candidate) can.....

Performance Criteria	Yes	No
1.		
2.		
3.		

Candidate's Signature _____ Assessor's Signature _____
Date: _____

Section B: Assessor's Judgement Guide

Qualification							
Competency Standard (s)							
Purpose of Assessment							
Candidate Details	Name: _____ Registration/Roll Number: _____ Signature: _____						
Assessment Outcome	COMPETENT <input type="checkbox"/> NOT YET COMPETENT <input type="checkbox"/> Name of the Assessor _____ Assessor's code: _____ Signature: _____						
Assessment Summary (to be filled by the assessor)							
Activity	Method					Result	
Nature of Activity	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Practical Skill Demonstration							
Knowledge Assessment							
Other Requirement							

Section B1: Observation Checklist

Assessment Task 1		Activity:					
During the practical assessment, the candidate demonstrated the following:				Yes	No	Remarks	
1.							
2.							
3.							
Competent <input type="checkbox"/>				Not Yet Competent <input type="checkbox"/>			

Assessment Task 2		Activity:					
During the practical assessment, the candidate demonstrated the following:				Yes	No	Remarks	
1.							
2.							
3.							
Competent <input type="checkbox"/>				Not Yet Competent <input type="checkbox"/>			

Marking Criteria	Passing marks for knowledge component is 60% and for Practical Skills Demonstration is 80%. However, for a candidate to be declared as competent, s/he shall successfully complete all the critical tasks during the Practical Skills Demonstrations
------------------	--

Section B: Assessor's Judgement Guide

Candidate Details	Name: _____ Registration/Roll Number: _____ Candidate Signature: _____
Module	
Purpose of Assessment	

Activity	Method					Result	
	Written	Oral	Observation	Portfolio	Role Play	Competent	Not Yet Competent
Nature of Activity							
Practical Skill Demonstration							
Knowledge Assessment							
Other Requirement							

Section B1: Knowledge Assessment

Multiple Choice Questions:	Marks (00)
•	
•	
•	
•	
Total	/ 00

Restricted Response Questions (RRQs) ¹	Marks (00)
Q?	
Answer: _____	
Q?	
Answer: _____	
Q?	
Answer: _____	
Total	/ 00

Section B2: Practical Skills Demonstration Assessment (Observation Checklist)

Factor		Assessment Task:	Yes	No
Critical	Non-Critical	During the practical assessment, candidate demonstrated the following skills:		
		•		
		•		
		•		

Section B3: Observation of Attitude / Presentation

Performance Criteria:	Un-Satisfactory	Satisfactory
• Understanding of task requirement		
• Preparation of workstation		
• Handling of Tools & Equipment		
• Observance of safety rules		
• Body language / eye contact		
• Professionalism		
• Discipline during assessment		
Overall rating (10% marks)		

Section C: Marking (In line with the notified Assessment & Promotion Rules for L5 DAE qualifications)

Assessment Outcome	COMPETENT	NOT YET COMPETENT
	Name of the Assessor _____	
	Assessor's code: _____	
	Signature: _____	

1 The assessor shall insert random RRQs from the RRQ bank maintained by the Board

Feedback to the Candidate	
Candidate's Signature _____	Assessor's Signature _____
Date _____	

Guidelines For Writers (How to Design an Assessment Task(s)):

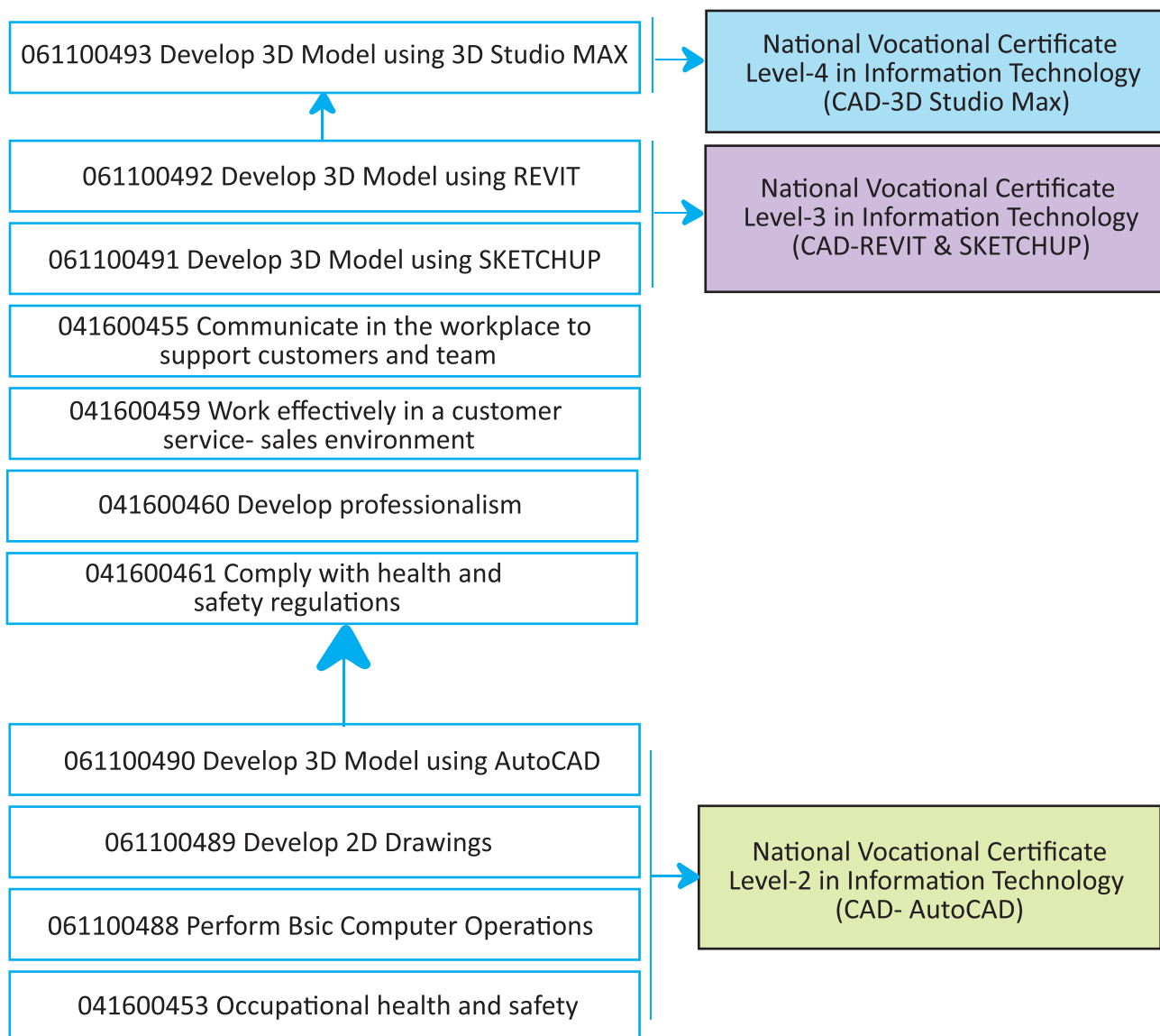
Following points should be considered while designing an assessment task(s):

1. Task(s) to be assessed are specific, measurable and/or observable
(**Example:** Perform Manicure)
2. Begin with an action verb.
(**Example:** Convert meters to points and inches.)
3. Do not use evaluative or relative adjectives.
(**Example:** Do not use words like good, effective, appropriate.)
4. Do not use evaluative or relative adverbs.
(**Example:** Do not use words like quickly, slowly, immediately.)
5. Each action verb requires an object, Verb followed by object
(**Example:** Identify bacteria, fungi, and parasites in the figure.)
6. Say what you mean, using only necessary words.
7. Use all domains as appropriate: cognitive, psychomotor and affective.
8. Industry standard timeframe to perform the task(s) is mentioned and said task(s) can be completed within the mentioned timeframe.
9. Assessment of these task(s) means that the aim of the competency standard/qualification has been achieved.
10. Assessment criteria(s) for the task(s) are measureable/observable.
11. All the appropriate outcomes are assessed by this evidence guide.
12. Each assessment method, activity or task is appropriate.
13. Specifies the conditions/context under which evidence for assessment must be gathered, including any details of required equipment and materials; contingencies; specifications.
14. Structure of Performance Criteria Statement will be: Evaluative Word+ Object + Condition/or Standard Performance.

Annexure 8: Packaging / Re Packaging of Qualification

Packaging of Qualification

The national vocational qualifications have been packgaed as per folowing:



Annexure 9: NVQ Registration Form

Name of Institute: _____ Institute Reg. _____

NVQ: _____ Level: _____

Sr. No.	Name of Trainee	Father's Name	CNIC / B-Form No.	Date of Birth (DD/MM/YYYY)	Qualification of Trainee	NVQ	Start of Training (DD/MM/YYYY)

Annexure 10: Guidelines on Developing Competency-Based Curriculum and Template

Curriculum document is used primarily by the TVET Institutes to plan lessons, deliver training, and implement practical learning activities. The major components of a curriculum document are briefly presented below:

i. Introduction	<p>Precise description of the training program (course) that summarizes the roles and responsibilities of the occupation for that level.</p> <p>The introduction shall also comprise of the following information in a table format:</p> <ol style="list-style-type: none"> Date of development Date of review & validation Entry requirements (for trainees) Minimum qualification for trainers Code of qualification (ISCED) Medium of instruction Duration of course
ii. Scheme of Studies	<p>Summarized description of all competency standards of a qualification:</p> <ol style="list-style-type: none"> Categorized as 'Generic', 'Functional' and / or 'Technical' Level assigned to each competency standard Allocated credit hours and accordingly reference notional hours (covering theory, practical, OJT/project)
iii. Modules	<p>Modules in the curriculum are formed based on each Competency Standard finalized. The modules are appropriately sequenced with description (pen picture) of each module along with the suggested time frame for training delivery.</p>
iv. Learning Units	<p>Each module is divided and described into 'Learning Units', which form the chapters in the teaching and learning materials. Learning Units are further described into learning outcomes and learning elements.</p>
v. Learning Outcomes	<p>A learning outcome is action-oriented verb that describes distinctively what learner should acquire and be able to do/ apply at workplace. The learning outcomes are derived from the "Performance Criteria" stated under each competency standard in the competency standard document. They describe the essential skills, knowledge & attitude required to attain learning outcome and are measurable at the time of assessment.</p>
vi. Learning Elements	<p>The learning elements are derived from "Knowledge & Understanding" stated under each competency standard. The learning elements include required knowledge, skills and attitudes to demonstrate learning outcome. They help in the description of contents in the learner's guide with updated information and examples.</p>
vii. List of Consumables, Tools, Machinery & Equipment	<p>Consolidated list of consumables, tools, machinery and equipment required for the entire qualification (covering all competency standards).</p>
viii. Members of Qualification Development Committee (QDC)	<p>Details of the members of the notified qualification development committee (covering organization name and designation).</p>

Competency Based Curriculum Template

1. Introduction

- 1.1. Date of development
- 1.2. Date or review & validation
- 1.3. Entry requirements (for trainees)
- 1.4. Minimum qualification for trainers
- 1.5. Code of qualification (ISCED)
- 1.6. Medium of instruction
- 1.7. Duration of course

2. Scheme of Studies

Code	Module	NVQF Level	Category	Estimated contact hours			Cr. Hr.
				Th.	Pr.	Total	

3. Modules

• Overview

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials (Tools & Equipment) Required	Learning Place

4. List of Consumables, Tools, Machinery & Equipment

4A. List of Consolidated Consumables			
S.No	Items	Specifications	Quantity

4B. Consolidated List of Tools, Machinery & Equipment		
S.No	Items	Specifications

5. Members of Qualification Development Committee

S.No.	Name	Designation	Organization

Annexure 11: Qualification Review Form (QRF-1)

Feedback to Review the Qualification

1. Title of the qualification:
2. Level of the qualification:
3. Review date:
4. Version #:
5. Code #:
6. Name of the Organization:
7. Address and contact:
8. Feedback

Areas of Review	Put tick/ cross (where applicable)	Suggestion/ Feedback for review of the qualification
1. Skill Demand Analysis		
2. Occupational Analysis		
3. Competency Standards		
4. Scope of the Qualification		
5. Credit Hours		
6. NVQF Level		
7. Equivalences		
8. Other Conditions/requirements /pre-requisites		
9. Assessment Package		
10. Curriculum		
11. Teaching and Learning Material		
12. Technological Trends or others		

Date: _____

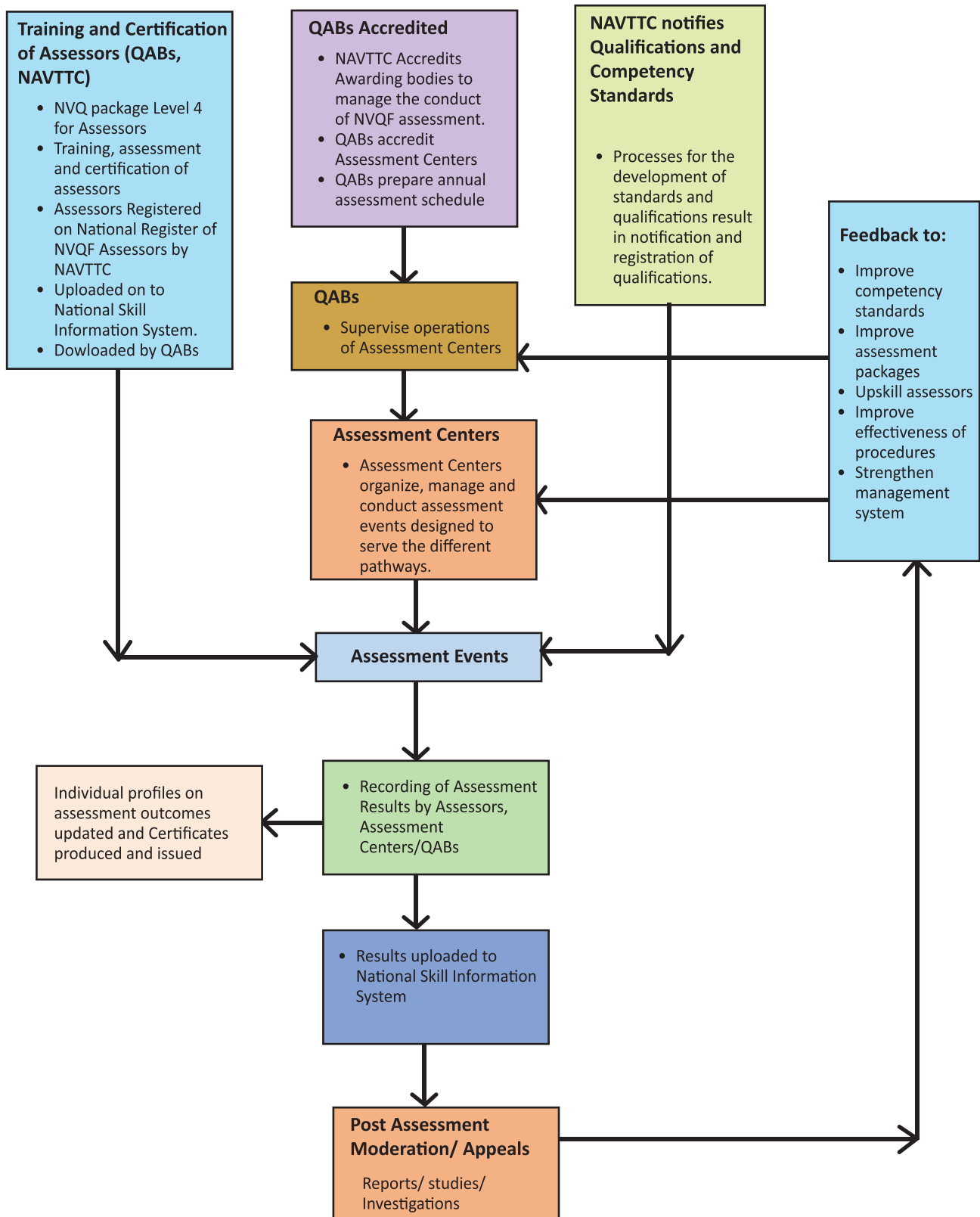
Signature of Head or authorized person

Annexure 12: Credit Matrix for Major Qualifications

Minimum credit values for each level of major qualification is given in the below table:

Qualification Title	Credits	Cumulative	OJT/WBT	Total credit value
PhD	10	200	18	218
Master	30	190	16	206
Bachelor	30	190	16	206
Higher Diploma	40	120	12	132
Diploma	20	80	10	90
Level 3	20	60	8	68
Level 2	20	40	6	46
Level 1	10	20	4	24
Foundation 2	5	5	2	12
Foundation 1	5	5	-	-

Annexure 13: Assessment Operational Procedures



Annexure 14: NVQ Training Program Achievement Summary

Name of Institute: _____ District: _____

CBT Course: _____ Level: _____

Trainee Name: _____

Father's Name: _____

CNIC/B. Form No. _____

Training Start Date: _____

Training Completion Date: _____ OR Training Termination Date: _____

Name of Instructor: _____

Designation: _____ Signature of Instructor: _____

Modules	Date of Assessment on completion of training module	Performance Judgment (Plz)		Instructor's Signature	Trainee's Signature
		C	NYC		
Competency Standard 1					
Competency Standard 2					
Competency Standard 3					
Competency Standard 4					
....					
....					

Verified by Principal

Signature & Stamp

Annexure 15: NVQ Eligibility Status Form for Integrated Assessment

Name of Institute/Reg. #: _____ Course/ Qualification: _____

Level: _____

Sr. No.	TTB Reg. No.	Name of Trainee	Father's Name	CNIC / B-Form No.	Attendance %age	All CS assessment Competent / NYC	Status Eligible /Not Eligible

Principal Signature & Stamp

Annexure 16:

Marking Sheet for Skill Assessment (Practical/Project)

Date of Assessment: _____ Assessment Centre: _____

Qualification CODE: _____ Level: _____

Trainee Name: _____ Reg. No. _____

Part - A

No.	Critical Skills	Initial Marks (Rating 10-0)	Difficulty Factor	Marks Obtained
1	Installation/function of reverse motor			
2	Installation of forward motor			
Sum A				

Part - B

No.	Quality skill Criteria	Initial Marks Rating 10-7-3-0	Difficulty Factor	Marks Obtained
1	Laying of P.V.C Pipe		1	
2	Fixing of Accessories		3	
3	Tightness of Terminal Screw		2	
4	Dimension 150mm		2	
5				
Sum B				
Total A + B				

Reduction Factor = Sum of Factors ÷ 10 = _____

Final Marks = Total Marks Obtained ÷ Reduction Factor	
--	--

Name of Assessor : _____ Signature: _____

Designation / Reg. ID: _____ Cell No. _____

Note: Performance Criteria for Functioning and Quality of work will be mentioned for specific task, in line with Competency Standards and Assessment package. Difficulty Factor for criteria may range from 1 to 3, i-e easy to difficult.

Marking Sheet For Observation Of Attitude

Date of Assessment: _____

Name of Institute/ Assessment Centre: _____ Inst. Reg. No. _____

CBT Qualification: _____ Level: _____

Name of Trainee: _____ Reg. No. _____

No.	Quality skill Criteria	Un-Satisfactory	Satisfactory	Good
1	Understanding of Task Requirements			
2	Preparation of Work Station			
3	Sequence of Operation			
4	Handling of Tools & Equipment			
5	Observance of Safety Rules			
6	Cleanliness at Work Station			
7	Dealing with Contingencies			
8	Time Management			
9	Discipline during Assessment			
Overall Rating				

Name of Assessor : _____ Signature: _____

Designation / Reg. ID: _____ Cell No. _____

Note: "Satisfactory" performance is must to declare Competent. Unsatisfactory performance in two minor criteria may be ignored, under reasonable adjustment.

Marking Sheet for Presentation / Practical Task

Date of Assessment: _____

Name of Institute/ Assessment Centre: _____ Inst. Reg. No. _____

CBT Qualification: _____ Level: _____

Name of Trainee: _____ Reg. No. _____

No.	Performance Criteria	Un-Satisfactory	Satisfactory	Good
1	Design of Presentation			
2	Organization of Information/Material			
3	Relevance of Information/ Contents			
4	Verbal Communication			
5	Body Language & Eye Contact			
6	Confidence & Enthusiasm			
7	Response to Questions			
8	Time Management			
9	Discipline during Assessment			
Overall Rating				

Name of Assessor : _____ Signature: _____

Designation / Reg. ID: _____ Cell No. _____

Note: "Satisfactory" performance is must to declare Competent. Unsatisfactory performance in two minor criteria may be ignored, under reasonable adjustment.

Annexure 17:

Sample of Record of Achievement Certificate

NAVTTTC

QAB

Record of Achievement
Title of Qualification

Registration No. _____

Name: _____

Father's /Husband's Name: _____

CNIC/B. Form No. _____

Training Institute/Assessment Center: _____

Qualification Code: _____

Total Credits: _____

Code	Competency Standard	NVQF Level	Credit(s)
	Competency Standard 1		
	Competency Standard 2		
	Competency Standard 3		
	Competency Standard 4		
	...		
	...		

It is National Skills Information System (NSIS) generated document and needs no signature and official stamp. Online verification can be done through www.skillingpakistan.com by putting CNIC in general search.

Annexure 18: Moderation of Assessment Checklist (Ensuring assessment fairness, validity & consistency against a competency standard)

Qualification Title: _____

Competency Standard Title & Code: _____

Moderation Area / Indicators	NO	YES	Comments
<p>Validity</p> <ul style="list-style-type: none"> • The assessment tasks were based on realistic workplace activities and contexts • The evidences were related directly to the competency standard • The assessment tools assessed the learners' ability to meet the critical evidence requirements for this competency standard • The assessment tasks were designed to allow holistic and integrated assessment of knowledge, skills and attitude • More than one task and source was used as the basis for judgement • Evidence drawn from a variety of performances over time were practical • Different sources of evidence of knowledge and skills that are underpinning for the CS were considered in the assessment • The purpose, boundaries and limitations of interpretation of evidence have been clearly identified • The methods and instruments selected are appropriate for the industry sector and meet approved current standards • Where practical, the methods and processes planned for the assessment have been validated by another person with expertise in the competencies being assessed <p>Reliability</p> <ul style="list-style-type: none"> • Critical aspects of evidence have been identified and assessed • The assessment tools for observing and recording evidence are based on the CS • The assessment tools ensure that assessors make consistent decisions over time and with different learners • Where work samples are to be used as evidence, learners received specific guidelines on requirements, including information on the authenticity of evidence • Where a CS is to be assessed in different situations, the situations are generally comparable <p>Flexibility</p> <ul style="list-style-type: none"> • The assessment approach was adapted to meet the needs of all learners and work places • Where practical and appropriate, assessment/ evidence was negotiated and agreed between the assessor and the learner • Learner were able to have their previous experience or expertise recognised • The assessment strategy adequately covered both the formal and informal sources of the training/ learning <p>Fairness</p> <ul style="list-style-type: none"> • The assessment tool has a process for customization of the assessment, which was negotiated with learners to meet any special needs • The assessment approach chosen catered for all learners • Reasonable adjustment was made to the assessment strategy to ensure equity for all learners, while maintaining the integrity of the Y/N outcomes 			

Annexure 19: Moderation of Assessment Checklist (Ensuring correct processes followed)

Name of Assessor:	
Assessment Center/Venue:	
Date of Assessment:	
Qualification/Competency Standard(s):	
Competency Standards/ Units of Competency:	

Process Areas/ Elements	NO	YES	Comments
<p>Prepare for Assessment Prior to Meeting with Learner</p> <ul style="list-style-type: none"> • Appropriate units of competency identified from the learner’s training plan/career pathway • Was the assessor familiar with the competency standard? • All possible/appropriate assessment methods are identified • Assessment Plan developed including: <ul style="list-style-type: none"> ◦ All elements and assessment criteria ◦ Appropriate assessment methods covering assessment criteria ◦ Evidence to be generated • Assessment plan agreed with learner and other relevant people • Requirement for special needs are determined <p>Collect Evidence</p> <ul style="list-style-type: none"> • Did the assessor check prior to assessment if the learner has the necessary training and preparation prior to the assessment? • Evidence collected from a range of sources (examination of product/observation of process and other sources of evidence) • Were appropriate equipment and reference material available? • Supplementary evidence collected if required • Confirmation checklist completed, includes: <ul style="list-style-type: none"> ◦ Clear, reliable and valid questions ◦ Knowledge evidence is judged accurately ◦ Learner’s responses to questions recorded • Was the assessor overly supportive or asking leading question? • Were all relevant OHS requirements addressed? Judge evidence (Assessment decisions based on evidence captured within observation and confirmation checklists) • Evidence sufficient to make assessment decisions 			

<ul style="list-style-type: none"> • Evidence sufficient to make assessment decisions • Assessment decisions based on requirements specified in the relevant units of competency and supported by a range of evidence • Evidence is current and accurate <p>Record Assessment Results</p> <ul style="list-style-type: none"> • Assessment details are accurately and legibly recorded • Unexpected/unplanned events recorded • Assessment Report is completed • Consolidated record of achievement is completed <p>Provide Feedback to Learner</p> <ul style="list-style-type: none"> • Notes of feedback session accurately recorded, includes: <ul style="list-style-type: none"> ◦ Feedback give as soon as possible ◦ Reasons for assessment decisions ◦ Positive/ constructive feedback first, then problem areas • Opportunities made available for learner to ask questions <p>Validate Documentation</p> <ul style="list-style-type: none"> • All appropriate documentation completed and signed • Both learner and assessor signed title page of the evidence guide filled in by assessor during the assessment • Feedback session and the assessment plan must be signed/documented 			
--	--	--	--

Annexure 20:

Moderation Summary Report

Assessment Activity	Yes/No	Comments
Assessment Guide instructions and assessment conditions are clearly identified.		
Written information is worded clearly and simply in accordance with Industry standards.		
The assessment activity addresses the evidence requirements for the competency, including the range of variables, the dimensions of competency and the critical aspects of evidence.		
The level of complexity of the assessment tool is appropriate for the NVQF level of the competency standard/s		
A range of assessment methods appropriate for the competency standard/s are available		
Is the assessment guide user-friendly, for the assessors to gather appropriate evidence to make a judgement?		
Sample candidate assessments met evidence requirements		
Outcomes of moderation activities		<input type="checkbox"/> Approved with no recommendations <input type="checkbox"/> Approved with recommendations <input type="checkbox"/> Does not meet the standard
Recommendations		
Issues arising from moderation activities		

Moderation Meeting Chairperson Name: _____

Signature: _____

Date: _____

Annexure 20:

Moderation Summary Report

Term	Definition
Institute Accreditation	Procedures and processes observed to ensure that the institutes/ organizations meet minimum criteria to manage and conduct NVQ training and assessment
Program Accreditation	Accreditation is the process for approval by an accrediting authority of a program of learning leading to an NVQF qualification using the Quality assurance standards for the relevant education and training sector
Accredited short course	An accredited short course is a program of learning that comprises one or more components (e.g. units of competency, modules or subjects) that has been accredited by an accrediting authority
Accredited unit	An accredited unit is a single component of a qualification, or a stand-alone unit, that has been accredited by the same process as for a whole NVQF qualification. In Australia an accredited unit may be called a 'module', 'subject', 'unit of competency' or 'unit'
Accrediting authority	An accrediting authority is either authorised under legislation or has been given responsibility to accredit programs of learning leading to NVQF qualifications and/or to register providers to issue NVQF qualifications
Advanced Assessors	Advanced Assessors are those assessors which have been trained, certified and registered in level-3 qualification and are authorized to conduct NVQs assessments and design assessment material
Advanced standing	Advanced standing is a form of credit for any previous learning. See also articulation arrangements, credit transfer, recognition of prior learning
Application of knowledge and/or skills	Application of knowledge and/or skills refers to how a graduate applies knowledge and skills in context and in terms of autonomy, responsibility and accountability
Assessment	Assessment is the process of evaluating an individual's learning. It involves generating and collecting evidence of a learner's attainment of knowledge and/or skills and judging that evidence against defined standards which are expressed in learning outcomes.
Assessment Evidence Guide	Guide prepared at the national level for use by the assessors for modular and integrated assessment. It consists of summary of assessment outcomes and list of tasks to be performed by the trainees. Lists critical evidences (as derived from the Competency Standards) that will be used to assess whether individuals are competent in performing those skills. It also includes information of trainees and assessors, summary of assessment outcomes and list of tools and equipment required.

Assessment System	Procedure, processes and guidelines for undertaking NVQ assessment.
Assessment Task	A problem, a project or an activity to be performed by the individual under the prescribed competency standard
Body of knowledge	A body of knowledge refers to the complete set of concepts, terms and activities that make up a field of study
Broad knowledge and/or skills	Broad knowledge and/or skills describe a general or extensive area of learning or work
Certification	Certification is the verification and authentication of a student's entitlement to a qualification
Certified Assessors	Assessors who qualified Level-4 qualification, which has been developed, approved and notified by NAVTTC. Certified Assessor are those assessors which are trained, certified and registered / licensed for level-2 qualification and are authorized to conduct NVQ assessment
Cognitive skills	Cognitive skills include the mental skills that are used in the process of acquiring and applying knowledge and include reasoning, perception and intuition
Coherent knowledge and/or skills	Coherent knowledge and/or skills include those that are logically ordered, sound and/or integrated
Communication skills	Communication skills are the skills that enable a person to convey information so that it is received and understood and include written and oral skills appropriate for the level of the qualification
Competency Standards	A statement specifying the required performance to a defined standard at the work place. It is determined by industry and specifies the performance required to be able to work effectively. In occupational analysis table, these are the major "Duties". They are further divided in to "Generic", Sector/Trade" and "Job/Occupation" specific.
Competency Standards/ Competency Standard Package	A statement specifying the required performance to a defined standard at the work place. It is determined by industry and specifies the performance required to be able to work effectively. In DACUM table, these are the major "Duties". They are further divided in to "Generic", functional" and "Technical".
Competency Units	A sub-component of the competency standard containing the group of related competent performances to perform a particular function or task in a particular job or occupation. In occupational analysis, these are the "Tasks" under each "Duty".
Competency-based Curriculum	A systematic plan, based on the competency standards and competency units that sequence learning and assessment activities to enable trainees to gain the competencies required to achieve the qualification.
Competent	An individual who have been declared successful through an integrated assessment organized by QABs and qualify for NVQ certificate

Complex/complexity	Complex/complexity describes information, problems, situations and theories that are made up of complicated and inter-related parts
Components of a qualification	Components of a qualification include modules, subjects, units of competency or units, the completion of which leads to an AQF qualification
Comprehensive knowledge and/or skills	Comprehensive knowledge and/or skills are knowledge or skills that cover a complete area or field of work or learning
Consistent Assessment	An assessment based on evidences that provide different assessors to make consistent decisions about learners' competence at different times, and on different occasions
Context of learning and/or work	The context of learning and/or work is the circumstance within which a graduate applies knowledge and skills
Coursework	Coursework is a method of teaching and learning that leads to the acquisition of skills and knowledge that does not include a major research component
Creative skills	Creative skills are those that may lead to innovative, imaginative and artistic outputs
Credit	Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing
Credit arrangements	Credit arrangements are formal negotiated arrangements within and between issuing organisations or accrediting authorities and are about student entitlement to credit. They may also be formal arrangements made between issuing organisations and students
Credit hours	A measure of the volume or amount of learning time needed to achieve the competency. In the NVQF, one credit is equivalent to 10 hours of learning.
Credit outcomes	Credit outcomes are the results of a process of determining a student's application for credit or credit transfer
Credit transfer	Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications
DACUM (Developing A Curriculum)	A method of analysing jobs and occupations that results in the production of a chart listing the duties, tasks, and related information about the job. The chart provides a basis for developing competency standards and competency units
Equivalence	Refers to equivalence between and within the qualifications which allows learner to accelerate the acquisition of qualifications within the same qualifications framework or can be used in facilitating international cross recognition.

Fair Assessment	Assessment based on evidences gathered irrespective of working environments, language barrier, poor instructions, special needs etc.
Formal learning	Formal learning is learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification. It includes systems of general education, vocational & education training, continuing vocational education training and higher education.
Formal Pathway	Training/ learning acquired by an individual through the formal institutional course-based programs and formal apprenticeship training done under industry-institution linkage programs/ dual system training
Formative Assessment	Assessment performed by the trainer after teaching each module of the qualification or competency standard.
Functional skills	Competencies specific to an overall trade such as Information Technology, Agriculture, Industry sectors etc
Generic skills	Competencies common to industry sectors and often form the core of several related qualifications. It includes, communication skills, teamwork skills, interpersonal skills, lifelong learning skills, ability to apply skills etc.
Horizontal Progression	Refers to horizontal progression of individual to acquire further education in the same level qualifications
Informal Learning	<p>Informal learning is learning that is not organised or structured in terms of goals, time or instruction. This covers skills acquired (sometimes unintentionally) through life and work experiences, for example:</p> <ul style="list-style-type: none"> • Project management or IT skills acquired at work; • Languages and intercultural skills acquired through a stay abroad; • IT skills acquired outside work; or • Skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (for example, taking care of children)
Informal Pathway	Learning acquired by an individual through work place/ labour market experience, traditionally called “Ustad-Shagird” system or self-employment
Integrated Assessment	An approach in which all competency standards are assessed at once.
Knowledge and Understanding	Component of the competency standard and a NVQF level descriptor that describe what an individual knows and understands (the body of facts, principles, theories, practices) related to the qualification at that level.
Lead Assessors	Assessors who qualify Level-5 qualification, which has been developed, approved and notified by NAVTTC. They are to be used as trainers of level-4 certified assessors
Lead/ Master Assessors	Lead/Master Assessors are those assessors which are trained, certified and registered for level-4 qualification and are authorized to conduct NVQs assessment, conduct assessor’s training, coaching and mentoring

Learning Elements	Learning elements are derived from “knowledge and understanding” part of the competency standards which reflect the underpinning knowledge required to achieve the learning units specified in the curriculum
Learning Outcomes	Learning outcomes are statements of what learner are expected to know, understand and be able to do on successful completion of learning. The learning outcomes must be expressed in terms of knowledge, skills and competencies. Learning outcomes must be achievable and assessable. Learning outcomes provide a common approach across all learning sectors to express and measure learning achievements within qualifications or learning programmes. There must be a clearly defined set of learning outcomes for each qualification/learning programme including a clear statement of the level of demand of outcomes in relation to the overall aims of the qualification/learning programme with reference to the NVQF level Descriptors.
Learning Units	A sub-component of a Module describing a specific grouping of learning outcomes relating to one or more related competencies
Lesson Plan	A plan prepared by the trainer to teach a complete module with detail of teaching and learning activities to be conducted, methodologies to be used and undertaking formative assessment to ensure learning has taken place.
Levels (NVQF Levels)	Levels means NVQF level structures which starts with level 1 qualification (semi-skilled worker) and successively progress up to level 8.
Moderation Checklist	Checklist that provides areas and indicators to ensure that the assessment made was valid, reliable and consistent and that the correct processes were followed to arrive at the assessment outcome.
Moderation Summary	Summary of moderation meeting outcomes for future reference and use by the assessors and QABs
Moderation System	A system that provides a mechanism to judge and ensure that the assessment made is valid, reliable and consistent across the country
Module	A sub-component of the curriculum that defines a sequence of related learning experiences related to one or more Competency Units. They are derived from the Competency Standards.
Monitoring and Evaluation System	System that provides processes and guidelines for undertaking NVQF monitoring and evaluation for efficient and smooth management and implementation at national and provincial levels
National Management System	System/ structure of management of NVQF at national and provincial levels to ensure quality
National Skill Information System	System that provides information about the whole TVET system encompassing TVET qualifications, institutions offering TVET qualifications, enrolment, instructors, facilities, pass outs, employment opportunities, job placement etc.
Non-formal Pathway	Training/ Learning acquired through Industry/ Enterprise-based short training programs on life skills, work skills, and social or cultural development.

National Vocational Qualification (NVQ)	NVQ comprises of a package that includes competency standards, competency-based curriculum, teaching and learning material and assessment evidence guides for each single competency standard as well as for integrated assessment. They are developed in response to the demands of labour market and national priorities with the involvement of industry at key stages in the development process. Qualifications approved and notified at the national level by NAVTTC and are registered under the National Vocational Qualification Framework
Non-formal Learning	Non-formal learning is, broadly, learning outside the formal school/vocational training/university system, taking place through planned activities (e.g with goals and timelines) involving some form of learning support, for example: Programmes to impart work-skills, literacy and other basic skills for early school-leavers; In-company training; Structured online learning; or Courses organised by third sector organisations such as voluntary organisations and trade unions, for their members, their target group or the general public.
Non-formal Pathway	Training/ Learning acquired through Industry/ Enterprise-based short training programs on life skills, work skills, and social or cultural development.
Notional Learning Hours	One NVQF credit value is equal to 10 hours of notional learning (the smallest amount of learning recognised by the Framework). This may include a range of activities and is not limited to class/tutor contact time.
Not-yet-Competent	An individual who have not been declared successful through an integrated assessment organized by QABs and didn't qualify for NVQ certificate
NVQ Registry System	A database of qualifications, competency standards and assessors profile for use by TVET service providers
NVQ Registry	Digital system of maintaining and updating information about NVQs, records achievement of learner and manages credit accumulation and transfer system (CATS), assessment and assessors. System of maintaining and updating information about NVQs, Management Bodies at the national and provincial levels, NVQs assessment and assessor information and students graduated with NVQs
NVQF Equivalence System	System of providing a framework, processes and guidelines for granting equivalence of NVQ at the four prescribed levels
NVQF Level	Level describes the pathway for horizontal and vertical progression under a set of descriptors that indicate the complexity of the skills and knowledge that the learner will have achieved.
NVQF Level Descriptors	A statement that describes the main learning outcome under "Knowledge & understanding", "skills" and "responsibility" relevant to the qualification at that level.
NVQF operational system	System that contains manuals with guidelines and processes for management of NVQF, Development of NVQs and assessments of NVQs

NVQF qualification	An NVQF qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the NVQF
NVQS	System of keeping/ recording online data, record and information about the NVQs, assessors and assessments for use by the stakeholders
NVQs Equivalences	NVQs equivalences will be considered for four levels i.e. Level 1: Equivalence within the NVQF Qualifications, Level 2: Equivalences of NVQF qualifications with qualifications acquired on qualification frameworks of other countries, Level 3: Equivalence of NVQF Qualifications with traditional on-going VET courses and Level 4: Equivalence of NVQF Qualifications with General and Higher Education Qualifications/ Levels.
Occupational Profiling	A method of analysing jobs and occupations that result in the production of a chart listing the duties, tasks, and related information about the job. The chart provides a basis for developing competency standards and competency units
Organizational Management System	System that shows national and provincial organizations involved in management of NVQF and their role and responsibilities in managing the development and assessment of NVQs
Pathway	Indicate path to the students to move through qualification levels with full or partial recognition for the qualifications and/ or learning outcomes they already have.
Performance Criteria	Component of competency standard and NVQF level descriptors which specify the critical evidence for assessment to ascertain that the individual has acquired and is able to do, to meet the requirement of competency unit.
Portfolios	Documentary evidences such as certificates of trainings, reference letters, projects/ products, photos, videos as proof of acquired skills for NVQ certification
Qualification Awarding Bodies	Bodies which are responsible for assessment and certification of NVQs as mandated under their Act/ Functions. Organisations that are mandated and accredited to provide assessment services that lead to certification as per qualification registered with the NVQF. These include Trade Testing Board (TTB), Board of Technical Education (BTE) and the PVTC Lahore
Qualification Registration	Refers to registration of qualification on NVQF to make it credible and acceptable within the employment market with the backing of both the relevant industry and Government of Pakistan.
Qualification Summary Sheet (Q sheet)	A summary of qualification that describe the title, level, total credit hours, competency standards with level and credit hours and other necessary information in a standardized format as a quick reference for all stakeholders.
Quality Assurance Management System or Quality Management System	One of the Quality management component to assure NVQF is managed through well-planned procedures and processes consistent with international standards

Recognition of Prior Learning (RPL)	Process of recognition of already gained skills of the individuals to enable them to acquire NVQ after going through NVQ assessment system
Reliable Assessment	Assessment based on evidences that can be used repeatedly in an unchanging situation to produce constant results
Technical Committees	Committee constituted by NAVTTC on case-to-case basis to finalize findings and recommendations on equivalences cases for submission in CCDTE meeting for final decisions
Technical skills	Competencies specific to the job/occupation
Training and Learner's Guides (TLGs)	Trainers and learner's guides developed on the basis of competency-based curriculum and serves as a support material for instructors and learner during classroom delivery and learning
TVET Service Providers	National and provincial TVET bodies in the public and private sector that is responsible for management, development and assessment of NVQs. They include NAVTTC, provincial TEVTAs, QABs in the public sector and bodies like PVTC, SDC, SSC and other private sector institutions providing NVQs across the country
Valid Assessment	Assessment based on evidences that match the requirements of the competency standards being assessed

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