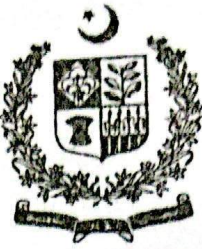


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**PART II**

**Statutory Notifications (S.R.O.)**

GOVERNMENT OF PAKISTAN  
**NATIONAL VOCATIONAL AND TECHNICAL  
TRAINING COMMISSION**

**NOTIFICATION**

*Islamabad the 17th March, 2025*

**S. R. O. 860(I)/2025.**—In exercise of the powers conferred by section 18 of the National Vocational and Technical Training Commission Act, 2011 (XV of 2011), the Commission, with the approval of the Federal Government, is pleased to make the following regulations, namely:—

1. **Short title and commencement.**—(1) These Regulations shall be called the National Vocational Qualifications Framework Regulations, 2024.

1419(1—19)

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[970(2025)/Ex. Gaz.]

(2) They shall come into force at once.

1. **Definitions.**—(1) In these Regulations, unless there is anything repugnant in the subject or context,—

- a) **“accreditation”** means an external regular quality assurance system to ensure that an institute is operating and meeting minimum standards as prescribed under NVQF qualifications;
- b) **“assessor”** means a person authorized by the Commission to conduct assessment of trainees under NVQF qualification;
- c) **“Bachelor of Associate Engineering and Technology”** means two years associate degree as Bachelor of Associate Engineering and Technology adhering to HEC curriculum development and degree award policies;
- d) **“competency”** means ability to perform a specific job or task effectively and efficiently, demonstrating the required knowledge, skills and attitudes as defined by the qualification development committees constituted under these regulations;
- e) **“competency standards”** means knowledge, skills and aptitude;
- f) **“institute”** means a college, center, university, academy, institute or an industry or any other entity with whatever name registered by Federal or Provincial authorities to introduce, conduct, offer, operate and manage technical education and vocational training;
- g) **“Level”** means level of qualification as described in regulations;

- h) **“Inter Tech”** means “higher diploma or diploma of associate engineering qualification offered in grade XI and XII of general education;
- i) **“Matric Tech”** means Technical School Certificate qualifications offered in grade IX and X of general education;
- j) **“Middle Tech”** means middle school technical certificate qualifications offered in grade-VI to VIII of general education;
- k) **“NVQF”** means the National Vocational Qualifications Framework, which is a standardized qualification framework to ensure consistency, quality, articulation, classification, equivalence, monitoring, evaluation, implementation and registration of technical and vocational qualifications;
- l) **“notional learning hours”** means the unit of measurement used to quantify the amount of learning required to achieve a particular competency standard;
- m) **“Provincial authorities”** means such organizations which are established by the provincial government for conducting, implementing, managing or regulating TVET in a province;
- n) **“QAB”** means the qualification awarding body that is the board of technical education or trade testing board or a degree awarding institute or a body established or notified by Federal or Provincial Government to assess, certify and issue TVET certificates and diploma, affiliate or

technical education or trade testing board or a degree awarding institute or a body established or notified by Federal or Provincial Government to assess, certify and issue TVET certificates and diploma, affiliate or register institutes, ensures quality of training, standard of faculty, infrastructure and other minimum standards as prescribed under these regulations;

- o) "tech-stream" means the stream of education which is offered by the technical and vocational qualifications in general education;
- p) "Trainer" means a person who imparts skills and knowledge in accordance with the notified qualifications including but not limited to a teacher, instructor, demonstrator, lecturer, professor
- q) "TVET" means technical education and vocational training under these regulations;
- r) "RPL" means recognition of prior learning which is a process of recognizing, assessing, validating and certifying an individual's prior skills and knowledge acquired through work experience, online learnings or any other means.

(2) All other words and expressions used but not defined herein shall have the same meanings as are assigned thereto under the National Vocational and Technical Training Commission Act, 2011 (XV of 2011)

3. **NVQF Committees.** - (1) There shall be an NVQF Implementation Committee (NIC) which shall be responsible for ensuring implementation of NVQF, resolving operational issues and suggesting improvement in implementation framework, comprising of the—

- a) Executive Director Commission *Chairperson*
- b) Director General Skills Standards and Curriculum Commission *Member*

- |    |  |                |
|----|--|----------------|
| c) | Chairperson of Committee of Chairpersons and Directors of Technical Education.   | <i>Member</i>  |
| d) | All head of TEVTA or nominee not below BS-20                                     | <i>Member</i>  |
| e) | Director General Punjab Skill Development Authority                              | <i>Member</i>  |
| f) | Chief Operating Officer Punjab Skill Fund  | <i>Member</i>  |
| g) | Two private TVET Service Providers   | <i>Members</i> |
| h) | Three Representatives of Industrial association                                  | <i>Members</i> |
| i) | Representatives of ministry of Overseas Pakistani and Human Resource Development | <i>Member</i>  |
| j) | any other member to be coopt   | <i>Members</i> |

(2) The Commission may include such coopted members in the NVQF Committee as it may deem appropriate for the purposes of the Act.

(3) Director General skill standard and curriculum NAVTTC shall also act as Secretary of the committee.

**4. Structure and levels of NVQF.-** (1) General and theoretical knowledge, skills and aptitude shall be determined through general description of levels and sub-levels of qualifications which shall be classified on the basis of complexity of achieved results of study. The NVQF structure and level shall comprise of the following levels:-

- (a) foundation level-
  - (i) knowledge based on elementary understanding of basic concepts and principles related to a specific area of field or study; and
  - (ii) skill based on fundamental life skills required to follow step-by-step processes using standard tools;
- (b) level one—
  - (i) basic knowledge of an area of work or study;

- (ii) limited skills required to carry out single process tasks and solve routine problems using simple rules and tools; and
  - (iii) responsibility of work or study under direct supervision with limited autonomy;
- (c) level two—
- (i) basic knowledge of readily available material, processes and general theory of an area of work or study;
  - (ii) basic skills required to complete tasks and solve problems by selecting and applying basic methods, tools, materials and information; and
  - (iii) take responsibility for prioritizing and completing tasks in work or study under indirect supervision with some autonomy and adopt own abilities when solving problems;
- (d) level three—
- (i) broad theoretical knowledge and interpretation of available information in relevant contexts within an area of work or study;
  - (ii) 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; and
  - (iii) plan and manage own work or supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study;
- (e) level four—
- (i) comprehensive theoretical knowledge within a field of work or study;

- (ii) comprehensive range of cognitive, technical and psychomotor skills required to complete complex tasks and develop creative solutions to abstract problems; and
  - (iii) exercise full responsibility for management and supervision in contexts of work or activities of study within well-defined boundaries and where there is unpredictable change. Provide inputs to review and develop self-performance and others;
- (f) level five—
- (i) advanced theoretical knowledge with analytical interpretation of an area of work or study and an awareness of the boundaries of that knowledge;
  - (ii) 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; and
  - (iii) 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;
- (g) level six—
- (i) advanced knowledge of a field of work or study, involving a critical understanding of theories and principles;
  - (ii) advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study; and

- (iii) 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;
- (h) level seven—
- (i) 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 or research. Critical awareness of knowledge issues in a field and at the interface between different fields;
  - (ii) specialized problem-solving skills required in research or innovation to develop new knowledge and procedures and to integrate knowledge from different fields; and
  - (iii) manage and transform work or study contexts that are complexed, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice or for reviewing the strategic performance of teams; and
- (i) level eight—
- (i) knowledge at the most advanced frontier of a field of work or study and at the interface between fields;
  - (ii) the most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research or innovation and to extend and redefine existing knowledge or professional practices; and

- (iii) 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.

(2) The qualification level mentioned in the sub-rule (1) shall be offered, awarded and their entry level etc, shall be such as provided in the TABLE blow:

TABLE

S. No (1)	Level (2)	Award (3)	Entry (4)	Offered in (5)	Awarding Bodies (6)
1.	Foundation	Certificate / Class-VI	Grade 5	School / Institute	School / Institute
2.	Level 1	Certificate Class-VII	Grade 6	School / Institute	School / Institute
3.	Level 2	Certificate / Middle-Tech	Grade 7	School / Institute	Accredited QAB
4.	Level 3	Certificate / Matric-Tech	As per NOSS	School / Institute	Accredited QAB
5.	Level 4	Diploma / Matric-Tech	As per NOSS	School / Institute	Accredited QAB
6.	Level 5	Higher Diploma / DAE	As per NOSS	TVET Institute /	Accredited QAB
7.	Level 6	BS ET / PGD ET	L-5	Affiliated Institute or College / DAI or University	DAI / University
8.	Level 7	MS ET	L-6		
9.	Level 8	PhD ET	L-7		

5. **Types of qualifications award.** - (1) The types of qualifications award shall be—

- (a) complete qualification award;
- (b) short course award; and
- (c) competency award.

(2) A QAB shall issue complete qualification award upon fulfillment and achievement of prescribed competencies for a qualification in which a learner was enrolled assessed and declared competent and successful.

(3) With approval of the Commission, any institute or entity may design a short course for skilling, up-skilling and re-skilling learners to meet specific job market or any sector of economy's requirement:

Provided that the short course award shall be made by a QAB after achievement of duly defined competencies for the short course.

(4) An institute may issue competency award for one or more competencies against any level of NVQF qualification, after assessing learners' ability, skill and knowledge and the award shall be recognized for credit accumulation and transfer:

Provided that the award is duly registered in Commission's registry.

**6. Tech-stream.-** The Commission shall introduce tech stream and offer TVET qualifications in general education in consultation with Federal or Provincial Governments, as the case may be, in phased manner with following qualification levels—

- (a) at least one course of technical and vocational qualifications in addition to general education subjects shall be introduced in each year of lower secondary schooling as Middle Tech. School shall award Foundation Level to Level-1 certificates after successful completion of qualification;
- (b) Level-2 to Level-4 qualifications shall be offered by school at the upper secondary level as Matric Tech. QAB shall award certificates for Level-2 to Level-4 after successful completion of qualification provided that, the schools are affiliated with QAB;

- (c) Level-4 to Level-5 qualifications shall be offered by and institute at the higher secondary level as Inter Tech. QAB shall award certificates for Level-4 to Level-5 after successful completion of qualification provided that, the institute is affiliated with QAB; and
- (d) the Commission in consultation with Higher Education Commission and concerned degree awarding institutes shall introduce Level-5 or Level-6 qualifications in two years associate degree.

**7. Process for development, approval and reviewing qualifications.-**

(1) With the approval of the Commission, an industry, institute or provincial organization may upon need or intent shown by an industrial association, chamber of commerce and industries, Provincial Governments or any research study, develop or review a TVET qualifications for adoption, validation and leveling of any international qualification from time to time based on job market needs.

(2) The Commission shall maintain a register of such qualifications in a registry that shall be accessible to QAB and institutes and may add, amend and delete any such qualifications from the registry.

(3) The qualifications developed or reviewed shall be on uniform template and shall not be limited to occupational profile, competency standards, level, credit hours, minimum standard and requirement of classroom, laboratory or workshop and assessment package either theoretical objective questions and practical tasks or assignments, course contents, training and learning material.

(4) No qualification shall be introduced, developed or reviewed by any entity, except with prior approval of the Commission and review or development of such qualification shall be done by the National Qualification Development or

Review Committees notified by the Commission under regulations.

(5) The Commission or, with the prior approval Commission any entity, may facilitate and convene meetings of Qualification Development and Review Committees, as and when needed.

**8. Committees, their functions, roles and responsibilities for development and review of qualification:** - There shall be the one or more Qualifications Development and Review Committees, which shall be constituted by the commission, for development and review of the qualifications. It shall be comprised of such industry, academia, assessors and provisional government representatives and deem appropriate by the commission.

(2) The Commission may constitute and notify the committee for the development of "Occupational Profiling and Competency standards", which shall be responsible for prescribing, developing and reviewing occupational profile, competency standards, defining level of competencies using average, credit hours, preparing list of equipment, machinery, tools, consumables as per needs of industry and job role requirement, which shall be made part of qualification. The committee may comprise of such number of members as notified by the Commission and the members therein the committee, after due nominated by relevant industry association, chamber of commerce and industries and provincial authorities.

(3) The Commission may constitute and notify the committee for the development of "Assessment packages" comprising of members including but not limited to, assessors, academia, industry and QAB, which may be responsible for prescribing, developing and reviewing assessment packages, question banks (theoretical objective type), practical tasks and assignments or other material as deemed appropriate to assess the learners competencies based on the "Occupational Profiling and Competency standards" committee

recommendations and declaring learner competent for award of qualification.

(4) The Commission may constitute and notify the committee for the development of "Teacher and Learner Material" comprising of such number of members as notified by Commission from academia, and industry experts, which may be responsible for prescribing, developing and reviewing course contents including digital, curriculum, scheme of study, learner guide and teacher guide; provided that provincial authorities on advice of the Commission shall be responsible for facilitating and convening this committee meetings on rotation basis.

(5) The Commission may combine, reassign or redefine the scope, composition, roles and responsibilities of the committees constituted in accordance with and for aligning qualification development processes with international practices.

**9. Credit Accumulation and Transfer System.** - The Credit Accumulation and Transfer System (CATS) for progression and mobility of learners in NVQF shall be measured and recognized as follows —

- (a) successful achievement of learning outcomes shall award credit to the profile of candidates that shall denotes progress on the NVQF;
- (b) credits earned shall be recognized for vertical and horizontal progression of a learner and be a determinant for equivalence and recognition of NVQs or competencies;
- (c) One qualification credit shall have at least ten notional learning hours;
- (d) a full credit value shall be awarded and fraction of credit value (e.g. 0.5) shall not be allowed;

- (e) number of credit values allocated to a unit or module of learning shall be determined independently within a broader programme;
- (f) credit values shall be allocated exclusively on the volume of learning, determined by the amount of notional learning hours that are required to achieve the learning outcomes;
- (g) once credit value is allocated to a qualification, this value shall remain the same for a unit or module contained within unit of that programme;
- (h) there shall be no limit to the number of credit values that can be allocated;
- (i) determining factor for credit value shall be the amount of time required to achieve the specified learning outcomes.
- (j) level descriptors shall be determined by "Occupational Profiling and Competency Standards" committee, to be used at any stage in the design, development and validation or accreditation of qualifications;
- (k) calculating the credit value for a qualification shall be undertaken as part of the qualification development process.
- (l) credits shall be awarded to a learner (full-time or part-time, including those following RPL route) after completion of the learning activities required by a formal programme of study and the successful assessment of the achieved learning outcomes and modules;
- (m) transfer of credits shall be done on fulfillment of following conditions, namely—

- (i) establishing equivalence between general education and technical, vocational education and training, without further certification of equivalence;
  - (ii) defining entry criteria for various qualifications;
  - (iii) defining and establishing multiple entry and exit possibilities;
  - (iv) other benefits like establishing minimum requirements for a job or employment or projects etc.; and
  - (v) recognizing self-learnings, online learnings, experience gained through employment, on-job-training or work experience.
- (n) credit hours shall be calculated as follows—
- (i) one credit hour of theory equals to ten notional learning hours;
  - (ii) one credit hour of practical equals to twenty notional learning hours; and
  - (iii) one credit hour of on-the-job training or apprenticeship equals to forty notional learning hours
- (o) Credit Conversion shall be in following manner, namely:-
- (i) credits may be transferred from one qualification to another if both qualifications have the same competency standards or if the competency is achieved through self-learning;
  - (ii) hours of learning in each activity shall be converted and transferred into NVQ credits as per the following TABLE-

TABLE

S. No.	Learning Activity	Credits and Contact Hour	Description
(1)	(2)	(3)	(4)
I	Theory	1:10	Lectures and theoretical instruction including time spent on theoretical assignments, quizzes, tests and examinations
II	Practical	1:20	Hands-on training and practical exercises in workshops, laboratories, practical assignments, and projects that learners complete to demonstrate their skills and understanding.
III	On-Job-Training (OJT)	1:40	Apprenticeships, on-the-job training components, real-world experience, simulated job tasks, and engaging in brief practical sessions under real-world conditions.

(p) the implementation shall be as follows:—

- (i) CATS shall be utilized for flexible and quality-assured qualification development, mobility and recognition;
- (ii) QABs shall implement CATS through NVQF qualifications to enhance recognition of competencies earned by learners and their further progression in vocational training; and
- (iii) entry requirement for national vocational qualifications shall vary according to sector, qualification type and level.

10. **Assessment and award of NVQF qualifications.**- (1) Periodical assessments and examinations shall be conducted and managed by QAB in accordance with assessment pack developed for a qualification and other guidelines and policies directions issued by the Commission on procedure and conduct of assessment, grading, certification, recognition from time to time.

(2) The Commission shall accredit QABs, and review their accreditation status every three years in the month of December, and non-conformities shall be communicated to QAB with copy to concerned Secretary of the administrative department and Chief Secretary of the concerned province, and QAB shall ensure conformities within a period of three months, to continue its operations;

(3) The QABs shall register and maintain pool of assessors for all qualifications in which institutes are affiliated in the province and shall on the advice of Commission conduct training and certification of those assessors.

**11. CONFERMENT OF AWARD OF TVET QUALIFICATIONS.-** (1) A QAB shall not award national vocational qualifications unless—

- (a) accredited by the Commission in accordance with these regulations; or
- (b) a degree awarding institute accredited in accordance with the Higher Education Commission Ordinance, 2022 (No. LIII of 2022).

**12. Licensing and quality assurance of assessment, assessors and trainers. -** (1) The Commission shall evolve and notify a detailed framework for assessors and trainers for assessment and conduct of training offered in phased manner. The basis of rule framework inter alia provide: -

- (a) No assessor shall be engaged or conduct assessments, examination of the qualifications until he poses valid license;
- (b) the Commission shall conduct test, measure the performance of assessors including, but not limited, to the conduct of assessors and issue, refuse or withdraw the license;

**13. Determine and issue equivalence of qualifications.-** (1) Equivalence of national vocational qualifications is managed for four areas, namely:-

- (a) within national vocational qualifications;

- (b) with qualifications acquired on qualification frameworks of other countries;
- (c) with traditional on-going TVET courses; and
- (d) with general and higher education qualifications or levels.

(2) The Commission shall manage and determine equivalences and recognition of diplomas and certificates awarded by institutions within and outside the country aligned with Inter Board Committee of Chairmen and HEC equivalence policy.

**14. De-listing on carrying any operation contravening to these regulations.** - No institute, QAB, any entity known with any name or a person may carry operations contravening to these regulations and failure to do so shall lead to de-listing from the list of accredited, registered and affiliated institute, intimating public through leading dailies.

**15. Administrative appeal.**- (1) The Director of the relevant section within the Commission shall issue a show cause notice to the institute, QAB, any entity known any name or person who alleged to have contravened the regulations.

(2) The notice shall clearly specify the alleged violations and provide a reasonable opportunity for the concerned entity to submit a written explanation or representation within fifteen days.

(3) On the receipt of written explanation or representation the concerned Director delist, the delinquent or dismiss the case.

(4) The institute, industry, entity or individual may appeal against the decision of the Director under sub-regulation (3) to the respective Director General of the Commission.

(5) The appellant shall submit all relevant documentary evidence to support their appeal.

(6) The Director General of respective wing of the Commission shall refer the appeal to a designated complaint redressal committee as provided in regulation 6 for review.

(7) The complaint redressal committee shall conduct a thorough review of the appeal and submit a detailed report to the Executive Director of the Commission, including its findings and recommendations.

(8) The Executive Director of the Commission shall review the appeal in light of all proceedings, including the complaint redressal committee's report.

(9) Based on the review, the Executive Director of the Commission shall make a final decision regarding the representation, which may:

- (a) affirm the principal decision;
- (b) modifying principal decision; and
- (c) reversing the director's decision.

**16. COMPLAINT REDRESSAL COMMITTEE. - The complaint redressal committee shall consist of the following, namely: -**

- |  |           |
|--|-----------|
| (a) Director General planning and development Commission | Chairman  |
| (b) Director Coordination Commission                     | Member    |
| (c) Director Operations /Academics                       | Member    |
| (d) Deputy Director (Coordination) Commission            | Secretary |

[File No. 1-213/2024-PT-I.]

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