



National Vocational Qualifications Framework (NVQF) Regulations, 2024

To produce a skilled and qualified workforce



**National Vocational and Technical Training Commission
(NAVTTTC)**

Contents

Abbreviations	6
Preface	8
1. Overview	9
1.1 Introduction.....	9
1.2 Vision	9
1.3 Objectives	9
1.4 Purpose.....	10
1.5 Usage	10
1.6 Mandate	11
1.7 Structure of the NVQF	11
2. Scope and Architecture of the NVQF	14
2.1 Key Definitions of Terminology used in the NVQF	14
2.2 Design of the NVQF	14
2.4 NVQF Descriptors	16
2.5 Qualifications Titles	17
3. Developing, Registering and Reviewing Qualifications.....	18
3.1 Qualification	18
3.1.1 Types of Qualifications	18
3.2 Guidelines for Development of NVQs	20
3.3 Competency Standards.....	21
3.3.1 Assessment Packages	22
3.3.2 Registration of Qualifications	22
3.3.3 Qualification Development Committee (QDC).....	22
3.4 Competency Based Curriculum	23
3.5 Review of NVQF Qualifications.....	23
4. Credit Accumulation and Transfer System (CATS).....	25
4.1 Credit Value.....	25
4.2. Assigning Credit Values to NVQs.....	25

4.3. Credit Value is Independent of Grades.....	26
4.4 Professional Judgement for NVQF Levels and Credit Values.....	26
4.5 Notional Learning Hours	26
4.7 Credit Accumulation and Transfer	27
4.8 Entry requirements	29
7. Assessment of Qualifications	30
7.1 Assessment.....	30
7.2 Objectives and Scope of Assessment	31
7.3 Assessment Processes	31
7.4 Accreditation of QABs and Assessment Centres	32
7.5 Assessment of a Competency Standard	33
7.6 Conduct of Summative Assessment	33
7.7 Certification	36
7.8 Re-Assessment and Appeal	37
7.9 Post Assessment Moderation, Reports and Investigations.....	38
7.10. Guidelines for Moderation of Assessment.....	38
8. Recognition of Prior Learning (RPL)	40
8.1. Principles of Recognition of Prior Learning (RPL).....	40
8.2. RPL at a Glance	40
8.3. NVQF Support for RPL	41
8.4. Examples of RPL.....	42
8.5. RPL Scope and Management.....	43
8.6. Processes for RPL Assessment.....	44
8.7. Selection of Assessment Centre	45
8.8. Responsibilities of Assessment Centre	45
8.9. Role of Qualification Awarding Body (QAB)	45
9. Quality Assurance and Improvement	47
9.1 Quality Assurance	47
9.2 Quality Assurance of NVQF Qualifications.....	47
9.3 Quality Assurance of the Delivery and Conduct of Training.....	48

9.4 Quality Assurance of Assessment	48
9.5 Quality Assurance of the Implementation.....	48
9.7 NVQF Implementation Committee (NIC)	48
9.8 Terms of Reference of NIC	49
10. Role of TVET Bodies	50
10.1 Role of NVQF Implementation Bodies	50
10.1.1 Role of NAVTTC.....	50
10.1.2 Role of TEVTAs and PVTC.....	51
10.1.3 Role of Qualification Awarding Bodies (QABs)	51
10.2 Issuing Equivalences	52
10.3 Equivalence Processes	53
10.4 Monitoring and Evaluation (M&E).....	54
10.5 National Vocational Qualifications System (NVQS)	56
10.7 Coding of NVQs in NVQS.....	57
10.7 Process for Management of NVQS	59
12. Training, and Certification/Licencing of Trainers.....	62
12.1 Purpose.....	62
12.2 Certification Process.....	62
Annexures	66
Annexure-1: CBT Monitoring Form	66
Annexure-2: CBT Trainee Survey Form.....	69
Annexure-3: Qualification Development Form 1 (QDF-1) Indication of intent.....	71
Annexure-4: Qualification Development Form 2 (QDF-2) Acceptance/non-acceptance.....	72
Annexure-5: Guideline for undertaking Occupational Analysis	73
Annexure-6: Guideline for Developing Competency Standards	78
Annexure-7: Assessment Evidence Guides Template and Guidelines to write Assessment Tasks ..	83
Annexure-8: Packaging / Re Packaging of Qualification	87
Annexure-9: NVQ Registration Form.....	88
Annexure-10: Guideline on Developing Competency-Based Curriculum and Template.....	89
Annexure-12: Qualification Review Form (QRF-1).....	91

Annexure-XX: Credit Matrix for Major Qualifications.....	92
Annexure-14: NVQ Training Program Achievement Summary.....	94
Annexure-15: NVQ Eligibility Status Form for Integrated Assessment.....	95
Annexure 15: Marking Sheet for Skill Assessment (Practical / Project)	96
Marking Sheet For Observation Of Attitude	97
Marking Sheet For Presentation / Practical Task.....	98
Record of Achievement.....	99
Annexure-19: Moderation Summary Report	104
Annexure 20: Glossary of Terms	105

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
CEOs	Chief Executive Officers
CNIC	Computerized National Identity Card
CSs	Competency Standards
CUs	Competency Units
DACUM	Development a Curriculum
DAE	Diploma of Associate Engineer
ED	Executive Director
ELV	Extra Low Voltage
EQF	European Qualification Framework
ESCO	European Skills, Competences, Qualifications and Occupations
GM	General Manager
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
SSC	Sector Skills Councils
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

Preface

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 ends. These included a move away from focusing on content-based & time-bound curricula and the introduction of a competency-based system that is relevant, accessible, equitable and quality driven that increases skill levels and ensuring greater 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 system of technical vocational qualifications. It has the purpose of improving the quality of outcomes in Pakistan and of increasing achievement of skills and knowledge that meet the needs of industry.

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 relationships of qualifications and 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, equivalences and transfer from one qualification to another.

It is designed to facilitate both horizontal and vertical progress by learners 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 optimises 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:

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

1.4 Purpose

The purpose of the NVQF is to:

- Reform and provide a new setup for more robust qualification assurance mechanisms regarding quality of learning outcome.
- Relate demands in enterprises to qualifications in the education system (provided that the qualifications are described as learning outcomes). This could increase linkages between industry and the TVET system.
- Promote recognition of Pakistani qualifications in an international context.

1.5 Usage

The NVQF consists of agreed structures, conventions and guidelines. It is used:

- to indicate the outcomes needed for a qualification and recognition at a given level in the NVQF.
- to compare new and existing qualifications and enable relationships and equivalence to be defined.
- to facilitate:
 - the recognition of the learning achieved by all individual mechanisms to help learners make informed decisions about TVET and career progression
 - the recognition and mapping of NVQs with international qualifications
- as a frame of reference for purchasing government funded education and training
- as an aid to review, develop and register qualifications
- as a tool to assure consistency and integrity of qualifications outcomes as an indicator of notional occupational and employment relevance

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 Education and Vocational 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. Following clauses from Section 6 of the NAVTTTC Act 2011 merits the need for development and implementation of NVQF:

- Develop national occupational skill standards, curricula and trade testing certification systems for all sectors in which vocational and technical training is imparted;
- Establish national and international linkages with organizations of repute to make national programmes credible and promote marketing of manpower;
- Establish an internationally acceptable system of accreditation for vocational and technical training;
- 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 Section 7 which are stated below:

- Regulate quality control for implementation of skills standards, syllabi, trade testing and certification of vocational and technical training institutions;
- 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 two foundation levels. Level-1 to Level-3 as certificate courses, Level-4 as Diploma and Level-5 as Higher Diploma or Diploma of Associate Engineering (DAE) under the ambit of NAVTTTC accredited QABs. Level-6 to 8 are Bachelors of Engineering Technology, Masters of Engineering Technology and PhD respectively. Level 6 to 8 degrees would be offered and awarded HEC recognized Degree Awarding Institutes. The Figure-1 below shows the structure of NVQF.

Figure 1: The National Vocational Qualification Structure

Level	Award	Entry	Minimum Credits	Credit Accumulation	Institute	Awarding Bodies	Occupation Levels
Foundation	Certificate / Class-VI	Grade 5	10	10	School / Institute	School / Institute	Orientation
Level 1	Certificate Class-VII	Grade 6	10	20	School / Institute	School / Institute	Orientation
Level 2	Certificate / Middle-Tech	Grade 7	20	40	School / Institute	Accredited QAB	Worker
Level 3	Certificate / Matric-Tech Part-1	As per NOSS	20	60	School / Institute	Accredited QAB	Skilled
Level 4	Diploma / Matric-Tech Part-2	As per NOSS	30	90	School / Institute	Accredited QAB	Highly-Skilled
Level 5	Higher Diploma / DAE	As per NOSS	80	170	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					
<i>Illustrative Credit Hours Distribution: Theory 20% + Practical 65% + OJT 15% = 100%. This distribution may vary for different qualifications / levels based on actual load / nature of competency standards</i>							
<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>							

Institutes may offer any level to cover the prescribed credit hours. For example, institutes may offer a Level-4 Qualification of 100 Accumulated Credit Hours (1,800 contact hours) in different arrangements, like:

Daily Contact Hours by Institute	Duration
5	9 months
4	12 months
3	15 months
2	18 months
<i>For institutes offering 6 days a week. The weekend institutes may use formula: Credit hours / Daily hours = Months Duration</i>	

Direct Entry into a Level

QABs and Institutes may offer any level of qualification subject to teaching pre-requisite levels of qualification. For example, an institute offering Level-4 qualification (30 credit hours) and enrolling candidates with Matriculation in general education, may enrol

learners, provided that it shall complete accumulated credit hours of that level i.e. 90 credit hours (from foundation level to Level-4) in same qualification.

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 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. Scope and Architecture of the NVQF

2.1 Key Definitions of Terminology used in the NVQF

It is important to include key definitions of terminology to enhance consistency of understanding and communication for developers, users and the community. These definitions have been included in *Annexure A – Key definitions of terminology in the NVQF*.

2.2 Design of the NVQF

NVQF levels are based on a set of level descriptors, which are the common reference points and definitions that provide a way of recognizing learning i.e. outcome based and quality assured. All qualifications/learning programmes must be capable of being registered on NVQF level and must have a credit value. The design of the NVQF comprising of 08 levels, their associated descriptors and qualification titles are shown in Table-1.

Table-1: Level Descriptors of Pakistani NVQF

Level	Knowledge and understanding	Descriptors		
		Skills	Responsibility	Qualification type
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 methods, tools, materials and information	Take responsibility for prioritizing and completing tasks in work or study under indirect 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	Certificate

Descriptors				
Level	Knowledge and understanding	Skills	Responsibility	Qualification type
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

Descriptors				
Level	Knowledge and understanding	Skills	Responsibility	Qualification type
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 knowledge and 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	Knowledge at the most advanced frontier 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	Ph.D

2.3 NVQF Levels

The NVQF contains eight levels ranging from level-1 to level-8. Each NVQF levels represent the relative difficulty, complexity, and depth of qualifications. The higher the level of qualification, the greater would be the challenge of achieving the learning outcomes.

2.4 NVQF Descriptors

NVQF level descriptors are adopted from the European Qualifications Framework (EQF). The level descriptors define learning outcomes at each level that provide common language in design of qualifications. Level descriptors will help in international comparisons, alignment and recognition of qualifications. It will also facilitate international mobility of skilled workers and enhances their portability across international labour markets. Each NVQF level is unique in terms of learning outcome that are defined in terms of knowledge, skill, and responsibility. A set of learning

outcome statements at each level is called “Level Descriptor” which help in distinguishing qualifications based on levels. NVQF level descriptors also provide guidance for designing, aligning, and registering qualifications. The vertical strands of the level descriptors provide vertical pathway for learning progression on the framework.

2.5 Qualifications Titles

The national vocational qualifications will be described and classified according to the type of qualification and title. A qualification title is comprised of the following elements:

- Generic title of the qualification used in the NVQF level descriptors
- Nomenclature representing occupation or trade
- Level of qualification in NVQF

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, skills and attitude required by the occupation in the employment setting. A qualification may have several competency standards, 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 para-2.2.

3.1.1 Types of Qualifications

At each of the level of the NVQF, a variety of qualifications may be required to meet specific industry skills need. 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:

a. 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).

b. Short Course

Short courses provide a non-formal recognition for learners who achieve a multiple set of cohesive learning outcomes encompassing, in varying combinations, all three strands of learning outcomes, but not the full combination of learning outcomes required for a major qualification. The short courses may:

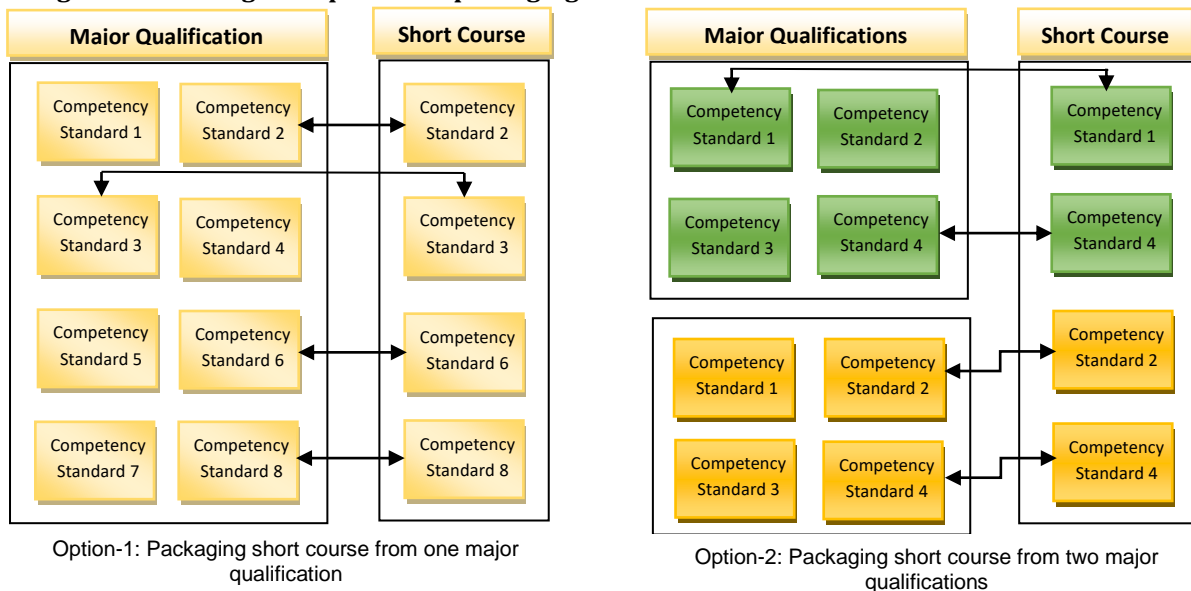
- represent a cluster of learning outcomes not enough to be a major qualification;
- stand-alone (independent) as a set of skills for recognition;
- be prescribed for regulatory purposes and skills licensing;
- be used for updating and refreshing specific knowledge and skills; apply to continuous professional development;
- be a stand-alone unit of competency;

c. 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.

Two options for extracting of short courses are provided in Figure-2:

Figure-2: Showing two options for packaging of short courses



The size, quantum (volume) and content of major qualification 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.

d. Technology Stream

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 as under:

- Introduction to Technical Subjects: Students start learning basic concepts in areas such as engineering, technology, business, information technology, music, sports or arts etc.
- Gradually, under the National Education Policy, schools operating in public and private sector would be required to opt for any of a subject of their choice from NVQF qualifications list either it can be any subject of engineering, technology, business, information technology, music, sports or arts etc. or in case training facility is not available in the school, they can attach with any TVET institutes in the vicinity for the purpose.
- Practical workshops and projects are a core component, allowing students to apply theoretical knowledge in real-world scenarios.
- Focuses on foundational skills that prepare students for more advanced technical education in later grades.

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 middle tech are as under:

- 1) **Specialized Technical Subjects:** Students choose a subjects such as electronics, mechanics, information technology, 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.;
- 2) **Dual Recognized Degree:** The matric-tech scheme provides learners an opportunity to earn Matriculation leading to further education and simultaneously take Level-4 Diploma in the area of interest of a learner and enter into job market.

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 learners to pursue their studies and career in specialized technical fields and become highly-skilled professionals. Inter-Tech program is also known as “Diploma of Associate Engineering (DAE) or Higher Diploma (HD)”. Inter-Tech program is offered in higher secondary schooling, in XI and XII grade. This program aims to provide advanced technical training and prepare students for immediate entry into the workforce or further specialized education.

Key Features:

- 1) **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, hospitality and computer etc.
- 2) **Work-Based Learning:** During the study, students have to complete on-the-job-training and internships opportunities to gain real-world experience.
- 3) **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.
- 4) **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.

3.2 Guidelines for Development of NVQs

NAVTTTC will authorize registered industry or trade associations for recommending competency standards that will form the basis for National Vocational Qualifications (NVQs). NAVTTTC being standard setting body will review the NVQ developed by industry or trade association or 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 Qualification Development Committee (QDC) for an NVQ which has cross-cutting across several industry sectors. The composition of such QDC

shall comprise of not more than 8-12 members representing industry sectors in which that qualification can be used for employment.

NAVTTTC shall register and facilitate development of competency standards. Qualifications Awarding Bodies (QABs) will design assessment package for NVQs complying with assessment guidelines (7. Assessment of NVQs) issued by NAVTTTC. NAVTTTC shall issue guidelines and shall arrange trainings of industry experts to develop competency standards and assessment packages with the aim to enhance employability of TVET graduates. TEVTAs / PVTTC and other organizations may develop curriculum and teaching & learning materials based on the NVQs to better meet the learning and employment needs of learners.

3.3 Competency Standards

Competency standards specify what is expected from a worker in the workplace rather than during the learning process. It describes knowledge, skills, and attitudes that a competent worker in the occupation shall demonstrate at workplace. The competency standards are the result of a consultation process that includes employers and industry experts and facilitator(s) who is expert in conducting occupational or functional analysis. The industry/trade association or the QDC will:

- Develop and finalize competency standards based on major competencies identified in occupational or functional analysis. A competency standard shall include:
 - Code and title of competency standard
 - Overview of competency standard
 - Competency units
 - Performance criteria
 - Underpinning knowledge and understanding
 - NVQF level
 - Critical evidence requirements
 - Additional information needed for implementation and award of credits
 - Tools, equipment and consumable requirements
 - Minimum standards for workshop, labs and classroom
 - Entry and eligibility criteria learner, teacher and assessor
- Cluster competency standards in to “Generic”, “Functional” and “Technical”
- Assign each competency standard a level using the NVQF level descriptors.
- Package the qualification with competency standards based on the requirements of occupation, employment and level descriptors. The guidelines for packaging and repackaging of the qualifications are attached as **Annexure-8**.
- An occupation may have one or more qualifications (Level-1 Qualification, Level-2 Qualification etc.) dependent upon the jobs in demand in the labour market.
- Consult with the relevant industries to confirm the accuracy of the competency standards, level of competency standards and get their feedback and endorsement.

3.3.1 Assessment Packages

QABs shall develop assessment packages for NVQs (level-1 to 5) in collaboration with relevant industry/trade association or Qualification Development Committee (QDC) based on the critical evidences listed in the approved competency standards.

The QDC develops the first draft of the assessment packages as per the national template and guidelines at **Annexure-7**. One assessment package for every competency standard and an assessment package for summative assessment shall be developed. NAVTTC shall approve and upload assessment packages (for each competency standard and one for summative assessment) on NVQS for implementation by trainers, assessors, institutes and QABs for assessment and certification.

3.3.2 Registration of Qualifications

After development of the qualification, NAVTTC 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 has been archived.

3.3.3 Qualification Development Committee (QDC)

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

Composition of QDC

- Representative from NAVTTC
- 8-10 members with wide experience in the relevant industry sector nominated by industry, or trade Associations or chamber of commerce. The composition is shown in Table-2.

Table-2: Composition of QDC for CS and AP

	QDC I - Competency Standards Development	QDC II - Assessment Pack Development
Industry	✓	--
TEVTAs / PVTC / PSDA	--	✓
Qualification Awarding Bodies	--	✓
Academia (Institutes & Universities)	--	✓
Certified Lead Assessors (if available)	--	✓

Terms of Reference of QDC

The following are the tasks of a QDC:

- Finalize the occupational analysis.
- Conduct competency standards and assessment packages development workshops.
- Undertake validation of competency standards and assessment packages and finalize documents for submission and notification of NAVTTC.

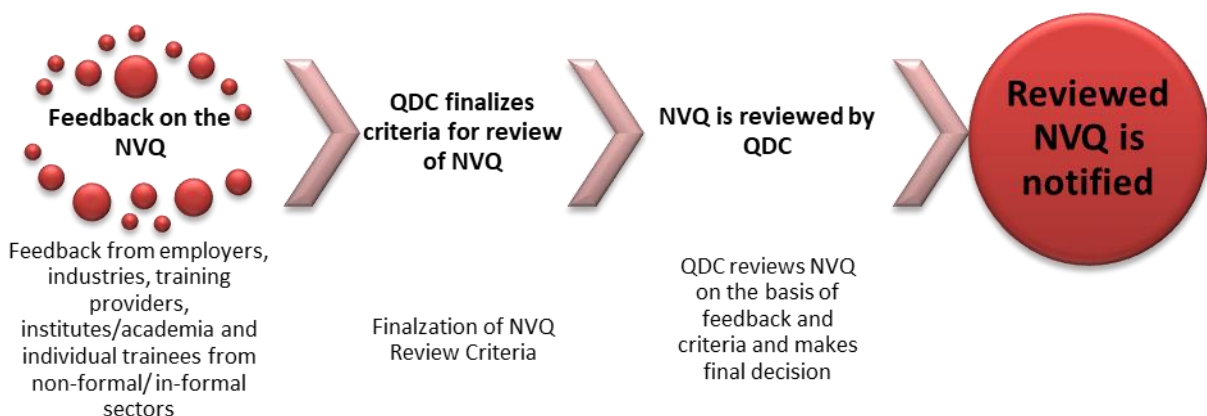
3.4 Competency Based Curriculum

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 competency standards and actual delivery of the training/ teaching program and hence is an important source in the development of teaching and learning materials. TEVTA, PVTC, QABs and other implementing agencies may develop curricula and related teaching and learning materials for effective implementation of NVQs in accordance with the guidelines issued by NAVTTC.

3.5 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-3.

Figure-3: Process for Review of NVQs



Feedback on Review of Qualifications

The most important part of revision is the feedback from relevant stakeholders that include, the employers, industries, training providers, institutes/academia and individual trainees from non-formal/ in-formal sectors.

- NAVTTC gets feedback from stakeholders on the prescribed form ***QRF-1: Qualification feedback form (Annexure-12)***.
- Consolidate feedback for submission to the QDC and convene meeting of the QDC to review the qualification in the light of feedback.

Options for Review of NVQ

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

- Where the committee makes no changes to the qualification, the committee recommends NAVTTC to re-notify the qualification and informs all stakeholders with a next review date;
- Where some minor changes are made in the qualification, the committee may approve the minor changes made and recommends NAVTTC to re-notify the reviewed qualification along with a new review date.
- Where major changes are made in the qualifications due to emerging technologies, occupational trends, or other reasons, the committee recommends NAVTTC to allow for major review of the qualification or even considers the qualification as no more valid.

4. Credit Accumulation and Transfer System (CATS)

4.1 Credit Value

Progress on NVQF is measured and supported by the credit accumulation and transfer system (CATS). It works on the credit value assigned to each competency standard in a qualification. Successful achievement of learning outcomes awards credit to the profile of candidates that denotes progress on the NVQF. The CATS will support vertical and horizontal progression of learners and will help in determining the equivalence and recognition of NVQs.

A qualification must have at least 10 notional learning hours before it can be considered for inclusion on NVQF. Only full NVQF credit values are awarded and fractions of NVQF credit values (e.g. 0.5) are not allowed. Credit values provide a way for learners, employers and training providers to describe and compare the amount of learning that has been achieved or is required to be achieved within a qualification at a given level of the Framework. By using credit as a measure, the NVQF can recognise any size of qualification or training programme provided that it meets the required criteria and that it takes a minimum of 10 notional hours to achieve the learning outcomes.

4.2. Assigning Credit Values to NVQs

The number of NVQF credit values allocated to a unit or module of learning is determined independently of the perceived importance or centrality of that unit/module within a broader programme. NVQF credit values are allocated exclusively on the volume of learning, determined by the amount of notional learning hours that are required to achieve the learning outcomes. Once credit value is allocated to a qualification, this value remains the same for a unit/module regardless of the programme it is contained within and the perceived importance of that unit within the design of that programme. There is no limit to the number of NVQF credit values that can be allocated. The determining factor is the amount of time required to achieve the specified learning outcomes.

Each qualification needs to have a credit value that reflects the learner's workload. Credit value measures the volume of learning which is calculated based on the notional learning hours required to achieve learning outcomes. The notional learning hours for national vocational qualifications will be estimated based on hours spent on direct and indirect learning activities. The NVQF uses a standard credit value of 01 credit = 10 notional learning hours. Table-3 illustrates the national learning hours and credit values for a qualification.

Table 3: Example for assigning credit value to the competency standards

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	10 T	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 is Independent of Grades

The number of NVQF credit values allocated to a unit or module of learning is independent of the standard at which the outcomes are achieved (e.g. grading). The number of credit values for a qualification is the same irrespective of the grade achieved. Judgement on how well a learner has performed and the grading and classification systems used to report the learner's performance are the responsibility of the relevant programme owner/deliverer or awarding body. The number of NVQF credit values awarded to the learner is not influenced by, and is independent of, the grade that is achieved.

4.4 Professional Judgement for NVQF Levels and Credit Values

Qualification Development Committees (QDC) must ensure that within the process of credit rating they take due cognisance of the NVQF level Descriptors. The NVQF has 08 levels, each increasing in demand from level 1-8 by changes to factors such as complexity, depth of knowledge and the learner's autonomy in demonstrating achievement. The levels of the Framework are described by a set of NVQF Level Descriptors, which provide a general understanding of each level.

Allocating an NVQF level is a matter of professional judgement. The QDC will be responsible for ensuring that the credit rating process and outcomes are consistent with relevant levels. The NVQF Level descriptors can, and should, be used at any stage in the design, development and validation or accreditation of qualifications.

4.5 Notional Learning Hours

Qualification developers must determine the notional learning hours required by a typical learner to complete all learning activities within the qualification. Credits are based on the workload learners would normally need to achieve expected learning outcomes. These learning outcomes will relate to level descriptors in the NVQF. A

learner’s workload can be determined by calculating the notional learning time (in hours) by adding up the hours identified for different learning activities, for example:

- Formal learning (e.g. structured contact time with tutors, classroom-based activities and workshop instruction, distance learning and e-learning, if appropriate)
- Laboratory/workshop practice to develop practical skills
- Non-formal learning (activities outside the formal learning environment, which can contribute to the acquisition of knowledge, understanding and/or practical skills, e.g. work in the community)
- Independent learning (e.g. research, private study and personal reflection time etc.)
- Assessment (e.g. coursework, projects, tests and all other forms of assessment).

Calculating the credit value for a qualification will be undertaken as part of the qualification development process. Credits are an essential component of all national vocational qualifications registered under NVQF. Credits are awarded to individual learners (full-time or part-time, including those who have followed the 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.

4.7 Credit Accumulation and Transfer

4.7.1 Credit Accumulation: The contact hours earned by a candidate is a multiplication of total credits earned at a level of study or training and NVQ level assigned to that level. The Framework also envisions to take into account the cases wherein the candidate opts out of the training ecosystem and gains employment or general education. Such a candidate, if desirous of returning to mainstream training shall benefit as the experience gained by the candidate during his active employment or education shall also be assigned credits which can be redeemed to establish eligibility for further mobility in accordance with the assessment band as illustrated in Credit Transfer Part of this framework. The weightage assigned to relevant experience shall be multiplied with the contact hours to calculate the final credits available to a candidate. On successful achievement of the learning outcomes of a learning module, competency standard, short course, or a qualification, credit value are added to the assessment record of candidate in NVQS. Further, credits achieved through progression to a higher-level qualification, in similar field, on the NVQF will be added into the total awarded credits as illustrated in the Table-4:

Table 4: Illustrating credit accumulation in the profile of a candidate

Level	Credit Value ¹	Total Credits Awarded
Certificate Level-1 in Electric Technology	10	30

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

Certificate Level-2 in Electric Technology	20	50
Certificate Level-3 in Electric Technology	20	70
Diploma Level-4 in Electric Technology	40	100
DAE / Higher Diploma Level-5 in Electric Technology	60	160

4.7.2 Credit Transfer

Credit transfer is defined as a process of mutual acceptance of credits between two qualifications, entities or qualification frameworks. The competencies acquired by a candidate after completion of qualification are acknowledged in numerical values. It is possible when credits are recognized by concerned awarding bodies and there is a mutual agreement on credits between the body allocating credits and the body accepting those credits. While having the requisite number of credits shall make a candidate fulfil the eligibility criteria for entry to a program, it would be the decision of the accepting entity to prescribe the modalities and process for admission which may include merit based listing, an entrance test/ examination basis. In addition, it would be the responsibility of the regulator to define the need of an exit or entry module while defining the admission criterion. The transfer of credits shall fulfil the following objectives:

- 1) Establishing equivalence between General education and Vocational Education and Training, without further certification of equivalence
- 2) Defining Entry criteria for various qualifications
- 3) Defining and establishing Multiple entry and exit possibilities
- 4) Other benefits like establishing minimum requirements for a job/ employment or projects etc
- 5) Recognizing self-learnings, online learnings, experience gained through employment, on-job-training or practical work experience.

4.7.2 Credit Conversion

Credits shall be transferred from one qualification to another, if both the qualifications have same competency standards or the competency is achieved through self-learning or practical work experience. For example, if a candidate is awarded credits for achieving the competency standard 'Apply Occupational Health and Safety Measures at Work' in the Certificate Level-2 in Electrical Technology (Domestic Electrician) or proved through acceptable evidence otherwise, the same may be transferred to Certificate Level-2 in Electrical Technology (Solar System Installation). Such hours of learning in each activity will be converted and transferred into NVQ credits of a candidate, as illustrated in following table:

Learning Activity	Credits & Hour	Description
Theory	1:10	Lectures and theoretical instruction including time spent on theoretical assignments, quizzes, tests and examinations

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.
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><i>For example Level-2 Qualification with 30 credits in break-up of (Theory 10, Practical 17 and OJT 2), would comprise of contact hours as for (Theory (10 x 10) = 100 + Practical (17 x 20) = 340 + OJT (2 x 40) = 80) = 520 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>		

CATS shall be utilized in NVQF for flexible and quality assured qualification development and recognition. QABs shall implement CATS through NVQS for enhanced recognition of competencies earned by learners / candidates and their further progression in vocational training. Credit values for each level of qualifications are provided at **Annexure-xx**.

4.8 Entry requirements

Qualification entry requirements vary according to sector, qualification type and level.

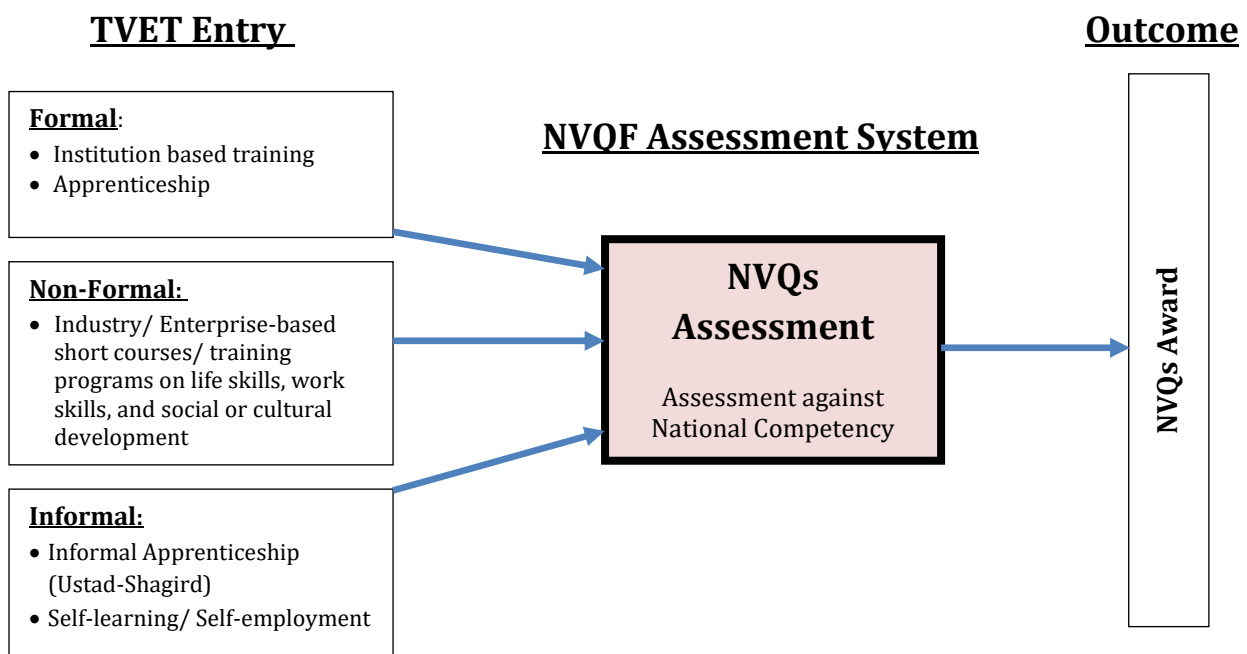
7. Assessment of Qualifications

7.1 Assessment

Assessment as an important element of the national competency-based training system. The National Vocational Qualification Framework (NVQF), therefore, recognizes assessment as the key to achieve National Vocational Qualifications (NVQs) through whatever learning pathway (i.e. formal system, informal system and non-formal system), an individual is coming from.

Assessments are conducted to assess candidate's competencies (skills, knowledge and attitudes) against set industry standards through various modes such as demonstrations, simulations, presentations, assignments, projects, creations, and scenarios etc. The figure below shows different pathways that individuals may take to acquire a national vocational qualification.

Figure 4: Pathways to achieve National Vocational Qualifications



7.2 Objectives and Scope of Assessment

The three main objectives of NVQs assessment system are to:

- Provide evidence that the candidate is competent in performing the competencies being assessed according to the national competency standards through whatever the pathway an individual is coming from.
- Assure that assessment is fair, valid and consistent across the board; and
- Issue an NVQ certificate of vocational qualification or record of achievement to individuals declared “Competent” in full/complete qualification or in certain numbers of competency standards, respectively.

The scope of NVQs assessment system includes:

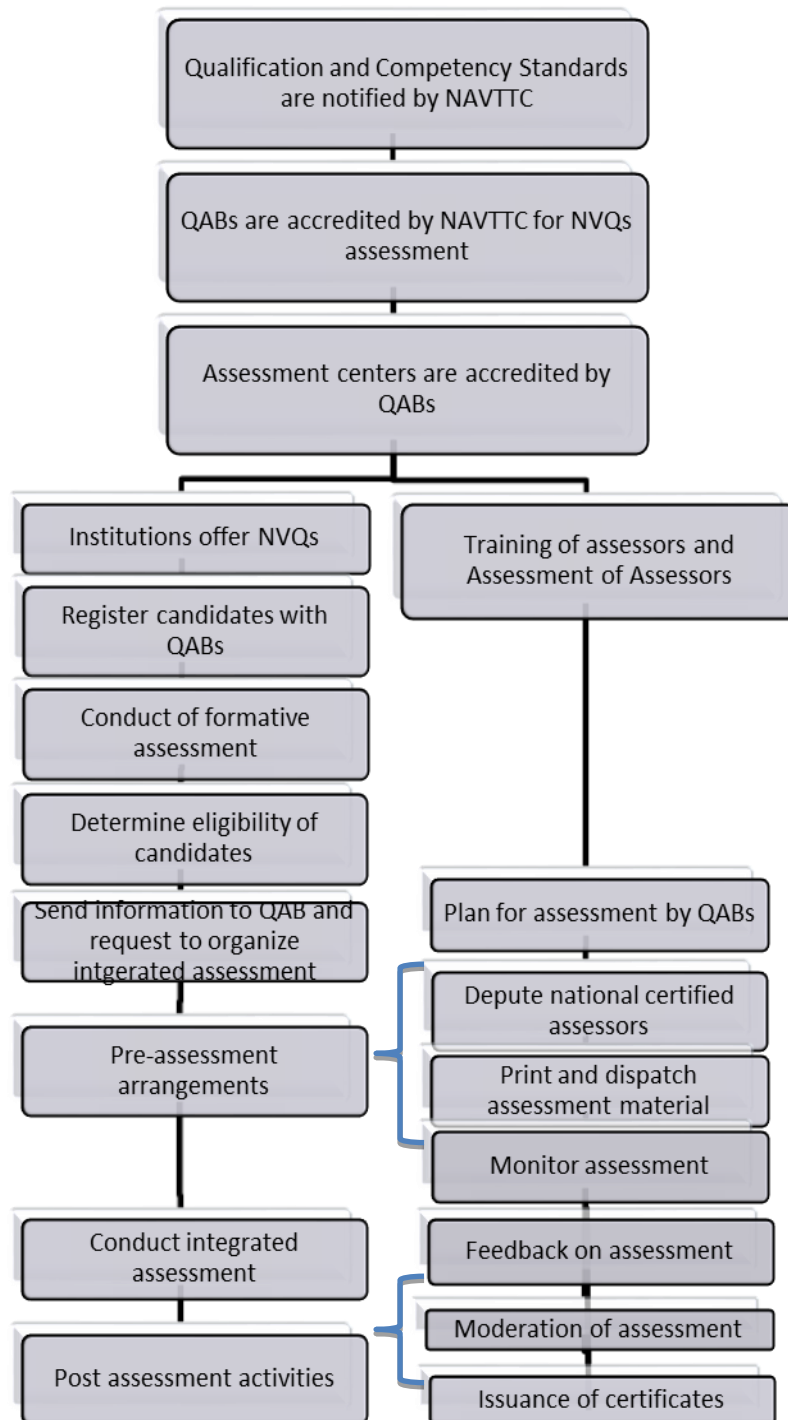
- Provision of opportunities to individuals coming from multiple learning pathways i.e. formal, non-formal and informal entries that lead to acquire certificate of full/ complete “National Vocational Qualification” or “Record of Achievements” for single/ multiple competency standards;
- Provisions for recognition of prior learning as legitimate pathways of assessment for many individuals whose skills have not yet been recognized and certified to acquire any national vocational qualification;
- Provision of opportunity to the candidate for appeal against unethical conduct of assessment; and
- Provision of a moderation system to ensure fair, valid and consistent assessment process across the country.

7.3 Assessment Processes

The assessment shall be based on the national competency standards of the respective national vocational qualification. The national assessment evidence guides developed for each NVQ by the Qualification Development Committee (QDC) will provide guidance for the candidate about minimum evidences to acquire NVQ and assessment tasks with performance criteria for the assessors to use for assessment.

The flow diagram in Figure-5 shows the processes of assessment.

Figure-5: Flow diagram of NVQs assessment processes



7.4 Accreditation of QABs and Assessment Centres

To ensure quality of assessment of NVQs, the Qualification Awarding Bodies, the assessment centres and the TVET institutions offering NVQs, shall be accredited according to the nationally agreed criteria, guidelines and processes. The accreditation will be conducted at the following three levels:

- Accreditation of Qualification Awarding Bodies by NAVTTC

- Accreditation of TVET programmes
- Accreditation of Assessment Centers by QABs Criteria.

NAVTTTC provide the procedures and processes for accreditation at the all above-mentioned levels.

7.5 Assessment of a Competency Standard

The process of conduct of end of module/competency standard assessment is illustrated below:

1. Pre-Assessment Preparations for assessment
 - Assessment is designed and conducted by Instructor for development during training as per given standards.
 - Assessment center/ training institute will send filled NVQ registration form (**Annexure-9**) to QAB soon after trainees are enrolled.
2. After completion of the module, Instructor organizes the following;
 - Assess the candidate by given performance criteria
 - Collect evidence by assessor in the form of written, oral, observation and role play.
3. Judge Evidence as per Industry standards
4. Provision of Feedback
 - Feedback must be in a constructive way
 - Discussed Positive points, Area of improvement for development purpose in formative assessments during training.
 - Concluded as per given standard and marked as “Competent” or “Not Yet Competent”.
 - Update assessment results on NVQs.

7.6 Conduct of Summative Assessment

The process of conduct of summative assessment is illustrated below:

1. Pre-Assessment Preparations for Summative Assessment
 - Assessment center/ training institute will send filled NVQ registration form (**Annexure-9**) to QAB soon after trainees are enrolled. This form will be submitted online using the NVQS.
 - QABs prepare a schedule of assessment and disseminate it to all concerned.
 - QABs will determine number of candidates per assessor, which is dependent upon the type of trade being assessed and facilities available. QABs will select certified assessor according to the NVQ being assessed using NVQS. A

representative from the specific industry may be assigned as an observer in the assessment panel.

- QABs will ensure that designated assessor is informed of date, venue, and qualification to be assessed well in time and they confirm their availability.
- QABs will ensure that the requisite, NAVTTC approved, integrated assessment evidence guide is received and used by the assessor for conduct of assessment. If necessary, QABs may develop own assessment tools/ instruments based on the approved evidence guide. Other assessment material like attendance sheet and award list will be dispatched to assessment center by relevant QABs.
- QAB will accredit assessment centers as per approved criteria and will ensure availability of workstations, tools, equipment and consumables for all candidates to meet assessment requirements.
- Training institute will maintain the record of modular assessment of each candidate as per evidence guide and submit:
- “NVQ program training achievement summary” for each candidate (**Annexure-14**); and
- “Eligibility status form for integrated assessment” of all candidates (**Annexure-15**) as a pre-requisite for integrated assessment.

These both forms will be submitted online using the NVQS.

- QABs will ensure the above-mentioned summary forms filled in all respect are received by them for record and verification before conduct of the integrated assessment.
- QABs and assessment centers will ensure that appropriate environment, security and accessibility of the venue for the assessor/ candidates are made available.

2. Conduct of Summative Assessment

The assessor in collaboration with the assessment centers will:

- Provide briefing/ instructions to each candidate on assessment in accordance with assessment evidence guide.
- Conduct assessment as per instructions given in the integrated assessment evidence guide, supplementary instructions issued by QABs and fully observe the professional code of conduct.
- Check folders of modular/ formative assessment in case some further information and evidence is needed during the integrated assessment.
- Summarize assessment and record final decision about the candidate as per format provided in the integrated assessment evidence guide.

Fill necessary information about the candidate and final decision of assessment made i.e. “Competent”, “In order to declare “Competent”, trainee needs to perform at least at **“Satisfactory” level in all three aspects of competency** i.e. Knowledge, Skill &

Attitude “Un-Satisfactory” performance in any aspect will be deemed as “Not Yet Competent”.

3. Post Summative Assessment Activities

Training institute will maintain the record of modular assessment of each candidate as per evidence guide and submit:

- “NVQ program training achievement summary” for each candidate (**Annexure-14**); and
- “Eligibility status form for integrated assessment” of all candidates (**Annexure-15**) as a pre-requisite for integrated assessment.

These both forms will be submitted online using the NVQS.

- QABs will ensure the above-mentioned summary forms filled in all respect are received by them for record and verification before conduct of the summative assessment.
- QABs and assessment centers will ensure that appropriate environment, security and accessibility of the venue for the assessor/ candidates are made available.

4. Recording of Assessment Results

QABs receive the filled assessment evidence guide and marked assessment test from the assessor and will:

- Check the filled evidence guide information in all respect ensures the integrity of the filled information and judgments/ remarks made by the assessor, update its own record in NVQSNVQS within 1-2 week from the date of assessment.
- Upload information of assessment as per evidence guide in NVQSNVQS.

7.7 Grading System for NVQ Assessment

The assessment system for all NVQs (Level-1 to Level-5) will be based on the grading system. Formative assessment will be conducted by the trainer, as the objective is to identify gaps in the performance and provide feedback to candidate so that he/she may improve performance. On completion of a module/competency standard, an assessment will be conducted by the trainer, the achievement of which will be recorded in the NVQs for credit accumulation. During training journey, the candidate will develop a portfolio (practical book) that will capture evidence(s) of his/her competence in each competency standard contained in the respective NVQ. The trainer will verify the evidence(s) provided in the candidate’s portfolio that will be considered by the assessor during summative assessment. Type of assessment, criteria for competent and weightage of type of assessment in overall grading is provided in Table-6.

Table-6: 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 candidate	Portfolio is un-verified and, or does not represent the work of candidate	10%

Summative assessment for all NVQs will be designed, planned, executed and moderated by Qualification Awarding Bodies (QABs) accredited by NAVTTC. On the day of summative assessment, the assessor will mark attendance of candidates, conduct assessment as per instructions of QAB, complete award list and sign filled-in assessment record by him and the candidates, and send to respective QAB on same or at most by next day in person or by courier. Numbers of candidates to be assessed by assessor in a day will be limited to 25.

7.7 Certification

NVQF provides two types of awards (1. Record of achievement and 2. NVQ Certificate /Diploma /Degree). The policy guidelines for these awards is as under:

1. Record of Achievement

- i. End of module assessments will be conducted by the trainer (for all training pathways).
- ii. Assessment data will be uploaded in the NVQS by the trainer after every modular assessment.
- iii. Record of Achievement can be generated using NVQS.
- iv. The Training Institute can generate “Record of Achievements” through NVQS, for those candidates who have been declared “Competent” in few competency standards and who don’t either want to continue further for full qualification or may like to complete the qualification/ remaining competency standards at later stage.
- v. The Record of Achievement shall be a computer-generated document.
- vi. For record of achievement, a training institute is required to be registered on NVQS.

2. NVQ Certificate

The NVQ Level 1 to 5 shall be issued by accredited QABs, and NVQ Level 6 to 8 by recognized universities. The processes for issuance of NVQ certificates will be as under.

- i. The assessor shall be certified and licensed national CBT assessor;
- ii. NAVTTS shall maintain a pool of national certified assessors for all the courses notified by it;
- iii. Assessor shall submit assessment result along with evidences to the QABs;
- iv. The QABs will upload the summative assessment data of the candidates on the NVQS. The verified data will be used to issue certificates of NVQ by QAB to the candidates who have been declared “Competent” in the summative assessment.
- v. For referencing of CBT assessments into percentage or grading, NAVTTC shall issue scale to convert the result of candidates into grading / percentage system for progression of graduates into further education or employment purpose.
- vi. QABs shall issue certificates after successful assessment of a learner and completion on-the-job training as prescribed under NVQ qualifications.
- vii. QABs may re-issue a certificate on written request of the candidate in case the certificate is lost or requires correction.

7.8 Re-Assessment and Appeal

The policy for re-assessment and appeal against the already completed assessment is provided below:

- i. Candidates may file an appeal against any misconduct or irregularity in assessment to the respective QAB within 07 days of assessment. Evidence to support the appeal must be provided by the Appellant.
- ii. Candidates who have been judged as “Not-Yet-Competent” in an assessment will be informed by the assessor/assessment center that they can appear for re-assessment without participating in any further obligatory training. However, they may benefit from further training or practice before applying for re-assessment, but re-assessment will not be restricted by a requirement of re-training.
- iii. Candidate may appear for re-assessment in the next available assessment schedule informed by the QABs/ Assessment Centers.
- iv. Candidates seeking re-assessment would need to pay the assessment fee again.
- v. Appeals must be processed in a timely manner by QABs and decision communicated to the appellant (preferably within 2-4 weeks). QABs may prepare SOPs for processing appeals against assessment outcomes.

7.9 Post Assessment Moderation, Reports and Investigations

Moderation of assessment of NVQs is the quality assurance process carried out to ensure assessment is fair, valid and consistent across the country. Assessment moderation is guided by the following principles:

1. **Sufficiency:** Evidences that provide enough proof that the candidate has met all the requirements of the competency standard and that he/she can repeat the required performance consistently.
2. **Validity:** Evidences that match the requirements of the competency standards being assessed.
3. **Reliability:** Evidences that can be used repeatedly in an unchanging situation to produce constant results.
4. **Fairness:** Evidences gathered irrespective of working environments, language barrier, poor instructions, special needs etc.
5. **Consistency:** Evidences that provide different assessors to make consistent decisions about candidates' competence at different times, and on different occasions.

7.10. Guidelines for Moderation of Assessment

The process and guidelines for assessment moderation is listed below:

- 1 Moderation will be undertaken after a integrated assessment using assessment evidence guides have been concluded. This post-assessment moderation will ensure that the assessment that took place and the evidence collected on which the judgment was made met the principles of moderation, the requirements of the competency standard and the expectations of the industry.
- 2 QABs will establish a schedule of moderation meetings and request relevant assessors to attend moderation meetings.
- 3 Record of assessment for the moderation meetings will be arranged by QABs which may include:
 - 3.1 All evidences and documentation for one example of assessment for which competency was granted at the first assessment opportunity;
 - 3.2 All evidences and documentation for one example of assessment for which competency was granted at the first re-assessment;
 - 3.3 All evidences and documentation for at least one example of an assessment that resulted in a "Not Yet Competent" decision made.
- 4 The QABs will appoint a suitably qualified person to manage moderation activities as Moderator. He/she will act as moderation meeting chairperson and provides professional guidance and support to participants in moderation activities.
- 5 The assessors in the presence of moderator will examine the record and discuss and ensure that the assessments under the above three examples were fair, valid and

consistent. Following checklists may be used:

- 5.1 Moderation of Assessment Checklist (Ensuring assessment fairness, validity & consistency against a competency standard) **Annexure-17**
- 5.2 Moderation of Assessment Checklist (Ensuring correct processes followed. (**Annexure-18**)
- 6 The meeting will reach a consensus on the standard of evidence required in the future assessments undertaken for that competency standard/ qualification and the Moderator will complete the report of the moderation meetings as per moderation summary report at **Annexure-19**.
- 7 The completed Moderation Meeting Report will be presented to the relevant QABs/TEVTAs/NAVTTTC.
- 8 The QAB will ensure all registered assessors also receive the moderation meeting report for information and future reference.
- 9 NAVTTTC may organize a moderation meeting for all QABs at national level to ensure fair, valid and consistent NVQs assessment across the country.

8. Recognition of Prior Learning (RPL)

The NVQF allows the recognition and certification of skills that may have been gained through life experience including other forms of training, and formal and informal employment experience. Recognition of these skills can be through the process of Recognition of Prior Learning (RPL).

8.1. Principles of Recognition of Prior Learning (RPL)

1. In RPL, the NVQF Level Descriptors determines the level of a person at which the evidence of learning is recognised;
2. To award credit against a qualification, a candidate is to demonstrate or provided recognized evidence of the competency against defined standards;
3. The process of recognising prior learning involves making a judgement as to what has been learned, how much learning has taken place and whether the learning is still current;
4. Credits awarded through RPL should be regarded in the same way as credits awarded through other learning and assessment processes;
5. Regardless of how credit is awarded, a learner needs to provide evidence of his/her learning and the evidence needs to be assessed / verified and quality assured by a certified assessor.
6. An organisation making judgements about RPL and Credit Transfer should use the same types of quality assurance systems as it does for any other type of formal assessment for example internal and external moderation/verification, appeals etc.

8.2. RPL at a Glance

Step 1 – Interview

- 15-20-minute interview to assess eligibility and discuss further requirements such as evidence of work history.
- This is a very informal and relaxed meeting and is more like a discussion about work history.
- This interview will also include details of the NVQF Qualification
- This interview may be conducted with a company manager if the employee is unavailable.

Step 2. – Evidence gathering

- The applicant is to gather evidence of work history, examples of RPL evidence may include:

- Letter from employer detailing work history (must include tasks performed)
- References
- Trade papers / certificates
- Job / work sheets

Step 3 - Assessment of RPL evidence

A certified national assessor will evaluate the evidence provided by the candidate to identify current skills and knowledge and compare them against qualification criteria. If the evidence provided is sufficient and clearly covers all the criteria than RPL will be conducted.

Step 4 - Qualification Granted

Upon successful completion of assessment (and GAP Training, if required) in Step 3, the candidate will be required to pay the remaining fee and will be issued Nationally Recognised Qualification certificate or award of achievement.

Gap Training

GAP Training is the process of undertaking learning & assessment, if it is determined that candidate cannot be granted RPL for a specific unit of competency then the candidate will be referred to an institute for gap training or he / she may complete gap training through online e-learning portal developed by training providers (TEVTAs/PVTC).

Moderation of Assessment

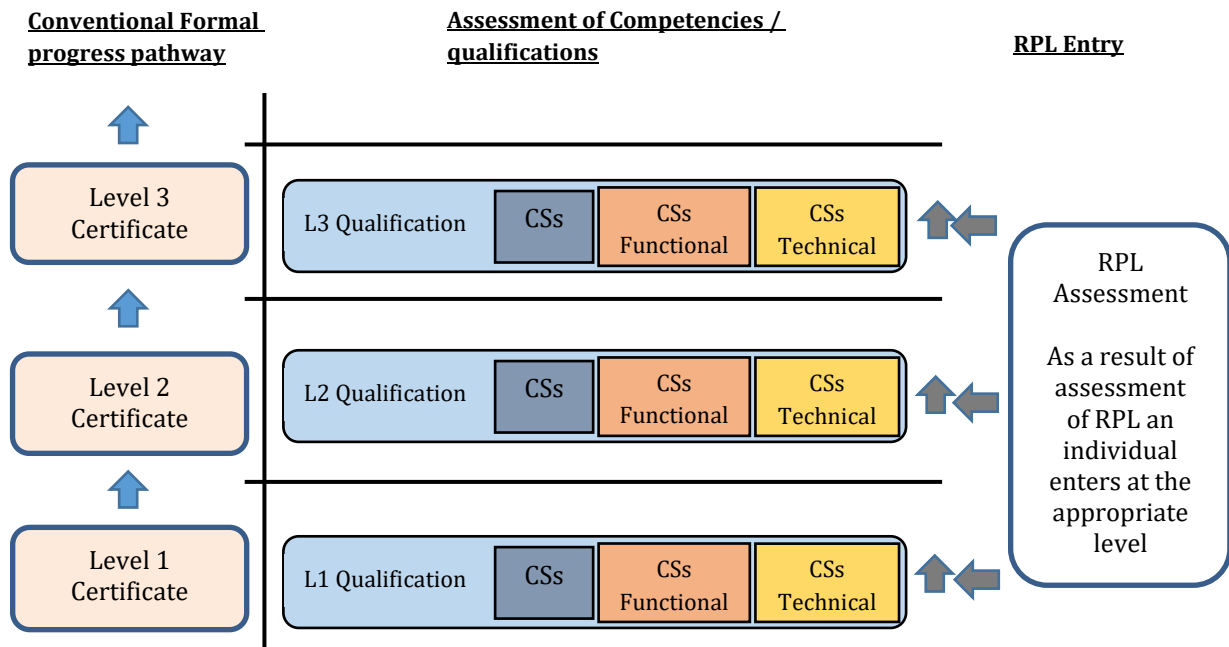
During the moderation process, the moderator quality assures the assessment process and the assessment judgement. The result of the moderation could be that the assessor judgement is either rejected or upheld. In the case where the candidate is declared competent, the candidate's result will be uploaded and the relevant QABs will verify the results.

- In the case of a 'competent' declaration, the candidate's results are uploaded on the NSIS registry and the credits are awarded.
- In the case of a 'Not yet competent' judgment, the candidate has the right to appeal and the right to a re-assessment.

8.3. NVQF Support for RPL

Figure-6 illustrates pathways and progression for RPL entry to acquire NVQs certification up to level 4.

Figure 6: RPL entry and progression in the NVQF



All NVQs are composed of competencies, which are combination of Generic, functional and technical competencies. Candidates entering through RPL system will be assessed for their skills against the National Competency Standards for level 2-4 and may qualify for either full qualification if they are declared “Competent” or “Record of Achievement” if they are declared competent in certain numbers of individual competencies. RPL assessment will be conducted on modular / Formative Assessment basis instead of Summative Assessment. In case RPL assessment requires Gap training, the candidate will be referred to institute for completion of training.

8.4. Examples of RPL

The table below gives examples of RPL (Case Studies)

Example I

A worker with a good welding work history but no formal training as a welder wanted to find out whether he had the required skills for the National Vocational Certificate in Mechanical Technology (Welding) Level 2. He contacts a nearby assessment center, gets a RPL information pack, completes the application for RPL assessment form, provide a resume of his skills and trade experience, including references relating to his work and range of skills. The RPL coordinator from the Assessment Center facilitates him in creating a competency profile, and decided that no gap training is required. After passing preliminary and final integrated assessment, he is 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 competency standards or with a record of achievement that lists the competencies that she has gained

Example III

A man in his early 40's has worked as an auto-mechanic for 25 years. He has had no formal training or certification, but he is a skilled mechanic applies to have recognition of his skills through RPL. After completing his preliminary and final assessment, he is issued with a certification of national qualification if he meets all competency standards or with a record of achievement that lists the competencies that he has gained and assessed. This allows him to enter further training at the appropriate level without having to start at the lowest level and work his way up. It may also assist him to gain better employment.

8.5. RPL Scope and Management

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

- Workplace based training
- Apprenticeship training
- Life experience
- Self-directed study
- Non-recognized study
- Formal uncertified learning
- Informal or undocumented study (“Ustad-Shagird System”)
- In-service training
- Distance education or open learning
- Community-based education
- Overseas education, training or experience

RPL assessments will be carried out by accredited assessment centres and managed by accredited Qualification Awarding Bodies (QABs).

Assessment centres will develop information kit for RPL containing necessary information on the conduct of RPL. Yearly schedule for RPL assessment will be published in media and websites for awareness of public.

8.6. Processes for RPL Assessment

The following procedures will be followed for RPL assessment:

- 1 QABs will advertise the availability of NVQ certification through RPL for general awareness and publicity and will prepare monthly/ yearly schedule of conduct of RPL assessment for circulation to all assessment centers.
- 2 Candidates approach Training Institutes/ Assessment Centers for their RPL assessment and certification. They are given briefing about the RPL process, and national competency standards that will be assessed. They are provided with RPL package and are guided to fill up the application form.
- 3 Candidates complete the application form, prepare portfolios of evidence, and submit the documents/ application for consideration and processing by the relevant QAB. The portfolios submitted by the candidate in support of prior acquisition of skills, knowledge and attitude may include one or more of the following:
 - 3.1 Resume/ curriculum vitae
 - 3.2 Position descriptions
 - 3.3 Training journals/ Work journals/ Diary entries
 - 3.4 References/ referees
 - 3.5 Industry certificates
 - 3.6 Minutes of meetings
 - 3.7 Project reports
 - 3.8 Photos/ videos
 - 3.9 Certificate from short courses or professional development
 - 3.10 Live demonstration of competency
 - 3.11 Interview
- 4 Assessment centre will register the RPL candidates and prepare the assessment schedule.
- 5 Certified Assessor will conduct pre-assessment meeting with the candidates to examine the application and related evidences of competencies. The identified gaps will be communicated to the candidates for which training can be suggested. The candidates will be provided self-assessment checklist for seeking agreement to conduct assessment.
- 6 The RPL registered candidates are informed about the schedule of the final assessment and RPL assessment is conducted by the assessor.
- 7 The RPL candidates will be certified as per NVQ certification system by the respective QAB.
- 8 Record of Achievement can be generated using NVQS.
- 9 The Assessment Center can generate “Record of Achievements” for RPL too through NVQS as per **Annexure-16**, to those candidates who have been declared “Competent” in few competency standards.
- 10 The “Record of Achievement” for RPL will also be a computer-generated document

which does not need any verification/ authentication.

8.7. Selection of Assessment Centre

QAB shall notify assessment centers for RPL. Criteria to select assessment centers shall include:

- i. Only accredited institute can apply for assessment Centre.
- ii. Lab of accredited program will be considered for Assessment Centre.
- iii. Relevant CBT&A trained assessor is available in the institute.
- iv. Tools & Equipment available as per defined competency level.

8.8. Responsibilities of Assessment Centre

The assessment centre has the following responsibilities in conducting RPL:

- i. The Head of Assessment Centre shall be responsible for all arrangements including equipment, machinery, tools and consumable etc., for the smooth conduct of assessment.
- ii. The Head of Assessment Centre shall receive Assessment Material provided by QAB and hand over the same to Assessors on the day of Assessment.
- iii. The Assessment Centre shall also present candidate's folders to Assessors before start of Assessment for verification purpose.
- iv. Finished jobs of candidate's Skill Assessment shall remain in safe custody with Assessment Centre for about 6-months after the conduct of Assessment for verification purpose.

8.9. Role of Qualification Awarding Body (QAB)

The role of a qualification awarding body in RPL assessment is described below:

- i. Notify fee and schedule to conduct RPL activities.
- ii. Scrutinize data of selected candidates and verify the registration on NVQS.
- iii. Prepare Assessment Tools, Material List and other Assessment Material etc. and ensure its delivery at Assessment Centre one day before assessment.
- iv. Notify External Assessor from approve assessor list.
- v. Tabulate the result based on performance evaluated by assessor in assessment.
- vi. A copy of result duly approved by Manager / Controller QAB shall be uploaded in NVQS and MIS and copy of same along with certificates of successful candidates will be provided to assessment centre.
- vii. Dispose the marked papers of assessment.

- viii. Take necessary action against the assessor, if corrupt practice or misconduct is discovered. Disciplinary action will also be taken against the candidate because of misconduct or use of unfair means or to exert external pressure on assessor.

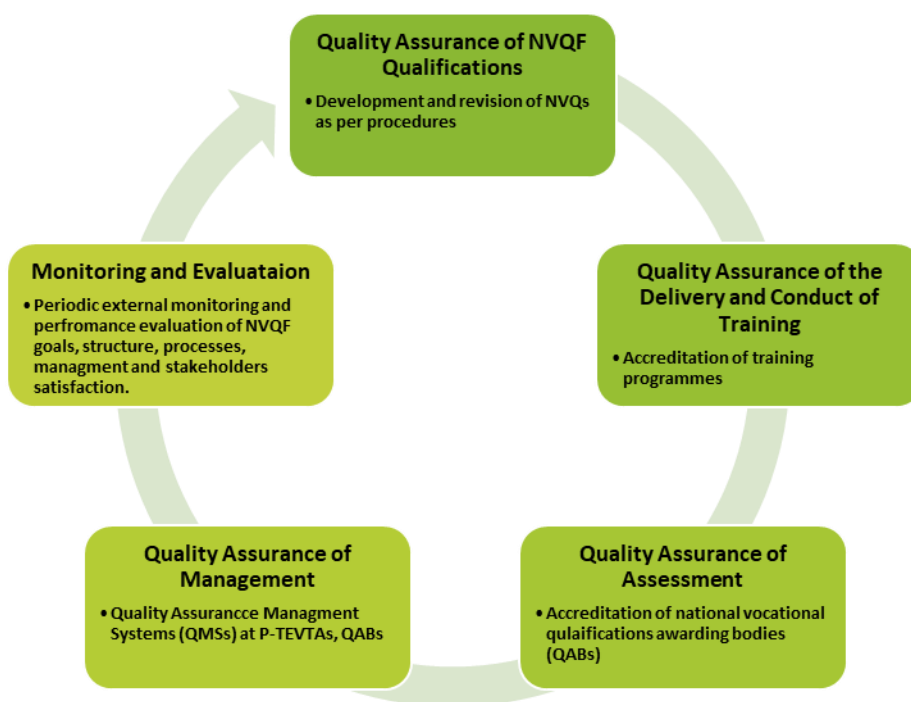
9. Quality Assurance and Improvement

9.1 Quality Assurance

NAVTTTC is responsible for quality assurance and improvement of NVQF and its implementation. In this regard, NAVTTTC will establish an NVQF Quality Assurance Committee (NQAC) with the aim to create enabling environment for effective implementation of NVQF principles and processes, allocate resources, monitoring implementation progress, evaluating outcomes, and continuously improving the processes qualification development and assessment processes.

The NVQF Quality Assurance (QA) system shall consist of five major interrelated and interconnected systems which are shown in Figure-6.

Figure-6: Five Components of the NVQF Quality Assurance System



9.2 Quality Assurance of NVQF Qualifications

All qualifications will be developed and/ or revised through the prescribed processes as stipulated in the NVQF. These processes shall ensure they meet the skill demand of the employer and that competency standards and curricula are developed with inbuilt assessment plans and finally levelled and registered on NVQF. The summary sheet will be prepared for each qualification that contains title, level, total credit, competency units and level and credit hours allocated etc. for ready reference of the stakeholders/

users. NAVTTC will coordinate and manage the development and revision of qualification in collaboration with provincial stakeholders.

9.3 Quality Assurance of the Delivery and Conduct of Training

QABs responsible for undertaking NVQs assessment will be accredited by NAVTTC in collaboration with TEVTAs. QABs will further accredit the assessment centers to ensure they have requisite infrastructure and resources to meet the assessment requirements. The maintenance of accreditation status of QABs and assessment centers will be through the periodic surveillance audit done by the team of NAVTTC and QAB's certified auditors respectively. In addition, NAVTTC will also accredit TVET programmes responsible for delivering NVQs to ensure they have proper resources and facilities in delivering NVQs. The certificate of accreditation will be withdrawn, if the accredited institution fails to abide by the prescribed accreditation requirements and the minimum standards.

9.4 Quality Assurance of Assessment

QABs will be the major assessment and certification bodies for NVQs. The requirements for their accreditation i.e. performance criteria and procedures for accreditation will be set out by NAVTTC in their accreditation manual. Similarly, QABs shall also set out performance criteria and procedures in consultation with NAVTTC for accreditation of assessment centers. Besides, NAVTTC and QABs will ensure that a pool of trained and qualified assessors is maintained who, while assessing students, use standardized tools to document performance.

9.5 Quality Assurance of the Implementation

NAVTTC, at the national level, and TVET service providers at the provincial levels are responsible bodies for implementation of the operation of NVQF. These bodies will require having a coherent organizational quality management system comprising policies, procedures and processes to ensure the continued relevance, appropriateness and effectiveness of the education, training and assessment services are offered. To ensure international comparability of NVQs, NAVTTC will join appropriate international education and training quality assurance networks and participate in the peer review processes of the international quality assurance associations through a cyclic review system.

9.7 NVQF Implementation Committee (NIC)

The NVQF Implementation Committee is responsible for overseeing implementation, resolving issues, and continuous improvement of the framework. The committee will be chaired by the Executive Director, NAVTTC and following are the members:

- Director General SS&C NAVTTC Member/ Secretary

- Director General A&C NAVTTC Member
- Chairmen of CCDTE Member
- Chairmen/CEOs/MDs TEVTAs or nominee not below DG Members
- Director General PSDA Member
- Chief Operating Officer PSDF Member
- TVET Service Providers in the private sector Members
- Reps of the Industry/BIAs Members
- Rep of the Ministry of overseas Pakistani & HRD Member
- TVET specialists/ professionals Members (Co-opt)

9.8 Terms of Reference of NIC

The NIC will perform following functions:

- i. Provide overall management and policy directions on management and implementation of NVQF
- ii. Make policy decisions on matters arising during implementation of NVQF
- iii. Oversee that NVQF objectives are appropriate and are being met and employers are satisfied with quality of NVQs graduates
- iv. Ensure efficiency, consistency and integrity of the NVQF operations as per guidelines prescribed in the operational manuals
- v. Examine continued validity and utility of NVQF qualification certificates and records of achievements
- vi. Align NVQs development and introduction as per national skill demand and with key international labour markets
- vii. Undertake any other matter arising because of NVQs implementation

10. Role of TVET Bodies

10.1 Role of NVQF Implementation Bodies

The NVQF implementation bodies i.e. NAVTTC at the national level, TEVTAs, PSDA and QABs at the provincial levels and TVET service providers in the private sector such as Punjab Vocational Training Council (PVTTC) shall manage and coordinate implementation of national vocational qualifications in the institutions under their jurisdiction. NAVTTC will coordinate with all provincial TVET service providers (TEVTAs, QABs and Private Sector TVET bodies) and lead all activities related to management, implementation and monitoring of the NVQs.

Provincial TVET authorities in the public and private sector such as TVETAs, PSDF, and PVTTC, has important role in implementation of the NVQF. While they will participate in policy discussions in NIC meetings, they also have a role in supplying the resources needed by the institutions introducing NVQs. NVQF assessment and certification will be managed through the Qualification Awarding Bodies (QABs). They are critical to the validity and acceptability of NVQF qualifications. The QABs need to consistently operate according to NVQF procedures. Any SOPs developed by the QAB to assist with operations must comply with NVQF.

10.1.1 Role of NAVTTC

NAVTTC is responsible for:

- i. Coordinating and liaising with the provincial TVET service providers for convening meetings of the NVQF implementation committee and assist in implementation of decisions of the committee.
- ii. Developing, reviewing, adopting, and registering of national vocational qualifications.
- iii. Managing and coordinating meetings of the CCDTE in association with QABs for equivalences of NVQs.
- iv. Liaising with NVQS and National Skill Information System for updating and uploading NVQs data.
- v. Undertaking NVQF review and modification based on M&E reports.
- vi. Accrediting Qualification Awarding Bodies (QABs) and TVET programmes offering NVQs.
- vii. Undertaking relevant research and development activities.

10.1.2 Role of TEVTAs and PVTC

The provincial TEVTAs and PVTC and similar other organizations are responsible for:

- i. Coordinating and liaising with NAVTTC for convening meetings of the NVQF implementation committee and assist in implementing decisions Process requests for development, registration and review of national vocational qualifications, received from TVET institutions/ agencies with NAVTTC.
- ii. Managing and coordinating meetings of the CCDTE and technical committees in associations with respective QABs.
- iii. Arranging training of managers, instructors and assessors for the implementation of NVQF.
- iv. Identifying in association with trade bodies and employers, future skill demand before the first training and/ or assessment needs to take place.
- v. Providing necessary funding and resources to meet equipment and machinery demand and prepare a roll-out plan for implementation of NVQs.

10.1.3 Role of Qualification Awarding Bodies (QABs)

The QABs are responsible for:

- i. Ensuring NVQF assessments are conducted according to defined and approved policies procedures and guidelines as notified by NAVTTC and enough trained assessors are available to meet the demand for all national vocational qualifications introduced in TVET institutes or in enterprises.
- ii. Accrediting assessment centers and preparing schedule of assessment across the three pathways in the most effective and efficient manner consistent with NVQs implemented.
- iii. Issuing certificates to successful candidates on achievement of learning outcomes of NVQs.
- iv. Updating and managing the NVQS and keep liaison with NSIS.
- v. Assessing, certifying and registering NVQ assessors and maintain their profiles in the NVQS.
- vi. Conducting moderation of summative and RPL assessments as per NVQF guidelines.
- vii. Conducting monitoring and evaluation as per guidelines given in this manual.
- viii. Ensuring that the assessors always comply with the Code of Professional Conduct and appraisal is provided to them on their performance.
- ix. Handling candidate's complaints/ appeals against assessment results according to the documented procedures.

10.2 Issuing Equivalences

The equivalence of national vocational qualifications shall be managed for the following four equivalence areas:

Area 1: Equivalence within the national vocational qualifications.

Area 2: Equivalences of national vocational qualifications with qualifications acquired on qualification frameworks of other countries.

Area 3: Equivalence of national vocational qualifications with traditional on-going TVET courses.

Area 4: Equivalence of national vocational qualifications with general and higher education qualifications/ levels.

Considering equivalences within the NVQs (Area 1) and with qualifications acquired on qualification frameworks of other countries (Area 2) is comparatively easy to handle and start with. Granting equivalences of NVQs with existing (Traditional) vocational qualifications such as DAE, G-III, G-II & G-I (Area 3) and with general and higher education qualifications (Area 4) will evolve gradually with time at later stages.

NAVTTTC is mandated under Section 7(g) of NAVTTTC Act 2011 to manage and determine equivalences and recognition of diplomas, and certificates awarded by the institutions within the country and abroad. The Committee of Chairmen and Directors of Technical Education (CCDTE), which already exists, will be strengthened and activated to manage, decide and grant equivalences at all the four areas mentioned above. The Inter Board Committee of Chairmen (IBCC) and HEC will be consulted for preparation of rules, criteria or table of equivalences for equating NVQs with general and higher education, respectively.

Committee of Chairmen and Directors of Technical Education (CCDTE)

The strengthened CCDTE to deal with equivalences matters will comprise of the following members:

- | | |
|--|---------|
| • Reps of NAVTTTC | Member |
| • Chairpersons of QABs | Members |
| • Rep of Provincial TEVTAs/ PVTC | Members |
| • Technical Subject experts (case-to-case basis) | Members |

The CCDTE will:

- i. Prepare rules, criteria or table of equivalence for equating NVQs at all four equivalence areas mentioned above
- ii. Develop and approve all procedures for processing of equivalence applications, development of application forms and instructions for

submission of applications.

- iii. Grant equivalence of NVQF qualifications on all four areas mentioned above
- iv. Coordinate among QABs and employer representative bodies/TEVTAs/PVTC /Private TVET service providers and with IBCC on matters related to NVQs equivalences

Based upon the number of applications/ cases of equivalences received, NAVTTC will first constitute technical committees on case-to-case basis in consultation with TVET service providers and convene their meetings to finalize findings and recommendations on equivalences cases for submission in CCDTE meeting for final decisions.

10.3 Equivalence Processes

The CCDTE will adopt the following procedures for grant of equivalences:

- i. The individuals seeking equivalence will approach NAVTTC or TEVTAs/PVTC or QABs and submit their application on the prescribed form along with necessary documents.
- ii. The applications received are initially scrutinized by the receiving body and if found complete, will forward to NAVTTC HQs. for further processing and final decision.
- iii. NAVTTC will examine the application and the attached documents and decides the case based on approved equivalence rules, criteria and table of equivalence and will inform the individual within 10 working days of receipt of application
- iv. In case the matter requires technical deliberations and examination, the NAVTTC constitutes and convene meeting of the technical committee with relevant subject experts and prepares case for submission to CCDTE for consideration
- v. The CCDTE shall develop a consensus based on technical inputs and make a final judgment / decision about the particular case of equivalence
- vi. The CCDTE will then recommend NAVTTC to issue notification of equivalencies in case of approval granted. On the other side the committee will give recommendations to NAVTTC to forward the observations to the applicant in case if he/she is not granted any equivalence.
- vii. NAVTTC will send the final decision of committee to the applicant and issue formal notification accordingly within 20 working days from the receipt of application.
- viii. The applicant reserves the rights to appeal against the decision of the CCDTE in case they are not satisfied with the decision with 10 days.
- ix. On basis of appeal NAVTTC will re-constitute a technical committee and same process will be repeated.
- x. If based on new technical analysis, CCDTE will grant equivalence than decision of first CCDTE meeting will be over ruled. The NAVTTC will issue the

- notification accordingly.
- xi. In case the CCDTE in its second meeting validates the decision of first meeting, then NAVTTC will inform the applicant that their case has been turned down based on these grounds.
 - xii. The applicant does not have any further right of appeal to NAVTTC or any other forum.

10.4 Monitoring and Evaluation (M&E)

The National Skills Strategy (NSS) places importance on M&E to measure progress and evaluate performance in the TVET sector. It defines several key performance indicators towards achieving the objectives of providing relevant skills for industrial and economic development. M&E has thus been made a component among the five major interrelated and interconnected systems for quality assurance in the National Vocational Qualifications Framework (NVQF).

The TVET sector is currently moving towards a competency-based training and assessment i.e. introduction of NVQs, which is new to all stakeholders involved. Fundamental transformations in the system are thus taking place as traditional system is being replaced with NVQF. In such a time of change, monitoring and evaluation (M&E) is extra crucial and needed.

Objectives and Scope of M&E

The main goals of M&E are to collect feedback on implementation of NVQs from stakeholders and to examine that prescribed procedures and processes are functioning properly and, where necessary, to identify areas for adjustment and improvement. The M&E objective will be to:

- Ensure that NVQF objectives are being achieved by following the prescribed procedures and processes as laid down in the NVQ operational manuals by all management bodies.
- The assessment being done for NVQs is fair, valid and consistent and the QABs and the assessment centers are working appropriately
- The training institutions are managing delivery of NVQs as per defined standards.
- Employers are satisfied with the quality of graduates with NVQF qualifications.

The scope of M&E includes collecting feedback from all relevant stakeholders. The figure below shows the four key areas under which feedback will be collected from the stakeholders.

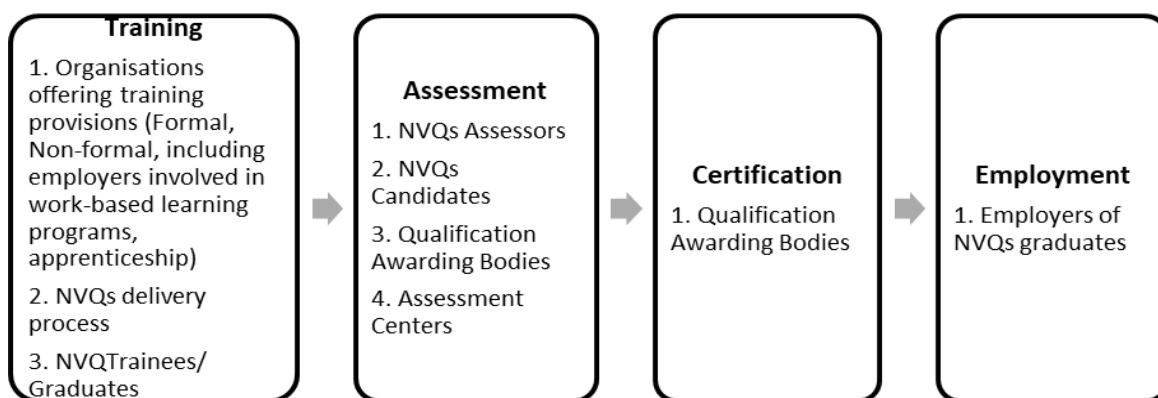


Figure 5: Scope of M&E – Collection of Feedback from Stakeholders

M&E Responsibilities

Monitoring and Evaluation sections exist in the provincial TVET service providers, which will be responsible for undertaking monitoring and evaluation of implementation of NVQs. Monitoring & Evaluation forms, instruments and tools have also been developed by the TVET service providers and are being used by them. Nationally agreed template for CBT&A monitoring and undertaking CBT&A trainee’s survey are attached as **Annexure-1 & 2**. The M&E responsibilities of NAVTTC, TEVTAs and QABs are given below.

National Vocational & Technical Training Commission (NAVTTC)

NAVTTC shall be responsible to:

- i. Observe number of assessments done and conduct interviews with assessors and students to see if the NVQs processes are functioning smoothly.
- ii. Conduct focused group discussions with TEVTAs, QABs, Assessment Centers to monitor and evaluate that the link among them is working during pre-assessment, process of training delivery, formative and final assessments and subsequently during the issuance of certificates.
- iii. Check assessor’s contact information and that their profiles are captured in the national assessor’s database.
- iv. Analyze assessment results in terms of assessor performance (including on identifying unusual patterns of pass rates) and capacity.
- v. Monitor developing of NVQF qualifications for quality, consistency to national standards and avoiding any duplication in development of qualifications.

Technical Education and Vocational Training Authorities (TEVTAs)

TEVTAs/PVTC and training institutions under their administrative control need to ensure and monitor that training is in accordance with the NVQs approach and prepares trainees sufficiently for competency-based training and work place requirements. They also need to ensure that courses conform to the labour market demand and employment rate is higher compared to graduates from traditional courses. TEVTAs/ PVTC will be responsible to:

- i. Visit the institute and observe delivery of NVQs to see if the appropriate

- delivery approaches are being used and institute has sufficient resources
- ii. Conduct focus group discussions with principals and instructors to learn about how implementation is going on the ground and their difficulties/ requirements
 - iii. Carry out a survey of trainees, to get their feedback on NVQs delivery, sufficiency of equipment and material and suitability with market demand.
 - iv. Review modular assessment folders and check data on individuals declared “Competent” to find out if the training prepared trainees successfully for summative assessment.
 - v. Trace NVQ graduates to find out about their employment prospects and income.
 - vi. Speak to the employers to explore if the NVQs have prepared students adequately as per demand requirements of the workplace.

Qualification Awarding Bodies (QABs)

Qualification Awarding Bodies (Trade Testing Boards, Boards of Technical Education, and PVTC in Punjab for TVET institutions under their administrative control) are responsible for undertaking NVQs assessment, scheduling assessors, checking readiness of assessment centers and certification of NVQs. Their M&E responsibilities include to:

- i. Visit the assessment centers accredited by them and check if they are ready for NVQs assessment in terms of space, equipment and consumables.
- ii. Analyze assessment results in terms of assessor performance (including on identifying unusual patterns of pass rates) and their capacity.
- iii. Analyze incoming information from training providers on future candidates to identify assessment demand and to confirm if there are sufficient resources to meet this demand.

10.5 National Vocational Qualifications System (NVQS)

The National Vocational Qualification System (NVQS) is designed to provide information for institutions, TVET agencies and students on the following areas:

- Overall information on national vocational qualifications (the qualification summary sheet).
- Registered assessor’s pool and their profile
- Competency standards and qualifications.
- Accredited programmes and institutes offering NVQs
- Learning management system
- Information of students declared “Competent” with certification status.
- E-forms for requesting NVQs development or review for downloading and online submission to NAVTTC
- Information of QABs assessing and certifying NVQs
- Students registered for NVQs
- Status of formative assessment

- Schedule of integrated assessments

The NVQS is accessible to the following groups with different scope of access and usages:

- NAVTTC, provincial TVET organizations (TEVTAs, PVTTC, Directorates etc.)
- Qualification Awarding Bodies
- Students
- TVET institutes

The NVQS will complement the National Skill Information System, which additionally provides information on TVET system of Pakistan, TVET institutions, their existing qualifications and enrolment capacity, job placement services and labour market information.

10.7 Coding of NVQs in NVQS

The national vocational qualification will be allotted a unique code for recognition and search. The codes will be composed of industry sector abbreviated name, serial number of qualifications, its level in the NVQF. It will be a standard code compatible and consistent with International Standard Classification of Education (ISCED) codes.

Detail of coding NVQs in the NVQS is give below:

- Industry code: Such as for “Administration” AD, for “Machinery & Construction” MN, for “Allied Health” AH, for “Information & Communication Technology” IT, for “Manufacturing” MN, for Tourism & Hospitality” TH, for “Mechanical “MN” etc.
- Serial Number: for each qualification within the industry sector starting from 001, 002, 003 and so on.
- Qualification level: Level is assigned to each qualification such as level 1, 2, 3, 4 & 5.
- Qualification Version: The number which shows the version of the qualification such as version 1, 2 , 3 and so on.
- Competency Standard code: For each competency standard, an alphabetical code such “A”, “B”, “C” is allotted.
- Competency Standard version code: Each standard will have its own version code such as version 1, version 2.

The above coding system will generate a unique identification code for each qualification such as the “National Vocational Certificate level 2 in Information

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					
Retail (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						

10.7 Process for Management of NVQS

Table-8 illustrates the work process for management of the 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.	Candidates' 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 NVQSNVQS	TVET Institute to do the trade wise initial data entry with NVQs of the candidates in the NVQSNVQS.	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 the candidate's registration	<ul style="list-style-type: none"> Extract initial data from the NVQSNVQS. Perform quality check of data Generate the candidate's registration number in the NVQS 	QABs SS&C NAVTTC (For record & coordination)	NSIS generated candidate's registration list
5.	Monitoring of CBT&A session	<ul style="list-style-type: none"> Operationalize the monitoring tools developed 	M&E of TEVTAs/ PVTC/	CBT monitoring form,

		for the CBT&A during the session	Directorates	Trainees questionnaire, Teacher diary.
6.	Status of the formative / modular assessments in the NVQSNVQS	<ul style="list-style-type: none"> 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 NVQSNVQS
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	<ul style="list-style-type: none"> Quality check and related verifications of data, Declaration of competence status, Updating status in the NVQSNVQS Finalization of the status for issuance of certification 	QABs, SS&C NAVTTC (For record & coordination)	Assessment evidence guides
10.	Certification	<ul style="list-style-type: none"> Issue Record of 	Institute	NVQ

		<p>Achievement,</p> <ul style="list-style-type: none"> • Certificate of Qualification 	<p>QAB</p> <p>A&C NAVTTC (For record & coordination)</p>	Certificates
11.	Correction / issuance of duplicate certificate (if any)	<ul style="list-style-type: none"> • Receive complaints about the conduct of assessment or errors on the certificate or any other complaint, • Reconciliations & redressal, Cases for NAVTTC • Receive complaints from QABs, if not addressed • Update the assessors list based on moderation result • Issuance of duplicate certificate, if needed 	<p>QABs</p> <p>SS&C NAVTTC (For record & coordination)</p> <p>QABs</p> <p>A&C NAVTTC (For record & coordination)</p>	Record of integrated assessments & certificates
13.	M&E report	Generate M&E report with achievements, impact, sustainability and performance improvements	M&E of TEVTAs / PVTC/Directorates	M&E Report

12. Training, and Certification/Licencing of Trainers

12.1 Purpose

The basis for professionalism is a guarantee to the public that all entrants to the profession have adequately mastered the basic knowledge and skills needed to perform responsibly before they are licensed to practice independently.

The principal purpose of the licensing process – is to determine that the trainer has adequate understating of basic concepts and the ability to apply those concepts to practical tasks. It screens out those not able to exhibit this knowledge and ability.

12.2 Certification Process

Only CBT&A trained trainers registered / licensed by NAVTTC will be able to conduct CBT&A trainings. The process for training, certification and registration / licensing of trainers is given below:

- Three categories of trainers will be trained, certified and registered/licensed;
 - Certified Trainers (Level 3) authorized to conduct CBT&A Trainings
 - Master Trainers (Level 4) authorized to conduct CBT&A trainings and design of training materials
 - Chief Master Trainers (Level 5) authorized to conduct CBT&A trainings, develop training materials, conduct training of trainers, coaching and mentoring
- Following criteria for selection of candidates trainers, from academia (in service trainers), for training as Certified trainers will be used;

From Academia

- At least 25 years old
- At least matriculate or preferable intermediate
- Traditional TVET qualification (at least six months certificate/ diploma) **OR**
**A National Vocational Qualification Certificate preferably one level higher than the assessed qualification, at least on the same level*
- Currently delivering the course (or a closely-related course) in a TVET institute
- 3 years teaching experience
- Preference will be given to those having IT and reporting skills
** This criterion may be relaxed till the CBT takeover the conventional qualifications*

- 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
- 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's qualification.
- NAVTTC/QABs/TEVTAs/PVTC approved Panel of Master / Chief Master Trainers shall conduct the final assessment of the trained candidate trainers 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 NVQSNVQS along with their 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 pedagogical/andragogy/teaching experience

- The training and certification procedure will be same for Master / Chief Master Trainers training, certification and registration / licensing.
- Certified trainers having the license issued by the NAVTTC will be initially for three years
- It will be mandatory for all certified / licensed trainers and Master / Chief Master Trainers to pass a refresher training course developed by NAVTTC after every three years for renewal of their licenses.

13: Training, Certification and Licencing of CBT Assessors

Only certified assessors registered with NAVTTC can conduct NVQ assessment. The process for training, certification and licencing of assessors is given below:

- Three categories of assessors will be trained, certified and licensed;
 - Certified Assessor (Level 2) authorized to conduct assessments
 - Master Assessors (Level 3) authorized to conduct NVQs assessments and design assessment materials
 - Lead Assessors (Level 4) authorized to conduct NVQs assessment, develop assessment material, conduct Assessor's training, coaching and mentoring
- Following criteria for selection of candidates assessors, from industry and academia, for training as Certified Assessor will be used;

From Industry

- At least 25 years old
- 5 years industry experience (current) within the assessment field of occupation
- At least matriculate or preferable intermediate
- Traditional TVET qualification (at least six months certificate/ diploma) **OR**
**A National Vocational Qualification Certificate preferably one level higher than the assessed qualification, at least on the same level*
- Preference will be given to those having IT and reporting skills

From Academia

- At least 25 years old
- At least matriculate or preferable intermediate
- Traditional TVET qualification (at least six months certificate/ diploma) **OR**
**A National Vocational Qualification Certificate preferably one level higher than the assessed qualification, at least on the same level*
- Currently delivering the course (or a closely-related course) in a TVET institute
- 3 years teaching experience
- Preference will be given to those having IT and reporting skills
** This criterion may be relaxed till the CBT takeover the conventional qualifications*

- Assessor's training program to acquire qualification will include;

- A 5 days training workshop including mock assessment will be conducted on the basis of national Assessor's qualification
- All trained trainers will be eligible to apply online to become a certified assessor
- Training providers (TEVTAs/PVTC) will assist the CBT&A trained trainers in completion of documents, online application and conduct of mock assessment to prepare them to become certified assessors
- All applications received online will be scrutinized by a panel of Lead / Master Assessors to short list the most suitable candidates
- NAVTTC/ QABs/TEVTAs/PVTC /Industry, especially the Centers of Excellence, Staff Training Institutes and Technical Teachers Training Institutes may organize Training of Assessors by utilizing the services of Lead and Master Assessors based on NAVTTC approved Assessor's qualification.
- NAVTTC/QABs/TEVTAs/PVTC approved Panel of Lead and Master Assessors shall conduct the final assessment of the trained candidate assessors as per prescribed assessment procedures. The successful candidates will be awarded provisional certificate of assessor by QABs.
- The provisionally certified assessors after completion of 1 year and at least completion of 2-3 assessments will be recommended by QABs to be notified and declared as licensed assessors by NAVTTC
- Training and assessment / certification of Assessors will be rooted through NVQS (in-line with other already developed qualifications and will be registered as national assessor in the online NVQSNVQS along with their necessary information.
- Criteria for selection of Lead/ Master Assessors / Chief Master Trainers will be as follow:

- Must have at least graduate degree
 - Must have certified assessor qualification (Level 3)
 - Must have conducted at least 5 assessments
 - Must have 3 years pedagogical/andragogy/teaching
- The training and certification procedure will be same for Lead/ Master Assessor's training, certification and licensing.
- Certified assessors having the license issued by the NAVTTC will be initially for three years and QABs will be authorized to select the licensed assessors from the national pool through the computerized selection procedure.
- It will be mandatory for all certified / licensed assessors and Lead / Master Assessors to pass a refresher training course developed by NAVTTC after every three years for renewal of their licenses.

Annexures

Annexure-1: CBT Monitoring Form

CBT&A Monitoring Form			
M&E officer _____			
Date of visit _____			
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 (NAVTTC & 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 NVQSNVQS.	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 candidates 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:		
Is the training material	Adequate <input type="checkbox"/>	Inadequate <input type="checkbox"/>	N/A for this visit <input type="checkbox"/>
The venue for CBT training ...	Adequate <input type="checkbox"/>	Not adequate <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"/>
	Comments:		
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			
What is the plan of the institute for continuation /sustainability of CBT&A			
To be followed up			
Anything that needs to be followed up, either over the phone/email or during the next M&E visit			

Annexure-2: CBT Trainee Survey Form

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

Likert Scale

1	2	3	4	5
Strongly disagree	Disagree	Not sure	Agree	Strongly Agree

Classroom's Feedback					
The trainer has provided briefing regarding NVQF and CBT&A approach	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
The formative assessments are conducting on regular basis	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
The teacher gives adequate instructions/demonstrations for proceeding with lab. Work	1	2	3	4	5
Working condition of machinery/equipment at the time of experiment is good	1	2	3	4	5
The teacher assesses the lab. Work regularly	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:
 - a. Address of the organization _____
 - b. Name of contact person _____
 - c. Designation _____
 - d. Phone number _____
 - e. 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)

1. The proposal to develop the qualification is approved.
 2. The organization may proceed further to develop the qualification in the light of guidelines and templates provided in this manual.
 3. 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.

The proposing organization may proceed further in the light of above-mentioned decisions.

Date:

Signature

Annexure-5: Guideline for undertaking Occupational Analysis

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 is given. This chart provides foundation for development of competency standards. This cost-effective method provides a quick and thorough analysis of any job.

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 A facilitator, analyzes their job-related tasks while using a modified 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. Following steps may be performed.

Constitution of Occupational Analysis Committee

A panel 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) may be constituted which 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
- Submit the final chart to Qualification Development Committee (QDC)
- Use level descriptors to assign NVQF levels to each task separately

Appointing a Occupational Profiling Facilitator

The QDC will also appoint a facilitator to facilitate the panel in performing their work. He/She should be one of the experts and should possess required knowledge, skills and experience. He/She may not essentially be the trade expert from the same occupation being analyzed. He/She should be an excellent listener and with sound memory and

writing skills, to ‘store’ many of the participants' contributions in his or her memory and be able to retrieve and write them as needed. His/Her roles and responsibilities include;

- Assist the group to understand occupational analysis
- Achieve the objectives without taking a position in the discussion
- Motivate all to participate in the workshop to participate
- Produce an agreed occupational analysis chart for the said occupation

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	
Apply	Health & Safety Procedures	At workplace
Identify	Hazards	In workplace environments
Set	CNC machine	According to job requirements

The duties identified are further divided in to 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 panel 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 panel also identifies list of general knowledge, understanding and skills, worker behaviors, tools/ equipment and future job trends. The full structure of a job analysis can be illustrated as a tree diagram in the figure below.

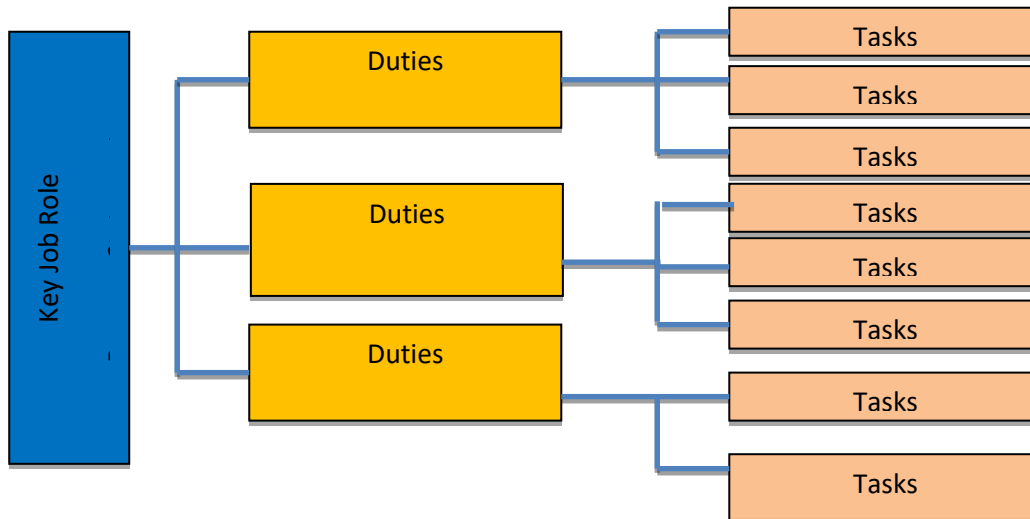


Figure: Duties and task tree diagram

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 also such as in competency standards, curriculum and instructional material documents.

Determine knowledge and understanding

The facilitator then assists the panel members to discuss and list down the essential knowledge and understanding that experts workers need to have to be able to perform their tasks, the worker traits require at the work place, career paths and entry requirements to attain this qualification. These are the enablers that make it possible for the workers to be successful.

Determine tools and equipment

All the tools and equipment that the workers are using 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 a means of accomplishing an actual task.

DACUM Chart

The outcome-based chart is the final outcome of the job analysis 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. A filled example is added as follows:

DACUM Panel

Mr. Muhammad Naem
CNC Machinist
Theromsole Industries

Mr. Nasir Javed
Machinist & Welder
DTI, Lahore

Mr. Jehanzeb Hashmi
Manager (D&D)
Millat Equipment Ltd.

Mr. Tahir Iqbal
Sr. Supervisor
Ittehad Chemicals Ltd.

Mr. Asghar Ali
Turner
Steel Craft

Rana Adnan Ali
Production Supervisor
Steel Craft

Mr. Rashid Akram
Sr. Press Manager
Steel Craft

Engr. Liaqat Ali
Chief Instructor
GTTI, Mughalpura, Lahore

DACUM Facilitator

Mr. Ghazanfar Abbas, PVTC

DACUM Coordinator

Syed Salman Nasir Ali Shah
Deputy Manager
TEVTA Punjab

DACUM Job Analysis

of

“Machinist”

April 14-16, 2014

Punjab TEVTA, Lahore

**National Vocational and Technical Training Commission
(NAVTTTC)**

DUTIES and TASKS

A. Plan Machinist Operation

A1 Review Drawing	A2 Select machine	A3 Select tools	A4 Demand material	A5 Estimate time
--------------------------	--------------------------	------------------------	---------------------------	-------------------------

B. Maintain Safety

B1 Apply company safety SOPs/policies	B2 Maintain personal safety	B3 Maintain tools/instruments safety	B4 Maintain material safety	B5 Maintain site safety	B6 Maintain fire safety
--	------------------------------------	---	------------------------------------	--------------------------------	--------------------------------

C. Interpret Drawing

C1 Interpret symbols	C2 Interpret sizes	C3 Interpret operation	C4 Interpret tolerances	C5 Interpret references
-----------------------------	---------------------------	-------------------------------	--------------------------------	--------------------------------

D. Perform Maintenance

D1 Maintain machine	D2 Maintain tools	D3 Maintain work-piece	D4 Repair minor faults
----------------------------	--------------------------	-------------------------------	-------------------------------

E. Perform Facing

E1 Perform work-piece setting	E2 Perform tool setting	E3 Control machine speed/feed	E4 Perform facing
--------------------------------------	--------------------------------	--------------------------------------	--------------------------

F. Perform Turning

F1 Perform work-piece setting	F2 Perform tool setting	F3 Control machine speed/feed	F4 Perform turning
--------------------------------------	--------------------------------	--------------------------------------	---------------------------

G. Perform Threading

G1 Perform work-piece setting	G2 Perform tool setting	G3 Control machine speed/feed	G4 Perform pitch setting	G5 Set starting reference	G6 Perform threading
G7 Perform tapping					

H. Perform Tapering

H1 Perform work-piece setting	H2 Perform tool setting	H3 Control machine speed/feed	H4 Set starting reference	H5 Perform tapering
--------------------------------------	--------------------------------	--------------------------------------	----------------------------------	----------------------------

I. Perform Drilling

I1 Perform work-piece setting	I2 Perform tool setting/re-sharpening	I3 Control machine speed/feed/thrust	I4 Lubricate drilling tool	I5 Set reference	I6 Perform drilling
--------------------------------------	--	---	-----------------------------------	-------------------------	----------------------------

J. Perform Boring

J1 Perform work-piece setting	J2 Perform tool setting	J3 Control machine speed/feed	J4 Lubricate boring tool	J5 Perform boring	J6 Perform counter boring
J7 Perform counter sinking					

K. Perform Reaming

K1 Perform work-piece setting	K2 Perform tool setting	K3 Control machine speed/feed	K4 Perform drilling	K5 Perform reaming
--------------------------------------	--------------------------------	--------------------------------------	----------------------------	---------------------------

L. Perform Slotting

L1 Perform work-piece setting	L2 Perform tool setting	L3 Control machine speed/feed	L4 Lubricate cutting tool	L5 Perform slotting
--------------------------------------	--------------------------------	--------------------------------------	----------------------------------	----------------------------

Figure: Filled Occupational Profiling Chart

Annexure-6: Guideline for Developing Competency Standards

Competency Standards

Several terminologies are used in different countries in describing the competency standards. The most commonly used are; Skill Standards (SS), National Occupational Skill Standards (NOSS), Occupational Standards (OS), Industry Performance Standards, Industry Training Standards and Competency Standards (CS). In Pakistan, we are using 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, a range of variables. Competency standard statements are based on the duties and tasks listed in the occupational profiling chart. Competency standards are a basis for curriculum development and preparation of teaching, learning and assessment packages.

Elements of Competency Standards

The main elements of a national competency standard document shall include:

i) Title of the Qualification:

There are two types of titles up-to level 5. The title for each qualification is given below:

a) National Vocational Certificate level (1-4), in (Sector) Trade name

Qualifications at levels 1 – 4 are certificate courses, which allow a trainee to upgrade competencies starting from semi-skilled stage to reach supervisory stage. Once all the competencies comprising a particular level have been successfully attained he/she is eligible to receive the National Vocational Certificate in the relevant occupation at the applicable NVQ level. The entry level for level 2 is level 1 similarly for level 3 is level 2 and so on in the formal training system. Each level allows trainee to leave the system and get a job or proceed to the next level.

b) National Vocational Certificate level (5), in (Sector) Trade name

NVQ level 5 is a diploma level program which allow a trainee to leave the system at the end of Level 5 with a National Diploma of NVQ level 5 or proceed for higher studies (Level 6 - 8)

ii) Introduction

A precise description of the occupation/ trade that summarizes the duties and tasks of the occupation for that level and its demand. Only 2-3 paragraphs may suffice the description of the whole job.

iii) Purpose of the qualification

This shall state precisely what the holders of the qualification shall be expected to know and be able to do. It will guide learners as they consider study options and employers as they consider the competency levels of certified workers or potential employees.

iv) Date of validation by industry

This shall be the date that the industry validated that qualification.

v) Date of review

This shall be the date selected by QDC/NAVTTTC by which the qualification shall be reviewed to ensure continuing relevance. It shall be 3 years from the date of industry validation, but in areas where technologies are advancing rapidly or where major changes are expected it can also be less than 3 years.

vi) Code of Qualification

This shall be the qualification identifier assigned by the National Vocational Registry System under to the national vocational qualification. This shall be based on NVQF process and ISCED.

vii) Qualification Development Committee

This shall contain a full list of all members of QDC, occupational analysis panel and opted members for CS development with their contact details for on-going involvement in the management of the qualification and for its future review.

viii) Entry Qualifications

Pre-requisite and competencies, which must be acquired before enrolment into a particular level of the qualification.

ix) Regulations for the qualification and schedule of units

This section shall outline the regulations applicable for the award of the particular qualification as per Government Policy including foundation programmes and work experience.

x) Categorization and Leveling of the Competency Standards

All competency standards in the NVQ shall be categorized in to “Generic”, “Functional” and “Technical” and be leveled according to NVQF level descriptors. Each qualification shall include competency standards for level 1 to 4.

How to write Competency Standard Statement?

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

- Use the “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 (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 analysis. 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 statement 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 need to be possessed by the trainee to acquire that particular skill. It should be specific to Unit of Competency and the statements cover underlying principles, processes, procedures, concepts and facts related to Unit of Competency. It also starts with a verb like Explain, Describe, Define etc.

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

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

TEMPLATE

- i. **TITLE PAGE:**
- ii. **TABLE OF CONTENTS:**
 - A. Standard A:
 - B. Standard B
 - C. So on.....
- iii. **INTRODUCTION**
- iv. **PURPOSE OF THE QUALIFICATION**
- v. **DATE OF VALIDATION BY THE INDUSTRY**
- vi. **DATE OF REVIEW**
- vii. **CODE OF QUALIFICATION**
- viii. **MEMBERS OF THE QUALIFICATION DEVELOPMENT COMMITTEE**
- ix. **ENTRY QUALIFICATION**
- x. **REGULATIONS FOR THE QUALIFICATION AND SCHEDULE OF UNITS**
- xi. **SUMMARY OF COMPETENCY STANDARDS** (Use NVQF descriptors to assign level and suggest time in credit hrs for each competency standard as per definitions given in the NVQF document)

Sr. #	Competency Standard (Verb-Object-condition/ context Form)	Level	Credit Hrs	Category
1	Standard A			
2	Standard B			

xii. COMPETENCY STANDARDS and COMPETENCY UNITS

COMPETENCY STANDARD A: _____

Overview: _____

Competency Units	Performance Criteria	Knowledge & understanding
A1		
A2		
A3		
A4		

Critical evidence(s) required for Competency Standard A:

.....
.....

FOR COMPETENCY STANDARD B, C, D, E.....

xiii. COMPLETE LIST OF TOOLS AND EQUIPMENT

Sr. #	Description	Quantity

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

Note: This template can be used both for single CS and for integrated assessment

Page 1: Instructions for Candidate (to be given by the Assessor before assessment)

Title of Competency Standard	CS Code:	Level:	Version:
Competency Unit	Assessment Date (DD/MM/YY):		

Candidate Details	Name..... Registration/Roll Number.....
Guidance for Candidate	<p>To meet this standard you are required to complete the following within the given time frame (for practical demonstration & assessment):</p> <ol style="list-style-type: none"> 1. Assessment Task 1 2. Assessment Task 2 3. Assessment Task 3 4. <p>And complete:</p> <ol style="list-style-type: none"> 5. Knowledge assessment test (Written or Oral) 6. Portfolios at the time of assessment (if any)
Minimum Evidence Required	<p>During a practical assessment, under observation by an assessor, you will complete</p> <p>Assessment Task 1</p> <p style="padding-left: 20px;">Performance Criteria 1 Performance Criteria 2 Performance Criteria 3</p> <p>Assessment Task 2</p> <p style="padding-left: 20px;">Performance Criteria 1 Performance Criteria 2 Performance Criteria 3</p> <p>Assessment Task 3</p> <p style="padding-left: 20px;">Performance Criteria 1 Performance Criteria 2 Performance Criteria 3</p> <p>Portfolios required at the time of assessment (if any) for</p> <p style="padding-left: 20px;">Performance criteria 1 for the evaluation of portfolio Performance criteria 2 for the evaluation of portfolio Performance criteria 3 for the evaluation of portfolio</p> <p style="text-align: center;">Page 83 of 112</p>

Page 2: Assessors Judgment Guide (to be completed by the Assessor and signed both by the

Candidate Details	Name: Registration/Roll Number:							
	Candidate 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 Requirements	COMPETENT				✓	NOT YET COMPETENT		
Assessment Outcome	Name of the Assessor.....Assessor's code:..... Signature of the Assessor:.....							

assessor and the candidate after the assessment)



Each Assessment Task (with performance criteria)				
Assessment Task 1		Description of assessment task 1		
During the practical assessment, candidate demonstrated the following:		Yes	No	Remarks
1	Performance criteria 1			
2	Performance criteria 2			
3	Performance criteria 3			
4			
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>		

Portfolio (if any)		Description of portfolio			
Current <input type="checkbox"/>		Sufficient <input type="checkbox"/>	Authentic <input type="checkbox"/>	Valid <input type="checkbox"/>	Reliable <input type="checkbox"/>
Portfolio meet the following performance standards:		Yes	No	Remarks	
1	Performance criteria 1				
2	Performance criteria 2				
3	Performance criteria 3				
4				
Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>			

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.

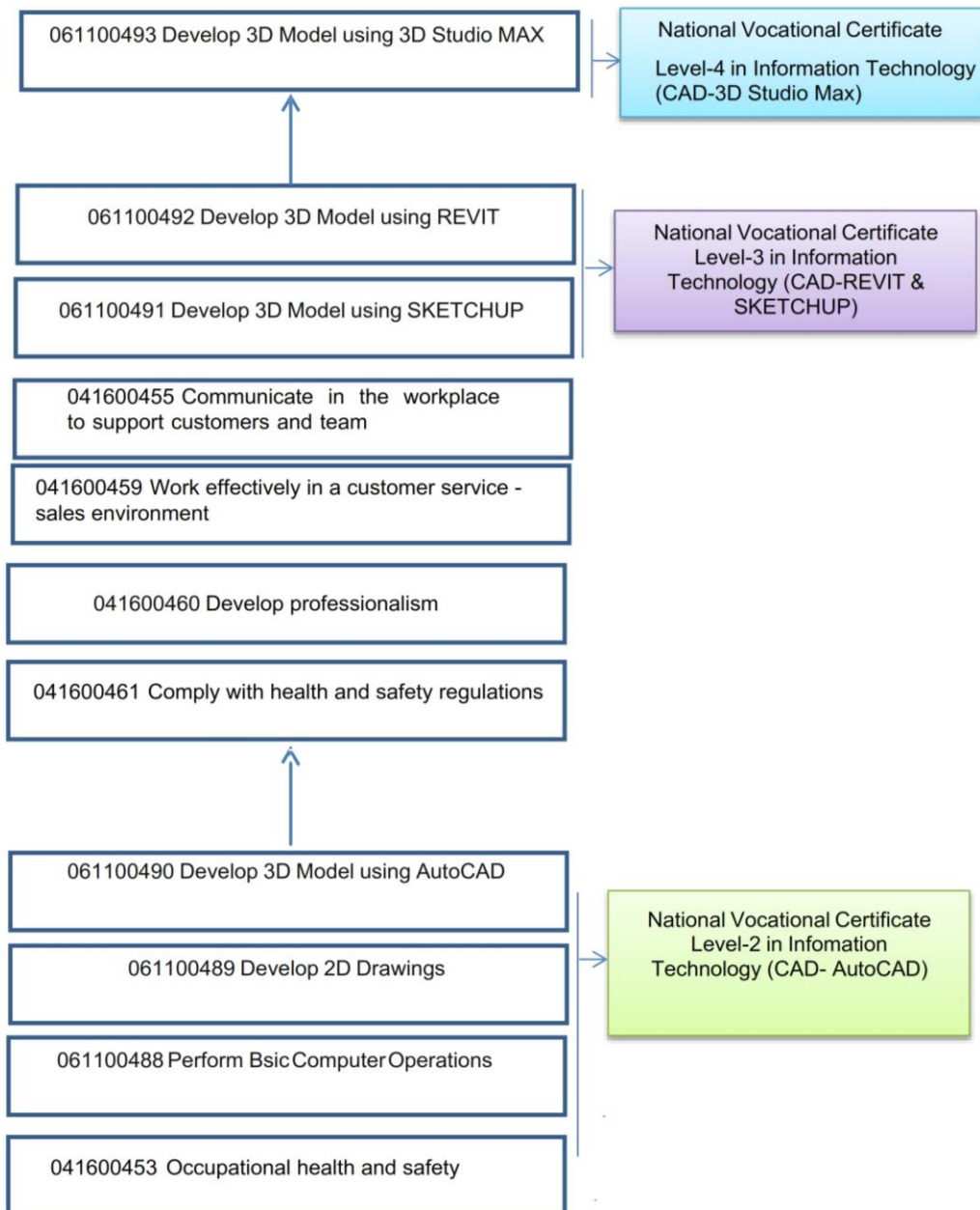
(**Example:** Do not use words like quickly, slowly, immediately.)

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 Qualifications

The national vocational qualifications have been packaged as per following:



Annexure-9: NVQ Registration Form

Name of Institute:_____ **NVQ Registration Form** NVQ:_____

Institute Reg.#_____ 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: Guideline on Developing Competency-Based Curriculum and Template

The major components of a curriculum document include descriptions of learning modules and outcomes, sequence and duration of learning, learning context, trainer's qualification and the equipment and consumables required. These are briefly described below:

- a) **INTRODUCTION:** Title and level of the qualification, its demand and justification, overall purpose and objectives of the course, major competencies to be gained after completion, job opportunities, trainees entry level, trainers' qualifications, instructional strategies and estimated duration of the course are some of the elements described in the introduction part of the curriculum document.
- b) **MODULES:** Modules in the curriculum are formed based on each Competency Standard finalized during the qualification development. The modules are appropriately sequenced with description (pen picture) of each module along with suggested time frame of delivery during the training.
- c) **LEARNING UNITS:** Each module is divided and described into 'Learning Units', which form the chapters in the teaching and learning material. Learning Units are further described into learning outcomes and learning elements.
- d) **LEARNING OUTCOMES:** 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. Learning outcomes are listed at the beginning of each chapter of learner's guide with their explanation in the contents supported with activities and tasks.
- e) **LEARNING ELEMENTS:** 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 description of the contents in the learner's guide with updated information and examples.
- f) **LIST OF TOOLS, EQUIPMENT AND CONSUMABLES:** Develop list of tools, equipment, consumables required during the training.
- g) **CREDITS OF THE COMPETENCY UNITS:** The credit value of the whole qualification shall be defined by estimating the amount of time/ instruction hours required to complete each competency unit and competency standard. The NVQF uses a standard credit value of 1 credit = 10 hours of learning (Following Higher Education Commission (HEC) guidelines).

Table: Assigning Credit Value to the Competency Standards

Competency Standards	Estimate of hours	Credit
Identify Design Tools	100	10
Conceive a Design Concept	200	20
Analyze Cost Effective Solutions	100	10
Edit Photos and Development of Graphics	50	5
Prepare Pre-Press Job	200	20
Perform basic Hardware Maintenance	200	20
Communicate with Others	100	10
Describe rights at the workplace	50	5
Total	1,000	100

Annexure-12: 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:

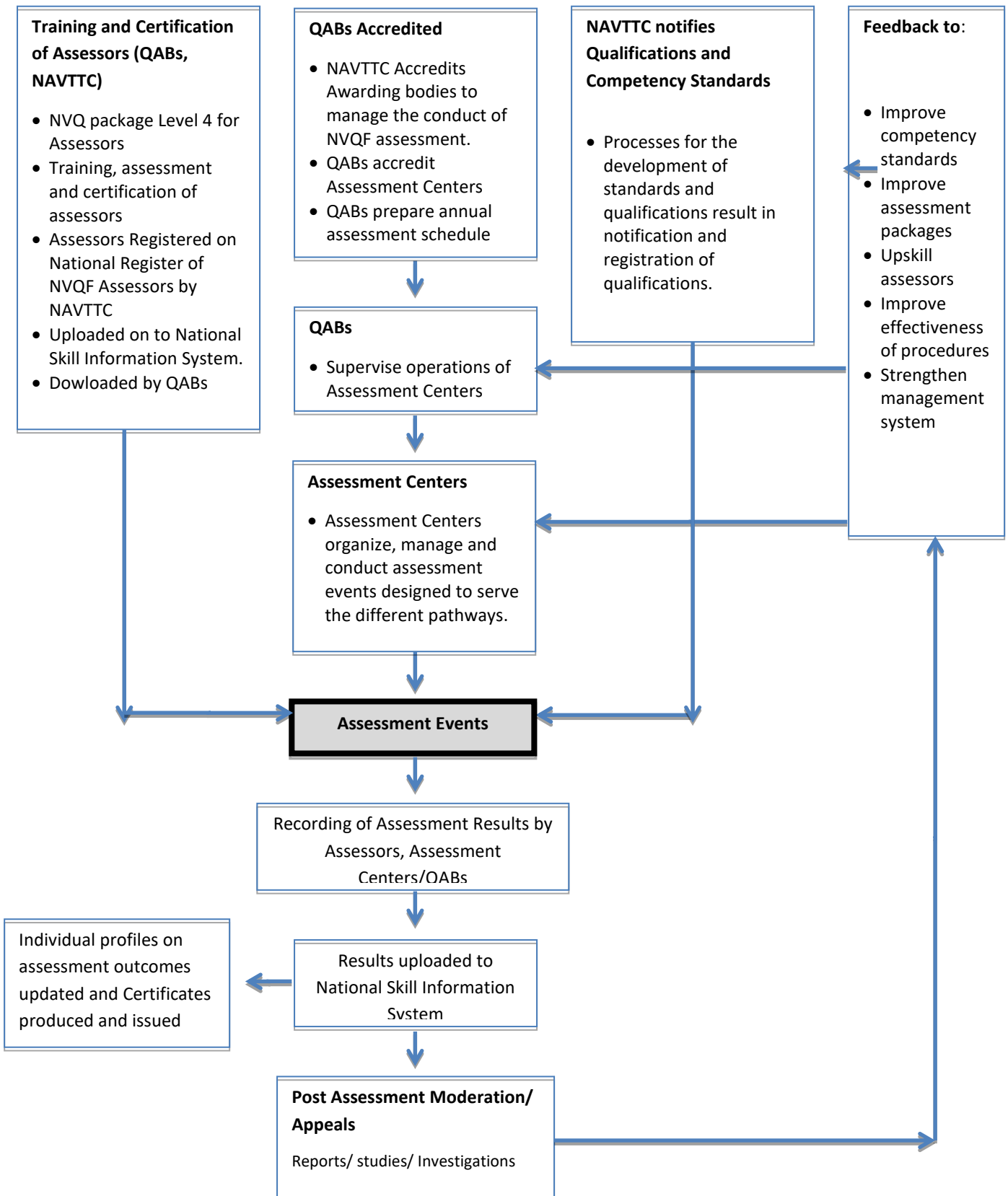
Signature of Head or authorized person

Annexure-XX: 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
Master	30	190	16	206
Bachelor	40	160	14	174
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 15: Marking Sheet for Skill Assessment (Practical / Project)

Date of Assessment: _____ Assessment Centre: _____

Qualification CODE: _____ Level: _____

Name of Trainee: _____ Reg. No. _____

Part - A

No.	Critical Skills	Initial Marks (Rating 10-0)	Difficulty Factor	Marks Obtained
1	Installation/function of reverse motor		2	
2	Installation of forward motor		3	
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.	Performance 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-16: Sample of Record of Achievement Certificate

NAVTTC

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: _____

The candidate has achieved the following Competency Standard(s):

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.

Back of the page

Annexure-17: Moderation of Assessment Checklist (Ensuring assessment fairness, validity & consistency against a competency standard)

Qualification Title: _____

Competency Standard Title & Code: _____

Moderation Area / Indicators	Yes	No	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 candidates’ 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 candidates ▪ Where work samples are to be used as evidence, candidates 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 candidates and work places ▪ Where practical and appropriate, assessment/ evidence was negotiated and agreed between the assessor and the candidate 			

<ul style="list-style-type: none"> ▪ Candidate 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 candidates to meet any special needs ▪ The assessment approach chosen catered for all candidates ▪ Reasonable adjustment was made to the assessment strategy to ensure equity for all candidates, while maintaining the integrity of the Y/N outcomes 			
--	--	--	--

Annexure-18: 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	Yes	No	Comments
<p>Prepare for Assessment Prior to Meeting with Candidate</p> <ul style="list-style-type: none"> ▪ Appropriate units of competency identified from the candidate’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 candidate 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 candidate 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 ○ Candidate’s responses to questions recorded ▪ Was the assessor overly supportive or asking leading question? ▪ Were all relevant OHS requirements addressed? <p>Judge evidence (<i>Assessment decisions based on evidence captured within observation and confirmation checklists</i>)</p> <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 Candidate</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 candidate to ask questions <p>Validate Documentation</p> <ul style="list-style-type: none"> ▪ All appropriate documentation completed and signed ▪ Both candidate 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-19: 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: Glossary of Terms

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 candidates' 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
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.
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 learners 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	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: <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 learners 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.
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	<p>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:</p> <ul style="list-style-type: none"> • 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 learners 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