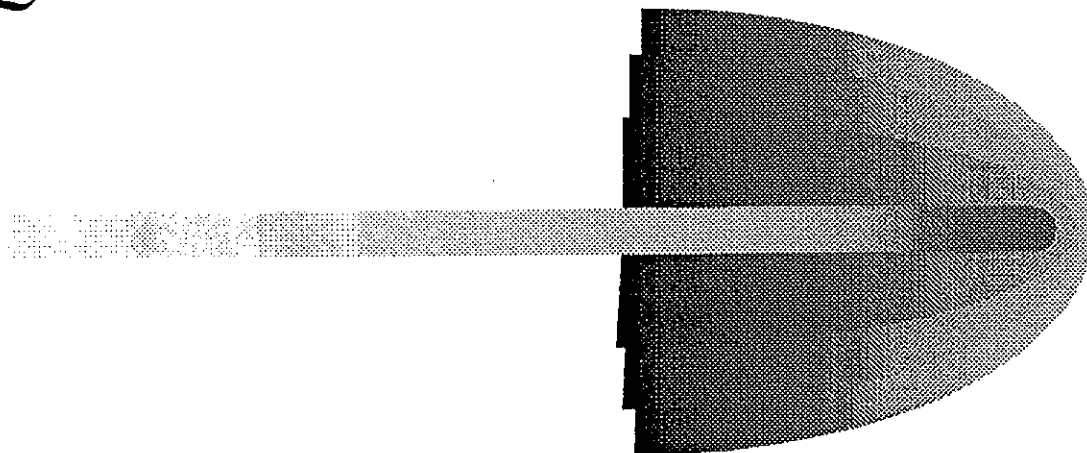


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***ASSESSING TECHNICAL AND
VOCATIONAL EDUCATION:
NATIONAL VOCATIONAL
QUALIFICATIONS OF JAMAICA***



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Other functions are to:

- ✓ Promote improvement in the competencies of the workers in the labour force through the approval of occupational standards
- ✓ Certify individuals who have demonstrated a mastery of tasks in the particular occupation by awarding the National Vocational Awards of Jamaica – the NVQ-J,

and thirdly,
- ✓ The approval and accreditation of Tech-Voc Education and Training programmes which meet established standards

The NCTVET bases its certification system on Occupational Standards, using the competency-based approach. “Competency” as used here is defined as the knowledge, skills and attitudes desired of the workers in a given work role.

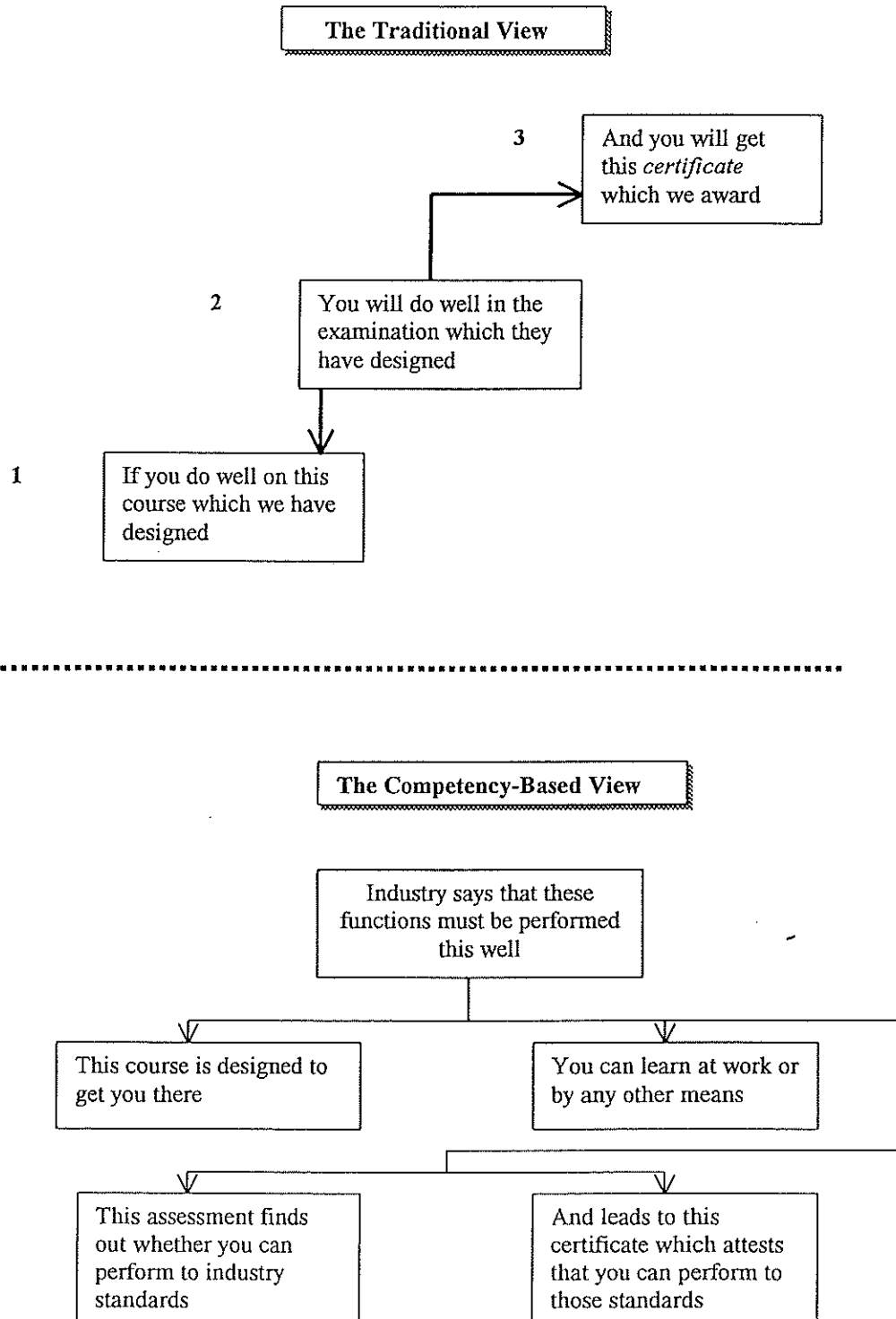
Why this approach? The competency-based approach was deliberately selected rather than a traditional route of assessment (Fig.1) as there was an increasing demand for business sectors and leaders in industry for workers and potential workers to enter the labour force with the skills needed to perform the job for which they were employed. Many individuals were not formally trained or were unskilled and this led to a loss of productivity time which in turn affected not only output, but the quality of the goods and services on the market.

In order to remain competitive and faced with rapid technological changes in the workplace, it was essential that workers or potential workers be trained and certified based on established standards for the job. NCTVET consciously took the competency-based route where occupational standards are derived directly from experts (Lead Groups) in the various occupational areas and where individuals are assessed against the standards defined by industry and are certified based on their competence to perform the job or task.



Figure 1

TRADITIONAL VS COMPETENCY-BASED ASSESMENT





Standards in essence refer to “best practice” in industry. These standards state what is expected of the worker who is performing that job (*see assessment process on page 5*). Using the competency-based approach to occupational certification we assess:

- (i) what the worker can do
- (ii) how well the job is done
- (iii) the range of instances of performing that job

Standards are based on the needs of employment and embody the skills, knowledge and level of performance relevant to the work activity. For Jamaica, these standards form the prime focus of training and the basis of vocational qualification (*Appendix A*). In the assessment process, all standards have to be met, and the certification proves that individuals can do a particular task using not only their practical skills, but the underpinning knowledge and application of that knowledge.

Competency-based assessment (*Appendix B*) :

- (i) is normally undertaken in the workplace or under work place conditions (*has implications for resources*)
- (ii) is individualized – timing of assessment depends on the pace at which the individual works or gains competence in the various areas – hence the heavy dependence on continuous assessment
- (iii) does not emphasise a percentage rating (*Appendix C*)
- (iv) does not compare individual with others
- (v) ensures and requires that all standards be met
- (vi) guarantees competence on award of certification (as only competent or not yet competent judgements are made during the assessment periods (*Appendix D*))



2. The Assessment Process NVQ-J

NVQ-J assessment is based on various types of evidence produced by the individual which are measured against occupational standards. The evidence can take a number of forms: - process as in the case of performing a task or product, as in a project or an assignment to be completed and graded. In any event, the types of evidence will include many of the following:

- performance evidence
- knowledge evidence
- direct evidence –products, results of observation, or results of questioning
- supporting evidence
- historical evidence

Evidence has to be collected and for the NVQ-J, this is done in a variety of ways including the form of Log-Books (*Appendix E*) and Institutional –Based Assessment forms.

The Log Book has two purposes:-

a) Transparency

It clearly shows what is expected of the worker (the standards) as the various tasks are outlined

b) Level of Competence - rated

Candidate performance is rated on an on-going basis. This is signed off by the Candidate, the Assessor and the Verifier.

As under traditional methods, assessments vary from observation, to projects, skills tests, simulation exercises, oral questioning, written and multiple choice questions. Based on the training programme and the Certification Plan, the individual does not move onto another module/task until competence is mastered. Allowances have to be made for the individuals to repeat the task if necessary until the requirements are met.



3. Quality Assurance

The following rules of assessment are intended to ensure quality in the system:

Rules of assessments:

- a) Transparency
- b) Validity
- c) Reliability

Transparency In terms of transparency, the competency-based system should be clear to all involved. Standards have to be accessible and user-friendly for all to understand.

Validity As a second rule validity ensures that both the Assessor as well as the individual are clear on what evidence should be generated. In addition, the types and forms of assessment will provide proof of the specified standards.

Reliability The assessment system is of value only if assessors in different locations make the same judgement about the same candidate based on the same evidence. Reliability is built through quality control and monitoring of assessment. Training and upgrading has to be thorough and frequent in order to maintain consistency and reliability.

Rules of Evidence:

- a) Validity
- b) Authenticity
- c) Currency
- d) Sufficiency

As with assessment, it is important that the evidence is valid. "What does this evidence tell me about the individuals performance?" If the answer points to expected outcomes of stated standards the evidence is valid.

Authenticity is important under rules of evidence as the assurance must be given that the work done was done by the individual himself.



Currency relates mainly to historical evidence. The documentation and evidence must have currency. Evidence is only current if the information it provides the assessor or verifier, matches that specified by the Standards.

Sufficiency is one area which concerns many verifiers. Is the evidence enough? Is it too little? These questions often pose difficulties for new assessors to decide what is enough. However, if we go by the rule that all of the standards must be assessed, the concern regarding sufficiency should diminish. Evidence must be presented covering all tasks required with that occupation or job.

The following checklist is used as a basis for NVQ-J assessment:

- All standards must be assessed (evidenced by records)
- Evidence should relate directly to specified standards (content validity)
- These should be sufficient evidence to cover the full range of conditions of the standards (*Appendix A- Waiting*)
- There should be no comparison or contrast between candidates, evidence relates to individual assessment
- Evidence should be traceable to its source (*good record keeping, signed off by all stakeholders*)
- Evidence must be generated under realistic conditions using valid assessment methods (*should simulate or mirror industry conditions*)
- The assessment process should not be an additional burden on candidates or assessors

In order to make Tech-Voc certification accessible, NCTVET has devised a number of assessment methods for certification:

- (i) Institutional
- (ii) On-the-Job
- (iii) Prior Learning

Although each situation is different, NCTVET has to ensure that all the rules apply regardless of the methods used, and that assessments are reliable and



valid, ensuring quality and consistency across occupational areas and assessment modes.

4. Personnel Issues in NVQ-J Assessment

For each situational mode of assessment used (*ie. On the job, institutional or prior learning*) front line supervisors and instructors are used to assess individuals. At the other level, external verifiers are used and these are drawn from industry. In the case of Prior Learning, a panel of industry experts is used to evaluate the competencies of the individual. The criteria for these assessors and verifiers include:

- experience in the occupational role
- experience in supervision/line management
- willingness to undertake the role

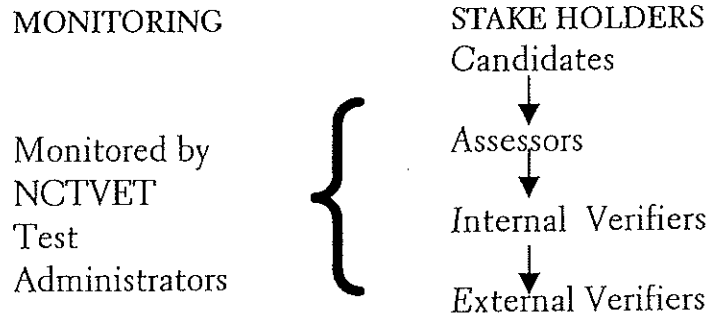
5. Quality Assurance by Training and Monitoring

Assessors and verifiers have to be properly briefed and orientated—training is extremely important as the whole area of competency-based assessment is new for all concerned. The use of standards are also applicable here (*Appendix G*). Assessors and Verifiers need to understand the importance of their role and the procedures which need to be followed. Several aspects of system are covered during training including:

- principles of competency-based assessment
- use of standards
- rules of assessment
- rules of evidence
- methods of assessment
- room for flexibility
- role of assessors/verifiers



Quality assurance rests with all the stakeholders:



Monitoring of the system is an important feature of quality assurance and verification within the system. Each institution, firm or prior learning candidate is monitored by internal Test Administrators who are responsible for ensuring adherence to NCTVET policy guidelines and procedures. (*Appendix H - Organizational Chart*)

6. Certification

When all the requirements are met by the individuals, the results will be presented to Council for ratification. NCTVET then issues the NVQ-J “Certificate of Competence” (*Appendix D*) with a Record of Achievement which lists in detail the various modules/tasks that the individual completed during the assessment period. The NCTVET awarding body also issues:

- Unit Certification - of Competence (job clusters within the Occupational partial completion of the occupational area)
- Joint Certification – where NCTVET will approve an in-house training course, monitor the assessment procedures, and jointly with the company, issue a certificate



7. NVQ-J Levels of Occupational Certification

The NVQ-Js are categorized into five levels of awards ranging from Level I which represents the supervised or entry level worker, to Level IV which represents Senior Managers and professionals (Appendix I). Each of the five occupational levels can be aligned with the educational level of the individual (Appendix J). At the base is the entry-level worker who must have obtained at least a secondary level of education before he/she can access training for NVQ-J Certification.

8. Conclusion

The NCTVET has been in operation for six years. During this time it has certified approximately fourteen thousand individuals in over forty occupational areas. The majority of those certified are Level I workers, but an effort is consciously being made to certify higher level candidates (*in association with the University of Technology*).

Through a process of trials and corrective application of various strategies, many concerns have been addressed. The nature of the competency-based approach dictates that there has to be constant evaluation to improve the assessment as well as constant dialogue with all the partners and stake holders involved including industry, to improve the quality of the productive labour force and to increase access to certifiable education and training in Jamaica.

March 2000



APPENDICES





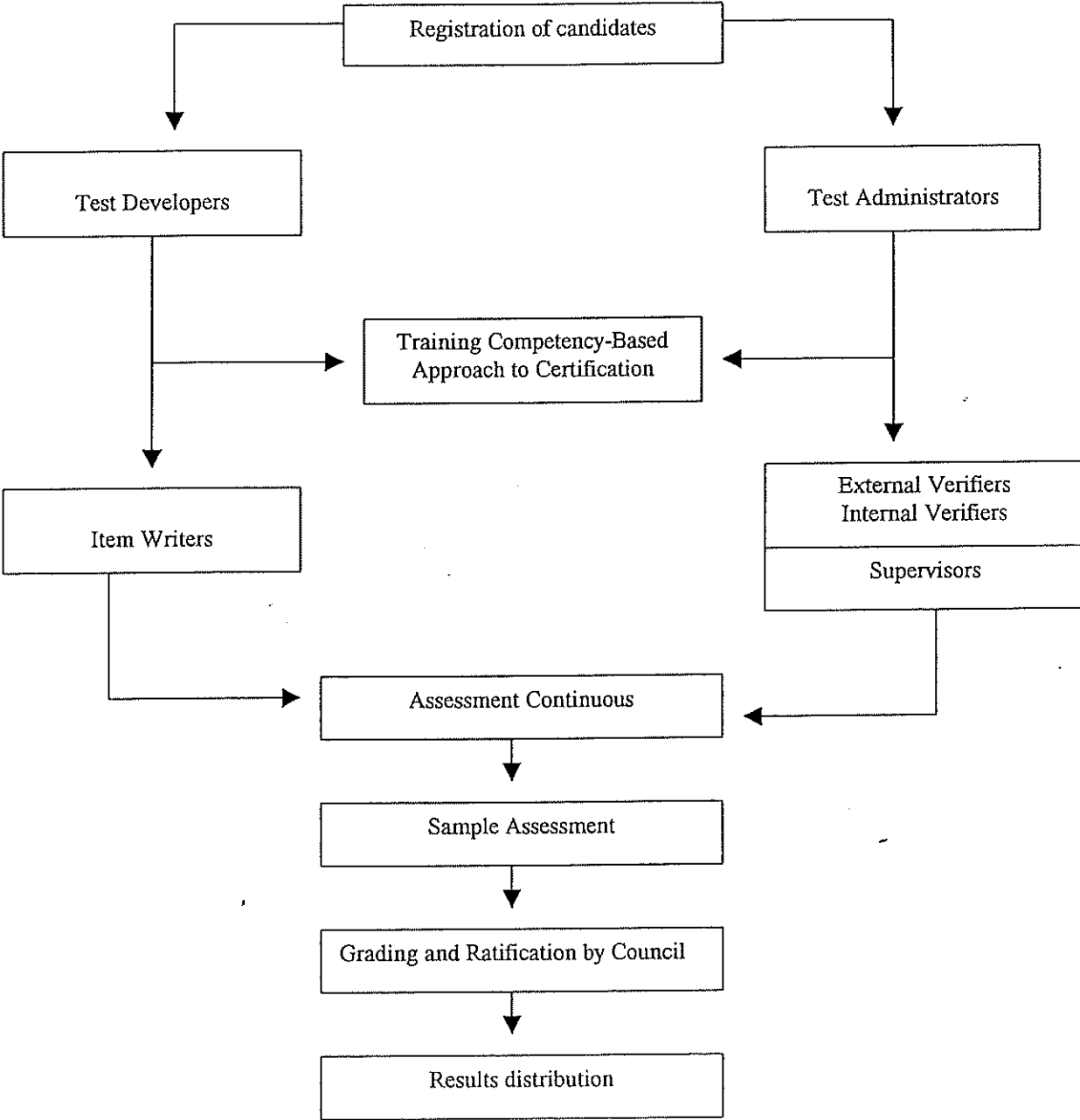
- APPENDIX
- A: Sample Standards: Food & Beverage Services – Waiter
 - B: NVQ-J Assessment Flow Chart
 - C: Performance Rating Narrative
 - D: Certificate of Competence
 - E: Sample Performance Log Book – Food and Beverage – Waiter
 - F: Student Competency Profile Record Form
 - G: Standards for Assessors and Verifiers
 - H: Organizational Flow Chart- NCTVET
 - I: NVQ-J Levels of Award
 - J: NVQ-J Occupational Hierarchy

APPENDIX A Smalle Standards – Hospitality Industry Food and Beverage Services
Waiter

DINING ROOM WAITER/WAITRESS

Duty/Tasks	Performance Criteria	Conditions	Working Knowledge	Attitudes
<p>Preparing Tables and Service Area</p> <ol style="list-style-type: none"> 1. Prepare dining area 2. Prepare dining tables 3. Prepare sideboard service area 4. Maintain dining and service area 5. Secure restaurant 	<ol style="list-style-type: none"> 1. General ambiance of dining area is in accordance with property standards 2. Table settings selected and placed appropriately for meals 3. Sideboards are appropriately arranged and stocked 4. Waste is handled and disposed of correctly and in keeping with property standards 5. Property procedures are followed in maintaining and securing restaurant environment 	<p>Location:</p> <ul style="list-style-type: none"> indoors outdoors snack bars conference room ball room <p>Occasions:</p> <ul style="list-style-type: none"> regular mealtimes buffet brunch wedding <p>Table Settings:</p> <ul style="list-style-type: none"> place mats napkins flatware cutlery glassware 	<ul style="list-style-type: none"> • Knowledge of types of table settings • name of utensils • sanitization requirements • types of menu • property standards • environmental protection laws 	<ul style="list-style-type: none"> • Follows instructions • Exhibits good workmanship • Avoids waste of material and time • Avoids accidents (works safely) • Practises good personal hygiene • Cooperates with others • Displays good deportment and mannerisms

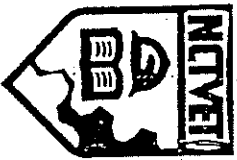
NVQ-J ASSESSMENT FLOW CHART





PERFORMANCE RATING NARRATIVE

RATING	NARRATIVE
5	Candidate has demonstrated a mastery of technical and related knowledge which spans a wide range of complex conditions and can perform with a high level of professionalism
4	Candidates has demonstrated a working knowledge of the skill and is able to perform with initiative and adaptability to a range of complex conditions
3	Candidate has demonstrated sufficient knowledge and ability to operate satisfactorily in a range of conditions and apply working rules for problem solving
2	Candidate has demonstrated sufficient knowledge and skill to operate satisfactorily in a range of conditions but requires periodic supervision
1	Candidate has not demonstrated sufficient evidence of knowledge and skill from which a judgement can be made



NATIONAL VOCATIONAL QUALIFICATION

Certificate of Competence

This is to certify that

*achieved the performance level in the
occupational area acknowledged below*

this _____ day of _____ 19 _____

Chairman, National Council on
Technical & Vocational Education
& Training (NCTVET)

Registrar, NCTVET

FOOD & BEVERAGE SERVICES		Rating Attained	Resit Rating	Date Completed	Remarks External Verifier, Instructor, Programme Manager
NAME OF MODULE & TASK					
MODULE 1	ORIENTATION TO THE OCCUPATION - FOOD & BEVERAGE SERVICE				
<i>UNIT I</i>	<i>INTRODUCTION TO THE HOSPITALITY INDUSTRY</i>				
TASK 1A	Identify careers in the occupation	1 2 3 4 5	1 2 3 4 5		
TASK 1B	Observe trade and professional ethics	1 2 3 4 5	1 2 3 4 5		
TASK 1C	Identify occupational problems	1 2 3 4 5	1 2 3 4 5		
TASK 1D	Observe established policies and procedures of the workplace	1 2 3 4 5	1 2 3 4 5		
TASK 1E	Demonstrate knowledge of the function of the Food and Beverage Department	1 2 3 4 5	1 2 3 4 5		
<i>UNIT II</i>	<i>CREATING AND MAINTAINING PROFESSIONAL RELATIONSHIP</i>				
TASK 1F	Practise human relations skills	1 2 3 4 5	1 2 3 4 5		
TASK 1G	Maintain a hygienic and professional appearance	1 2 3 4 5	1 2 3 4 5		
TASK 1H	Maintain guest care	1 2 3 4 5	1 2 3 4 5		
TASK 1I	Deal with guest complaints	1 2 3 4 5	1 2 3 4 5		
TASK 1J	Deal with guest related incidents	1 2 3 4 5	1 2 3 4 5		
<i>UNIT III</i>	<i>MAINTAIN A SAFE AND SECURE WORKING ENVIRONMENT</i>				
TASK 1K	Follow safety regulations and procedures governing the workplace	1 2 3 4 5	1 2 3 4 5		
TASK 1L	Carry out procedure the event of accident	1 2 3 4 5	1 2 3 4 5		
TASK 1M	Carry out procedure in the event of fire	1 2 3 4 5	1 2 3 4 5		
TASK 1N	Deal with discovery of suspicious items/packages	1 2 3 4 5	1 2 3 4 5		
MODULE 2	MISE EN PLACE - FOOD & BEVERAGE SERVICES				
TASK 2A	Prepare dining area	1 2 3 4 5	1 2 3 4 5		
TASK 2B	Prepare dining tables	1 2 3 4 5	1 2 3 4 5		
TASK 2C	Prepare sideboard/service tables	1 2 3 4 5	1 2 3 4 5		
TASK 2D	Prepare trolley	1 2 3 4 5	1 2 3 4 5		
TASK 2E	Receive clean linen	1 2 3 4 5	1 2 3 4 5		
TASK 2F	Fold napkin	1 2 3 4 5	1 2 3 4 5		
TASK 2G	Manipulate tray	1 2 3 4 5	1 2 3 4 5		
TASK 2H	Handle condiment equipment	1 2 3 4 5	1 2 3 4 5		
MODULE 3	PROVIDING SUPPORTING SERVICE - FOOD & BEVERAGE SERVICES				
<i>UNIT I</i>	<i>CLEAN SERVICE EQUIPMENT AND UTENSILS</i>				
TASK 3A	Wash and sanitize glassware, chinaware and silverware	1 2 3 4 5	1 2 3 4 5		
TASK 3B	Clean trolleys and trays	1 2 3 4 5	1 2 3 4 5		
TASK 3C	Clean table and cooking lamps	1 2 3 4 5	1 2 3 4 5		
TASK 3D	Clean coffee machine and toaster	1 2 3 4 5	1 2 3 4 5		
TASK 3E	Clean blender and juicer	1 2 3 4 5	1 2 3 4 5		
<i>UNIT II</i>	<i>PREPARE AND CLEAN FUNCTION ROOM</i>				
TASK 3F	Prepare function room	1 2 3 4 5	1 2 3 4 5		
TASK 3G	Service function room	1 2 3 4 5	1 2 3 4 5		
TASK 3H	Clear function room	1 2 3 4 5	1 2 3 4 5		
MODULE 4	DINING ROOM SERVICES - FOOD & BEVERAGE SERVICE				
<i>UNIT I</i>	<i>SERVING GUESTS</i>				
TASK 4A	Identify types of food service in hotel	1 2 3 4 5	1 2 3 4 5		
TASK 4B	Identify types of menu	1 2 3 4 5	1 2 3 4 5		
TASK 4C	Greet and seat guests	1 2 3 4 5	1 2 3 4 5		
TASK 4D	Take food orders	1 2 3 4 5	1 2 3 4 5		
TASK 4E	Place and pick up orders	1 2 3 4 5	1 2 3 4 5		
TASK 4F	Serve guests	1 2 3 4 5	1 2 3 4 5		
TASK 4G	Serve from catering trolley	1 2 3 4 5	1 2 3 4 5		
TASK 4H	Room service	1 2 3 4 5	1 2 3 4 5		



STUDENT COMPETENCY PROFILE RECORD FORM

Student: _____ ID# _____
 Last First MI

Institution : _____
 Training Programme : _____
 Student's address : _____
 Date of enrollment : _____ Group: _____

TRAINING RECORD

Skill : _____
 Beginning date : _____
 Completion date : _____

PROFICIENCY/PERFORMANCE LEVELS:

THEORETICAL

PRACTICAL

5	Demonstrate ability to design and develop cognitive strategies, creative methods and products, with mastery of related technical language.	5	Can perform the skill adeptly with initiative and adaptability to problem situations.
4	Demonstrate ability to synthesize/compose ideas and apply simple rules for problem solution, with correct related language usage.	4	Can perform the skill satisfactorily without assistance and/or supervision.
3	Demonstrate ability to follow procedures and use rules to explain processes and concepts, with minimum difficulty and with adequate use of the related language.	3	Can perform the skill but requires periodic assistance and/or supervision.
2	Demonstrate ability to define and classify concepts, using specific descriptions, with reasonable related language usage.	2	Can perform some parts of the skills satisfactorily, but requires considerable assistance and/or supervision.
1	Demonstrate ability to discriminate (name/difference recognition) among concrete concepts, and use simple forms of related language.	1	Can perform only limited parts of the skill and with difficulty.

PROFICIENCY/PERFORMANCE ASSESSMENT

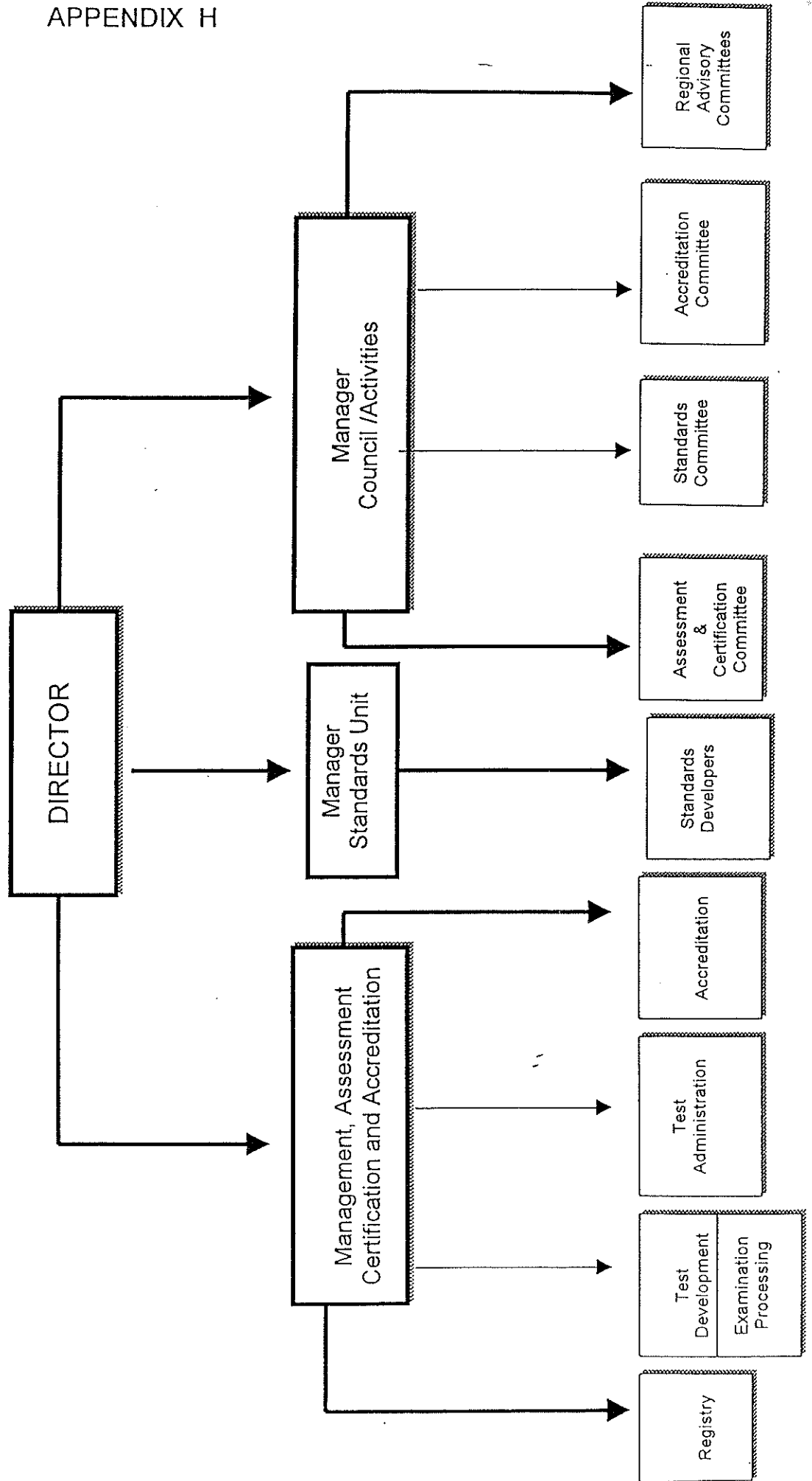
Standards for Assessment and Verification of Assessment Procedures and Practices for TVET

The functions of assessors and verifiers include:

1. Assessing candidate performance
2. Assessing candidates using various sources of evidence
3. Externally verifies assessment procedures at centre.

		Assessors	External Verifier	Master Assessor
FUNCTION 1. ASSESSING CANDIDATE PERFORMANCE				
1.1	Agree and review plan for assessing performance of Candidates.	*	*	*
1.2	Collect and judge performance evidence against criteria.	*	*	*
1.3	Collect and judge knowledge evidence against criteria.	*	*	*
1.4	Make assessment decisions and provide feedback.	*	*	*
FUNCTION 2. ASSESSING CANDIDATES USING VARIOUS SOURCES OF EVIDENCE				
2.1	Agreed and review an assessment plan.		*	*
2.2	Judge evidence and provide feedback to centre.		*	*
2.3	Make assessment decision using various sources of evidence and provide feedback to awarding body.		*	*
FUNCTION 3 EXTERNALLY VERIFIES ASSESSMENT PROCEDURES AT CENTRE.				
3.1	Maintain records of visits and provide feedback to awarding body.		*	*
3.2	Verify assessment practice and centre procedures.		*	*
3.3	Provide information, advice and support services.		*	*
3.4	Advise and support assessments.			*

NCTVET ORGANIZATIONAL CHART



NCTVET and NVQ Levels

- Level I** - **Apprentice, Entry Level, Supervised Worker (Semi-skilled)**
- Including competencies, work activities and knowledge-base which are foundational, routine, and form a basis for progression in the occupation. Workers at level I perform under close supervision of a competent worker.
- Level II** - **Skilled - "Journeyman"**
- Including a broad base of knowledge and practical competence demanding greater involvement and competence than Level I and allowing for some autonomy. Possible responsibility for supervising entry-level workers requires a considerable amount of appropriate work experience.
- Level III** - **Supervisory "Technician" Senior Worker**
- Including a broad range of knowledge, skills, and insights that are complex in nature, non-routine and in most cases, requiring problem-solving and supervisory skills. High degree of autonomy and responsibility for managing resources and for the output of others.
- Level IV** - **Master Craftsman, Junior Professional**
- Involving vocational competency of a complex, technical nature including specialized tasks and managerial responsibilities such as designing, planning, and problem-solving. A fair amount of pedagogical skills are included.
- Level V** - **Professional - Managerial**
- Including Level IV competencies, plus additional professional skills and development studies to include pedagogical, technological, and managerial training. Strong leadership skills are implied at this level.

THE NATIONAL COUNCIL ON TECHNICAL AND VOCATIONAL EDUCATION & TRAINING

Occupational Hierarchy

