



National Council on Technical and Vocational Education and Training

Glossary of *Words/Terms* for the TVET System

Accreditation

Accreditation is the process of granting recognition to an institution or programme of study to indicate that it has met or exceeded pre-determined standards.

Accreditation Standard

An Accreditation Standard is the set of rules/guidelines/principles that is used to examine the entity's operations.

Accrediting Body

An accrediting body is the authority that is acknowledged as having the legal right to grant accredited status to an institution/organization or its programme of study.

Accredited Training Organization (ATO)

An ATO is a public or private training institution, training provider, industry body or organization that is accredited by the *governing body* (NCTVET) and granted approval to offer training and/or conduct assessment in accordance with the National Qualifications Framework (NQF-J) *leading to the National Vocational Qualification of Jamaica (NVQ-J) and the Caribbean Vocational Qualification (CVQ)*. An ATO can also offer training and/or conduct assessment in the Job Qualifications that are related to the programmes for which they are accredited.

Achievement

Achievement is the attainment of a specified standard of performance.

Appeal

Appeal is a formal request for the review of an assessment or evaluation outcome.

Apprenticeship

Apprenticeship is a specified term of on-the-job supervised training during which the apprentice works under the guidance of a qualified person and *acquire* the knowledge and skills that apply to the trade, occupation or craft.

Approved Centre

An Approved Centre is a training institution that has been granted permission by the NCTVET to register, train and assess candidates for NVQ-J, CVQ and Job certification.

Articulation

Articulation is the system used to compare courses or programmes for equivalency. It is the process by which one level of certification is used or accepted as the pre-requisite for higher level training or certification.

Articulation Agreement

Articulation agreement is a formal agreement between two or more institutions that allows specific programmes at one institution to be credited towards direct entry or advanced standing at another.

Assessment

Assessment is the process of *gathering* evidence of *candidates'* performance to *determine/measure* whether the *required standards have been met*. This can be done through *various means including* simulation or role play, or from previous activities that have been documented by a competent witness or verifiable source.

Assessment Audit

An assessment audit is a systematic inspection of an entity's capability to maintain the requisite systems in conducting assessments that meet the standard of certification by the NCTVET.

Assessment Context

The assessment context may be used to determine the assessment strategy to be adopted. Competency Standards state the assessment context and the methods to be used in each assessment. This information should be used to plan the assessment strategy for each unit or group of units of competence. Assessments may not always be possible in real work conditions. Even in on-the-job contexts, alternative scenarios may be set up for assessment where opportunity, cost considerations or sensitivity of material may prevent the conduct of "live" assessment.

Assessment Guidelines

Assessment guidelines are the means by which the Awarding Body explains how knowledge and understanding, skills and outcomes may be assessed in a particular NVQ-J/CVQ or cluster of competency units. These guidelines include advice on the type and amount of evidence to be collected by candidates.

Assessment Pathway

Assessment pathway is a mix of situations/assessment context through which evidence collection is facilitated.

Assessment Plan

An assessment plan indicates the agreement between the candidate and the assessor showing how, where and when evidence will be generated and collected. The plan may be revised if circumstances change to allow more time to do the assessment or to fit in with a new work schedule.

Assessment Strategy

Assessment Strategy is the set of recommendations and specifications about the approach to the assessment arrangements associated with a NVQ-J/CVQ to meet the criteria established. The strategy may be applied to a single NVQ-J/CVQ or to a group of qualifications. The strategy is likely to include:

- recommendations on how external verification of assessments will be done;
- aspects of the standards that must be assessed through performance in the workplace;
- the extent to which simulated working conditions may be used to assess competence;
- characteristics a simulation exercise should have;
- definitions of a realistic working environment;
- consultation with awarding bodies in defining the technical expertise of assessors and verifiers.

Assessment System

Assessment System is a systematic documented framework designed to ensure objective evaluation of competence.

Assessment Tool

Assessment Tool is a method for the gathering of evidence of competence. Assessment tool may include a knowledge test or a checklist of practical performance.

Assessor

An Assessor is a person qualified with the required knowledge and experience to carry out assessment to determine a candidate's learning outcomes based on established performance criteria in a particular area.

Attitude

Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. This is one's behaviour or self-skills.

Audit

An Audit is a systematic, independent and documented process for obtaining objective evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled (ISO9000:2015)

Auditor

An Auditor is a professional who has been authorized by an accreditation body to examine and analyse an organisation's/institution's records to determine compliance with established standards.

Audit Findings

Audit Findings refer to the data gathered during a full or partial (sampling) examination of the operations of an accredited or approved institution.

Authenticity

Authenticity is the quality of being real or genuine. It is a process of establishing the ownership of evidence presented to prove competency, and *which* involves investigation of material to determine that it is the sole work of the candidate.

Award

An Award is a certificate, diploma or degree presented to an individual or institution in recognition of the attainment of work competencies or criteria governing the occupation.

Awarding Body

An Awarding Body issues qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following an assessment and validation procedure. Some Awarding Bodies, like the NCTVET, accredits institution, approves

centres and works with them to ensure high quality delivery of qualifications and they carry out activity designed to assure the quality of the qualifications awarded.

Candidate

A Candidate is an applicant accepted by an awarding body/training institution to undergo assessment or pursue a course of study.

Caribbean Vocational Qualification (CVQ)

The Caribbean Vocational Qualification (CVQ) is a regional award that represents the achievement of a set of competencies that have been regionally endorsed as representing the work practices of an occupation and is consistent with the certification levels within the regional Qualification Framework. *CVQs are National Vocational Qualifications (NVQ) that are based on a common approach to training, assessment and certification as agreed by the National Training Agencies of the region. This agreement is done under the auspices of the Caribbean Association of National Training Agencies (CANTA). See NVQ-J.*

Centre Approval

Centre Approval is the process whereby an institution or organization may be approved to offer training in specific vocational programmes leading to the NVQ-J or CVQ certification. Institutions or organizations applying for Centre Approval must be actively involved in training and internal assessment for at least three (3) months for the programmes for which Centre Approval is being sought.

Certificate

A Certificate is a type of award conferred on an individual or institution for the successful completion of a specified number of units in a vocational/technical programme.

Certification

Certification is a process of formally validating knowledge, skills or competencies acquired/or demonstrated by an individual, following a standard assessment procedure, leading to the award of qualification/official document attesting to a status or level of achievement.

Challenge Test

A Challenge Test is a summative assessment comprises of written questions and practical tasks based on the competencies outlined in a Qualification Plan.

Client

A Client is a person or organization using a product or service. In vocational education and training, the client may be a student, apprentice, trainee, employer, enterprise, industry training advisory body, industry organization, or employment organization.

Cluster of Units

A Cluster of Units is a grouping or combination of related unit competencies to facilitate training and assessment.

Competence

Competence is the possession and application of related knowledge, skills and attitudes to the required standard of performance or required level of proficiency.

Competency/Competencies

Competency/Competencies is/are a set of measurable skills, knowledge and attitudes obtained through formal and/or non-formal education, work experience or life experiences. These knowledge, skills and attitudes are required to perform work activities to the standards required in employment.

Competency Based Assessment

Competency Based Assessment is the measurement of skills, knowledge and attitudes obtained by various means, with the purpose of determining the *level of the* candidate's ability to perform work activities to the standards required in employment.

Competency-Based Training

Competency-Based Training is a system of education and training that focuses on the ability to demonstrate a set of skills, knowledge and understanding within a set of relevant values and ethics (standards). This can also be referred to as standards-based, skills-based, outcomes-based training.

Competency Standards

Competency Standards are a set of industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency Standards are made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.

Continuous Assessment

Continuous Assessment is the ongoing evaluation of a learner's progress throughout a prescribed course of study.

Continuous Practical Assessment

Continuous Practical Assessment is the ongoing evaluation of a learner's competence while working on-the-job.

Core Competencies

Core Competencies is a term used to describe mandatory units, that is, those units that must be taken for the award of the NVQ-J/CVQ.

Course

A Course is a structured and integrated programme of education or training, usually consisting of a number of modules (subjects) or shorter programmes, and leading to the award of a qualification.

Credit

Credit is the acknowledgment that a person has satisfied the requirements of a module (subject) or unit of competency either through previous study (credit transfer) or through work or life experience (recognition of prior learning). The granting of credit exempts the client/learner from that part of the course.

Credit Transfer

Credit Transfer is the granting of status or credit by an institution or training organization to clients/learners for modules (subjects) or units of competency completed at the same or another institution or training organization.

Credential Evaluation

Credential Evaluation is the comparison of academic and professional degrees earned in other institutions to those earned in another. This comparison enables educational institutions and employers to understand different educational systems and determine admission of application or employment.

Criteria

Criteria are statements of principles or standards that an institution must meet in order to be considered for centre approval.

Currency

Currency is the term applied to the timeframe within which evidence (e.g. for witness testimony) or experience (e.g. for assessors) is deemed to be acceptable in the regulations and Assessment Guidelines for the award of CVQs/NVQ-Js.

Curriculum

Curriculum is a systematic plan of a learning programme, including defining training goals, content, methods and materials.

Customized Certification

Customized Certification is an award given in situations where nationally approved qualifications do not currently exist to meet the needs of organization or industry. A Customized Certification Programme may be approved by the NCTVET and certificate issued in recognition of the successful completion of this customized training programme. The customized programme is not assigned an NVQ-J level. The programme must be competency-based with both practical and theoretical components.

Duty

A Duty is a cluster of related tasks into a broad functional area or general area of responsibility.

Elements

Elements defines the essential outcomes/parts of a unit of competency. A Competency Standard is made up of a number of elements, each of which consists of a title and a written set of performance criteria to be met within stated contexts, together with any statements about knowledge or understanding needed to support the criteria.

Employability Skills

Employability Skills are transferable non-technical skills which are needed by individuals to make them employable e.g. critical thinking, problem solving, teamwork, work ethics, oral and written communication. Such skills are also referred to as 'soft skills'.

Entry-Level Skill

Entry-Level Skill is the minimum level of a skill required to commence employment in an organization or more generally, to gain entry into the workforce.

Entry Requirements

Entry Requirements are the qualifications *and conditions* required for entry to an education or training programme.

Equivalency

Equivalency refers to the parity that exists between institutions with respect to the value and significance of certificates, diplomas and degrees. The granting of equivalence gives the holder of a particular certificate the same occupational access as an individual holding similar certificate or diploma.

Evaluation

An Evaluation is a systematic, independent and documented assessment to objectively assess evidence to determine the extent to which the established training and assessment criteria are met.

Evidence

Evidence is information or material, collected or provided by *institution being audited* or a candidate *being assessed for NVQ-J/CVQ certification*. Such information/material is used to determine the *institution's eligibility to be accredited or approved* or to assess the level of the candidate's skills, knowledge and understanding.

Evidence Guide

Evidence Guide is the section of a Competency Standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasized in assessment and the required evidence of competency.

External Assessment

External Assessment is a form of independent assessment where assessment tasks are set, and candidates' work assessed by the awarding body.

External Practical Assessment (EPA)

External Practical Assessment (EPA) is a summative assessment to evaluate the candidate's competence by comparing performance to the Competency Standards. External Practical Assessment strategies includes: demonstration, project, portfolio presentation.

External Moderation

External Moderation is the process through which internal assessments *are* monitored by an awarding body to ensure that *they are* valid, reliable, fair and consistent with national standards. The process is sometimes called 'external verification'.

External Verification

External Verification is a process by which a trained individual is selected by the NCTVET to audit and monitor the assessments in the centres to ensure that consistent and accurate standards are being applied and maintained and that assessments are consistent with the requirements of the awarding body.

External Verifier

An External Verifier is a person contracted or employed by the Awarding Body to carry out verification activities of the NVQ-J/CVQ provision in an Approved Centre (including equal opportunities, access and health and safety) to ensure that centres approved to offer NVQ-Js/CVQs are consistently judging candidates equally, fairly and against the national standards.

The External Verifier audits the assessment system, including arrangements for the selection, recruitment and training of assessors, records of evidence and assessments, and will sample assessment in action where possible to monitor the administration and practice of assessment within the Centre.

External Written Assessment (EWA)

External Written Assessment is a summative assessment of a candidate's competence in relation to the underpinning knowledge requirements of the Competency Standards. External Written Assessment strategies includes: multiple choice, essay and short response questions.

Facilitator

A Facilitator is someone who helps a group of candidates understand their common objectives and assists them to plan to achieve them.

Facilities Audit

A Facilities Audit is an objective assessment of the facilities of an organisation/institution to evaluate its capability to facilitate training and assessment and to ensure that the relevant resources are in place, meet industry standards and can sufficiently accommodate the number of trainees and/or candidates.

Facilities Standards

Facilities Standards are training standards which provide specifications to facilitate consistent guidelines which different training locations will be able to use to determine the required standards for the relevant occupation. Information is provided on the basic physical requirements, tools, equipment and materials.

Formative Assessment

Formative Assessment is an evaluation process of providing the feedback that an instructor uses during a learning programme to help the learner reflect on and review his/her progress. The assessment strategy may include continuous formative assessment as part of the final determination of competence. In such cases, the centre must undergo external verification of the assessments done.

Gap Audit

A Gap Audit is an evaluation of an institution's current system against the requirements of the standard. The gap audit identifies areas where your system does not meet the requirements and is usually conducted as part of a process for assessing the readiness of institution's system for assessment.

Industry Lead Group

Industry Lead Group is a consortium of individuals from various sectors responsible for the development, maintenance and review of the national standards of competence that should be attained at specified levels by those working in occupations.

Institutional Assessment

Assessment that is administered within the formal training environment. Here emphasis is placed on demonstration of competencies through formative and summative assessment mechanisms

Integrated/Holistic Assessment

Integrated/Holistic Assessment is the process of combining requirements for knowledge, technical skills and attitudes from a range of competencies that is used in the assessment of an individual.

Internal Verification

Internal Verification is a process by which an identified person in a Centre ensures that the standards of assessment in the Centre are consistent both across the centre and with national standards.

Internal Verifier

An Internal Verifier is a person with direct responsibility for the quality assurance of the assessment process in an approved centre and in any of its satellite sites in which candidates are assessed.

Job Certificate

A Job Certificate an award which is made up of competency units to form job clusters, provides proof of working knowledge and competence in a specific set of tasks associated with a recognised job. The award can also be used as evidence towards completion of the National Vocational Qualification of Jamaica (NVQ-J) and the Caribbean Vocational Qualification (CVQ).

Job Certification

Job Certification is a process of formally validating an individual's ability to demonstrate the required knowledge, experience, and skills to perform a specific job, following a standard assessment procedure, leading to the award of a Job Certificate.

Key Competencies

Key Competency is any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key Competencies apply to work generally, rather than being specific to work in a particular occupation or industry. Competencies that are usually employed when carrying out a set of activities.

Key Purpose

Key Purpose is a functional definition of an entire sector or industry stated as outcomes.

Key Roles

Key Roles are a functional definition of an occupation stated in terms of outcomes.

Knowledge

Knowledge is facts, information and skills acquired through training, education or experience; the theoretical or practical understanding of a subject.

Learner

A Learner is a person learning a skill or subject. See also trainee.

Learning Outcomes

Learning Outcomes are statement of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of performance criteria based on knowledge, skills, and attitude.

Level

Level is a position where a qualification is located on a qualifications framework based on the level descriptors. See Qualification Level.

Material Resource Requirements

Material Resource Requirements is a list of the tools, materials and equipment required for the effective and efficient conduct of an assessment.

Moderation

Moderation is a process that examines assessment decisions to determine consistency amongst Assessors across Accredited Training Organizations (ATO).

National Council on Technical and Vocational Education and Training (NCTVET)

The National Council on Technical and Vocational Education and Training (NCTVET) is the authorized body empowered to ensure competence through quality assurance in order to improve, integrate and standardize technical and vocational and training through on going monitoring of the training system.

National Qualifications Framework (NQF)

The National Qualifications Framework defines all qualifications recognized nationally in post-secondary, technical and vocational education and training within Jamaica.

National Training Agency Qualifications System (NQS)

The NTA Qualifications System (NQS) is an assessment and certification system interfacing with the Training Management System (TMS) to facilitate the registration of candidates for assessment and the final reporting of assessment outcomes and certification status.

National Vocational Qualification of Jamaica (NVQ-J)

The National Vocational Qualification of Jamaica (NVQ-J) is a certificate of competence awarded to an individual based on the attainment of competencies nationally endorsed and ascribed to the level of the skill/occupation for which the individual is assessed. *NVQ that are based on a common approach to training, assessment and certification as agreed by the National Training Agencies of the region are approved as CVQs. This agreement is done under the auspices of the Caribbean Association of National Training Agencies (CANTA). See CVQ.*

Occupation

An Occupation refers to a group of jobs consisting of a set of competencies or related functions.

Online Assessment

Online Assessment is a test administered over the internet using available web technologies to evaluate specific competencies.

On-the-Job Assessment

On-the-Job Assessment is *the evaluation of an individual's knowledge, skills and attitude* in a work environment and usually takes place as the candidate carries out normal work.

On-the-Job Training

On-the-Job Training is training undertaken in the workplace as part of the productive work of the learner.

Outcome

Outcome (in education or training) is a result or consequence of participation in, or completion of an education or training programme.

Partnership

Partnership (in vocational education and training) is an arrangement between at least two organizations to achieve desired outcome through the sharing of resources.

Pathway

Pathway is a sequence of learning or experience that can be followed to attain competency.

Performance Criteria

Performance Criteria is a description of the standards or characteristics to be assessed for a given task or activity used by an assessor to ascertain if an individual can perform a specified task or activity to the defined standard or characteristics.

Portfolio

A Portfolio is a collection of material assembled by and/or for the candidates and presented as evidence that they have achieved the standards required for competence as defined by the standards. This term applies to all candidates such as Certification of Prior Learning (CPL), On-the-Job and off-the-job clients.

Portfolio Assessment

Portfolio Assessment refers to the evaluation of the evidence provided as proof of competence in a skill attained through prior learning experiences. The evidence is presented as a collection of documents that are validated against the Competency Standards.

Portfolio Development

Portfolio Development is a process of collecting, substantiating and organizing documented evidence to support claims of Prior Learning outcomes.

Pre-assessment

Pre-assessment is an *evaluation* to determine the level of competence attained:

- before a training plan is developed;
- prior to the administration of final assessment to determine readiness.

These assessments are normally diagnostic in nature and provide valuable information to the instructor and assessor in planning training and assessment. Pre-assessment feedback is used for developmental purposes and to determine readiness, not for establishing certification requirements.

Prior Learning Assessment (PLA)

Prior Learning Assessment (PLA) is acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a unit competence or cluster of unit competences.

Prior Learning Assessment Advisor

Prior Learning Assessment Advisor is an expert in the development of portfolio and guides a PLAR candidate in meeting the requirements of Prior Learning Assessment and certification.

Prior Learning Assessment

Prior Learning Assessment is process of identifying and measuring skills and knowledge for the purpose of recognizing and giving credit for learning that has been acquired through formal or informal education or training, work or other life experience. Prior Learning Assessment allows the evaluation of past learning against established academic or occupational standards so that recognition may be granted by an academic institution, occupational regulatory body, or employer.

Prior Learning Recognition

Prior Learning Recognition is the formal identification of an individual's competence that has been acquired or honed over a period of time through formal and non-formal/informal learning.

Programme

A Programme is (1) a plan incorporating a set of actions designed to achieve certain outcomes and (2) a full training programme with a set of education and training activities designed to achieve a specific vocational outcome, e.g. a course, subject and on-the-job training.

Project

A comprehensive activity involving tasks that require the use of complex, cognitive skills and important learning outcomes.

Qualification

A Qualification defines a set of competencies (knowledge, skills and attitude) that makes an individual eligible for an award or recognition. It denotes fitness for purpose through fulfilment of necessary conditions for the completion of a programme of study or training.

Qualification Framework

A Qualification Framework is an instrument for the classification of qualifications according to an established set of criteria for specified levels of learning achieved, thereby improving the transparency, access, progression, comparability and quality of qualifications.

Qualification Level

Qualification Level is a position where a qualification is located on a Qualifications Framework based on the level descriptors.

Qualification Plan

A Qualification Plan is a combination or listing of competency units compiled or clustered to determine a training programme and certification requirements.

Quality

Quality is a level of satisfaction with the effectiveness of vocational education and training organizations, their products and services, established through conformity with the requirements set by clients and stakeholders.

Quality Assurance

Quality Assurance is a generic term for all activities that provide assurance that the educational and training services of an organisation are continually being delivered effectively, to the required standard and in line with established criteria/goals and objectives.

Quality Management

Quality management is the act of overseeing and monitoring all activities and tasks that must be accomplished to maintain a desired level of excellence/quality. This includes establishing quality

policies and quality objectives through quality planning, quality assurance, quality control and quality improvement.

Quality System

Quality System is the organisational structures, responsibilities, procedures and resources for implementing quality management.

Reaffirmation/Re-Approval Audit

The audit conducted at the end of three or four years (Centre Approval and Accreditation, respectively) by the accreditation/approval body (NCTVET) to ensure continued compliance/conformance with the established standards, as documented in the Accreditation Standards/Centre Approval Guidelines.

Registered Assessor

A registered assessor is an assessor registered with the NCTVET to conduct assessments on its behalf. (See Assessor).

Range Statement

Range Statement is a part of the Competency Standards that describes the conditions within which competence has to be demonstrated e.g. type of equipment, extent of procedures, the nature of environment.

Ratification

Ratification is the formal acceptance of scores or ratings presented as evidence of a candidate's performance in a skill area as a result of assessment.

Rating Scale

A Rating Scale provides a descriptive of words/phrases and percentages that indicate performance levels. Qualities of a performance are described (e.g., supervisory, managerial) in order to designate a level of achievement.

Recognition of Prior Learning

Recognition of Prior Learning is the acknowledgement of a person's skills and knowledge attained through previous training, work or life experiences which may be used to grant status or credit in a unit or cluster of unit competencies.

Record of Achievement

A Record of Achievement is a record of the competence achieved by an individual through assessment at an accredited training organization by a qualified assessor. This record lists the competencies achieved in the various components of the assessment in the specified qualification.

Registration

Registration is the process of entering an applicant in the NCTVET's database and allocating a unique candidate number *in order for the candidate* to participate in assessment for NVQ-J/CVQ certification.

Reliability

Reliability is the degree to which the interpretation of the results of an assessment can be shown to be consistent throughout a number of applications.

Risk

Risk is the effect of uncertainty. Risk implies future uncertainty about deviation from the expected outcome.

Risk Management

Risk Management is the focus placed on the procedures and processes implemented to forecast, evaluate and avoid or minimise unfortunate events that impact an entity's objectives.

Sampling

Sampling is a process used to establish the extent of competence being demonstrated or provided via evidence by a candidate, to establish confidence in the level and consistency of judgements made by assessors and to establish compliance by an approved centre with quality standards agreed between the centre and NCTVET.

Self-Assessment

Self-Assessment involves the learners making judgments about their own work. Self assessment by learners on their own projects, presentations or performances can be solicited and may be extremely valuable in helping the learner to form judgments about their own strengths and weaknesses.

Simulation

Simulation is the creation of an alternate situation that resembles/mimics a real life situation in order to assess a candidate's competence. It is appropriate in training where it may be too dangerous or

expensive, or there may not be an opportunity for candidates to otherwise demonstrate competence in a particular activity.

Skill

A Skill is a set of functions, tasks and duties that is identified with an occupation and measurable through a variety of assessment instruments. A skill maybe defined as an ability to perform a particular mental (*employing logical, intuitive and creative thinking*) or physical (*involving manual dexterity*) activity which may be developed by training or practice.

Skill Level

Skill Level is the amount and type of training and experience required in performing the functions, duties and tasks of an occupation at the level of complexity and skill determined by approved Competency Standards.

Special Audit

Special Audit is an inspection that is conducted at an ATO or Centre Approved institution, upon the request of a stakeholder who is concerned that there may be a breach in that ATO's or approved centre's operations or anomaly revealed through an evaluation, another audit, complaint and evidence of fraudulent activity.

Stakeholder

A Stakeholder is an individual or group with an interest in the success of an organization in delivering intended results and maintaining the viability of the organization's products and services. In vocational education and training, the stakeholders include governments, training providers, industry, industry training advisory bodies, clients and the general public.

Standards

Standards are the written descriptions of the industry agreed statements of competent performance in occupational roles. The standards are used to measure the skills, knowledge and attitudes required in performing the functions and tasks within an occupation.

Standardization

Standardization is a consistent set of procedures for designing, administering, and scoring an assessment. The purpose of standardization is to ensure that all candidates are assessed under the

same conditions and that the assessment criteria are applied consistently by instructors, assessors, moderators and verifiers.

Standards Development

Standard Development is the process of identifying the relevant skills, knowledge and attitudes within an occupation and establishing the achievement levels required for the performance of these skills.

Statement of Equivalency

A Statement of Equivalency is an official statement indicating the level of alignment of an individual's credentials to a particular qualification or occupational area. A Statement of Equivalency is not an award.

Sufficiency of Evidence

Sufficiency of evidence is the extent to which evidence provided by a candidate covers the context, criteria and range required to demonstrate competence in an element or unit of the competency standards. It includes the number of times performance has to be observed or recorded, or the timeframe between performances, for competence to be inferred.

Summative Assessment

Summative Assessment is the evaluation at the conclusion of a programme to determine or judge candidates' skills and knowledge.

Trainee

A Trainee is a person receiving training or undertaking a traineeship.

Training

Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Training Programme

Training programme is a set of education and training activities designed to achieve a specific vocational outcome, e.g. a course, a module (subject), on-the-job training, etc.

Training Provider

Training Provider refers to educational and training body (institution, organisation, company, centre, collaborative partnership or consultancy) that delivers learning programmes.

Transcript

Transcript is an official document recording the candidate's achievements within a training institution or programme.

Unit of Competency

A Unit of Competency is a component of a Competency Standard. It is a statement of a key function or role in a particular job or occupation.

Unit Title (Outcome)

A Unit Title is the overall performance to be demonstrated by the candidate.

Validity

Validity is the extent to which an assessment measures that which it purports to determine, established by the degree to which the evidence or outcome of the assessment is in accord with the stated standards.

Verification

Verification is confirmation through the provision of objective evidence that specified requirements have been fulfilled.

Verification Audit

A Verification Audit is an inspection conducted after an initial evaluation to confirm that corrective actions have been implemented to close non-conformances identified.

Witness (and Witness testimony)

A Witness is an independent, responsible person providing evidence or confirming testimony about a candidate's performance in situations where the assessor has not observed the candidate in action.

There are two main categories of witness testimony:

- peer or peer group testimony, where it is appropriate for colleagues to testify to the level of performance of the candidate;
- management/managerial testimony, used where it is desirable that a line manager or superior officer endorses the evidence of performance.

Advice on the appropriate category of witness testimony for inclusion in portfolios is normally given in the assessment guidelines, wherever relevant within a unit or an element.

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