ASSESSMENT
CENTRE GUIDELINES

for Competency Based Assessments

NCTVET

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INTRODUCTION

To address the increasing demands for assessment and certification of the Jamaican workforce in a cost effective and efficient manner, the establishment of Assessment Centres island-wide, have been identified as one strategy to address the concern. Assessment Centres are entities that will provide assessment only services and have met the requirements as stipulated in these Guidelines as well as the Standards for Accreditation (Assessment and *Certification*). Additionally, these centres shall utilize the facilities of partnering entities for the practical component of the assessment. Partnering entities/satellite *centres* must meet the facility standards requirements for the technical skill agreed on for the partnership arrangement.

This document is designed to provide the necessary guidelines for establishing and operating Assessment Centres to ensure standardization, flexibility within limits, efficiency, and international best practices. Assessment Centres will facilitate a more controlled environment in which to conduct assessments. It will also facilitate the sitting of online assessments for both theoretical and practical components through the inclusion of a simulated environment and partnering with industry players.

Assessment Centres may be established anywhere within the island to reach the clients in various geographical areas. Each centre should be managed by a Registrar who will oversee all assessment activities and ensure conformance to the accreditation standards for Assessment Centres.

ASSESSMENT SYSTEM OVERVIEW

Assessment in the National Qualifications Framework

Competency-based assessment is criterion referenced. This means that the performance of an individual is judged against prescribed standards. In the National Qualifications Framework, these prescribed standards are Competency Standards that are developed and validated by Industry Lead Groups.

Assessment is the process of collecting evidence and making judgement about whether a competence has been achieved. The purpose of assessment is to confirm that an individual can perform at the standards expected in the workplace, as expressed in the Competency Standards. There are some basic principles governing the assessment of competence in the National Qualifications Framework. These are the:

- demonstration of competence through performance (performance-based)
- assessment of competencies within the context of a particular business/industry
- inclusion of the Critical Employability Skills in the assessment process

Standards as the Benchmarks for Competency-Based Assessment

The Competency Standards are the points of reference for assessment leading to the issuance of the National Vocational Qualification of Jamaica (NVQ-J), the Caribbean Vocational Qualification (CVQ) or Job Certificate. Assessment should address the interaction of the various components of competence as described by the Competency Standards, with respect to:

- the Range Statement which helps to define the boundaries or contextualize the performance criteria and the element, thereby providing focus for assessment
- the Underpinning Knowledge and Skill Requirements as defined by the Elements, the Performance Criteria, and the Critical Employability Skills.

CHARACTERISTICS OF ASSESSMENT CENTRES

Assessment Centres may establish partnership arrangements with a satellite centre that meets the Facilities Standards requirements for the skill area agreed on. Typically, an Assessment Centre is characterized by its ability to:

1. Serve all assessment client types (Public & Private Providers; Institution based, walk-in candidates and Apprentices.

2. Operate as a stand-alone entity (independent of training) conforming to the Accreditation Standards.

3. Provide a controlled environment for on-line *and face-to-face* assessments for both the written and practical components.

4. Facilitate candidates wishing to have their competencies assessed to achieve credentials or to make informed alternate career decisions.

5. Utilize the information management systems e.g., NDAR, TMS, NQS established for diagnostic and assessment services, and any other systems relating to certification of candidates.

6. Facilitate flexible modes and times of assessment (holidays, weekdays, evenings, and weekends).

7. Conform to all regulations as specified in the Assessment Policy, Guidelines and Accreditation Standards.

Assessment Centres may be located regionally or anywhere within the island to reach the clients in the various areas. They may be mobile or 'brick and mortar' labs.

PARAMETERS FOR OPERATION

Adherence to established systems and procedures should be maintained within the Assessment Centres to guarantee quality outputs. Quality assurance will be maintained through the administration of the policies and procedures outlined within this document. To facilitate the functioning of Assessment Centres, refer to Appendix A. Access will be granted to relevant persons to carry out the following functions:

1. Establish and maintain partnerships
2. Establish and maintain Quality Management Systems
3. Set assessment periods
4. Register and schedule candidates for assessments
5. Facilitate development and administration of assessments utilizing services of Item Writers, Invigilators and Registered Assessors
6. Upload and verify assessment results
7. Request the printing/issuance of certificates
8. Disseminate certificates

Registration of Candidates

Registrars assigned to Assessment Centres will establish registration periods for assessment. Candidate registration should be completed for the set assessment periods within established timelines prior to the scheduled assessment based on the projected assessment requirements/plan of the centre.

Assessment Facilitation

The services of *NCTVET* registered assessors should be utilised for the administration of assessments. Assessors or Item Writers will develop assessment instruments. The Assessment Centre will quality assure the assessment process by arranging verification activities as deemed necessary.

Continuous Practical Assessment (CPA) booklets should only be used in cases where the candidates are working in a firm and an appropriate practical assessment utilized for Challenge Test or where difficulty is experienced in placing the candidates on practicum.

Upload and Verification of Assessment Results

Completed assessment documents must be returned to the Assessment Centre by the Assessors to facilitate upload on the NQS. Segregation of duties in regard to upload and verification of assessment records are important quality assurance mechanisms that must be observed to complete the certification process.

Resources

Personnel to satisfy the following roles/responsibilities *may include, but not limited to*:

1. Registrar
2. Assessment Monitoring Officer
3. *Records Officer*
4. Quality Control Officer
5. Data Entry Clerk(s)
6. Administrative Assistant
7. Customer Service Agent/Rep

Physical requirements:

1. Office space
2. Communication system
3. Waiting/Consultation room
4. Payment facility
5. Reliable Internet connectivity
6. Storage facility (electronic and paper-based)
7. Equipped assessment space as per requirements
8. Restroom

Assessment Centre Guidelines for Competency-Based Assessments

SPECIAL NEEDS

Assessments shall be formulated without bias to meet the needs of diverse learners including individuals with disabilities and other special needs. Assessment Centres are permitted to adapt an appropriate assessment method or assessment instrument to ensure valid and reliable assessment decisions and to meet the special needs of candidates or to ensure equity for the person being assessed. Adjustments may include extra time allotment or giving breaks for specific disabilities, the provision of special electronic equipment, special assistants or interpreters, the use of Braille, and assistive and adaptive technology.

PARTNERSHIP ARRANGEMENTS

An Assessment Centre may enter partnerships with organizations such as training providers and companies to operate as satellites of the centre for the conduct of assessment. In such arrangements, the Assessment Centre has full responsibility for the quality and outcomes of assessment. Where there are partnership arrangements, the assessment instruments should be provided by the Assessment Centre which is responsible for the upload, verification and maintenance of the assessment results and related records. The satellite centre, however, must demonstrate compliance in meeting the Facilities Standards requirements for the technical skill agreed on in the partnership arrangement (Appendix B).

BASIC STANDARD REQUIREMENT OF THE SIMULATED WORKPLACE ASSESSMENT ENVIRONMENT

To assess the skills, attitudes and aptitude of persons undertaking competency-based training, it is imperative that assessment services/activities take place in an environment suited to assess the relevant skills sets. The assessment environment at the Assessment Centres should therefore evoke or replicate substantial aspects of the real world in a fully interactive fashion. A simulated workplace assessment environment should:

1. Depict standard operating/workplace procedures

2. Have relevant and up-to-date software, tools, and equipment

3. Conform to maintenance and occupational health and safety requirements.

4. Allow for trainees/candidates to:

    a) operate within a problem-solving and experimental environment

    b) work within stated timelines to meet deadlines

    c) gain experience in the challenges and complexities of dealing with multiple tasks

    d) prioritise competing tasks and deal with contingencies

    e) attend to customers, clients (including difficult ones) and other colleagues

    f) work effectively in a team

    g) communicate with diverse groups

    h) discuss and solve problems

    i) show the level of written and verbal expression sufficient for the work requirements

    j) work independently to manage workload.

Note carefully:

1. The specification relating to points a-c above, must conform to the relevant NCTVET Competency and Facilities Standards.

2. If the simulated environment will be used to account for the work study/ on-the-job experience, the following must be satisfied:

    a) Scheduling should be implemented to meet industry standard (e.g., learner/candidate per tools and equipment).

    b) Guidelines and expected outcomes must be discussed with the learner/candidate.

    c) The timeline established for the on-the-job exposure should be maintained within the simulated environment.

Assessment Centre Guidelines for Competency-Based Assessments

FACILITIES, EQUIPMENT, TOOLS, AND RESOURCE REQUIREMENTS FOR GENERAL ASSESSMENT SETTING

The Facilities Standards provide a general layout and a list of the materials and equipment that must be available for valid and reliable assessments administration. The physical environment, as well as the atmosphere created is crucial to the assessment experience because these can affect the outcomes of the activity. It therefore becomes necessary that basic standards are established to guide where an assessment takes place and to minimize or remove those factors which pose a hindrance to the outcomes of assessments.

The Facilities Standards provide information on the basic physical requirements of the general assessment area, the materials and supplies that should be made available, and the general equipment necessary to facilitate an effective assessment process. It also requires the operational support *facilities* that include lighting, ventilation, safety, and water.

FACILITIES STANDARDS – PHYSICAL LAYOUT

The facility that is providing general assessment must receive *building* planning authority approval, the building satisfies or exceeds the requirements of the National Building Code of Jamaica; and there is compliance with the Public Health Act.

Design of Facility

The facility design for general assessment purposes will allow for an environment that increases the comfort level of the learners/candidates. Hence proper ventilation, lighting, space, and a disaster plan should be considered.

Ventilation of Facility

Proper ventilation is essential in creating a comfortable environment in which assessment will take place. Failure to do so can create distractions or even health hazards depending on the nature of the deficiency. It is therefore necessary that the following recommendations be observed in order to ensure that there is proper ventilation in the assessment space.

1. If an air conditioning unit is being used it should be cleaned regularly to ensure that fresh air emanates from the unit.
2. Test the air conditioning unit before class times so that a contingency plan will be in place
3. There should be at least two doors, one designated for entrance and *one for* exit or *for* cases of emergencies.
4. At least two windows (specification as per room size) at either side of the room such that sufficient air can be circulated throughout the entire room
5. Even if there is an air conditioning unit, windows and doors are necessary in case the unit fails at any point in time.
6. Place at least two fans in the assessment space, one to the front near the assessor/invigilator's table and the other to the back. This should be sufficient in covering the area of the assessment space.

Lighting Provision

The ability of the persons involved in the assessment process is affected by the lighting in the assessment space. The presence of windows and doors along with fibre glass ceiling also aid in proper lighting as they allow natural light to enter in the daytime. However, for assessment sessions that may take place in the night or during certain weather conditions when natural light

is insufficient, the artificial light is necessary. The width and length of the assessment space will determine the *number* of bulbs needed but we are working with the estimate size of a room hosting twenty (20) to thirty (30) learners/candidates. In this case, using light emitting diodes (LED) or fluorescent tubes:

- at least two (2) light tubes should be placed towards the front, centre and back of the assessment space.
- the lighting in the assessment space should be a proper balance rather than being too bright or dull.
- schedule regular checks to ensure bulbs are in working order and make replacement where it is necessary, this may require you to stock these bulbs in sufficient quantity.

In terms of design/layout, the assessor/invigilator's desk should be placed to the corner opposite to the door so that s/he has a proper angle in which all learners' face can be seen even from a seated position.

Space Allocation

The size of each class should be proportional to the number of persons who it will host in relation to the space provided. There should be a balance in creating sufficient space rather than the extremes of too much or too little. An assessment space that is too large in relation to the number of occupants may cause an echoing sound which will be distracting to the learners. Similarly, an assessment centre with too little space may be overcrowded which will also defeat the overall purpose. Within the assessment process, it is expected that movements will take place hence, space becomes an important factor to consider.

The following considerations must be made when one is creating workspace in an environment to conduct assessments:

1. Ideal space facilitates sufficient distance among learner/candidates as well as allows the invigilator free passage through the rows in overseeing the examination.
2. It is also important to ensure that each row which constitutes a passageway within an assessment space can allow for two persons passing in opposite direction at the same time.

Invigilator to Learner/Candidate Ratio

It is proposed that for a general assessment period the invigilator to learner/candidate ratio should be one (1) to thirty (30). This number allows for adequate space and comfortable movement in the assessment space. The proposed number of learners/candidates also improves the assessment experience because the smaller the group the greater the chance of the assessor/invigilator meeting the individual assessment needs of each learner/candidate.

Number of Tables and Chairs

This may seem redundant as it must be included in the inventory when taking stock of items that are needed in an assessment setting. The number of tables and chairs must correlate with the *expected* number *of* persons involved in the assessment experience and it must meet the maximum expected number. It is estimated that thirty learners/candidates are ideal it *therefore* follows that the room should have thirty, separate, learners/candidates' tables and chairs in addition to the assessor's table and chair. This is an important factor as one will find that assessment time is lost because learner/candidates use time trying to source tables and/or chairs because there is a shortage.

An extra set of chairs can be made available on request or stacked at the back of the room if there are invited guests as a part of the assessment team at any given time.

Standards of Safety

Safety of the facility protects the institution's credibility. To ensure safety of the persons using the facility certain factors must be considered. These include:

1. the equipment and items used must be always in proper working order as failure to do so can lead to emergency cases which would become the responsibility of the institution. Equipment and items range from the projector, laptop, air conditioning unit(s) to the windows, doors, tables, and chairs.
2. emergency plan clearly indicated through signs such as evacuation route etc. must be posted and visible.
3. proper layout and structure of the assessment space as seen above is crucial because it helps to facilitate greater ease of movement especially in cases of emergency.
4. adequate space for movement to avoid stampede in emergency cases.
5. non-slip tiles

6. Policies in place which ensure that damages to building, equipment and anything that poses a threat are reported and dealt with in short order.

Disaster Plan

Disasters can occur at any time. A Disaster and Emergency Response Plan should be established and reviewed frequently. These plans must take into consideration how best to prepare the candidate and the environment in case of a disaster or emergency.

Note: As a safety precaution, equipment and/or materials in the assessment space should be kept in such a way that they can be easily mobilized or do not become obstacles in cases of emergency.

FACILITY STANDARDS - RESOURCES

Assessment Resources

There are certain materials/supplies/equipment that must either be present in the assessment space or made available to aid the assessor/invigilator's effectiveness at the times of assessments. These include but not limited to:

1. Tools and equipment such as multimedia projector, computers, photocopiers.
2. Media (for audio transmission), for example, compact disc (cd) player, speaker.
3. Internet access
4. Stationery

When these items are made available to the assessor/invigilator, it makes the assessment process flow smoothly as it provides all the necessary materials to enhance the process and minimizes or eliminates distractions.

Learner/Candidate Resources and Services

As a standard for an Assessment Centre, it is expected that there will also be resources made available to learners/candidates to aid in their assessment experience. These resources assist in their performance in the assessment. These resources include but not limited to:

1. equipment such as photocopier and/or photocopying service, multimedia projector and laptops
2. stationery such as pens, pencils, paper etc.
3. computer laboratory
4. internet access
5. mechanisms by which complaints, suggestions, appeals can be made anonymously
6. established system for contacting the Registry and receiving a prompt response

FACILITIES STANDARDS - STAFF

There are certain basic requirements of those who commit to education. In failing to meet these requirements, the assessment process falls short of satisfying the basic needs of the relevant standard.

Standards for Assessors

The person providing service in the assessment process must meet basic requirements to assess effectively and gain the confidence of the learners/candidates. These requirements constitute a combination of academic, professional, and social aspects which include:

1. Qualification that is at least one level above that at which assessment service will be required.
2. Possess the NVQ-J Level 4 Assessment certification or its equivalent.
3. Completed training in Competency-based Education and Training (CBET).
4. Sufficient grasp of the subject area(s) being assessed that is above the level of the learners.
5. Experience in the field of teaching and assessment obtained whether though internship or years of practice.
6. Professionalism displayed in assessment and relating to learner/candidates.
7. Organizational skills, preparedness are essential.
8. Flexibility to change an original plan.
9. Ability to accurately assess their learner/candidates at each stage using appropriate and creative methods.
10. Registered as an Assessor through the NCTVET.

MOBILE ASSESSMENT LABS

The use of Mobile Training Labs has been a recent feature of the HEART/NSTA Trust training system. A similar concept would be adopted to meet the needs of assessment and certification requirements for serving candidates island-wide. These mobile labs must be configured to satisfy the specified Road Traffic regulations, foremost, sized and retrofitted to conform to the relevant Facilities Standards that are aligned to the technical, administrative (optional) and online component of assessment. Additionally, these labs should provide the relevant human resources to operate as Assessment Centres or satellites, where required**.**

USER ACCESS REQUIREMENTS – Information Management Systems (IMS)

The process for operating in the Assessment Centres will be heavily dependent on the appropriate use of the Information Management System (IMS) that is provided for inputting and maintenance of assessment and certification records (refer to Appendix A).

BASIC REQUIREMENTS FOR THE ONLINE ENVIRONMENT

With the rapid growth of technology in the education sector over the last two decades, the NCTVET has seen the need to embrace the use of the online platform as a tool for providing efficient and effective assessment services. Online assessments have been found to be an effective measure of student learning, both in Internet-based courses as well as conventional lecture-based courses globally. Hence, the Assessment Centres should be retrofitted to meet the needs of the online assessment requirements along with the following considerations:

1. Online Assessment Tool shall be implemented as a method to reduce turn-around time and operational cost (paper, travelling etc.) while increasing process flexibility and reach.
2. Technical support provided for the management of the back office.
3. Support the NDAR, TMS and NQS.
4. Online Assessment.

Additionally, the following resources must be in place to facilitate the on-line component of the assessment:

Infrastructure / Facility	Minimum Requirement	Users	Specifications/Unit
Bandwidth	2 MB	Per candidate	
Working computer or laptop	1 equipment	Per candidate	8 MB RAM
Firefox/Google Chrome browser installed	Each equipment		
Security	Safe Exam browser		

VIDEO RECORDING REQUIREMENTS FOR PRACTICAL ASSESSMENTS

Video recording is a key tool to view and capture the evidence in a competency-based assessment environment. It allows the evaluation of historical information concerning a practical that does not currently exist. Video evidence also provides insight into the learner's capabilities. The skill offering by the *Centre* and may be diverse and hence the recording process will vary based on the tasks/area. ***Where video recording is difficult to carry out, practical rubrics and photographs may be used to record evidence of the assessment***.

Identifying candidates

If the examiner/invigilator/videographer is not certain about the identity of each candidate, the work cannot be deemed as valid. The best practice is to have the candidates wear valid identification, which must be held close to the camera at the start of the practical, to capture the relevant details. This way, if the assessment is a group activity, the examiner/invigilator will always be able to identify the candidates. Candidates should also be asked to state their names.

When making a recording, the examiner/invigilator/videographer must also make a comprehensive and accurate running order of the candidates' work. The appropriate form(s) should be used for capturing the activity (see Appendix C)

The following are guidelines to be observed to record and store practical assessments:

Specifications for Recording Devices and Material Storage

1. **Sony HDR-CX440 HD Handycam with 8GB** (including protected carry case)

    i)   1080p

    ii) 30x optical Zoom

    iii) Clear photo LCD (230x400 dots)

    iv) Optical SteadyShot image stabilization w/ Intelligent Active mode (Wide to Tele)

    v)   WiFi

    vi) Exposure mode: Auto/Manual - F1.8 - F10

2. **Audio Specifications**

    i)   **Microphone**: Built-in Zoom Microphone

    ii) **Audio Recording Format**: Dolby Digital 2ch Stereo, Dolby Digital Stereo Creator11, MPEG-4 AAC-LC 2ch12, MPEG-4 Linear PCM 2ch (48 kHz/16 bit) 13

    iii) **Storage Media Specifications**

i) **Media Type**: internal Flash Memory, XAVC S HD: Micro SDXC Memory Card (Class 10 or Higher),

ii) **VCHD, Still**: Memory Stick Micro™ (Mark 2), Micro SD/SDHC/SDXC Memory Card (Class 4 or Higher)

iii) **Internal Media**: Flash Memory 8 GB

iv) **Memory Card Slot**: Memory Stick Micro™ and Micro SD/SDHC/SDXC compatible

v) **Recording Format (Video):** AVCHD format ver. 2.0 compatible: MPEG4-AVC/H.264, MP4: MPEG-4 AVC/H.264, XAVC S format MPEG4-AVC/H264

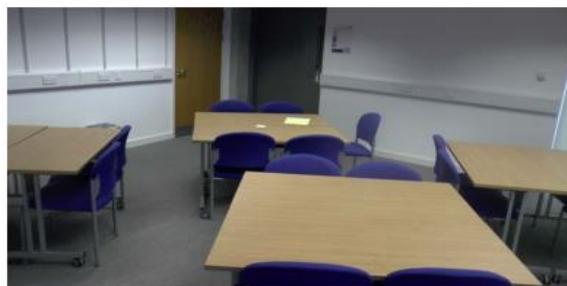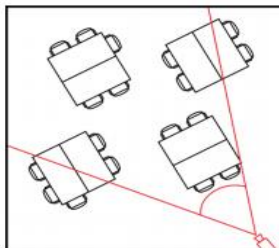vi) **Recording Format (Still Image):** JPEG (DCF Ver. 2.0, Exif formatVer. 2.3, MPF Baseline-compliant)

Recording Instructions

Positioning of Recording Device

The widely accepted options for image capture are provided in Figure 2, below:

*Figure 2: **Options for Camera Angles***

Figure 2.a

Figure 2.b

Action Camcorder (170°)
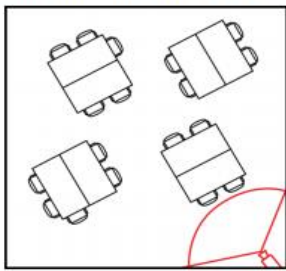
Figure 2.c

Webcam (80°)
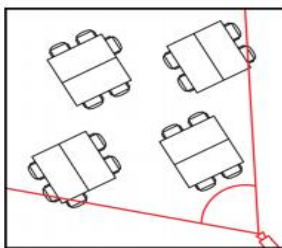
Figure 2.d

In addition to deciding on the best option available for recording images, the following must be recognized by the examiner/invigilator /videographer and incorporated:

1. Ensure that extraneous noise is kept to a minimum *so as not to affect* candidate performances nor make it difficult to hear candidates.

2. The best filming is always achieved when it is done by trained personnel. The action should be closely followed, and the frame can then be zoomed to view the candidate.

3. Where the candidate is being filmed from some distance without the zoom facility being used, it will be virtually impossible to engage with the performance and make a secure assessment of "overall sense of performance".

Begin Recording

Before recording a candidate's work, the following *should be done*:

1. Test the camera and any accessories, such as microphones, by recording a small piece of video and playing it back.

2. Use a tripod to stabilize the camera.

3. Make sure that video is properly exposed so that candidate's work can be seen clearly. Be aware of natural light in the background and spotlights as these can adversely affect the video quality.

4. When you begin recording allow the tape to run for 20 seconds, so it is fully up to speed for the performance.

During recording

1. Where more than one candidate appears in-shot it is vital that they are clearly identified.
2. Try to avoid clipping the ending of the recording to ensure the finished product is displayed.
3. Ensure that the space being used for filming is clear of other candidates standing around the edges, as these can obscure the overall view of the candidate or detract from the performance.
4. Always try to film the candidate straight-on with the camera representing the audience. Filming from an odd angle, or from behind the candidate, makes it difficult to assess skills and facial expression.

Storage of Recorded Information

The best suited storage medium can be selected from the following recommendations:

1. Universal Serial Bus (USB) stick
2. portable memory card e.g., an external hard drive, that plugs into a computer
3. digital versatile disc (DVD) or CD Read/Write (R/W)

After Recording

The examiner/videographer must:

1. label every storage device with the appropriate information, for example:
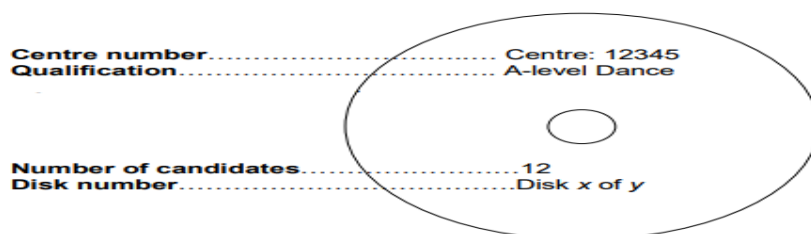
2. Make sure when writing on a storage device that the ink used will not wipe off or damage the data on the device. One must also include all the information on any case or sleeve containing the storage device.

Access roles and security

Video recording must be treated like other assessment records and kept in storage by the Registrar according to relevant Retention Policy.

RULES OF CONDUCT - Assessment Centres:

The conduct of users of an established Assessment Centre should be in accordance with the following:

1. Candidates should follow instructions given by staff at all times.

2. Food and drinks are allowed only in the waiting room/area.

3. Candidates must complete the tests without any aids or equipment other than those provided by the assessment center.

4. All prohibited items (for example, paper and pen, books, correcting fluid, notes, instructions, briefcases, bags, calculators, computers, laptops, tablets, mobile phones, MP3 players, cameras etc.) must be left in the storage area provided. (Items that produce sound must be switched-off).

5. Any rude, abusive, derogatory, or threatening behavior towards staff or other candidates may also lead to the exclusion of the delinquent candidate from the assessment.

6. Conform to all regulations as specified in the Assessment Policy.

Checklist: Five days Before Assessment

The following basic systems/facilities/Procedures MUST be in place before assessment can be administered:

1. Assessment Centre accreditation

2. Minimum technology equipment for each student

3. Internet facility tested and functional

4. Online system checked and ready for assessment

5. Requisite tools and equipment available and functional

QUALITY ASSURANCE - Assessment Centres:

To assure credibility and standardization of assessment processes and outcomes an Assessment Centre must satisfy the requirements of the Accreditation Standards as follows:

1. Quality Assurance and Control

2. Staff Resource

3. Physical Resources

4. Client Services and Activities

5. Assessment & Certification

6. Evaluation

For eligibility, each prospective Assessment Centre must apply for accreditation of its programmes for Assessment Only status. In addition, to maintain its status as an Assessment Centre, each centre shall be subject to the quality assurance mechanisms that are established by the certifying body. These shall include, but by no means be limited to:

i)   Assessment Audits

ii)   Moderation of Assessment

Each of the abovenamed exercises shall be conducted in keeping with an established schedule. Refer to the Standards of Accreditation and the Moderation Handbook. Entities with which partnership agreements are established (refer to section, Partnership Arrangements) shall undergo periodic audits of their physical resources to verify compliance with the signed agreement and the respective Facilities Standards.

GLOSSARY OF TERMS

Competency-Based Assessment

The assessment of an individual's performance evaluated against specific learning outcomes or pre-determined standards.

Competency Standards

Nationally agreed industry developed performance outcome statements that describe the minimum skills, knowledge, and attributes necessary in the performance of a particular function in the workplace. They consist of elements of competence, performance criteria, a range statement and an evidence guide.

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; to improve, integrate and standardize technical and vocational and training through ongoing monitoring of the training system.

National Qualifications Framework (NQF)

The eight levels for awarding certification in the TVET system.

National Vocational Qualification of Jamaica (NVQ-J)

The National Vocational Qualification of Jamaica is a certificate of competence awarded to an individual based on the attainment of competencies ascribed to the level of the skill for which the individual is assessed.

NTA Qualification System (NQS)

The 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.

Quality Assurance

A systematic process of checking whether a product or service being developed meets specified requirements. Quality assurance procedures ensure that the assessment processes achieve the desired outcomes.

Reliability

The degree to which the results of an assessment consistently measure knowledge, attitudes and/or skills attained in a particular assessment are dependable based on repeated assessment. Reliability demonstrates consistency of assessment decisions and scores among Assessors, over time and across different tasks or items that measure the competencies. Reliability may be expressed in terms of the relationship between test items intended to measure the same skill or knowledge (item reliability), the variation in administration of the same test to the same student or students (test/retest reliability), or the degree of agreement between two or more Assessors (Assessor reliability). The absence of reliability in an assessment affects its validity.

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 accordance with the stated standards.

Appendix A:

Assessment and Certification – Accredited Assessment Centres

NCTVET
- Produce and Supply CPA Booklets → A
- Generate Official Transcripts/Certificates → End

Assessment Centre Representatives
- Enrol Candidates on TMS
- Register Candidates for Assessment on NQS
- Plan Assessment-
  - Contract and Assign Assessors, Invigilators, Item Writers and Reviewers
  - Select appropriate, approved site for Practical Assessment component
  - Access CPA Booklet from NCTVET
  - Schedule Assessment (Timetabling) and communicate to registered candidates
- Request CPA Booklets
- A → Administer Assessment
- Conduct External Verification (Sampled) → Results Accepted? — YES → Verify Results on NQS
- Results Accepted? — NO → Mark/Re-mark Scripts, Upload on NQS and submit results for verification

Assessors/Writers/Reviewers
- Prepare Assessment Instrument
  - Theory
  - Practical where required/applicable
- Review Assessment Instrument
- Instrument Accepted? — YES → Approve and Submit Assessment Instrument for Use
- Instrument Accepted? — NO → (back to Prepare Assessment Instrument)

Candidate
- Apply for Assessment
- Start
- Complete Assessment

Appendix B:

Partnership Agreement for Assessment Entity

This Partnership is made and entered into on this _____ day of _____, _____ between the

Month   *Year*

Address of Requesting Organization (Assessment Centre)

_____ located

Name of Partnering Organization

at _____ on the ONE PART and _____, _____, located

     Address of Partnering Organization   *Name of Requesting Organization (Assessment Centre)*

at _____. _____, _____ agrees to forge partnership to

provide assessment services in the following competencies:

Code	*Qualification*	*Code*	Unit Competency Name(s)

for the groups indicated in the attachment(s).

Aims & Objectives:

1. To strengthen the relationship between the Institution and the incumbent
2. To provide Assessment Services for the agreed skill area.

Governance:

The Registrar or his/her designate will interface with the partnering organization and coordinate the arrangements with respect to the partnership inclusive of the monitoring and administering of external assessments.

The _____Registrar or his/her designate from the requesting organization will have

     Name of Requesting Organization

 overall responsibility to monitor assessment planning and administration.

Both parties will assume the responsibility to monitor and measure the effectiveness of the partnership. This is necessary to ascertain the relevance thereof and make recommendations to facilitate improvement. Recommendations cited will be thoroughly discussed by both parties and those within the span of control of the requesting organization or the partner shall be implemented with immediate effect for the continuance of the partnership.

Contractual Obligations of the _____:

          Name of Requesting Organization

- Explain the assessment process to clients
- Inform partnering organization of assessment services required

- Conduct Facilities Audit
- Conduct internal quality checks in assessment to ensure compliance with NCTVET guidelines
- Approve valid assessment requests
- Coordinate data collection for student applications to be completed
- Compile and submit group(s) information for the partnership
- Co-ordinate the assessment processes to ensure compliance with NCTVET guidelines
- Assign assessors and process assessor's claims
- Generate identification/submission numbers, timetables, and assessment registers from the established Information Management System (IMS)
- Verify and approve valid outcomes on the established Information Management System
- Store assessment documents as per NCTVET policy
- File completed assessment documents along with the copies of assessment result sheets in a secure location.
- Request certificates for all eligible candidates assessed by the partnering organization
- Conduct random monitoring/verification activities to ensure compliance

Contractual Obligations of the Partnering Organization:

- Confirm readiness of all resources to satisfy request(s) for assessment and inform the Requesting Organization two (2) weeks prior to the assessment date
- Facilitate the inspection of relevant assessment resources by the Requesting Organization
- Participate in validation and moderation exercise(s) with Requesting Organization as requested
- Submitted assessment documents to facilitate the upload to the established IMS within agreed timeline. Verification/ approval will not be completed until all evidence requested is submitted.

Conditions:

_____ will comply with the assessment policies and
Name of Partnering Organization

procedures of the _____and the National Council on Technical and
Name of Requesting Organization (Assessment Centre)

Vocational Education and Training (NCTVET).

I have read and understood the assessment guidelines and Policy and Procedures of the

_____and the assessment guidelines for the NCTVET, the relevant
Name of Requesting Organization (Assessment Centre)

competency standards and supporting documentation on assessment.

I understand that any breach of any of the conditions contained above will result in disciplinary action, or

in extreme cases, termination of the services of _____ and submitted to NCTVET.
Name of Requesting Organization

Duration and Review Time(s):

This Partnership will remain in effective until _____ however it may be reviewed or terminated with notice if the need arises.   *Month   Year*

Endorsement of Agreement:

Signed for, by and on behalf of

_____

Name of Partnering Organization

_____   _____

Name of Representative   Date

_____

Position of Representative

_____

Witnessed by:

_____   _____

Name of Representative   Date

_____

Position of Representative

Signed for, by and on behalf of, _____

                                    Name of Requesting Organization (Assessment Centre)

_____   _____

Name of Representative   Date

_____

Position of Representative

_____

Witnessed by:

_____   _____

Name of Representative   Date

_____

Position of Representative

Appendix C:

VIDEO-RECORDED WORK

Centre Name: ....   **Activity Date: ....**

Exam Start Time: .... ….   **Exam End Time: ....**

Candidate number	Name of Candidate	Description of tasks (indicate if tasks are individual/group)	Start time on film	End time on film	Disc no.

Signatures: _____ (Assessor) _____(Candidate)

Verified by: _____(To be determined by Centre) Signature:_____

Date of Verification: _____