



ASSESSMENT GUIDELINES

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NOTIFICATION OF CHANGES

The following amendments were made to the Assessment Guidelines released March 2020 resulting in the current issue – revised June 2022.

SECTION	CHANGES
Rating to Percentage Conversion Table	Amended levels 6 to 8 percentage scores
Continuous Assessment	Removed from document
NVQ-J/CVQ Conversion Table	Amended levels 6 to 8 requirements
Assessment Outline for Lower-level Programmes (Levels 1 – 2 Programmes)	Removed Continuous Assessment requirements.
Assessment Outline for Higher level Programmes (Levels 3 – 8 Programmes)	Removed Continuous Assessment requirements.
Basic Requirements for the Online Environment	Amended specification requirements.
Appendix B- Assessment Materials	Removed template for Continuous Assessments.

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INTRODUCTION

These Assessment Guidelines support the National Qualifications Framework of Jamaica and direct Accredited Training Organizations and Approved Centres towards a quality approach to assessment.

The Assessment Guidelines are designed to ensure that the assessment processes are flexible, fair and foster valid and reliable outcomes. They are to be used as a guide by Assessors and Training Organizations to support assessment related activities which are conducted against the Competency Standards within the National Qualifications Framework.

The Assessment Guidelines is comprised of four (4) key sections. These are:

1. Overview of the Assessment System
2. Assessor Requirements
3. Steps in the Assessment Process
4. Integrated Assessment

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 judgements about whether competence has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace, as expressed in the Competency Standards.

Standards as the Benchmarks for Competency-based Assessment

The Competency Standards are the point of reference for assessment leading to the issuance of the National Vocational Qualification of Jamaica (NVQ-J), the Caribbean Vocational Qualification (CVQ) or Job Certification.

Assessment should address the interaction of the various components of competence as described by the Competency Standard(s). In particular 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.

The knowledge required in the assessment should not exceed what is required in the Competency Standards; this also applies to language, literacy, and numeracy requirements.

The Role of the Accredited Training Organization (ATO)

Assessment for national or regional recognition must also be initiated, co-ordinated and recorded by an Accredited Training Organization (ATO). The ATO is responsible for storing and retrieving the assessment outcomes and coordinating appeals. The ATO is required to ensure that assessment procedures are equitable, transparent, and consistent.

Accredited Training Organizations must use the services of qualified trainers who are registered Assessors to facilitate the conduct of assessment. A list of these qualified Assessors is available on the NCTVET website at www.nctvetjamaica.org. The ATO should also coordinate 2nd marking of select test scripts where hand marking was done.

Assessment in Partnership Arrangements

An ATO may enter partnerships with organizations such as training providers and

companies for the conduct of assessment within its scope of accreditation. In such arrangements, the ATO has full responsibility for the quality and outcomes of assessment. The ATO involved in the assessment of competence is required to document procedures and quality assurance mechanisms to support all assessment activities. Where the partnership is between ATO and an Approved Centre, trainers who are registered Assessors should administer the practical assessments. The assessment instrument however should be provided by the ATO that is responsible for the upload and maintenance of the results.

Managing Assessment Outcomes

The ATO is required to keep 30 percent (5% high, 5% low and 20% midpoint) of the assessment evidence for a period not less than twelve (12) months after the assessment has been completed. Detailed records must not be destroyed until it has been confirmed that a/an:

- repeat assessment is not required
- appeal is not in progress
- compliance audit has been conducted
- certification has been provided to client

The Role of the Approved Centre/ Authorized Assessment Services Provider

The Approved Centre/Authorized Assessment Services Provider is responsible for training and assessing their own candidates using assessment instruments developed by the partnering ATO/NCTVET. The management within these Centres are required to ensure that its assessment procedures are equitable, transparent and consistent and that both internal and external assessments are facilitated. (For more details, please refer to the Guidelines for Approved Centres or Quality Assurance Requirements – Assessment Centres.

The Assessor's Role

The Assessor is required to conduct assessment and participate in Moderation activities. The Assessor plays a critical quality assurance role by making decisions on the

candidate's competence and carrying out proper recording of assessment outcomes to facilitate certification. The Assessor's role is one that requires a high degree of integrity. Training for Assessors may be accessed through an Accredited Training Organization such as the Vocational Training Development Institute (VTDI).

Adjustments to Assessment

Assessors are permitted to adapt an 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 candidates with disabilities, the provision of special electronic equipment, special assistants or interpreters.

Reporting Assessment Outcomes

The ATO is required to record assessment results on the NQS within forty (40) calendar days after the assessment.

The Role of the NCTVET

The NCTVET manages quality in the National TVET system. Its functions in assessment include:

1. developing, reviewing and publishing the assessment policy *and* guidelines
2. generating standardized assessment instruments
3. conducting assessment moderation exercises
4. managing the assessment and certification records
5. reviewing and maintaining the assessment system
6. maintaining the centralised item bank
7. training test item writers
8. auditing the assessment portfolio of
ATOs

Together, these functions help to ensure that the system:

- continues to meet the requirements of the industry

- promotes confidence in the assessment outcomes on the part of employers, enterprises, unions, employees, clients, assessors and trainers
- facilitates assessment processes and outcomes which are valid, reliable, fair and flexible

The Assessment Environment

The Competency-based philosophy recognizes that competencies may be attained in a number of ways, through:

1. formal or informal training and education
2. work experience
3. general life experience
4. any combination of the above

For this reason, assessment must provide for the recognition of relevant competencies previously attained.

Assessment may be conducted either in a workplace setting (on-the-job), a simulated environment or through Recognition of Prior Learning. In each situation, the Assessor should ensure that evidence collected covers the range of requirements of the Competency Standard(s) and meets the guidelines for quality evidence collection.

In some cases competence may be inferred from evidence of current or past work experience. In other cases where the competencies are beyond those that can be routinely demonstrated on-the-job, the application of a combination of options may become necessary to facilitate proper assessment.

Workplace/ On-the-Job Assessment

Assessment may be undertaken in the workplace as part of ongoing or self-paced assessment. Ideally, this assessment in the workplace is preferred as it is most cost effective and represents authentic assessment. Assessors must skilfully plan these assessment activities to minimize disruptions in the workplace. Checks must also be made to ensure that the necessary tools and equipment are available in the workplace to facilitate the development of competence and the conduct of assessment.

Rules for On-the-Job Assessment

1. Evidence should clearly relate to the Competency Standards
2. Evidence must be sufficient and generated under realistic conditions
3. Assessment must be individualized, objective and measured by specified standards

See On-the-Job Assessment Handbook for additional information.

Assessment in a Simulated Environment

Simulated environments may be contrived for assessment in cases where:

- suitable employment is unavailable or conducting assessments may be disruptive to work requirements
- work situations are not applicable to the competence required or cannot accommodate its demonstration
- demonstration of competence may require or result in potentially dangerous situations or may place valuable equipment at risk

In order for assessment to be valid and reliable, the simulation must closely represent what actually occurs in the workplace. In deciding whether a simulated assessment environment has been adequately designed, the following questions should be answered in the affirmative:

Are there opportunities to:

1. test the full range of equipment?
2. use up to date equipment and software?
3. reflect time pressures and deadlines?
4. show the complexity of dealing with multiple tasks?
5. involve prioritizing among competing tasks?
6. deal with customers, including difficult ones?
7. work with others in a team?
8. communicate with diverse groups?
9. find, discuss and test solutions to problems?
10. explore health and safety issues?
11. answer practically oriented, applied knowledge questions?
12. show the level of written and verbal expression sufficient for, but not exceeding, the work requirements?

Evidence Gathering Methods

In planning and conducting assessments, the techniques and strategies used to gather evidence should:

1. cover the Competency Standards being assessed
2. address the four (4) dimensions of competence, namely: task skills, task management skills, contingency management skills and job/role environment skills
3. be consistent with the Evidence Guide for the relevant Competency Standards
4. be sufficient to facilitate a judgement regarding the candidate's performance

In assessing the competence of an individual, assessors must use evidence gathering methods that take into account the skills and knowledge requirements of the Standards. The onus is on the client to provide sufficient quality evidence, and on the assessor to request the provision or demonstration of such evidence. The ATO is required to maintain documentation of such evidence.

The candidate's understanding of what should be done, how, when and where it should be done and what to do if the situation changes are all important items of evidence to be collected during the assessment. Such underpinning knowledge evidence may be inferred from performance, formal written or oral questioning or supplementary sources. A balance of performance and knowledge evidence should be collected and used in making judgements on the individual's competence

In order to recommend recognition of competence, the Assessor must be confident that the evidence presented meets the requirements of the Competency Standard(s) and provide the appropriate documented evidence.

Forms of evidence may include:

Evidence Form	Evidence Gathering Techniques
Direct	<p>This is evidence that can be observed or witnessed by the Assessor.</p> <p>This may include:</p> <ul style="list-style-type: none"> □ observations by Assessors of clients carrying out work activities □ oral questioning of clients □ demonstration of specific skills needed to complete the task.
Indirect	<p>This is evidence of client's work that can be reviewed or examined by Assessors. This may include:</p> <ul style="list-style-type: none"> □ assessment of technical qualities of finished product □ written test of underpinning knowledge □ review of previous work performed
Supplementary	<p>This is additional evidence presented to assessors to support a client's claim of competence. This may include:</p> <ul style="list-style-type: none"> □ testimonials from employers □ reports from colleagues, clients, and/or supervisor □ work diaries/journals □ evidence of training □ samples of reports or work documents

The development of Assessment Instruments is coordinated by the NCTVET and the ATO to assist Assessors in gathering evidence for assessing competence.

INTEGRATED ASSESSMENT

Why should assessment be integrated?

The execution of work requires the application of several competencies at the same time. It is therefore more efficient, expedient, and reasonable to integrate units first for training delivery and for assessment purposes. An integrated approach to training delivery makes assessment in an integrated mode more possible.

How should assessment be integrated?

The planning and administration of an integrated assessment require that the Assessor identify inter-related activities that will provide sufficient evidence collection opportunities to enable a judgement on competence to be made. Below is a sample of competencies that were clustered for integrated delivery and assessment.

BSB20103 NVQ Level II Business Administration (Secretarial Skills)

Cluster 1

Unit Code	Unit Title	Core/Elective	Hours
BSBCOR0091A	Receive visitors	Core	20
BSBCOR0121A	Communicate in the workplace	Core	50
BSBCOR0141A	Use business technology	Core	20
BSBCOR0161A	Handle telephone calls	Core	25
BSBCOR0171A	Deliver quality customer service	Core	35
BSBBAD0412A	Promote products & services	Core	25

The administration of integrated assessment requires an integrated Assessment Instrument to document the evidence. This integrated assessment instrument would eliminate the redundancies that would be encountered if the competencies were assessed individually.

To ensure consistency and standardization, Unit Competence on each Qualification Plan will be clustered by the Occupational Standards Development Department, NCTVET and made available on the NCTVET website.

THE REGISTERED ASSESSOR

Registered Assessors must be competent at minimum in the following Unit Competency:

- Plan assessment
- Assess competence
- Maintain Training and Assessment information

Assessors should complete Level 4 Assessment Qualification to be certified and registered by the NCTVET. The individual is also required to have the knowledge, skills, and experience in the occupational area in which he/she is assessing. The technical skills must include the knowledge of industry practices and the requirements of employers in the field. This implies current exposure to industry practices that will assist in benchmarking best practices for assessment. Current and relevant work experience in industry is an asset to the assessor.

- a) **Currency of Industry Experience:** The assessor must have current work experience and be aware of current best practices in the industry. An assessor should have exposure to industry practices in the area within twenty (20) months prior to the assessment.
- b) **Range of Quality Experience:** Experience should be directly related to the competency and should cover a range of related competencies that will enable the assessor to make consistent assessment decisions. The assessor should be aware of local and international best practices in the skill and related areas.
- c) **Technical Qualifications:** Assessors must have qualification at least one level above the qualification being assessed. Such qualification should commence at the diploma level as indicated below:

Level	Qualification Requirements
Level 8 -	Doctorate & Post-Doctorate
Level 7 -	NVQ-J/CVQ Level 8/Doctorate
Level 6 -	NVQ-J/CVQ Level 7/Masters
Level 5 -	NVQ-J/CVQ Level 6/Professional Licences/Post Graduate Degree
Level 4 -	NVQ-J/CVQ Level 5/Degree, Post Graduate Diploma
Level 3 -	NVQ-J/CVQ Level 4/ Associate Degree
Levels 1- 2	NVQ-J/CVQ Level 3/Diploma

ASSESSMENT OPTIONS

There is a range of strategies for conducting assessment in a variety of workplace and organizational contexts. These strategies allow for assessments to be conducted by:

1. Single Assessor - A registered Assessor conducts the assessment and makes the assessment decision.
2. Partnership Arrangement– A registered Assessor works with a technical expert to conduct the assessment.

The technical expert is required to:

- be judged competent by his/her peers in industry in the performance being assessed,
 - demonstrate current knowledge of the industry practices and the job or role against which performance is being assessed,
 - demonstrate the necessary interpersonal and communication skills required in the assessment process.
3. Panel Assessment - A team comprising of registered assessor(s) and industry experts works together in the collection of evidence and makes decisions about competence. Teams are generally used in the assessment of higher levels of competence or where an integrated approach is used for the assessment of a larger cluster of competencies. Among the members of the panel, the following criteria should be met:
 - Formal recognition of competencies and assessor registration status in the relevant units being assessed
 - Proficiency and current knowledge of industry practices, and the job or role against which performance is being assessed
 - Evidence of necessary interpersonal and communication skills required in the assessment process.

ASSESSMENT OF CANDIDATES WITH SPECIAL NEEDS

It is the responsibility of the ATO to provide how individuals with special needs are assessed fairly and competently without compromising the quality.

Variations in the assessment practices

The ATO must make provisions for variations in Assessment strategies that eliminate or significantly reduce the disadvantages caused by disabilities of candidates without placing these candidates at an advantage over other candidates.

These strategies may include:

- i) Special simulated conditions for assessment
- ii) Extra time allotment for completion of task based on the specific disability
- iii) Provision of special software, electronic, mechanical and/or audio/visual aids
- iv) Special personal assistants such as reader/an interpreter
- v) Specially prepared scripts/instructions
- vi) Special arrangements for individual assessment

In ensuring the effectiveness of these practices, formal links must be made and maintained with the relevant associations and advisory groups for the disabled. Also, external verifiers employed to examine the assessment procedures in training institutions must be cognisant of the needs of candidates with physical and learning difficulties.

ASSESSING UNDERPINNING KNOWLEDGE COMPONENT OF THE STANDARDS

Assessing the Underpinning Knowledge component of an occupational area is as important as assessing the skill component. The Underpinning Knowledge assessment should take the following format.

Format for Assessing Underpinning Knowledge

Level Assessed	No. of Questions	Format
1 -2	10 – 15 per Cluster	Multiple Choice
3 -5	12 – 15 per Cluster	Short Answer, Essay and Case Study
6-8	15 – 20 per Cluster	Short Answer, Essay and Case Study

Spread of Items across Cognitive Domain – Underpinning Knowledge Assessment

LEVEL	# ITEMS per Cluster	COGNITIVE DOMAIN					
		Recall	Comprehension	Application	Analysis	Synthesis	Evaluation
Level 1	10 - 15	10%	30%	50%	10%	-	-
Level 2	10 - 15	5%	15%	50%	25%	5%	-
Level 3	12 - 15	-	20%	25%	30%	15%	10%
Level 4	12 - 15	-	15%	20%	35%	20%	10%
Level 5	12 - 15	-	10%	15%	40%	20%	15%
Level 6	15 – 20	-	10%	20%	20%	30%	20%
Level 7	15 - 20	-	10%	15%	15%	30%	30%
Level 8	15 - 20	-	10%	10%	20%	30%	30%

Refer to page 21 – 23 for sample Table of Specification and Test using the clusters from a Qualification to formulate an Assessment Instrument for evaluating the Underpinning Knowledge component.

Sample Extract Qualification Plan



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Packaging of Competency Standards for National Qualifications

THH10317 NVQ Level 1 in Commercial Food Preparation

Unit Code	Unit Title	Core	Hours
THHCOR0031B	Develop and update hospitality industry knowledge	Core	20
THTEJ0011C	Apply knowledge of Team Jamaica requirements in the workplace	Core	30
CRICOM0011C	Apply basic language and communication skills	Core	40
BSSCOR011C	Communicate in the workplace	Core	20
THHCOR0061C	Operate in a culturally diverse work environment	Core	15
CSHCOR0011B	Manage self against risks related to HIV and AIDS in the workplace	Core	20
THHCOR0021D	Comply with health, safety and security procedures	Core	20
THHWHS0231A	Apply environmentally sustainable work practices	Core	15
THHWHS0241A	Apply safe food handling practices and regulations	Core	15
THHWHS0221A	Apply hygiene practices for food safety	Core	15
CRIMAT0011C	Perform basic mathematical computation	Core	40
THHCFP1011A	Develop and apply effective cookery skills	Core	15
BSBCOR0171C	Deliver quality customer service	Core	15
BSBCOR0221B	Develop and maintain professionalism	Core	20
THHCFP1031A	Use knives for basic task in the kitchen environment	Core	10
THHOSH0251A	Apply basic first aid	Core	15
THHCFP0231C	Organize, prepare and present simple dishes	Core	45
THHCFP0251C	Clean kitchen premises and equipment	Core	15
THHCFP0261D	Prepare dishes using basic methods of cookery	Core	45
THHCFP0271C	Prepare appetizers and salads	Core	30
THHCFP1021A	Produce basic hot and cold desserts	Core	30
THHCFP0281C	Prepare and present sandwiches	Core	10
THHCFP1061A	Identify and prepare meat and poultry cuts	Core	10
THHCFP0321C	Prepare and cook poultry and game	Core	30
THHCFP0331C	Prepare and cook meat and seafood	Core	30
THHCFP0651C	Prepare vegetables, fruits, eggs and farinaceous dishes	Core	40
THHCAT0651C	Transport and store food in a safe and hygienic manner	Core	15
THHPAT1051A	Produce basic cakes, sponges and scones	Core	45
THHCFP0671B	Prepare stocks, sauces and soups	Core	45
THHGAD0141C	Receive and store stock	Core	15
THHCFP0461C	Handle and serve cheese	Core	5
ITICOR0011C	Carry out data entry and retrieval procedures	Core	45

To obtain this qualification, all core competencies must be achieved.

Nominal training hours (institutional delivery) include total hours of core competencies.

Qualification Plan for the Tourism & Hospitality Stream of the Hospitality Industry (THH17)
Occupational Standards Development Department, NCTVET

Page 1 of 7

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Prerequisite

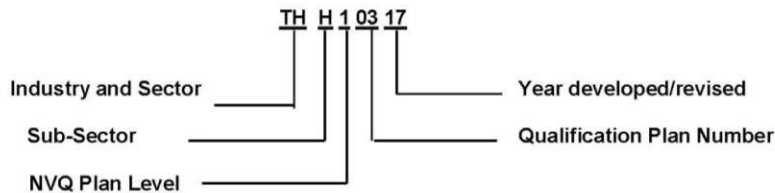
For this qualification plan the prerequisite(s) is/are:

- Nil

Individuals may enter level 1 Certification in Commercial Food Preparation with no vocational experience.

Legend to National Vocational Qualification (NVQ) Plan code

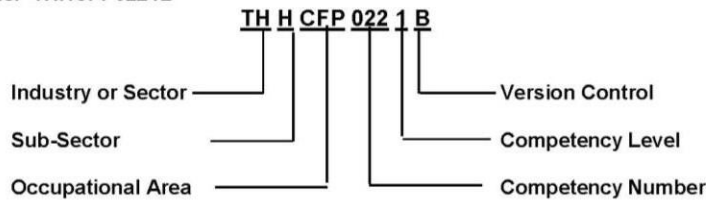
Example: THH10317



Key: TH – Tourism and Hospitality; H- Hospitality; 1 - Level 1; 03 – Numerical sequence; 17 -Year developed/revised

Legend to Unit Code

Example: THHCFP0221B



KEY: TH – Tourism & Hospitality; H- Hospitality; CFP_– Commercial Food Preparation; 022 –unit #; 2 – Level 1; B_– second version

Unit Key: COR – Core; CFP- Commercial Food Preparation; GAD – General Administration; CAT – Catering; GHS – General Health Service; BSB - Business Sector (Business); ITI - Information Technology (Information); WHS – Work Health and Safety; THH – Tourism & Hospitality (Hospitality); CRI – Cross Industry; COM – Communication; SBM – Small Business Management

Sample Clustering of Units

The sample test below consists of test items taken from cluster 5, which is highlighted below:



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Packaging of Competency Standards for National Qualifications

Clustering of Units

THH10317 NVQ Level I in Commercial Food Preparation

Unit Code	Unit Title	Core	Hours
Cluster 1			
Apply Effective Communication skills within the Workplace			
CRICOM0011C	Apply basic language and communication skills	Core	40
BSSCOR011C	Communicate in the workplace	Core	20
BSBCOR0171C	Deliver quality customer service	Core	15
THHCOR0061C	Operate in a culturally diverse work environment	Core	15
BSBCOR0221B	Develop and maintain professionalism	Core	20
Cluster 2			
Develop Hospitality Industry knowledge			
THHCOR0031B	Develop and update hospitality industry knowledge	Core	15
THTTEJ0011C	Apply knowledge of Team Jamaica requirements in the workplace	Core	30
CSHCOR0011B	Manage self against risks related to HIV and AIDS in the workplace	Core	20
THHOSH0251A	Apply basic first aid	Core	15
Cluster 3			
Comply with the Food Safety Practices			
THHWHS0221A	Apply hygiene practices for food safety	Core	15
THHWHS0241A	Apply safe food handling practices and regulations	Core	15
THHCAT0651C	Transport and store food in a safe and hygienic manner	Core	15
Cluster 4			
Apply Workplace Safety & Health Procedures			
THHCOR0021D	Comply with health, safety and security procedures	Core	20
THHCFP0251C	Clean kitchen premises and equipment	Core	15
THHWHS0231A	Apply environmentally sustainable work practices	Core	15
Cluster 5			
Apply Basic Methods of Cookery to Prepare Food			
THHCFP1011A	Develop and apply effective cookery skills	Core	15
THHCFP1031A	Use knives for basic task in the kitchen environment	Core	10
THHCFP0271C	Prepare appetizers and salads	Core	30
THHCFP0281B	Prepare and present sandwiches	Core	10
THHCFP0651C	Prepare vegetables, fruits, eggs and farinaceous dishes	Core	40
THHCFP0461C	Handle and serve cheese	Core	5
Cluster 6			
Prepare and Present Simple Dishes			
THHCFP1061A	Identify and prepare meat and poultry cuts	Core	10
THHCFP0231C	Organize, prepare and present simple dishes	Core	45
THHCFP0261B	Prepare dishes using basic methods of cookery	Core	45
THHCFP0321C	Prepare and cook poultry and game	Core	30
THHCFP0331C	Prepare and cook meat and seafood	Core	30
THHCFP0671B	Prepare stocks, sauces and soups	Core	45



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Clustering of Units (Cont'd)

THH10317 NVQ Level I in Commercial Food Preparation

Unit Code	Unit Title	Core	Hours
Cluster 7	Produce bakery products		
THHPAT1051A	Produce basic cakes, sponges and scones	Core	45
THHCFP1021A	Produce basic hot and cold desserts	Core	30
Cluster 8	Apply IT and computation skills to Work Task		
ITICOR0011C	Carry out data entry and retrieval procedures	Core	45
THHGAD0141C	Receive and store stock	Core	15
CRIMAT0011C	Perform basic mathematical computation	Core	45

Sample Table of Specifications

F-EU-TSV.1.0

TABLE OF SPECIFICATIONS (CVQ/NVQ)

Qualification Plan/Code: CFP (Cookery) (THH10317)

Assessment Period: June, 2018

Test Type: Multiple Choice

Paper No: Cluster 5 Apply Basic Methods of Cookery to Prepare Food

Prepared By: John Doe

Date Prepared: May 2018



Unit Code	Title	No. of Items	Marks	Cognitive domain						
				<i>Rec.</i>	<i>Co.</i>	<i>App.</i>	<i>An.</i>	<i>Syn.</i>	<i>Ev.</i>	
THHCFP1011A	Develop and apply effective cookery skills	1	1			Ques. (1)				
THHCFP1031A	Use knives for basic task in the kitchen environment	1	1		Ques. (2)					
THHCFP0271C	Prepare appetizers and salads	2	2		Ques. (3)	Ques. (4)				
THHCFP0281B	Prepare and present sandwiches	2	2			Ques. (5)	Ques. (6)			
THHCFP0651C	Prepare vegetables, fruits, eggs and farinaceous dishes	3	3	Ques. (7)	Ques. (8)	Ques. (9)				
THHCFP0461C	Handle and serve cheese	1	1			Ques. (10)				
	TOTAL	10	10	1	3	5	1			
	Weight (%)	100%	100%	10%	30%	50%	10%			

Table of Specifications (CVQ/NVQ)
July 2009

Sample Test

This sample test represents Cluster 5 highlighted on the Qualification Plan.

CVQ-FT
THH10317
Issue A-1.0
Sample Test

INSTRUCTIONS 004



Caribbean Vocational Qualification Commercial Food Preparation (Cookery) Level 1 Sample Test

Instruction: Each item in this test has four (4) possible answers lettered A, B, C, D.
Read each item carefully then select the most appropriate response.

1. EFFECTIVE COOKERY SK 001

A client requests stir fried vegetables 'al dente', this means the vegetables should be cooked

- A. until they are firm not soft.
- B. until they are soft.
- C. with a glaze.
- D. in a sauce.

2. KNIVES KITCHEN EN. 001

Which option **BEST** describes a "boning knife"?

- A. The boning knife has a blade between 4 and 12 inches long and 2½ inches wide with a curve that becomes more pronounced near the tip.
- B. The boning knife has a blade between 8 and 14 inches long and 1½ inches wide, with a curve that becomes more pronounced near the tip.
- C. Thin and flexible with a curved blade that measures between 4 and 8 inches. It is designed to get into large spaces to detach meat from the bone.
- D. Thin and flexible with a curved blade that measures between 5 and 7 inches. It is designed to get into small spaces to detach meat from the bone

3. PREPARE APP/SALADS 016

An appetizer is served at the

- A. end of a meal
- B. middle of a meal
- C. beginning of a meal
- D. start and end of a meal

4. PREPARE APP/SALADS 004

You are preparing canapes of highly specialized shapes. In order not to waste the bread trimmings that will be left, what item could be prepared for use in salads?

- A. Crudites
- B. Crumbs
- C. Croutons
- D. Crackers

5. PREPARE SANDWICHES 001

In the preparation of BLT sandwiches, mayonnaise would be the preferred spread because it

- A. adds more flavour.
- B. provides mouth feel.
- C. helps the filling stick to the bread.
- D. protect the bread from moisture.

6. PREPARE SANDWICHES 004

If you were asked to prepare a hot sandwich using the deep fryer as the main cooking equipment, which of the following sandwiches should you prepare?

- A. Monte Cristo
- B. Submarine
- C. Tuna Melt
- D. Hamburger

7. EGGS&FARNACEOUS DISH 001

Three (3) methods used in the preparation of eggs for breakfast are

- A. grilling, shirring, frying
- B. scrambling, roasting, frying
- C. shirring, poaching, boiling
- D. frying, poaching, roasting

8. EGGS&FARNACEOUS DISH 002

Conditioning an omelet pan is done in order to

- A. prevent sticking.
- B. allow even cooking.
- C. add flavour to the omelet.
- D. prevent damage to the pan.

9. PREP, VG/FARNACEOUS 009

When cooking rice, 2 cups of liquid is used to cook 1 cup (8 oz) of rice. How many cups of liquid should be used to cook 10 lbs of rice.

- A. 80 cups
- B. 64 cups
- C. 40 cups
- D. 20 cups

10. HANDLE&SERVE CHEESE 002

Which of the following general rule must be followed when serving cheese?

- A. Place cheese on ice before serving
- B. Allow cheese to breathe before serving
- C. Before serving, cheese should be placed in the refrigerator
- D. Heat cheese before serving.

END OF TEST 001

END OF TEST

ASSESSING SKILL COMPONENTS OF THE STANDARDS

Skill assessment is critical in determining competency of an individual hence the assessor is required to evaluate the candidate while performing task related to the Competency Standards. Refer to Appendix A for sample task and rating scale to guide the evaluation activity.

Instructions for Computing Practical Scores

Example 1 – Calculating Cluster/Group Criteria

To calculate candidate's rating for each cluster/group of performance criteria the following formula should be applied:

$$\frac{\text{Total performance criteria scored}}{\text{Number of criteria being assessed}}$$

Cluster/Group 1

	PERFORMANCE CRITERIA	N/D	1	2	3	4	5
1	Tools and materials correctly selected			✓			
2	Correct operational procedures followed					✓	
3	Workstation cleaned and sanitized				✓		
4	Service to be provided verified with client					✓	
5	Water temperature tested to ensure correct temperature					✓	
6	Hair saturated and shampoo applied				✓		
7	Shampoo thoroughly rinsed, hair towel blotted				✓		
8	Conditioner applied, scalp massaged				✓		
9	Conditioner thoroughly rinsed				✓		
10	Tasks completed on time						✓
	Sub-Total			2	15	12	5
	Cluster/Group Average Rating		3.4				

$$\text{Total Performance Criteria} = 2+15+12+5 = 34$$

$$\text{Final rating} = \frac{\text{total performance criteria scored} = 34}{\text{number of criteria being assessed } 10} = 3.4$$

Example 2 – Calculating Final Score

In order to assign a final score, you will be required to calculate the final rating and then convert rating to a percentage score. This can be correctly achieved by adhering to the following:

1. All cluster/group averages **must** be transferred to the assessment summary sheet. The final cluster/group scores **must** be averaged to determine the final rating. The following formula should be applied:

$$\text{FINAL RATING} = \frac{\text{Cluster/Group 1} + \text{Cluster/Group 2} + \text{Cluster/Group 3} + \text{Cluster/Group 4}}{\text{Number of Clusters/Groups}}$$

$$\text{FINAL RATING} = \frac{3.5 + 4.2 + 5 + 4}{4} = \frac{16.70}{4} = 4.18$$

2. Where the final rating bears 2 decimal places, the rating **must** be rounded to a single decimal place, i.e.

$$\text{Final Rating} = 4.2$$

3. The final rating should be converted to percentage score using the **Rating to Percentage Conversion Table** (overleaf) and recorded on the assessment summary sheet (see example below).

Percentage scores assigned to candidates **must** be aligned to the relevant level (see example below).

For example, where a candidate's final rating is 4.2 on a Level 1

Programme/Qualification, the percentage score to be assigned is 71 percent.

**Assessment Summary
Bakery Chef – Level 1**

FBF10110V01– NVQ-J Level 1 in Bakery Chef

Cluster/ Group	Integrated Competencies	Rating attained
1	CRICOM0011A/ THHCOR0051A/ THHGHS0172A	3.5
2	THHCOR0041A/ THHCOR0041A/ THHCFP0251A/ FBFCOR0721A	4.2
3	FBFBAK0751A/ FBFBAK0791A/ FBFBAK0211A/ FBFBAK0811A/ THHCBD0022A CRIMAT0011A	5
4	FBFBAK0861A/ FBFBAK0761A/ THHCBD0102A/ FBFCOR0411A/ BSSRE00591A	4
	<i>Final Rating</i>	4.2
	<i>Percentage</i>	71%

4. Once the final score is ascertained; each candidate's percentage score must be transferred to the Continuous Practical Grade Sheet to facilitate upload to the relevant assessment data base.

RATING TO PERCENTAGE CONVERSION TABLE

Rating	Level 1 Percentage Score	Level 2, 3 and Job Certification Percentage Score	Level 4 – 5 Percentage Score	Level 6 – 8 Percentage Score
0.1	2	2	2	3
0.2	3	3	5	6
0.3	5	5	7	8
0.4	6	7	9	11
0.5	8	8	11	14
0.6	9	10	14	17
0.7	11	11	16	19
0.8	12	13	18	22
0.9	14	15	20	25
1.0	15	16	23	28
1.1	17	18	25	30
1.2	18	20	27	33
1.3	20	21	30	36
1.4	21	23	32	39
1.5	23	25	34	41
1.6	24	26	36	44
1.7	26	28	39	47
1.8	27	30	41	50
1.9	29	31	43	52
2.0	30	35	45	55
2.1	32	36	46	56
2.2	33	37	48	58
2.3	35	39	51	60
2.4	36	41	53	61
2.5	38	43	55	63
2.6	40	44	57	64
2.7	41	46	59	66
2.8	43	48	62	67
2.9	44	49	64	69
3.0	45	50	65	70
3.1	47	51	68	71
3.2	48	53	70	72
3.3	50	55	72	73
3.4	51	56	74	74
3.5	60	64	75	75
3.6	61	66	76	76
3.7	63	67	77	77
3.8	65	69	78	78
3.9	66	71	79	79
4.0	67	72	80	80
4.1	69	74	81	82
4.2	71	76	82	84
4.3	72	77	83	86
4.4	74	79	84	88
4.5	75	80	85	90
4.6	81	86	88	92
4.7	86	93	94	94
4.8	92	96	96	96
4.9	98	98	98	98
5.0	100	100	100	100

RATING CONVERSION

Percentage scores should be used for all types of assessment however, to standardize the reporting of trainees' scores across institutions, once uploaded the NTA Qualifications System (NQS) will convert percentage scores using a rating of 1 to 5, where 5 is the highest and 1 is the lowest. All scores must be presented as percentages (i.e. 1% to 100%) when uploading to the NQS.

Ratings above 3 indicate competency in the areas being assessed. Performance rated as 1 or 2 indicate the need for additional training and practice. **See Rating Conversion Tables for NVQ-J/CVQ and Job Certification below.**

JOB CERTIFICATION CONVERSION TABLE

Score (%)	Rating	Certification Status
80 - 100	5	Competent/Mastery
65 - 79	4	Competent
50 - 64	3	Competent
35 - 49	2	Not Yet Competent
Below 35	1	Not Yet Competent

NVQ-J/CVQ CONVERSION TABLE

Level 1 (%)	Levels 2&3 (%)	Levels 4&5 (%)	Levels 6 to 8 (%)	Letter Grade	GPA Scale	Rating	Certification Status
75 - 100	80 - 100	85 - 100	90 - 100	A- to A+	3.4 to 4.0	5	Competent/Mastery
60 - 74	65 - 79	75 - 84	80 - 89	B- to B+	2.4 to 3.3	4	Competent
45 - 59	50 - 64	65 - 74	70 - 79	C- to C+	1.4 to 2.3	3	Competent
30 - 44	35 - 49	45 - 64	55 - 69	D to D+	1.0 - 1.3	2	Not Yet Competent
Below 30	Below 35	Below 45	Below 55	E to F	Below 1.0	1	Not Yet Competent

ASSESSMENT OUTLINE FOR LOWER LEVEL PROGRAMMES (LEVELS 1 – 2 PROGRAMMES)

STRATEGIES:

- **Institutional-based Assessment**
 1. Summative Practical
 2. Summative Written Assessment

- **On-the-Job Assessment**
 1. On-the-job /practicum Evaluation
 2. Summative Written Assessment

- **Challenge Test**
 1. Summative Written Assessment
 2. Summative Practical Assessment

ASSESSMENT OUTLINE FOR HIGHER LEVEL PROGRAMMES (LEVELS 3 – 8 PROGRAMMES)

STRATEGIES:

- **Institutional-based Assessment**
 - i) Practicum and Practical Evaluation
 - ii) Summative Project (Level 3)
 - iii) Portfolio (levels 4 – 6)
 - iv) Thesis (Levels 7 - 8)
 - v) Summative Written Assessment

- **On-the-Job Assessment**
 - i) On-the-job /practicum Evaluation
 - ii) Summative Project (Level 3)
 - iii) Portfolio (levels 4 – 6)
 - iv) Thesis (Levels 7 – 8)
 - v) Summative Written Assessment

ON-THE-JOB EVALUATION

Where training is institutional-based, candidates should complete a minimum of on-the-job experience at the point of External Verification as follows:

- i) 200 hours – Level 1
- ii) 280 hours- Levels 2-3.
- iii) 360 hours – Levels 4-5
- iv) *440 hours – Levels 6 - 8*

This is not applicable to candidates if they are currently employed in the field. The supervisor at the practicum site will assist in the evaluation of the candidate's performance. This evaluation will be done against a set of criteria prepared by NCTVET. An External Verifier will verify the supervisor's rating of the candidate.

SUMMATIVE WRITTEN ASSESSMENT

This will comprise the following types of questions:

- i) Multiple choice (levels 1- 3)
- ii) Case study
- iii) Essay (content, expression, grammar)
- iv) Short answers
- v) Related language and calculations (where applicable)

SUMMATIVE PROJECT

Project requirements will be developed and communicated to the candidate or institution by the NCTVET/ATO.

PORTFOLIO

- i) Candidate provides pictorial or other evidence of his/her work. Stating which Unit of Competency Standard, the evidence represents
- ii) Explain/describe the procedures and techniques of what is presented
- iii) Elaborate on the advantages and disadvantages of each procedure/technique
- iv) Discuss what others in the field have to say on the subject matter – agree or disagree with them and defend the position taken (research is required)

Format of Portfolio

The format of the Portfolio should include:

- i) Title page (candidate's name, centre, skill area, skill code, level and date submitted)
- ii) Table of Contents
- iii) Evidence of research
- iv) Glossary of terms and abbreviations
- v) Bibliography

Rating of Portfolio

The marking scheme will consider:

- i) Organization/layout
- ii) Evidence of research
- iii) Grammar
- iv) Appropriateness of content

See Appendix C for guide on how to prepare Portfolio.

NB. Each candidate will have to defend the Portfolio before a panel.

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 Accredited Training Organisations should be retrofitted to meet the needs of the online assessment requirements along with the following considerations:

- i) 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.
- ii) Technical support provided for the management of the back office.
- iii) Support the NDAR, TMS and NQS.
- iv) Touch points along client experience tracked by Marketing & Communications Department through the ISTS Help Desk and Contact Centre:
 - a. Psychometric Assessment
 - b. Online Assessment
- v) Dashboard should provide real-time results on issues on customer satisfaction.

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	<i>2 MB</i>	<i>Per candidate</i>	
Working computer or laptop	<i>1 equipment</i>	<i>Per candidate</i>	<i>8 MB RAM</i>
Firefox/Google Chrome browser installed	<i>Each equipment</i>		
Security	<i>Safe Exam browser</i>		

VIDEO RECORDING REQUIREMENTS FOR PRACTICAL ASSESSMENTS

Video recording is a key tool to 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 offerings by the HEART NSTA Trust is diverse and the recording process will vary based on the tasks/area.

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. **Video Specification: Sony HDR-CX440 HD Handycam with 8GB** (including protected carry case)
 - i) 1080 p
 - ii) 30 x optical Zoom
 - iii) Clear photo LCD (230 x 400 dots)
 - iv) Optical SteadyShot image stabilization w/ Intelligent Active mode (Wide to Tele)
 - v) Wi-Fi Technology
 - 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

3. 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,

Digital Camcorder (50°)

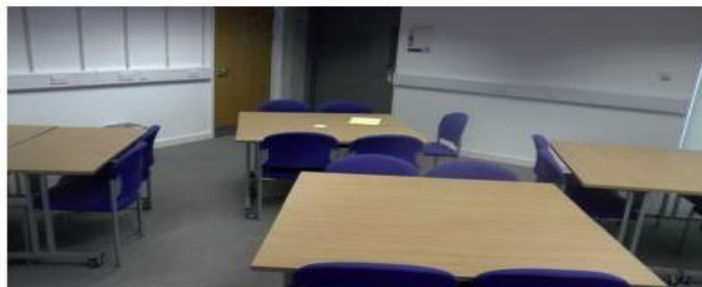
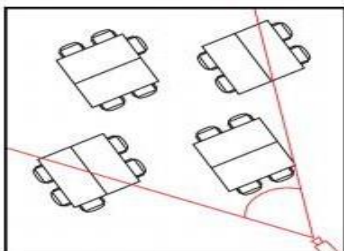


Figure 2.a

Action Camcorder (120°)

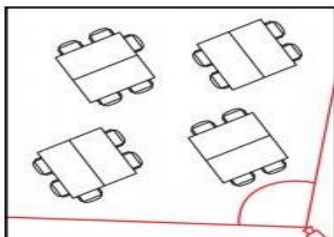


Figure 2.b

Action Camcorder (170°)

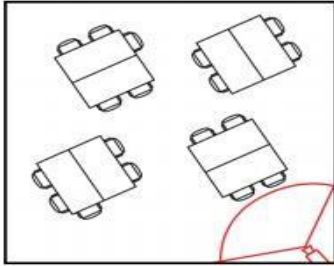


Figure 2.c

Webcam (80°)

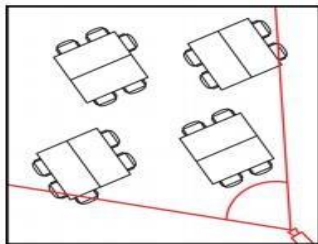


Figure 2.d

Figure 2: Options for Camera Angles

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

- i. Ensure that extraneous noise is kept to a minimum or it can affect candidate performances and make it difficult to hear candidates.
- ii. 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.
- iii. Where the candidate is being filmed from some distance without the zoom facility being used, it is 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, please do the following:

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

- ii. Use a tripod to stabilize the camera.
- iii. 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.
- iv. When you begin recording allow the tape to run for 20 seconds, so it is fully up to speed for the performance.

During recording

- i. Where more than one candidate appears in-shot it is vital that they are clearly identified.
- ii. Avoid clipping the ending of the recording to ensure the finished product is displayed.
- iii. 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.
- iv. 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

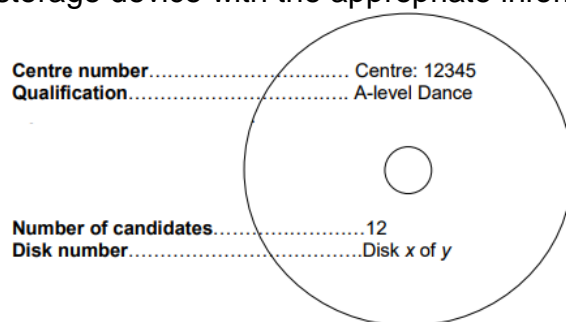
The best suited storage medium can be selected from the following recommendations:

- i) Universal Serial Bus (USB) stick
- ii) Portable memory card e.g. an external hard drive, that plugs into a computer
- iii) Digital Versatile Disc (DVD) or CD Read/Write(R/W)

After Recording

The examiner/videographer must:

- i) label every storage device with the appropriate information, for example:



- ii) 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.

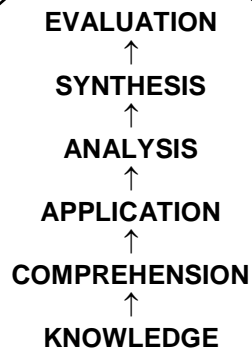
Access Roles and Security

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

GUIDELINES FOR PREPARING MULTIPLE CHOICE ITEMS

1. Develop items related to the Underpinning Knowledge section of the Unit Competency Standards.
2. Ensure that the items test important knowledge that the candidate must know and understand.
3. Ensure that the items are **technically accurate**.
4. Ensure that the aim of an item is **clearly** presented in the stem.
5. Ensure that the wording of the item is as **brief** and clear as possible.
6. Use **diagrams** where appropriate.
7. Ensure that each item has **one** correct answer which appears as one of the options.
8. The **key** should be of the same **length** as the distractors, not consistently longer or shorter.
9. **All** distractors must be **plausible** to the level of candidate being examined.
10. Avoid giving **clues** in the stem or the distractors.
11. Avoid **overlapping** options. (Options showing numerical values are particularly prone to this.)
12. Avoid **negatively** phrased stems. If this is unavoidable **emphasize** the negative.
13. Avoid the use of '**none of the above/all of the above**' as a distractor.
14. Avoid the use of the word '**you**', i.e. what would **you** do ...?

BLOOM'S TAXONOMY OF THE COGNITIVE DOMAIN



Verbs Applicable To The Cognitive Domain

LOWER LEVEL SKILLS			
KNOWLEDGE		COMPREHENSION	
arrange	order	classify	locate
define	recognize	describe	recognize
duplicate	relate	discuss	report
label	recall	explain	restate
list	repeat	express	review
memorize	reproduce	identify	select
name	state	indicate	translate
HIGHER LEVEL SKILLS			
APPLICATION		ANALYSIS	
apply	operate	analyze	differentiate
choose	practice	appraise	discriminate
demonstrate	schedule	calculate	distinguish
dramatize	sketch	categorize	examine
employ	solve	compare	experiment
illustrate	use	contrast	question
interpret	write	criticize	test
SYNTHESIS		EVALUATION	
arrange	formulate	appraise	judge
assemble	manage	argue	predict
collect	organize	assess	rate
compose	plan	attach	core
construct	prepare	choose	select
create	propose	compare	support
design	set up	Defend	value

GUIDELINES FOR RESTRICTED AND EXTENDED RESPONSES

1. Frame items to align with requirements of the Standards.
2. Specify the value and approximate time limit for each item.
3. Use many items that require short responses: mix short and long answers.
4. Do not use optional items.
5. Verify item quality by writing trial response (key points).
6. Prepare a marking scheme.

TYPES OF THOUGHT QUESTIONS AND SAMPLE ITEM STEMS

a) Comparing

Describe the similarities and differences between ...

Compare the following two methods of ...

b) Relating cause and effect

What are major causes of ...?

What would be the most likely effects of ...?

c) Justifying

Which of the following alternatives would you favour, and why?

Explain why you agree or disagree with the following statement.

d) Summarizing

State the main points included in ...

Briefly summarize the contents of ...

e) Generalizing

Formulate several valid generalizations from the following data.

State a set of principles that can explain the following events.

f) Inferring

Considering the facts presented, what is most likely to happen when ...?

How would Senator X be likely to react to the following issue?

g) Classifying

Group the following items according to..

What do the following items have in common?

h) Creating

List as many ways as you can think of for ...

Make up a story describing what would happen if ...

i) Applying

Using the principle of ... as a guide, describe how you would solve the following problem situation.

Describe a situation that illustrates the principle of ...

j) Analyzing

Describe the reasoning errors in the following paragraph.

List and describe the main characteristics of ...

k) Synthesizing

Describe a plan for proving that ...

Write a well-organized report that shows

l) Evaluating

Describe the strengths and weaknesses of ...

Using the given criteria, write an evaluation of ...

GUIDELINES FOR SHORT RESPONSE ITEMS

1. A direct answer is better than incomplete statements.
2. Structure item so that the required response is concise.
3. Place a blank near the end of an incomplete sentence or in the margin of the direct question.
4. Restrict the number of blanks in an item.

GUIDELINES FOR CASE STUDY

What is a Case Study?

A Case Study is an in-depth investigation of one or a cluster of units. The Case Study should be a record of real-life situation. It is descriptive in nature because it answers the question; 'What is going on/happening/taking place?'

Presentation of the Case Study

The study may be presented as written scenario with questions.

The Format of the Case Study

In writing the Case Study the following format should be used:

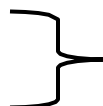
* Introduction

* Presentation of Finding/Content



Present this information to the trainees

- Analysis, Conclusions,
- Implications and Recommendations



Pose questions to the trainees to elicit responses related to these

Assessing the Case Study

In Case Study assessment, emphasis is placed on developing in trainees the ability to apply, analyze, and evaluate. The Introduction, and Presentation of Finding/Content will be given/outlined to trainees. Trainees will then be asked to analyze, conclude, and make recommendations.

Introduction:

Include here:

- Basic information and description of the company/organization/situation
- The problem/area of study

Presentation of Findings

Describe your findings. Make use of charts, diagrams, sketches and tables here. Give charts, diagrams, sketches, and tables numbers and titles where necessary.

Analysis/Discussion of Findings

This is where questions are posed by the supervisor/instructor that will lead to the interpretation of the results of the case study. Refer to charts, diagrams, sketches, and tables to substantiate the analysis where applicable.

Conclusions, Implications and Recommendations

Conclusion - Questions can also be posed that will allow the trainee to make some conclusion based on the analysis of the data presented. Do not introduce new facts at this stage.

Implication - Since there is/are usually implications to actions taken, trainee may also be asked to supply responses in terms of what may result from the actions taken.

Recommendations - The recommendations must flow logically from the conclusions. Questions may also be asked that require the trainees to make recommendations from the data provided.

Sample Case Study

Six workers employed to Sunsweet Greenhouse fell sick on the job. The workers all showed similar symptoms after they began working inside the greenhouse for an hour in which, unknowing to them, insecticide was applied two (2) hours earlier. They had to be rushed to the nearby hospital for treatment. Although the case was serious the doctors said that they were unable to treat the workers until they received further information. Efforts to contact management were futile until ninety (90) minutes later.

The Pesticide Control Authority was later called in to carry out investigations at the greenhouse. It was noticed that several unlabeled chemical containers were in the greenhouse storeroom. It was also noticed that records were not updated. Further checks revealed that it took 3 hours after the workers fell ill before they left the property and that no first aid or trained first aider was available on the property.

Questions:

1. State two (2) vital information the doctors would need before they could start applying appropriate treatment?
2. Describe strategies you would implement to address the Occupational Health and Safety shortcomings of the greenhouse.

PROJECTS/ PRACTICALS

These may involve the following:

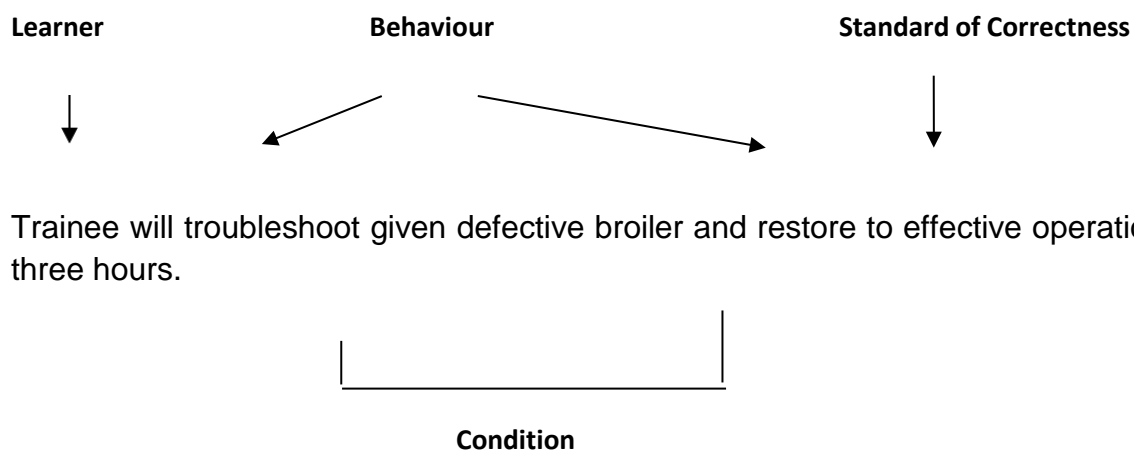
- a) building a model
- b) collecting, analysing, and evaluating data
- c) organizing ideas, creating visuals, and making an integrated oral presentation
- d) creating a painting or performing with a musical instrument
- e) repairing an engine
- f) writing a creative short story



Remember that the performance objectives are the starting point for constructing an item.

Objectives have four (4) parts:

1. The **learner**
2. The **behaviour /competency** which the learner is expected to perform
3. Under what **conditions** the learner will perform
4. To what **standard of correctness** will the learner be expected to perform?



Trainee will troubleshoot given defective broiler and restore to effective operation within three hours.

The domains of a performance test/practical may be cognitive, psychomotor, and affective. All three (3) domains may be evaluated on the assessment criteria/checklist depending on the degree of relevance to the assigned activity.

GUIDELINES FOR WRITING A PROJECT/PRACTICAL ASSESSMENT TASK

1. Select task that requires the use of complex, cognitive skills, and important learning outcomes
2. Specify the range of content and resources that students can use when performing a task.
3. Eliminate irrelevant data from the assessment.
4. Ensure that students have the prior knowledge essential for the task and are familiar with the material that they need to use.

5. Task direction should be clear and free from ambiguities.
6. Clearly communicate performance expectations in terms of the criteria by which the performances will be judged.
7. Write and evaluate the performance criteria.

Specifications for Practical/Skill Assessment

This must be a comprehensive activity involving tasks at the application/synthesis level spanning critical functions and lasting 3 ½ - 4 hours.

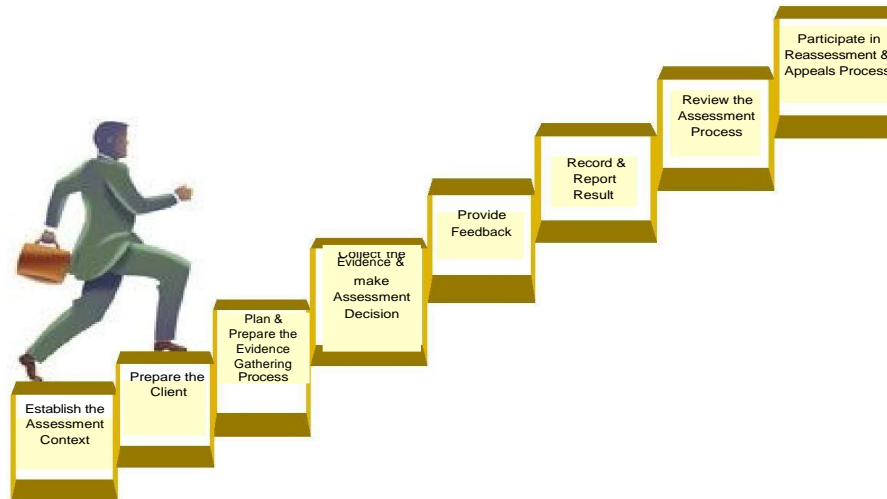
Details to include:

1. A task listing
2. Drawings/sketches where applicable
3. A detailed material listing
4. Blank student activity forms where applicable (for example, a client consultation form for Cosmetology)
5. A performance criteria sheet using the five-point scale based on the relevant level competency descriptors

(See Appendix A for Sample)

STEPS IN THE ASSESSMENT PROCESS

The following diagram identifies the steps for assessing (formative and summative) candidates against the Competency Standards. These steps apply to assessments conducted for the purposes of certification. Some steps should be conducted within the training environment while others during the assessment process. The final assessment should be administered through an Accredited Training Organization (ATO) or NCTVET.



Planning the Assessment

Step 1 - Establish the assessment context

- 1.1 Establish the context and purpose of the assessment
- 1.2 Identify the relevant Competency Standards and qualification level
- 1.3 Determine the assessment strategy
- 1.4 Identify any endorsed assessment instruments that have been developed to facilitate the assessment process
- 1.5 Analyse the Competency Standards and identify the evidence requirements
- 1.6 Identify potential evidence gathering method

Step 2 – Prepare the client/candidate

- 2.1. Explain the context and purpose of the assessment and the assessment process
- 2.2. Explain the Competency Standards to be assessed and the evidence to be collected
- 2.3. Advise on self-assessment including processes and criteria
- 2.4. Outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions
- 2.5. Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing persons with special needs
- 2.6. Seek feedback regarding the candidate’s understanding of the

Competency Standards, evidence requirements and assessment process

- 2.7. Determine if the candidate is ready for assessment and in consultation with the client, decide on the time and place of the assessment
- 2.8. Develop an assessment plan

Step 3 - Plan and prepare the evidence gathering process

- 3.1 Establish a plan for gathering sufficient and quality evidence about the client's performance to make the assessment decision
- 3.2 Source assessment materials to assist the evidence gathering process
- 3.3 Organize equipment or resources required to support the evidence gathering process
- 3.4 Coordinate and brief other personnel involved in the evidence gathering process

Note: Where the assessment is to be conducted in a firm or location other than the ATO's premises, the Assessment Broker should check that:

1. Appropriate communication is established between workplace and ATO
2. Assessment arrangements are made
3. Physical resources are available
4. Opportunities for the collection of workplace evidence is available
5. Assessment recording and reporting arrangements are made
6. Reassessment and appeals process are communicated
7. Protocols for ATO staff/Assessor to follow when visiting/contacting workplace are discussed

Conducting the Assessment

Step 4 - Collect the evidence and make the assessment decision

The Assessor must:

- 4.1 Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- 4.2 Collect appropriate evidence and assess this against the competencies

- 4.3 Evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- 4.4 Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies as required
- 4.5 Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- 4.6 Consult and work with other staff, assessment panel members or technical experts involved in the assessment process where appropriate
- 4.7 Record details of evidence collected
- 4.8 Make a judgement about the client's competency-based on the evidence and the relevant unit(s) of Competency

Step 5 – Provide feedback on the assessment

- 5.1 Offer clear and constructive feedback on the assessment decision
- 5.2 Provide information on ways of overcoming any identified gaps in competency revealed by the assessment
- 5.3 Present the opportunity to discuss the assessment outcome
- 5.4 Supply information on reassessment and the appeals process

Step 6 - Record and report the results

The Assessor must:

- 6.1 Record the assessment outcome of the assessment according to the policies and procedures of the ATO
- 6.2 Submit to the ATO complete records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the ATO
- 6.3 Maintain the confidentiality of the assessment outcome

Reviewing the Assessment

Step 7 – Review the assessment process

On completion of the assessment process, the Assessor must:

- 7.1 Review the assessment process
- 7.2 Participate in the moderation process if requested by the ATO or NCTVET
- 7.3 Report on the outcomes of the review to the ATO
- 7.4 Make suggestions for continuous improvement to the appropriate authority in the ATO and/or the NCTVET if appropriate

Step 8 – Participate in the reassessment and appeal process (if required)

The Assessor must:

- 8.1 Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
- 8.2 Provide the candidate with information on the reassessment and appeal process
- 8.3 Report any assessment decision that is disputed by the candidate to the appropriate personnel in the ATO
- 8.4 Participate in the reassessment or appeal according to the policies and procedures of the ATO.

QUALITY ASSURANCE MECHANISMS

To ensure and assure quality in the assessment activities, institutions will be subjected to the following mechanisms by the NCTVET:

- i) Assessment Audits
- ii) Internal Verifications
- iii) External Verifications
- iv) Moderation of Assessment
- v) Unannounced observations

Assessment Audits

The purpose of the audit is to examine the institution specifically in terms of its capability to maintain the requisite systems in offering sound assessments that meet the standard for certification by the NCTVET. These audits are conducted using a risk-based approach.

Internal & External Verifications

The scheduling of Internal Verification activities must be done prior to the start of each programme cycle. It should sample assessment decisions from all skill areas, all candidates and all assessors. The management of Internal Verification is the responsibility of the Assessment Centres and ATOs.

External Verification is the responsibility of the quality assurance body, the NCTVET. The review of assessment activities of the ATOs and Assessment Centres is the responsibility of the NCTVET to ensure that the quality of assessment and internal verification meet the requirements of the standards.

The External Verifiers/Quality Assurance Specialists are required to visit the institution at least twice during the training period. The first visit is chiefly to become acquainted with the centre and its preparations for meeting the quality requirements for assessment of the learners/candidates. The second visit must verify that previous requests for corrective actions have been addressed.

Moderation of Assessments

The NCTVET is responsible for the moderation of all unit standards. It is not feasible to moderate all unit standards at once, therefore, the NCTVET will adopt a mechanism that will allow for a selected sample of unit standards to be moderated each year.

Unannounced observations

Unannounced observations will be done by the NCTVET. It will be used to monitor the following activities:

- i) On-the-Job verification activities

- ii) Summative assessments
- iii) Continuous practical assessments
- iv) Assessments conducted at offsite locations

CERTIFICATION

Request for Certificates/Transcripts

An unofficial Transcript may be issued by the ATO where a candidate has successfully completed portions of the assessment. An official Transcript must be requested from the NCTVET by the ATO or the candidate

Once the full requirements for a qualification have been met, the manager of the ATO should request the issuance of a National /Caribbean Vocational Qualification or Job Certificate.

The NCTVET will issue the appropriate award for all competent candidates who have completed the relevant qualifications.

Managers must acknowledge receipt of certificates by signing and returning the appropriate document to the Registrar, NCTVET.

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.

Criteria

A set of established guidelines, rules, characteristics, or conditions which, when used to evaluate an activity, performance, or achievement, will determine its value or quality.

Dimensions of Competence

These refer to task skills, task management skills, contingency management skills and job/role environment skills.

Evidence

Documentary data/information that can be validated or authenticated and which provides proof of understanding of content or skill competence in a specific area.

Evidence Guide

This specifies the critical aspects of the evidence and the underpinning knowledge and skills that are to be demonstrated. The Evidence Guide is closely aligned to the Performance Criteria and the Range Statements in the Competency Standards.

Formative Assessment

This assessment provides 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 results as part of the final determination of competence.

Moderation

Moderation (in assessment) is the process of establishing comparability of standards of student performance across different courses, institutions, or organizations, to ensure that assessment is valid, reliable, and fair.

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 on going 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 training programmes and assessment processes achieve the desired outcomes.

Performance Assessment

A method used to assess how well a learner/candidate demonstrates knowledge and skills to determine the achievement of competencies as defined by the performance criteria within a Qualification.

Performance Criteria

Performance Criteria are statements of performance that are used as the basis of assessing an individual's competence in a skill area.

Portfolios

A collection of multiple work samples usually compiled and evaluated over time. The design of a portfolio is dependent upon the evidence requirements of the qualification to be assessed and the established quality requirements of the awarding body.

Range Statement

This is a part of the Competency Standards which describes the conditions within which competence must be demonstrated e.g., type of equipment, extent of procedures, the nature of environment.

Rating Scales

Values given to performance or achievement based on assessment activities. Rating scales may be numerical or descriptive/narrative and are based on pre-established and agreed criteria for determining where along a continuum of proficiency an individual who is assessed will fall.

Recognition of Prior Learning

Recognition of Prior Learning is the acknowledgement and formal recognition of the skills and knowledge attained through work or life experiences and formal or informal training programmes.

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.

Sample

A selection of a specified number of entries called sampling unit (participants, items, etc.) from a larger specified set of possible entities, called the population. A random sample is a selection according to a random process, with the selection of each entity in no way dependent on the selection of other entities.

Summative Assessment

A culminating assessment, which when conducted, gives information on students' competence, attitude, and mastery of content. Summative assessment may be a single assessment or a combination of assessment scores/achievements, obtained by various methods, which when combined provides sufficient evidence of the prescribed achievement required for national or regional recognition.

Transcript

A copy of a candidate's permanent training and certification record indicating all courses taken, grades received and certification status.

Third Party Evidence

Information provided by person(s) other than those directly involved in the assessment process, which contributes to the collection of evidence of competence and achievement in a specific competence. Third party evidence may include information from employers, supervisors, peers, clients, and others relevant to the competency requirements and the context of the assessment.

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: Sample Skill Assessment Task

SKILL ASSESSMENT Welding - LEVEL I

TIME: 3 ½ Hours

INSTRUCTION TO CANDIDATES

Read the following **instructions** carefully before you begin. If you have any question(s), direct them to the examiner.

All dimensions are in mm unless otherwise stated.

You are required to do BOTH tasks.

Task 1: Perform Oxy-Fuel welding as follows

- (a) Make a Tee ('T') fillet weld in the horizontal position on steel 16 gauge thick.
- (b) Make a lap joint weld in the flat position on steel 16 gauge thick.

Task 2: Perform manual metal arc welding in the horizontal, flat and vertical positions as per instructions supplied.

Use the diagrams and specifications to complete the tasks you are to perform.

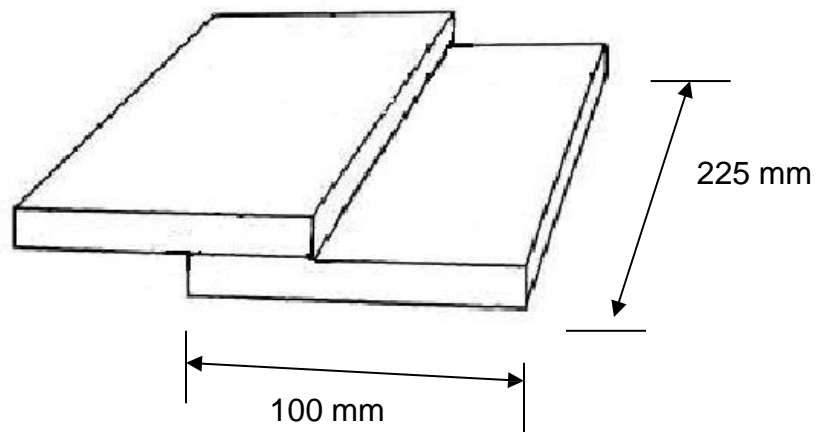
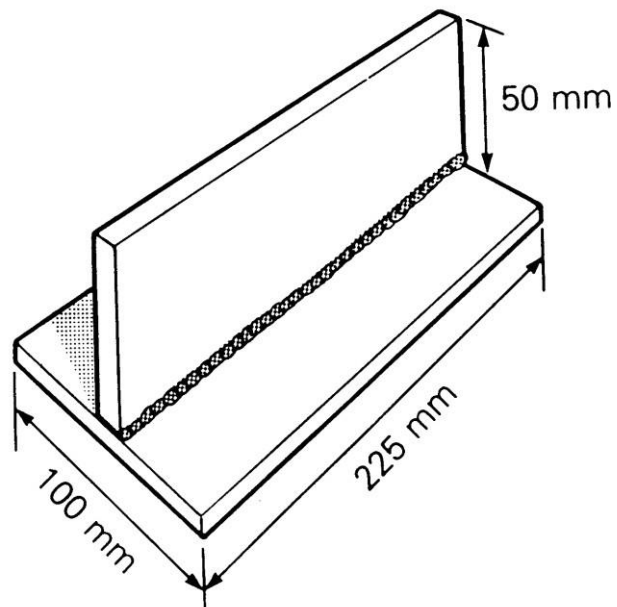
You will be given an additional 20 minutes to write a list of the tools, equipment and materials required for completing the task to the specifications given in the diagram.

SKILL ASSESSMENT
Welding - LEVEL I

TASK 1: Perform Oxy-Fuel Welding in the Flat and Horizontal Positions

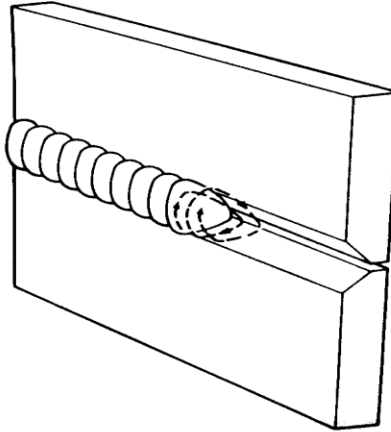
- (a) Make a Tee ('T') fillet weld in the horizontal position on steel 16 gauge thick.
- (b) Make a lap joint weld in the flat position on steel 16 gauge thick.

(a)

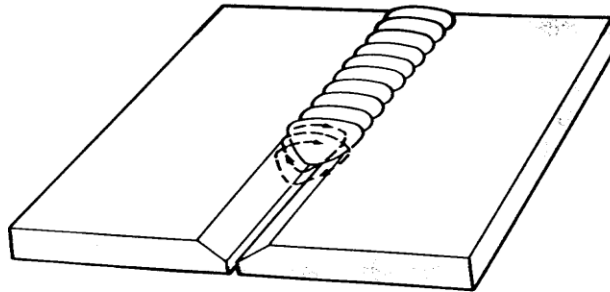


SKILL ASSESSMENT
Welding - LEVEL I

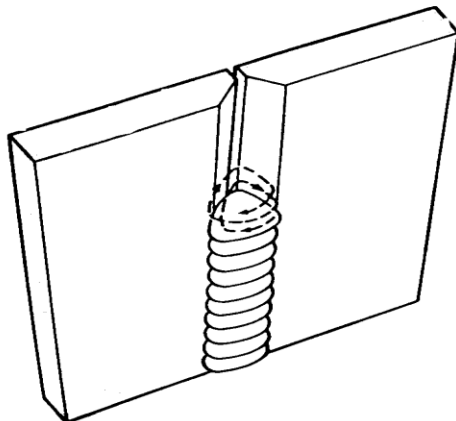
TASK 2: Perform manual metal arc welding in the horizontal, flat and vertical



Horizontal Position



Flat Position



Vertical Position

SKILL ASSESSMENT RATING SHEET

Welding – LEVEL I

INSTITUTION'S NAME: _____

CANDIDATE'S NO: _____

TASK: 1 Perform Oxy-Fuel Welding in the Flat and Horizontal Positions

(a) Make a Tee ('T') fillet weld in the horizontal position on steel 16 gauge thick.

(b) Make a lap joint weld in the flat position on steel 16 gauge thick.

CRITERIA	1	2	3	4	5
1. Selected appropriate tools and materials					
2. Cut materials to specified dimensions					
3. Cleaned welded area free of dirt/grease					
4. Gave sufficient allowance to avoid distortion					
5. Aligned joints properly					
6. Followed bead sequence correctly					
7. Welded bead to correct size					
8. Welded bead uniformly					
9. No undercut is visible					
10. Complete root penetration is evident					
11. Completed braze welding on correct side of joint					
12. Followed safety procedures					
13. Completed task in specified time					
TOTAL					

Rating Scale

- 5: Can perform the task with initiative and adaptability to problem situations.
- 4: Can perform the task satisfactorily without assistance and/or supervision.
- 3: Can perform the task but requires periodic assistance and/or supervision.
- 2: Can perform some parts of the tasks satisfactorily requires considerable assistance.
- 1: Has some knowledge about the task but cannot perform the task satisfactorily.

SKILL ASSESSMENT RATING SHEET
Welding – LEVEL I

INSTITUTION'S NAME: _____

CANDIDATE'S NO: _____

TASK 2: Perform manual metal arc welding in the horizontal, flat and vertical positions as per instructions supplied.

CRITERIA	1	2	3	4	5
1. Wore appropriate safety gears					
2. Identified tools, materials and equipment for the task					
3. Chamfered plate is to correct angle					
4. Cleaned welded area free of dirt/grease					
5. Aligned joints properly					
6. Followed bead sequence correctly					
7. Welded bead to correct size					
8. Welded bead is uniform					
9. Used correct welding technique					
10. No undercut is visible					
11. No porosity is present					
12. Complete root penetration is evident					
13. Set up cutting equipment correctly					
14. Used cutting equipment correctly					
15. Set up manual arc welding equipment correctly					
16. Used manual arc welding equipment correctly					
17. Completed task in a logical sequence					
18. Followed safety procedure, work area cleaned up and tools/equipment Replaced					
19. Completed task in specified time					
TOTAL					

Rating Scale

- 5: Can perform the task with initiative and adaptability to problem situations.**
- 4: Can perform the task satisfactorily without assistance and/or supervision.**
- 3: Can perform the task but requires periodic assistance and/or supervision.**
- 2: Can perform some parts of the tasks satisfactorily requires considerable assistance.**
- 1: Has some knowledge about the task but cannot perform the task satisfactorily.**

Appendix B- Assessment Materials

Assessment Materials/Templates

How to use Assessment Materials/Templates

- The following templates were designed to help assessors and instructors develop the materials needed to carry out effective and high quality assessments against the units of competency in the Competency Standards Framework.
- Templates may be used for planning, conducting and reviewing assessment. Users are permitted to insert or delete rows as required.
- Assessors are required to:
 1. Have an appreciation of the principles of Competency Based Assessment
 2. Be able to develop assessment processes which link workplace activities and procedures with the Competency Standards and other components of Competency Standards Framework
 3. Identify quality evidence
 4. Work cooperatively with candidates, supervisors, and other key stakeholders in the assessment process.

Applicable templates should be used to document assessment activities and decisions in accordance with relevant Policies and Guidelines. **It is important that evidence satisfies assessment principles of validity, reliability, flexibility, and sufficiency. Hence evidence must include assessment tasks, candidates' response to tasks given as well as assessor's decision regarding the candidate's performance.**

Explanation of how the assessment templates is to be applied

Templates		To be completed by	Purpose
1	Table of Specification	Assessor	Blueprint for assessment
2	Recording Sheet for Oral Questioning	Assessor	To collect evidence of the assessment of underpinning knowledge (oral only)
3	Summative Written Assessment Grade Sheet	Marker	To record final underpinning knowledge (theory) assessment scores
4	Summative Practical, Project or Portfolio Assessment Grade Sheet	Assessor	To record final skill assessment (Practical, Project or Portfolio) scores
5	Continuous Practical Assessment Grade Sheet	External Verifier	To record final continuous practical assessment scores for practicum or On-the-Job Assessments

Template 2: Recording sheet for oral questioning (use if necessary)

Candidate's Name:	
Skill Area:	
Level:	
Rationale for use of template:	
Oral/Interview Questions	Assigned Score (%)
Q__	
Q__	
Q__	
Q__	
Q__	
Assessor's Signature.....	
Date:	
Feedback to Candidate:	
Acceptable answers are:	
Q__	
Q Q	
Q__	
Q__	

Appendix C - A Candidate's Guide to Portfolio Development

Portfolio

A portfolio is a convenient way of recording, collecting, and presenting evidence of achievement. It is a collection of samples of a candidate's work, and it showcases different items of evidence relating to the knowledge, skill, and attitude required by the standards.

Evidence for the Portfolio

The evidence often comes from the candidate's day-to-day work. However, the evidence can also come from prior work experiences, previously certified learning, and other activities such as leisure activities. This evidence can therefore, come from either current performance or past achievements.

The following are some typical sources of evidence:

- ❖ testimonials/recommendations
- ❖ video and audio recordings
- ❖ observation by assessor/mentors
- ❖ authenticating reports
- ❖ certificates/transcripts
- ❖ case studies
- ❖ historical evidence
- ❖ personal statements
- ❖ workplace assignments
- ❖ projects
- ❖ photographs with explanation

The sources can come from a number of different people. These include any of the following:

- ❑ Candidate
- ❑ Assessor
- ❑ Candidate's manager/supervisor/employer
- ❑ Colleagues
- ❑ Clients

Evidence submitted can be either oral or written. The main criterion is for it to be able to contribute to the assessment process and must be verifiable. The portfolio can contain both direct and indirect evidence.

Direct Evidence - has been validated/verified by direct observation by the *assessment panel*. The evidence can be materials that were produced by the individual, photographs as evidence of performance, and reports describing what the candidate has been observed doing.

Indirect Evidence – spoken (recording) or written evidence that cannot be validated by direct observation by a certified the assessment panel. Where photographs are submitted, these must be dated, signed, or stamped (to the back) on the day of direct observation. This should be done by the verifier or by anyone who can confirm the candidate’s claim of competence.

Claims of expertise, experience or skills need to be confirmed by the employer, trainer, client concerned. For this kind of verification, the NCTVET specifies that the following be done:

➤ The verifier’s report/statement/testimonial must be written on a letter that displays the company’s letterhead

or

➤ In the case where the verifier does not belong to a company with a letterhead, all demographic data such as name, address, and telephone number must be clearly indicated

➤ The report must contain the date when competence/achievement was observed by the verifier

➤ The company’s stamp should be clearly displayed on the report

and/or

➤ The verifier’s name and signature are clearly printed so as to be easily recognized

The evidence must be:

Valid - related to the outcomes, performance criteria, range, and evidence statements of the units being attempted by the candidate

Current - competence in the skill area should be demonstrated no later than five years prior to the assessment period to be deemed current

Sufficient - enough evidence must be presented to adequately support claim of competence. If evidence is insufficient, additional evidence or assessment will be required

Planning the Development of the Portfolio

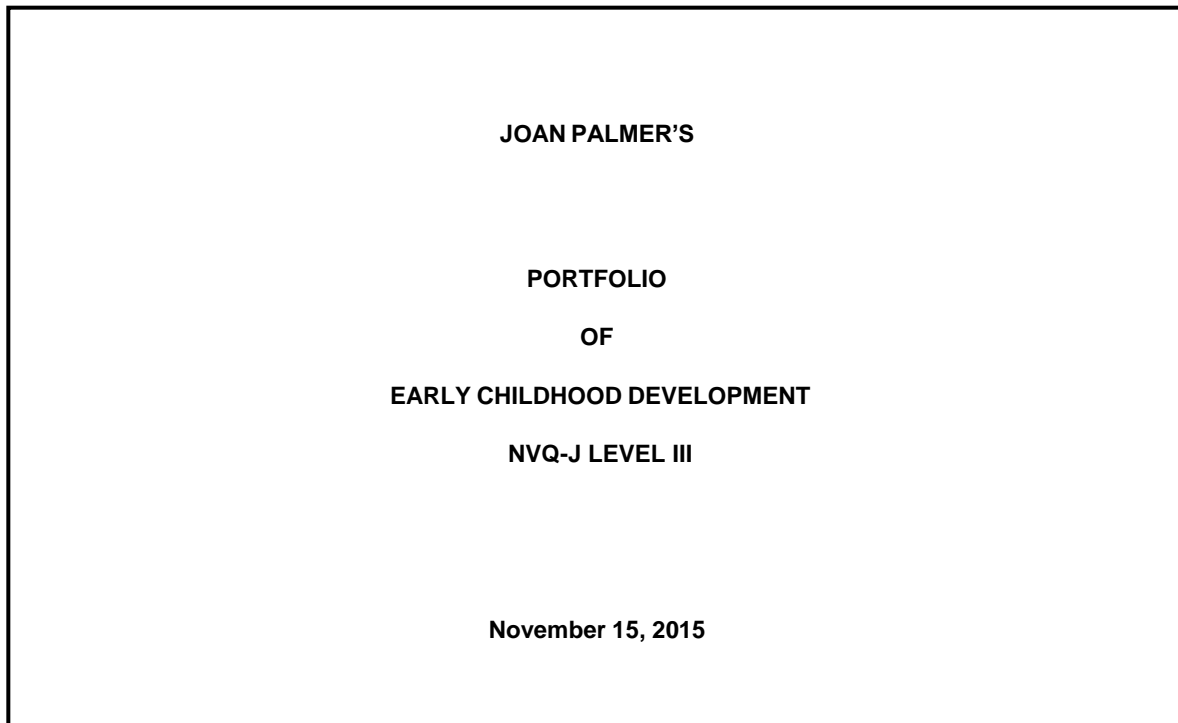
1. The candidate and Prior Learning Assessment advisor review the candidate's learning and experience in relation to the units and outcomes of the Competency Standards.
2. The candidate's learning and experiences are matched to the units and outcomes of the Competency Standards.
3. The candidate and the Prior Learning Assessment Advisor agree on a plan for collating existing evidence, the generation of new evidence and the provision of any education and training necessary.
4. The candidate is now mainly responsible for collating the evidence, taking into consideration the performance criteria, range and knowledge, and understanding that are given in the standards/action plan (See page 58 for sample)
5. The Prior Learning Assessment advisor guides the candidate in putting together the portfolio.
6. The portfolio is submitted to the *awarding body* for assessment.

Format of the Portfolio

Each portfolio, though different in content, will include information under the following headings:

- Title Page
 - Table of Contents
 - Acknowledgement
 - Résumé
 - Certificates/Transcripts
 - Core Evidence Presentation
 - Testimonials
 - Glossary of Terms and Abbreviations
 - Bibliography
-
- Title Page
 - Candidate's Name
 - Skill Area and Level
 - Name of Award
 - Date Submitted

Sample Title Page



- **Table of Contents**
 - Introduces the headings/title for each section of the portfolio
 - Shows the arrangement (what comes before, after)
 - Gives the page number for quick reference
 - Provides a list of tables and figures

- **Acknowledgement**
 - Those who provided authenticating information
 - Those who helped the candidate in putting together the portfolio

- **Résumé**
 - Organisation of the résumé is key. Ensure that it is neat and visually appealing. Check for grammar
 - Identify skills and abilities relevant to the occupational area
 - Highlight relevant work experiences, and responsibilities (put most recent first)
 - Highlight educational achievements by institution, type of award and date (put most recent first)

Sample Résumé

Gregory Junior Witter

Sunnyside Bay, May Pen P.O., Clarendon

Telephone: (876) 444-2987

Email: gregwitt@yahoo.com

OBJECTIVE: To contribute to the effectiveness and functioning of your organisation, thus facilitating professional growth.

EDUCATION: **Runaway Bay Training Institute** Nov. 2008- Sept. 2009
National Council on Technical Vocational Education and Training (NCTVET)
Levels 1 & 2 Certificates in Housekeeping
TPDCo. Team Jamaica Certificate
Certificate in Environmental Studies

Clarendon College September 2001- June 2008 Clarendon

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)

Subjects	Grade	Year
Sociology	II, III	2007/08
Caribbean Studies	IV	2007/08
Chemistry	V	2007/08
Pure Mathematics	IV,V	2007/08

CARIBBEAN EXAMINATION COUNCIL (CXC) GENERAL PROFICIENCY

Information Technology	I	2007/08
Mathematics	II	2006/07
English Language	II	2006/07
Social Studies	II	2006/07
Human & Social Biology	II	2006/07
Chemistry	III	2006/07
Home Economics	II	2006/07

EXPERIENCE:	Electoral Office of Jamaica, Chapelton Branch Aug. 2008- July 2015 Position: Assistant Registration Clerk Duties include general customer service	
SKILLS:	Computer Skills- Microsoft Word, Excel and Access Drawing Good oral and written Communication Skills	
INTEREST & ACTIVITIES:	Senior Prefect, Clarendon College ISCF Club member, Tourism Action Club Enjoy playing football, drawing, and meeting new people.	
REFERENCE:	Mr. Astin Spence Parish Manager HEART NSTA Trust May Pen P.O. Clarendon	Miss Juliet Dwyer Principal Runaway Bay Training Institute Runaway Bay P.O. St. Ann

- **Certificates/Transcripts**

Present all certificates and transcripts from institutions attended that were listed in your résumé.

- **Core Evidence Presentation**

Organize your evidence by the Unit of Competence stipulated by the standards for your skill area. Use your Certification Plan or Action Plan given to you by the Prior Learning Assessment advisor as a guide. The Action Plan is a list of all the competencies on the certification plan and it is taken from the National Occupational Standards for your skill area/job. These are the same unit of competence against which the assessor will be measuring and rating your competency based on the evidence you present.

Ensure that there is an explanation for all the functions and tasks stipulated on the action plan – this is your main or premier piece of evidence. It gives details on what was done, why it was done and how you accomplished the tasks for your job as stipulated by the standards for your skill area/job. You can collaborate your explanation with any number of supporting evidence such as photographs. Even if it is an audio/visual presentation, narrate your explanation to accompany the activities just as if it is a documentary.

In your presentation, also show evidence of calculation, science, and communication skills as they relate to the tasks performed. You must show evidence of these skills, as they too will be assessed.

Main Evidence

- Explanation

Some Supporting Evidence

- Sketches/Drawing/Plans
- Samples – miniature replica of finished product or piece
- Audio recording
- Video recording – can be a main evidence is used alone or the major piece of evidence in addition to other evidence such as certificates)
- Menus
- Forms – such as administrative form
- Case Study

- ☑ Floor Plan
- ☑ Budget
- ☑ Reports
- ☑ Photographs

Elements: in bold, for example, **EC1 - Care For Children’s Physical And Nutritional Needs**

Performance Criteria: not in bold, for example, EC1.1 - Provide structure for optimal physical and nutritional development of children

In the case of the given sample Action Plan, evidence must be presented for all elements and their performance criteria.

Sample Action Plan Template

Prior Learning Assessment (PLA) Action Plan

Name:

Skill Area: Early Childhood Administration

Level: 3

Elements and Performance Requirements	Evidence
1 CARE FOR CHILDREN'S PHYSICAL AND NUTRITIONAL NEEDS	
1.1 Provide structure for optimal physical and nutritional development of children	
2 PROVIDE STIMULATION AND CARE FOR INFANTS	
2.1 Create a developmental programme for infants	
3 PROMOTE AND SUPPORT CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT	
3.1 Promote children's social and emotional development	
4 FACILITATE THE APPROPRIATE MANAGEMENT OF CHILDREN'S BEHAVIOUR	
4.1 Establish a framework and develop policies for the appropriate management of children's behaviour	
5 PLAN, IMPLEMENT AND EVALUATE DAILY ACTIVITY PLANS FOR CHILDREN	
5.1 Direct the planning, implementation, and evaluation of activities for children	
6 PROMOTE CHILDREN'S SENSORY AND MOTOR DEVELOPMENT	
6.1 Promote children's sensory and motor development	

- **Testimonials**

- i) Are more than a mere recommendation or character reference
- ii) Provide detailed information
- iii) Point to specific outcomes which satisfy the standards
- iv) Speak to your competence in having satisfactorily mastered the functions/tasks as stipulated by the standards for your skill area

- **Glossary**

Is a list of all technical terms and abbreviations with their meanings.

- **Bibliography**

- i) Concludes your portfolio and contains the entire source information. Your bibliography should include:
- ii) Author/writer
- iii) Publisher
- iv) Place of publication
- v) Title
- vi) Date of publication
- vii) Place from which information was extracted – page
- viii) Use the latest version of the APA Reference Guidelines

Appendix D – Assessment Process Flow

