

A woman with her hair in a bun, wearing a tan blazer and matching skirt, stands and smiles while presenting. She is holding a laptop. A man in a blue button-down shirt and glasses sits at a table, looking at her. On the table are papers and a notebook. In the background, there is a large window and a whiteboard with a pie chart. The whiteboard has text that is partially visible: 'Item 1 20%', 'Item 2 20%', 'INCREASING', 'ER', and 'ons are', 'ion tools'.

PRIOR-LEARNING *Assessment* **Handbook**

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INTRODUCTION

The NCTVET

The National Council on Technical and Vocational Education and Training (NCTVET) was instituted by the government of Jamaica in 1994 to increase access to skills certification. The NCTVET approves Competency Standards for worker performance in industry and promote the use of national standards in the training and assessment of performance in the labour force. The NCTVET endorses the Prior Learning Assessment (PLA) as an alternate means of developing a more competent and flexible workforce.

Prior Learning Assessment

Prior Learning Assessment is a flexible and innovative method of recognising lifelong learning achievements. It is a process by which individuals may attain National Vocational Qualifications of Jamaica (NVQ-J) or Caribbean Vocational Qualifications (CVQ) based on the assessment of competence garnered from past experiences and achievements. The process allows for the assessment and formal certification of current competence, creates pathways to achieve goals and enhances lifelong learning.

The Competency Standards

Competency Standards are specifications used to govern the performance and behaviour of workers in industry. Competency Standards are comprehensive performance statements that indicate the level of performance of workers in particular skill areas. These Standards are endorsed by Industry Lead Groups and approved by the Council.

Competency Standards are used as guides to the development of training and assessment materials. These Standards are used as the basis for the assessment of learning outcomes gained through prior learning experiences.

PRIOR LEARNING

Prior Learning

Prior Learning refers to the learning experiences gained in an occupational area over a period. These experiences may result from involvement in a formal learning environment such as training institutions, workshops, seminars, conferences, and workplace (paid or voluntary) or from an informal environment such as self-directed study, research, personal projects, and self-employment.

Prior Learning is all the knowledge, skills and attitudes acquired over time through the direct involvement in a skill or occupational area. The competencies acquired may be attained in a variety of ways.



Prior Learning Assessment aims to improve the accessibility of certification to skilled professionals and recognises the full range of an individual's knowledge, skills, and attitudes as they relate to the levels within approved occupational standards. The eight (8) levels of awards for the National Vocational Qualifications of Jamaica (NVQ-J) and the Caribbean Vocational Qualification (CVQ) are as follows:

NVQ-J and CVQ Levels of Award for Vocational Qualification

LEVEL 1: Directly Supervised Worker

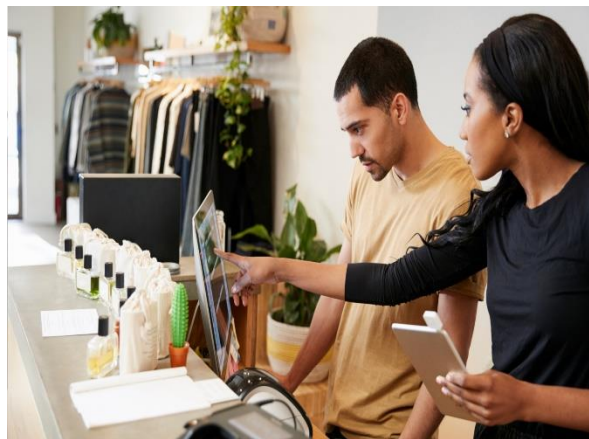
Knowledge and understanding basic general knowledge and skills to carry out simple tasks and roles relating to the immediate environment, where there is a clearly defined range of contexts in

which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

Application and Practice: Uses basic, practical skills to perform repetitive predictable tasks.

Autonomy and Responsibility: Follows simple instructions and completes repetitive basic tasks in familiar contexts.

Life Skills: self-awareness, respects self, others, and the environment; communicate personal choice effectively, recognizes non-verbal signals of other persons 'emotional state'; makes simple choices with guidance.



LEVEL 2: Supervised Skilled Worker

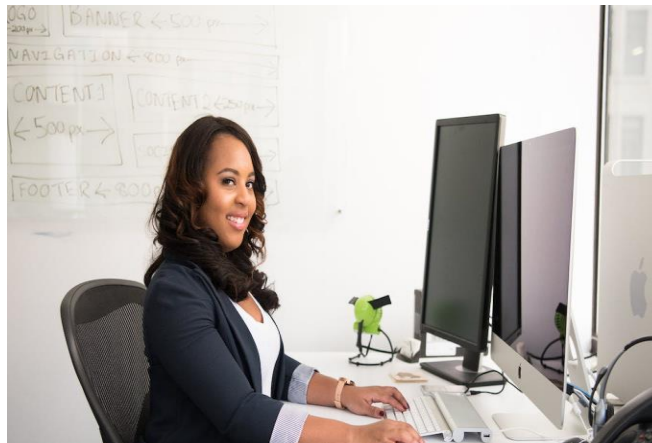
Knowledge and Understanding: Basic factual knowledge of a field of work or study; basic cognitive and practical skills required; use relevant information to carry out tasks.

Application and Practice: Applies the depth and complexity of the underpinning knowledge to several areas; follows instructions and completes a range of well-defined tasks; uses relevant tools to perform routine tasks with clear instructions; applies a range of skills and known solutions in a limited range of predictable problems.

Autonomy and Responsibility: Functions in structured contexts, in a limited range of roles under direction and with limited autonomy; achieves outcomes within time constraints; solves routine problems with direct supervision; demonstrates the ability to schedule tasks and accesses a range of learning resources; takes responsibility for self and can work in a group.

Life Skills: Expresses self effectively verbally and non-verbally; Responds to written, spoken or visual messages in a manner that ensures effective communication; uses communication

technology in a socially appropriate manner; makes and promotes healthy lifestyle choices; has a sense of identity and displays positive social behaviour; expresses emotions appropriately; makes morally appropriate choices; collaborates positively and demonstrates tolerance when interacting with others; assumes some sense of responsibility for shaping one's life; respects self, others persons in authority and the environment; recognises ethical and professional behaviour.



LEVEL 3: Supervisor

Knowledge and Understanding: Understands theoretical knowledge and information; related to complex procedures in a specific field of work or study; access and evaluates information independently.

Application and Practice: applies knowledge in a range of complex activities demonstrating comprehension of relevant theories, concepts and principles; analyses information and makes reasoned judgements; selects from a considerable choice of procedures and employs a range of responses to well defined but often unfamiliar and unpredictable problems; carries out complex tasks systematically in a variety of familiar, unfamiliar and unpredictable contexts using a range of technical or learning skills.

Autonomy and Responsibility: Acts in familiar and unfamiliar contexts with considerable responsibility and autonomy, engages in self-directed activity with guidance and limited evaluation, takes responsibility for output; assumes responsibility for quality and quantity of the output of others in a defined context, negotiates positions and builds consensus while maintaining personal integrity in a defined context.

Life Skills: Communicates clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience. Anticipates consequences as related to choices and problems. Makes morally appropriate choices and can justify and defend choices. Exercises a degree of discretion and judgement about possible actions.



LEVEL 4: Middle Manager

Knowledge and Understanding: Understands and analyses broad theoretical, practical and technical knowledge related to a field of work. Demonstrates an appreciation of the body of knowledge that constitutes a discipline or sector. Possesses an awareness of the dynamic nature of knowledge and understanding. Analyses the reliability and validity of different sources of information.

Application and Practice: Applies knowledge, skills and understanding in a range of professional skills, techniques, practices and/or materials associated with the subject/discipline/sector, some of which are advance and/or complex. Carries out lines of enquiry, development or investigation into professional level problems and issues. Transfers and applies theoretical concepts and/or technical or creative skills to a range of contexts. Adapts routine practices within accepted standards. Follows instructions and undertakes defined theoretical, complex, and technical tasks.

Autonomy and Responsibility: Exercises substantial personal autonomy in a range of varied and specific contexts involving creative and non-routine activities. Exercises autonomy and initiative in some activities at a professional level in practice or in a subject or discipline. Exercises

managerial responsibility for the work of others within a defined structure. Manages resources within defined areas of work. Assumes design, management and administrative responsibilities and contributions when carrying out and evaluating tasks. Works under guidance with others to acquire an understanding of current professional practice. Manages, under guidance, ethical and professional issues in accordance with current professional and or ethical codes or practices.

Life Skills: Communicates clearly, concisely, and correctly within the requirements of the environment and context. Demonstrates ethics in professional practice and decision - making. Empathizes and makes informed decisions. Makes independent choices and solves routine problems independently. Uses communication technology in a socially appropriate manner. Demonstrates tolerance and temperance when interacting with others. Practices and promotes healthy lifestyle choices.



LEVEL 5: Manager

Knowledge and Understanding: Comprehensive, specialized, factual and theoretical knowledge; analyses, reformat and evaluates a wide range of information. Generates ideas through the analysis of information and concepts at an abstract level. Formulates appropriate responses to resolve well- defined and abstract problems. Understands concepts, principles, theories, and research solutions to abstract problems.

Application and Practice: Utilizes diagnostic and creative skills in a range of technical, professional or management functions that include a degree of unpredictability and/or specialization. Commands wide-ranging specialized technical, creative and/or conceptual skills. Demonstrates operational capacity and management skills with creativity. Applies a range of standard and specialized research and/or equivalent instruments and techniques of enquiry; plans and executes a significant project of research, investigation or development and demonstrates originality and/or creativity in application.

Autonomy and responsibility: Exercises substantial autonomy and initiative in professional and equivalent activities. Takes responsibility for own work and/or significant responsibility for the work of others and for a range of resources. Works in a peer relationship with specialist practitioners; demonstrates leadership and/or initiative and makes an identifiable contribution to change and development and/or new thinking. Functions in ways, which draws on critical reflection of own, and others' roles and responsibilities; manages complex ethical and professional issues and make informed judgments on issues not addressed by current professional and/or ethical codes or practices; takes significant or supervisory responsibility and accepts accountability for the use of diagnostic and creative skills in a range of functions in a wide variety of contexts.

Life Skills: Communicates accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments. Uses multiple thinking strategies, such as critical thinking, divergent thinking, problem solving, and decision making to determine a course of action. Acts ethically and professionally in decision-making. Takes action, based on confidence in mastery.

Makes a well-reasoned case supported by evidence and knowledge to explain conclusions and to solve problems. Guides and supports others in making decisions; analyses the outcomes of decisions made to inform future actions; makes decisions that reflect sensitivity to issues of diversity; anticipates problems and initiate preventative actions; uses communication technology in a socially appropriate manner; negotiates positions and builds consensus while maintaining personal integrity. Makes and defends morally appropriate choices.

LEVEL 6: Specialist

Knowledge and Understanding: Advance knowledge, theory, concepts, and methods pertaining to body of learning or sector. Some at the current boundaries of the field(s) (cutting edge).

Application and Practice: Demonstrates mastery of a complex and specialised area of skills and tools; uses and modifies advanced skills and tools to conduct closely guided research, professional or advanced technical activity. Exercises appropriate judgement in several complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing. Demonstrates innovative theoretical and practical responses to work or study contexts.

Autonomy and Responsibility: Uses advanced skills to conduct research, or advanced technical or professional activity, accepting accountabilities for all related decision making. Transfers and applies diagnostic and creative skills in a range of contexts. Acts effectively under guidance in a peer relationship with qualified practitioners; leads multiple, complex, and heterogeneous groups. Functions in a wide and often unpredictable variety of professional level contexts. Learns to manage learning tasks independently, professionally, and ethically. Expresses a comprehensive, internalised, personal world view manifesting solidarity with others.

Life Skills: Communicates information, arguments, and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audience. Uses emotional awareness to inform decisions in multicultural situations. Assigns responsibilities and tasks based on decisions. Engages in stress reducing activity.



LEVEL 7: Specialist /Multi-disciplined Professional

Knowledge and Understanding: involves a systematic understanding of highly specialized knowledge in a field of learning which informs decisions, awareness of crucial issues and the ability to deliver new insights based on the forefront of an area of learning possesses in-depth specialized or multi-disciplinary theoretical and practical knowledge, which is the foundation for original research that deals with social and ethical issues.

Application and Practices: the mastery of knowledge and skills, adjustment to changes in the business environment and motivates people to perform at a high standard. The selection from complex and high-level skills across an area of learning which may contribute to social and ethical issues.

Autonomy and Responsibility includes managing and transforming work or study context that are complex, unpredictable and require new strategic direction. Takes responsibility and supervises the work of individuals, teams, and groups; Self-evaluates and takes responsibility for continuing academic/professional development. Scrutinizes and reflects on social norms and relationships and acts to change them; makes decisions that will impact organizations and others and uses knowledge of relevant laws and conventions, experience, and related empirical data to arrive at conclusions.

Life Skills: Communicates issues and conclusions clearly to specialist and non-specialist audiences. Uses communication technology in a socially appropriate manner and optimizes technology to collaborate with others. Develops creative solutions and original responses to solve problems and issues and accepts responsibility for decisions made. Deals with very complex and or new issues and makes informed judgments in the absence of complete or consistent data. Creates environment conducive to free interaction and expression. Promotes and builds consensus while maintaining personal integrity. Uses emotional awareness to inform decisions in multicultural situations. Resolves conflicts positively and confidently.

LEVEL 8: Specialist

Knowledge and Understanding: involves understanding of highly specialized body of experience in work or study which governs the area of learning. To extend or redefine what currently exists in knowledge and practices. Combines practice, theory and scholarship to change what exists socially, ethically and in the global dimension.

Application and Practice: involves demonstrating mastery in a significant range of the principal skills, techniques, tools, practices and materials. communicates effectively complex and ambiguous ideas and conclusion clearly; treats with issues in technology, social and cultural areas. An expertise in critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar environments and to produce original research.

Autonomy and Responsibility: self –directed and shows authority in specialized field of work and analyses several factors before making decision; supervises the work of others and assign tasks; involves making informed judgement; rewards high performance and is a motivator.

Life Skills: - Uses complex communication skills to result in productivity of organization. Uses technology and social media to interface with different audience; creates atmosphere which facilitates free interaction and builds consensus.



BENEFITS OF PRIOR LEARNING RECOGNITION

The benefits of recognising prior learning achievements are many. Prior Learning Recognition has advantages for the individual, training providers and employers.

To the individuals, it:

- provides the opportunity for the recognition of lifelong learning through the granting of professional certification at appropriate levels.
- eliminates the need to “return to the classroom” for competencies already gained and so minimises the time spent away from work.

- provides the opportunity to have knowledge and skill gaps identified. Once identified these gaps can be addressed by the individual through additional training or exposure to the relevant skill functions.
- reduces the time needed to obtain formal qualifications and so motivates employees to upgrade themselves.
- helps individuals set career goals and identify training needs.

To the training providers, it:

- provides better use of training resources through reduced teaching/training time and resources.
- provides the opportunity to offer affordable and more relevant courses to meet the needs of individuals.
- provides a means to meet the certification requirements of individuals and employers within the workforce.

To the industry, it:

- strengthens links between industry and education.
- provides a means for improved productivity and morale.
- provides opportunity for an increase in the number of certified workers available to employers.
- can discover latent or under-utilised talents and skills in the workplace.
- reduces training costs to employers.

ASSESSMENT OF PRIOR LEARNING: REQUIREMENTS

The assessment of prior learning involves matching what the individual already knows with the performance indicators described in the Competency Standards. An individual may be performing competently in a skill for years but has no official document to recognize that competence. The assessment of prior learning acknowledges the range of knowledge, skills, and attitudes that an individual has acquired from past experiences.

The knowledge and skills gained through work, education and life experiences are examined against the requirements of the national Competency Standards. If an individual has the knowledge and skills that the standards require and can demonstrate/show evidence of this, then credit is granted towards certification.

Evidence of Competence

Evidence of the quality and range of experience must be submitted for assessment to be deemed relevant and reliable. An individual may be able to produce samples of work, letters of validation, certificates and verification from co-workers or supervisors. Such sample of work and testimonials become past evidence that can be evaluated against the Competency Standards. Comparison of the evidence against the relevant performance criteria, as defined in the Competency Standards, determines achievement of competence. It is important that the prior learning evidence is mapped against the requirements of the Competency Standards. For credit to be granted for prior learning it is necessary that:

- Prior learning outcomes are identified, examined, and clearly explained to the candidate.
- Specific prior learning outcomes are matched to the Competency Standards criteria.
- Evidence of competence is provided by the candidate to support claims of competence.
- Decisions taken are independent of candidate and advisor and in keeping with the requirements of the awarding body (NCTVET).



Prior Learning Outcomes

The learning outcomes of the experiences in the occupational area are examined, analysed, and clearly explained in terms of the level of competence and the quality of the experience gained. The

sufficiency of the skill and knowledge identified, as well as the currency and relevance of these knowledge and skills to the workforce are factors which are used to measure competence

Prior Learning Competencies and Standards Requirements

A comparison between the competencies gained and the requirements of the standards will reveal the extent of the additional training and/or assessment needed for certification. The experience must be valid in order to support the claim of competence in the area.

Evidence of Prior Learning Competencies

The individual shall provide the evidence of competence for prior learning assessment. Each item of evidence must adequately support or add to the support of the claim of competence in specific areas.

The individual must ensure that the evidence provided meet the following criteria stated:

- **Accuracy**
- **Relevance**
- **Validity** (the evidence should cover all performance requirements)
- **Authenticity** (the evidence must be genuine i.e., the candidate's own work)
- **Currency** (the knowledge and skills represent current levels of competence)

Presenting the evidence

The evidence for prior learning assessment is presented in the form of a **portfolio or Challenge Test**. A portfolio is a collection of documents and materials organised to support an individual's claim of prior learning and achievements. The portfolio may adequately substantiate claims of competence in some areas of the occupation; however, it may be necessary for the individual to demonstrate competence in areas not appropriately covered in the portfolio. This can be done through several other modes of assessment, including:

- **Practical Demonstration** This is provided for individuals whose portfolios **did not** reflect sufficient evidence of competence in specific areas of the skill.
- **An Oral test** An oral test gives the opportunity for the individual to provide supplementary information to support claims of

competence presented in the portfolio.

- A Challenge Test

This is a summative assessment comprising written questions and practical tasks based on the competencies outlined on a Qualification Plan. In the prior learning assessment context, Challenge Test is intended for persons who **did not present sufficient evidence in the portfolio of the knowledge and skill in specific areas of the Competency Standards.**



THE CERTIFICATION PROCESS

The Prior Learning Assessment process depends on the effective execution of the roles of four (4) persons:

- The Registrar or Designate
- The Prior Learning Assessment Advisor
- The Candidate
- The Assessment Panel

The Registrar or Designate

The Registrar's at the ATO or NCTVET functions are to:

1. Assess the likelihood of the applicant benefiting from the PLA programme and determine if enough can be generated for assessment based on past performance.
2. Orientate the candidate to the PLA process.

3. Register the applicant for PLA process and NVQ-J/CVQ certification.
4. Provide interim report on candidates' status (on request).
5. Register candidate for additional courses/supplemental courses on request.
6. Verify the authenticity of certificates produced as evidence of competence.

The Prior Learning Assessment Advisor

The functions of the Advisor are to:

1. Explain the requirements of the Competency Standards.
2. Establish the target qualification with the candidate.
3. Agree on an assessment plan and or training plan with the candidate.
4. Verify authenticity of documents produced as evidence of prior knowledge/experience.
5. Prepare candidate for assessment by the panel.
6. Provide guidance in gathering the evidence.
7. Provide guidance in preparing the portfolio or to sit the Challenge Test.

The Candidate

The Candidate is required to:

1. Access the Competency Standards related to the skill area for assessment.
2. Familiarise self with the requirements of the Competency Standards and know what should be presented in the portfolio.
3. Prepare a portfolio containing documents to support claims of competence in a particular occupational area or indicate readiness to sit the Challenge Test.
4. Have interviews/discussions with the Advisor.
5. Provide further evidence from prior experience as required and by undergoing assessment required *as* agreed in the assessment plan.
6. Undertake further training as recommended by the Advisor, based on the preliminary assessment of the evidence provided.

The Assessment Panel

The evidence of competence prepared and presented by the candidate shall be evaluated by an Assessment Panel. The Assessment Panel consists of an institution/ATO personnel, and technical expert(s) in the area being assessed. The Panel is responsible for verifying that the competence claimed by the applicant is valid. The panel does this by:

- Matching the evidence produced by the applicant against the performance and knowledge requirements of the Competency Standards.
- Interviewing the applicant with the objective of verifying the level of knowledge, literacy and communication skills specified by the Competency Standards.
- Confirming the authenticity of the documents produced by the candidates.

Once the Panel has agreed to the sufficiency of evidence, a recommendation for an award of the NVQ-J or CVQ at the level determined by the requirements of the Competency Standards will be made.

GLOSSARY OF TERMS

AWARD

A certificate, diploma or degree presented to an individual or institution of the attainment of work competencies or criteria governing an occupation.

CERTIFICATE

A type of award designated to the achievement of a set standard as determined by an area of study or skill.

CERTIFICATION

The issuance of a formal document recognising that a person has attained a standard of proficiency in a set of skills, knowledge and attitudes that has been identified as a requirement for employment.

COMPETENCY

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

COMPETENCY ASSESSMENT

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

CURRENCY

The period during which the standards, curriculum or programme of study is accepted or enforced.

EQUIVALENCY

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

EVIDENCE

The variety of samples produced in the form of written documents (*eg. Workplace documents, testimonials*), certificates, work samples, or demonstrations to substantiate a claim of competence attained through prior learning.

OCCUPATION

A group of jobs consisting of a set of competencies or related functions.

PERFORMANCE CRITERIA

Statements of performance used as the basis of assessing an individual's competence in a skill area.

PORTFOLIO

A formally presented document that describes learning achieved from prior or On-the-Job experience. It is a package of assembled documented evidence that supports a candidate's claim of competence.

PORTFOLIO ASSESSMENT

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

PORTFOLIO DEVELOPMENT

A process of collecting, substantiating, and organising documented evidence to support claims of prior learning outcomes.

PRIOR LEARNING ASSESSMENT

The assessment and recognition of knowledge, skills and attitudes acquired through formal and non-formal education, training, or experience as they relate to specific criteria as set by the examining body.

QUALIFICATION PLAN

A list of competencies leading to the award of a National Vocational Qualification.

REGISTRATION

Formal entry following admission to a programme of training, assessment or professional body in compliance with the regulation governing the organisation or profession.

SKILL

A set of functions, tasks and duties that is identified with an occupation and measurable through a variety of assessment strategies or methods.

SKILL LEVEL

The amount and type of training and experience required in performing the functions, duties, and tasks of an occupation at the level of complexity and skill determined by approval occupational standards.

STANDARDS

The benchmark achievements used as measure of skills, knowledge and attitudes required in performing the functions and tasks within an occupation.

VALIDATION

The confirmation of the content validity of a set of Competency Standards of a skill by individuals representing the occupation or industry in which it falls.

VERIFICATION

The confirmation of the authenticity of evidence of performance presented for the certification of candidates.



APPENDIX A: 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 several 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 important* 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 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 (5) 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 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.
3. 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 29).
4. The Prior Learning Assessment advisor guides the candidate in putting together the evidence for the portfolio.
5. The portfolio is submitted by the candidate to the ATO or awarding body for assessment.

Format of the Portfolio

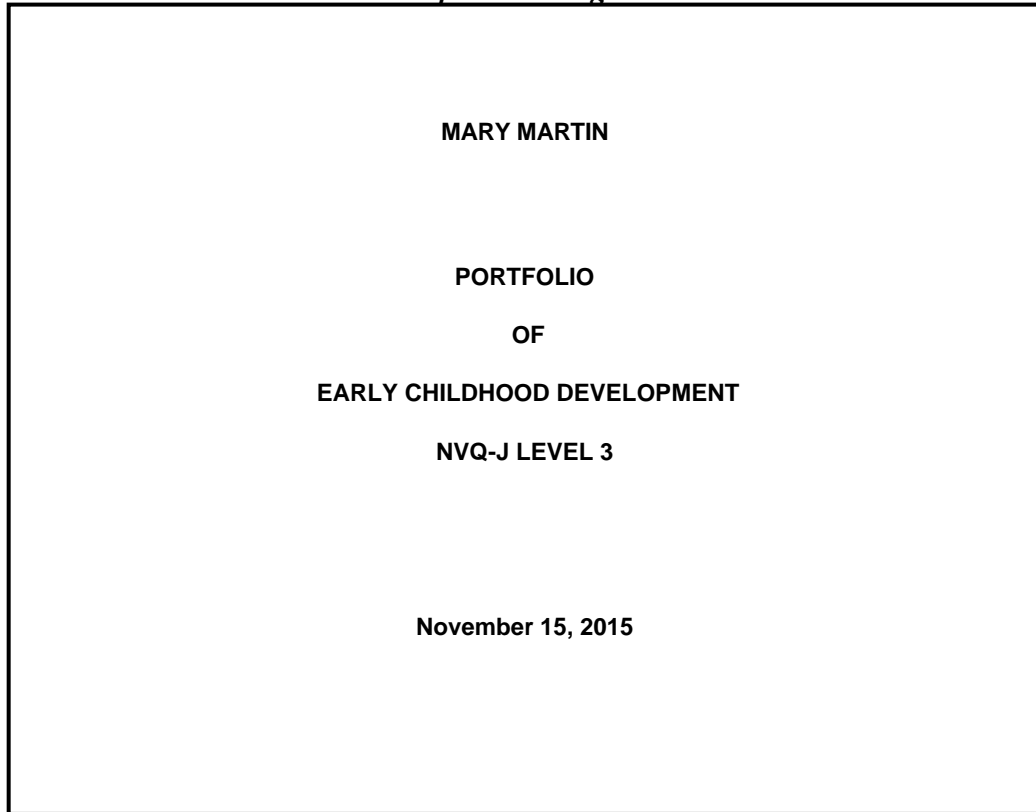
Each portfolio though different in content, will include information under the following headings:

- Title Page
- Table of Contents
- Acknowledgement
- Résumé
- Certificates/Transcripts
- Core Evidence Presentation
- Testimonials
- Glossary of Terms and Abbreviations
- Bibliography

1. Title Page

- Candidate's Name
- Skill Area and Level
- Name of Award
- Date Submitted

Sample Title Page



2. 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

3. Acknowledgement

Indicates those who:

- provided authenticating information
- helped the candidate in putting together the portfolio

4. **Résumé**

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

Sample Résumé

Gregory Smith
Sunny Bay, May Pen P.O., Clarendon
Telephone: 1 (876) 444-1442
Email: Gretegyy_rght@yahoo.com

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

EDUCATION: **Sunnyside Academy** 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

competence against which the assessor will be measuring and rating your competency based on the evidence you present.

Ensure that you have an explanation for all the functions and tasks stipulated on your 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 forms
- Case Study
- Floor Plan

- Budget
- Reports
- Photographs



Sample Action Plan Template

Prior Learning Assessment 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	

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

7. Testimonials

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

8. Glossary

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

9. Bibliography

Concludes your portfolio and contains the entire source information. Your bibliography should include:

- Author/writer
- Publisher
- Place of publication
- Title
- Date of publication
- Place from which information was extracted – page
- Use the latest version of the APA Reference Guidelines