
TVET COMPETENCY-BASED TRAINING AND ASSESSMENT IMPLEMENTATION FRAMEWORK



Republic of Rwanda
Ministry of Education

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TVET COMPETENCY-BASED TRAINING AND ASSESSMENT IMPLEMENTATION FRAMEWORK

Technically and Financially Assisted by:



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FOREWORD

The Rwanda aspiration by 2035 is to reach upper income status, that will require substantial investments in human capital to dramatically improve knowledge and skills of the population. Thus, through the Ministry of Education (MINEDUC), the Rwanda government spearheads Technical and Vocational Education and Training (TVET) as one of priorities to generate the skills available for productive use.

The strategy recognised by the Ministry of education to vehicle such productive skills into TVET is competence-based (CBT/CBA) approach, which is being implemented since 2017.

However, the lack of official implementation framework is a challenge which has led to confusion and mismanagement in CBT/CBA implementation. In other words, relevant process, procedures, criteria, and templates in CBT/CBA have not been standardised and TVET institutions, have not been clearly guided regarding CBT/CBA implementation.

This framework is therefore developed to standardise, harmonise and guide TVET institutions practices as far as technical and operational process in competence-based training and assessment (CBT/CBA) are concerned. Technical and operational processes are defined and described to standardise the Rwandan formal TVET CBT/CBA implementation and, the responsible actors and relevant procedures are specified and elaborated to coordinate and harmonise the CBT/CBA implementation processes between competent TVET agencies, such as RP, RTB, NESA and HEC, and/or TVET institutions, including RP colleges, TSSs and VTCs.

In addition, this document provides key templates, criteria and explanations per technical and operational activity are provided to guide the CBT/CBA implementation to various TVET stakeholders.



Claudette IRERE

Minister of State in charge of ICT and TVET



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In addition, the Ministry of Education would like to thank the TVET Quality Management Project (TQUM), a strategic national project to provide high-quality and relevant TVET through competency-based training and assessment to Rwandan youth, funded by the Ministry of Education and Korea International Cooperation Agency (KOICA), managed by Rwanda Polytechnic (RP), implemented by RP, Rwanda TVET Board (RTB), National Examination and School Inspection Authority (NESA) and Higher Education Council (HEC), and consulted by Korea University of Technology and Education (Korea Tech) and CANDLE Consulting Co., for its moral, technical and financial assistance in development, review and validation process of this framework.

ABBREVIATIONS AND ACRONYMS

CBA	Competency-based Assessment
CBC	Competency-based Curriculum
CBT	Competency-based Training
DAS	Director of Academic Service in IPRC
DG	Director General
DPAT	Deputy Principal in charge of Academics and Training in IPRC
SM	School Manager in TSS / VTC
DVC-TIDR	Deputy Vice Chancellor in charge of Training Institutional Development and Research in RP
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
FYP	Final Year Project
HEC	Higher Education Council
HOD	Head of Department in IPRC
IAP	Industrial Attachment Program
ICT	Information and Communication Technology
ILS	Industrial Liaison Specialist in IPRC
IPRC	Integrated Polytechnic Regional College (RP College)
KOICA	Korea International Cooperation Agency
MINEDUC	Ministry of Education
NESA	National Examination and School Inspection Authority
NST	National Strategy for Transformation
RP	Rwanda Polytechnic
RQF	Rwanda Qualification Framework
RTB	Rwanda TVET Board
SSWG	Sub-Sector Working Group
STEL	Standard Tools and Equipment List
TQUM	TVET Quality Management Project
TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
TWS	Technical Workshop Specification
VTC	Vocational Training Centre
WLFP	Workplace-based Learning Focal Person in TSS / VTC

GLOSSARY

Accreditation	A process of officially recognising a TVET institution as being qualified to provide a formal TVET program/trade.
Certification	A formal recognition of a TVET qualification (certificates, diplomas or degrees based on Rwanda Qualification Framework) awarded to a trainee who is successfully trained, assessed and verified to achieve competences against relevant competency standards.
Chronogram	An academic year plan that outlines sequence, duration and timeline to deliver modules of a curriculum.
Competency	An individual's knowledge, skills and attitude to be used, applied and demonstrated in various contexts to perform specific tasks and duties.
Competency-based Assessment	A process of measuring, determining, and documenting a trainee's competences against relevant competency standards.
Competency-based Training	Structured trainings, instructions and/or facilitations which develop trainees' competences against relevant competency standards.
Comprehensive Assessment	An assessment which is conducted at the end of every academic term to measure learning progress. (Only for the TVET Cycle in RQF Level 3-5)
Formative Assessment	A continuous assessment in which trainers use a wide variety of methods, such as quiz, test, homework and/or practical works, to assess learning needs and progress during sessions.
Final Year Project	An industry-related applied research project that is given to trainees at the end of last academic year to measure learning performance. (Only for the TVET Cycle RQF in Level 6-7)
Industrial Attachment Program	A work-based learning and experience program providing real contexts and environment to perform specific tasks and duties in relevant workplace.
National Examination	Written and practical examinations that are nationally given to trainees at the end of last academic year to measure learning performance. (Only for the TVET Cycle in RQF Level 3-5)

Quality Assurance	A planned and systematic pattern of all actions necessary to improve TVET quality towards predefined educational standards.
Quality Inspection	An examination of a TVET institution to assure conformance to predefined educational standards.
Scheme of Work	A module delivery plan that splits a module into deliverable sessions.
Summative/Integrated Assessment	An assessment in which a trainee is given an integrated situation (context/ environment) at the end of module to measure and determine whether the trainee achieves competences against the relevant competency standards.
Trainee Portfolio	A collection of a trainee's learning works and evidence for the purpose of evaluating learning progress and performance to achieve the trainee's competences against relevant competency standards.
Trainer Portfolio	A collection of a trainer's teaching practices and evidence for the purpose of evaluating training progress and performance to achieve trainees' competences against relevant competency standards.
TVET agencies	The Ministry of Education's affiliated semi-autonomous entities in charge of TVET, including RP (Rwanda Polytechnic), RTB (Rwanda TVET Board), NESAC (National Examination and School Inspection Authority), and HEC (Higher Education Council).
TVET institutions	TVET providers, including RP colleges, called IPRCs (Integrated Polytechnic Regional Colleges), TSSs (Technical Secondary Schools), and VTCs (Vocational Training Centres).
Verification	A process of verifying whether a trainee is successfully trained and assessed to achieve competences against relevant competency standards.

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1. INTRODUCTION

1.1. Background

The National Strategy for Transformation 1 (NST 1) outlines the overall mid-term development strategy to achieve the Rwanda's Vision 2050. NST 1 has the pillar, Social Transformation, which has a goal and objective to develop Rwandans into capable and skilled people with quality standards of living in a stable and secure society. The goal and objective are to be achieved through the priority area to enhance the demographic dividend through improved access to quality education.

To achieve the goal and objective, the Government of Rwanda through the Ministry of Education (MINEDUC) spearheads Technical and Vocational Education and Training (TVET) as one of priorities. The Education Sector Strategic Plans (ESSPs) state the Ministry's clear TVET strategy that utilise competency-based approach into TVET. This is also confirmed in the Rwandan Qualification Framework (RQF) that highlights competency-based approach to learning, teaching, assessment, certification and qualification in TVET. To do so, the Ministry emphasises on strategic, coordinated, harmonised and regulated TVET CBT/CBA implementation by its affiliated semi-autonomous entities that include Rwanda Polytechnic (RP), Rwanda TVET Board (RTB), National Examination and School Inspection Authority (NESA) and Higher Education Council (HEC).

The Rwandan TVET has officially initiated the CBT/CBA approach since 2017. Vocational Training Centres (VTCs) have delivered CBT/CBA for the RQF Level 1-2, and Technical Secondary Schools (TSSs) for the RQF Level 3-5. The RQF Level 1-5, called TVET Basic Education, has been coordinated by RTB and harmonised by NESA. RP colleges, called IPRCs (Integrated Polytechnic Regional Colleges), have also implemented CBT/CBA for TVET Higher Education, which is the RQF Level 6 and above, having been coordinated by RP and harmonised by HEC. Indeed, Rwanda has been now in full implementation of CBT/CBA.

However, various challenges have been identified in CBT/CBA implementation during the last years. Above all, there has been no official framework, which has led to confusion and mismanagement in CBT/CBA implementation. In other words, relevant process, procedures, criteria, and templates in the Rwandan CBT/CBA have not been standardised and harmonised by TVET agencies, including RP, RTB, NESAs and HEC while TVET institutions, including RP colleges, TSSs and VTCs, have not been clearly guided regarding CBT/CBA implementation.

The TVET Sub-Sector Working Group (TVET SSWG), the high-level policy dialogue forum with stakeholders, including relevant ministries, TVET agencies, TVET institutions, development partners and labour market-related stakeholders, in the Rwandan TVET sub-sector under the Education Sector Working Group (ESWG), identified the challenges through various meetings and retreats. To tackle the challenges, the TVET SSWG formulated its taskforce in CBT/CBA Implementation. The taskforce was particularly tasked to develop the CBT/CBA Implementation Framework. This CBT/CBA Implementation Framework was developed by the taskforce, reviewed by TVET SSWG and responsible TVET agencies, including RP, RTB, NESAs and HEC, and validated by TVET senior management in MINEDUC.

1.2. Objectives

With the abovementioned background, the main objectives of this framework are to standardise, harmonise and guide technical and operational processes in competency-based training and assessment (CBT/CBA) in the formal TVET system based on Rwanda Qualification Framework (RQF). First of all, the technical and operational processes are defined and described to standardise the Rwandan formal TVET CBT/CBA implementation. Second of all, the responsible actors and relevant procedures are specified and elaborated to coordinate and harmonise the CBT/CBA implementation processes between competent TVET agencies, such as RP, RTB, NESAs and HEC, and/or TVET institutions, including RP colleges, TSSs and VTCs. Third of all, key templates, criteria and explanations per technical and operational

activity are provided to guide the CBT/CBA implementation to various TVET stakeholders.

1.3. Policy Statements

The formal TVET system in Rwanda is established through laws and ministerial orders based on the Article 20 of the constitution of the Republic of Rwanda of 2003 revised in 2015, which states that every Rwandan has the right to education. The Law N° 010/2021 of 16/02/2021 determining the Organization of Education reveals that TVET is one of three categories of formal education that includes general education, TVET and professional education (Article 12). The same law (Article 13) distinguishes the formal TVET system as three cycles: (1) RQF Level 1 and 2 (delivered by VTCs), (2) RQF Level 3-5 (by TSSs), and (3) RQF Level 6 and above (by RP colleges). The RQF levels in TVET are specified in the Ministerial Order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF). This shows that the RQF levels refer to academic qualification as the more the qualification holders' level increases the more their competences increase in terms of the following five domains: (a) knowledge & understanding, (b) applied knowledge, understanding and practice (c) generic cognitive skills, (d) communication, ICT and numeracy skills and (e) autonomy, responsibility and working with others.

In the formal TVET system, competency-based approach is highlighted as the strategic means. The Ministerial Order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF) states that learning, teaching, assessment and awarding & recognising degrees and certification in TVET are implemented through competency-based approach. Also, the Ministerial Order N° 001/MINEDUC/2021 of 20/10/2021 determining Standards in Education describes that teaching and learning in TVET are based only on the approved curricula (Article 14 of Chapter III), which are required to be developed and implemented based on competency-based approach according to the 002/MINEDUC/2021 OF 20/10/2021 establishing Curriculum in General, Professional, and Technical and Vocational Basic Education (Article 7 of Chapter IV).

In the competency-based approach, assessments are particularly guided in the Ministerial Order N° 001/MINEDUC/2021 of 20/10/2021 determining Standards in Education. This ministerial order classifies the following types of assessments in TVET: (1) classroom assessment (Article 20), daily lesson assessment (Article 21) and end-of-unit assessment (Article 22) (collectively called formative assessment (for all RQF Levels) in this framework), (2) end-of-module assessment (Article 23) (called summative/integrated assessment (for all RQF Levels) in this framework), (3) end-of-term assessment (Article 24) (called comprehensive assessment (only for RQF 3-5 Levels) in this framework), and (4) cycle assessment for RQF Level 3-5 (Article 24) (called national examination(only for RQF Level 5) in this framework).

The competency-based approach is implemented by the Ministry of Education's affiliated semi-autonomous entities, including RP, RTB, NESAs and HEC. On the one hand, the RQF Level 1-5 (called TVET Basic Education) is coordinated by RTB and regulated by NESAs. The RTB is missioned to coordinate TVET CBT/CBA implementation through designing and distributing curricula, teaching materials, trainer's guides, methodologies, and training methods to TSSs and VTCs (the Presidential Order N° 123/01 of 15/10/2020). The NESAs have the mission to regulate the quality of TVET CBT/CBA through providing accreditations, monitoring the implementation of norms and standards, ensuring the quality of education, and preparing, conducting and marking national examinations to TSSs and VTCs (the Presidential Order N° 121/01 of 15/10/2020). On the other hand, the RQF Level 6 and above (called TVET Higher Education) is coordinated by RP and regulated by HEC. The RP has a mission offering TVET CBT/CBA courses leading to diplomas and degrees in RQF Level 6 and above through its subordinated RP colleges (the Law N° 22/2017 of 30/05/2017). The HEC is responsible for enhancing quality of education in RP colleges through its quality assurance activities (the Presidential Order N° 081/01 of 28/08/2020).

This framework aims at strengthening the competency-based approach in the Rwandan formal TVET system. To do so, the CBT/CBA implementation processes are defined. Then, roles and responsibilities of TVET agencies and institutions in the CBT/CBA implementation are described. Lastly, the CBT/CBA implementation processes are elaborated through key templates, criteria and explanations.

1.4. Overview

The Rwandan TVET CBT/CBA implementation process consists of the following steps: (Step 1) accreditation, (Step 2) competency-based training, (Step 3) competency-based assessment, (Step 4) quality assurance, and (Step 5) certification. The chart below summarises the five steps that are standardised, harmonised and guided in this framework.

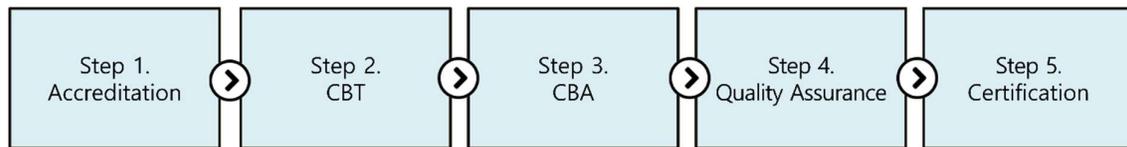


Figure 1: TVET CBT/CBA Implementation Process

It is important to note that this CBT/CBA process assumes existence and operations of the followings: (a) TVET programs/trades, (b) competency-based curricula, and (c) TVET institutions (RP colleges, TSSs and VTCs). TVET programs/trades, which are to be implemented by competency-based approach, are officially designated by competent authorities in the GoR. (TVET trades in the RQF Level 3-5 are specified by the MINEDUC. In line with the trades, TVET trades in the RQF Level 1-2 are designed by RTB and NESAs while TVET programs in the RQF Level 6 and above by RP and HEC.) Corresponding the TVET programs/trades, competency-based curricula (CBC) are expected to be developed by RTB (RQF Level 1-5) and RP (RQF Level 6+), then validated by NESAs (RQF Level 1-5) and HEC (RQF Level 6+). To deliver TVET programs/trades, TVET institutions are required to be accredited by NESAs (for RQF Level 1-2 as VTCs) (for RQF Level 3-5 as TSSs) and HEC (for RQF Level 6+ as RP colleges, which are given default accreditations). The accredited TVET institutions are expected to have competent TVET leaders, trainers and administrative staff. This CBT/CBA process can be implemented only when the assumptions are met.

The CBT/CBA process starts from accreditation in which TVET institutions are officially allowed by competent authorities in the GoR to implement specific TVET programs/trades with relevant CBCs. In the TVET Basic Education (RQF Level 1-5), the competent authority is the NESAs while the HEC in the TVET Higher Education (RQF Level 6+). This accreditation is not about institutional accreditation that

recognises accreditees as TVET institutions, but about academic program/trade accreditation that decides whether a TVET institution is qualified to implement a particular CBC in relevant TVET program/trade. Thus, this accreditation step is expected to assure the readiness of TVET institutions to implement CBT/CBA in specific TVET programs/trades.

In the second step, competency-based training, or CBT, is delivered to trainees at TVET institutions. The CBT focuses on a standard of competences, which are defined in relevant CBC, to be achieved by TVET trainees. As the competences are translated into learning modules in a standard structure of CBC, the CBT is planned and delivered based on the modules. This process is coordinated by RTB (for the RQF Level 1-5) and RP (for the RQF Level 6+), then conducted by VTCs (for the RQF Level 1-2), TSSs (for the RQF Level 3-5) and RP colleges (for the RQF Level 6+). To do so, modules delivery timeline in a year, called chronogram, is developed by RTB and RP. Then, with the chronogram, TVET institutions are expected to conduct module delivery planning, called scheme of work. A module deliver is practically divided into sessions, which require session delivery planning, called session plan, by TVET institutions. The actual delivery of CBT is conducted through various theoretical and practical sessions in TVET institutions and IAP. The evidence of CBT planning and implementation is required to be documented in trainer portfolios.

The third step, CBA, is about measuring, determining and documenting whether TVET trainees achieve a standard of competences, which are defined in relevant CBC. This requires the following assessment types and methods. For the RQF Level 1-2, end-of-module assessment, called summative assessment, is planned and conducted to trainees once they pass all formative assessment, which are progressively done during sessions. This process is coordinated by RTB, and implemented by VTCs. For the RQF Level 3-5, end-of-term assessment, called comprehensive assessment, is provided in addition to formative and summative assessments. Moreover, the RQF Level 5 trainees are require national examinations to judge whether trainees attain a set of intended competences. The formative and summative assessments are coordinated by RTB and implemented by TSSs while comprehensive assessments and national examinations are coordinated and supervised by NESAs. For the RQF

Level 6-7, formative and summative assessments are provided. This process is implemented by RP colleges, coordinated by RP, and supervised by HEC.

To assure the quality of CBT/CBA implementation, the fourth step is conducted. The quality assurance is divided into internal and external actions. In the internal quality assurance, the qualities of session delivery, industrial attachment programs, formative & summative assessments are mainly monitored by TVET institutions. Furthermore, internal verification process is conducted to ensure their CBT/CBA is properly delivered. This internal quality assurance is implemented by RP colleges (for the RQF Level 6+), TSSs (for the RQF Level 3-5) and VTCs (for the RQF Level 1-2), and coordinated by RP (for the RQF Level 6+) and RTB (for the RQF Level 1-5). On the other hands, the external quality assurance includes CBT/CBA quality inspection, mentoring & coaching, and external verification. CBT/CBA quality inspection is an examination of whether TVET institutions conform the CBT/CBA implementation standards. The results of CBT/CBA quality inspection connect to mentoring & coaching to improve TVET institutions' CBT/CBA delivery. More importantly, external verification is required to the next step, certification to TVET trainees. The external quality assurance is organised and conducted by NESAs (for the RQF Level 1-5) and HEC (for the RQF Level 6+).

The last step is about certifying TVET trainees who complete the CBT/CBA delivery in accredited TVET institutions. TVET certificates, diplomas and degrees are awarded based on the RQF by NESAs (for the RQF Level 1-5) and RP (for the RQF Level 6+).

In this framework, the CBT/CBA implementation processes are technically and operationally defined, elaborated and institutionally arranged. Firstly, the CBT/CBA implementation process is technically described and specified regarding activities, sub-activities and outputs with relevant templates and criteria (Technical Process). Then, the CBT/CBA process is administratively and procedurally guided and explained in terms of accountable actors, administrative actions and outputs with relevant templates and criteria (Operational Process).

2. RQF LEVEL 6+

2.1. Accreditation

2.1.a. Technical Process

Before actual CBT/CBA implementation, RP colleges are expected to be appropriately prepared to deliver TVET programs to assure the quality of TVET CBT/CBA in RQF Level 6+. This requires RP to be officially recognised as qualified to implement relevant TVET CBT/CBA programs. In other words, the official accreditation is prerequisite for RP to provide formal TVET CBT/CBA programs in RQF Level 6+.

This program accreditation is about officially approving whether prospective RP is permitted to implement concerned TVET CBT/CBA programs in RQF Level 6+. In doing so, RP is assessed against accreditation criteria. The assessment activity is divided into two sub-activities: (1.1) self-assessment, and (1.2) physical verification, as both assessments are applied to the accreditation criteria for TVET CBT/CBA. Throughout the assessment, prospective RP colleges, which would like to initiate specific TVET programs, are granted the accreditation when they pass the assessments.

Table 1: Technical Process in Accreditation (RQF Level 6+)

Activities	Sub-Activities	Outputs	Specifications
1. Assessment	1.1. Self-Assessment	Application Letter	Accreditation Criteria for TVET CBT/CBA
	1.2. Physical verification	Accreditation Letter	

As the technical process, RP is requested to apply its accreditation with self-assessment reports to the competent authority that produce accreditation letters via physical verifications. At the first sub-activity, RP is expected to conduct their self-assessments against the accreditation criteria to make application letters to the competent authority. Once the application letters are received, the competent authority is expected to conduct physical verifications to decide accreditation status. Therefore,

the final program accreditation status is solely decided by the competent authority through its physical verifications for RP colleges that submit self-assessment reports with accreditation letters.

The accreditation criteria for TVET CBT/CBA are concerned of necessary requirements for RP colleges to deliver relevant CBCs in TVET programs. This consists of five criteria, including regulations, relevance, facilities, resources, and trainers. Each criteria have specific indicators to be assessed. When RP colleges meet all requirements in the indicators, the RP colleges are regarded as qualified to provide concerned TVET programs to be accredited.

Table 2: Accreditation Criteria for TVET CBT/CBA (RQF Level 6+)

Criteria	Indicators
a. Regulations	a.1. Availability of validated competency-based curriculum for the TVET program
	a.2. Availability of guiding documents regarding CBT/CBA implementation
b. Relevance	b.1. Availability of documents that identify needs of the TVET program in surrounding community
c. Facilities	c.1. Availability of enough classrooms to implement the TVET program
	c.2. Availability of enough technical workshops and/or laboratories required in TWSs (Technical Workshop Specifications) to implement the TVET program
d. Resources	d.1. Availability of enough equipment, furniture, tools, materials, ICT devices and/or software required in STELs (Standard Tools and Equipment Lists) to implement the TVET program
	d.2. Availability of enough personal protective equipment in relation to the TVET program
	d.3. Availability of enough reading materials, such as books, manuals and/or e-resources with respects to the TVET program
	d.4. Availability of necessary financial resources to implement the TVET program
e. Trainers	e.1. Availability of sufficient trainers required in Trainer Profile to implement the TVET program

The first criteria evaluates whether RP colleges are ready to follow the government regulations to assure the quality of TVET CBT/CBA. As highlighted in *1.3. Policy Statement*, the formal TVET CBT/CBA can be implemented based only on officially validated curricula and the guiding document in accordance with the Ministerial Order

N° 001/MINEDUC/2021 of 20/10/2021. Indeed, each CBC for every formal TVET program is to be developed by RP and validated by HEC in RQF Level 6+. RP colleges are expected to possess the curriculum to be delivered according to the designated way in this guiding document, TVET CBT/CBA Implementation Framework. Thus, it is expected for RP colleges to avail validated curricula in relevant TVET program and TVET CBT/CBA Implementation Framework, as the first criteria to follow the regulations.

In the second criteria, RP colleges are assessed whether their prospective TVET programs are required by surrounding communities. TVET needs in surrounding communities can be assessed through the following documents. Firstly, there can be a case that labour markets in the near sectors and districts demand workforce in relation to the TVET program. Secondly, the unemployed and/or their families in near sectors and districts are likely to have the prospective trainees to have the TVET program to be trained by CBT/CBA for employment and/or job creation. In case that RP colleges possess any document related to relevant TVET needs, they are regarded as having TVET needs in the programs.

Through the third criteria, RP colleges are required to have sufficient classrooms and technical workshops/laboratories to implement relevant TVET CBT/CBA programs. RP colleges are requested to have, not only, sufficient classrooms to provide theoretical sessions that host enough trainees, but also, technical workshops and/or laboratories to carry out practical sessions that accommodate the appropriate number of trainees. It is important to note that technical workshops and/or laboratories are required to meet relevant specifications, called TWS (Technical Workshop Specification), designated in the CBCs. Inappropriate aspects in workshops and laboratories tend to lower the quality of TVET CBT/CBA. Thus, it is expected for RP colleges to have appropriate classrooms, technical workshops and laboratories.

In line with facilities, RP colleges are expected to have learning resources, which are the fourth accreditation criteria for TVET CBT/CBA. As TVET CBT/CBA emphasises on practical sessions, learning resources, including, but not limited to, equipment, tools, furniture, materials, ICT devices and/or software, are significant in its implementation. In particular, learning resources required in relevant CBCs are key to provide TVET

CBT/CBA programs. This means that RP colleges are required to have learning equipment, furniture, tools, materials, devices and software that are designated in STELs (Standard Tools and Equipment Lists) in relevance curricula. In addition, it is noticeable that PPEs (personal protective equipment) are necessary for RP colleges to have practical sessions in TVET CBT/CBA. Furthermore, RP colleges are frequently requested to have relevant reading materials, such as books, manuals, and e-resources, and financial resources to implement the program.

As the last criteria, it is significant to have sufficient and competent TVET trainers in RP colleges. The competency requirements for TVET trainer are specified in Trainer Profiles in relevant CBCs. In other words, RP colleges are requested to have enough trainers that meet relevant Trainer Profiles.

In summary, the technical process in accreditation includes an assessment activity, which consists of self-assessment and physical verification. The assessment result shows the accreditation decision regarding whether a RP college is allowed to initiate relevant TVET CBT/CBA program delivery. To do so, the RP college is to be assessed against the accreditation criteria for TVET CBT/CBA related to regulations, relevance, facilities, resources and trainers. Only when the RP college is successfully assessed against the criteria in both self-assessment and physical verification, it is eligible to be granted program accreditation to provide the TVET program in RQF Level 6+.

2.1.b. Operational Process

In the accreditation process, the accreditees are RP colleges, which are prospective providers for TVET CBT/CBA programs in RQF Level 6+, while the competent authority is HEC to provide program accreditations. This means that application letters by self-assessment are requested to be submitted by RP to HEC that conducts its physical verification to produce its accreditation letter. The self-assessment is expected to be completed 3 months before the academic year that the RP colleges wishes to initiate the program while the physical verification 1 month before.

Table 3: Operational Process in Accreditation (RQF Level 6+)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Assessment	1.1. Self-Assessment (Application Letter, including Self-Assessment Report)	At least, 3 months before academic year	RP	1.1.1. Self-Assessment 1.1.2. Submission of Application Letter
	1.2. Physical verification (Accreditation Letter, including Physical verification Report)	At least, 1 month before academic year	HEC	1.2.1. Assessment of Application Documents 1.2.2. Implementation of Physical verification 1.2.3. Provision of Accreditation Letter

The self-assessment consists of three actions led by RP. Firstly, prospective RP colleges are expected to meet the accreditation criteria through its self-assessment. Then, the application letter is to be submitted by RP to HEC. The application letter is required to include the self-assessment reports that are produced by RP.

Once the self-assessment is completed, HEC is supposed to receive the application letter by RP. With the application, HEC is required to conduct its physical verification with three actions. Initially, the application documents are to be reviewed by HEC. Then, HEC is expected to visit the RP colleges to conduct its physical verification. Finally, the decisions for accreditation are provided by HEC through its accreditation letter.

When the RP colleges are provided accreditations by HEC for relevant TVET programs, they are eligible to initiate and implement the TVET CBT/CBA programs from relevant academic year. On the other hands, if the RP colleges are rejected, they have rights to appeal the accreditation decisions if necessary. When RP delivers their appealing letters, HEC is obligated to conduct its physical verifications again to respond the appeals before the academic year.

At the operational process in accreditation, it is important to note that RP colleges with accredited TVET programs can proceed on the next activities in this framework. In case that RP colleges are not granted accreditation, they are not allowed to implement

CBT/CBA in concerned TVET programs. Therefore, official accreditations for TVET programs are pre-requirements to provide the TVET CBT/CBA programs.

Attached Templates:

[L67 01] Self-Assessment Report

[L67 02] Physical verification Report

2.2. Competency-based Training

2.2.a. Technical Process

Once relevant TVET programs are accredited, CBT is delivered to TVET trainees who are mobilised and registered in the TVET programs at RP colleges. This suggests that TVET trainees are provided structured trainings, instructions, and/or facilitations to develop their competences against competency standards defined in relevant CBCs. In other words, CBT focuses mainly on trainees' outcomes, which are competences targeted in relevant TVET programs, to be achieved through various, effective, and innovative training methods.

CBT is implemented based on relevant CBC which consists of modules to be sequentially delivered in academic years. Each module is specified in CBC with respects to CBT-related information, including competency standards, delivery modality, learning outcomes, indicative contents, learning resources, and facilitation technics. When all modules in CBC are completed in CBT delivery, trainees are expected to achieve all occupational competences targeted in relevant program. Thus, CBT is regarded as module-based learning to develop trainees' competences targeted in relevant TVET program.

To deliver modules in relevant academic years, the CBT process comprises three main activities: planning, implementation, and portfolio building. The overview of the activities is presented in the below table.

Table 4: Technical Process in CBT (RQF Level 6-7)

Activities	Sub-Activities	Outputs	Specifications
1. Planning	1.1. Year Planning	Academic Calendar	-
		Chronogram	Chronogram Checklist
		Timetable	Timetable Checklist
	1.2. Module Planning	Scheme of Work	Scheme of Work Checklist
		IAP Plan	IAP Planning Checklist
		FYP Plan	FYP Planning Checklist
1.3. Session Planning	Session Plan	Session Plan Checklist	
2. Implementation	2.1. Session Facilitation	Reflection on Session Facilitation	Session Facilitation Checklist
	2.2. IAP Implementation	IAP Completion Report	IAP Implementation Checklist
	2.3. FYP Implementation	FYP Completion Report	FYP Implementation Checklist
3. Portfolio Building	3.1. Trainer Portfolio Building	Trainer Portfolio	Trainer Portfolio Checklist

Activity 1. CBT Planning

Planning CBT is related to planning modules delivery during a school year through competency-based approach. In doing so, a school year is planned through outlining sequences, durations, and timelines in modules delivery. Then, each module is mapped out to be delivered through sessions, Industrial Attachment Program (IAP), and Final Year Project (FYP). Lastly, TVET sessions are planned.

In the year planning, three documents are required to be sequentially developed. Firstly, it starts with developing an academic calendar that presents timelines of academic events, such as, but not limited to, semesters and assessment dates, during an academic year.

Once the academic calendar is published, chronograms are required to be developed per TVET program in IPRCs. Chronogram is an academic year plan that outlines

sequence, duration, and timeline to deliver modules in relevant CBC. This gives overall directions for planning modules. To do so, chronograms are required to include the following information: (1) qualification details for relevant TVET trade, (2) modules to be delivered, (3) training timeline, (4) module sequence, and (5) assessment. The table below shows the quality checklists in developing chronogram.

Table 5: Chronogram Checklist (RQF Level 6-7)

Dimension	Checklist
1. Qualification Details	1.a. Qualification Information (Sector, Program, Level) is indicated
2. Modules	2.a. Arrangement of modules by types (core and complementary) is done
	2.b. Module titles and code are indicated
	2.c. Number of credits are indicated
3. Training timeline	3.a. Weeks according to the academic calendar are mentioned
	3.b. Dates are indicated
	3.b. Total hours per week are determined
4. Module sequence	4.a. Modules is sequentially arranged according to the curriculum flowchart
5. Assessment	5.a. Hours of specific modules assessments are determined

Lastly, a training timetable is expected to be prepared per IPRC in line with chronograms. The training timetable serves as termly, weekly, and daily schedules for each class and TVET trainer in an IPRC. The quality of timetable is assessed through the below checklist.

Table 6: Timetable Checklist (RQF Level 6-7)

Dimension	Checklist
1. Total time periods	1.a. The total number of time periods to be scheduled in the timetable is indicated
2. Weekly teaching load of trainer	2.a. The total number of time periods to be assigned to trainer each week is indicated
3. Average daily teaching load for trainer	3.a. The daily average number of time periods assigned to trainer is indicated

4. Weekly teaching load of trainer for class-trade	4.a. The total number of time periods to be assigned to trainer for class-period each week is indicated
5. Weekly teaching load of trainer for course	5.a. The total number of time periods to be assigned to trainer for course each week is indicated
6. Total time periods for trade	6.a. The total number of time periods over all courses of class-program to be assigned each week is indicated
7. Teaching periods/ hours	7.a. Working days/week are indicated
	7.b. Theory periods are indicated
	7.c. At least two consecutive periods for practical sessions are indicated
	7.d. Break periods are indicated

Once the year planning is completed, modules are planned to be delivered. For the module for IAP, distinguished planning is required because the module is delivered in workplaces in which TVET trainees are expected to learn and experience real contexts and environment to perform specific tasks and duties in relevant trades. The IAP planning is required to include: (1) preparation, (2) supervision plan, and (3) assessment and follow-up plan. The followings show the checklists to be included in the IAP planning.

Table 7: IAP Planning Checklist (RQF Level 6-7)

Dimension	Checklist
1. Preparation	1.a. IAP relevant companies are available
	1.b. Instruction about IAP to trainees, school and company supervisors are available
	1.c. IAP Tools (Recommendation letters for IAP and Logbooks) are available
	1.d. Mechanism of communication is established
	1.e. Timeline for IAP activities is estimated
	1.f. Expected IAP activities for trainees mentioned
	1.g. Health and safety issues (insurance) for trainees are planned

2. Supervision	2.a. IAP Supervision plan is available
3. Assessment and Follow-up	3.a. Plan for receiving trainees is available
	3.b. Panellists for Interview of IAP are ready
	3.c. Filing system of evaluated logbooks is determined
	3.d. Appreciation means, such as a letter, for relevant companies are established

In addition to IAP, FYP module is required distinguished planning. FYP is an industry-related applied research project that is given to trainees at the end of last academic year. This is one of the necessary conditions for TVET trainees in RQF Level 7 to be conferred relevant certificates in TVET programs. To plan this distinguished module, the following activities are required to be included: (a) preparation, (b) monitoring, and (c) evaluation. The below table shows the checklists to be considered in planning FYP.

Table 8: FYP Planning Checklist (RQF Level 6-7)

Dimension	Checklists
1. Preparation	1.a. FYP topics are selected
	1.b. FYP guidelines to students and supervisors are available
	1.c. Mechanism of communication are established
	1.d. Timeline for FYP activities is established
2. Monitoring	2.a. FYP supervision plan is available
3. Evaluation	3.a. FYP oral presentation plan is available
	3.b. Filing system of evaluated report is established
	3.c. FYP overall report template is available

Regarding modules that are delivered through theoretical and practical sessions, Scheme of Works are required to be developed. Scheme of Work is a planning document that lists a TVET trainer's works to deliver a module. This includes the information of (1) college details, (2) module details, (3) delivery timeline, (4) indicative contents, and (5) assessment. The quality checklist is listed below.

Table 9: Scheme of Work Checklist (RQF Level 6-7)

Dimension	Checklist
1. College details	1.a. College Information is indicated
	1.b. Qualification Information is indicated
2. Module details	2.a. The code and title of the module are indicated
	2.b. Learning outcomes are indicated
3. Delivery timeline	3.a. The weeks the module will be delivered are indicated
4. Indicative contents	4.a. Learning activities are indicated
	4.b. Learning resources are indicated
	4.c. Learning place are indicated
5. Assessment	5.a. Formative assessment evidence are indicated
	5.b. Dates of summative assessment for specific module (Task, consumables, assessment place) are indicated

In line with Scheme of Works, relevant sessions are required to be prepared. As sessions are actual means that deliver relevant modules, the session planning is given considerable importance. To prepare sessions, TVET trainers are expected to conduct training needs assessment, to consider learners with special needs, to put in place safety procedures, and to acquire learning & health/safety materials, tools, equipment and consumables. Then, TVET trainers are required to develop session plans that comprise (1) college information, (2) module specification, (3) details of session, (4) session delivery plan, (5) references, and (6) appendices. The below table demonstrates quality checklists to be included in session plans.

Table 10: Session Plan Checklist (RQF Level 6-7)

Dimension	Checklist
1. College information	1.a. College logo is indicated
	1.b. College name is mentioned

	1.c. College address is indicated
2. Module specification	2.a. The code and title of the module are mentioned
	2.b. Sector, program, and level are mentioned
	2.c. Learning outcome is indicated
3. Details of session	3.a. Topic of the session is identified
	3.b. Session range is defined
	3.c. At least 3 learning objectives are formulated with the SMART principle
	3.d. Activities of the session are timed
	3.e. Identified resources are relevant
	3.f. Identified facilitation techniques are relevant
4.1. Session delivery: Introduction	4.1.a. Trainer's activities are defined
	4.1.b. Learner's activities are defined
4.2. Session delivery: Development	4.2.a. Trainer's activities are defined
	4.2.b. Learner's activities are defined
4.3. Session delivery: Conclusion	4.3.a. Summary of the session is planned
	4.3.b. Planned assessment is relevant
	4.3.c. Session evaluation activities are planned
5. References	5.a. For textbooks in references, APA referencing is respected
	5.b. For Web pages in references, APA referencing is respected
	5.c. At least three (3) references are properly given
6. Appendices	6.a. Handouts are prepared
	6.b. Task sheets are developed
	6.c. Assessments tools are developed

Activity 2. CBT Implementation

Based on the planning documents, CBT is actually implemented through sessions, IAP, and FYP in TVET programs for RQF Level 6-7. This means that the concerned activities in CBT delivery are session facilitation and IAP implementation.

As far as the session facilitation is concerned, TVET trainers are expected to provide theoretical and practical sessions based on relevant session plans and Scheme of Works. The sessions are highly recommended to be delivered with the following three stages: (a) introduction, (b) development, and (c) conclusion. At the introduction stage, TVET trainers are expected to introduce learning objectives, topics, activities, and resources for their sessions. Then, learning activities are expected to be conducted to achieve learning objectives in the development stage. At the last stage of conclusion, TVET trainees are summarised of what they learnt, which is often followed by formative assessments that evaluate whether learning objectives are achieved. After their sessions, TVET trainers are recommended to have session reflections to improve the quality of session facilitation.

Table 11: Session Facilitation Checklist (RQF Level 6-7)

Dimension	Checklist
1. Objectives	1.a. learning objectives are achieved related to cognitive domain
	1.b. learning objectives are achieved related to psychomotor domain
	1.c. learning objectives are achieved related to affective domain
2. Resources	2.a. Didactic materials are appropriate and effective
	2.b. Supporting teaching tools are appropriate and effective
3. Activities	3.a. Facilitation techniques are appropriate and effective
4. Assessment	4.a. Formative assessments are conducted

When it comes to IAP implementation, IPRC is required to place TVET trainees in relevant industries that offer valuable learning experiences in real workplace. This means that IAP is implemented by industries. During the time, IPRC is required to

monitor and supervise IAP through three types of logbooks, including IAP trainee logbook, IAP TVET institution supervisor logbook, and IAP company supervisor logbook, referenced in the sub-chapter 2.4. *Quality Assurance*. Once IAP is completed, TVET trainees are evaluated by an interview in front of a panel of TVET trainers that assess the IAP logbooks. This is followed by developing IAP completion report. These actions are summarised by the following checklists.

Table 12: IAP Implementation Checklist (RQF Level 6-7)

Dimension	Checklist
1. Preparation	1.a. Relevant companies are identified for IAP
	1.b. Briefing on IAP practice on IAP program is done
	1.c. Recommendation (request) letters are sent to companies for IAP
	1.d. Means of communicating to trainees is identified
	1.e. Monitoring / visiting dates for IAP are fixed
	1.f. IAP logbooks are distributed on time
	1.g. Expected activities for trainees during in IAP are identified
	1.h. Health and safety issues insurance for trainees are provided
	1.i. Trainees are placed on their companies
	1.j. Starting dates of IAP are communicated to trainees
2. Monitoring	2.a. IAP supervision plan is followed
3. Evaluation	3.a. Plan for receiving trainees from IAP is established.
	3.b. Interview of IAP is conducted
	3.c. Filing all evaluated logbooks in trainee portfolio.
	3.d. Post IAP seminar for learners to share their work experiences is planned and communicated.
	3.e. IAP overall report is developed.

	3.f. Appreciation letter for relevant companies is provided
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In FYP, the implementation process includes the following: (a) to communicate the timeline, which indicates the schedule for FYP proposal, report submission and report presentation, to trainees, (b) to distribute FYP guidelines, which orient general regulations in FYP report writing, to trainees and supervisors, (c) to guide, supervise, and assess FYP topic proposals that are developed by trainees, (d) to supervise FYP progress that are conducted by trainees, and (e) to coordinate FYP report to be presented and assessed. The details are described in the below checklists.

Table 13: FYP Implementation Checklist (RQF Level 6-7)

Dimension	Checklist
1. Timeline	1.a. Schedule for FYP Proposal is provided
	1.b. Schedule for FYP report submission is provided
	1.c. Schedule for FYP report presentation is provided
2. Guidelines	2.a. General regulations are provided
	2.b. Format of the project report is provided
	2.c. FYP content guidelines are provided
3. Proposal	3.a. Students under supervision are identified per department
	3.b. FYP supervisors are allocated
	3.c. Students' FYP topics are approved
	3.d. FYP proposals are assessed and marked
4. Implementation	4.a. Supervisors are reporting FYP progress
5. Presentation	5.a. Project implementation is evaluated
	5.b. FYP reports are assessed
	5.c. FYP presentations are assessed and marked
	5.d. FYP assessment marks are compiled
	5.e. Observation to each trainee is provided

Activity 3. Portfolio Building

During CBT planning and implementation, TVET trainers in IPRCs are highly recommended to develop their trainer portfolios. Trainer portfolio is a collection of trainer's teaching practices and evidence for the purpose of evaluating CBT progress and performance to achieve trainees' competences targeted in relevant TVET programs. In other words, trainer portfolio is an evident means to present the quality of CBT. Indeed, the portfolio is effectively used in quality assurance, referenced in the sub-chapter 2.4. *Quality Assurance*. A trainer portfolio includes (a) preliminary documents, such as trainer profile and class profile (b) teaching-related documents, including chronogram, training timetable, Scheme of Works, relevant hand-outs, session plans and formative/summative assessment tools, and (c) daily work records, such as class diary and attendance lists. The details are listed in the following checklists.

Table 14: Trainer Portfolio Checklist (RQF Level 6-7)

Dimension	Checklist
1. Preliminary documents	1.a. Cover page is available
	1.b. Trainer's profile is available
	1.c. Class profile is available
2. Teaching related documents	2.a. Flowchart is available
	2.b. Chronogram is available
	2.c. Training timetable is available
	2.d. Curriculum is available
	2.e. Mapping of learning Outcomes is available
	2.f. Schemes of work for all taught modules are available
	2.g. Hand-out is available
	2.h. Trainer performance criteria checklist is available
	2.i. Marks Record sheets of trainees' results are available

	2.j. Session plan –appendices: task sheet, Material, PPT, Quiz, assignments, checklists and marking guides are available
	2.k. Assessment tools, reports and their marking guides are available
	2.l. Trainers’ overall assessment report is available
3. Extra curricula activities related documents	3.a. Research and innovation activity documents are available
	3.b. Community outreach activity documents are available
	3.c. Mentorship program activity documents are available

2.2.b. Operational Process

The operational process for CBT in RQF Level 6-7 is implemented by IPRCs. RP is the competent authority to coordinate IPRCs in CBT although it is managed, regulated, cooperated, and/or guided by other governing authorities, including MINEDUC and HEC. Thus, CBT is implemented by IPRCs that are coordinated by RP. The practical procedures and actions are described in the below table.

Table 15: Operational Process in CBT (RQF Level 6-7)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Planning	1.1. Academic Year Planning (Academic Calendar, Chronogram, and Timetable)	Two months before the beginning of academic year	RP (Registrar)	1.1.1. Establish academic calendar 1.1.2. Publish school calendar
		One month before the beginning of academic year	RP (Curriculum Development Division)	1.1.3. Develop chronogram 1.1.4. Approve chronogram
		Two weeks before the beginning of academic year	IPRCs (DAS)	1.1.5. Prepare timetable 1.1.6. Distribute timetable

	1.2. Module Planning (Scheme of Works, IAP Plan, FYP Plan)	Before the beginning of relevant semesters	IPRCs (HoD)	1.2.1. Allocate modules to trainers 1.2.2. Prepare Scheme of Works 1.2.3. Approve Scheme of Works 1.2.4. Prepare hand-out notes
			IPRCs (ILS)	1.2.5. Identify relevant companies to host trainees in IAP 1.2.6. Develop/review guidelines/instructions for IAP 1.2.7. Avail IAP tools (logbooks) 1.2.8. Establish timeline, supervision plan and post IAP activities plan
		Before relevant semesters	IPRCs (HoD)	1.2.9. Approve trainees' FYP topics 1.2.10. Develop/review guidelines / instructions for FYP
	1.3. Session Planning (Session Plan)	Before session delivery	IPRCs (Trainers)	1.3.1. Develop session plans 1.3.2. Prepare learning resources
2. Implementation	2.1. Session Facilitation (Reflection on Session Facilitation)	Continuous	IPRCs (HoD)	2.1.1. Session Delivery
	2.2. IAP Implementation (IAP Completion Report)	At the relevant semesters	IPRCs (ILS)	2.2.1. Arrange IAP 2.2.2. Place trainees to IAP 2.2.3. Supervise IAP 2.2.4. Evaluate IAP

	2.3. FYP Implementation (FYP Completion Report)	At the relevant semesters	IPRCs (HoD)	2.3.1. Supervise FYP 2.3.2. Assess FYP 2.3.3. Develop FYP Report
3. Portfolio Building	3.1. Trainer Portfolio Building (Trainer Portfolio)	Continuous	IPRCs (HoD)	3.1.1. Build trainer portfolios

Activity 1. CBT Planning

Planning CBT starts from academic year planning. Academic year calendar is prepared by the RP office of Registrar, approved by the academic senate, and then published by Deputy Vice Chancellor in charge of Training, Institutional Development, and Research (DVC-TIDR), at least, two months before the beginning of academic year. Then, the RP Curriculum Division is required to develop each chronogram per TVET program. The chronograms are approved by DVC-TIDR, and then distributed to IPRCs, at least, one month before the beginning of academic year. Lastly, Director of Academic Service (DAS) in each IPRC is expected to prepare training timetables based on relevant chronograms, at least, two weeks before the beginning of academic year.

Based on academic year planning, modules deliveries are planned before the beginning of academic year. In doing so, relevant Heads of Departments (HoDs) are expected to allocate modules to relevant TVET trainers. This is followed by TVET trainers' developing Scheme of Works, relevant hand-outs, lab protocols, and/or field visit plans to be approved by HoDs before the beginning of relevant semesters. Regarding the IAP module, Industry Liaison Specialists (ILSs) in IPRCs are tasked to plan it for all trainees in the last academic years by second semesters. Concerning the FYP module, HoDs are accountable for planning for all trainees in the last academic years by second semesters.

Before sessions delivery, TVET trainers are expected to develop session plans and relevant learning resources in line with Scheme of Works. Session planning is supervised by HoDs for the purpose of quality assurance, referenced to the sub-chapter 2.4. *Quality Assurance*. In other words, session planning is given significant importance because actual CBT deliveries are conducted based on session plans.

Activity 2. CBT Implementation

In CBT implementation, theoretical and practical sessions are delivered by TVET trainers in accordance with relevant session plans. Once sessions are completed, TVET trainers are recommended to reflect their sessions to improve the educational quality continuously. The session facilitations and relevant reflections are supervised by HoDs in IPRCs.

Regarding IAP implementation to be conducted at the second semester in the last academic years, ILS is accountable for coordinating activities. To do so, ILS is expected to place trainees to industries, to monitor IAP implementation, and to coordinate evaluating trainees who complete IAP. These actions are reported by ILS through IAP completion reports.

As for FYP implementation, HoD is required to lead activities for trainees in the last academic years. FYP is provided for trainees in RQF Level 7. However, the FYP process starts from the end of last year in RQF Level 6 because most trainees are encouraged to study until RQF Level 7. Thus, trainees in the end of second academic year in RQF Level 6 are requested FYP topics to be approved by relevant HoDs who allocate relevant supervisors. At the beginning of first semester in RQF Level 7, allocated trainers supervise trainees' FYP proposals and works. The trainers are expected to tick to continuous provision of guidance on how trainees can improve their FYP. During the time, supervisors are required to report to their HoDs regarding the progress of FYP. Once trainees submit their FYP reports, HODs organise trainees' presentation based on academic calendars.

Activity 3. Portfolio Building

During CBT planning and implementation, each TVET trainer is highly recommended to develop trainer portfolios either online or offline. Because trainer portfolio is regarded as effective means in quality assurance, HoD in IPRC is expected to supervise portfolio building activities. Furthermore, trainer portfolios are used in verifications and quality inspections. These are described in the sub-chapter 2.4. *Quality Assurance*.

Attached Templates:

[L67 03] Chronogram

[L67 04] Timetable

[L67 05] Scheme of Works

[L67 06] Session Plan

[L67 07] IAP Plan

[L67 08] FYP Plan

[L67 09] IAP Completion Report

[L67 10] FYP Completion Report

[L67 11] Trainer Profile

[L67 12] Class Profile

2.3. Competency-based Assessment

2.3.a. Technical Process

In parallel with CBT, CBA is implemented to assess TVET trainees' competences against relevant competency standards required in TVET programs. In other words, CBA measures, determines, and documents whether trainees become competent through CBT. It is important to note that educational assessments are concerned of four levels: (A) know – to assess knowledge and/or understanding, (B) know how – to assess application of knowledge and/or understanding, (C) show how – to assess performance through simulations and practical demonstration, and (D) does – to assess performance in integrated situations/context. These levels of 'know' and 'know how' assess the cognitive learning domain whereas 'show how' and 'does' assess trainees' affective and psychomotor learning domain. Out of these levels, CBA targets the levels of 'show how' and 'does' assessments eventually although the 'know' and 'know how' assessments can be used as parts of them. This is because CBA focuses on competences, which are defined as individuals' knowledge, skills, and attitude to be used, applied and demonstrated in various contexts to perform specific tasks and duties. Therefore, CBA emphasises on trainees' outcomes, which are competences

defined in relevant CBCs, to be evaluated by various, effective, and innovative assessment methods.

Similar to CBT, CBA is provided based on relevant CBC which includes modules to be assessed sequentially. In CBC, each module describes CBA-related information, such as competency standards, assessment methods, outcomes, criteria, and indicators. If all modules in CBC are evaluated by CBA, trainees are expected to achieve all occupational competences targeted in relevant TVET program in which relevant CBC presents its overall assessment package, including assessment methodology, type, criteria, scoring and trainee portfolio building. Therefore, CBA is practically conducted as module based.

In RQF Level 6-7, CBCs consists of the following types of modules: specific and complimentary/general modules. Out of specific modules, there are specialised modules, called FYP and IAP. For the FYP and IAP modules, FYP and IAP assessments are conducted, respectively. The other specific modules are required to be evaluated with practical and theoretical summative assessments as well as formative/continuous assessments. In complimentary/general modules, theoretical summative assessments and formative/continuous assessments are provided. In all module/competency assessments, trainees who achieve marks of 70%+ are recognised as competent against targeting competency standards in relevant TVET program.

In short, to assess trainees' competences in modules, CBA is conducted as following types: (1) FYP assessment, (2) IAP assessment, (3) summative assessment, and (4) formative/continuous assessment. These assessment activities are continuously followed by trainees' portfolio building. These CBA activities are summarised as the below table.

Table 16: Technical Process in CBA (RQF Level 6-7)

Activities	Sub-Activities	Outputs	Specifications
1. Planning	1.1. Overall Assessment Planning	Overall Assessment Plan	Overall Assessment Plan Checklist
	1.2. Module/Competency Assessment Planning	FYP Assessment Plan	FYP Assessment Plan Checklist
		IAP Assessment Plan	IAP Assessment Plan Checklist
		Summative Assessment Plan	Summative Assessment Plan Checklist
		Formative/Continuous Assessment Plan	Formative/Continuous Assessment Plan Checklist
2. Implementation	2.1. Module/Competency Assessment Implementation	FYP Assessment Report	FYP Assessment Checklist
		IAP Assessment Report	IAP Assessment Checklist
		Summative Assessment Report	Summative Assessment Checklist
		Formative/Continuous Assessment Report	Formative/Continuous Assessment Checklist
		Assessment Moderation Report	Assessment Moderation Checklist
	2.2. Assessment Reporting	Trainer's Overall Assessment Report	Trainer's Assessment Report Checklist
		Trainee Overall Assessment Report	Trainee Assessment Report Checklist
3. Portfolio Building	3.1. Trainee Portfolio Building	Trainee Portfolio	Trainee Portfolio Checklist

Activity 1. CBA Planning

Planning CBA starts from overall assessment planning which deals with how each module is assessed in relevant TVET program. To do so, as presented in the below table, the followings are included in overall assessment planning: (1) schedule, (2) candidates (trainees to be assessed), (3) assessors, (4) tools for written assessment, (5) tools for practical assessment, (6) place and resources, (7) competences to be assessed, and (8) reporting. This overall assessment plan is used to design FYP, IAP, summative, and formative/continuous assessments.

Table 17: Overall Assessment Plan Checklist (RQF Level 6-7)

Dimension	Checklist
1. Schedule	1.a. Timeline for assessment is set
	1.b. Marking schedule is set
	1.c. Publication of assessment results is availed
2. Candidates	2.a. List of candidates is available
3. Invigilators / Assessors	3.a. List of invigilators/assessors is available
4. Tools for written assessment	4.a. Assessment guidelines/instructions are set
	4.b. Assessment questionnaires are prepared
	4.c. Assessment marking scheme are prepared
5. Tools for practical assessment	5.a. Integrated situations/tasks are prepared
	5.b. Assessment checklists are prepared
6. Place / Resources	6.a. Assessment venue (Workshop, field, classroom) is proposed
	6.b. Tools, equipment, material, and consumables are availed
	6.c. Health, safety, and security measures are set
	6.d. Emergency responsiveness is set
7. Understanding of the competency	7.a. List of learning / assessment outcomes is considered
8. Reporting	8.a. Portfolio is prepared
	8.b. Report template is prepared

As the FYP module is an industry-related applied research project that is given to trainees at the end of last academic year, planning FYP is related to how to assess trainees' research projects. This considers the following aspects: (1) schedule, (2) candidates (trainees to be assessed), (3) panels (assessors), (4) assessment tools, (5) place and resources, and (6) reporting. The below table shows details to be planned in FYP.

Table 18: FYP Assessment Plan Checklist (RQF Level 6-7)

Dimension	Checklist
1. Schedule	1.a. Time for FYP Proposal assessment is set
	1.b. Time for FYP implementation evaluation/supervision is set
	1.c. Time for FYP report presentation is set
	1.d. Time for Publication of assessment results is set
2. Candidates	2.a. List of candidates is availed
3. Panellist	3.a. List of Panellists is availed
4. Tools	4.a. Assessment guidelines/instructions are set
	4.b. Assessment observation checklist is prepared
5. Place and resources	5.a. Assessment venue (Workshop, field, classroom) is considered
	5.b. Tools, equipment, and material (consumables) are availed
	5.c. Health, safety and security measures are set
	5.d. Emergency responsiveness is set
6. Reporting	6.a. Portfolio is prepared
	6.b. Report template is prepared

In the IAP module, trainees are theoretically and practically assessed of what competences they achieve in real contexts and environment to perform specific tasks and duties at relevant workplace. To do so, the IAP assessment planning consists of: (1) schedule, (2) candidates (trainees to be assessed), (3) panels (assessors), (4) assessment tools, (5) place and resources, and (6) reporting. The below table demonstrates checklists to be planned in IAP assessment.

Table 19: IAP Assessment Plan Checklist (RQF Level 6-7)

Dimension	Checklist
1. Schedule	1.a. Time for IAP theory assessment is set
	1.b. Time for IAP performance at workplace is set
	1.c. Time for IAP report presentation is set

	1.d. Time for publication of assessment results is set
2. Candidates	2.a. List of candidates is available
3. Assessors/Panellist	3.a. List of invigilators/assessors is available
4. Tools	4.a. Assessment guidelines/instructions are set
	4.b. Assessment checklist is prepared
5. Place and resources	5.a. Assessment venue (Workshop, field, classroom) is proposed
	5.b. Tools, equipment, material, and consumables are availed
	5.c. Health, safety, and security measure are set
	5.d. Emergency responsiveness is set
6. Reporting	6.a. Portfolio is prepared
	6.b. Report template is prepared

Except the FYP and IAP modules, other modules are provided summative assessments. For complimentary and general modules, summative assessments are conducted only in theoretical ways. The theoretical summative assessments refer to written examinations usually. However, specific modules, except the FYP and IAP modules, are offered practical and theoretical summative assessments. The practical summative assessments are known as integrated assessments in which specific tasks are provided to trainees in integrated situations and contexts. This suggests that integrated assessments have the following components: (a) a context in which specific problems are situated, (b) problem(s) to be solved and/or task(s) to be conducted, (c) expected results/outcomes that are clearly specified, and (d) instructions, such as duration, length, resources, constraints, obstacles, and/or necessary information. In planning both theoretical and practical summative assessments, the followings are required to be considered: (1) schedule, (2) candidates (trainees to be assessed), (3) assessors, (4) tools for written assessment, (5) tools for practical assessment, (6) place and resources, (7) competences to be assessed, and (8) reporting. The details are listed in the below checklist.

Table 20: Summative Assessment Plan Checklist (RQF Level 6-7)

Dimension	Checklist
1. Schedule	1.a. Timeline for summative assessments is indicated
	1.b. Marking schedule is set
2. Candidates	2.a. List of candidates is available
3. Assessors	3.a. List of internal assessors is available
	3.b. List of external assessors is available
4. Tools for written assessment	4.a. Theoretical assessment guidelines/instructions are set
	4.b. Theoretical assessment questionnaires are prepared
	4.c. Theoretical assessment marking scheme are prepared
5. Tools for practical assessment	5.a. Integrated situations/contexts are prepared
	5.b. Specific tasks are prepared
	5.c. Practical assessment checklists are prepared
	5.d. Practical assessment guidelines/Instructions are prepared
6. Place / Resources	6.a. Assessment venues (Workshop, field, classroom) are proposed
	6.b. Tools, equipment, material, and consumables are availed
	6.c. Health, safety, and security measures are set
	6.d. Emergency responsiveness is set
7. Understanding of the competency	7.a. List of learning / assessment outcomes is considered
8. Reporting	8.a. Portfolio is prepared
	8.b. Report template is prepared

Formative/continuous assessments are planned to assess whether trainees achieve relevant learning outcomes that are trained in sessions. Focusing on assessing learning outcomes in line with theoretical and/or practical sessions that are provided to trainees during relevant modules delivery, formative/continuous assessments are prepared with assessment tools, such as quizzes, assignments, case studies, laboratory/workshop practices, short tests, and/or field works. More details, the below table show the checklist to be considered in formative/continuous assessments.

Table 21: Formative/Continuous Assessment Plan Checklist (RQF Level 6-7)

Dimension	Checklist
1. Schedule	1.a. Timeline for summative assessments is indicated
	1.b. Feedback schedule is set
2. Candidates	2.a. List of candidates is available
3. Tools	4.a. Assessment guidelines/instructions are set
	4.b. Assessment tools, such as quizzes, assignments, case studies, laboratory/workshop practices, short tests, and/or field works, are prepared
	4.c. Assessment feedback methods are prepared
4. Place / Resources	6.a. Assessment venues (Workshop, field, classroom) are proposed
	6.b. Tools, equipment, material, and consumables are availed
	6.c. Health, safety, and security measures are set
	6.d. Emergency responsiveness is set
5. Understanding of the competency	7.a. List of learning / assessment outcomes is considered
6. Reporting	8.a. Portfolio is prepared
	8.b. Report template is prepared

Activity 2. CBA Implementation

Based on the planning documents, CBA is provided to trainees through FYP, IAP, summative, and formative/continuous assessments in RQF Level 6-7. Once the assessments are completed, overall assessment reporting is required.

In the FYP module, the followings are assessed: (1) the FYP proposal (20%), which is assessed by relevant HoD, (2) the FYP implementation (10%), which is assessed by relevant supervisor, (3) the FYP report (40%), which is assessed by three panellists, and (4) the FYP presentation (30%), which is assessed by three panellists. With the assessment areas, trainees who achieve marks of 70%+ are regarded as competent against the module competency standards. In the FYP assessment reports, the following checklists are required to be considered.

Table 22: FYP Assessment Checklist (RQF Level 6-7)

Dimension	Checklist
1. Timeline	1.a. FYP assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
	2.d. Gender based number (males and females) is indicated
3. Supervisors and Panellists	3.a. Panellists for FYP proposal assessment are indicated
	3.b. Panellists for FYP report assessment are indicated
	3.c. Panellists for FYP presentation assessment are indicated
	3.d. Supervisors for FYP implementation evaluation are indicated
4. Place	4.a. Rooms for FYP presentation are indicated
5. Incidence	5.a. Cases occurred are identified and handled

The IAP module assessment is conducted with three components: (1) the IAP theory (20%), which is assessed by ILS, (2) the IAP performance (40%), which is assessed by in-company trainer/assessor, and (3) the IAP presentation (40%), which is assessed by panellists. With the assessment components, trainees who achieve marks that pass minimum requirements (70%) are regarded as competent against the module competency standards. The below table shows the checklist to be considered in the IAP assessment.

Table 23: IAP Assessment Checklist (RQF Level 6-7)

Dimension	Checklist
1. Timeline	1.a. IAP assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates is indicated with their marks
	2.d. Gender based number (males and females) is indicated

3. Assessors / Panellists	3.a. Panellists for IAP theory assessment are indicated
	3.b. Panellists (in-company assessors) for IAP performance assessment are indicated
	3.c. Panellists for IAP presentation assessment are indicated
4. Place	4.a. Rooms for IAP presentation (interview) are indicated
5. Incidence	5.a. Cases occurred are identified and handled

As far as the other modules are concerned, summative assessments are provided to trainees as planned. For complimentary modules, theoretical summative assessments are offered while both theoretical and practical summative assessments are conducted for specific modules. These summative assessments are conducted by three assessors. At the end of both summative assessments, the following reports are required: (a) single summative assessment form, which is used by an assessor to assess a trainee (b) final summative assessment form, which is a compile of assessment results by three assessors, (c) summative assessment summary form, which is a summary report for summative assessments results of attended trainees, (d) formative and summative assessment report, which is a summary report for both summative and formative/continuous assessments results of attended trainees. The reporting is required to use the following checklists.

Table 24: Summative Assessment Checklist (RQF Level 6-7)

Dimension	Checklist
1. Timeline	1.a. Summative assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
	2.d. Gender based number (males and females) is indicated
3. Assessors	3.a. Panellists for summative assessment are indicated
4. Evidence	4.a. Each trainee has assessment evidence
	4.b. Summative assessment summary form is available
	4.c. Formative and summative assessment report is available

5. Incidence	5.a. Cases occurred are identified and handled
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Before summative assessments, formative/continuous assessments are conducted by relevant TVET trainers who facilitate sessions. The formative/continuous assessment focuses on whether trainees achieve learning outcomes through relevant sessions. It is considerable that trainees who achieve more than 70% of marks in formative/continuous assessment are allowed to participate in relevant summative assessment. Once the assessments are completed, relevant evidence and reports are expected to be developed in line with the below checklist.

Table 25: Formative/Continuous Assessment Checklist (RQF Level 6-7)

Dimension	Checklist
1. Timeline	1.a. Formative assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
	2.d. Gender based number (males and females) is indicated
3. Assessors	3.a. Assessors are indicated
4. Evidence	4.a. Each trainee has assessment evidence for each learning outcome
	4.b. Formative and summative assessment report is available
5. Incidence	5.a. Cases occurred are identified and handled

When it comes to summative and formative/continuous assessments, it is significant to note that both types of assessments are required to be moderated by other trainers who are not engaged in the summative and formative/continuous assessments but involved in similar assessments in the same subjects. This moderation is conducted for the purpose of consistent judgements about assessments. The checklist below presents the aspects to be considered in the assessment moderation report.

Table 26: Assessment Moderation Checklist (RQF Level 6-7)

Dimension	Checklist
1. Cover page format is respected	1.a. Institutional Logo is mentioned
	1.b. Department(s) name is mentioned
	1.c. Option(s) is mentioned
	1.d. Module name & code are mentioned
	1.e. Credits are mentioned
	1.f. RTQF Level is indicated
	1.g. Academic year is mentioned
	1.h. Module leader name is mentioned
	1.i. Semester is mentioned
	1.j. Maximum marks are indicated
	1.k. Examination duration is indicated
1.l. Provided instructions are clear	
2. Theoretical Questions are well formulated	2.a. Questions are appropriate to the level of the candidates
	2.b. Marks are distributed for each question
	2.c. Questions are clear and non-ambiguous
	2.d. Questions are set from simple to complex
3. Practical question/integrated situation is well formulated (components of the practical task)	3.a. Context is described
	3.b. Problem to be solved is indicated
	3.c. Expected result is explained
	3.d. Instructions related to tasks are clear
	3.e. Information are provided
	3.f. Constraints are observed
	3.g. Checklist related to the task is elaborated
4. Marking scheme is well prepared	4.a. Answers are correct in comparison with questions
	4.b. Marks are distributed for each answer

	4.c. Maximum marks are aligned with assessment guidelines
5. Relevance of assessment	5.a. Time allocated is matching with examination questions
	5.b. Questions are free from grammatical errors
	5.c. Questions are reflecting the learning outcomes of the module
	5.d. Checklist related to the task is reflecting to the learning outcomes
	5.e. Font size 12 is applied
	5.f. Line spacing of 1.5 is applied
	5.g. Times New Roman Font style is applied
	5.h. Test alignment is "Justify"
	5.i. Page numbers are inserted

At the end of CBA implementation, it is expected to develop overall assessment reports for the purpose of determining and documenting trainees' competences in all modules at relevant TVET program. To report completions of all types of assessments, two types of reports are required: (1) trainer's overall assessment report, and (2) trainee overall assessment report. The below tables show the checklists to be included in the reports.

Table 27: Trainer's Overall Assessment Report Checklist (RQF Level 6-7)

S/N	Trainee Name	Formative/CA_LO 1 (Marks)	Formative/CA_LO 2 (Marks)	Formative/CA_LO n (Marks)	Total marks for CA	Decision	Observation	Written Sum. ass. (Marks)	Practical Sum. / Integrated ass. (Marks)	Total marks	%	Decision
1												
2												
3												
...n												

Table 28: Trainee Overall Assessment Report Checklist (RQF Level 6-7)

Learning outcome	Evidence of Formative/ Continuous ass	F/CA Marks for ass	F/CA Marks for Re-ass	%	Decision	Date	Internal Verifier's remark	External Verifier's remark
L.O .1:								
L.O .2:								
L.O .3:								
L.O .n...:								
Summative ass. (Written)		Score						
	%						
Summative ass. (Practical) /Integrated ass.		Score						
	%						

Activity 3. Portfolio Building

During CBA implementation, TVET trainees are expected to have their trainee portfolios either online or offline. Trainee portfolio is a collection of a trainee's learning works and evidence for the purpose of evaluating learning progress and performance to achieve their competences against relevant competency standards in TVET program. This suggests that trainee portfolio is an evident means to demonstrate the quality of CBA. Thus, trainee portfolio is effectively used in quality assurance, referenced in the sub-chapter 2.4. *Quality Assurance*. A trainee portfolio includes (a) preliminary documents, such as trainee profile, chronogram, and mapping of learning outcomes to be achieved, (b) module-related evidence that present competences assessed in CBA activities, and (c) other documents. The details are listed in the following checklists.

Table 29: Trainee Portfolio Checklist (RQF Level 6-7)

Dimension	Checklist
1. Preliminary document	1.a. Cover page is filled up
	1.b. Trainee profile is filled up
	1.c. Chronogram is available
	1.d. Mapping of Learning Outcomes is available
2. Module related evidence	2.a. Evidence separators are placed before each module evidence
	2.b. Trainee Learning Outcome checklist is signed
	2.c. Evidence for formative/continuous assessment are marked
	2.d. Evidence for Summative assessment are marked
	2.e. Evidence for IAP assessment are marked
	2.f. Evidence for FYP assessment are marked
3. Other evidence	3.a. Extra-curricular public lecture evidence are available
	3.b. Extra-curricular Civic lecture evidence are available

2.3.b. Operational Process

The CBA process is operationally conducted by IPRCs. RP is the coordination agent for IPRCs in CBA. The below table summarises operational actions in CBA.

Table 30: Operational Process in CBA (RQF Level 6-7)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Planning	1.1. Overall Assessment Planning (Overall Assessment Plan)	At the beginning of academic years	IPRC (DAS)	1.1.1. Establish Overall Assessment Plan 1.1.2. Approve Overall Assessment Plan
	1.2. Module/Competency Assessment Planning	Before relevant semesters	IPRCs (HoD)	1.2.1. Prepare FYP Assessment Plan

	(FYP Assessment Plan, IAP Assessment Plan, Summative Assessment Plan, Formative/Continuous Assessment Plan)	Before relevant semesters	IPRCs (ILS)	1.2.2. Prepare IAP Assessment Plan
Before module deliveries		IPRCs (HoD)	1.2.3. Prepare Summative Assessment Plan	
Before session deliveries		IPRCs (Trainers)	1.2.4. Prepare Formative/Continuous Assessment Plan	
2. Implementation	2.1. Module/Competency Assessment Implementation (FYP Assessment Report, IAP Assessment Report, Summative Assessment Report, Formative/Continuous Assessment Report, Assessment Moderation Report)	Continuous (At relevant semesters)	IPRCs (HoD)	2.1.1. Assessment 2.1.2. Marking 2.1.3. Reporting
	2.2. Assessment Reporting (Trainer's Overall Assessment Report, Trainee Overall Assessment Report)	At the end of academic years	IPRCs (DAS)	2.2.1. Establish Overall Assessment Reports 2.2.2. Approve Overall Assessment Reports
3. Portfolio Building	3.1. Trainee Portfolio Building (Trainee Portfolio)	Continuous	IPRCs (HoD)	3.1.1. Build trainee portfolios

Activity 1. CBA Planning

At the beginning of academic years, overall assessment planning is carefully prepared by respective HoDs in collaboration with TVET trainers, and then approved by DAS. During the planning, DAS coordinates the overall assessment planning process between departments based on the training timetable in IPRCs. This leads to administrative and procedural preparations, such as coordinating timeline and venues,

and procuring assessment resources, for assessments in IPRCs. The detailed module assessment planning is expected to be referred to the overall assessment plan.

The module assessment planning is divided into FYP, IAP, summative, and formative/continuous assessments. In planning FYP assessment, respective HoDs are required to lead their planning process in collaboration with relevant trainers. For IAP assessment planning, ILSs are accountable. Regarding summative and formative/continuous assessments, HoDs coordinate TVET trainers to plan them. It is important to note that, in case that additional requirements, instructions and guides in relation to assessments are provided by the office of DPAT or DAS, the planning processes have to follow them.

Activity 2. CBA Implementation

In conducting module/competency assessments, HoDs are expected to coordinate the processes in FYP, IAP, summative, and formative/continuous assessments. In all types of assessments in RQF Level 6-7, trainees who achieve marks of 70%+ are recognised as competent against targeting competency standards in relevant TVET program. Some operational aspects are described below.

As for FYP assessment, the following components are evaluated. Firstly, the FYP proposal is assessed by relevant HoD. Secondly, the FYP implementation is assessed by relevant supervisor. Thirdly, the FYP report is assessed as the average scores by three panellists. Fourthly, the FYP presentation is assessed as the average scores by three panellists. The weights of marking FYP assessments are 20%, 10%, 40%, and 30% for the FYP proposal, the FYP implementation, the FYP report, and the FYP presentation, respectively.

Regarding IAP, the following components are assessed with marking weights: the IAP theory (20%), the IAP performance (40%), and the IAP presentation (40%). The theory is assessed by ILS. Then, the performance is assessed by in-company trainer/assessor. Lastly, the presentation or interview is evaluated by panellists in which the final marks are regarded as their average scores.

Concerning summative and formative/continuous assessments, theoretical assessments are offered for complimentary modules while both theoretical and practical assessments are conducted for specific modules, except the FYP and IAP modules. Summative assessments are conducted by three assessors as the average scores are regarded as final marks. During the assessments, the following forms are expected to be used: (a) single summative assessment form, which is used by an assessor to assess a trainee, (b) final summative assessment form, which is a compile of assessment results by three assessors. Then, formative/continuous assessments are conducted by relevant TVET trainers who facilitate sessions. It is important to note that trainees who achieve more than 70% of marks in formative/continuous assessment are allowed to participate in relevant summative assessment. For both summative and formative/continuous assessments, they are required to be moderated by other trainers who are not engaged in the summative and formative/continuous assessments but involved in similar assessments in the same subjects.

At the end of academic years, DAS is required to coordinate developing overall assessment reports in cooperation with HoDs. To do so, two types of reports are required to be developed: (1) trainer's overall assessment report, and (2) trainee overall assessment report.

Activity 3. Portfolio Building

During CBA implementation, each TVET trainer is responsible to facilitate trainees to develop their portfolios. Because trainer portfolio is regarded as effective means in quality assurance, HoD in IPRC is expected to supervise portfolio building activities. Furthermore, trainee portfolios are used in verifications and quality inspections. These are described in the sub-chapter 2.4. *Quality Assurance*.

Attached Templates:

[L67 13] Overall Assessment Plan

[L67 14] FYP Assessment Plan

[L67 15] IAP Assessment Plan

[L67 16] Summative Assessment Plan

[L67 17] Formative/Continuous Assessment Plan

- [L67 18] FYP Assessment Report
- [L67 19] IAP Assessment Report
- [L67 20] Single Summative Assessment Form
- [L67 21] Final Summative Assessment Form
- [L67 22] Summative Assessment Summary Form
- [L67 23] Formative and Summative Assessment Report
- [L67 24] Assessment Moderation Report
- [L67 25] Trainers' Overall Assessment Report
- [L67 26] Trainee Overall Assessment Report
- [L67 27] Trainee Transcript

2.4. Quality Assurance

2.4.a. Technical Process

During implementing the formal TVET CBT/CBA programs in RQF Level 6+, relevant quality assurance activities are required to be simultaneously conducted. This aims at improving the quality of TVET CBT/CBA delivery towards the educational standards described in the above sub-chapters in 2.2. *Competency-based Training and 2.3. Competency-based Assessment*. For this purpose, the CBT/CBA implementation is expected to be intervened with planned and systematic actions necessary to enhance the quality up to the standards requested in this framework. In RQF Level 6+, necessary quality assurance activities are listed below, being divided into internal and external activities.

Table 31: Technical Processes in Quality Assurance (RQF Level 6+)

Activities	Sub-Activities	Outputs	Specifications
1. Internal Quality Assurance	1.1. Quality Monitoring	Session Delivery Monitoring Report	Session Delivery Monitoring Checklist
		IAP Logbook and Report	IAP Monitoring Checklist

		FYP Report	FYP Monitoring Checklist
		Formative / Summative Assessment Monitoring Report	Formative / Summative Assessment Monitoring Checklist
	1.2. Internal Verification	Internal Verification Report	Internal Verification Checklist
	1.3. Internal Quality Inspection	Quality Inspection Report	Quality Standards in TVET CBT/CBA
1.4. Capacity Building, Mentoring & Coaching	Capacity Building, Mentoring & Coaching Report		
2. External Quality Assurance	2.1. Quality Inspection	Quality Inspection Report	
	2.2. External Verification	External Verification Report	External Verification Checklist

Activity 1. Internal Quality Assurance

The internal quality assurance functions to manage, coordinate, facilitate and guide TVET CBT/CBA in RP colleges. In doing so, actual CBT/CBA implementations are directly monitored and verified. Also, internal quality inspections against the pre-defined standards are conducted. While the monitoring and verification activities are related to micro-quality in CBT/CBA delivery, the quality inspections are concerned of macro-quality. The monitoring, verification and inspections are followed by mentoring and coaching activities to improve the quality of TVET CBT/CBA implementation.

In the quality monitoring (1.1.), the followings are mainly monitored: (a) sessions delivery, (b) IAP implementation, (c) FYP implementation, and (d) formative and summative assessments. the session delivery monitoring aims at ensuring the effectiveness of teaching and learning to achieve relevant learning outcomes. In doing so, TVET CBT session delivery is required to be directly observed regarding (1) readiness of pedagogical documents, such as scheme of work, session plan, class daily and class register, and (2) session delivery itself in terms of trainer's mastery of indicative contents, teaching methodology, teaching aids, class management and conductivity of learning environment. The result of session delivery monitoring

produces relevant reports in order to enhance the effectiveness of session deliveries to achieve relevant learning outcomes.

Table 32: Session Delivery Monitoring Checklist (RQF Level 6+)

Dimension	Checklist
1. Pedagogical Documents	1.a. Scheme of Work is followed
	1.b. Session Plan is available
	1.c. Class daily is available and filled up according to the session plan
	1.d. Class register is available (Class attendance is checked before session delivery)
2. Session Delivery	2.a. Learning place is appropriately set (Check: Organization, Safety precautions, conductivity, and readiness of resources for use)
	2.b. The trainer masters the subject (Check: Typical and relevant examples)
	2.c. Used teaching methodology is appropriate to the session (Check: Variation, Relevance, Quality of handling Questions)
	2.d. Teaching Aids/resources are used effectively (Check: Variation, Relevance, Quality, Effectiveness, Resources Handling)
	2.e. Interactivity is effective during the session
	2.f. Self- presentation (Check: work attire, hygiene, etc)
	2.g. Class management (Check: class movement, interruptions, student discipline, etc)
	2.h. Evidence gathering method is appropriate

In monitoring IAP, relevant activities are progressively followed up to ensure that trainees can gain practical competences and experience in working environments. The IAP monitoring focuses on: (1) planning, (2) supervision, and (3) reporting. At the end of IAP monitoring, relevant IAP logbooks and reports are expected to be compiled.

Table 33: IAP Monitoring Checklist (RQF Level 6+)

Dimension	Checklist
1. Planning	1.a. Industrial attachment placement plans are in place
	1.b. Trainer supervision plans are in place

	1.c. Memorandums of Understanding of hosting institutions are in place
2. Supervision	2.a. Valid and complete students' logbooks on IAP are in place
	2.b. Valid and complete company supervisors' logbooks on IAP are in place
	2.c. Valid and complete school supervisors' logbooks on IAP are in place
3. Reporting	3.a. Marked IAP students' reports are in place
	3.b. School supervisors' IAP reports are in place
	3.c. Consolidated IAP reports are in place

The FYP monitoring is a progressive follow-up of FYP activities to ensure that trainees can achieve practical competences and experience through project-based learning. The monitoring activities are mainly concerned of: (1) timeline, (2) guidelines, (3) proposal, (4) implementation, and (5) presentation.

Table 34: FYP Monitoring Checklist (RQF Level 6-7)

Criteria	Indicator
1. Timeline	1.a. Schedule for FYP Proposal is available
	1.b. Schedule for FYP report submission is available
	1.c. Schedule for FYP report presentation is available
2. Guidelines	2.a. General regulations are provided
	2.b. Format of the project report is provided
	2.c. FYP content guidelines are provided
3. Proposal	3.a. Students under supervision are identified per department
	3.b. FYP supervisors are allocated
	3.c. Students' FYP topics are approved
	3.d. Proposals are assessed and marked
4. Implementation	4.a. supervisors are reporting FYP progress

5. Presentation	5.a. Project implementation is evaluated
	5.b. FYP reports are assessed
	5.c. Presentations are assessed and marked
	5.d. Students' FYP assessment marks are compiled
	5.e. Observation to each student is provided

Monitoring formative and summative assessments is a regular activity during the CBA process to ensure the quality of CBA. This activity emphasises on: (1) delivery, (2) tools, (3) organisation, (4) fairness, (5) assessors, (6) recording in assessments. With the monitoring results, assessment monitoring reports are required to be developed.

Table 35: Formative/Summative Assessment Monitoring Checklist (RQF Level 6+)

Dimension	Checklist
1. Delivery	1.a. School year and term are mentioned
	1.b. Sector and Program are mentioned
	1.c. Date of assessment is mentioned
	1.d. Module code is stated
	1.e. Type of assessment is specified
	1.f. Assessment place is mentioned
	1.g. Candidates' attendance is checked
	1.h. Invigilators/assessors are checked
	1.i. Examination papers are checked
	1.j. Venue setup is observed
	1.k. Incident cases are reported (if any)
	1.l. Comments on quality of assessment are provided
2. Tools	2.a. The assessment focuses on targeting competences specified in relevant curriculum

	2.b. The assessment criteria and/or indicators are relevant to the performance criteria
	2.c. Formative assessments are conducted
	2.d. Subsequent remedial measures, which allow trainees to complete relevant modules successfully, are conducted
	2.e. Contexts of assessment are relevant to workplace situations
	2.f. The assessment provides the trainees necessary information to carry out tasks
	2.g. The assessment includes a sufficient range of evidence (written, oral, performance, product)
	2.h. The assessment is feasible
	2.i. The final decision states 'competent' or 'not yet competent'
	3. Organisation
3.b. The workplace is correctly prepared	
3.c. Resources for tasks are available	
3.d. Tasks are supervised step by step	
3.e. Trainees are given clear instructions	
3.f. Trainees are given their own assessment forms	
3.g. Trainees are aware of the assessment criteria and indicators	
3.h. Assessment hours are respected	
4. Fairness	4.a. All Trainees are assessed against the same competences specified in relevant curriculum
	4.b. Trainees are assessed individually
	4.c. The trainees are given the same assessment tasks
	4.d. Trainees are assessed in similar conditions
	4.e. The assessment facilities are adapted adequately to special needs trainees
	4.f. The language used in formulation and explanation of tasks is easy and/or simple to understand

	4.g. The trainee is given opportunities to review and/or appeal the assessment decisions
	4.h. Number of panel members is sufficient (at least three assessors)
	4.i. An external assessor from the private sector and/or industries is available out of assessors
	4.j. Assessors give feedback to trainees
5. Assessors	5.a. Panel members are qualified in the field
	5.b. Assessors are competent in <ul style="list-style-type: none"> - Creation of conducive assessment environment - Flexibility - Communication - making trainees comfortable - Body languages
	5.c. They provide solutions to problems/challenges.
6. Records	6.a. The list of assessed trainees is provided
	6.b. Trainees integrated assessment forms are provided
	6.c. The list of panel members is provided
	6.d. The report of the panel members is provided
	6.e. Assessment reports provide relevant and sufficient information
	6.f. Trainee portfolios are available until the end of the school year
	6.g. Trainer's checklists for trainee portfolios are available
	6.h. Reports cards copies are provided

Once CBT/CBA activities are monitored, trainees are required to be internally verified of their competences to be achieved in relevant TVET CBT/CBA programs. In practice, trainees are verified of their competences through verifying relevant trainer and trainee portfolios regarding whether trainees are appropriately trained and assessed with competency-based approach as guided in this framework. The verification is required to use the template to be filled, which serves as the quality checklist.

In addition to monitoring and verification, it is highly recommended to conduct internal quality inspections against the pre-defined quality standards in TVET CBT/CBA. In the

inspections, qualities of various factors, such as regulations, facilities, resources, trainers, trainees, training, assessment, and other quality assurance activities, that affect TVET CBT/CBA delivery are objectively and methodically assessed. The internal quality standards in TVET CBT/CBA, which are used as inspection categories, areas, criteria, and indicators, can be flexibly and internally decided. However, the standards are recommended to follow the one in external quality inspections. Similarly, quality inspection processes, methods and activities are recommended to benchmark those in external quality inspections even though they can be internally and strategically developed. These are because the quality standards, inspection approach, and inspection process are likely to be officially regulated by competent authority. These official regulatory parts are more described in below at the part in external quality inspection.

Based on the main findings of quality monitoring, verification, and inspection, IPRCs are provided capacity building, mentoring, and coaching to improve the quality of CBT/CBA delivery. Approaches in capacity building, mentoring, and coaching can be diversely and strategically developed. For example, TVET trainers and administrative staff can be trained through capacity building workshops. TVET experts can be dispatched to guide and facilitate CBT/CBA implementations in IPRCs. Some IPRCs can visit each other and take short-term staff exchange activities for the purpose of mutual learning. In other words, various measures are required to be creatively developed, planned, organised, and implemented in the part of mentoring and coaching to facilitate CBT/CBA implementation.

Activity 2. External Quality Assurance

The external quality assurance has a regulatory purpose to ensure the quality of TVET CBT/CBA. To do so, quality inspections, or often called quality audits, are officially done by the competent authority. Moreover, all TVET trainees are required to be verified of their achievements in competences through relevant CBT/CBA programs. This external verification process is linked to the certification process. These technical processes are described below in details.

The quality inspection is an official activity to assess RP colleges' conformance to the quality standards in line with this framework. In other words, the physical verification has a general purpose to assure high-quality and relevant TVET CBT/CBA implementation in IPRCs. Thus, the inspection is, not only, monitoring and evaluating TVET CBT/CBA delivery, but also regulating and guiding the quality of TVET CBT/CBA improvement.

To implement the quality inspection, the quality standards in TVET CBT/CBA are required to be officially developed in line with TVET CBT/CBA Implementation Framework. The standards are expected to be strongly connected to requirements (specifications) in CBT/CBA delivery, which are described in this framework. However, they are required to be regularly and strategically updated. A version of TVET CBT/CBA quality standards is the following.

Table 36: A Version of Quality Standards in TVET CBT/CBA (RQF Level 6+)

Quality Category	Quality Area	Quality Criteria	Indicators		
Input	Regulations	CBC	Input 1	Availability of Validated CBC	
		CBT/CBA	Input 2	Availability of Guiding Documents regarding CBT/CBA Implementation	
	Facilities	Technical Workshops and Laboratories	Input 3	Availability of Technical Workshops and/or Laboratories	
			Input 4	Quality of Technical Workshops and/or Laboratories	
		Classrooms	Input 5	Availability of Classrooms	
	Resources	Equipment, Tools and Materials	Input 6	Availability of Equipment, Furniture, Tools, Materials, ICT devices and/or softwares	
			Input 7	Quality of Equipment, Furniture, Tools, Materials, ICT devices and/or software	
			Input 8	Availability of Personal Protective Equipment	
			Input 9	Availability of Reading Materials	
	Trainers	TVET Trainers	Input 10	Sufficiency of Trainers	
			Input 11	Qualification of Trainers	
			Input 12	Certification of Trainers	
				Input 13	Availability of Technical Assistants (Workshop / Laboratories)
	Trainees	TVET Trainees	Input 14	Quality of Trainees	
Process	Training	Portfolio Management	Process 1	Availability of Trainer Portfolios	

	Planning	Process 2	Availability of Academic Year Calendar
		Process 3	Availability of Chronogram
		Process 4	Availability of Training Timetable
		Process 5	Availability of Scheme of Works
		Process 6	Quality of Scheme of Works
		Process 7	Availability of Handouts (for Module contents)
		Process 8	Availability of Instructions, Manuals and/or Protocols for Practical Sessions (for Module contents)
		Process 9	Availability of Session Plans
		Process 10	Quality of Session Plans
		Process 11	Availability of IAP Plans
		Process 12	Availability of FYP Plans
		Implementation	Process 13	Status of Module Delivery
Process 14	Availability of Reflection of Session		
Process 15	Availability of IAP Completion Reports		
Process 16	Availability of FYP Completion Reports		
Assessment	Planning	Process 17	Availability of Assessment Plans
		Process 18	Availability of Assessment Tools
		Process 19	Availability of IAP Assessment Plans
		Process 20	Availability of FYP Assessment Plans
	Implementation	Process 21	Status of Assessment Implementation
		Process 22	Availability of Summative Assessment Reports
		Process 23	Quality of Summative Assessment Reports
		Process 24	Availability of Formative Assessment Reports
		Process 25	Quality of Formative Assessment Reports
		Process 26	Availability of IAP Assessment Reports
		Process 27	Availability of FYP Assessment Reports
	Portfolio Management	Process 28	Availability of Trainee Portfolios
		Process 29	Quality of Trainee Portfolios
Quality Assurance	Training & Assessment Monitoring	Process 30	Availability of Module Progressive Reports
		Process 31	Availability of Module Delivery Evaluation Reports

			Process 32	Availability of Attendance Reports
			Process 33	Availability of Moderation Reports
		Internal Verification	Process 34	Availability of Trainee Portfolio Verification Reports
		Internal Inspection	Process 35	Availability of Internal Quality Inspection Reports
			Process 36	Quality of Internal Quality Inspection Reports

The TVET CBT/CBA Quality Standards consists of the following structure: (1) quality categories, (2) quality areas, (3) quality criteria, and (4) quality indicators. Quality categories refer to TVET input and process. Under the categories, there are quality areas. For example, quality areas in TVET inputs are (Ia) regulations, (Ib) facilities, (Ic) resources, (Id) trainers, and (If) trainees while those in TVET process are (Pa) training, (Pb) assessment, and (Pc) quality assurance. Quality criteria are positioned under quality areas. Under quality criteria, there are quality indicators, which are what IPRCs are expected to be actually inspected.

With this structure, TVET CBT/CBA Quality Standards has a marking and scoring system out of 100. The overall marks are calculated by the average marks of quality categories. The marks of quality categories are computed by the average scores of relevant quality areas. The scores of quality areas are determined by the average scores of relevant quality criteria. The scores of quality criteria are assessed by the percentage of average scores in quality indicators.

Table 37: Marking and Scoring System in TVET CBT/CBA Quality Standards

Objects	Formula
Overall Marks	Average Marks in all Quality Categories
Marks in Quality Categories	Average Scores in relevant Quality Areas
Scores in Quality Areas	Average Scores in relevant Quality Criteria
Scores in Quality Criteria	(Sum of relevant Quality Indicators) divided by (Count of relevant Quality Indicators) multiply 4 multiply 100
Scores in Quality Indicators	Between 0 (the worst) and 4 (the best)

It is important to note that the TVET CBT/CBA Quality Standards and its marking/scoring system are designed with the following assumption: TVET CBT/CBA can be successfully implemented when the overall marks are more than 75. In other words, those with overall marks between 100 and 76 are evaluated as achieving reasonable quality assurance standards in TVET CBT/CBA delivery. With this assumption, the following quality levels are applied to evaluate the overall quality of TVET CBT/CBA delivery.

Table 38: Quality Levels in TVET CBT/CBA Quality Standards

Quality Levels	Overall Marks	Understanding
Excellent	100-91	Achieving reasonable quality assurance standards in TVET CBT/CBA implementation
Good	90-76	
Moderate	75-51	Achieving minimum quality assurance standards in TVET CBT/CBA implementation
Poor	50-0	Not yet achieving minimum quality assurance standards in TVET CBT/CBA implementation

With the abovementioned quality standard, the quality inspection is expected to be regularly conducted. The inspection activities are conducted the followings. Firstly, RP colleges are objectively monitored and evaluated regarding their educational qualities against the pre-defined quality standards in TVET CBT/CBA. Then, the inspection results are presented as marks and scores between 1 (the worst) and 100 (the best). The marks are used to determine the quality levels of TVET CBT/CBA delivery, categorising the TVET qualities of RP colleges into excellent (100-91), good (90-76), moderate (75-51), and poor (50-0). Lastly, strategic recommendations for RP are developed from implications of inspection results to provide the basis for RP's TVET CBT/CBA delivery improvement.

As far as the other external quality assurance is concerned, the external verification functions as a significant role to regulate the quality of TVET CBT/CBA. This is because the verification process provides official decisions regarding whether TVET trainees in RQF Level 3-4 are qualified to advance to the next RQF levels, and whether

trainees in RQF Level 5 are qualified to register the national examination for the certification purpose. These decisions are made through verifying trainees' competences to be achieved in relevant TVET CBT/CBA programs. Thus, trainees are required to be externally verified of their competences for the certification process.

To verify trainee's achievements in competences, individual IPRC trainees are reviewed of whether they are successfully trained and assessed with competency-based approach as guided in this framework. In doing so, trainer and trainee portfolios are actually assessed against the pre-defined checklist template to verify individual trainees' competences. Therefore, the verification process is about evaluating relevant trainer and trainee portfolios to fill up the below template to be filled. Through the evaluation, trainees who pass the checklist are regarded as qualified to advance to the next RQF levels or to register the national examination for the certification purpose.

Table 39: Verification Checklist Template (RQF Level 6+)

Items to be Checked	Module Code and Title			

Chronogram (Yes/No)				
Module delivered based on flowchart and chronogram sequence (Yes/No)				
Status of Module Implementation During the visit (F=Finished/NYD=Not Yet Done/O=On-going)				
Scheme of Work for each Module (Yes/No)				
Number of expected assessment evidence based on Scheme of Work				
Session Plan Available (Yes/No)				
Number of Session Plan Available				
Number of available evidence in Trainer Portfolio				
Number of available evidence in Trainee Portfolio				
Content of evidence is relevant based on CBT/A Curriculum (Yes/No)				

Summative/Integrated Assessment Conducted practically based on the curriculum (Yes/No)						
Reason for not doing a practical attached						
Summative/Integrated Assessment Conducted by: Trainer Only (Yes/No)						
With Internal Assessor (Yes/No)						
With External Assessor (Yes/No)						
Assessment Final Form Available in Trainee Portfolio (Yes/No)						
Assessment Summary Form Available in Trainer Portfolio (Yes/No)						
Evidence Product Result is available for Summative/integrated Assessment (Yes/No/Some/NA =Not Applicable)						
Internal verification done (Yes/No)						
List of Trainees			Achieved Competency per Module Code and Title (C=Competent, NYC=Not Yet Competent, NE=No Evidence, D=Dropped)			
		
No.	Name	Trainee Portfolio Availability (Yes/No)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
...

2.4.b. Operational Process

In the quality assurance process in RQF Level 6+, the internal activities are conducted by RP while the external activities by HEC. The competent authority to regulate the quality assurance activities is HEC through its official criteria and procedures presented in the external verification and quality inspection. In accordance with the criteria and procedures, RP is required to manage, coordinate, and guide its colleges

to conduct their internal activities. These internal and external activities are regularly conducted during an academic year.

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Internal Quality Assurance	1.1. Quality Monitoring (Session Delivery Monitoring Report, IAP Logbook and Report, FYP Report, Formative / Summative Assessment Monitoring Report and so on)	Continuous	RP College	1.1.1. Planning 1.1.2. Implementation 1.1.3. Reporting
	1.2. Internal Verification (Internal Verification Report)	Continuous	RP College	1.2.1. Planning 1.2.2. Implementation 1.2.3. Reporting
	1.3. Internal Quality Inspection (Quality Inspection Report)	If Necessary	RP	1.3.1. Planning 1.3.2. Implementation 1.3.3. Reporting
	1.4. Mentoring & Coaching (Mentoring and Coaching Report)	Continuous	RP	1.4.1. Planning 1.4.2. Implementation 1.4.3. Reporting
2. External Quality Assurance	2.1. Quality Inspection (Quality Inspection Report)	Continuous	HEC	2.1.1. Planning 2.1.2. Implementation 2.1.3. Reporting
	2.2. External Verification (External Verification Report)	Continuous	HEC	2.2.1. Planning 2.2.2. Implementation 2.2.3. Reporting

Activity 1. Internal Quality Assurance

Regarding the internal quality assurance, each RP college is accountable for monitoring CBT/CBA implementation (1.1.) and verifying trainees' competences targeted in relevant TVET programs (1.2.) while RP is for internal inspection (1.3.) and mentoring & coaching (1.4.) for the quality of CBT/CBA delivery. In RP, Deputy Vice Chancellor in charge of Training, Institutional Development and Research (DVC-TIDR) is responsible for the internal activities. The office of DVC-TIDR is expected to annual

quality assurance plans at the beginning of fiscal year, which is to be followed by relevant implementations and reporting.

For IPRCs, the quality monitoring (1.1.) and internal verification (1.2.) are regarded as their regular duties and tasks. In monitoring, session deliveries, IAP implementation, FYP implementation, formative / summative assessments are mainly focused although other aspects, such as trainee attendance, academic staff workloads, training materials, tools, and equipment can be strategically included depending on decisions by the offices of Deputy Principal in charge of Academics and Training (DPAT) in IPRCs. More importantly, the internal verification is a necessary work for IPRCs. Through the annual planning, detailed process is required to be developed, including, but not limited to, outputs, activities, methods, timeline and venue. Responsible actors are usually Academic Quality Assurance Units in IPRCs. The unit is expected to follow the abovementioned technical process to implement the monitoring. Then, it is required to develop and submit relevant reports, in which relevant templates are attached, to DPAT. During the monitoring and verification activities, the units are coordinated and supervised by DPAT.

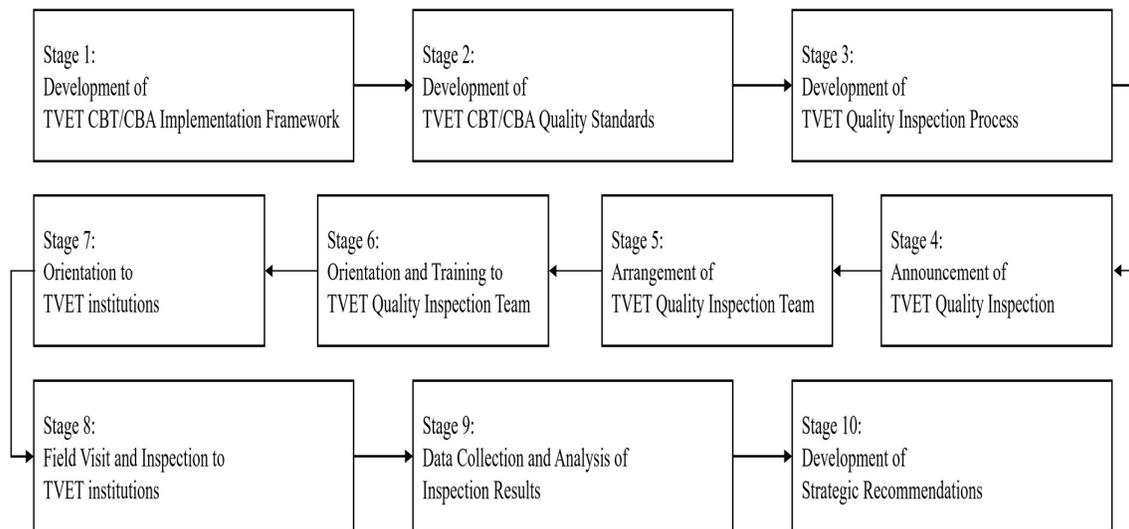
For RP, quality assurance for IPRCs' TVET delivery is its clear mission. In other words, the capacity building, mentoring and coaching activities (1.4.) are RP's duties and tasks given to the office of DVC-TIDR. Although the internal quality inspection (1.3.) is not regarded as a duty of RP, it is often conducted to design and implement appropriate capacity building, mentoring and coaching activities for IPRCs. In this regard, the internal quality inspection is planned and implemented if necessary. However, the capacity building, mentoring and coaching activities are required to be annually planned, implemented, and reported for continuously upgrading the quality of CBT/CBA delivery in IPRCs.

Activity 2. External Quality Assurance

HEC is the sole implementing agency for the external quality assurance for which Department of Polytechnics Quality Standards is accountable. The department is in charge of developing TVET CBT/CBA Quality Standards. Moreover, the actual

implementation of quality inspection is supposed to be annually conducted by the department in HEC. Also, the annual external verification is done by the department.

As far as the quality inspection is concerned, the below figure shows the procedural steps to be implemented. As the first step, TVET CBT/CBA Implementation Framework, which refers to this document, is to be developed. Then, the department is expected to develop the TVET CBT/CBA Quality Standards in line with the framework in which the specifications of quality standards are described in the technical process part (Step 2). Furthermore, the quality inspection process and methods are required to be practically developed (Step 3). In details, the process and methods are supposed to consist of how to announce inspections, how to arrange inspectors, how to orient and train inspectors, how to orient IPRCs to be inspected, how to do field visits and inspections to IPRCs, how to collect and analyse data of inspection results, and how to develop strategic recommendations to IPRCs. These lead to the actual implementation of quality inspection (Step 4-10).



Concerning the external verification, individual IPRC trainees are required to be verified of their competences targeted in relevant TVET CBT/CBA programs. This verification is practically done by reviewing relevant trainer and trainee portfolios that present how trainees are trained and assessed. The results of external verification are directly linked to the certification. Therefore, the external verification is necessary for the TVET CBT/CBA process to be annually implemented by Department of

Polytechnics Quality Standards. With the verification checklist template, which is described in the technical process part and attached in this framework, the department is supposed to develop the verification process and methods, which include how to arrange verifiers, how to orient and train verifiers, how to orient IPRCs to be verified, and how to do actual verifications for IPRCs. This verification planning is expected to be successfully implemented for RP colleges.

Attached Templates:

- [L67 28] Session Delivery Monitoring Report
- [L67 29] Module Completion Evaluation Form
- [L67 30] Module Progressive Evaluation Form
- [L67 31] IAP Trainee Logbook
- [L67 32] IAP TVET Institution Supervisor Logbook
- [L67 33] IAP Company Supervisor Logbook
- [L67 34] FYP Process Evaluation Report
- [L67 35] Assessment Monitoring Report
- [L67 36] Internal Verification Report
- [L67 37] External Verification Report

2.5. Certification

2.5.a. Technical Process

As the last stage, trainees in RQF Level 6+ who are successfully trained, assessed, and verified to achieve competences targeted in TVET programs are officially awarded relevant TVET qualifications. Certified trainees, or graduates, are formally recognised as achieving competences against relevant competency standards in TVET programs.

Table 40: TVET Qualifications (RQF Level 6+)

RQF Levels	Qualification Titles
9	Master of Technology (M.Tech)
8	Bachelor of Technology (B.Tech)
7	Advanced Diploma
6	Diploma

2.5.b. Operational Process

In the certification process for RQF Level 6+, distinguishing qualified trainees to be certified is main activities, except other administrative issues, such as designing certificates, and/or preparing graduation ceremonies. To distinguish them properly, three actors, including IPRCs, RP and HEC, check the list of trainees to be graduated. Once they are finally approved by HEC, RP is allowed to issue relevant certificates to trainees through its graduation. This procedural process is described in the below table.

Table 41: Operational Process in Certification (RQF Level 6+)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Certification	1.1. Certification	Two months before graduation	RP Colleges	1.1.1. Preparation of List of Candidates
		One month before graduation	RP	1.1.2. Internal Approval of List of Candidates
		One month before graduation	HEC	1.1.3. External Approval of List of Candidates
		Graduation Day	RP	1.1.4. Issue of Certificates to Candidates

At the first action, IPRCs prepare the list of trainees to be certified. This provisional list is arranged with verified trainee files by Director of Academic Service (DAS). Then,

College Academic Boards are requested to approve the list. Once the provisional approval is made, IPRCs are expected to submit the list to RP.

As the second action, RP develops the final list of candidates to be certified. In doing so, RP Academic Senate is required to provide its internal approval. This is followed by RP's requests for the graduation authorisation to HEC. The requests are likely to include relevant application letters and trainee files for HEC's external approval.

At the last action, HEC is expected to make a final approval for the list of candidates. To do so, HEC checks trainee files in terms of whether candidates fulfil all requirements for certification. Once the final approval is made, the list is officially published by RP. In case there are appealing cases, HEC is expected to address them.

Finally, RP issues certificates to the approved list of candidates. This is administratively prepared by RP Registrar who designs and prints out certificates. Then, certificates are signed and issued by Vice Chancellor. Certificates are officially issued in RP graduation ceremonies.

3. RQF LEVEL 3-5

3.1. Accreditation

3.1.a. Technical Process

Before actual CBT/CBA implementation, TSSs are expected to be appropriately prepared to deliver TVET trades to assure the quality of TVET CBT/CBA in RQF Level 3-5. This requires TSSs to be officially recognised as qualified to implement relevant TVET CBT/CBA trades. In other words, the official accreditation is prerequisite for TSSs to provide formal TVET CBT/CBA trades in RQF Level 3-5.

This accreditation process is about officially approving whether prospective TSSs are permitted to implement concerned TVET CBT/CBA trades in RQF Level 3-5. In doing so, TSSs are assessed against accreditation criteria. The assessment activity is divided into two sub-activities: (1.1) self-assessment, and (1.2) external inspection, as both assessments are applied to the accreditation criteria for TVET CBT/CBA. Throughout the assessment, prospective TSSs, which would like to initiate specific TVET trades, are granted the accreditation when they pass the assessments.

Table 42: Technical Process in Accreditation (RQF Level 3-5)

Activities	Sub-Activities	Outputs	Specifications
1. Assessment	1.1. Self-Assessment	Application Letter	Accreditation Criteria for TVET CBT/CBA
	1.2. External inspection	Accreditation Letter	

As the technical process, TSSs are requested to apply their accreditation with self-assessment reports to competent authorities that produce accreditation letters via external inspections. At the first sub-activity, TSSs are expected to conduct their self-assessments against the accreditation criteria to make application letters to competent authorities. Once the application letters are received, competent authorities are expected to conduct external inspections to decide accreditation status. Therefore, the final accreditation status is solely decided by competent authorities through their

external inspections for TSSs that submit self-assessment reports with accreditation letters.

The accreditation criteria for TVET CBT/CBA are concerned of necessary requirements for TSSs to deliver relevant CBCs in TVET trades. This consists of five criteria, including regulations, relevance, facilities, resources, and trainers. Each criteria has specific indicators to be assessed. When TSSs meet all requirements in the indicators, the TSSs are regarded as qualified to provide concerned TVET trades to be accredited.

Table 43: Accreditation Criteria for TVET CBT/CBA (RQF Level 3-5)

Criteria	Indicators
a. Regulations	a.1. Availability of validated competency-based curriculum for the TVET trade
	a.2. Availability of guiding documents regarding CBT/CBA implementation
b. Relevance	b.1. Availability of documents that identify needs of the TVET trade in surrounding community
c. Facilities	c.1. Availability of enough classrooms to implement the TVET trade
	c.2. Availability of enough technical workshops and/or laboratories required in TWSs (Technical Workshop Specifications) to implement the TVET trade
d. Resources	d.1. Availability of enough equipment, furniture, tools, materials, ICT devices and/or software required in STELs (Standard Tools and Equipment Lists) to implement the TVET trade
	d.2. Availability of enough personal protective equipment in relation to the TVET trade
	d.3. Availability of enough reading materials, such as books, manuals and/or e-resources with respects to the TVET trade
	d.4. Availability of necessary financial resources to implement the TVET trade
e. Trainers	e.1. Availability of sufficient trainers required in Trainer Profile to implement the TVET trade

The first criteria evaluates whether TSSs are ready to follow the government regulations to assure the quality of TVET CBT/CBA. As highlighted in I.3. Policy Statement, the formal TVET CBT/CBA can be implemented based only on officially validated curricula and the guiding document in accordance with the Ministerial Order N° 001/MINEDUC/2021 of 20/10/2021. Indeed, each CBC for every formal TVET trade

is to be developed by RTB and validated by NESAs in RQF Level 3-5. TSSs are expected to prepare the curriculum to be delivered according to the designated way in this guiding document, TVET CBT/CBA Implementation Framework. Thus, it is expected for TSSs to avail validated curricula in relevant TVET trade and TVET CBT/CBA Implementation Framework, as the first criteria to follow the regulations.

In the second criteria, TSSs are assessed whether their prospective TVET trades are required by surrounding communities. TVET needs in surrounding communities can be assessed through the following documents. Firstly, there can be a case that labour markets in the near sectors and districts demand workforce in relation to the TVET trade. Secondly, the unemployed and/or their families in near sectors and districts are likely to have the prospective trainees to have the TVET trade to be trained by CBT/CBA for employment and/or job creation. In case that TSSs possess any document related to relevant TVET needs, they are regarded as having TVET needs in the trades.

Through the third criteria, TSSs are required to have sufficient classrooms and technical workshops/laboratories to implement relevant TVET CBT/CBA trades. TSSs are requested to have, not only, sufficient classrooms to provide theoretical sessions that host enough trainees, but also, technical workshops and/or laboratories to carry out practical sessions that accommodate the appropriate number of trainees. It is important to note that technical workshops and/or laboratories are required to meet relevant specifications, called TWS (Technical Workshop Specification), designated in the CBCs. Inappropriate aspects in workshops and laboratories tend to lower the quality of TVET CBT/CBA. Thus, it is expected for TSSs to have appropriate classrooms, technical workshops and laboratories.

In line with facilities, TSSs are expected to have learning resources, which are the fourth accreditation criteria for TVET CBT/CBA. As TVET CBT/CBA emphasises on practical sessions, learning resources, including, but not limited to, equipment, tools, furniture, materials, ICT devices and/or software, are significant in its implementation. In particular, learning resources required in relevant CBC are key to provide TVET CBT/CBA trades. This means that TSSs are required to have learning equipment, furniture, tools, materials, devices and software that are designated in STELS

(Standard Tools and Equipment Lists) in relevance curricula. In addition, it is noticeable that PPEs (personal protective equipment) are necessary for TSSs to have practical sessions in TVET CBT/CBA. Furthermore, TSSs are frequently requested to have relevant reading materials, such as books, manuals, and e-resources, and financial resources to implement the trade.

As the last criteria, it is significant to have sufficient and competent TVET trainers in TSSs. The competency requirements for TVET trainer are specified in Trainer Profiles in relevant CBCs. In other words, TSSs are requested to have enough trainers that meet relevant Trainer Profiles.

In summary, the technical process in accreditation includes an assessment activity, which consists of self-assessment and external inspection. The assessment result shows the accreditation decision regarding whether a TSS is allowed to initiate relevant TVET CBT/CBA trade delivery. To do so, the TSS is to be assessed against the accreditation criteria for TVET CBT/CBA related to regulations, relevance, facilities, resources and trainers. Only when the TSS is successfully assessed against the criteria in both self-assessment and external inspection, it is eligible to be granted accreditation to provide the TVET trade in RQF Level 3-5.

2.1.b. Operational Process

In the accreditation process, the accreditees are TSSs, which are prospective providers for TVET CBT/CBA trades in RQF Level 3-5, while the competent authority is NESAC to provide accreditations. This means that application letters by self-assessment are requested to be submitted by TSSs to NESAC that conducts its external inspection to produce its accreditation letter. The self-assessment is expected to be completed 3 months before the school year that the TSSs wish to initiate the trade while the external inspection 1 month before.

Table 44: Operational Process in Accreditation (RQF Level 3-5)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Assessment	1.1. Self-Assessment (Application Letter, including Self-Assessment Report and District Recommendation Letter)	At least, 3 months before school year	TSS	1.1.1. Self-Assessment 1.1.2. District Recommendations 1.1.3. Submission of Application Letter
	1.2. External inspection (Accreditation Letter, including External inspection Report)	At least, 1 month before school year	NESA	1.2.1. Assessment of Application Documents 1.2.2. Implementation of External inspection 1.2.3. Provision of Accreditation Letter

The self-assessment consists of three actions led by TSSs. Firstly, prospective TSSs are expected to meet the accreditation criteria through its self-assessment. Then, the application is encouraged to be recommended by relevant district offices. During the recommendation, relevant district offices may assess the TSSs to verify and confirm the self-assessment. Lastly, the application letter is to be submitted by the TSSs to NESA. The application letter is required to include the self-assessment reports by the TSSs and the recommendation letter by the district offices.

Once the self-assessment is completed, NESA is supposed to receive the application letter by the TSSs. With the application, NESA is required to conduct its external inspection with three actions. Initially, the application documents are to be reviewed by NESA. Then, NESA is expected to visit the TSSs to conduct its external inspection. Finally, the decisions for accreditation are provided by NESA through its accreditation letter.

When the TSSs are provided accreditations by NESA for relevant TVET trades, they are eligible to initiate and implement the TVET CBT/CBA trades from relevant school year. On the other hands, if the TSSs are rejected, they have rights to appeal the accreditation decisions if necessary. When the TSSs deliver their appealing letters, NESA is obligated to conduct its external inspections again to respond the appeals before the school year.

At the operational process in accreditation, it is important to note that TSSs with accredited TVET trades can proceed on the next activities in this framework. In case that TSSs are not granted accreditation, they are not allowed to implement CBT/CBA in concerned TVET trades. Therefore, official accreditations for TVET trades are pre-requirements to provide the TVET CBT/CBA trades.

Attached Templates:

[L15 01] Self-Assessment Report

[L15 02] External inspection Report

3.2. Competency-based Training

3.2.a. Technical Process

Once relevant TVET trades are accredited, CBT is delivered to TVET trainees who are mobilised and registered in the TVET trades at TSSs. This suggests that TVET trainees are provided structured trainings, instructions, and/or facilitations to develop their competences against competency standards defined in relevant CBCs. In other words, CBT focuses mainly on trainees' outcomes, which are competences targeted in relevant TVET trades, to be achieved through various, effective, and innovative training methods.

CBT is implemented based on relevant CBC which consists of modules to be sequentially delivered in a school year. Each module is specified in CBC with respects to CBT-related information, including competency standards, delivery modality, learning outcomes, indicative contents, learning resources, and facilitation technics. When all modules in CBC are completed in CBT delivery, trainees are expected to achieve all occupational competences targeted in relevant trade. Thus, CBT is regarded as module-based learning to develop trainees' competences targeted in relevant TVET trade.

To deliver modules in relevant school years, the CBT process comprises three main activities: planning, implementation, and portfolio building. The overview of the activities is presented in the below table.

Table 45: Technical Process in CBT (RQF Level 3-5)

Activities	Sub-Activities	Outputs	Specifications
1. Planning	1.1. Year Planning	School Calendar	-
		Chronogram	Chronogram Checklist
		Timetable	Timetable Checklist
	1.2. Module Planning	Scheme of Work	Scheme of Work Checklist
		IAP Plan	IAP Planning Checklist
	1.3. Session Planning	Session Plan	Session Plan Checklist
2. Implementation	2.1. Session Facilitation	Reflection on Session Facilitation	Session Facilitation Checklist
	2.2. IAP Implementation	IAP Completion Report	IAP Implementation Checklist
3. Portfolio Building	3.1. Trainer Portfolio Building	Trainer Portfolio	Trainer Portfolio Checklist

Activity 1. CBT Planning

Planning CBT is related to planning modules delivery during a school year through competency-based approach. In doing so, a school year is planned through outlining sequences, durations, and timelines in modules delivery. Then, each module is mapped out to be delivered through sessions and Industrial Attachment Program (IAP). Lastly, TVET sessions are planned.

In the year planning, three documents are required to be sequentially developed. Firstly, it starts with developing a school calendar that presents timelines of academic events, such as, but not limited to, school terms and assessment dates, during a school year.

Once the school calendar is published, chronograms are required to be developed per TVET trade in TSSs. Chronogram is a school year plan that outlines sequence, duration, and timeline to deliver modules in relevant CBC. This gives overall directions for planning modules. To do so, chronograms are required to include the following information: (1) qualification details for relevant TVET trade, (2) modules to be delivered, (3) training timeline, (4) module sequence, and (5) assessment. The table below shows the quality checklists in developing chronogram.

Table 46: Chronogram Checklist (RQF Level 3-5)

Dimension	Checklist
1. Qualification Details	1.a. Qualification Information (Sector, Trade, Level) is indicated
2. Modules	2.a. Arrangement of modules by types (core and complementary) is done
	2.b. Module titles and code are indicated
	2.c. Number of credits are indicated
3. Training timeline	3.a. Weeks according to the school Calendar are mentioned
	3.b. Dates are indicated
	3.b. Total hours per week are determined
4. Module sequence	4.a. Modules are sequentially arranged according to the curriculum flowchart
5. Assessment	5.a. Time for end of module assessment (10% of hours for specific modules) is indicated

Lastly, a training timetable is expected to be prepared per TSS in line with chronograms. The training timetable serves as termly, weekly, and daily schedules for each class and TVET trainer in a TSS. The quality of timetable is assessed through the below checklist.

Table 47: Timetable Checklist (RQF Level 3-5)

Dimension	Checklist
1. Total time periods	1.a. The total number of time periods to be scheduled in the timetable is indicated
2. Weekly teaching load of trainer	2.a. The total number of time periods to be assigned to trainer each week is indicated
3. Average daily teaching load for trainer	3.a. The daily average number of time periods assigned to trainer is indicated
4. Weekly teaching load of trainer for class-trade	4.a. The total number of time periods to be assigned to trainer for class-period each week is indicated
5. Weekly teaching load of trainer for course	5.a. The total number of time periods to be assigned to trainer for course each week is indicated
6. Total time periods for trade	6.a. The total number of time periods over all courses of class-trade to be assigned each week is indicated
7. Teaching periods/ hours	7.a. Working days/week are indicated
	7.b. Theory periods are indicated
	7.c. At least two consecutive periods for practical sessions are indicated
	7.d. Break periods are indicated

Once the year planning is completed, modules are planned to be delivered. For the module for IAP, distinguished planning is required because the module is delivered in workplaces in which TVET trainees are expected to learn and experience real contexts and environment to perform specific tasks and duties in relevant trades. The IAP planning is required to include: (1) preparation, (2) supervision plan, and (3) assessment and follow-up plan. The followings show the checklists to be included in the IAP planning.

Table 48: IAP Planning Checklist (RQF Level 3-5)

Dimension	Checklist
1. Preparation	1.a. IAP relevant companies are available
	1.b. Instruction about IAP to trainees, school and company supervisors are available
	1.c. IAP Tools (Recommendation letters for IAP and Logbooks) are available
	1.d. Mechanism of communication is established
	1.e. Timeline for IAP activities is estimated
	1.f. Expected IAP activities for trainees mentioned
	1.g. Health and safety issues (insurance) for trainees are planned
2. Supervision	2.a. IAP Supervision plan is available
3. Assessment and Follow-up	3.a. Plan for receiving trainees is available
	3.b. Panellists for Interview of IAP are ready
	3.c. Filing system of evaluated logbooks is determined
	3.d. Appreciation means, such as a letter, for relevant companies are established

Regarding modules that are delivered through theoretical and practical sessions, Scheme of Works are required to be developed. Scheme of Work is a planning document that lists a TVET trainer's works to deliver a module. This includes the information of (1) school details, (2) module details, (3) delivery timeline, (4) indicative contents, and (5) assessment. The quality checklist is listed below.

Table 49: Scheme of Work Checklist (RQF Level 3-5)

Dimension	Checklist
1. School details	1.a. School Information is indicated
	1.b. Qualification Information is indicated
2. Module details	2.a. The code and title of the module are indicated

	2.b. Learning outcomes are indicated
3. Delivery timeline	3.a. The weeks the module will be delivered are indicated
4. Indicative contents	4.a. Learning activities are indicated
	4.b. Learning resources are indicated
	4.c. Learning place are indicated
5. Assessment	5.a. Formative assessment evidence are indicated
	5.b. Dates of summative assessment for specific module (Task, consumables, assessment place) are indicated

In line with Scheme of Works, relevant sessions are required to be prepared. As sessions are actual means that deliver relevant modules, the session planning is given considerable importance. To prepare sessions, TVET trainers are expected to conduct training needs assessment, to consider learners with special needs, to put in place safety procedures, and to acquire learning & health/safety materials, tools, equipment and consumables. Then, TVET trainers are required to develop session plans that comprise (1) school information, (2) module specification, (3) details of session, (4) session delivery plan, (5) references, and (6) appendices. The below table demonstrates quality checklists to be included in session plans.

Table 50: Session Plan Checklist (RQF Level 3-5)

Dimension	Checklist
1. School information	1.a. School logo is indicated
	1.b. School name is mentioned
	1.c. school address is indicated
2. Module specification	2.a. The code and title of the module are mentioned
	2.b. Sector, trade, and Level are mentioned
	2.c. Learning outcome is indicated
3. Details of session	3.a. Topic of the session is identified

	3.b. Session range is defined
	3.c. At least 3 learning objectives are formulated with the SMART principle
	3.d. Activities of the session are timed
	3.e. Identified resources are relevant
	3.f. Identified facilitation techniques are relevant
4.1. Session delivery: Introduction	4.1.a. Trainer's activities are defined
	4.1.b. Learner's activities are defined
4.2. Session delivery: Development	4.2.a. Trainer's activities are defined
	4.2.b. Learner's activities are defined
4.3. Session delivery: Conclusion	4.3.a. Summary of the session is planned
	4.3.b. Planned assessment is relevant
	4.3.c. Session evaluation activities are planned
5. References	5.a. For textbooks in references, APA referencing is respected
	5.b. For Web pages in references, APA referencing is respected
	5.c. At least three (3) references are properly given
6. Appendices	6.a. Handouts are prepared
	6.b. Task sheets are developed
	6.c. Assessments tools are developed

Activity 2. CBT Implementation

Based on the planning documents, CBT is actually implemented through sessions and IAP in TVET trades for RQF Level 3-5. This means that the concerned activities in CBT delivery are session facilitation and IAP implementation.

As far as the session facilitation is concerned, TVET trainers are expected to provide theoretical and practical sessions based on relevant session plans and Scheme of

Works. The sessions are highly recommended to be delivered with the following three stages: (a) introduction, (b) development, and (c) conclusion. At the introduction stage, TVET trainers are expected to introduce learning objectives, topics, activities, and resources for their sessions. Then, learning activities are expected to be conducted to achieve learning objectives in the development stage. At the last stage of conclusion, TVET trainees are summarised of what they learnt, which is often followed by formative assessments that evaluate whether learning objectives are achieved. After their sessions, TVET trainers are recommended to have session reflections to improve the quality of session facilitation.

Table 51: Session Facilitation Checklist (RQF Level 3-5)

Dimension	Checklist
1. Objectives	1.a. learning objectives are achieved related to cognitive domain
	1.b. learning objectives are achieved related to psychomotor domain
	1.c. learning objectives are achieved related to affective domain
2. Resources	2.a. Didactic materials are appropriate and effective
	2.b. Supporting teaching tools are appropriate and effective
3. Activities	3.a. Facilitation techniques are appropriate and effective
4. Assessment	4.a. Formative assessments are conducted

When it comes to IAP implementation, TSS is required to place TVET trainees in relevant industries that offer valuable learning experiences in real workplace. This means that IAP is implemented by industries. During the time, TSS is required to monitor and supervise IAP through three types of logbooks, including IAP trainee logbook, IAP TVET institution supervisor logbook, and IAP company supervisor logbook, referenced in the sub-chapter 3.4. *Quality Assurance*. Once IAP is completed, TVET trainees are evaluated by an interview in front of a panel of TVET trainers that assess the IAP logbooks. This is followed by developing IAP completion report. These actions are summarised by the following checklists.

Table 52: IAP Implementation Checklist (RQF Level 3-5)

Dimension	Checklist
1. Preparation	1.a. Relevant companies are identified for IAP
	1.b. Briefing on IAP practice is done
	1.c. Recommendation (request) letters are sent to companies for IAP
	1.d. Means of communicating to trainees is identified
	1.e. Monitoring / visiting dates for IAP are fixed
	1.f. IAP logbooks are distributed on time
	1.g. Expected activities for trainees during in IAP are identified
	1.h. Health and safety issues insurance for trainees are provided
	1.i. Trainees are placed on their companies
	1.j. Starting dates of IAP are communicated to trainees
2. Monitoring	2.a. IAP supervision plan is followed
3. Evaluation	3.a. Plan for receiving trainees from IAP is established.
	3.b. Interview of IAP is conducted
	3.c. Filing all evaluated logbooks in trainee portfolio.
	3.d. Post IAP seminar for learners to share their work experiences is planned and communicated.
	3.e. IAP overall report is developed.
	3.f. Appreciation letter for relevant companies is provided

Activity 3. Portfolio Building

During CBT planning and implementation, TVET trainers in TSSs are highly recommended to develop their trainer portfolios. Trainer portfolio is a collection of trainer's teaching practices and evidence for the purpose of evaluating CBT progress and performance to achieve trainees' competences targeted in relevant TVET trades.

In other words, trainer portfolio is an evident means to present the quality of CBT. Indeed, the portfolio is effectively used in quality assurance, referenced in the sub-chapter 3.4. *Quality Assurance*. A trainer portfolio includes (a) preliminary documents, such as trainer profile and class profile (b) teaching-related documents, including chronogram, training timetable, Scheme of Works, relevant hand-outs, session plans and formative/summative assessment tools, and (c) daily work records, such as class diary and attendance lists. The details are listed in the following checklists.

Table 53: Trainer Portfolio Checklist (RQF Level 3-5)

Dimension	Checklist
1. Preliminary documents	1.a. Cover page is available
	1.b. Trainer's profile is available
	1.c. Class profile is available
2. Teaching related documents	2.a. Flowchart is available
	2.b. Chronogram is available
	2.c. Training timetable is available
	2.d. Curriculum is available
	2.e. Mapping of learning Outcomes is available
	2.f. Schemes of work for all taught modules are available
	2.g. Hand-out is available
	2.h. Trainer performance criteria checklist is available
	2.i. Marks Record sheets of trainees' results are available
	2.j. Session plan –appendices: task sheet, Material, PPT, Quiz, assignments, checklists and marking guides are available
3. Daily work records	3.a. Class daily is available

	3.b. Class attendance is available
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3.2.b. Operational Process

The operational process for CBT in RQF Level 3-5 is implemented by TSSs. RTB is the competent authority to coordinate TSSs in CBT although it is managed, regulated, cooperated, and/or guided by other governing authorities, including MINEDUC, NESAs, and Districts. Thus, CBT is implemented by TSSs that are coordinated by RTB. The practical procedures and actions are described in the below table.

Table 54: Operational Process in CBT (RQF Level 3-5)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Planning	1.1. School Year Planning (School Calendar, Chronogram, and Timetable)	One month before the beginning of school year	RTB	1.1.1. Establish school calendar 1.1.2. Publish school calendar
		Two weeks after the publication of school calendar	RTB	1.1.3. Develop chronogram 1.1.4. Approve chronogram
		One week before the beginning of school year	TSS (SM)	1.1.5. Prepare timetable 1.1.6. Distribute timetable
	1.2. Module Planning (Scheme of Works, IAP Plan)	Before the beginning of school year	TSS (Trainers)	1.2.1. Allocate modules to trainers 1.2.2. Prepare Scheme of Works 1.2.3. Approve Scheme of Works 1.2.4. Prepare hand-out notes
			TSS (WLFP)	1.2.5. Identify relevant companies to host trainees in IAP

				1.2.6. Develop/review guidelines/instructions for IAP 1.2.7. Avail IAP tools (logbooks) 1.2.8. Establish timeline, supervision plan and post IAP activities plan
	1.3. Session Planning (Session Plan)	Before session delivery	TSS (Trainers)	1.3.1. Develop session plans 1.3.2. Prepare learning resources
2. Implementation	2.1. Session Facilitation (Reflection on Session Facilitation)	Continuous	TSS (Trainers)	2.1.1. Session Delivery
	2.2. IAP Implementation (IAP Completion Report)	At the end of first term	TSS (WLFP)	2.2.1. Arrange IAP
		One week before the beginning of IAP	TSS (WLFP)	2.2.2. Place trainees to IAP 2.2.3. Supervise IAP 2.2.4. Evaluate IAP
3. Portfolio Building	3.1. Trainer Portfolio Building (Trainer Portfolio)	Continuous	TSS (Trainers)	3.1.1. Build trainer portfolios

Activity 1. CBT Planning

Planning CBT starts from school year planning. For school year calendar, MINEDUC establishes and publishes it, at least, one month before the beginning of school year. During this process, RTB is accountable to deliver school year calendar to TSSs. Then, Training Management Department in RTB is required to develop each chronogram per TVET trade. The chronograms are approved by RTB, and then distributed to TSSs within two weeks after the school year calendar is published. Lastly, TSSs are expected to prepare training timetables based on relevant chronograms, at least, a week before the beginning of school year. In TSSs, School Manager (SM) is accountable for developing and distributing timetable.

Based on school year planning, modules deliveries are planned before the beginning of school year. In doing so, SM is expected to allocate modules to relevant TVET trainers. This is followed by developing Scheme of Works, which is to be approved by SM, and relevant hand-outs by TVET trainers. Regarding the IAP module, Workplace Learning Focal Person (WLFP) is tasked to plan it for all trainees. It is important to note that IAP planning is usually coordinated by RTB. This suggests that WLFP is required to plan IAP under RTB's coordination.

Before sessions delivery, TVET trainers are expected to develop session plans and relevant learning resources in line with Scheme of Works. Session planning is internally supervised by SM, and externally inspected by RTB and NESAs for the purpose of quality assurance, referenced to the sub-chapter 3.4. *Quality Assurance*. In other words, session planning is given significant importance because actual CBT deliveries are conducted based on session plans.

Activity 2. CBT Implementation

In CBT implementation, theoretical and practical sessions are delivered by TVET trainers in accordance with relevant session plans. Once sessions are completed, TVET trainers are recommended to reflect their sessions to improve the educational quality continuously. The session facilitations and relevant reflections are supervised by SM in TSSs.

Regarding IAP implementation, WLFP is accountable for coordinating activities. To do so, WLFP is expected to place trainees to industries, to monitor IAP implementation, and to coordinate evaluating trainees who complete IAP. These actions are reported by WLFP through IAP completion reports to SM in TSSs.

Activity 3. Portfolio Building

During CBT planning and implementation, each TVET trainer is highly recommended to develop trainer portfolios. Because trainer portfolio is regarded as effective means in quality assurance, SM is expected to supervise portfolio building activities. Furthermore, trainer portfolios are used in verifications and quality inspections. These are described in the sub-chapter 3.4. *Quality Assurance*.

Attached Templates:

[L15 03] Chronogram Template

[L15 04] Timetable Template

[L15 05] Scheme of Works Template

[L15 06] Session Plan Template

[L15 07] IAP Plan Template

[L15 08] IAP Completion Report Template

[L15 09] Trainer Profile Template

[L15 10] Class Profile Template

3.3. Competency-based Assessment

3.3.a. Technical Process

In parallel with CBT, CBA is implemented to assess TVET trainees' competences against relevant competency standards required in TVET trades. In other words, CBA measures, determines, and documents whether trainees become competent through CBT. It is important to note that educational assessments are concerned of four levels: (A) know – to assess knowledge and/or understanding, (B) know how – to assess application of knowledge and/or understanding, (C) show how – to assess performance through simulations and practical demonstration, and (D) does – to assess performance in integrated situations/context. These levels of 'know' and 'know how' assess the cognitive learning domain whereas 'show how' and 'does' assess trainees' affective and psychomotor learning domain. Out of these levels, CBA targets the levels of 'show how' and 'does' assessments eventually although the 'know' and 'know how' assessments can be used as parts of them. This is because CBA focuses on competences, which are defined as individuals' knowledge, skills, and attitude to be used, applied and demonstrated in various contexts to perform specific tasks and duties. Therefore, CBA emphasises on trainees' outcomes, which are competences defined in relevant CBCs, to be evaluated by various, effective, and innovative assessment methods.

Similar to CBT, CBA is provided based on relevant CBC which includes modules to be assessed sequentially. In CBC, each module describes CBA-related information, such as competency standards, assessment methods, outcomes, criteria, and indicators. If all modules in CBC are evaluated by CBA, trainees are expected to achieve all occupational competences targeted in relevant TVET trade in which relevant CBC presents its overall assessment package, including assessment methodology, type, criteria, scoring and trainee portfolio building. Thus, CBA is practically conducted as module based.

In RQF Level 3-5, CBCs consist of the following types of modules: specific and complimentary/general modules. Out of specific modules, there are specialised modules, called IAP. For the IAP module, IAP assessment is conducted. The other specific modules are required to be evaluated with summative and formative assessments. For complimentary/general modules, formative assessments are provided. In all module/competency assessments, trainees who achieve marks of 70%+ are recognised as competent against targeting competency standards in relevant TVET trade.

In addition to the module assessments, it is required in RQF Level 3-5 to implement comprehensive assessments and national examinations in order to verify trainees' occupational competences targeted in respective TVET trade. In comprehensive assessments, combinations of competences achieved (or taught modules) during relevant school terms are assessed. In national examinations, trainees at the end of RQF Level 5 are evaluated regarding their multiple competences achieved throughout TVET trades in RQF Level 3-5. Trainees who pass national examinations are recognised as competent in relevant TVET trade in RQF Level 3-5.

In short, CBA is conducted as following types: (1) IAP assessment, (2) summative assessment, (3) formative assessment, (4) comprehensive assessment, and (5) national examination. These assessment activities are continuously followed by trainees' portfolio building. These CBA activities are summarised as the below table.

Table 55: Technical Process in CBA (RQF Level 3-5)

Activities	Sub-Activities	Outputs	Specifications
1. Planning	1.1. Overall Assessment Planning	Overall Assessment Plan	Overall Assessment Plan Checklist
	1.2. Module/Competency Assessment Planning	IAP Assessment Plan	IAP Assessment Plan Checklist
		Summative Assessment Plan	Summative Assessment Plan Checklist
		Formative Assessment Plan	Formative Assessment Plan Checklist
	1.3. Comprehensive Assessment Planning	Comprehensive Assessment Plan	Comprehensive Assessment Plan Checklist
1.4. National Examination Planning	National Examination Plan	National Examination Plan Checklist	
2. Implementation	2.1. Module/Competency Assessment Implementation	IAP Assessment Report	IAP Assessment Checklist
		Summative Assessment Report	Summative Assessment Checklist
		Formative Assessment Report	Formative Assessment Checklist
	2.2. Assessment Reporting	Trainer's Overall Assessment Report	Trainer's Assessment Report Checklist
		Trainee Overall Assessment Report	Trainee Assessment Report Checklist
	2.3. Comprehensive Assessment Implementation	Comprehensive Assessment Report	Comprehensive Assessment Report Checklist
2.4. National Examination Implementation	National Practical and Written Examinations Report	National Practical and Written Examinations Report Checklist	
3. Portfolio Building	3.1. Trainee Portfolio Building	Trainee Portfolio	Trainee Portfolio Checklist

Activity 1. CBA Planning

Planning CBA starts from overall assessment planning which deals with how each module is assessed in relevant TVET trade. To do so, as presented in the below table, the followings are included in overall assessment planning: (1) schedule, (2) candidates (trainees to be assessed), (3) assessors, (4) tools for written assessment, (5) tools for practical assessment, (6) place and resources, and (7) competences to

be assessed. This overall assessment plan is used to design IAP, summative, and formative/continuous assessments.

Table 56: Overall Assessment Plan Checklist (RQF Level 3-5)

Dimension	Checklist
1. Schedule	1.a. Timeline for assessment is set
	1.b. Marking schedule is set
	1.c. Publication of assessment results is availed
2. Candidates	2.a. List of candidates is available
3. Assessors	3.a. List of invigilators/assessors is available
4. Tools for written assessment	4.a. Assessment guidelines/instructions are set
	4.b. Assessment questionnaires are prepared
	4.c. Assessment marking scheme are prepared
5. Tools for practical assessment	5.a. Integrated situations/tasks are prepared
	5.b. Assessment checklists are prepared
6. Place / Resources	6.a. Assessment venue (Workshop, field, classroom) is proposed
	6.b. Tools, equipment, material, and consumables are availed
	6.c. Health, safety, and security measures are set
	6.d. Emergency responsiveness is set
7. Understanding of the competency	7.a. List of learning / assessment outcomes is considered

For the IAP module, trainees are theoretically and practically assessed of what competences they achieve in real contexts and environment to perform specific tasks and duties at relevant workplace. To do so, the IAP assessment planning consists of: (1) schedule, (2) candidates (trainees to be assessed), (3) panels (assessors), (4) assessment tools, (5) place and resources, and (6) reporting. The below table demonstrates checklists to be planned in IAP assessment.

Table 57: IAP Assessment Plan Checklist (RQF Level 3-5)

Dimension	Checklist
1. Schedule	1.a. Time for IAP theory assessment is set
	1.b. Time for IAP performance at workplace is set
	1.c. Time for IAP report presentation is set
	1.d. Time for publication of assessment results is set
2. Candidates	2.a. List of candidates is available
3. Assessors/Panellist	3.a. List of assessors is available
4. Tools	4.a. Assessment guidelines/instructions are set
	4.b. Assessment checklist is prepared
5. Place and resources	5.a. Assessment venue (workshop, field, classroom) is proposed
	5.b. Tools, equipment, material, and consumables are availed
	5.c. Health, safety, and security measure are set
	5.d. Emergency responsiveness is set

Except the IAP modules, other specific modules are provided summative assessments. Summative assessments are known as integrated assessments in which specific tasks are provided to trainees in integrated situations and contexts. This suggests that integrated assessments have the following components: (a) a context in which specific problems are situated, (b) problem(s) to be solved and/or task(s) to be conducted, (c) expected results/outcomes that are clearly specified, and (d) instructions, such as duration, length, resources, constraints, obstacles, and/or necessary information. In planning summative assessments, the followings are required to be considered: (1) schedule, (2) candidates (trainees to be assessed), (3) assessors, (4) tools for written assessment, (5) tools for practical assessment, (6) place and resources, (7) competences to be assessed, and (8) reporting. The details are listed in the below checklist.

Table 58: Summative Assessment Plan Checklist (RQF Level 3-5)

Dimension	Checklist
1. Schedule	1.a. Timeline for summative assessments is indicated
	1.b. Marking schedule is set
2. Candidates	2.a. List of candidates is available
3. Assessors	3.a. List of internal assessors is available
	3.b. List of external assessors is available
4. Tools	4.a. Integrated situations/contexts are prepared
	4.b. Specific tasks are prepared
	4.c. Assessment checklists are prepared
	4.d. Assessment guidelines/Instructions are prepared
5. Place / Resources	5.a. Assessment venues (workshop, field, classroom) are proposed
	5.b. Tools, equipment, material, and consumables are availed
	5.c. Health, safety, and security measures are set
	5.d. Emergency responsiveness is set
6. Understanding of the competency	6.a. List of learning / assessment outcomes is considered

Formative assessments are planned to assess whether trainees achieve relevant learning outcomes that are trained in sessions. Focusing on assessing learning outcomes in line with theoretical and/or practical sessions that are provided to trainees during relevant modules delivery, formative assessments are prepared with assessment tools, such as quizzes, assignments, case studies, workshop practices, short tests, and/or field works. More details, the below table show the checklist to be considered in formative assessments.

Table 59: Formative Assessment Plan Checklist (RQF Level 3-5)

Dimension	Checklist
1. Schedule	1.a. Timeline for summative assessments is indicated
	1.b. Feedback schedule is set

2. Candidates	2.a. List of candidates is available
3. Tools	4.a. Assessment guidelines/instructions are set
	4.b. Assessment tools, such as quizzes, assignments, case studies, workshop practices, short tests, and/or field works, are prepared
	4.c. Assessment feedback methods are prepared
4. Place / Resources	6.a. Assessment venues (workshop, field, classroom) are proposed
	6.b. Tools, equipment, material, and consumables are availed
	6.c. Health, safety, and security measures are set
	6.d. Emergency responsiveness is set
5. Understanding of the competency	7.a. List of learning / assessment outcomes is considered

As far as comprehensive assessment is concerned, trainees are assessed about competences achieved in taught modules in relevant school terms. This is usually conducted as written examinations at the end of each term. In practice, comprehensive assessments are provided at school-level in the 1st term, at district-level in the 2nd term, and at national-level in the 3rd term. This suggests that the 1st term, 2nd term, and 3rd term comprehensive assessments are prepared by relevant TSSs, Districts, and NESAs, respectively. The below table shows the checklist to be considered in planning term comprehensive assessments.

Table 60: Comprehensive Assessment Planning Checklist (RQF Level 3-5)

Dimension	Checklist
1. Schedule	1.a. Timeline for comprehensive assessments is determined
	1.b. Timeline for assessment results publication is determined
2. Candidates	2.a. List of candidates is available
3. Invigilators/Assessors	3.a. List of invigilators/assessors is determined
4. Tools	4.a. Comprehensive assessment guidelines/instructions are set
	4.b. Comprehensive assessment questionnaires are prepared
	4.c. Comprehensive assessment marking scheme are prepared
5. Place / Resources	5.a. Comprehensive assessment venues are available

	5.b. Tools, equipment, material, and consumables are availed
	5.c. Health, safety, and security measures are set
	5.d. Emergency responsiveness is set
6. Understanding of the competency	6.a. List of competences to be assessed is considered

In planning national examinations for TVET trainees in RQF Level 5, two types of examinations are required to be considered: (a) practical examination, and (b) written examination. National practical examination is conducted as integrated assessments while national written examination is provided with theoretical questions. Both examinations are expected to focus on the perspectives of evaluating integrated multiple competences taught in all modules in RQF Level 3-5. In doing so, national examinations are implemented at independent examination centres by professional assessors and invigilators. The overview of considerable factors in planning national examinations are listed in the below checklist.

Table 61: National Examination Planning Checklist (RQF Level 3-5)

Dimension	Checklist
1. Schedule	1.a. Timeline for national practical examination is determined
	1.b. Timeline for national written examination is determined
	1.c. Timeline for examination results publication is determined
2. Candidates	2.a. List of candidates is available
	2.b. Examination centres for candidates are determined
3. Examiners	3.a. List of examination supervisors is determined in national level
	3.b. List of examination supervisors is determined in districts level
	3.c. List of examination centre coordinators is determined
	3.d. List of assessment coordinators for practical examination is determined
	3.e. List of assessors for practical examination is determined
	3.f. List of invigilators for written examination is determined
	3.g. List of markers and checkers for written examination is determined
4. Tools	4.a. National examination guidelines/instructions are set

	4.b. Integrated situations/contexts for practical examination are prepared
	4.c. Specific tasks for practical examination are prepared
	4.d. Assessment checklists for practical examination are prepared
	4.e. Questionnaires for written examinations are prepared
	4.f. Marking scheme for written examinations are prepared
5. Place / Resources	5.a. National practical examination centres are determined
	5.b. National written examination centres are determined
	5.b. Tools, equipment, material, and consumables are available
	5.c. Health, safety, and security measures are set
	5.d. Emergency responsiveness is set
6. Understanding of the competency	6.a. List of competences to be assessed is considered

Activity 2. CBA Implementation

Based on the planning documents, CBA is provided to trainees through IAP, summative, formative assessments, comprehensive assessment, and national examination in RQF Level 3-5. Once module assessments are completed, overall assessment reporting is required. This is followed by implementing comprehensive assessments at the end of each term. At the end of school calendar in RQF Level 5, national examinations are conducted.

The IAP module assessment is conducted with three components: (1) the IAP theory (20%), (2) the IAP performance (60%), and (3) the IAP presentation (20%). With the assessment components, trainees who achieve marks that pass minimum requirements (70%) are regarded as competent against the module competency standards. The below table shows the checklist to be considered in the IAP assessment.

Table 62: IAP Assessment Checklist (RQF Level 3-5)

Dimension	Checklist
1. Timeline	1.a. IAP assessment timeline is indicated

2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates is indicated with their marks
3. Assessors / Panellists	3.a. Panellists for IAP theory assessment are indicated
	3.b. Panellists (in-company assessors) for IAP performance assessment are indicated
	3.c. Panellists for IAP presentation assessment are indicated
4. Place	4.a. Rooms for IAP presentation (interview) are indicated
5. Incidence	5.a. Cases occurred are identified and handled

As far as the other specific modules are concerned, summative assessments are provided to trainees as planned. These summative assessments are conducted by three assessors. At the end of both summative assessments, the following reports are required: (a) single summative assessment form, which is used by an assessor to assess a trainee (b) final summative assessment form, which is a compile of assessment results by three assessors, (c) summative assessment summary form, which is a summary report for summative assessments results of attended trainees, (d) formative and summative assessment report, which is a summary report for both summative and formative/continuous assessments results of attended trainees. The reporting is required to use the following checklists.

Table 63: Summative Assessment Checklist (RQF Level 3-5)

Dimension	Checklist
1. Timeline	1.a. Summative assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
3. Assessors	3.a. Panellists for summative assessment are indicated
4. Evidence	4.a. Each trainee has assessment evidence
	4.b. Summative assessment summary form is available
	4.c. Formative and summative assessment report is available

5. Incidence	5.a. Cases occurred are identified and handled
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Formative assessments are provided to both specific modules, except the IAP module, and general/complimentary modules. In specific modules, trainees who achieve more than 70% of marks in formative assessment are allowed to participate in relevant summative assessment. In general and complimentary modules, trainees who achieve more than 70% of marks in formative assessment are recognised as competent. Formative assessments are conducted by relevant TVET trainers who facilitate sessions. This focuses on whether trainees achieve learning outcomes through relevant sessions. Once the assessments are completed, relevant evidence and reports are expected to be developed in line with the below checklist.

Table 64: Formative Assessment Checklist (RQF Level 3-5)

Dimension	Checklist
1. Timeline	1.a. Formative assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
3. Assessors	3.a. Assessors are indicated
4. Evidence	4.a. Each trainee has assessment evidence for each learning outcome
	4.b. Formative and summative assessment report is available
5. Incidence	5.a. Cases occurred are identified and handled

Once assessments are completed in all individual modules, it is expected to develop overall assessment reports for the purpose of determining and documenting trainees' competences in all modules at relevant TVET trade. To report completions of all types of assessments, two types of reports are required: (1) trainer's overall assessment report, and (2) trainee overall assessment report. The below tables show the checklists to be included in the reports.

Table 65: Trainer's Overall Assessment Report Checklist (RQF Level 3-5)

S/N	Trainee Name	Formative/CA_LO 1 (Marks)	Formative/CA_LO 2 (Marks)	Formative/CA_LO n (Marks)	Total marks for CA	Decision	Observation	Written Sum. ass. (Marks)	Practical Sum. / Integrated ass. (Marks)	Total marks	%	Decision
1												
2												
3												
...n												

Table 66: Trainee Overall Assessment Report Checklist (RQF Level 3-5)

Learning outcome	Evidence of Formative/Continuous ass	F/CA Marks for ass	F/CA Marks for Re-ass	%	Decision	Date	Internal Verifier's remark	External Verifier's remark
L.O .1:								
L.O .2:								
L.O .3:								
L.O .n....:								
Summative ass. (Written)		Score						
	%						
Summative ass. (Practical) /Integrated ass.		Score						
	%						

Regarding comprehensive assessments, written examinations are provided to trainees at the end of each term, focusing on combinations of competences in delivered modules in relevant school terms. These assessments are expected to be conducted at TSSs with questionnaires prepared by relevant TSSs, Districts, and NESAs in the 1st term, 2nd term, and 3rd term, respectively. Once comprehensive

assessments are completed, relevant reports are required to be developed. The below checklist is expected to be considered in reporting. Trainees who achieve more than 70%+ are regarded as competent in modules taught in respective school terms.

Table 67: Comprehensive Assessment Report Checklist

Dimension	Checklist
1. Timeline	1.a. Comprehensive assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
3. Assessors/Invigilators	3.a. Assessors and invigilators are indicated
4. Evidence	4.a. Each trainee has assessment evidence with marking
5. Incidence	5.a. Cases occurred are identified and handled

Lastly, national practical and written examinations are implemented only for trainees in RQF Level 5 who pass all module assessments and comprehensive assessments. These examinations are provided at designated examination centres by external assessors and invigilators. When TVET trainees pass national examinations, they are recognised as fully competent for relevant TVET trade in RQF Level 3-5.

Activity 3. Portfolio Building

During CBA implementation, TVET trainees are expected to have their trainee portfolios. Trainee portfolio is a collection of a trainee’s learning works and evidence for the purpose of evaluating learning progress and performance to achieve their competences against relevant competency standards in TVET trade. This suggests that trainee portfolio is an evident means to demonstrate the quality of CBA. Thus, trainee portfolio is effectively used in quality assurance, referenced in the sub-chapter 3.4. *Quality Assurance*. A trainee portfolio includes (a) preliminary documents, such as trainee profile, chronogram, and mapping of learning outcomes to be achieved, (b) module-related evidence that present competences assessed in CBA activities, and (c) other documents. The details are listed in the following checklists.

Table 68: Trainee Portfolio Checklist (RQF Level 3-5)

Dimension	Checklist
1. Preliminary document	1.a. Cover page is filled up
	1.b. Trainee profile is filled up
	1.c. Chronogram is available
	1.d. List of modules is available
	1.e. Flowchart is available
	1.f. Mapping of Learning Outcomes is available
2. Module related evidence	2.a. Evidence separators are placed before each module evidence
	2.b. Trainee Learning Outcome checklist is signed
	2.c. Evidence for formative assessment are available
	2.d. Evidence for Summative assessment are available
	2.e. Evidence for IAP assessment are available

4.3.b. Operational Process

In the CBA process, national examinations and comprehensive assessments are implemented by NESAs as the competent authority to regulate TVET trades in RQF Level 3-5. The other activities are conducted by TSSs that are coordinated by RTBs. The below table summarises operational actions in CBA.

Table 69: Operational Process in CBA (RQF Level 3-5)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Planning	1.1. Overall Assessment Planning (Overall Assessment Plan)	At the beginning of school years	TSS (SM)	1.1.1. Establish Overall Assessment Plan 1.1.2. Approve Overall Assessment Plan

	1.2. Module/Competency Assessment Planning (IAP Assessment Plan, Summative Assessment Plan, Formative Assessment Plan)	Before relevant terms	TSS (WLFP)	1.2.1. Prepare IAP Assessment Plan
		Before module deliveries	TSS (SM)	1.2.2. Prepare Summative Assessment Plan
		Before session deliveries	TSS (SM)	1.2.3. Prepare Formative Assessment Plan
	1.3. Comprehensive Assessment Planning (Comprehensive Assessment Plan)	During terms in school years	NESA	1.3.1. Prepare comprehensive assessment 1.3.2. Approve comprehensive assessment plans
	1.4. National Examination Planning (National Examination Plan)	Before national examinations	NESA	1.4.1. Prepare national examinations 1.4.2. Approve national examination plans
	2. Implementation	2.1. Module/Competency Assessment Implementation (IAP Assessment Report, Summative Assessment Report, Formative Assessment Report, Assessment Moderation Report)	Continuous	TSS (SM)
2.2. Assessment Reporting (Trainer's Overall Assessment Report, Trainee Overall Assessment Report)		At the end of school years	TSS (SM)	2.2.1. Establish Overall Assessment Reports 2.2.2. Approve Overall Assessment Reports

	2.3. Comprehensive Assessment Implementation (Comprehensive Assessment Report)	At the end of school terms	NESA	2.3.1. Assessment 2.3.2. Marking 2.3.3. Reporting
	2.4. National Examination Implementation (National Examination Report)	At the end of school years	NESA	2.4.1. Assessment 2.4.2. Marking 2.4.3. Reporting
3. Portfolio Building	3.1. Trainee Portfolio Building (Trainee Portfolio)	Continuous	TSS (Trainer)	3.1.1. Build trainee portfolios

Activity 1. CBA Planning

At the beginning of school years, overall assessment planning is carefully prepared by respective TVET trainers, and then approved by SM. During the planning, SM coordinates the overall assessment planning process between trades and classes based on the training timetable in TSSs. This leads to administrative and procedural preparations, such as coordinating timeline and venues, and procuring assessment resources, for assessments in TSSs. The detailed module assessment planning is expected to be referred to the overall assessment plan.

The module assessment planning is divided into IAP, summative, and formative assessments. In planning IAP assessment, WLFP is accountable for leading the planning process in collaboration with various stakeholders. Regarding summative and formative assessments, SM coordinates TVET trainers to plan them. It is important to note that, in case that additional requirements, instructions and guides in relation to assessments are provided by RTB, the planning processes have to follow them.

When it comes to comprehensive assessments, the overall coordinator and supervisor is NESAs which develops and distributes assessment guidelines, such as timeline, templates of questionnaires, marking schemes, and instructions. Under NESAs management and guides, preparing questions and other administrative aspects is conducted by relevant TSSs, Districts, and NESAs for the 1st term, 2nd term, and 3rd term, respectively. As comprehensive assessments are conducted in relevant TSSs that trainees are registered, invigilation is organised by the TSSs.

For national examinations, the competent authority is NESAs in management, coordination, implementation, and supervision. In collaboration with TSSs and Districts, NESAs spearheads the planning process in accordance with the abovementioned technical process in planning national examinations.

Activity 2. CBA Implementation

In conducting module/competency assessments, SMs in VTCs are expected to coordinate the processes in IAP, summative, and formative assessments. Some operational aspects are described below.

As for IAP assessment, the following components are evaluated. Firstly, the IAP theory is assessed by WLFPs. Secondly, the IAP performance is assessed by relevant in-company trainers / assessors. Thirdly, the IAP presentation is assessed as the average scores by panellists. The weights of marking FYP assessments are 20%, 60%, and 20% for the IAP theory, performance, and presentation, respectively. Out of the total scores, trainees who attain 70%+ are recognised as competent in the IAP module.

Summative assessments are conducted for specific modules, except the IAP module. Summative assessments are conducted by three assessors as the average scores are regarded as final marks. During the assessments, the following forms are expected to be used: (a) single summative assessment form, which is used by an assessor to assess a trainee, (b) final summative assessment form, which is a compile of assessment results by three assessors. Out of the total scores, trainees who achieve 70%+ are regarded as competent in relevant modules.

In general, complimentary, and specific modules, formative assessments are conducted by relevant TVET trainers who facilitate sessions. In specific modules, trainees who achieve more than 70% of marks in formative assessments are allowed to participate in relevant summative assessments. In general and complimentary modules, trainees who achieve more than 70% of marks in all formative assessments are recognised as competent.

At the end of school years, SMs in VTCs are required to coordinate developing overall assessment reports in cooperation with trainers. To do so, two types of reports are required to be developed: (1) trainer's overall assessment report, and (2) trainee overall assessment report.

At the end of school terms, comprehensive assessments are conducted at TSSs under NESAs coordination and supervision. In TSSs, trainers are assigned to invigilate, and mark written examinations. Once comprehensive assessments are completed at each term, TSSs are expected to submit school reports to Districts that submit district reports to NESAs.

At the end of school years, national practical and written examinations are implemented at national examination centres by NESAs. Once national examinations are completed, NESAs publishes the examination results officially, which are directly linked to the certification process, which is described in the sub-chapter 3.5. *Certification*.

Activity 3. Portfolio Building

During CBA implementation, each TVET trainer is responsible to facilitate trainees to develop their portfolios. Because trainer portfolio is regarded as effective means in quality assurance, SMs in VTCs are expected to supervise portfolio building activities. Furthermore, trainee portfolios are used in verifications and quality inspections. These are described in the sub-chapter 3.4. *Quality Assurance*.

Attached Templates:

[L15 11] Overall Assessment Plan

[L15 12] IAP Assessment Plan

- [L15 13] Summative Assessment Plan
- [L15 14] Formative Assessment Plan
- [L15 15] IAP Assessment Report
- [L15 16] Single Summative Assessment Form
- [L15 17] Final Summative Assessment Form
- [L15 18] Summative Assessment Summary Form
- [L15 19] Formative and Summative Assessment Report
- [L15 20] Trainers' Overall Assessment Report
- [L15 21] Trainee Overall Assessment Report
- [L15 22] Trainee Report Card

3.4. Quality Assurance

3.4.a. Technical Process

During implementing the formal TVET CBT/CBA trades in RQF Level 3-5, relevant quality assurance activities are required to be simultaneously conducted. This aims at improving the quality of TVET CBT/CBA delivery towards the educational standards described in the above sub-chapters in 3.2. *Competency-based Training* and 3.3. *Competency-based Assessment*. For this purpose, the CBT/CBA implementation is expected to be intervened with planned and systematic actions necessary to enhance the quality up to the standards requested in this framework. In RQF Level 3-5, necessary quality assurance activities are listed below, being divided into internal and external activities.

Table 70: Technical Processes in Quality Assurance (RQF Level 3-5)

Activities	Sub-Activities	Outputs	Specifications
1. Internal Quality Assurance	1.1. Quality Monitoring	Session Delivery Monitoring Report	Session Delivery Monitoring Checklist

		IAP Logbook and Report	IAP Monitoring Checklist
		Formative / Summative Assessment Monitoring Report	Formative / Summative Assessment Monitoring Checklist
	1.2. Internal Verification	Internal Verification Report	Internal Verification Checklist
	1.3. Internal Quality Inspection	Quality Inspection Report	Quality Standards in TVET CBT/CBA
1.4. Capacity Building, Mentoring & Coaching	Capacity Building, Mentoring & Coaching Report		
2. External Quality Assurance	2.1. Quality Inspection	Quality Inspection Report	
	2.2. External Verification	External Verification Report	External Verification Checklist

Activity 1. Internal Quality Assurance

The internal quality assurance functions to manage, coordinate, facilitate and guide TVET CBT/CBA in TSSs. In doing so, actual CBT/CBA implementations are directly monitored and verified. Also, internal quality inspections against the pre-defined standards are conducted. While the monitoring and verification activities are related to micro-quality in CBT/CBA delivery, the quality inspections are concerned of macro-quality. The monitoring, verification and inspections are followed by mentoring and coaching activities to improve the quality of TVET CBT/CBA implementation.

In the quality monitoring (1.1.), the followings are mainly monitored: (a) sessions delivery, (b) IAP implementation, and (c) formative and summative assessments. the session delivery monitoring aims at ensuring the effectiveness of teaching and learning to achieve relevant learning outcomes. In doing so, TVET CBT session delivery is required to be directly observed regarding (1) readiness of pedagogical documents, such as scheme of work, session plan, class daily and class register, and (2) session delivery itself in terms of trainer's mastery of indicative contents, teaching methodology, teaching aids, class management and conductivity of learning environment. The result of session delivery monitoring produces relevant reports in

order to enhance the effectiveness of session deliveries to achieve relevant learning outcomes.

Table 71: Session Delivery Monitoring Checklist (RQF Level 3-5)

Dimension	Checklist
1. Pedagogical Documents	1.a. Scheme of Work is followed
	1.b. Session Plan is available
	1.c. Class daily is available and filled up according to the session plan
	1.d. Class register is available (Class attendance is checked before session delivery)
2. Session Delivery	2.a. Learning place is appropriately set (Check: Organization, Safety precautions, conductivity, and readiness of resources for use)
	2.b. The trainer masters the subject (Check: Typical and relevant examples)
	2.c. Used teaching methodology is appropriate to the session (Check: Variation, Relevance, Quality of handling Questions)
	2.d. Teaching Aids/resources are used effectively (Check: Variation, Relevance, Quality, Effectiveness, Resources Handling)
	2.e. Interactivity is effective during the session
	2.f. Self- presentation (Check: work attire, hygiene, etc)
	2.g. Class management (Check: class movement, interruptions, student discipline, etc)
	2.h. Evidence gathering method is appropriate

In monitoring IAP, relevant activities are progressively followed up to ensure that trainees can gain practical competences and experience in working environments. The IAP monitoring focuses on: (1) planning, (2) supervision, and (3) reporting. At the end of IAP monitoring, relevant IAP logbooks and reports are expected to be compiled.

Table 72: IAP Monitoring Checklist (RQF Level 3-5)

Dimension	Checklist
1. Planning	1.a. Industrial attachment placement plans are in place
	1.b. Trainer supervision plans are in place

	1.c. Memorandums of Understanding of hosting institutions are in place
2. Supervision	2.a. Valid and complete students' logbooks on IAP are in place
	2.b. Valid and complete company supervisors' logbooks on IAP are in place
	2.c. Valid and complete school supervisors' logbooks on IAP are in place
3. Reporting	3.a. Marked IAP students' reports are in place
	3.b. School supervisors' IAP reports are in place
	3.c. Consolidated IAP reports are in place

Monitoring formative and summative assessments is a regular activity during the CBA process to ensure the quality of CBA. This activity emphasises on: (1) delivery, (2) tools, (3) organisation, (4) fairness, (5) assessors, (6) recording in assessments. With the monitoring results, assessment monitoring reports are required to be developed.

Table 73: Formative/Summative Assessment Monitoring Checklist (RQF Level 3-5)

Dimension	Checklist
1. Delivery	1.a. School year and term are mentioned
	1.b. Sector and Trade are mentioned
	1.c. Date of assessment is mentioned
	1.d. Module code is stated
	1.e. Type of assessment is specified
	1.f. Assessment place is mentioned
	1.g. Candidates' attendance is checked
	1.h. Invigilators/assessors are checked
	1.i. Examination papers are checked
	1.j. Venue setup is observed
	1.k. Incident cases are reported (if any)

	1.l. Comments on quality of assessment are provided
2. Tools	2.a. The assessment focuses on targeting competences specified in relevant curriculum
	2.b. The assessment criteria and/or indicators are relevant to the performance criteria
	2.c. Formative assessments are conducted
	2.d. Subsequent remedial measures, which allow trainees to complete relevant modules successfully, are conducted
	2.e. Contexts of assessment are relevant to workplace situations
	2.f. The assessment provides the trainees necessary information to carry out tasks
	2.g. The assessment includes a sufficient range of evidence (written, oral, performance, product)
	2.h. The assessment is feasible
	2.i. The final decision states 'competent' or 'not yet competent'
3. Organisation	3.a. There is an assessment schedule
	3.b. The workplace is correctly prepared
	3.c. Resources for tasks are available
	3.d. Tasks are supervised step by step
	3.e. Trainees are given clear instructions
	3.f. Trainees are given their own assessment forms
	3.g. Trainees are aware of the assessment criteria and indicators
	3.h. Assessment hours are respected
4. Fairness	4.a. All Trainees are assessed against the same competences specified in relevant curriculum
	4.b. Trainees are assessed individually
	4.c. The trainees are given the same assessment tasks
	4.d. Trainees are assessed in similar conditions
	4.e. The assessment facilities are adapted adequately to special needs

	trainees
	4.f. The language used in formulation and explanation of tasks is easy and/or simple to understand
	4.g. The trainee is given opportunities to review and/or appeal the assessment decisions
	4.h. Number of panel members is sufficient (at least three assessors)
	4.i. An external assessor from the private sector and/or industries is available out of assessors
	4.j. Assessors give feedback to trainees
5. Assessors	5.a. Panel members are qualified in the field
	5.b. Assessors are competent in <ul style="list-style-type: none"> - Creation of conducive assessment environment - Flexibility - Communication - making trainees comfortable - Body languages
	5.c. They provide solutions to problems/challenges.
6. Records	6.a. The list of assessed trainees is provided
	6.b. Trainees integrated assessment forms are provided
	6.c. The list of panel members is provided
	6.d. The report of the panel members is provided
	6.e. Assessment reports provide relevant and sufficient information
	6.f. Trainee portfolios are available until the end of the school year
	6.g. Trainer's checklists for trainee portfolios are available
	6.h. Reports cards copies are provided

Once CBT/CBA activities are monitored, trainees are required to be internally verified of their competences to be achieved in relevant TVET CBT/CBA trades. In practice, trainees are verified of their competences through verifying relevant trainer and trainee portfolios regarding whether trainees are appropriately trained and assessed with competency-based approach as guided in this framework. The verification is required to use the template to be filled, which serves as the quality checklist.

In addition to monitoring and verification, it is highly recommended to conduct internal quality inspections against the pre-defined quality standards in TVET CBT/CBA. In the inspections, qualities of various factors, such as regulations, facilities, resources, trainers, trainees, training, assessment, and other quality assurance activities, that affect TVET CBT/CBA delivery are objectively and methodically assessed. The internal quality standards in TVET CBT/CBA, which are used as inspection categories, areas, criteria, and indicators, can be flexibly and internally decided. However, the standards are recommended to follow the one in external quality inspections. Similarly, quality inspection processes, methods and activities are recommended to benchmark those in external quality inspections even though they can be internally and strategically developed. These are because the quality standards, inspection approach, and inspection process are likely to be officially regulated by competent authority. These official regulatory parts are more described in below at the part in external quality inspection.

Based on the main findings of quality monitoring, verification, and inspection, TSSs are provided capacity building, mentoring, and coaching to improve the quality of CBT/CBA delivery. Approaches in capacity building, mentoring, and coaching can be diversely and strategically developed. For example, TVET trainers and administrative staff can be trained through capacity building workshops. TVET experts can be dispatched to guide and facilitate CBT/CBA implementations in TSSs. Some TSSs can visit each other and take short-term staff exchange activities for the purpose of mutual learning. In other words, various measures are required to be creatively developed, planned, organised, and implemented in the part of mentoring and coaching to facilitate CBT/CBA implementation.

Activity 2. External Quality Assurance

The external quality assurance has a regulatory purpose to ensure the quality of TVET CBT/CBA. To do so, quality inspections, or often called quality audits, are officially done by the competent authority. Moreover, all TVET trainees are required to be verified of their achievements in competences through relevant CBT/CBA trades. This external verification process is linked to the certification process. These technical processes are described below in details.

The quality inspection is an official activity to assess TSSs' conformance to the quality standards in line with this framework. In other words, the external inspection has a general purpose to assure high-quality and relevant TVET CBT/CBA implementation in TSSs. Thus, the inspection is, not only, monitoring and evaluating TVET CBT/CBA delivery, but also regulating and guiding the quality of TVET CBT/CBA improvement.

To implement the quality inspection, the quality standards in TVET CBT/CBA are required to be officially developed in line with TVET CBT/CBA Implementation Framework. The standards are expected to be strongly connected to requirements (specifications) in CBT/CBA delivery, which are described in this framework. However, they are required to be regularly and strategically updated. A version of TVET CBT/CBA quality standards is the following.

Table 74: A Version of Quality Standards in TVET CBT/CBA (RQF Level 3-5)

Quality Category	Quality Area	Quality Criteria	Indicators	
Input	Regulations	CBC	Input 1	Availability of Validated CBC
		CBT/CBA	Input 2	Availability of Guiding Documents regarding CBT/CBA Implementation
	Facilities	Technical Workshops and Laboratories	Input 3	Availability of Technical Workshops and/or Laboratories
			Input 4	Quality of Technical Workshops and/or Laboratories
		Classrooms	Input 5	Availability of Classrooms
	Resources	Equipment, Tools and Materials	Input 6	Availability of Equipment, Furniture, Tools, Materials, ICT devices and/or softwares
			Input 7	Status of Equipment, Furniture, Tools, Materials, ICT devices and/or software
			Input 8	Availability of Personal Protective Equipment
			Input 9	Availability of Trainer & Trainee Manuals
			Input 10	Availability of Reading Materials
			Input 11	Sufficiency of Trainers
	Trainers	TVET Trainers	Input 12	Qualification of Trainers
			Input 13	Certification of Trainers
			Input 14	Availability of Technical Assistants (Workshop / Laboratories)
	Trainees	TVET Trainees	Input 15	Quality of Trainees
Process	Training	Portfolio Management	Process 1	Availability of Trainer Portfolios

		Planning	Process 2	Availability of Chronogram
			Process 3	Availability of Training Timetable
			Process 4	Availability of Scheme of Works
			Process 5	Quality of Scheme of Works
			Process 6	Availability of Handouts (for Module contents)
			Process 7	Availability of Instructions, Manuals and/or Protocols for Practical Sessions (for Module contents)
			Process 8	Availability of Session Plans
			Process 9	Quality of Session Plans
			Process 10	Availability of IAP Plans
			Implementation	Process 11	Status of Module Delivery
	Process 12	Availability of Reflection of Session		
	Process 13	Availability of IAP Completion Reports		
	Assessment	Planning	Process 14	Availability of Assessment Plans
			Process 15	Availability of IAP Assessment Plans
		Implementation	Process 16	Status of Assessment Implementation
			Process 17	Availability of Summative Assessment Reports
			Process 18	Quality of Summative Assessment Reports
			Process 19	Availability of Formative Assessment Reports
			Process 20	Quality of Formative Assessment Reports
			Process 21	Availability of IAP Assessment Reports
		Portfolio Management	Process 22	Availability of Trainee Portfolios
			Process 23	Quality of Trainee Portfolios
		Quality Assurance	Training & Assessment Monitoring	Process 24	Availability of Attendance Reports
	Process 25			Availability of Session Delivery Monitoring Reports
	Process 26			Availability of IAP Logbooks
	Process 27			Availability of Assessment Monitoring Reports
	Internal Verification		Process 28	Availability of Trainee Portfolio Verification Reports
	Internal Inspection		Process 29	Quality of Trainee Portfolio Verification Reports

The TVET CBT/CBA Quality Standards consists of the following structure: (1) quality categories, (2) quality areas, (3) quality criteria, and (4) quality indicators. Quality

categories refer to TVET input and process. Under the categories, there are quality areas. For example, quality areas in TVET inputs are (Ia) regulations, (Ib) facilities, (Ic) resources, (Id) trainers, and (If) trainees while those in TVET process are (Pa) training, (Pb) assessment, and (Pc) quality assurance. Quality criteria are positioned under quality areas. Under quality criteria, there are quality indicators, which are what TSSs are expected to be actually inspected.

With this structure, TVET CBT/CBA Quality Standards has a marking and scoring system out of 100. The overall marks are calculated by the average marks of quality categories. The marks of quality categories are computed by the average scores of relevant quality areas. The scores of quality areas are determined by the average scores of relevant quality criteria. The scores of quality criteria are assessed by the percentage of average scores in quality indicators.

Table 75: Marking and Scoring System in TVET CBT/CBA Quality Standards

Objects	Formula
Overall Marks	Average Marks in all Quality Categories
Marks in Quality Categories	Average Scores in relevant Quality Areas
Scores in Quality Areas	Average Scores in relevant Quality Criteria
Scores in Quality Criteria	(Sum of relevant Quality Indicators) divided by (Count of relevant Quality Indicators) multiply 4 multiply 100
Scores in Quality Indicators	Between 0 (the worst) and 4 (the best)

It is important to note that the TVET CBT/CBA Quality Standards and its marking/scoring system are designed with the following assumption: TVET CBT/CBA can be successfully implemented when the overall marks are more than 70. In other words, those with overall marks between 100 and 70 are evaluated as achieving reasonable quality assurance standards in TVET CBT/CBA delivery. With this assumption, the following quality levels are applied to evaluate the overall quality of TVET CBT/CBA delivery.

Table 76: Quality Levels in TVET CBT/CBA Quality Standards

Quality Levels	Overall Marks	Understanding
Excellent	100-90	Achieving reasonable quality assurance standards in TVET CBT/CBA implementation
Good	90-70	
Moderate	69-50	Achieving minimum quality assurance standards in TVET CBT/CBA implementation
Poor	49-0	Not yet achieving minimum quality assurance standards in TVET CBT/CBA implementation

With the abovementioned quality standard, the quality inspection is expected to be regularly conducted. The inspection activities are conducted the followings. Firstly, TSSs are objectively monitored and evaluated regarding their educational qualities against the pre-defined quality standards in TVET CBT/CBA. Then, the inspection results are presented as marks and scores between 1 (the worst) and 100 (the best). The marks are used to determine the quality levels of TVET CBT/CBA delivery, categorising the TVET qualities of TSSs into excellent (100-90), good (89-70), moderate (69-50), and poor (49-0). Lastly, strategic recommendations for TSSs are developed from implications of inspection results to provide the basis for TSSs' TVET CBT/CBA delivery improvement.

As far as the other external quality assurance is concerned, the external verification functions as a significant role to regulate the quality of TVET CBT/CBA. This is because the verification process provides official decisions regarding whether TVET trainees in RQF Level 3-4 are qualified to advance to the next RQF levels, and whether trainees in RQF Level 5 are qualified to register the national examination for the certification purpose. These decisions are made through verifying trainees' competences to be achieved in relevant TVET CBT/CBA trades. Thus, trainees are required to be externally verified of their competences for the certification process.

To verify trainee's achievements in competences, individual TSS trainees are reviewed of whether they are successfully trained and assessed with competency-based approach as guided in this framework. In doing so, trainer and trainee portfolios

are actually assessed against the pre-defined checklist template to verify individual trainees' competences. Therefore, the verification process is about evaluating relevant trainer and trainee portfolios to fill up the below template to be filled. Through the evaluation, trainees who pass the checklist are regarded as qualified to advance to the next RQF levels or to register the national examination for the certification purpose.

Table 77: Verification Checklist Template (RQF Level 3-5)

Items to be Checked	Module Code and Title			

Chronogram (Yes/No)				
Module delivered based on flowchart and chronogram sequence (Yes/No)				
Status of Module Implementation During the visit (F=Finished/NYD=Not Yet Done/O=On-going)				
Scheme of Work for each Module (Yes/No)				
Number of expected assessment evidence based on Scheme of Work				
Session Plan Available (Yes/No)				
Number of Session Plan Available				
Number of available evidence in Trainer Portfolio				
Number of available evidence in Trainee Portfolio				
Content of evidence is relevant based on CBT/A Curriculum (Yes/No)				
Summative/Integrated Assessment Conducted practically based on the curriculum (Yes/No)				
Reason for not doing a practical attached				
Summative/Integrated Assessment Conducted by: Trainer Only (Yes/No)				
With Internal Assessor (Yes/No)				
With External Assessor (Yes/No)				
Assessment Final Form Available in Trainee Portfolio (Yes/No)				

Assessment Summary Form Available in Trainer Portfolio (Yes/No)						
Evidence Product Result is available for Summative/integrated Assessment (Yes/No/Some/NA =Not Applicable)						
Internal verification done (Yes/No)						
List of Trainees			Achieved Competency per Module Code and Title (C=Competent, NYC=Not Yet Competent, NE=No Evidence, D=Dropped)			
No.	Name	Trainee Portfolio Availability (Yes/No)	...	...	...	...
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
...

3.4.b. Operational Process

In the quality assurance process in RQF Level 3-5, the internal activities are conducted by TSSs and RTB while the external activities by NESAs. The competent authority to regulate the quality assurance activities is NESAs through its official criteria and procedures presented in the external verification and quality inspection. In accordance with the criteria and procedures, RTB is required to manage, coordinate, and guide TSSs to conduct their internal activities. These internal and external activities are regularly conducted during a school year.

Table 78: Operational Process in Quality Assurance (RQF Level 3-5)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Internal Quality Assurance	1.1. Quality Monitoring (Session Delivery Monitoring Report, IAP Logbook and Report, and Formative / Summative Assessment)	Continuous	TSS	1.1.1. Planning 1.1.2. Implementation 1.1.3. Reporting

	Monitoring Report and so on)			
	1.2. Internal Verification (Internal Verification Report)	Continuous	TSS	1.2.1. Planning 1.2.2. Implementation 1.2.3. Reporting
	1.3. Internal Quality Inspection (Quality Inspection Report)	If Necessary	RTB	1.3.1. Planning 1.3.2. Implementation 1.3.3. Reporting
	1.4. Mentoring & Coaching (Mentoring and Coaching Report)	Continuous	RTB	1.4.1. Planning 1.4.2. Implementation 1.4.3. Reporting
2. External Quality Assurance	2.1. Quality Inspection (Quality Inspection Report)	Continuous	NESA	2.1.1. Planning 2.1.2. Implementation 2.1.3. Reporting
	2.2. External Verification (External Verification Report)	Continuous	NESA	2.2.1. Planning 2.2.2. Implementation 2.2.3. Reporting

Activity 1. Internal Quality Assurance

Regarding the internal quality assurance, TSSs are accountable for monitoring CBT/CBA implementation (1.1.) and verifying trainees' competences targeted in relevant TVET trades (1.2.) while RTB is for internal inspection (1.3.) and mentoring & coaching (1.4.) for the quality of CBT/CBA delivery. In TSSs, School Manager is responsible for the internal activities while Head of Department in Training Management for the external activities in RTB. They are encouraged to develop their annual quality assurance plans at the beginning of year, which is to be followed by relevant implementations and reporting.

For TSSs, the quality monitoring (1.1.) and internal verification (1.2.) are regarded as their regular duties and tasks. In monitoring, session deliveries, IAP implementation, formative / summative assessments are mainly focused although other aspects, such as trainee attendance, training material, tools, and equipment, can be strategically included depending on decisions by School Manager. More importantly, the internal

verification is a necessary work for TSSs. Through the annual planning, detailed process is required to be developed, including, but not limited to, outputs, activities, methods, timeline, venue, and responsible actors. For example, monitoring session deliveries and formative / summative assessments, and internal verifications are usually given to regular tasks of School Manager (SM) while the tasks regarding IAP are often provided to a TVET trainer or administrative staff as Workplace Learning Focal Person (WLFP). They are expected to follow the abovementioned technical process to implement the monitoring. Then, they are required to develop and submit relevant reports, in which relevant templates are attached, to School Manger. During the monitoring and verification activities, they are coordinated and supervised by School Manger through regular pedagogical meetings.

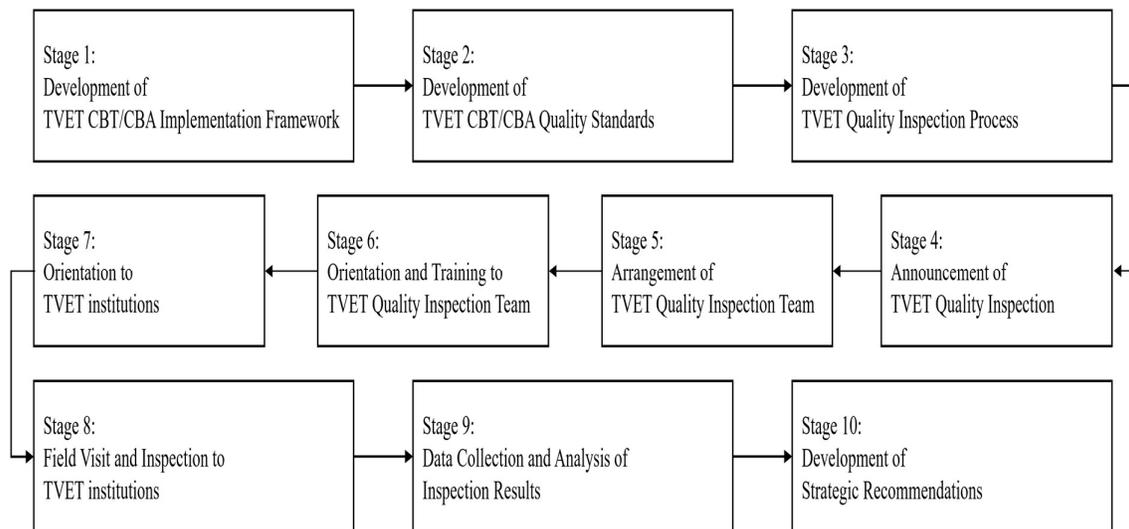
For RTB, building TSSs' CBT/CBA capacities is its clear mission. In other words, the capacity building, mentoring and coaching activities (1.4.) are RTB's duties and tasks given to its Department in Training Management. Although the internal quality inspection (1.3.) is not regarded as a duty by RTB, it is often conducted to design and implement appropriate capacity building, mentoring and coaching activities for TSSs. In this regard, the internal quality inspection is planned and implemented if necessary. However, the capacity building, mentoring and coaching activities are required to be annually planned, implemented, and reported for continuously upgrading the quality of CBT/CBA delivery in TSSs.

Activity 2. External Quality Assurance

The external quality assurance is solely implemented by NESAs which have their divisions of labour through their departments. Firstly, Basic Education and TVET Quality Standards Division is accountable for developing TVET CBT/CBA Quality Standards for the external quality inspection. Secondly, the actual implementation of quality inspection is supposed to be annually conducted by Basic Education and TVET Quality Assurance Department. Thirdly, the annual external verification is required to be done by Basic Education and TVET Examination.

As far as the quality inspection is concerned, the below figure shows the procedural steps to be implemented. As the first step, TVET CBT/CBA Implementation

Framework, which refers to this document, is to be developed. Then, Basic Education and TVET Quality Standards Division is expected to develop the TVET CBT/CBA Quality Standards in line with the framework in which the specifications of quality standards are described in the technical process part (Step 2). Furthermore, the quality inspection process and methods are required to be practically developed by Basic Education and TVET Quality Assurance Department (Step 3). In details, the process and methods are supposed to consist of how to announce inspections, how to arrange inspectors, how to orient and train inspectors, how to orient TSSs to be inspected, how to do field visits and inspections to TSSs, how to collect and analyse data of inspection results, and how to develop strategic recommendations to TSSs. These lead to the actual implementation of quality inspection (Step 4-10).



Concerning the external verification, individual TSS trainees are required to be verified of their competences targeted in relevant TVET CBT/CBA trades. This verification is practically done by reviewing relevant trainer and trainee portfolios that present how trainees are trained and assessed. The results of external verification are directly linked to whether trainees in RQF Level 3-4 are qualified to advance to the next RQF Level and whether trainees in RQF Level 5 are qualified to register the national examination for the certification purpose. Therefore, the external verification is necessary for the TVET CBT/CBA process to be annually implemented by Basic Education and TVET Examination Department. With the verification checklist template, which is described in the technical process part and attached in this framework, the

department is supposed to develop the verification process and methods, which include how to arrange verifiers, how to orient and train verifiers, how to orient TSSs to be verified, and how to do actual verifications for TSSs. This verification planning is expected to be successfully implemented for TSSs.

Attached Templates:

[L15 23] Session Delivery Monitoring Report

[L15 24] IAP Trainee Logbook

[L15 25] IAP TVET Institution Supervisor Logbook

[L15 26] IAP Company Supervisor Logbook

[L15 27] Assessment Monitoring Report

[L15 28] Internal Verification Report

[L15 29] External Verification Report

3.5. Certification

3.5.a. Technical Process

As the last stage, trainees in RQF Level 3-5 who are successfully trained, assessed, and verified to achieve competences targeted in TVET trades are officially awarded relevant TVET qualifications. Certified trainees, or graduates, are formally recognised as achieving competences against relevant competency standards in TVET trades. It is important to note that TVET trainees in TSSs are seldom provided certificates in RQF Level 3-4. In practice, only TVET Certificate 5 is normally awarded to trainees who pass the national examination in RQF Level 5.

Table 79: TVET Qualifications (RQF Level 3-5)

RQF Levels	Qualification Titles
5	TVET Certificate 5
4	TVET Certificate 4 (In practice, this is not awarded)
3	TVET Certificate 3 (In practice, this is not awarded)

3.5.b. Operational Process

In the certification process for RQF Level 3-5, distinguishing qualified trainees to be certified is a main activity, except other administrative issues, such as designing certificates. To distinguish them properly, NESAs serve as the competent authority through national examination results. NESAs prepare, check and approve the list of candidates to be certified. Then, certificates are signed and issued by Director General (DG), NESAs.

Table 80: Operational Process in Certification (RQF Level 3-5)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Certification	1.1. Certification	After National Examination	NESA	1.1.1. Preparation of List of Candidates 1.1.2. Issue of Certificates to Candidates

4. RQF LEVEL 1-2

4.1. Accreditation

4.1.a. Technical Process

Before actual CBT/CBA implementation, VTCs are expected to be appropriately prepared to deliver TVET trades to assure the quality of TVET CBT/CBA in RQF Level 1-2. This requires VTCs to be officially recognised as qualified to implement relevant TVET CBT/CBA trades. In other words, the official accreditation is prerequisite for VTCs to provide formal TVET CBT/CBA trades in RQF Level 1-2.

This accreditation process is about officially approving whether prospective VTCs are permitted to implement concerned TVET CBT/CBA trades in RQF Level 1-2. In doing so, VTCs are assessed against accreditation criteria. The assessment activity is divided into two sub-activities: (1.1) self-assessment, and (1.2) external inspection, as both assessments are applied to the accreditation criteria for TVET CBT/CBA. Throughout the assessment, prospective VTCs, which would like to initiate specific TVET trades, are granted the accreditation when they pass the assessments.

Table 81: Technical Process in Accreditation (RQF Level 1-2)

Activities	Sub-Activities	Outputs	Specifications
1. Assessment	1.1. Self-Assessment	Application Letter	Accreditation Criteria for TVET CBT/CBA
	1.2. External inspection	Accreditation Letter	

As the technical process, VTCs are requested to apply their accreditation with self-assessment reports to competent authorities that produce accreditation letters via external inspections. At the first sub-activity, VTCs are expected to conduct their self-assessments against the accreditation criteria to make application letters to competent authorities. Once the application letters are received, competent authorities are expected to conduct external inspections to decide accreditation status. Therefore, the final accreditation status is solely decided by competent authorities through their

external inspections for VTCs that submit self-assessment reports with accreditation letters.

The accreditation criteria for TVET CBT/CBA are concerned of necessary requirements for VTCs to deliver relevant CBCs in TVET trades. This consists of five criteria, including regulations, relevance, facilities, resources, and trainers. Each criteria has specific indicators to be assessed. When VTCs meet all requirements in the indicators, the VTCs are regarded as qualified to provide concerned TVET trades to be accredited.

Table 82: Accreditation Criteria for TVET CBT/CBA (RQF Level 1-2)

Criteria	Indicators
a. Regulations	a.1. Availability of validated competency-based curriculum for the TVET trade
	a.2. Availability of guiding documents regarding CBT/CBA implementation
b. Relevance	b.1. Availability of documents that identify needs of the TVET trade in surrounding community
c. Facilities	c.1. Availability of enough classrooms to implement the TVET trade
	c.2. Availability of enough technical workshops and/or laboratories required in TWSs (Technical Workshop Specifications) to implement the TVET trade
d. Resources	d.1. Availability of enough equipment, furniture, tools, materials, ICT devices and/or software required in STELs (Standard Tools and Equipment Lists) to implement the TVET trade
	d.2. Availability of enough personal protective equipment in relation to the TVET trade
	d.3. Availability of enough reading materials, such as books, manuals and/or e-resources with respects to the TVET trade
	d.4. Availability of necessary financial resources to implement the TVET trade
e. Trainers	e.1. Availability of sufficient trainers required in Trainer Profile to implement the TVET trade

The first criteria evaluates whether VTCs are ready to follow the government regulations to assure the quality of TVET CBT/CBA. As highlighted in I.3. Policy Statement, the formal TVET CBT/CBA can be implemented based only on officially validated curricula and the guiding document in accordance with the Ministerial Order N° 001/MINEDUC/2021 of 20/10/2021. Indeed, each CBC for every formal TVET trade

is to be developed by RTB and validated by NESAs in RQF Level 1-2. VTCs are expected to prepare the curriculum to be delivered according to the designated way in this guiding document, TVET CBT/CBA Implementation Framework. Thus, it is expected for VTCs to avail validated curricula in relevant TVET trade and TVET CBT/CBA Implementation Framework, as the first criteria to follow the regulations.

In the second criteria, VTCs are assessed whether their prospective TVET trades are required by surrounding communities. TVET needs in surrounding communities can be assessed through the following documents. Firstly, there can be a case that labour markets in the near sectors and districts demand workforce in relation to the TVET trade. Secondly, the unemployed and/or their families in near sectors and districts are likely to have the prospective trainees to have the TVET trade to be trained by CBT/CBA for employment and/or job creation. In case that VTCs possess any document related to relevant TVET needs, they are regarded as having TVET needs in the trades.

Through the third criteria, VTCs are required to have sufficient classrooms and technical workshops/laboratories to implement relevant TVET CBT/CBA trades. VTCs are requested to have, not only, sufficient classrooms to provide theoretical sessions that host enough trainees, but also, technical workshops and/or laboratories to carry out practical sessions that accommodate the appropriate number of trainees. It is important to note that technical workshops and/or laboratories are required to meet relevant specifications, called TWS (Technical Workshop Specification), designated in the CBCs. Inappropriate aspects in workshops and laboratories tend to lower the quality of TVET CBT/CBA. Thus, it is expected for VTCs to have appropriate classrooms, technical workshops and laboratories.

In line with facilities, VTCs are expected to have learning resources, which are the fourth accreditation criteria for TVET CBT/CBA. As TVET CBT/CBA emphasises on practical sessions, learning resources, including, but not limited to, equipment, tools, furniture, materials, ICT devices and/or software, are significant in its implementation. In particular, learning resources required in relevant CBC are key to provide TVET CBT/CBA trades. This means that VTCs are required to have learning equipment, furniture, tools, materials, devices and software that are designated in STELS

(Standard Tools and Equipment Lists) in relevance curricula. In addition, it is noticeable that PPEs (personal protective equipment) are necessary for VTCs to have practical sessions in TVET CBT/CBA. Furthermore, VTCs are frequently requested to have relevant reading materials, such as books, manuals, and e-resources, and financial resources to implement the trades.

As the last criteria, it is significant to have sufficient and competent TVET trainers in VTCs. The competency requirements for TVET trainer are specified in Trainer Profiles in relevant CBCs. In other words, VTCs are requested to have enough trainers that meet relevant Trainer Profiles.

In summary, the technical process in accreditation includes an assessment activity, which consists of self-assessment and external inspection. The assessment result shows the accreditation decision regarding whether a VTC is allowed to initiate relevant TVET CBT/CBA trade delivery. To do so, the VTC is to be assessed against the accreditation criteria for TVET CBT/CBA related to regulations, relevance, facilities, resources and trainers. Only when the VTC is successfully assessed against the criteria in both self-assessment and external inspection, it is eligible to be granted accreditation to provide the TVET trade in RQF Level 1-2.

4.1.b. Operational Process

In the accreditation process, the accreditees are VTCs, which are prospective providers for TVET CBT/CBA trades in RQF Level 1-2, while the competent authority is NESAC to provide accreditations. This means that application letters by self-assessment are requested to be submitted by VTCs to NESAC that conducts its external inspection to produce its accreditation letter. The self-assessment is expected to be completed 3 months before the school year that the VTC wishes to initiate the trade while the external inspection 1 month before.

Table 83: Operational Process in Accreditation (RQF Level 1-2)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Assessment	1.1. Self-Assessment (Application Letter, including Self-Assessment Report and District Recommendation Letter)	At least, 3 months before school year	VTC	1.1.1. Self-Assessment 1.1.2. District Recommendations 1.1.3. Submission of Application Letter
	1.2. External inspection (Accreditation Letter, including External inspection Report)	At least, 1 month before school year	NESA	1.2.1. Assessment of Application Documents 1.2.2. Implementation of External inspection 1.2.3. Provision of Accreditation Letter

The self-assessment consists of three actions led by VTCs. Firstly, prospective VTCs are expected to meet the accreditation criteria through its self-assessment. Then, the application is encouraged to be recommended by relevant district offices. During the recommendation, relevant district offices may assess the VTCs to verify and confirm the self-assessment. Lastly, the application letter is to be submitted by the VTCs to NESA. The application letter is required to include the self-assessment reports by the VTCs and the recommendation letter by the district offices.

Once the self-assessment is completed, NESA is supposed to receive the application letter by the VTCs. With the application, NESA is required to conduct its external inspection with three actions. Initially, the application documents are to be reviewed by NESA. Then, NESA is expected to visit the VTCs to conduct its external inspection. Finally, the decisions for accreditation are provided by NESA through its accreditation letter.

When the VTCs are provided accreditations by NESA for relevant TVET trades, they are eligible to initiate and implement the TVET CBT/CBA trades from relevant school year. On the other hands, if the VTCs are rejected, they have rights to appeal the accreditation decisions if necessary. When the VTCs deliver their appealing letters, NESA is obligated to conduct its external inspections again to respond the appeals before the school year.

At the operational process in accreditation, it is important to note that VTCs with accredited TVET trades can proceed on the next activities in this framework. In case that VTCs are not granted accreditation, they are not allowed to implement CBT/CBA in concerned TVET trades. Therefore, official accreditations for TVET trades are pre-requirements to provide the TVET CBT/CBA trades.

Attached Templates:

[L15 01] Self-Assessment Report

[L15 02] External inspection Report

4.2. Competency-based Training

4.2.a. Technical Process

Once relevant TVET trades are accredited, CBT is delivered to TVET trainees who are mobilised and registered in the TVET trades at VTCs. This suggests that TVET trainees are provided structured trainings, instructions, and/or facilitations to develop their competences against competency standards defined in relevant CBCs. In other words, CBT focuses mainly on trainees' outcomes, which are competences targeted in relevant TVET trades, to be achieved through various, effective, and innovative training methods.

CBT is implemented based on relevant CBC which consists of modules to be sequentially delivered in a school year. Each module is specified in CBC with respects to CBT-related information, including competency standards, delivery modality, learning outcomes, indicative contents, learning resources, and facilitation technics. When all modules in CBC are completed in CBT delivery, trainees are expected to achieve all occupational competences targeted in relevant trade. Thus, CBT is regarded as module-based learning to develop trainees' competences targeted in relevant TVET trade.

To deliver modules in relevant school years, the CBT process comprises three main activities: planning, implementation, and portfolio building. The overview of the activities is presented in the below table.

Table 84: Technical Process in CBT (RQF Level 1-2)

Activities	Sub-Activities	Outputs	Specifications
1. Planning	1.1. Year Planning	School Calendar	-
		Chronogram	Chronogram Checklist
		Timetable	Timetable Checklist
	1.2. Module Planning	Scheme of Work	Scheme of Work Checklist
		IAP Plan	IAP Planning Checklist
1.3. Session Planning	Session Plan	Session Plan Checklist	
2. Implementation	2.1. Session Facilitation	Reflection on Session Facilitation	Session Facilitation Checklist
	2.2. IAP Implementation	IAP Completion Report	IAP Implementation Checklist
3. Portfolio Building	3.1. Trainer Portfolio Building	Trainer Portfolio	Trainer Portfolio Checklist

Activity 1. CBT Planning

Planning CBT is related to planning modules delivery during a school year through competency-based approach. In doing so, a school year is planned through outlining sequences, durations, and timelines in modules delivery. Then, each module is mapped out to be delivered through sessions and Industrial Attachment Program (IAP). Lastly, TVET sessions are planned.

In the year planning, three documents are required to be sequentially developed. Firstly, it starts with developing a school calendar that presents timelines of academic events, such as, but not limited to, school terms and assessment dates, during a school year.

Once the school calendar is published, chronograms are required to be developed per TVET trade in VTCs. Chronogram is a school year plan that outlines sequence, duration, and timeline to deliver modules in relevant CBC. This gives overall directions for planning modules. To do so, chronograms are required to include the following information: (1) qualification details for relevant TVET trade, (2) modules to be delivered, (3) training timeline, (4) module sequence, and (5) assessment. The table below shows the quality checklists in developing chronogram.

Table 85: Chronogram Checklist (RQF Level 1-2)

Dimension	Checklist
1. Qualification Details	1.a. Qualification Information (Sector, Trade, Level) is indicated
2. Modules	2.a. Arrangement of modules by types (core and complementary) is done
	2.b. Module titles and code are indicated
	2.c. Number of credits are indicated
3. Training timeline	3.a. Weeks according to the school Calendar are mentioned
	3.b. Dates are indicated
	3.b. Total hours per week are determined
4. Module sequence	4.a. Modules are sequentially arranged according to the curriculum flowchart
5. Assessment	5.a. Time for end of module assessment (10% of hours for specific modules) is indicated

Lastly, a training timetable is expected to be prepared per VTC in line with chronograms. The training timetable serves as termly, weekly, and daily schedules for each class and TVET trainer in a VTC. The quality of timetable is assessed through the below checklist.

Table 86: Timetable Checklist (RQF Level 1-2)

Dimension	Checklist
1. Total time periods	1.a. The total number of time periods to be scheduled in the timetable is indicated

2. Weekly teaching load of trainer	2.a. The total number of time periods to be assigned to trainer each week is indicated
3. Average daily teaching load for trainer	3.a. The daily average number of time periods assigned to trainer is indicated
4. Weekly teaching load of trainer for class-trade	4.a. The total number of time periods to be assigned to trainer for class-period each week is indicated
5. Weekly teaching load of trainer for course	5.a. The total number of time periods to be assigned to trainer for course each week is indicated
6. Total time periods for trade	6.a. The total number of time periods over all courses of class-trade to be assigned each week is indicated
7. Teaching periods/ hours	7.a. Working days/week are indicated
	7.b. Theory periods are indicated
	7.c. At least two consecutive periods for practical sessions are indicated
	7.d. Break periods are indicated

Once the year planning is completed, modules are planned to be delivered. For the module for IAP, distinguished planning is required because the module is delivered in workplaces in which TVET trainees are expected to learn and experience real contexts and environment to perform specific tasks and duties in relevant trades. The IAP planning is required to include: (1) preparation, (2) supervision plan, and (3) assessment and follow-up plan. The followings show the checklists to be included in the IAP planning.

Table 87: IAP Planning Checklist (RQF Level 1-2)

Dimension	Checklist
1. Preparation	1.a. IAP relevant companies are available
	1.b. Instruction about IAP to trainees, school and company supervisors are available
	1.c. IAP Tools (Recommendation letters for IAP and Logbooks) are available
	1.d. Mechanism of communication is established
	1.e. Timeline for IAP activities is estimated

	1.f. Expected IAP activities for trainees mentioned
	1.g. Health and safety issues (insurance) for trainees are planned
2. Supervision	2.a. IAP Supervision plan is available
3. Assessment and Follow-up	3.a. Plan for receiving trainees is available
	3.b. Panellists for Interview of IAP are ready
	3.c. Filing system of evaluated logbooks is determined
	3.d. Appreciation means, such as a letter, for relevant companies are established

Regarding modules that are delivered through theoretical and practical sessions, Scheme of Works are required to be developed. Scheme of Work is a planning document that lists a TVET trainer's works to deliver a module. This includes the information of (1) school details, (2) module details, (3) delivery timeline, (4) indicative contents, and (5) assessment. The quality checklist is listed below.

Table 88: Scheme of Work Checklist (RQF Level 1-2)

Dimension	Checklist
1. School details	1.a. School Information is indicated
	1.b. Qualification Information is indicated
2. Module details	2.a. The code and title of the module are indicated
	2.b. Learning outcomes are indicated
3. Delivery timeline	3.a. The weeks the module will be delivered are indicated
4. Indicative contents	4.a. Learning activities are indicated
	4.b. Learning resources are indicated
	4.c. Learning place are indicated
5. Assessment	5.a. Formative assessment evidence are indicated
	5.b. Dates of summative assessment for specific module (Task, consumables, assessment place) are indicated

In line with Scheme of Works, relevant sessions are required to be prepared. As sessions are actual means that deliver relevant modules, the session planning is given considerable importance. To prepare sessions, TVET trainers are expected to conduct training needs assessment, to consider learners with special needs, to put in place safety procedures, and to acquire learning & health/safety materials, tools, equipment and consumables. Then, TVET trainers are required to develop session plans that comprise (1) school information, (2) module specification, (3) details of session, (4) session delivery plan, (5) references, and (6) appendices. The below table demonstrates quality checklists to be included in session plans.

Table 89: Session Plan Checklist (RQF Level 1-2)

Dimension	Checklist
1. School information	1.a. School logo is indicated
	1.b. School name is mentioned
	1.c. school address is indicated
2. Module specification	2.a. The code and title of the module are mentioned
	2.b. Sector, trade, and Level are mentioned
	2.c. Learning outcome is indicated
3. Details of session	3.a. Topic of the session is identified
	3.b. Session range is defined
	3.c. At least 3 learning objectives are formulated with the SMART principle
	3.d. Activities of the session are timed
	3.e. Identified resources are relevant
	3.f. Identified facilitation techniques are relevant
4.1. Session delivery: Introduction	4.1.a. Trainer's activities are defined
	4.1.b. Learner's activities are defined
4.2. Session delivery: Development	4.2.a. Trainer's activities are defined

	4.2.b. Learner's activities are defined
4.3. Session delivery: Conclusion	4.3.a. Summary of the session is planned
	4.3.b. Planned assessment is relevant
	4.3.c. Session evaluation activities are planned
5. References	5.a. For textbooks in references, APA referencing is respected
	5.b. For Web pages in references, APA referencing is respected
	5.c. At least three (3) references are properly given
6. Appendices	6.a. Handouts are prepared
	6.b. Task sheets are developed
	6.c. Assessments tools are developed

Activity 2. CBT Implementation

Based on the planning documents, CBT is actually implemented through sessions and IAP in TVET trades for RQF Level 1-2. This means that the concerned activities in CBT delivery are session facilitation and IAP implementation.

As far as the session facilitation is concerned, TVET trainers are expected to provide theoretical and practical sessions based on relevant session plans and Scheme of Works. The sessions are highly recommended to be delivered with the following three stages: (a) introduction, (b) development, and (c) conclusion. At the introduction stage, TVET trainers are expected to introduce learning objectives, topics, activities, and resources for their sessions. Then, learning activities are expected to be conducted to achieve learning objectives in the development stage. At the last stage of conclusion, TVET trainees are summarised of what they learnt, which is often followed by formative assessments that evaluate whether learning objectives are achieved. After their sessions, TVET trainers are recommended to have session reflections to improve the quality of session facilitation.

Table 90: Session Facilitation Checklist (RQF Level 1-2)

Dimension	Checklist
1. Objectives	1.a. learning objectives are achieved related to cognitive domain
	1.b. learning objectives are achieved related to psychomotor domain
	1.c. learning objectives are achieved related to affective domain
2. Resources	2.a. Didactic materials are appropriate and effective
	2.b. Supporting teaching tools are appropriate and effective
3. Activities	3.a. Facilitation techniques are appropriate and effective
4. Assessment	4.a. Formative assessments are conducted

When it comes to IAP implementation, VTC is required to place TVET trainees in relevant industries that offer valuable learning experiences in real workplace. This means that IAP is implemented by industries. During the time, VTC is required to monitor and supervise IAP through three types of logbooks, including IAP trainee logbook, IAP TVET institution supervisor logbook, and IAP company supervisor logbook, referenced in the sub-chapter 4.4. *Quality Assurance*. Once IAP is completed, TVET trainees are evaluated by an interview in front of a panel of TVET trainers that assess the IAP logbooks. This is followed by developing IAP completion report. These actions are summarised by the following checklists.

Table 91: IAP Implementation Checklist (RQF Level 1-2)

Dimension	Checklist
1. Preparation	1.a. Relevant companies are identified for IAP
	1.b. Briefing on IAP practice is done
	1.c. Recommendation (request) letters are sent to companies for IAP
	1.d. Means of communicating to trainees is identified
	1.e. Monitoring / visiting dates for IAP are fixed

	1.f. IAP logbooks are distributed on time
	1.g. Expected activities for trainees during in IAP are identified
	1.h. Health and safety issues insurance for trainees are provided
	1.i. Trainees are placed on their companies
	1.j. Starting dates of IAP are communicated to trainees
2. Monitoring	2.a. IAP supervision plan is followed
3. Evaluation	3.a. Plan for receiving trainees from IAP is established.
	3.b. Interview of IAP is conducted
	3.c. Filing all evaluated logbooks in trainee portfolio.
	3.d. Post IAP seminar for learners to share their work experiences is planned and communicated.
	3.e. IAP overall report is developed.
	3.f. Appreciation letter for relevant companies is provided

Activity 3. Portfolio Building

During CBT planning and implementation, TVET trainers in VTCs are highly recommended to develop their trainer portfolios. Trainer portfolio is a collection of trainer's teaching practices and evidence for the purpose of evaluating CBT progress and performance to achieve trainees' competences targeted in relevant TVET trades. In other words, trainer portfolio is an evident means to present the quality of CBT. Indeed, the portfolio is effectively used in quality assurance, referenced in the sub-chapter 4.4. *Quality Assurance*. A trainer portfolio includes (a) preliminary documents, such as trainer profile and class profile (b) teaching-related documents, including chronogram, training timetable, Scheme of Works, relevant hand-outs, session plans and formative/summative assessment tools, and (c) daily work records, such as class diary and attendance lists. The details are listed in the following checklists.

Table 92: Trainer Portfolio Checklist (RQF Level 1-2)

Dimension	Checklist
1. Preliminary documents	1.a. Cover page is available
	1.b. Trainer's profile is available
	1.c. Class profile is available
2. Teaching related documents	2.a. Flowchart is available
	2.b. Chronogram is available
	2.c. Training timetable is available
	2.d. Curriculum is available
	2.e. Mapping of learning Outcomes is available
	2.f. Schemes of work for all taught modules are available
	2.g. Hand-out is available
	2.h. Trainer performance criteria checklist is available
	2.i. Marks Record sheets of trainees' results are available
	2.j. Session plan –appendices: task sheet, Material, PPT, Quiz, assignments, checklists and marking guides are available
3. Daily work records	3.a. Class daily is available
	3.b. Class attendance is available

4.2.b. Operational Process

The operational process for CBT in RQF Level 1-2 is implemented by VTCs. RTB is the competent authority to coordinate VTCs in CBT although it is managed, regulated,

cooperated, and/or guided by other governing authorities, including MINEDUC, NESA, and Districts. Thus, CBT is implemented by VTCs that are coordinated by RTB. The practical procedures and actions are described in the below table.

Table 93: Operational Process in CBT (RQF Level 1-2)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Planning	1.1. School Year Planning (School Calendar, Chronogram, and Timetable)	One month before the beginning of school year	RTB	1.1.1. Establish school calendar 1.1.2. Publish school calendar
		Two weeks after the publication of school calendar	RTB	1.1.3. Develop chronogram 1.1.4. Approve chronogram
		One week before the beginning of school year	VTC (SM)	1.1.5. Prepare timetable 1.1.6. Distribute timetable
	1.2. Module Planning (Scheme of Works, IAP Plan)	Before the beginning of school year	VTC (Trainers)	1.2.1. Allocate modules to trainers 1.2.2. Prepare Scheme of Works 1.2.3. Approve Scheme of Works 1.2.4. Prepare hand-out notes
			VTC (WLFP)	1.2.5. Identify relevant companies to host trainees in IAP 1.2.6. Develop/review guidelines/instructions for IAP 1.2.7. Avail IAP tools (logbooks) 1.2.8. Establish timeline, supervision plan and post IAP activities plan

	1.3. Session Planning (Session Plan)	Before session delivery	VTC (Trainers)	1.3.1. Develop session plans 1.3.2. Prepare learning resources
2. Implementation	2.1. Session Facilitation (Reflection on Session Facilitation)	Continuous	VTC (Trainers)	2.1.1. Session Delivery
	2.2. IAP Implementation (IAP Completion Report)	At the end of first term	VTC (WLFP)	2.2.1. Arrange IAP
		One week before the beginning of IAP	VTC (WLFP)	2.2.2. Place trainees to IAP 2.2.3. Supervise IAP 2.2.4. Evaluate IAP
3. Portfolio Building	3.1. Trainer Portfolio Building (Trainer Portfolio)	Continuous	VTC (Trainers)	3.1.1. Build trainer portfolios

Activity 1. CBT Planning

Planning CBT starts from school year planning. For school year calendar, MINEDUC establishes and publishes it, at least, one month before the beginning of school year. During this process, RTB is accountable to deliver school year calendar to VTCs. Then, Training Management Department in RTB is required to develop each chronogram per TVET trade. The chronograms are approved by RTB, and then distributed to VTCs within two weeks after the school year calendar is published. Lastly, VTCs are expected to prepare training timetables based on relevant chronograms, at least, a week before the beginning of school year. In VTCs, School Manager (SM) is usually accountable for developing and distributing timetable.

Based on school year planning, modules deliveries are planned before the beginning of school year. In doing so, SM is expected to allocate modules to relevant TVET trainers. This is followed by developing Scheme of Works, which is to be approved by SM, and relevant hand-outs by TVET trainers. Regarding the IAP module, Workplace Learning Focal Person (WLFP) is tasked to plan it for all trainees. It is important to note that IAP planning is usually coordinated by RTB. This suggests that WLFP is required to plan IAP under RTB's coordination.

Before sessions delivery, TVET trainers are expected to develop session plans and relevant learning resources in line with Scheme of Works. Session planning is internally supervised by SM, and externally inspected by RTB and NESAs for the purpose of quality assurance, referenced to the sub-chapter 4.4. *Quality Assurance*. In other words, session planning is given significant importance because actual CBT deliveries are conducted based on session plans.

Activity 2. CBT Implementation

In CBT implementation, theoretical and practical sessions are delivered by TVET trainers in accordance with relevant session plans. Once sessions are completed, TVET trainers are recommended to reflect their sessions to improve the educational quality continuously. The session facilitations and relevant reflections are supervised by SM in VTCs.

Regarding IAP implementation, WLFP is accountable for coordinating activities. To do so, WLFP is expected to place trainees to industries, to monitor IAP implementation, and to coordinate evaluating trainees who complete IAP. These actions are reported by WLFP through IAP completion reports to SM in VTCs.

Activity 3. Portfolio Building

During CBT planning and implementation, each TVET trainer is highly recommended to develop trainer portfolios. Because trainer portfolio is regarded as effective means in quality assurance, SM is expected to supervise portfolio building activities. Furthermore, trainer portfolios are used in verifications and quality inspections. These are described in the sub-chapter 4.4. *Quality Assurance*.

Attached Templates:

[L15 03] Chronogram Template

[L15 04] Timetable Template

[L15 05] Scheme of Works Template

[L15 06] Session Plan Template

[L15 07] IAP Plan Template

[L15 08] IAP Completion Report Template

[L15 09] Trainer Profile Template

[L15 10] Class Profile Template

4.3. Competency-based Assessment

4.3.a. Technical Process

In parallel with CBT, CBA is implemented to assess TVET trainees' competences against relevant competency standards required in TVET trades. In other words, CBA measures, determines, and documents whether trainees become competent through CBT. It is important to note that educational assessments are concerned of four levels: (A) know – to assess knowledge and/or understanding, (B) know how – to assess application of knowledge and/or understanding, (C) show how – to assess performance through simulations and practical demonstration, and (D) does – to assess performance in integrated situations/context. These levels of 'know' and 'know how' assess the cognitive learning domain whereas 'show how' and 'does' assess trainees' affective and psychomotor learning domain. Out of these levels, CBA targets the levels of 'show how' and 'does' assessments eventually although the 'know' and 'know how' assessments can be used as parts of them. This is because CBA focuses on competences, which are defined as individuals' knowledge, skills, and attitude to be used, applied and demonstrated in various contexts to perform specific tasks and duties. Therefore, CBA emphasises on trainees' outcomes, which are competences defined in relevant CBCs, to be evaluated by various, effective, and innovative assessment methods.

Similar to CBT, CBA is provided based on relevant CBC which includes modules to be assessed sequentially. In CBC, each module describes CBA-related information, such as competency standards, assessment methods, outcomes, criteria, and indicators. If all modules in CBC are evaluated by CBA, trainees are expected to achieve all occupational competences targeted in relevant TVET trade in which relevant CBC presents its overall assessment package, including assessment

methodology, type, criteria, scoring and trainee portfolio building. Thus, CBA is practically conducted as module based.

In RQF Level 1-2, CBCs consist of the following types of modules: specific and complimentary/general modules. Out of specific modules, there are specialised modules, called IAP. For the IAP module, IAP assessment is conducted. The other specific modules are required to be evaluated with summative and formative assessments. For complimentary/general modules, formative assessments are provided. In all module/competency assessments, trainees who achieve marks of 70%+ are recognised as competent against targeting competency standards in relevant TVET trade. Lastly, a final practical examination is offered to trainees who pass assessments in all modules in relevant CBC for the purpose of verifying their integrated competences targeted in respective TVET trade.

In short, CBA is conducted as following types: (1) IAP assessment, (2) summative assessment, (3) formative assessment, and (4) final practical examination. These assessment activities are continuously followed by trainees' portfolio building. These CBA activities are summarised as the below table.

Table 94: Technical Process in CBA (RQF Level 1-2)

Activities	Sub-Activities	Outputs	Specifications
1. Planning	1.1. Overall Assessment Planning	Overall Assessment Plan	Overall Assessment Plan Checklist
	1.2. Module/Competency Assessment Planning	IAP Assessment Plan	IAP Assessment Plan Checklist
		Summative Assessment Plan	Summative Assessment Plan Checklist
		Formative Assessment Plan	Formative Assessment Plan Checklist
1.3. Final Practical Examination Planning	Final Practical Examination Plan	Final Practical Examination Plan Checklist	
2. Implementation	2.1. Module/Competency Assessment Implementation	IAP Assessment Report	IAP Assessment Checklist
		Summative Assessment Report	Summative Assessment Checklist

		Formative Assessment Report	Formative Assessment Checklist
	2.2. Assessment Reporting	Trainer's Overall Assessment Report	Trainer's Assessment Report Checklist
		Trainee Overall Assessment Report	Trainee Assessment Report Checklist
	2.3. Final Practical Examination Implementation	Final Practical Examination Report	Final Practical Examination Report Checklist
3. Portfolio Building	3.1. Trainee Portfolio Building	Trainee Portfolio	Trainee Portfolio Checklist

Activity 1. CBA Planning

Planning CBA starts from overall assessment planning which deals with how each module is assessed in relevant TVET trade. To do so, as presented in the below table, the followings are included in overall assessment planning: (1) schedule, (2) candidates (trainees to be assessed), (3) assessors, (4) tools for written assessment, (5) tools for practical assessment, (6) place and resources, and (7) competences to be assessed. This overall assessment plan is used to design IAP, summative, and formative/continuous assessments.

Table 95: Overall Assessment Plan Checklist (RQF Level 1-2)

Dimension	Checklist
1. Schedule	1.a. Timeline for assessment is set
	1.b. Marking schedule is set
	1.c. Publication of assessment results is available
2. Candidates	2.a. List of candidates is available
3. Assessors	3.a. List of invigilators/assessors is available
4. Tools for written assessment	4.a. Assessment guidelines/instructions are set
	4.b. Assessment questionnaires are prepared
	4.c. Assessment marking scheme are prepared
5. Tools for practical assessment	5.a. Integrated situations/tasks are prepared
	5.b. Assessment checklists are prepared

6. Place / Resources	6.a. Assessment venue (Workshop, field, classroom) is proposed
	6.b. Tools, equipment, material, and consumables are availed
	6.c. Health, safety, and security measures are set
	6.d. Emergency responsiveness is set
7. Understanding of the competency	7.a. List of learning / assessment outcomes is considered

For the IAP module, trainees are theoretically and practically assessed of what competences they achieve in real contexts and environment to perform specific tasks and duties at relevant workplace. To do so, the IAP assessment planning consists of: (1) schedule, (2) candidates (trainees to be assessed), (3) panels (assessors), (4) assessment tools, (5) place and resources, and (6) reporting. The below table demonstrates checklists to be planned in IAP assessment.

Table 96: IAP Assessment Plan Checklist (RQF Level 1-2)

Dimension	Checklist
1. Schedule	1.a. Time for IAP theory assessment is set
	1.b. Time for IAP performance at workplace is set
	1.c. Time for IAP report presentation is set
	1.d. Time for publication of assessment results is set
2. Candidates	2.a. List of candidates is available
3. Assessors/Panellist	3.a. List of assessors is available
4. Tools	4.a. Assessment guidelines/instructions are set
	4.b. Assessment checklist is prepared
5. Place and resources	5.a. Assessment venue (workshop, field, classroom) is proposed
	5.b. Tools, equipment, material, and consumables are availed
	5.c. Health, safety, and security measure are set
	5.d. Emergency responsiveness is set

Except the IAP modules, other specific modules are provided summative assessments. Summative assessments are known as integrated assessments in which specific tasks

are provided to trainees in integrated situations and contexts. This suggests that integrated assessments have the following components: (a) a context in which specific problems are situated, (b) problem(s) to be solved and/or task(s) to be conducted, (c) expected results/outcomes that are clearly specified, and (d) instructions, such as duration, length, resources, constraints, obstacles, and/or necessary information. In planning summative assessments, the followings are required to be considered: (1) schedule, (2) candidates (trainees to be assessed), (3) assessors, (4) tools for written assessment, (5) tools for practical assessment, (6) place and resources, (7) competences to be assessed, and (8) reporting. The details are listed in the below checklist.

Table 97: Summative Assessment Plan Checklist (RQF Level 1-2)

Dimension	Checklist
1. Schedule	1.a. Timeline for summative assessments is indicated
	1.b. Marking schedule is set
2. Candidates	2.a. List of candidates is available
3. Assessors	3.a. List of internal assessors is available
	3.b. List of external assessors is available
4. Tools	4.a. Integrated situations/contexts are prepared
	4.b. Specific tasks are prepared
	4.c. Assessment checklists are prepared
	4.d. Assessment guidelines/Instructions are prepared
5. Place / Resources	5.a. Assessment venues (workshop, field, classroom) are proposed
	5.b. Tools, equipment, material, and consumables are availed
	5.c. Health, safety, and security measures are set
	5.d. Emergency responsiveness is set
6. Understanding of the competency	6.a. List of learning / assessment outcomes is considered

Formative assessments are planned to assess whether trainees achieve relevant learning outcomes that are trained in sessions. Focusing on assessing learning outcomes in line with theoretical and/or practical sessions that are provided to trainees

during relevant modules delivery, formative assessments are prepared with assessment tools, such as quizzes, assignments, case studies, workshop practices, short tests, and/or field works. More details, the below table show the checklist to be considered in formative assessments.

Table 98: Formative Assessment Plan Checklist (RQF Level 1-2)

Dimension	Checklist
1. Schedule	1.a. Timeline for summative assessments is indicated
	1.b. Feedback schedule is set
2. Candidates	2.a. List of candidates is available
3. Tools	4.a. Assessment guidelines/instructions are set
	4.b. Assessment tools, such as quizzes, assignments, case studies, workshop practices, short tests, and/or field works, are prepared
	4.c. Assessment feedback methods are prepared
4. Place / Resources	6.a. Assessment venues (workshop, field, classroom) are proposed
	6.b. Tools, equipment, material, and consumables are availed
	6.c. Health, safety, and security measures are set
	6.d. Emergency responsiveness is set
5. Understanding of the competency	7.a. List of learning / assessment outcomes is considered

As far as final practical examination is concerned, it is expected to be prepared like summative assessment. However, it is significant to note that final practical examination is required to assess a combination of trainees' competences acquired during relevant TVET trade. The below table shows the checklist to be considered in planning final practical examination.

Table 99: Final Practical Examination Planning Checklist (RQF Level 1-2)

Dimension	Checklist
1. Schedule	1.a. Timeline for summative assessments is determined
	1.b. Timeline for examination results publication is determined

2. Candidates	2.a. List of candidates is available
3. Assessors	3.a. List of assessors is available
4. Tools	4.a. Integrated situations/contexts are prepared
	4.b. Specific tasks are prepared
	4.c. Assessment checklists are prepared
	4.d. Assessment guidelines/Instructions are prepared
5. Place / Resources	5.a. Final practical examination centres are determined
	5.b. Tools, equipment, material, and consumables are availed
	5.c. Health, safety, and security measures are set
	5.d. Emergency responsiveness is set
6. Understanding of the competency	6.a. List of competences to be assessed is considered

Activity 2. CBA Implementation

Based on the planning documents, CBA is provided to trainees through IAP, summative, formative assessments, and final practical examination in RQF Level 1-2. Once module assessments are completed, overall assessment reporting is required. This is followed by implementing final practical examination.

The IAP module assessment is conducted with three components: (1) the IAP theory (20%), (2) the IAP performance (60%), and (3) the IAP presentation (20%). With the assessment components, trainees who achieve marks that pass minimum requirements (70%) are regarded as competent against the module competency standards. The below table shows the checklist to be considered in the IAP assessment.

Table 100: IAP Assessment Checklist (RQF Level 1-2)

Dimension	Checklist
1. Timeline	1.a. IAP assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks

	2.c. List of passed candidates is indicated with their marks
3. Assessors / Panellists	3.a. Panellists for IAP theory assessment are indicated
	3.b. Panellists (in-company assessors) for IAP performance assessment are indicated
	3.c. Panellists for IAP presentation assessment are indicated
4. Place	4.a. Rooms for IAP presentation (interview) are indicated
5. Incidence	5.a. Cases occurred are identified and handled

As far as the other specific modules are concerned, summative assessments are provided to trainees as planned. These summative assessments are conducted by three assessors. At the end of both summative assessments, the following reports are required: (a) single summative assessment form, which is used by an assessor to assess a trainee (b) final summative assessment form, which is a compile of assessment results by three assessors, (c) summative assessment summary form, which is a summary report for summative assessments results of attended trainees, (d) formative and summative assessment report, which is a summary report for both summative and formative/continuous assessments results of attended trainees. The reporting is required to use the following checklists.

Table 101: Summative Assessment Checklist (RQF Level 1-2)

Dimension	Checklist
1. Timeline	1.a. Summative assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
3. Assessors	3.a. Panellists for summative assessment are indicated
4. Evidence	4.a. Each trainee has assessment evidence
	4.b. Summative assessment summary form is available
	4.c. Formative and summative assessment report is available
5. Incidence	5.a. Cases occurred are identified and handled

Formative assessments are provided to both specific modules, except the IAP module, and general/complimentary modules. In specific modules, trainees who achieve more than 70% of marks in formative assessment are allowed to participate in relevant summative assessment. In general and complimentary modules, trainees who achieve more than 70% of marks in formative assessment are recognised as competent. Formative assessments are conducted by relevant TVET trainers who facilitate sessions. This focuses on whether trainees achieve learning outcomes through relevant sessions. Once the assessments are completed, relevant evidence and reports are expected to be developed in line with the below checklist.

Table 102: Formative Assessment Checklist (RQF Level 1-2)

Dimension	Checklist
1. Timeline	1.a. Formative assessment timeline is indicated
2. Candidates	2.a. List of expected candidates is indicated
	2.b. List of attended candidates is indicated with their marks
	2.c. List of passed candidates with their marks
3. Assessors	3.a. Assessors are indicated
4. Evidence	4.a. Each trainee has assessment evidence for each learning outcome
	4.b. Formative and summative assessment report is available
5. Incidence	5.a. Cases occurred are identified and handled

Once assessments are completed in all individual modules, it is expected to develop overall assessment reports for the purpose of determining and documenting trainees' competences in all modules at relevant TVET trade. To report completions of all types of assessments, two types of reports are required: (1) trainer's overall assessment report, and (2) trainee overall assessment report. The below tables show the checklists to be included in the reports.

Table 103: Trainer's Overall Assessment Report Checklist (RQF Level 1-2)

S/N	Trainee Name	Formative/CA_LO 1 (Marks)	Formative/CA_LO 2 (Marks)	Formative/CA_LO n (Marks)	Total marks for CA	Decision	Observation	Written Sum. ass. (Marks)	Practical Sum. / Integrated ass. (Marks)	Total marks	%	Decision
1												
2												
3												
...n												

Table 104: Trainee Overall Assessment Report Checklist (RQF Level 1-2)

Learning outcome	Evidence of Formative/Continuous ass	F/CA Marks for ass	F/CA Marks for Re-ass	%	Decision	Date	Internal Verifier's remark	External Verifier's remark
L.O .1:								
L.O .2:								
L.O .3:								
L.O .n....:								
Summative ass. (Written)		Score						
	%						
Summative ass. (Practical) /Integrated ass.		Score						
	%						

Lastly, final practical examinations are offered to trainees who pass module assessments. This aims at verifying trainees' occupational competences achieved in TVET trades. Focusing on combined competences designated in relevant CBCs, final practical examinations are conducted as integrated assessments in independent examination centres. These examinations are led by three external assessors qualified

in relevant fields. When TVET trainees pass final practical examinations, they are recognised as fully competent in relevant TVET trade.

Activity 3. Portfolio Building

During CBA implementation, TVET trainees are expected to have their trainee portfolios. Trainee portfolio is a collection of a trainee’s learning works and evidence for the purpose of evaluating learning progress and performance to achieve their competences against relevant competency standards in TVET trade. This suggests that trainee portfolio is an evident means to demonstrate the quality of CBA. Thus, trainee portfolio is effectively used in quality assurance, referenced in the sub-chapter 4.4. *Quality Assurance*. A trainee portfolio includes (a) preliminary documents, such as trainee profile, chronogram, and mapping of learning outcomes to be achieved, (b) module-related evidence that present competences assessed in CBA activities, and (c) other documents. The details are listed in the following checklists.

Table 105: Trainee Portfolio Checklist (RQF Level 1-2)

Dimension	Checklist
1. Preliminary document	1.a. Cover page is filled up
	1.b. Trainee profile is filled up
	1.c. Chronogram is available
	1.d. List of modules is available
	1.e. Flowchart is available
	1.f. Mapping of Learning Outcomes is available
2. Module related evidence	2.a. Evidence separators are placed before each module evidence
	2.b. Trainee Learning Outcome checklist is signed
	2.c. Evidence for formative assessment are available
	2.d. Evidence for Summative assessment are available
	2.e. Evidence for IAP assessment are available

4.3.b. Operational Process

In the CBA process, final practical examinations are implemented by NESAs as the competent authority to regulate TVET trades in RQF Level 1-2. The other activities are conducted by VTCs that are coordinated by RTB. The below table summarises operational actions in CBA.

Table 106: Operational Process in CBA (RQF Level 1-2)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Planning	1.1. Overall Assessment Planning (Overall Assessment Plan)	At the beginning of school years	VTC (SM)	1.1.1. Establish Overall Assessment Plan 1.1.2. Approve Overall Assessment Plan
	1.2. Module/Competency Assessment Planning (IAP Assessment Plan, Summative Assessment Plan, Formative Assessment Plan)	Before relevant terms	VTC (WLFP)	1.2.1. Prepare IAP Assessment Plan
		Before module deliveries	VTC (SM)	1.2.2. Prepare Summative Assessment Plan
		Before session deliveries	VTC (SM)	1.2.3. Prepare Formative Assessment Plan
	1.3. Final Practical Examination Planning (Final Practical Examination Plan)	During last terms in school years	NESA	1.3.1. Develop and publish timeline 1.3.2. Register candidates 1.3.3. Develop assessment guidelines 1.3.4. Select assessors and examination centres 1.3.5. Establish final practical examination plan
2. Implementation	2.1. Module/Competency Assessment	Continuous	VTC (SM)	2.1.1. Assessment 2.1.2. Marking 2.1.3. Reporting

	Implementation (IAP Assessment Report, Summative Assessment Report, Formative Assessment Report, Assessment Moderation Report)			
	2.2. Assessment Reporting (Trainer's Overall Assessment Report, Trainee Overall Assessment Report)	At the end of school years	VTC (SM)	2.2.1. Establish Overall Assessment Reports 2.2.2. Approve Overall Assessment Reports
	2.3. Final Practical Examination Implementation	At the end of school years	NESA	2.3.1. Assessment 2.3.2. Marking 2.3.3. Reporting
3. Portfolio Building	3.1. Trainee Portfolio Building (Trainee Portfolio)	Continuous	VTC (Trainer)	3.1.1. Build trainee portfolios

Activity 1. CBA Planning

At the beginning of school years, overall assessment planning is carefully prepared by respective TVET trainers, and then approved by SM. During the planning, SM coordinates the overall assessment planning process between trades and classes based on the training timetable in VTCs. This leads to administrative and procedural preparations, such as coordinating timeline and venues, and procuring assessment resources, for assessments in VTCs. The detailed module assessment planning is expected to be referred to the overall assessment plan.

The module assessment planning is divided into IAP, summative, and formative assessments. In planning IAP assessment, WLFP is accountable for leading the

planning process in collaboration with various stakeholders. Regarding summative and formative assessments, SM coordinates TVET trainers to plan them. It is important to note that, in case that additional requirements, instructions and guides in relation to assessments are provided by RTB, the planning processes have to follow them.

When it comes to final practical examinations, the competent authority is NESAs. In collaboration with Districts and VTCs, NESAs spearheads the planning process during or before the last term in school calendar. Firstly, examination timelines are developed and published. Then, assessment guidelines are developed and distributed. Also, independent assessors and examination centres are determined. Lastly, details of final practical examinations are planned.

Activity 2. CBA Implementation

In conducting module/competency assessments, SMs in VTCs are expected to coordinate the processes in IAP, summative, and formative assessments. Some operational aspects are described below.

As for IAP assessment, the following components are evaluated. Firstly, the IAP theory is assessed by WLFPs. Secondly, the IAP performance is assessed by relevant in-company trainers / assessors. Thirdly, the IAP presentation is assessed as the average scores by panellists. The weights of marking FYP assessments are 20%, 60%, and 20% for the IAP theory, performance, and presentation, respectively. Out of the total scores, trainees who attain 70%+ are recognised as competent in the IAP module.

Summative assessments are conducted for specific modules, except the IAP module. Summative assessments are conducted by three assessors as the average scores are regarded as final marks. During the assessments, the following forms are expected to be used: (a) single summative assessment form, which is used by an assessor to assess a trainee, (b) final summative assessment form, which is a compile of assessment results by three assessors. Out of the total scores, trainees who achieve 70%+ are regarded as competent in relevant modules.

In general, complimentary, and specific modules, formative assessments are conducted by relevant TVET trainers who facilitate sessions. In specific modules, trainees who achieve more than 70% of marks in formative assessments are allowed to participate in relevant summative assessments. In general and complimentary modules, trainees who achieve more than 70% of marks in all formative assessments are recognised as competent.

At the end of school years, SMs in VTCs are required to coordinate developing overall assessment reports in cooperation with trainers. To do so, two types of reports are required to be developed: (1) trainer's overall assessment report, and (2) trainee overall assessment report.

Lastly, final practical examinations are provided by NESAs at the end of school years. At independent examination centres, final practical examinations are conducted by external assessors. The process is similar to summative or integrated assessment. In other words, the examinations are conducted by three assessors as the average scores are regarded as final marks. During the examinations, the forms in summative assessments can be used. Out of the total scores, trainees who achieve 70%+ are regarded as competent in relevant TVET trade.

It is important to note that the final practical examinations might be skipped when module assessments are implemented in desirable ways. On the other hand, the final practical examinations might be strictly implemented when module assessments are appropriately implemented in VTCs. This decision is made by NESAs.

Activity 3. Portfolio Building

During CBA implementation, each TVET trainer is responsible to facilitate trainees to develop their portfolios. Because trainer portfolio is regarded as effective means in quality assurance, SMs in VTCs are expected to supervise portfolio building activities. Furthermore, trainee portfolios are used in verifications and quality inspections. These are described in the sub-chapter *4.4. Quality Assurance*.

Attached Templates:

[L15 11] Overall Assessment Plan

[L15 12] IAP Assessment Plan

[L15 13] Summative Assessment Plan

[L15 14] Formative Assessment Plan

[L15 15] IAP Assessment Report

[L15 16] Single Summative Assessment Form

[L15 17] Final Summative Assessment Form

[L15 18] Summative Assessment Summary Form

[L15 19] Formative and Summative Assessment Report

[L15 20] Trainers' Overall Assessment Report

[L15 21] Trainee Overall Assessment Report

[L15 22] Trainee Report Card

4.4. Quality Assurance

4.4.a. Technical Process

During implementing the formal TVET CBT/CBA trades in RQF Level 1-2, relevant quality assurance activities are required to be simultaneously conducted. This aims at improving the quality of TVET CBT/CBA delivery towards the educational standards described in the above sub-chapters in *4.2. Competency-based Training* and *4.3. Competency-based Assessment*. For this purpose, the CBT/CBA implementation is expected to be intervened with planned and systematic actions necessary to enhance the quality up to the standards requested in this framework. In RQF Level 1-2, necessary quality assurance activities are listed below, being divided into internal and external activities.

Table 107: Technical Processes in Quality Assurance (RQF Level 1-2)

Activities	Sub-Activities	Outputs	Specifications
1. Internal Quality Assurance	1.1. Quality Monitoring	Session Delivery Monitoring Report	Session Delivery Monitoring Checklist

		IAP Logbook and Report	IAP Monitoring Checklist
		Formative / Summative Assessment Monitoring Report	Formative / Summative Assessment Monitoring Checklist
	1.2. Internal Verification	Internal Verification Report	Internal Verification Checklist
	1.3. Internal Quality Inspection	Quality Inspection Report	Quality Standards in TVET CBT/CBA
1.4. Capacity Building, Mentoring & Coaching	Capacity Building, Mentoring & Coaching Report		
2. External Quality Assurance	2.1. Quality Inspection	Quality Inspection Report	
	2.2. External Verification	External Verification Report	External Verification Checklist

Activity 1. Internal Quality Assurance

The internal quality assurance functions to manage, coordinate, facilitate and guide TVET CBT/CBA in VTCs. In doing so, actual CBT/CBA implementations are directly monitored and verified. Also, internal quality inspections against the pre-defined standards are conducted. While the monitoring and verification activities are related to micro-quality in CBT/CBA delivery, the quality inspections are concerned of macro-quality. The monitoring, verification and inspections are followed by mentoring and coaching activities to improve the quality of TVET CBT/CBA implementation.

In the quality monitoring (1.1.), the followings are mainly monitored: (a) sessions delivery, (b) IAP implementation, and (c) formative and summative assessments. the session delivery monitoring aims at ensuring the effectiveness of teaching and learning to achieve relevant learning outcomes. In doing so, TVET CBT session delivery is required to be directly observed regarding (1) readiness of pedagogical documents, such as scheme of work, session plan, class daily and class register, and (2) session delivery itself in terms of trainer's mastery of indicative contents, teaching methodology, teaching aids, class management and conductivity of learning environment. The result of session delivery monitoring produces relevant reports in

order to enhance the effectiveness of session deliveries to achieve relevant learning outcomes.

Table 108: Session Delivery Monitoring Checklist (RQF Level 1-2)

Dimension	Checklist
1. Pedagogical Documents	1.a. Scheme of Work is followed
	1.b. Session Plan is available
	1.c. Class daily is available and filled up according to the session plan
	1.d. Class register is available (Class attendance is checked before session delivery)
2. Session Delivery	2.a. Learning place is appropriately set (Check: Organization, Safety precautions, conductivity, and readiness of resources for use)
	2.b. The trainer masters the subject (Check: Typical and relevant examples)
	2.c. Used teaching methodology is appropriate to the session (Check: Variation, Relevance, Quality of handling Questions)
	2.d. Teaching Aids/resources are used effectively (Check: Variation, Relevance, Quality, Effectiveness, Resources Handling)
	2.e. Interactivity is effective during the session
	2.f. Self- presentation (Check: work attire, hygiene, etc)
	2.g. Class management (Check: class movement, interruptions, student discipline, etc)
	2.h. Evidence gathering method is appropriate

In monitoring IAP, relevant activities are progressively followed up to ensure that trainees can gain practical competences and experience in working environments. The IAP monitoring focuses on: (1) planning, (2) supervision, and (3) reporting. At the end of IAP monitoring, relevant IAP logbooks and reports are expected to be compiled.

Table 109: IAP Monitoring Checklist (RQF Level 1-2)

Dimension	Checklist
1. Planning	1.a. Industrial attachment placement plans are in place
	1.b. Trainer supervision plans are in place

	1.c. Memorandums of Understanding of hosting institutions are in place
2. Supervision	2.a. Valid and complete students' logbooks on IAP are in place
	2.b. Valid and complete company supervisors' logbooks on IAP are in place
	2.c. Valid and complete school supervisors' logbooks on IAP are in place
3. Reporting	3.a. Marked IAP students' reports are in place
	3.b. School supervisors' IAP reports are in place
	3.c. Consolidated IAP reports are in place

Monitoring formative and summative assessments is a regular activity during the CBA process to ensure the quality of CBA. This activity emphasises on: (1) delivery, (2) tools, (3) organisation, (4) fairness, (5) assessors, (6) recording in assessments. With the monitoring results, assessment monitoring reports are required to be developed.

Table 110: Formative/Summative Assessment Monitoring Checklist (RQF Level 1-2)

Dimension	Checklist
1. Delivery	1.a. School year and term are mentioned
	1.b. Sector and Trade are mentioned
	1.c. Date of assessment is mentioned
	1.d. Module code is stated
	1.e. Type of assessment is specified
	1.f. Assessment place is mentioned
	1.g. Candidates' attendance is checked
	1.h. Invigilators/assessors are checked
	1.i. Examination papers are checked
	1.j. Venue setup is observed
	1.k. Incident cases are reported (if any)

	1.l. Comments on quality of assessment are provided
2. Tools	2.a. The assessment focuses on targeting competences specified in relevant curriculum
	2.b. The assessment criteria and/or indicators are relevant to the performance criteria
	2.c. Formative assessments are conducted
	2.d. Subsequent remedial measures, which allow trainees to complete relevant modules successfully, are conducted
	2.e. Contexts of assessment are relevant to workplace situations
	2.f. The assessment provides the trainees necessary information to carry out tasks
	2.g. The assessment includes a sufficient range of evidence (written, oral, performance, product)
	2.h. The assessment is feasible
	2.i. The final decision states 'competent' or 'not yet competent'
3. Organisation	3.a. There is an assessment schedule
	3.b. The workplace is correctly prepared
	3.c. Resources for tasks are available
	3.d. Tasks are supervised step by step
	3.e. Trainees are given clear instructions
	3.f. Trainees are given their own assessment forms
	3.g. Trainees are aware of the assessment criteria and indicators
	3.h. Assessment hours are respected
4. Fairness	4.a. All Trainees are assessed against the same competences specified in relevant curriculum
	4.b. Trainees are assessed individually
	4.c. The trainees are given the same assessment tasks
	4.d. Trainees are assessed in similar conditions
	4.e. The assessment facilities are adapted adequately to special needs

	trainees
	4.f. The language used in formulation and explanation of tasks is easy and/or simple to understand
	4.g. The trainee is given opportunities to review and/or appeal the assessment decisions
	4.h. Number of panel members is sufficient (at least three assessors)
	4.i. An external assessor from the private sector and/or industries is available out of assessors
	4.j. Assessors give feedback to trainees
5. Assessors	5.a. Panel members are qualified in the field
	5.b. Assessors are competent in <ul style="list-style-type: none"> - Creation of conducive assessment environment - Flexibility - Communication - making trainees comfortable - Body languages
	5.c. They provide solutions to problems/challenges.
6. Records	6.a. The list of assessed trainees is provided
	6.b. Trainees integrated assessment forms are provided
	6.c. The list of panel members is provided
	6.d. The report of the panel members is provided
	6.e. Assessment reports provide relevant and sufficient information
	6.f. Trainee portfolios are available until the end of the school year
	6.g. Trainer's checklists for trainee portfolios are available
	6.h. Reports cards copies are provided

Once CBT/CBA activities are monitored, trainees are required to be internally verified of their competences to be achieved in relevant TVET CBT/CBA trades. In practice, trainees are verified of their competences through verifying relevant trainer and trainee portfolios regarding whether trainees are appropriately trained and assessed with competency-based approach as guided in this framework. The verification is required to use the template to be filled, which serves as the quality checklist.

In addition to monitoring and verification, it is highly recommended to conduct internal quality inspections against the pre-defined quality standards in TVET CBT/CBA. In the inspections, qualities of various factors, such as regulations, facilities, resources, trainers, trainees, training, assessment, and other quality assurance activities, that affect TVET CBT/CBA delivery are objectively and methodically assessed. The internal quality standards in TVET CBT/CBA, which are used as inspection categories, areas, criteria, and indicators, can be flexibly and internally decided. However, the standards are recommended to follow the one in external quality inspections. Similarly, quality inspection processes, methods and activities are recommended to benchmark those in external quality inspections even though they can be internally and strategically developed. These are because the quality standards, inspection approach, and inspection process are likely to be officially regulated by competent authority. These official regulatory parts are more described in below at the part in external quality inspection.

Based on the main findings of quality monitoring, verification, and inspection, VTCs are provided capacity building, mentoring, and coaching to improve the quality of CBT/CBA delivery. Approaches in capacity building, mentoring, and coaching can be diversely and strategically developed. For example, TVET trainers and administrative staff can be trained through capacity building workshops. TVET experts can be dispatched to guide and facilitate CBT/CBA implementations in VTCs. Some VTCs can visit each other and take short-term staff exchange activities for the purpose of mutual learning. In other words, various measures are required to be creatively developed, planned, organised, and implemented in the part of mentoring and coaching to facilitate CBT/CBA implementation.

Activity 2. External Quality Assurance

The external quality assurance has a regulatory purpose to ensure the quality of TVET CBT/CBA. To do so, quality inspections, or often called quality audits, are officially done by the competent authority. Moreover, all TVET trainees are required to be verified of their achievements in competences through relevant CBT/CBA trades. This external verification process is linked to the certification process. These technical processes are described below in details.

The quality inspection is an official activity to assess VTCs' conformance to the quality standards in line with this framework. In other words, the external inspection has a general purpose to assure high-quality and relevant TVET CBT/CBA implementation in VTCs. Thus, the inspection is, not only, monitoring and evaluating TVET CBT/CBA delivery, but also regulating and guiding the quality of TVET CBT/CBA improvement.

To implement the quality inspection, the quality standards in TVET CBT/CBA are required to be officially developed in line with TVET CBT/CBA Implementation Framework. The standards are expected to be strongly connected to requirements (specifications) in CBT/CBA delivery, which are described in this framework. However, they are required to be regularly and strategically updated. A version of TVET CBT/CBA quality standards is the following.

Table 111: A Version of Quality Standards in TVET CBT/CBA (RQF Level 1-2)

Quality Category	Quality Area	Quality Criteria	Indicators	
Input	Regulations	CBC	Input 1	Availability of Validated CBC
		CBT/CBA	Input 2	Availability of Guiding Documents regarding CBT/CBA Implementation
	Facilities	Technical Workshops and Laboratories	Input 3	Availability of Technical Workshops and/or Laboratories
			Input 4	Quality of Technical Workshops and/or Laboratories
		Classrooms	Input 5	Availability of Classrooms
	Resources	Equipment, Tools and Materials	Input 6	Availability of Equipment, Furniture, Tools, Materials, ICT devices and/or softwares
			Input 7	Status of Equipment, Furniture, Tools, Materials, ICT devices and/or software
			Input 8	Availability of Personal Protective Equipment
			Input 9	Availability of Trainer & Trainee Manuals
			Input 10	Availability of Reading Materials
			Input 11	Sufficiency of Trainers
	Trainers	TVET Trainers	Input 12	Qualification of Trainers
			Input 13	Certification of Trainers
			Input 14	Availability of Technical Assistants (Workshop / Laboratories)
	Trainees	TVET Trainees	Input 15	Quality of Trainees
Process	Training	Portfolio Management	Process 1	Availability of Trainer Portfolios

		Planning	Process 2	Availability of Chronogram
			Process 3	Availability of Training Timetable
			Process 4	Availability of Scheme of Works
			Process 5	Quality of Scheme of Works
			Process 6	Availability of Handouts (for Module contents)
			Process 7	Availability of Instructions, Manuals and/or Protocols for Practical Sessions (for Module contents)
			Process 8	Availability of Session Plans
			Process 9	Quality of Session Plans
			Process 10	Availability of IAP Plans
			Implementation	Process 11	Status of Module Delivery
	Process 12	Availability of Reflection of Session		
	Process 13	Availability of IAP Completion Reports		
	Assessment	Planning	Process 14	Availability of Assessment Plans
			Process 15	Availability of IAP Assessment Plans
		Implementation	Process 16	Status of Assessment Implementation
			Process 17	Availability of Summative Assessment Reports
			Process 18	Quality of Summative Assessment Reports
			Process 19	Availability of Formative Assessment Reports
			Process 20	Quality of Formative Assessment Reports
			Process 21	Availability of IAP Assessment Reports
		Portfolio Management	Process 22	Availability of Trainee Portfolios
			Process 23	Quality of Trainee Portfolios
		Quality Assurance	Training & Assessment Monitoring	Process 24	Availability of Attendance Reports
	Process 25			Availability of Session Delivery Monitoring Reports
	Process 26			Availability of IAP Logbooks
	Process 27			Availability of Assessment Monitoring Reports
	Internal Verification		Process 28	Availability of Trainee Portfolio Verification Reports
	Internal Inspection		Process 29	Quality of Trainee Portfolio Verification Reports

The TVET CBT/CBA Quality Standards consists of the following structure: (1) quality categories, (2) quality areas, (3) quality criteria, and (4) quality indicators. Quality

categories refer to TVET input and process. Under the categories, there are quality areas. For example, quality areas in TVET inputs are (Ia) regulations, (Ib) facilities, (Ic) resources, (Id) trainers, and (If) trainees while those in TVET process are (Pa) training, (Pb) assessment, and (Pc) quality assurance. Quality criteria are positioned under quality areas. Under quality criteria, there are quality indicators, which are what VTCs are expected to be actually inspected.

With this structure, TVET CBT/CBA Quality Standards has a marking and scoring system out of 100. The overall marks are calculated by the average marks of quality categories. The marks of quality categories are computed by the average scores of relevant quality areas. The scores of quality areas are determined by the average scores of relevant quality criteria. The scores of quality criteria are assessed by the percentage of average scores in quality indicators.

Table 112: Marking and Scoring System in TVET CBT/CBA Quality Standards

Objects	Formula
Overall Marks	Average Marks in all Quality Categories
Marks in Quality Categories	Average Scores in relevant Quality Areas
Scores in Quality Areas	Average Scores in relevant Quality Criteria
Scores in Quality Criteria	(Sum of relevant Quality Indicators) divided by (Count of relevant Quality Indicators) multiply 4 multiply 100
Scores in Quality Indicators	Between 0 (the worst) and 4 (the best)

It is important to note that the TVET CBT/CBA Quality Standards and its marking/scoring system are designed with the following assumption: TVET CBT/CBA can be successfully implemented when the overall marks are more than 70. In other words, those with overall marks between 100 and 70 are evaluated as achieving reasonable quality assurance standards in TVET CBT/CBA delivery. With this assumption, the following quality levels are applied to evaluate the overall quality of TVET CBT/CBA delivery.

Table 113: Quality Levels in TVET CBT/CBA Quality Standards

Quality Levels	Overall Marks	Understanding
Excellent	100-90	Achieving reasonable quality assurance standards in TVET CBT/CBA implementation
Good	89-70	
Moderate	69-50	Achieving minimum quality assurance standards in TVET CBT/CBA implementation
Poor	49-0	Not yet achieving minimum quality assurance standards in TVET CBT/CBA implementation

With the abovementioned quality standard, the quality inspection is expected to be regularly conducted. The inspection activities are conducted the followings. Firstly, VTCs are objectively monitored and evaluated regarding their educational qualities against the pre-defined quality standards in TVET CBT/CBA. Then, the inspection results are presented as marks and scores between 1 (the worst) and 100 (the best). The marks are used to determine the quality levels of TVET CBT/CBA delivery, categorising the TVET qualities of VTCs into excellent (100-90), good (89-70), moderate (69-50), and poor (49-0). Lastly, strategic recommendations for VTCs are developed from implications of inspection results to provide the basis for VTCs' TVET CBT/CBA delivery improvement.

As far as the other external quality assurance is concerned, the external verification functions as a significant role to regulate the quality of TVET CBT/CBA. This is because the verification process provides official decisions regarding whether TVET trainees in RQF Level 3-4 are qualified to advance to the next RQF levels, and whether trainees in RQF Level 5 are qualified to register the national examination for the certification purpose. These decisions are made through verifying trainees' competences to be achieved in relevant TVET CBT/CBA trades. Thus, trainees are required to be externally verified of their competences for the certification process.

To verify trainee's achievements in competences, individual VTC trainees are reviewed of whether they are successfully trained and assessed with competency-based approach as guided in this framework. In doing so, trainer and trainee portfolios

are actually assessed against the pre-defined checklist template to verify individual trainees' competencies. Therefore, the verification process is about evaluating relevant trainer and trainee portfolios to fill up the below template to be filled. Through the evaluation, trainees who pass the checklist are regarded as qualified to advance to the next RQF levels or to register the national examination for the certification purpose.

Table 114: Verification Checklist Template (RQF Level 1-2)

Items to be Checked	Module Code and Title			

Chronogram (Yes/No)				
Module delivered based on flowchart and chronogram sequence (Yes/No)				
Status of Module Implementation During the visit (F=Finished/NYD=Not Yet Done/O=On-going)				
Scheme of Work for each Module (Yes/No)				
Number of expected assessment evidence based on Scheme of Work				
Session Plan Available (Yes/No)				
Number of Session Plan Available				
Number of available evidence in Trainer Portfolio				
Number of available evidence in Trainee Portfolio				
Content of evidence is relevant based on CBT/A Curriculum (Yes/No)				
Summative/Integrated Assessment Conducted practically based on the curriculum (Yes/No)				
Reason for not doing a practical attached				
Summative/Integrated Assessment Conducted by: Trainer Only (Yes/No)				
With Internal Assessor (Yes/No)				
With External Assessor (Yes/No)				
Assessment Final Form Available in Trainee Portfolio (Yes/No)				

Assessment Summary Form Available in Trainer Portfolio (Yes/No)						
Evidence Product Result is available for Summative/integrated Assessment (Yes/No/Some/NA =Not Applicable)						
Internal verification done (Yes/No)						
List of Trainees			Achieved Competency per Module Code and Title (C=Competent, NYC=Not Yet Competent, NE=No Evidence, D=Dropped)			
No.	Name	Trainee Portfolio Availability (Yes/No)	...	...	...	...
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
			(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)	(C, NYC, NE or D)
...

4.4.b. Operational Process

In the quality assurance process in RQF Level 1-2, the internal activities are conducted by VTCs and RTB while the external activities by NESAs. The competent authority to regulate the quality assurance activities is NESAs through its official criteria and procedures presented in the external verification and quality inspection. In accordance with the criteria and procedures, RTB is required to manage, coordinate, and guide VTCs to conduct their internal activities. These internal and external activities are regularly conducted during a school year.

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Internal Quality Assurance	1.1. Quality Monitoring (Session Delivery Monitoring Report, IAP Logbook and Report, and Formative / Summative Assessment Monitoring Report and so on)	Continuous	VTC	1.1.1. Planning 1.1.2. Implementation 1.1.3. Reporting

	1.2. Internal Verification (Internal Verification Report)	Continuous	VTC	1.2.1. Planning 1.2.2. Implementation 1.2.3. Reporting
	1.3. Internal Quality Inspection (Quality Inspection Report)	If Necessary	RTB	1.3.1. Planning 1.3.2. Implementation 1.3.3. Reporting
	1.4. Mentoring & Coaching (Mentoring and Coaching Report)	Continuous	RTB	1.4.1. Planning 1.4.2. Implementation 1.4.3. Reporting
2. External Quality Assurance	2.1. Quality Inspection (Quality Inspection Report)	Continuous	NESA	2.1.1. Planning 2.1.2. Implementation 2.1.3. Reporting
	2.2. External Verification (External Verification Report)	Continuous	NESA	2.2.1. Planning 2.2.2. Implementation 2.2.3. Reporting

Activity 1. Internal Quality Assurance

Regarding the internal quality assurance, VTCs are accountable for monitoring CBT/CBA implementation (1.1.) and verifying trainees' competences targeted in relevant TVET trades (1.2.) while RTB is for internal inspection (1.3.) and mentoring & coaching (1.4.) for the quality of CBT/CBA delivery. In VTCs, School Manager is responsible for the internal activities while Head of Department in Training Management for the external activities in RTB. They are encouraged to develop their annual quality assurance plans at the beginning of year, which is to be followed by relevant implementations and reporting.

For VTCs, the quality monitoring (1.1.) and internal verification (1.2.) are regarded as their regular duties and tasks. In monitoring, session deliveries, IAP implementation, formative / summative assessments are mainly focused although other aspects, such as trainee attendance, training material, tools, and equipment, can be strategically included depending on decisions by School Manager. More importantly, the internal verification is a necessary work for VTCs. Through the annual planning, detailed process is required to be developed, including, but not limited to, outputs, activities, methods, timeline, venue, and responsible actors. For example, monitoring session

deliveries and formative / summative assessments, and internal verifications are usually given to regular tasks of School Manager (SM) while the tasks regarding IAP are often provided to a TVET trainer or administrative staff as Workplace Learning Focal Person (WLFP). They are expected to follow the abovementioned technical process to implement the monitoring. Then, they are required to develop and submit relevant reports, in which relevant templates are attached, to School Manger. During the monitoring and verification activities, they are coordinated and supervised by School Manger through regular pedagogical meetings.

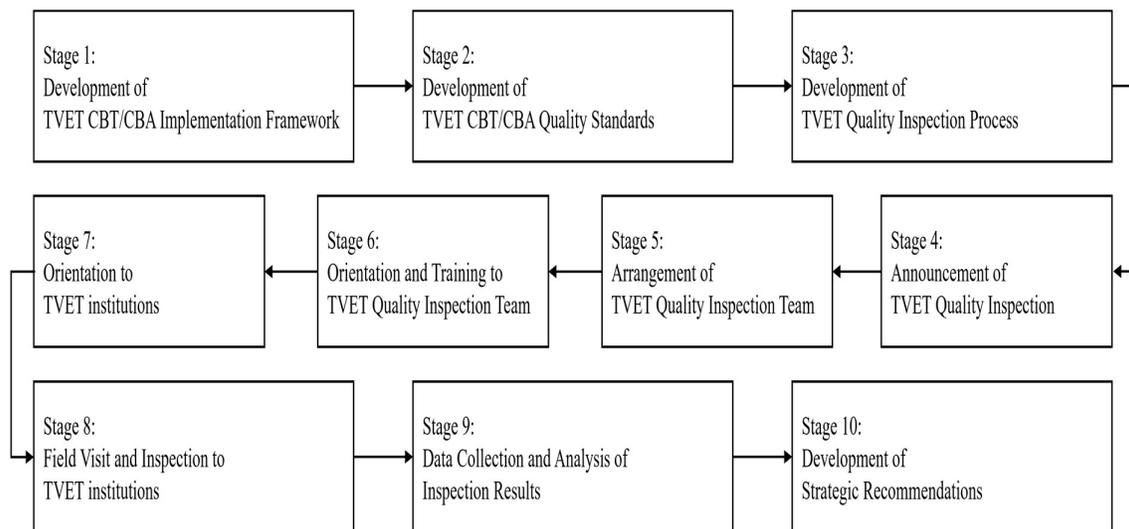
For RTB, building VTCs' CBT/CBA capacities is its clear mission. In other words, the capacity building, mentoring and coaching activities (1.4.) are RTB's duties and tasks given to its Department in Training Management. Although the internal quality inspection (1.3.) is not regarded as a duty by RTB, it is often conducted to design and implement appropriate capacity building, mentoring and coaching activities for VTCs. In this regard, the internal quality inspection is planned and implemented if necessary. However, the capacity building, mentoring and coaching activities are required to be annually planned, implemented, and reported for continuously upgrading the quality of CBT/CBA delivery in VTCs.

Activity 2. External Quality Assurance

The external quality assurance is solely implemented by NESAs which have their divisions of labour through their departments. Firstly, Basic Education and TVET Quality Standards Division is accountable for developing TVET CBT/CBA Quality Standards for the external quality inspection. Secondly, the actual implementation of quality inspection is supposed to be annually conducted by Basic Education and TVET Quality Assurance Department. Thirdly, the annual external verification is required to be done by Basic Education and TVET Examination.

As far as the quality inspection is concerned, the below figure shows the procedural steps to be implemented. As the first step, TVET CBT/CBA Implementation Framework, which refers to this document, is to be developed. Then, Basic Education and TVET Quality Standards Division is expected to develop the TVET CBT/CBA Quality Standards in line with the framework in which the specifications of quality

standards are described in the technical process part (Step 2). Furthermore, the quality inspection process and methods are required to be practically developed by Basic Education and TVET Quality Assurance Department (Step 3). In details, the process and methods are supposed to consist of how to announce inspections, how to arrange inspectors, how to orient and train inspectors, how to orient VTCs to be inspected, how to do filed visits and inspections to VTCs, how to collect and analyse data of inspection results, and how to develop strategic recommendations to VTCs. These lead to the actual implementation of quality inspection (Step 4-10).



Concerning the external verification, individual VTC trainees are required to be verified of their competences targeted in relevant TVET CBT/CBA trades. This verification is practically done by reviewing relevant trainer and trainee portfolios that present how trainees are trained and assessed. The results of external verification are directly linked to whether trainees in RQF Level 3-4 are qualified to advance to the next RQF Level and whether trainees in RQF Level 5 are qualified to register the national examination for the certification purpose. Therefore, the external verification is necessary for the TVET CBT/CBA process to be annually implemented by Basic Education and TVET Examination Department. With the verification checklist template, which is described in the technical process part and attached in this framework, the department is supposed to develop the verification process and methods, which include how to arrange verifiers, how to orient and train verifiers, how to orient VTCs

to be verified, and how to do actual verifications for VTCs. This verification planning is expected to be successfully implemented for VTCs.

Attached Templates:

- [L15 23] Session Delivery Monitoring Report
- [L15 24] IAP Trainee Logbook
- [L15 25] IAP TVET Institution Supervisor Logbook
- [L15 26] IAP Company Supervisor Logbook
- [L15 27] Assessment Monitoring Report
- [L15 28] Internal Verification Report
- [L15 29] External Verification Report

4.5. Certification

4.5.a. Technical Process

As the last stage, trainees in RQF Level 1-2 who are successfully trained, assessed, and verified to achieve competences targeted in TVET trades are officially awarded relevant TVET qualifications. Certified trainees, or graduates, are formally recognised as achieving competences against relevant competency standards in TVET trades.

Table 115: TVET Qualifications (RQF Level 1-2)

RQF Levels	Qualification Titles
2	TVET Certificate 2
1	TVET Certificate 1

4.5.b. Operational Process

In the certification process for RQF Level 1-2, distinguishing qualified trainees to be certified is a main activity, except other administrative issues, such as designing

certificates. To distinguish them properly, NESAs serve as the competent authority through external verification results. NESAs prepare, check, and approve the list of candidates to be certified. Then, certificates are signed and issued by Director General (DG), NESAs.

Table 116: Operational Process in Certification (RQF Level 1-2)

Activities	Sub-Activities (Outputs)	Due Dates	Actors	Detailed Actions
1. Certification	1.1. Certification	After National Examination	NESAs	1.1.1. Preparation of List of Candidates 1.1.2. Issue of Certificates to Candidates

LIST OF ATTACHED TEMPLATES

RQF Level 6+

- [L67 01] Self-Assessment Report
- [L67 02] Physical Verification Report
- [L67 03] Chronogram
- [L67 04] Timetable
- [L67 05] Scheme of Works
- [L67 06] Session Plan
- [L67 07] IAP Plan
- [L67 08] FYP Plan
- [L67 09] IAP Completion Report
- [L67 10] FYP Completion Report
- [L67 11] Trainer Profile
- [L67 12] Class Profile
- [L67 13] Overall Assessment Plan
- [L67 14] FYP Assessment Plan
- [L67 15] IAP Assessment Plan
- [L67 16] Summative Assessment Plan
- [L67 17] Formative/Continuous Assessment Plan
- [L67 18] FYP Assessment Report
- [L67 19] IAP Assessment Report
- [L67 20] Single Summative Assessment Form
- [L67 21] Final Summative Assessment Form
- [L67 22] Summative Assessment Summary Form
- [L67 23] Formative and Summative Assessment Report
- [L67 24] Assessment Moderation Report
- [L67 25] Trainers' Overall Assessment Report
- [L67 26] Trainee Overall Assessment Report
- [L67 27] Trainee Transcript
- [L67 28] Session Delivery Monitoring Report
- [L67 29] Module Completion Evaluation Form

[L67 30] Module Progressive Evaluation Form
[L67 31] IAP Trainee Logbook
[L67 32] IAP TVET Institution Supervisor Logbook
[L67 33] IAP Company Supervisor Logbook
[L67 34] FYP Process Evaluation Report
[L67 35] Assessment Monitoring Report
[L67 36] Internal Verification Report
[L67 37] External Verification Report

RQF Level 1-5

[L15 01] Self-Assessment Report
[L15 02] External inspection Report
[L15 03] Chronogram Template
[L15 04] Timetable Template
[L15 05] Scheme of Works Template
[L15 06] Session Plan Template
[L15 07] IAP Plan Template
[L15 08] IAP Completion Report Template
[L15 09] Trainer Profile Template
[L15 10] Class Profile Template
[L15 11] Overall Assessment Plan
[L15 12] IAP Assessment Plan
[L15 13] Summative Assessment Plan
[L15 14] Formative Assessment Plan
[L15 15] IAP Assessment Report
[L15 16] Single Summative Assessment Form
[L15 17] Final Summative Assessment Form
[L15 18] Summative Assessment Summary Form
[L15 19] Formative and Summative Assessment Report
[L15 20] Trainers' Overall Assessment Report

- [L15 21] Trainee Overall Assessment Report
- [L15 22] Trainee Assessment Report
- [L15 23] Session Delivery Monitoring Report
- [L15 24] IAP Trainee Logbook
- [L15 25] IAP TVET Institution Supervisor Logbook
- [L15 26] IAP Company Supervisor Logbook
- [L15 27] Assessment Monitoring Report
- [L15 28] Internal Verification Report
- [L15 29] External Verification Report

ANNEX. TASKFORCE MEMBERS IN TVET SUBSECTOR WORKING GROUP TASKFORCE IN CBT/CBA IMPLEMENTATION

No.	Name	Organisation	Position
1	Dr Sylvie MUCYO	RP	Vice Chancellor
2	Dipl.-Ing. Paul UMUKUNZI	RTB	Director General
3	Mr KIM Kwon Ho	KOICA	Deputy Country Director
4	Prof. MUSABE Richard	RP	Deputy Vice-Chancellor in Charge of Training, Institutional Development, and Research
5	Dipl.-Ing. Ephrem MUSONERA	IPRC Ngoma	Principal
6	Eng Emile ABAYISENGA	IPRC Musanze	Principal
7	Mr. Aimable RWAMASIRABO	RTB	Head of Department Curriculum and Instructional Material Development
8	Mr. DUSABIMANA Theodore	HEC	Head of Department- Polytechnics Quality Standards
9	Dr. NDIKUBWIMANA Theoneste	HEC	Head Of Department: Academic Quality; Accreditation; Standards and Qualification Framework
10	Dr. Gervais MUNYANZIZA	IPRC-Gishali	Deputy Principal in Charge of Academics and Training
11	Dr. Amon GASAGARA	IPRC-Huye	Deputy Principal in Charge of Academics and Training
12	Dr. Jean Claude HABUMUGISHA	IPRC-Ngoma	Deputy Principal in Charge of Academics and Training
13	Mr. Leonard MANIRAMBONA	IPRC-Karongi	Deputy Principal in Charge of Academics and Training
14	Dr. Esdras NSHIMYUMURENYI	IPRC-Musanze	Deputy Principal in Charge of Academics and Training
15	Dr. Alice IKUZWE	IPRC-Kigali	Deputy Principal in Charge of Academics and Training
16	Dr. Jean Claude HABUMUGISHA	IPRC-Ngoma	Deputy Principal in Charge of Academics and Training
17	Dr. Concorde NSENGUMUREMYI	IPRC-Kitabi	Deputy Principal in Charge of Academics and Training
18	Mr. Joseph Silvano MFINANGA	RP	Technical Advisor in Academic quality assurance and program development
19	Dr. Parfait YONGABO	RP	Division Manager in charge of Institutional Development, Applied Research and Consultancy
20	Mr. Daton Eric NGIRINSHUTI	RP	Division Manager in charge of Digital Content and Connectivity
21	Mr. Fabien HABIMANA	HEC	Analyst
22	Mr Michael RUDAHUSHA	RP	SPIU Program Manager
23	Prof. KOH Jinhyun	TQUM	Project Manager

24	Mrs. Maria Bernadette M. Ramos	TQUM	Project Leader
25	Mrs Yedidya SENZEYI Aimee	EDC	Chief of Party/BRITE
26	Mrs Hannah Kuntz	EDC	Deputy Chief of Party/BRITE
27	Mrs Anne Marie Ntwari MUKARUGAMBWA	AKAZI KANOZE	Deputy Director
28	Mr. NIYONGABO Eric	MINEDUC	Advisor to MOS for ICT & TVET
29	Mr GUMYUSENGE Jean Bosco	MINEDUC	TVET Specialist in charge of TVET Schools
30	Mr Abdallah NZABANDORA	MIFOTRA	Workplace Learning Coordinator
31	Mr. SERUHUNGO Kamanzi	RP	Advisor to Vice Chancellor
32	Mr. Jean de Dieu Mulindahabi	RP	Quality Assurance Coordination Specialist
33	Mr. BIZIYAREMYE Jean Baptiste	RP	Energy and Natural Resources Quality assurance specialist
34	Mr. Jean de Monfort UWINTWARI	RTB	CBT/CBA implementation Specialist
35	Mr NTAHONTUYE Felix	RTB	Agriculture and Animal health trades Specialist
36	Mr. Emmanuel NGENDAHI MANA	NESA	Ag. Director of TVET Trades Question Item Unit
37	Mr. Ildephonse HABIYAMBERE	NESA	School Accreditation Specialist
38	Mr. SHEMA Fred	IPRC-Gishali	Director of Academic Services
39	Mr. NTIHINYURWA Jean Bosco	IPRC-Gishari	Assistant Lecturer
40	Mr. MUSINGA MPAMBARA Callixte	IPRC-Gishari	Assistant Lecturer & HoD of Agriculture Engineering
41	Mr. NDABAMENYE Theogene	IPRC-Huye	Lecturer HoD of Civil Engineering
42	Mrs. KAYITESI Anne Marie	IPRC-Karongi	Ag. Director of Quality Assurance
43	Mr. MANIRAHARI Philogene	IPRC-Karongi	Academic Quality Assurance Officer
44	Mrs. INGABIRE Clementine	IPRC-Kigali	Ag. Director of Quality Assurance
45	Mr. SABUSHIMIKE Donatien	IPRC-Kigali	Lecturer and HoD of ICT
46	Mr. BENIMANA Jean Claude	IPRC-Kigali	Lecturer
47	Mr. JAMBO Jean D'Amour	IPRC-Kigali	Assistant Lecturer
48	Mr. HAKIZIMANA Isidore	IPRC-Kitabi	Lecturer & HoD of Nature Conservation & Assistant Lecturer & HoD of Electrical Technology
49	Mr. ISHIMWE Viviane	IPRC-Musanze	Assistant Lecturer & HoD of Mechanical Engineering
50	Mr. TUYISENGE Edmond Nicolas	IPRC-Ngoma	Trainer
51	Mrs. MUNEZERO Wivine	IPRC-Ngoma	Trainer
52	Mr. NKURANGA Jean Bosco	IPRC-Tumba	Director of Quality Assurance

53	Mr. BANANEZA Christophe	IPRC-Tumba	Assistant Lecturer
54	Mr. YOUN Young Joon	TQUM	Results and Quality Management Specialist
55	Dr. HWANG Suk	TQUM	TVET CBT/CBA Expert
56	Prof. RIM Kyung Hwa	TQUM	TVET Occupational Standards Expert
57	Dr. KIM Euikyung	TQUM	TVET Training Expert
58	Dr. LEE Byung Chul	TQUM	TVET Curriculum Development Expert
59	Prof. LEE Sang Kon	TQUM	TVET Labour market Analysis Expert
60	Dr. KANG Seon Ae	TQUM	TVET Labour market Analysis Expert
61	Mrs. JE Dabin	TQUM	Project Action Officer
62	Mr. GANZA Jean Francois Regis	TQUM	TVET Curriculum Development Specialist
63	Mr. HATEGEKIMANA Olivier	TQUM	TVET Curriculum Development Specialist
64	Mrs. DUKUZIMANA Therese	TQUM	TVET Quality Assurance Specialist
65	Mr. NIYONKURU Sylvestre	TQUM	TVET Quality Assurance Specialist
66	Mr. Aimable NZABIRINDA	TQUM	TVET Capacity Building Specialist
67	Mr. HARELIMANA Wilson	TQUM	TVET Capacity Building Specialist
68	Mr. Joseph HAKIZIMANA	TQUM	TVET M&E Specialist
69	Mr Dieudonne DUSABIMANA	KOICA	ICT Sector Program Specialist
70	Mr. Jean Baptiste BUNANI	TQUM	TVET Partnership Coordinator
74	Mr Ernest NTAGANZWA	AKAZI KANOZE	Curriculum Development & Training Coordinator
75	Mrs Gemma MUSENGENEZA	ENABEL	National Technical Advisor /TVET and WPL
76	Mr Ezekiel NGOBOKA	GIZ	Senior TVET Expert

-End of Document-

[L15 01] Self-Assessment Report

Criteria	Indicator	Yes	No	N/A	Evidence
1.1. Program Relevance	Availability of documents that identify needs of the program in the surrounding community				
1.2. Competence- based Curriculum	Availability of the officially validated competence-based curriculum for the requested program				
1.3. Technical Workshop	Availability of technical workshop for the program required in TWS at the officially validated competence-based curriculum				
1.4. Training Equipment and Tools	Availability of equipment, materials and tools required in STEL at the officially validated competence-based curriculum				
1.5. Trainer Profile	Availability of TVET trainers required in Trainer Profile at the officially validated competence-based curriculum				
1.6. Financial Resources	Availability of budget to implement the competence-based curriculum for, at least, an academic year				

Prepared by

Names:

Date:

Position:

Signature:

[L15 02] Physical/External Inspection Report

Criteria	Indicator	Yes	No	N/A	Evidence
1.1. Program Relevance	Availability of documents that identify needs of the program in the surrounding community				
1.2. Competence- based Curriculum	Availability of the officially validated competency-based curriculum for the requested program				
1.3. Technical Workshop	Availability of technical workshop for the program required in TWS at the officially validated competency-based curriculum				
1.4. Training Equipment and Tools	Availability of equipment, materials and tools required in STEL at the officially validated competency-based curriculum				
1.5. Trainer Profile	Availability of TVET trainers required in Trainer Profile at the officially validated competency-based curriculum				
1.6. Financial Resources	Availability of budget to implement the competency-based curriculum for, at least, an school year				

Recommendation based on assessment:

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Prepared by

Names:

Position:

Signature

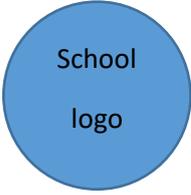
[L15 03] Chronogram Template

CHRONOGRAM																													
SECTOR:																													
SUB-SECTOR/TRADE:																													
RQF LEVEL:																													
QUALIFICATION TITLE:																													
Academic Year:																													
Weeks	DATE	CORE COMPENTENCES														COMPLEMENTARY COMPENTENCES										TOTAL HOURS/WEEK			
		SPECIFIC							GENERAL																				
		Module title							Module title																				
		Module code							Module code																				
Hours							Hours																						
Term 1																													
1																											40		
2																											40		
3																											40		
4																											40		
5																											40		
6																											40		
7																											40		
8																											40		
9																											40		
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	360		
10		SCHOOL COMPREHENSIVE ASSESSMENT																											
11																													

Term 2																													
1																												40	
2																												40	
3																												40	
4																												40	
5																												40	
6																												40	
7																												40	
8																												40	
9																												40	
10																												40	
SUB-TOTAL 2		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400	
11		DISTRICT COMPREHENSIVE ASSESSMENT																											
12		DISTRICT COMPREHENSIVE ASSESSMENT																											
Term 3																													
1		INDUSTRIAL ATTACHMENT PROGRAM																									270		
2		INDUSTRIAL ATTACHMENT PROGRAM																									270		
3		INDUSTRIAL ATTACHMENT PROGRAM																									270		
4		INDUSTRIAL ATTACHMENT PROGRAM																									270		
5																												40	
6																													40
7																													40
8																													40
9																													40
10																													40
SUB-TOTAL 3		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	240	
GRAND TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1270	
11		NATIONAL COMPREHENSIVE ASSESSMENT																											
12		NATIONAL COMPREHENSIVE ASSESSMENT																											
13		NATIONAL COMPREHENSIVE ASSESSMENT																											
End of the school year																													

Note: for level 5 the National practical and written examination is added

[L15 04] Timetable Template

	TIMETABLE				
	TERM:		TRADE:		
	WEEK:		CLASS:		
Day/ Time(Period)	Monday	Tuesday	Wednesday	Thursday	Friday
	Module code and name Trainer name	Module code and name Trainer name	Module code and name Trainer name	Module code and name Trainer name	Module code and name Trainer name
Break					
Lunch					
Break					
	Date and place: Prepared by: Name:				

[L15 05] Scheme of Work Template

SCHEME OF WORK

Sector:		Trainer:	
Trade:		School Year:	
Qualification Title:		Term:	
RQF Level:		Module details	
		Module code and title	
		Learning hours:	
		Number of Classes:	
Date:		Class Name:	

Term: 1

Weeks	Competence code and name			Learning Activities	Resources (Equipment, tools, and materials)	Evidences of formative assessment	Learning Place	Observa tion
	Learning outcome (LO)	Duration	Indicative content (IC)					
1	LO1:		IC1.1:					
			IC1.2:					
			IC1.3:					
2	LO2:		IC2.1:					
			IC2.2:					
			IC2.3:					
3	LOn:		ICn.1:					
4	Integrated Assessment (for specific module)			Task	Consumables		workshop	

Trainer's name and signature:

Term: 2

Weeks	Competence code and name			Learning Activities	Resources (Equipment, tools, and materials)	Evidences of formative assessment	Learning Place	Observation
	Learning outcome (LO)	Duration	Indicative content (IC)					
1	LO1:		IC1.1:					
			IC1.2:					
			IC1.3:					
2	LO2:		IC2.1:					
			IC2.2:					
			IC2.3:					
3	LOn:		ICn.1:					
4	Integrated Assessment (for specific module)			Task	Consumables		workshop	

Trainer's name and signature:

Term: 3

Weeks	Competence code and name			Learning Activities	Resources (Equipment, tools, and materials)	Evidences of formative assessment	Learning Place	Observation
	Learning outcome (LO)	Duration	Indicative content (IC)					
1	LO1:		IC1.1:					
			IC1.2:					
			IC1.3:					
2	LO2:		IC2.1:					
			IC2.2:					

			IC2.3:					
3	LO3:		IC3.1:					
4	Integrated Assessment (for specific module)			Task	Consumables		workshop	

Prepared by: *(Name, position and Signature)*

Verified and approved by DSMS: *(Name, position and Signature)*

[L15 06] Session Plan Template

SESSION PLAN

Sector :	Trade :	Level :	Date :
Trainer name :			School year:
			Term :
Module (Code&Name):	Week :	No. Trainees:	Class(es):
Learning Outcome			
Indicative content			
Topic of the session:			
Range:		Duration of the session:	
Objectives:			
Facilitation technique(s):			
Introduction		Resources	Duration
Trainer's activity:			
Learner's activity:			
Development/Body			
<u>Step 1:</u>			
Trainer's activity:			
Learner's activity:			
<u>Step n:</u>			
Trainer's activity:			
Learner's activity:			
Conclusion			
Summary:			
Assessment/Assignment			
Evaluation of the session:			
Cross Cutting issue:			
References:			
Appendices:			
Reflection:			

Session delivery self-reflection guide

No	Criteria	Indicator	Yes/No/Not Applicable (NA)	Comment
1	Achievement of objectives	Objectives related to Cognitive domain (Knowledge) are achieved		
		Objectives related to Psychomotor domain (Skills) are achieved		
		Objectives related to Affective domain (Attitudes) are achieved		
2	Resources	Vocational materials are effectively used		
		Teaching aids are effectively used		
3	Learning activities	Used facilitation techniques are adapted to the topic of the session		
		Learners are involved in all activities		
4	Learners understanding	Opportunities for learners to ask questions during the session are provided		
		Learners' questions are effectively handled		
		Opportunities for formative assessment are provided		
		Opportunities for receiving learners' feedback is provided		

[L15 07] IAP Plan Template

IAP Plan

NO	Activity	Timeline	Resources	Responsible
1	IAP Relevant companies identification			
2	Instruction/orientation about IAP to trainees, school and company supervisors establishment			
3	IAP Tools (Recommendation letters for IAP and Logbooks) preparation			
4	Mechanism of communication establishment			
5	Setting of the Timeline for IAP activities			
6	Expected IAP activities for trainees identification			
7	Availing Health and accidental Insurance for trainees			
8	IAP Supervision plan (Schedule for Monitoring/Visiting for trainees and logistics)			
9	Plan for receiving trainees			
10	Panelist for Interview of IAP			
11	IAP evidence gathering system establishment			
12	Availing of IAP overall report template			
13	Post –IAP activities (Appreciation letter for relevant companies, etc...)			

Done at

Date:

Prepared by (Name) WPL Focal person

[L15 08] IAP Completion Report Template

IAP Completion report

SN	Companies that hosted learners for IAP	Location of the company	Trade	Number of trainees	School supervisor's name	Challenges (trainees,School,Company)	Recommendation
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

DONE AT

Date:

Prepared by (Name)

[L15 09] Trainer Profile Template

TVET Trainer Profile

YEAR: _____

The primary purpose of this document is to provide necessary information for a TVET Trainer. This may be modified freely by the school for its own use. However, if modified, the document should continue to meet its value.

1. Trainer's Identification

Name	Family Name:	First name:		
Date Filled-up				
Sex	<input type="checkbox"/> Female	<input type="checkbox"/> Male		
Civil Status	<input type="checkbox"/> Single	<input type="checkbox"/> Married	<input type="checkbox"/> Divorced	<input type="checkbox"/> Widow/Widower
Date of Birth (dd/mm/yyyy)				
Telephone No				
Email- Address				
ID No or Passport				

2. Institution Identification

Name	Rwanda
Location	Province: District: Sector:
Institution	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Status	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Name of the school manager/Principal	
School contact	Telephone: Email:

3. Trainer's Qualifications

Title of Qualification	Program/Field of specialisation	Awarding institution	Date of graduation/completion	Evidence attached (Yes or No)
A3				
A Level (A2)				
Diploma Level (A1)				
Bachelor's				

Degree (A0)				
Master's Degree				
PHD				
Others (Specify)				

4. Work Experience (From Recent to Past)

Institution	Position Title	Status (Permanent / Contractual / Part-Time)	Duration/ Period (From ... To...) mm/yy	Core Responsibility

Current School Responsibilities Details

Sector/Department	Trade(s)/ Option	Level (Class)	Type of competences (SPECIFIC, GENERAL, COMPLEMENTARY)

5. Acquired Trainings

5.1. Pedagogical Training

Type Of Pedagogical Training (General Pedagogy, CBT/CBA, Others: Pls Specify)	Brief Description	Provider	Duration/Period (From ...To...) mm/yy	Evidence attached (Yes or No)

5.2. Technical Training/Upgrading

Training (Specific Trade)	Providing Institution	Status (Certified/ Not Certified)	Duration/Period	Evidence attached (Yes or No)

5.3. Training in Cross Cutting Modules (ICT, English, Entrepreneurship and others)

Module Title	Period and Place	Status (Certified/ Not Certified)	Providing Institution

5.4. Assessor training

Programme Title	Providing institution	Duration/ Period (From ...To...)	Status (Initial Training/ In- Progress/ Certified) *	Field of Expertise		Evidenc e (Yes/No)
				Sector	Trade(s)/ Option	

5.5. Industrial Experience or Industrial Attachment Program (From Recent to Past)

Company Name & Address	Date (From ...To...) and place	No. of days	Evidence attached (Yes or No)

6. Rate of Language Proficiency:

Poor (1) Fair (2) Good (3) Very Good (4) Excellent (5)

Language	Reading	Speaking	Writing	Listening
English				
French				
Kinyarwanda				
Swahili				

7. Computer Skills (please tick (✓) where appropriate)

Computer Skills	Poor	Good	Very Good
Ms Word			
Ms Excel			
Ms Power Point			
Internet			

Confirmation

I certify that the information given above is correct.

Trainer's Name**Signature****Date****Facilitator's Name****Signature****Date**

[L15 10] Class Profile Template

Class profile

Class Detail	
SECTOR:	
SUB-SECTOR/TRADE:	
RQF LEVEL:	
QUALIFICATION TITLE:	
Trainer:	
Academic Year:	

No of Trainees	_____ Total _____ Male _____ Female
Age	_____ 18 & below _____ above 18
Marital/Civil Status	_____ Single _____ Married _____ with Child(ren) _____ Divorced _____ Widow/Widower
Accommodation Status	_____ Boarding _____ Day
Living Condition	Living with: _____ mother and father _____ mother or father only _____ guardian _____ spouse _____ friend/roommate _____ on my own _____ Others
House Location	_____ within the District of School _____ outside the District of School
Language	Proficiency in: English _____ Reading _____ Writing _____ Speaking _____ Listening French _____ Reading _____ Writing _____ Speaking _____ Listening Kinyarwanda _____ Reading _____ Writing _____ Speaking _____ Listening Swahili _____ Reading _____ Writing _____ Speaking _____ Listening
Highest Academic Qualification	_____ 9YBE or RPL _____ Level 3/Cert 1/S4 _____ Level 4/Cert 2/S5 _____ Level 5/Cert 3/S6 _____ Level 6/ TVET Dip _____ Level 7/Adv. TVET Dip _____ Other
Working Trainee(s)	_____ Yes If No: _____ Scholars _____ Family Support
Special Medical Attention	_____ Yes Please specify:
Access to some Media/Technologies	_____ Video _____ DVD _____ Radio _____ Audio Cassette _____ Internet _____ Computer _____ TV _____ Cellphone

Training motivation

Why do you want to enrol on this training course?

What do you expect to learn from this course / training?

What is the most important thing your facilitator / trainer should know about you? E.g. personal problems, issues that might affect your study / participation in the course / training.

Implication for Trainer

_____ V _____ A _____ R _____ K

[L15 11] OVERALL ASSESSMENT PLAN

School year:

Term:

Sector:

Trade:

Level:

NO	Module (Code&name)	Type of module	LO	Type of assessment	Responsible Trainer	Number of candidates	Number of Invigilators/ Assessors	Date	Resources	Place	Time for Publication of Assessment results	Observation
1												
2												
3												
n												

Note:

- This tools is filled by Deputy Head-teacher
- The same template is used for [L15 13] Summative Assessment Plan and [L15 14] Formative Assessment Plan

Done by:

Signature:

Date: .../...../.....

[L15 12] IAP Assessment Plan

School Name:	School Address
School manager	School year
Tel Number:	
Number of departments	Number of trades:

S/N	Sector	Trade	IAP assessment	Proposed date for assessment	Resources			Place of assessment	Responsible trainer	Observation
					Tools	Materials	Equipment			
1			IAP Theory							
			Performance at workplace (Company)							
			IAP report presentation							

Note: This tools is filled by WLFP

Done by:

Signature:

Date: .../...../.....

[L15 15] IAP Assessment Report

School Name:	School Address
	School year
Number of Sectors:	Number of trades:

S/N	Sector	Trade	IAP assessment	Number of Expected candidates	Number of Attended candidates	Number of not attended candidates	Number of Passed candidates	Assessment Timeline	Assessment place	Assessors /Panellists Name	Report timeline	Challenges/Case		Responsible trainer	Observation
												Occurred	Observation		
			IAP Theory												
			Performance at workplace (Company)												
			IAP report presentation												

Note: List of candidates should be attached with gender consideration

Done aton

By:

[L15 16] Single Summative Assessment Form

Assessment Detail	
Sector:	
Sub-Sector/Trade:	
RQF level:	
Qualification Title:	
Module (Code & Name):	
Competence:	
Time of Assessment:	
Place of Assessment:	
Date:	
Candidate's Personal Detail (To be Assessed)	
Names:	
Birth Date:	

Integrated situation

Resources

Tools	
Equipment	
Materials/ Consumables	

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
Learning outcome 1: (.... %)	1.1.	Ind.1			
		Ind.n			
	1.2.	Ind.1			
		Ind.n			
Learning outcome n: (.... %)	2.1.	Ind.1			
		Ind.n			
	2.2.	Ind.1			
		Ind.n			
Total marks					
Percentage Weightage					100%
Minimum Passing line % (Aggregate): %					

Assessor:

Name	Institution	Qualification	Phone	Signature

Done on at (hour):

[L15 17] Final Summative Assessment Form

Assessment Detail	
Sector:	
Sub-Sector/Trade:	
RQF level:	
Qualification Title:	
Module (Code & Name):	
Competence:	
Time of Assessment:	
Place of Assessment:	
Date:	
Candidate's Personal Detail (To be Assessed)	
Candidate Names:	
Birth Date:	

Integrated situation

.....

Resources

Tools	
Equipment	
Materials/ Consumables	

Score:

Assessable outcomes	Internal Assessor (1)	Internal Assessor (2)	Internal Assessor (3)	Average
	Marks	Marks	Marks	
Learning outcome 1: (...%)				
Learning outcome 2: (...%)				
Learning outcome n: (...%)				
Total marks				
Percentage Weightage				

Assessors:

No.	Name	Institution	Qualification	Phone	Signature
1					
2					
3					

Done on _____, at (hour) _____

.....
Deputy School Manager in charge of Studies
(printed name and signature with school stamp)

[L15 18] Summative Assessment Summary Form

Assessment Detail	
Sector:	
Sub-Sector/Trade:	
RQF level:	
Qualification Title:	
Module (Code & Name):	
Competence:	
Time of Assessment:	
Place of Assessment:	
Date:	
Candidate's Personal Detail (To be Assessed)	
Names:	
Birth Date:	

Integrated situation

.....

.....

.....

Resources

Tools	
Equipment	
Materials/ Consumables	

Students' scores:

No	Name	Score
1		
2		
3		
4		
5		
6		
7		
8		
9		
N		

Assessors:

No.	Name	Institution	Qualification	Phone	Signature
1					
2					
3					

Done on, at (hour)

.....
Deputy School Manager in charge of Studies
(printed name and signature with school stamp)

[L15 21] Trainee Overall Assessment Report

Module Detail		Trainee's Detail	
SECTOR:		Name:	
SUB-SECTOR/TRADE:		Class:	
LEVEL:		Trainer's Detail	
CERTIFICATE TITLE:		Name:	
MODULE (Code & Name):		Additional Info	
		School Year:	
Competence:		Length of Hours:	
		Duration/Date:	

Learning outcome	Evidence of Formative/Continuous ass	F/C.A. Marks for assessment	F/C.A. Marks for Re-assessment	%	Decision	Date	Internal Verifier's remark	External Verifier's remark
L.O .1:								
L.O .2:								
L.O .3:								
L.O .4:								
L.O .n:								
Summative ass. (Written)		Score		%				
							
Summative ass. (Practical) /Integrated ass.		Score		%				
							

Done by:

Signature:

Date:.....

TOTAL:																				
PERCENTAGE																				
POSITION	.... out of ....				.... out of ....				.... out of ....				.... out of							
Class Trainer's Comments & signature:																				
Deliberation	Promoted at 1st sitting Promoted after Re-assessment Advised to Repeat Dismissed										School Manager:									

[L15 23] Session Delivery Monitoring Report

School Name:		School Year:	
Address (District, Sector):		All Sectors in a school :	
School Manager:		Sub-Sector/Trade:	
Tel Number:		RQF Level:	
E-mail:		Period:	

Name of trainer	Key Points of session delivery	Observation		Recommendation to the trainer	Way forward based on overall observation
		Strengths/ Appreciation	Weakness/ Areas need improvement		
Name of the Trainer: Department: RQF Level: Module: Topic: Date of observation:	Following of the scheme of work				
	Respecting the session plan				
	Consideration of class daily				
	Checking of class attendance			-	
	Learning environment Preparation			-	
	Mastery of subject			-	
	Teaching Methodology			-	
	Use of Teaching Aids/resources			-	
	Interactivity during the session			-	
	Trainer's self-presentation			-	
	Class management			-	
Evidence gathering			-		

Note: Session delivery monitoring form should be attached

.....
Prepared by DSMS

(Signature)

.....
Approved by School Manager

(Signature & Stamp)

Session Delivery Monitoring Form

Trainer's name:		Date:			Period:			
Sector:		Trade:		Level:		Class:		
Number of trainees:								
Module (Code & Name) conducted during class observation:								
Learning Outcome:								
Indicative Content:								
<u>Topic of the Session:</u>								
Criteria	Indicator/observation	0 <small>(Not available)</small>	1 <small>(very poor)</small>	2 <small>(poor)</small>	3 <small>(Good)</small>	4 <small>(Very good)</small>	5 <small>(Excellent)</small>	Observation
Pedagogical documents	Scheme of work is respected							
	Session plan is available and effectively followed							
	Class diary is available and up to date							
	Class attendance list is effectively used							
Session delivery	Trainer masters the subject by providing clear explanation, typical and relevant examples where needed							
	Facilitation techniques (Variation; Relevance; Quality of handling questions) is applied							
	Teaching aids are used (Variation; Relevance; Quality; Effectiveness)							
	Didactic materials are used (Variation; Relevance; Quality; Effectiveness)							
	Trainer's self-presentation (Proper work attire, appropriate use of language, appropriate use of body language)							
	Class is well managed (Handling interruptions;)							
	Learning environment is conducive (Organization; Safety precautions, Cleanliness of the learning place)							
Sub/Total								/
Strength:								
Area of improvement:								
Note: 0-21: <i>Very poor</i> 22-32: <i>Poor</i> 33-43: <i>Good</i> 44-54: <i>Very good</i> 55: <i>Excellent</i>								
General Observation: <i>Excellent:</i> <input type="checkbox"/> <i>Very good:</i> <input type="checkbox"/> <i>Good:</i> <input type="checkbox"/> <i>Poor:</i> <input type="checkbox"/> <i>Very poor:</i> <input type="checkbox"/>								

Teacher's comments:

.....

TVET Teacher's names & signature:

Evaluated by: Name, Position & Signature

Date:/...../.....

Date:/...../.....

[L15 24] IAP Trainee Logbook

TVET Trainee Logbook

TVET Industrial Attachment Programme (IAP)

Trainee identification

Name:

TVET school:

Phone:

Trade:

RTQF Level:

Trainer identification

Name:

Phone:

The TVET IAP



Dear Trainee,

Congratulations!

With this logbook in your hands, it means that you are preparing for IAP. We hope that the IAP will meet your expectations. This logbook is made to guide you throughout your IAP period.

The Trainee Logbook

In this Trainee logbook, you will find 5 different documents:

- The IAP agreement, which is an agreement between your Company and the TVET School on the types of activities you will carry out during your internship.
- The weekly report sheets that you fill-in daily to report on the activities performed and on the tools and equipment used. To help you filling-in the weekly report sheet, you can refer to your IAP. You should ask your supervisor to sign your weekly report at the end of each week.
- The attendance sheet that you have to sign every day and ask your supervisor to sign at the end of the internship.
- The Trainee interview form to guide you in preparing the interview. At the end of your internship, you will make an interview in front of, at least 2 trainers and if possible your supervisor, to report on the activities you has performed and on your IAP experience as a whole. In order to get ready for the interview, we already give you information on the assessment criteria and give you some hints on the types of questions you may be asked.
- The intern self-assessment sheet, which assess your satisfaction with the IAP period.

If you need clarifications on how to use these documents, if you are facing any problems during your internship, your trainer and school manager are available to answer your questions and problems. They are both responsible for preparing and following you up during the IAP period. So, you should not hesitate to refer to them.

Your Trainer's role and responsibilities

Your trainer has the following role and responsibilities:

- Prepare you for going on IAP
- Agree with the Company Supervisor on the IAP agreement
- Responsible to facilitate the implementation of the IAP agreement
- Will assess you at the end of the IAP period at the IAP final interview

Your School Manager/ Liaison Officer role and responsibilities

Your School Manager/ liaison officer have the following role and responsibilities:

- Procure the required insurance
- May visit you once or more to check whether your health and well-being in the company is guaranteed
- Give punishments for any misconduct

Your School wish you a lot of success in your IAP experience.

IAP Agreement

This document is completed by the Trainee and the TVET School Supervisor. The IAP program is defined along the trade's curriculum.

Instruction for the Company: the Trainee should perform at least two third of the specific competencies of the curriculum.

OBJECTIVE: TO MOBILIZE ACQUIRED COMPETENCIES ON THE WORK PLACE

Starting date _____ ending date _____

	Specific competence to implement	Activities to carry out

The IAP program is a binding part of the agreed MoU (if applicable).

Done at _____, on _____

Name and Signature

Name and Signature

School Authority

TVET Centre Supervisor

Weekly report sheet – Week 1

This weekly report sheet is to be filled every day by the Trainee, on the basis of the IAP agreed between the TVET Centre and the TVET School Supervisor. It is a tool for the Trainee to keep track on the work performed and the tools used.

It is a supporting tool for the trainer during the IAP final interview, to check the work performed and the tools used.

Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

Weekly report sheet – Week 2

Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

Weekly report sheet – Week 3



Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

Weekly report sheet – Week 4



Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

Weekly report sheet – Week 5

Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

Weekly report sheet – Week 6



Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

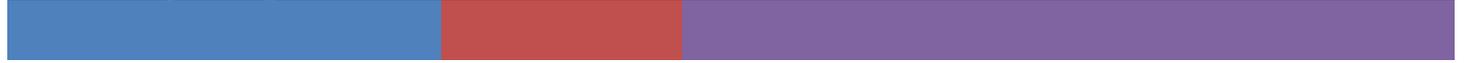
Weekly report sheet – Week 7

Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

Weekly report sheet – Week 8



Date: From _____ to _____

	Brief description of activities performed	Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of TVET School Supervisor

Trainee attendance sheet

This attendance sheet is filled in every day by the intern. The TVET School Supervisor certifies it.

Week 1	Time in	Time out	Signature	Week 2	Time in	Time out	Signature	Week 3	Time in	Time out	Signature
Mo.				Mo.				Mo.			
Tu.				Tu.				Tu.			
Wed.				Wed.				Wed.			
Th.				Th.				Th.			
Fr.				Fr.				Fr.			
Sat.				Sat.				Sat.			
Week 4				Week 5				Week 6			
Mo.				Mo.				Mo.			
Tu.				Tu.				Tu.			
Wed.				Wed.				Wed.			
Th.				Th.				Th.			
Fr.				Fr.				Fr.			
Sat.				Sat.				Sat.			
Week 7				Week 8				Week 9			

Mo.				Mo.				Mo.			
Tu.				Tu.				Tu.			
Wed.				Wed.				Wed.			
Th.				Th.				Th.			
Fr.				Fr.				Fr.			
Sat.				Sat.				Sat.			

The record of attendance above is certified correct by _____, TVET School Supervisor

Signature of TVET School Supervisor

Trainee Interview Form

At the end of the internship, you will make a short presentation along the questions mentioned here below. You have to hand in the supporting documents (the Trainee logbook and the TVET School Supervisor logbook) to your trainer at least one day before the interview.

The interview takes place at the TVET Centre. The jury is composed of at least 2 trainers and, if possible, the TVET School Supervisor.

Criterion 1: Technical competencies

Suggestions of questions

- Can you summarize the main activities of your internship?
- What equipment did you use during this internship?
- What activities planned in your IAP you did not do? Why?

The answers and the supporting documents show that the Trainee has accomplished most of the IAP (2/3 of the curriculum specific competencies) to the best of his ability.	<input type="checkbox"/> Completely satisfying (20)	<input type="checkbox"/> Sufficient (15)	<input type="checkbox"/> Insufficient (0)
The answers and the supporting documents show that the Trainee was able to adequately perform job routines and to adequately use tools and equipment.	<input type="checkbox"/> Completely satisfying (10)	<input type="checkbox"/> Sufficient (5)	<input type="checkbox"/> Insufficient (0)

Criterion 2: Attitudes

- What difficulties/challenges did you face during your internship? How did you resolve them?
- What attitudes do you think you improved during the internship?
- What activities did you do well? What did you not do well? What do you still need to improve?

The answers show that the Trainee demonstrated initiative and is able to identify his/her strengths.	<input type="checkbox"/> Completely satisfying (10)	<input type="checkbox"/> Sufficient (5)	<input type="checkbox"/> Insufficient (0)
--	---	---	---

Criterion 3: Quality of work

- Among the tasks you realized, describe in detail one of them and how you completed it.
- What was your clients/colleagues/supervisor feedback regarding this work?
- During your internship, did you complete all the tasks you were given? If not, why?

The answers show that the Trainee performed quality work.	<input type="checkbox"/> Yes (5)	<input type="checkbox"/> No (0)
---	----------------------------------	---------------------------------

Optional questions:

- What new activities did you do?
- What did you find interesting? And what is your career plan?

Supporting documents for assessing the Trainee during the interview:

- Weekly report sheet
- Attendance sheet
- TVET School Supervisor IAP evaluation form
- TVET School Supervisor facilitation form – 1 and 2

Intern Self-Assessment Sheet

Please answer the following questions honestly. This questionnaire is not part of the IAP module assessment. It will help us improving the TVET IAP and our training system.

Were your expectations met during the Internship? All Some Very few None at all

How did IAP help increase your knowledge, skills and attitudes as a Trainee? Please tick one or more.

- It sharpened my skills through consistent hands-on activities.
- It oriented me on the transition from school to work setting.
- The working environment inspired me to practice work ethics in my daily tasks.
- Others: _____

Did you encounter any of the following conditions in your workplace? Please tick the applicable items.

- Lack of safety measures.
- Poor communication and social relationship with work mates.
- Inadequate tools and equipment supply.
- Lack of supervision and help from others.
- Unclear job description;
- Tasks given were not related with my area of training.
- Lack of opportunities for professional growth.
- Failure to see dignity and value of work.
- Lack of work ethics (i.e. gossip, indiscretion, abuse of benefits, privileges, etc.)
- Lack of sense of morality among work mates
- Other conditions: _____

Did your Trainer or School Manager/ Liaison officer monitor and address your internship-related concerns?

- Always
- Sometimes
- Very rarely
- Never

What are the situations you liked most in Internship? Please tick one or more

- Applying my theoretical knowledge in practice
- Conducting similar tasks like a regular worker
- Forming camaraderie with my workmates and gaining learning experiences from them
- Others (please name them) _____

In general, rate your IAP experience and support your rating with a brief explanation.

- Excellent
- Very Good
- Sufficient
- Fair
- Poor

General comments or suggestions:

[L15 25] IAP TVET Institution Supervisor Logbook

TVET School Supervisor Logbook **TVET Industrial Attachment Programme (IAP)**

Trainee/Student identification

Name:

TVET school:

Phone:

Email Address:

Trade:

RQF Level:

Trainer/Teacher identification

Name:

Phone:

Email Address:

TVET IAP



The TVET school management team thank you for welcoming one of our Students. We hope he/she will meet your expectations. And, in any case, the School Manager/Head Teacher is available to answer your questions. The Trainer/teacher is specifically responsible for preparing and following-up the intern during the IAP period. His/her contact details are mentioned on the first page of this logbook.

THE TVET SCHOOL SUPERVISOR IAP LOGBOOK

In this TVET School supervisor logbook, you will find 4 documents.

- The IAP agreement: an agreement between the TVET School and the supervisor on the activities to be carried out by the trainee/student
- TVET School Supervisor visit form
- The TVET school supervisor IAP evaluation form: a form for the TVET School supervisor to assess the Student at the end of the IAP period
- The satisfaction questionnaire that would help us to better answer to your needs
- The trainee/Student Final IAP Report Card that will be given to the trainee if he/she finishes the IAP module

THE TVET SCHOOL SUPERVISOR ROLE

The TVET School supervisor has the following roles and responsibilities:

- Agree with the trainee/student on the IAP agreement
- Responsible to facilitate the implementation of the IAP agreement
- Assess the trainee/student at the end of the IAP period at the IAP final interview

In any case, I, the School Manager/ Head teacher, am available to answer any questions or provide clarifications on your role as TVET School supervisor or on the TVET IAP as a whole.

In the name of RTB and in our own name, we thank you again for your collaboration on the TVET IAP, and your contribution for skills development in Rwanda.

Name:

Phone:

Signature and stamp

TVET School Headteacher

TVET School IAP Evaluation Form

Read carefully the descriptions according to your experience with the Student, and then make a decision about each final statement by filling in "yes" or "no".

Yes: mostly satisfying, with some acceptable shortcomings or minor mistake.

No: clearly insufficient, with some unacceptable shortcomings or major mistakes.

TECHNICAL COMPETENCIES (20 POINTS)

Job routines	Yes	No				
The Student organizes the work station			Observations			
He/she cleans the work station and stores tools/equipment after use						
He/she knows and applies the relevant procedures and techniques						
He/she knows and respects the different stages/steps of a working process						
Final statement: The Student operates job routines in accordance with the occupational norms (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

Use of tools and equipment	Yes	No				
The Student adequately chooses and uses tools and equipment			Observations			
He/she handles tools and equipment without hesitation						
He/she uses equipment safely						
He/she maintains tools and equipment						
Final statement: The Student adequately uses the tools and equipment (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

APPROPRIATE ATTITUDE ON THE WORKPLACE (20 POINTS)

Individual attitudes	Yes	No				
The Student is punctual			Observations			
He/she is diligent						
He/she is hard working						
He/she is flexible						
He/she has a sense of responsibility						
He/she has shown some initiative						
He/she has shown a willingness to improve						
Final statement: The Student has developed the expected individual attitudes of the workplace			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Social attitudes	Yes	No				
The Student is a team-worker			Observations			
He/she has good interpersonal communication skills						

He/she has acquired some self-confidence				
Final statement: The Student has developed the required social attitudes within the workplace	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Organizational skills	Yes	No		
The Student can work according to a schedule			Observations	
He/she can plan some tasks				
He/she uses resources efficiently (without waste)				
Final statement: The Student has developed the required organizational attitudes	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Rules and regulations	Yes	No		
The Student wears personal protective equipment or any other regulation outfit. If no regulation outfit is required, he/she dresses appropriately			Observations	
He/she maintains good personal hygiene				
He/she respects hygiene, safety and security regulations in the workplace				
Final statement: The Student complies with the rules and regulations	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

QUALITY OF WORK (15 POINTS)

Final statement: The Student complies with orders from the clients or instructions from the supervisor	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The Student thoroughly pays attention to the completion of tasks	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The Student respects deadlines	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Done at _____, on _____

Name and Signature

TVET School Supervisor

Satisfaction questionnaire

This questionnaire is to be filled in by the Head teacher. It will help us to improve the IAP to ensure that we meet your needs. Please note that your answers will be treated in the strictest confidence and for the use of the TVET School only.

SATISFACTION WITH THE STUDENT

	Yes	No	
If your Company were looking to recruit a new staff, would you hire or would you recommend this intern to be hired?			Observations
Would be willing to take on our Students for the next IAP period?			
If yes, how many? _____			
If not, why? Which competencies the intern is lacking or should be reinforced? _____			

SATISFACTION WITH THE TEACHER FOLLOWING-UP THE TRAINEE AT THE WORKPLACE

	Excel- lent	good	satis- factory	poor		
The Teacher did his/her best to prepare the Student for the IAP					Observations	
The Teacher considered his/her curriculum content when drafting the IAP						
The Teacher supervised at convenient times before, during and after the IAP						
The Teacher supervision contributed positively to the IAP						
Overall, how would you describe your experience of working with the Student?					<input type="checkbox"/> Positive	<input type="checkbox"/> Negative

Satisfaction with the Headteacher / Workplace Learning Focal Person

	Excel- lent	good	satis- factory	poor		
The Headteacher/ Workplace Learning Focal Person answered to TVET School concerns during the IAP					Observations	
The Headteacher/ Workplace Learning Focal Person visited at convenient times before, during and after the IAP						
I was able to contact the Headteacher/ Workplace Learning Focal Person whenever I needed to do so						
Overall, how would you describe your experience of working with the Headteacher/ Workplace Learning Focal Person?					<input type="checkbox"/> Positive	<input type="checkbox"/> Negative

SATISFACTION WITH THE TVET IAP

Observations and ideas on how to improve the TVET IAP

Trainee/Student Final Report Card

This form is to be completed at the end of the interview by the jury, with the scores allocated by the trainer for theory assessment, the jury during the interview and the performance scores allocated by the supervisor in the supervisor's form.

Criterion: Technical competences	Indicators	Jury	Supervisor form
Minimum score = 35	The Student performed at least 2/3rd of the curriculum specific competences	0 - 15 - 20	NA
	Job routines	0 - 5 - 10	0 - 10
	Use of tools and equipment		0 - 10
	Total		/50
Criterion: Attitude on the workplace	Indicators	Jury	Supervisor form
Minimum score = 20	Individual attitudes	0 - 5 - 10	0 - 5
	Social attitudes		0 - 5
	Organizational skills	NA	0 - 5
	Rules and regulations	NA	0 - 5
	Total		/30
Criterion: Quality of work	Indicators	Jury	Supervisor form
Minimum score = 15	Respect of orders/instructions	0 - 5	0 - 5
	Completion of tasks		0 - 5
	Respect of deadlines		0 - 5
	Total		/20

IAP Module assessment report		
IAP Theory	Performance at workplace	IAP Report presentation
20% of the scored marks	60% of the scored marks	20% of the scored marks
...../20	...../60	...../20
Total Score.....		
<input type="checkbox"/> Pass <input type="checkbox"/> Fail		

Done at _____, on _____

Name and Signature stamp

TVET School Supervisor
Teacher

Name, Signature and

TVET School Head

[L15 26] IAP Company Supervisor Logbook

Company Supervisor Logbook

TVET Industrial Attachment Program (IAP)

Trainee identificationName:

TVET School:

Phone:

Trade:

RTQF Level:

Trainer identification

Name:

Phone:

Company identificationName:

Phone:

Address:

District:

Company supervisor identification
Name:

Phone:

THE TVET IAP



The TVET School Manager/Head Teacher and the whole trainers team thank you for welcoming one of our trainees as Trainee in your company. We hope he/she will meet your expectations. And, in any case, the trainer and the school manager are available to answer your questions. The trainer is specifically responsible for preparing and following-up the Trainee during the IAP period. His/her contact details are mentioned on the first page of this logbook.

The company supervisor logbook

In this company supervisor logbook, you will find 4 documents.

- The IAP agreement, an agreement between the TVET School and the Company on the activities to be carried out by the Trainee/trainee
- The company supervisor IAP evaluation form: a form for the company supervisor to assess the Trainee at the end of the IAP period
- The satisfaction questionnaire that would help us to better answer your needs
- The TVET IAP certificate that will be given to the Trainee if he/she passes the IAP module

The company supervisor role

The company supervisor has the following role and responsibilities:

- Agree with the trainer on the IAP agreement
- Responsible to facilitate the implementation of the IAP agreement
- Assess the Trainee at the end of the IAP period by filling in the Company supervisor IAP evaluation form, and *if possible* by attending the Trainee final IAP interview (not compulsory).

In any case, I, the school manager as well as the trainer in charge of your Trainee, are available to answer questions or provide clarifications on your role as company supervisor or on the TVET IAP as a whole.

In the name of RTB and in our own name, we thank you again for your collaboration on the TVET IAP, and your contribution for skills development in Rwanda.

Name

Signature and
stamp

Of the School Manager

Company Supervisor IAP Evaluation Form

Read carefully the descriptions according to your experience with the Trainee, then make a decision about each final statement by checking “yes” or “no”.

Yes: mostly satisfying, with some acceptable shortcomings or minor mistakes.

No: clearly insufficient, with some unacceptable shortcomings or major mistakes.

Technical competencies (20 points)

Job routines	Yes	No				
The Trainee organizes the work station			Observations			
He/she cleans the work station and stores tools/equipment after use						
He/she knows and applies the relevant procedures and techniques						
He/she knows and respects the different stages/steps of a working process						
Final statement: The Trainee operates job routines in accordance with the occupational norms (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

Use of tools and equipment	Yes	No				
The Trainee adequately chooses and uses tools and equipment			Observations			
He/she handles tools and equipment without hesitation						
He/she uses equipment safely						
He/she maintains tools and equipment						
Final statement: The Trainee adequately uses the tools and equipment (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

Appropriate attitude on the workplace (20 points)

Individual attitudes	Yes	No				
The Trainee is punctual			Observations			
He/she is diligent						
He/she is hard working						
He/she is flexible						
He/she has a sense of responsibility						
He/she has shown some initiative						
He/she has shown a willingness to improve						
Final statement: The Trainee has developed the expected individual attitudes of the workplace			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Social attitudes	Yes	No				
The Trainee is a team-worker			Observations			
He/she has good interpersonal communication skills						
He/she has acquired some self-confidence						
Final statement: The Trainee has developed the required social attitudes within the workplace			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Organizational skills	Yes	No				
The Trainee can work according to a schedule			Observations			
He/she can plan some tasks						
He/she uses resources efficiently (without waste)						
Final statement: The Trainee has developed the required organizational attitudes			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Rules and regulations	Yes	No				
The Trainee wears personal protective equipment or any other regulation outfit. If no regulation outfit is required, he/she dresses appropriately			Observations			
He/she maintains good personal hygiene						
He/she respects hygiene, safety and security regulations in the workplace						
Final statement: The Trainee complies with the rules and regulations			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Quality of work (15 points)

Final statement: The Trainee complies with orders from the clients or instructions from the supervisor	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The Trainee thoroughly pays attention to the completion of tasks	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The Trainee respects deadlines	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Done at _____, on _____, by _____, Company supervisor

Signature and
stamp
Company
Supervisor

SATISFACTION QUESTIONNAIRE

This questionnaire is to be filled in by the company supervisor or the company director. It will help us to improve the IAP to ensure that we meet your needs. Please note that your answers will be treated in the strictest confidence and for the use of the TVET School only.

Satisfaction with the Trainee

	Yes	No	Observations
If your company were looking to recruit a new staff, would you hire or would you recommend this Trainee to be hired?			
Would be willing to take on our trainees for the next IAP period?			
If yes, how many? And in which trades? _____			
If not, why? Which competencies the Trainee is lacking or should be reinforced? _____			

Satisfaction with the trainer following---up the Trainee

	Excellent	good	satis- factory	poor	Observations	
The trainer did his/her best to prepare the trainee for the IAP						
The trainer considered companies concerns when drafting the IAP						
The trainer visited at convenient times before, during and after the IAP						
The trainer visits contributed positively to the IAP program						
Overall, how would you describe your experience of working with the trainer?					<input type="checkbox"/> Positive <input type="checkbox"/> Negative	

Satisfaction with the school manager/ liaison officer

	Excel- lent	Good	Satis- factory	Poor	Observations	
The school manager/LO answered to companies concerns during the IAP						
The school manager/LO visited at convenient times before, during and after the IAP						
I was able to contact the school manager/LO whenever I needed to do so						
Overall, how would you describe your experience of working with the schoolmanager/ liaison officer?					<input type="checkbox"/> Positive <input type="checkbox"/> Negative	

Satisfaction with the TVET IAP

Observations and ideas on how to improve the TVET IAP

TVET IAP PARTICIPATION CERTIFICATE



To whom it may concern

This is to certify that Mr./Ms. _____ a trainee
from _____ has successfully completed IAP
in _____ (trade) at _____ From _____ to _____.

Name and Signature

School Authority

Name and Signature

Company Authority

5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	
20																	
21																	
22																	
23																	



24																	
25																	
26																	
27																	
28																	
29																	
30																	
Comments on each Module. Use a separate sheet when necessary																	

Based on the verification done:

Strengths/ Appreciation	Areas needing improvement	Recommendations/correctives suggestions

Comment(s) from Headmaster/Deputy Headmaster for Studies:



Comment(s) from Internal/external Verifier (s):

Result of the verification is hereby agreed by all parties signed bellow on this date (dd/mm/yyyy) _____ and place (School and District) _____:

Teacher's (Class Teacher/Teacher in-charge) Name & Signature: _____

No.	Internal/External Verifiers Name	Institution	Position	Phone	Email	Signature
1						
2						
3						

.....

Head Teacher

[L67 01] Self-Assessment Report

Institution:

Department:

Option:

Criteria	Indicator	Yes	No	N/A	Evidence
3.1. Program Relevance	Availability of documents that identify needs of the program in the surrounding community				
3.2. Competence- based Curriculum	Availability of the officially validated competence-based curriculum for the requested program				
3.3. Technical Workshop	Availability of technical workshop for the program required in TWS at the officially validated competence-based curriculum				
3.4. Training Equipment and Tools	Availability of equipment, materials and tools required in STEL at the officially validated competence-based curriculum				
3.5. Trainer Profile	Availability of TVET trainers required in Trainer Profile at the officially validated competence-based curriculum				
3.6. Financial Resources	Availability of budget to implement the competence-based curriculum for, at least, an academic year				

Prepared by

Date:

Names:

Position:

Signature:

[L67 02] Physical Verification Report

Criteria	Indicator	Yes	No	N/A	Evidence
3.1. Program Relevance	Availability of documents that identify needs of the program in the surrounding community				
3.2. Competence-based Curriculum	Availability of the officially validated competence-based curriculum for the requested program				
3.3. Technical Workshop	Availability of technical workshop for the program required in TWS at the officially validated competence-based curriculum				
3.4. Training Equipment and Tools	Availability of equipment, materials and tools required in STEL at the officially validated competence-based curriculum				
3.5. Trainer Profile	Availability of TVET trainers required in Trainer Profile at the officially validated competence-based curriculum				
3.6. Financial Resources	Availability of budget to implement the competence-based curriculum for, at least, an academic year				

Recommendation based on assessment:

.....

Prepared by :

Date:

Names:

Position

Signature

[L67 03] Chronogram

Chronogram																								
SECTOR:																								
DEPARTMENT:																								
PROGRAM:																								
RQF LEVEL:																								
QUALIFICATION TITLE:																								
ACADEMIC YEAR:																								
Weeks	DATE	CORE MODULES												COMPLEMENTARY COMPENTENCES								TOTAL HOURS/WEEK		
		SPECIFIC						GENERAL																
		Module title																						
		Module code																						
Hours																								
FIRST SEMESTER : FROM TO : WEEKS																								
1																								
2																								
3																								
4																								
5																								
6																								
n																								
SUB-TOTAL 1																								
SECOND SEMESTER : FROM TO : WEEKS																								
1																								
2																								
3																								
4																								
5																								
6																								
n																								
SUB-TOTAL 2																								
GRAND TOTAL																								

End of the academic year

[L67 04] Timetable

DEPARTMENT:

PROGRAM:

RQF Level:

ACADEMIC YEAR:

SEMESTER:

Training Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Eg 8:00 –8:50	<ul style="list-style-type: none"> Module code and name Trainer name and venue 	<ul style="list-style-type: none"> Module code and name Trainer name and venue 	<ul style="list-style-type: none"> Module code and name Trainer name and venue 	<ul style="list-style-type: none"> Module code and name Trainer name and venue 	<ul style="list-style-type: none"> Module code and name Trainer name and venue
Lunch break time					

Date and place:

Prepared by:

[L67 05] Scheme of Work

Sector:		Trainer:	
Department:		Academic Year:	
Qualification Title:		Semester:	
RQF Level:	Module details		
	Module code and title		
	Learning hours:		
	Number of Classes:		
Date:		Class Name:	

Semester: 1

Weeks	Competence code and name			Learning Activities	Resources (Equipment, tools, and materials)	Evidences of formative assessment (Continuous Assessment)	Learning Place	Observation
	Element of competence/Learning outcome (LO)	Duration	Performance Criteria/ Indicative content (IC)					
1	LO1:		IC1.1:					
			IC1.2:					
			IC1.3:					
2	LO2:		IC2.1:					
			IC2.2:					
			IC2.3:					
3	LOn:		ICn.1:					
4	Integrated Assessment (for specific module)			Task	Consumables		workshop	

Trainer's name and signature:

Semester: 2

Weeks	Competence code and name			Learning Activities	Resources (Equipment, tools, and materials)	Evidences of formative assessment (Continuous Assessment)	Learning Place	Observation
	Learning outcome (LO)	Duration	Indicative content (IC)					
1	LO1:		IC1.1:					
			IC1.2:					
			IC1.3:					
2	LO2:		IC2.1:					
			IC2.2:					
			IC2.3:					
3	LOn:		ICn.1:					
4	Integrated Assessment (for specific module)			Task	Consumables		workshop	

Trainer's name and signature:

Prepared by: *(Name, position and Signature)*

Verified by: *(Name, position and Signature)*

Approved by: *(Name, position and Signature)*

[L67 06] Session Plan

Trainer name :			Position :	
Department :		Program:	RQF Level :	Academic year :
Date :	Week:	Semester:	No. Student:	No. Class:
Trainer name :				Academic year: Term :
Module (Code&Name):				
Learning Outcome:				
Indicative content:			Performance criterion:	
Topic of the session:				
Range:			Duration of the session:	
Objectives:				
Facilitation technique(s):				
Introduction			Resources	Duration
Trainer's activity:				
Learner's activity:				
Development/Body				
<u>Step 1:</u>				
Trainer's activity:				
Learner's activity:				
<u>Step n:</u>				
Trainer's activity:				
Learner's activity:				
Conclusion				
Summary:				
Assessment/Assignment				
Evaluation of the session:				
References:				
Appendices:				
Reflection:				

[L67 07] IAP Plan

NO	Activity	Timeline	Resources	Responsible
1	IAP Relevant companies identification			
2	Instruction/orientation about IAP to students, school and company supervisors establishment			
3	IAP Tools (Recommendation letters for IAP and Logbooks) preparation			
4	Mechanism of communication establishment			
5	Setting of the Timeline for IAP activities			
6	Expected IAP activities for students identification			
7	Availing Health and accidental Insurance for students			
8	IAP Supervision plan (Schedule for Monitoring/Visiting for students and logistics)			
9	Plan for receiving students			
10	Panelist for Interview of IAP			
11	IAP evidence gathering system establishment			
12	Availing of IAP overall report template			
13	Post –IAP activities (Appreciation letter for relevant companies, etc...)			

Done at

Date:

Prepared by (Name) (Industry liaison Specialist)

[L67 08] FYP Plan

NO	Activity	Timeline	Resources	Responsible
1	Setting of the Timeline for FYP			
	Students' Final Year project topics approval			
2	FYP Guidelines to students and supervisors establishment			
3	Mechanism of communication establishment			
4	FYP Supervision plan			
5	FYP Report Oral presentation plan			
6	Filing system of evaluated report establishment			
7	Availing of FYP overall report template			

Done by:

Date: .../...../.....

[L67 09] IAP Completion Report

SN	Companies that hosted learners for IAP	Location of the company	Trade	Number of students	School supervisor's name	Challenges (students, School, Company)	Recommendation
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

DONE AT

Date:

Prepared by (Name) (Industry liaison Specialist

[L67 10] FYP Completion Report

Department	Program/Option	Supervisor	Nber of students under supervision	Student name	FYP Topic	Timeline for FYP	Final Year Project Result 100%	Observation

Done aton

Prepared by HoD:

Verified and approved by DAS:

[L67 11] Trainer Profile

TVET TRAINER PROFILE

The primary purpose of this document is to provide necessary academic information for a TVET Trainer. This template may be modified freely by the institution for its own use. However, if modified, the document should continue to meet its value.

1. Trainer's Identification

Name	Family Name:	First name:
Date Filled-up		
Sex	<input type="checkbox"/> Female <input type="checkbox"/> Male	
Civil Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widow/Widower	
Date of Birth (dd/mm/yyyy)		
Telephone No		
Email- Address		
ID No or Passport		

2. Institution Identification

Name of Institution	
Location	Province: District: Sector:
Name of the Principal	
Instution contact	Telephone: Email:

3. Trainer's Qualifications

Title of Qualification	Program/Field of specialisation	Awarding institution	Date of graduation/completion	Evidence attached (Yes or No)
Diploma Level (A1)				
Bachelor's Degree (A0)				
Master's Degree				
PHD				
Others (Specify)				

4. Work Experience (From Recent to Past)

Institution	Position Title	Status (Permanent / Contractual / Part-Time)	Duration/ Period (From ... To...) mm/yy	Core Responsibility

Current School Responsibilities Details

Sector/Department	Trade(s)/ Option	Level (Class)	Type of competences (SPECIFIC, GENERAL, COMPLEMENTARY)

5. Acquired Trainings

5.1. Pedagogical Training

Type Of Pedagogical Training (General Pedagogy, CBT/CBA, Others: Pls Specify)	Brief Description	Provider	Duration/Period (From ...To...) mm/yy	Evidence attached (Yes or No)

5.2. Technical Training/Upgrading

Training (Specific Trade)	Providing Institution	Status (Certified/ Not Certified)	Duration/Period	Evidence attached (Yes or No)

5.3. Training in Cross Cutting Modules (ICT, English, Entrepreneurship and others)

Module Title	Period and Place	Status (Certified/ Not Certified)	Providing Institution

5.4. Assessor training

Programme Title	Providing	Duration/ Period	Status	Field of Expertise	Evidence

	institution	(From ...To...)	(Initial Training/ In-Progress/ Certified) *	Sector	Trade(s)/ Option	(Yes/No)

5.5. Industrial Experience or Industrial Attachment Program (From Recent to Past)

Company Name & Address	Date (From ...To...) and place	No. of days	Evidence attached (Yes or No)

6. Rate of Language Proficiency: **Poor (1)** **Fair (2)** **Good (3)** **Very Good (4)** **Excellent (5)**

Language	Reading	Speaking	Writing	Listening
English				
French				
Kinyarwanda				
Swahili				

7. Computer Skills (please tick (✓) where appropriate)

Computer Skills	Poor	Good	Very Good
Ms Word			
Ms Excel			
Ms Power Point			

Internet			
----------	--	--	--

Confirmation I certify that the information given above is correct.		
Trainer's Name	Signature	Date
HoD's Name	Signature	Date

[L67 12] Class Profile]

Class Detail	
SECTOR:	
SUB-SECTOR/TRADE:	
RQF LEVEL:	
QUALIFICATION TITLE:	
Trainer:	
Academic Year:	

No of Trainees	_____ Total _____ Male _____ Female
Age	_____ 18 & below _____ above 18
Marital/Civil Status	_____ Single _____ Married _____ with Child(ren) _____ Divorced _____ Widow/Widower
Accommodation Status	_____ Boarding _____ Day
Language	Proficiency in: English __ Reading __ Writing __ Speaking __ Listening French __ Reading __ Writing __ Speaking __ Listening Kinyarwanda __ Reading __ Writing __ Speaking __ Listening Swahili __ Reading __ Writing __ Speaking __ Listening
Highest Academic Qualification	__ 9YBE or RPL __ Level 3/Cert 1/S4 __ Level 4/Cert 2/S5 __ Level 5/Cert 3/S6 __ Level 6/ TVET Dip __ Level 7/Adv TVET Dip __ Other
Working Trainee(s)	_____ Yes If No: _____ Scholars _____ Family Support
Special Medical Attention	_____ Yes Please specify:

Training Reference	
Why do you want to enrol on this training course?	
What do you expect to learn from this course / training?	
What is the most important thing your facilitator / trainer should know about you? E.g. personal problems, issues that might affect your study / participation in the course / training.	
Implication for Trainer	_____ V _____ A _____ R _____ K

[L67 13] Overall Assessment Plan

Academic year:

Semester:

Sector:

Department:

Program:

Level:

NO	Module (Code&name)	Type of module	LO	Type of assessment	Responsible Trainer	Number of candidates	Number of Invigilators/ Assessors	Date	Resou rces	Place	Time for Publication of Assessment results	Observati on
1												
2												
3												
n												

Note: The same template is used for both [L67 16] Summative Assessment Plan and [L67 17] Formative/Continuous Assessment Plan

Done by:

Date:../...../...

Signature:.....

[L67 14] FYP Assessment Plan

Academic year:

Semester:

Date:

No	Assessment	Department	Option	Expected candidates	Assessment Timeline	Assessors/Panellists name	Assessment place	Assessment tools	Report timeline	Observation
1	FYP Proposal									
2	FYP Report									
3	FYP report presentation									
4	FYP implementation evaluation									

Done by Head of Department (HoD):.....

Signature:.....

Date:

[L67 15] IAP Assessment Plan

Academic year:

Semester:

No	IAP assessment	Department	Option	Expected candidates	Assessment Timeline	Assessment place	Assessors/ PanellistsName	Report timeline	Observation
1	IAP Theory								
2	Performance at workplace (Company)								
3	IAP report presentation								

Done by Head of Department (HoD):

Signature:

Date:

[L67 18] FYP Assessment Report

Department	Program	FYP assessment	Number of Expected candidates	Number of Attended candidates	Number of Passed candidates	Assessment Timeline	Assessment place	Supervisors/ Panellists Name	Report timeline	Observation	Responsible trainer	Observation
		FYP proposal										
		Final Year Project Report										
		Final Year Project presentation										
		Project implementation Evaluation										

Done atOn

By:

[L67 19] IAP Assessment Report

IPRC Name:	Address
RQF Level	Academic year
Number of Sectors:	Number of Departments:

S/ N	Sector	Department	Program	IAP assessment	Number of Expected candidates	Number of Attended candidates	Number of not attended candidates	Number of Passed candidates	Assessment Timeline	Assessment place	Assessors/P anellists Name	Report timeline	Challenges/ Case		Responsible trainer	Obser vation
													Occurred	Observation		
				IAP Theory												
				Performance at workplace (Company)												
				IAP report presentation												

Note: List of candidates should be attached with gender consideration

Done aton

By:

[L67 20] Single Summative Assessment Form

Assessment Detail		Candidate's Personal Detail (To be Assessed)	
Department:		Names:	
Option:			
RQF LEVEL:		Birth Date:	
Qualification Title:		Registration N ^o :	
Module (Code & Name):		Phone Number:	
Competence:		E-mail:	
Time of Assessment:		Address:	
Place of Assessment:		Company Name:	
Date:		Company Address	

Integrated situation					
.....					
.....					
Resources					
Tools :					
Equipment:					
Materials/ Consumables:					
Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
Learning outcome 1: (.... %)	1.1.	Ind.1			
		Ind.2			
		Ind.3			
	1.2.	Ind.1			
		Ind.2			
		Ind.3			
Learning outcome n: (.... %)	n.1.	Ind.1			
		Ind.2			
		Ind.3			
	n.2.	Ind.1			
		Ind.2			
		Ind.3			
Total marks					
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): %					

Assessor:

Name	Institution	Qualification	Phone	Signature

Done on at (hour):

[L67 21] Final Summative Assessment Form

Assessment Detail		Candidate's Personal Detail (To be Assessed)	
Department:		Names:	
Option:			
RQF LEVEL:		Birth Date:	
Qualification Title:		Registration N ^o :	
Module (Code & Name):		Phone Number:	
Competence:		E-mail:	
Time of Assessment:		Address:	
Place of Assessment:		Company Name:	
Date:		Company Address	

Integrated situation

.....

.....

.....

Resources

Tools:	
Equipment:	
Materials/ Consumables:	

Summary of Score:

Assessable outcomes	Internal Assessor (1)	Internal Assessor (2)	Internal Assessor (3)	Average
	Marks	Marks	Marks	
Learning outcome 1: (...%)				
Learning outcome 2: (...%)				
Learning outcome 3: (...%)				
Total marks				
Percentage Weightage				

No.	Name	Institution	Qualification	Phone	Signature
1					
2					
3					

Assessors:

.....
Head of Department
(printed name and signature with school stamp)

[L67 22] Summative Assessment Summary Form

Assessment Detail		Candidate's Personal Detail (To be Assessed)	
Department:		Names:	
Option:			
RQF LEVEL:		Birth Date:	
Qualification Title:		Registration N ^o :	
Module (Code & Name):		Phone Number:	
Competence:		E-mail:	
Time of Assessment:		Address:	
Place of Assessment:		Company Name:	
Date:		Company Address	

Integrated situation

.....

Resources

Tools	
Equipment	
Materials/ Consumables	

Students Summary:

No	Name	Score %
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
N		

Assessors:

No.	Name	Institution	Qualification	Phone	Signature
1					
2					
3					

Done on, at (hour)

.....
Head of Department
(printed name and signature with school stamp)

[L67 24] Assessment Moderation Report

Sector:		Trainer:	
Department:		Academic Year:	
Program:		Semester:	
Qualification Title:		Module details	
RQF Level:		Module code and title	
Moderation Date:		Learning hours:	

SN	INDICATORS	ELEMENTS TO CHECK	YES	NO	OBSERVATION
1	Cover page format is respected	Institutional Logo is mentioned			
		Department(s) name is mentioned			
		Option(s) is mentioned			
		Module name & code are mentioned			
		Credits are mentioned			
		RTQF Level			
		Academic year is mentioned			
		Module leader name is mentioned			
		Semester is mentioned			
		Maximum marks are indicated			
		Exam duration is indicated			
		Provided instructions are clear			
2	Theoretical Questions are well formulated	Questions are appropriate to the level of the candidates			
		Marks are distributed for each questions			
		Questions are clear and non-ambiguous			
		Questions are set from simple to complex			
3	Practical question/integrated situation is well formulated <i>(components of the practical task)</i>	Context is described			
		Problem to be solved is indicated			
		Expected result is explained			
		Instructions related to tasks are clear			
		Information are provided			
		Constraints are observed			
4	Marking scheme is well prepared	Checklist related to the task is elaborated			
		Answers are correct in comparison with questions			
		Marks are distributed for each answer			
5	Relevance of assessment	Maximum marks are aligned with assessment guidelines			
		Time allocated is matching with exam questions			
		Questions are free from grammatical errors			
		Questions are reflecting the learning outcomes of the module			
		Checklist related to the task is reflecting to the learning outcomes			
		Font size 12 is applied			
		Line spacing of 1.5 is applied			
		Times New Roman Font style is applied			
Test alignment is "Justify"					
		Page numbers are inserted			

Recommendation:

Decision based on observation:

MODERATORS:				
SN	Names	Position	Phone number	signature
1.				
2.				
3.				

[L67 26] Trainee Overall Assessment Report (Overall marks per module)

Module Detail		Student's Detail	
Sector:		Name:	
Department:		Class:	
Program:		Trainer's Detail	
Level:		Name:	
Certificate title:		Position:	
Module (code & name):		Additional Info	
		Academic Year:	
Competence:		Duration (Hrs):	
		Date:	

Learning outcome	Evidence of Formative/Continuous ass	F/C.A. Marks for assessment	F/C.A. Marks for Re-assessment	%	Decision	Trainer's signature and Date	Internal Verifier's remark	External Verifier's remark
L.O .1:								
L.O .2:								
L.O .3:								
L.O .4:								
L.O .n:								
Summative ass. (Written)		Score						
	/.....						
Summative ass. (Practical) /Integrated ass.		Score						
	/.....						

Done by:

Signature:

Date:

[L67 27] Trainee Transcript

Tel: +250
 Website:
 Email:
 Province:
 District:

ACADEMIC TRANSCRIPT

Issued to:
 Surname:
 First name:
 Birth date:
 Reg. Number:
 Award:
 Class Of Award:

Department:
 Programme:

FIRST YEAR

Academic Year:				Academic Year:			
SEMESTER I				SEMESTER II			
Module code	Credits	Marks (%)	Repeat marks (%)	Module code	Credits	Marks (%)	Repeat marks (%)
Remarks:		PASS		Remarks:		PASS	

SECOND YEAR

Academic Year:				Academic Year:			
SEMESTER I				SEMESTER II			
Module code	Credits	Marks (%)	Repeat marks (%)	Module code	Credits	Marks (%)	Repeat marks (%)
Remarks:		PASS		Remarks:		PASS	

THIRD YEAR

Academic Year:				Academic Year:			
SEMESTER I				SEMESTER II			
Module code	Credits	Marks (%)	Repeat marks (%)	Module code	Credits	Marks (%)	Repeat marks (%)
Remarks:		PASS		Remarks:		PASS	

FINAL CUMULATIVE MARKS

MPA	
GPA	

GRADING SCALE

Marks Percentage Average (MPA)	Letter Grade	Grade Point	Grade Point Average (GPA)	Remark
80 and above	A	4	3.50-4.00	First Class
70-79	B	3	2.50-3.49	Second Class Upper Division
60-69	C	2	1.50-2.49	Second Class Lower Division
50-59	D	1	1.00-1.49	Pass
49 and below	F	0	0.00-0.99	Fail

Done at on/...../.....

Director of Academic Services
 (Signature)

Principal (Signature and Stamp)

[L67 28] Session Delivery Monitoring Report

Institution:	
Academic Year:	
All departments	
Sub-Sector/Trade:	
RQF Level:	
Period:	

Name of trainer	Key Points of session delivery	Observation		Recommendation to the trainer	Way forward based on overall observation
		Strengths/ Appreciation	Weakness/ Areas need improvement		
Name of the Trainer: Department: RQF Level: Module: Topic: Date of observation:	Following of the scheme of work				
	Respecting the session plan				
	Consideration of class daily				
	Checking of class attendance			-	
	Learning environment Preparation			-	
	Mastery of subject			-	
	Teaching Methodology			-	
	Use of Teaching Aids/resources			-	
	Interactivity during the session			-	
	Trainer's self-presentation			-	
	Class management			-	
Evidence gathering			-		

Note: Session delivery monitoring form should be attached

.....
Prepared by Pedagogy monitor

(Signature)

.....
Approved by DAQA

(Signature & Stamp)

Session delivery monitoring form

Period:	Trainer's name:							Date:
Sector:								
Department:								
Program:								
Level:								
Class:								
Number of students:								
Module (Code &Name) conducted during class observation:								
Learning Outcome:								
Indicative Content:								
<u>Topic of the Session:</u>								
Criteria	Indicator/observation	0 (Not available)	1 (very poor)	2 (poor)	3 (Good)	4 (Very good)	5 (Excellent)	Observation
Pedagogical documents	Scheme of work is respected							
	Session plan is available and effectively followed							
	Class diary is available and up to date							
	Class attendance list is effectively used							
Session delivery	Trainer masters the subject by providing clear explanation, typical and relevant examples where needed							
	Facilitation techniques (Variation; Relevance; Quality of handling questions) is applied							
	Teaching aids are used (Variation; Relevance; Quality; Effectiveness)							

	Didactic materials are used (Variation; Relevance; Quality; Effectiveness)							
	Trainer's self-presentation (Proper work attire, appropriate use of language, appropriate use of body language)							
	Class is well managed (Handling interruptions;)							
	Learning environment is conducive (Organization; Safety precautions, Cleanliness of the learning place)							
Sub/Total								%
Strength:								
Area of improvement:								
Note: 0-20: Very poor 21-40%: Poor 41-60%: Good 61-80%: Very good 80-100%: Excellent								
General Observation: Excellent: <input type="checkbox"/> Very good: <input type="checkbox"/> Good: <input type="checkbox"/> Poor: <input type="checkbox"/> Very poor: <input type="checkbox"/>								

Trainer's comments:

.....
.....

Trainer's names & signature:

Evaluated by: Name, Position & Signature

Date:/...../.....

Date:/...../.....

[L67 29] Module Completion Evaluation Form

Department: Program:
RTQF Level: Year of study.....Academic Year:
Semester: Module Code: Module Name:
Module leader/trainer:

S/N	Module Learning units	Status (Covered or Not covered)	Class Representative Comments
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Comments:

Checked by:

Date:

[L67 30] Module Progressive Evaluation Form

CLASS DAILY ACTIVITIES								
Department :		Option :		Level:	Year:	Date:		Semester:
Period /Time	Module name/code	Learning unit	Learning outcomes/ Topic	Activities	Arrival time	leaving time	Name of Trainer	Observation
BREAK								
LUNCH								

Class representative

Name:

Signature:

Checked by Pedagogy monitor

Name:

Signature:

TVET Student Logbook

TVET Industrial Attachment Programme (IAP)

Student identification

Name:

Phone:

IPRC:

Department:

Option/Program:

RQF Level:

Registration number:

Name of company/industry:

The TVET IAP Programme



Dear Student,

Congratulations!

With this logbook in your hands, it means that you are preparing for IAP.

We hope that the IAP will meet your expectations. This logbook is made to guide you throughout your IAP period.

THE STUDENT LOGBOOK

In this Student logbook, you will find 5 different documents:

- The IAP programme, which is an agreement between your Company and IPRC Industrial Liaison specialist on the types of activities you will carry out during your IAP.
- The weekly report sheets that you fill-in daily to report on the activities performed and on the tools and equipment used. To help you filling-in the weekly report sheet, you can refer to your IAP. You should ask your supervisor to sign your weekly report at the end of each week.
- The attendance sheet that you have to sign every day and ask your supervisor to sign at the end of the IAP.
- The student interview form to guide you in preparing the interview. At the end of your IAP, you will make an interview in front of, at least 2 trainers and if possible your supervisor, to report on the activities you have performed and on your IAP experience as a whole. In order to get ready for the interview, we already give you information on the assessment criteria and give you some hints on the types of questions you may be asked.
- The Trainee self-assessment sheet, which assess your satisfaction with the IAP period.

For any clarification needed do not hesitate to ask your company supervisor, trainer or IPRC Industrial Liaison specialist.

YOUR TRAINER'S ROLE AND RESPONSIBILITIES

Your trainer has the following role and responsibilities:

- Prepare you for going on IAP
- Agree with the IPRC Supervisor on the IAP agreement
- Responsible to facilitate the implementation of the IAP agreement
- Will assess you at the end of the IAP period at the IAP final interview

YOUR IPRC INDUSTRIAL LIAISON SPECIALIST ROLE AND RESPONSIBILITIES

Your Liaison specialist has the following role and responsibilities:

- Procure the required insurance
- May visit you once or more to check whether your health and well-being in the company is guaranteed
- Report on IAP progress.

RP wish you a lot of success in your IAP experience.

Weekly report sheet – Week 1 up to week n

This weekly report sheet is to be filled every day by the trainee, on the basis of the IAP agreed between the company and the IPRC Industrial Liaison specialist . It is a tool for the trainee to keep track on the work performed and the tools used.

It is a supporting tool for the trainer during the IAP final interview, to check the work performed and the tools used.

Date: From _____ to _____

	Brief description of activities performed	Materials, Tools, machinery, equipment and process	No. of hours per day
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total hours			

Signature of Company Supervisor

Signature of IPRC Industrial Liaison Specialist

Trainee attendance sheet

This attendance sheet is filled in by the trainee and checked every day by the company supervisor.

Week 1	Time in	Time out	Signature	Week 2	Time in	Time out	Signature	Week 3	Time in	Time out	Signature
Mo.				Mo.				Mo.			
Tu.				Tu.				Tu.			
Wed.				Wed.				Wed.			
Th.				Th.				Th.			
Fr.				Fr.				Fr.			
Sat.				Sat.				Sat.			
Week 4				Week 5				Week 6			
Mo.				Mo.				Mo.			
Tu.				Tu.				Tu.			
Wed.				Wed.				Wed.			
Th.				Th.				Th.			
Fr.				Fr.				Fr.			
Sat.				Sat.				Sat.			

Week 7				Week 8				Week 9			
Mo.				Mo.				Mo.			
Tu.				Tu.				Tu.			
Wed.				Wed.				Wed.			
Th.				Th.				Th.			
Fr.				Fr.				Fr.			
Sat.				Sat.				Sat.			

The record of attendance above is kept by _____, Company Supervisor

Signature of Company Supervisor

Trainee Interview Form

At the end of the IAP, you will make a short presentation along the questions mentioned here below. You have to hand in the supporting documents Student logbook and the company supervisor logbook to your trainer at least one day before the interview.

The interview takes place at the company. The jury is composed of at least 2 trainers and, if possible, the company supervisor.

Criterion 1: Technical competencies

Suggestions of questions

- Can you summarize the main activities of your IAP?
- What equipment did you use during this IAP?
- What activities planned in your IAP you did not do? Why?

The answers and the supporting documents show that the student has accomplished most of the IAP (2/3 of the curriculum specific competencies) to the best of his ability.	<input type="checkbox"/> Completely satisfying (20)	<input type="checkbox"/> Sufficient (15)	<input type="checkbox"/> Insufficient (0)
The answers and the supporting documents show that the student was able to adequately perform job routines and to adequately use tools and equipment.	<input type="checkbox"/> Completely satisfying (10)	<input type="checkbox"/> Sufficient (5)	<input type="checkbox"/> Insufficient (0)

Criterion 2: Attitudes

- What difficulties/challenges did you face during your IAP? How did you resolve them?
- What attitudes do you think you improved during the IAP?
- What activities did you do well? What did you not do well? What do you still need to improve?

The answers show that the student demonstrated initiative and is able to identify his/her strengths.	<input type="checkbox"/> Completely satisfying (10)	<input type="checkbox"/> Sufficient (5)	<input type="checkbox"/> Insufficient (0)
--	---	---	---

Criterion 3: Quality of work

- Among the tasks you realized, describe in detail one of them and how you completed it.
- What was your clients/colleagues/supervisor feedback regarding this work?
- During your IAP, did you complete all the tasks you were given? If not, why?

The answers show that the trainee performed quality work.	<input type="checkbox"/> Yes (5)	<input type="checkbox"/> No (0)
---	----------------------------------	---------------------------------

Optional questions:

- What new activities did you do?
- What did you find interesting? And what is your career plan?

Supporting documents for assessing the trainee during the interview:

- Weekly report sheet
- Attendance sheet
- IPRC trainer evaluation form
- IPRC trainer facilitation form – 1 and 2

Trainee Self-Assessment Sheet

Please answer the following questions honestly. This questionnaire is not part of the IAP module assessment. It will help us improving the TVET IAP and our training system.

Were your expectations met during the IAP? All Some Very few None at all

How did IAP help increase your knowledge, skills and attitudes as a trainee? Please tick one or more.

- It sharpened my skills through consistent hands-on activities.
- It oriented me on the transition from school to work setting.
- The working environment inspired me to practice work ethics in my daily tasks.
- Others: _____

Did you encounter any of the following conditions in your workplace? Please tick the applicable items.

- Lack of safety measures.
- Poor communication and social relationship with work mates.
- Inadequate tools and equipment supply.
- Lack of supervision and help from others.
- Unclear job description;
- Tasks given were not related with my area of training.
- Lack of opportunities for professional growth.
- Failure to see dignity and value of work.
- Lack of work ethics (i.e. gossip, indiscretion, abuse of benefits, privileges, etc.)
- Lack of sense of morality among work mates
- Other conditions: _____

Did your Trainer or IPRC Industrial Liaison specialist monitor and address your IAP-related concerns?

- Always
- Sometimes
- Very rarely
- Never

What are the situations you liked most in IAP? Please tick one or more

- Applying my theoretical knowledge in practice
- Conducting similar tasks like a regular worker
- Forming camaraderie with my workmates and gaining learning experiences from them
- Others (please name them) _____

In general, rate your IAP experience and support your rating with a brief explanation.

- Excellent
- Very Good
- Sufficient
- Fair
- Poor

General comments or suggestions:

[L67 32] IAP TVET Institution Supervisor Logbook

Trainer Logbook

TVET Industrial Attachment Program (IAP)

Trainee identification

Name:

Phone:

IPRC:

Department:

Option:

RQF Level:

Registration

number:

Name of

company/industry:

Trainer identification

Name:

Phone:

The TVET IAP



The RP management thank you for welcoming one of our trainees.

We hope he/she will meet your expectations. And, in any case, the IPRC principal or IPRC industrial liaison specialist is available to answer your questions.

The trainer is specifically responsible for preparing and following-up the trainee during the IAP period. His/her contact details are mentioned on the first page of this logbook.

IPRC TRAINER LOGBOOK

In this IPRC trainer logbook, you will find 4 documents.

- The IAP agreement, an agreement between the IPRC and the company on the activities to be carried out by the trainee
- The IPRC trainer IAP evaluation form, a form for the IPRC trainer to assess the trainee at the end of the IAP period
- The satisfaction questionnaire that would help us to better answer to your needs
- The IAP certificate that will be given to the trainee if he/she passes the IAP module

THE IPRC TRAINER ROLE

The IPRC trainer has the following roles and responsibilities:

- Agree with the trainee on the IAP agreement
- Responsible to facilitate the implementation of the IAP agreement
- Assess the trainee at the end of the IAP period by filling in the IPRC trainer IAP evaluation form, and *if possible* by attending the trainee final IAP interview (not compulsory)

In any case, I, the IPRC Principal, am available to answer any questions or provide clarifications on your role as IPRC trainer or on the IAP as a whole.

In the name of RP and in our own name, we thank you again for your collaboration on the TVET IAP , and your contribution for skills development in Rwanda.

Name:

Phone:

Signature and stamp

IPRC Principal

IAP Agreement

This document is completed by the trainee and the Company. The IAP is defined along the option's curriculum.

Instruction for the Company: the trainee should perform at least two third of the specific competencies of the curriculum.

OBJECTIVE: TO MOBILIZE ACQUIRED COMPETENCIES ON THE WORK PLACE

Starting date _____ **Ending date** _____

	Specific competence to implement	Activities to carry out

The IAP is a binding part of the agreed MoU (if applicable).

Done at _____, on _____

Name and Signature

Name and Signature

IPRC Authority

Company Supervisor

IPRC trainer facilitation form – 1

This form is filled in by the IPRC trainer during the first two (2) weeks along the internship program.

If it proves that the IAP is not reaching its objective, the company supervisor should inform the IPRC trainer or Industrial liaison specialist, who has the right to change the IAP agreement.

Specific competence	Activities defined in the IAP	Progress in performing activities		
		Not at all	In progress	Achieved

General observations:

Done at _____, on _____

Name and signature

Validated by the IPRC Principal

Company Supervisor

Signature and stamp

TVET IPRC trainer facilitation form – 2

This form is filled in by IPRC trainer during the last two (2) weeks along IAP.

Specific competence	Activities defined in the IAP	Progress in performing activities		
		Not at all	In progress	Achieved

General observations:

Done at _____, on _____

Name and signature

IPRC trainer

Validated by the IPRC Principal

Signature and stamp

TVET IAP Evaluation Form

Read carefully the descriptions according to your experience with the trainee, and then make a decision about each final statement by filling in “yes” or “no”.

Yes: mostly satisfying, with some acceptable shortcomings or minor mistakes.

No: clearly insufficient, with some unacceptable shortcomings or major mistakes.

TECHNICAL COMPETENCIES (20 POINTS)

Job routines	Yes	No				
The trainee organizes the work station			Observations			
He/she cleans the work station and stores tools/equipment after use						
He/she knows and applies the relevant procedures and techniques						
He/she knows and respects the different stages/steps of a working process						
Final statement: The trainee operates job routines in accordance with the occupational norms (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

Use of tools and equipment	Yes	No				
The trainee adequately chooses and uses tools and equipment			Observations			
He/she handles tools and equipment without hesitation						
He/she uses equipment safely						
He/she maintains tools and equipment						
Final statement: The trainee adequately uses the tools and equipment (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

APPROPRIATE ATTITUDE ON THE WORKPLACE (20 POINTS)

Individual attitudes	Yes	No		
The trainee is punctual			Observations	
He/she is diligent				
He/she is hard working				
He/she is flexible				
He/she has a sense of responsibility				
He/she has shown some initiative				
He/she has shown a willingness to improve				

Final statement: The trainee has developed the expected individual attitudes of the workplace	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Social attitudes	Yes	No		
The trainee is a team-worker			Observations	
He/she has good interpersonal communication skills				
He/she has acquired some self-confidence				
Final statement: The trainee has developed the required social attitudes within the workplace	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Organizational skills	Yes	No		
The trainee can work according to a schedule			Observations	
He/she can plan some tasks				
He/she uses resources efficiently (without waste)				
Final statement: The trainee has developed the required organizational attitudes	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Rules and regulations	Yes	No		
The trainee wears personal protective equipment or any other regulation outfit. If no regulation outfit is required, he/she dresses appropriately			Observations	
He/she maintains good personal hygiene				
He/she respects hygiene, safety and security regulations in the workplace				
Final statement: The trainee complies with the rules and regulations	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

QUALITY OF WORK (15 POINTS)

Final statement: The trainee complies with orders from the clients or instructions from the supervisor	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The trainee thoroughly pays attention to the completion of tasks	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The trainee respects deadlines	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Done at _____, on _____

Name and Signature

IPRC trainer

Satisfaction questionnaire

This questionnaire is to be filled in by the IPRC trainer or the TVET School Supervisor. It will help us to improve the IAP to ensure that we meet your needs. Please note that your answers will be treated in the strictest confidence and for the use of the IPRC only.

SATISFACTION WITH THE TRAINEE

	Yes	No	
If your Company were looking to recruit a new staff, would you hire or would you recommend this trainee to be hired?			Observations
Would be willing to take on our trainees for the next IAPM period?			
If yes, how many? _____			
If not, why? Which competencies the intern is lacking or should be reinforced? _____			

SATISFACTION WITH THE TRAINER FOLLOWING-UP THE TRAINEE

	Excel- lent	good	satis- factory	poor		
The trainer did his/her best to prepare the trainee for the IAP					Observations	
The trainer considered his/her curriculum content when drafting the IAP						
The trainer supervised at convenient times before, during and after the IAP						
The trainer supervision contributed positively to the IAP						
Overall, how would you describe your experience of working with the trainee					<input type="checkbox"/> Positive	<input type="checkbox"/> Negative

SATISFACTION WITH THE IPRC PRINCIPAL /INDUSTRIAL LIAISON SPECIALIST

	Excel- lent	good	satis- factory	poor		
The IPRC principal /industrial liaison specialist answered to TVET Centre concerns during the IAP					Observations	
The IPRC principal /industrial liaison specialist visited at convenient times before, during and after the IAP.						
I was able to contact the IPRC principal /industrial liaison specialist whenever I needed to do so.						
Overall, how would you describe your experience of working with IPRC principal /industrial liaison specialist					<input type="checkbox"/> Positive	<input type="checkbox"/> Negative

SATISFACTION WITH THE TVET IAP

Observations and ideas on how to improve the TVET IAP

Trainee Final Report Card

This form is to be completed at the end of the interview by the jury, with the scores allocated by the jury during the interview and the scores allocated by the supervisor in the supervisor's form.

Criterion: Technical competences	Indicators	Jury	Supervisor form
Minimum score = 35	The trainee performed at least 2/3rd of the curriculum specific competences	0 - 15 - 20	NA
	Job routines	0 - 5 - 10	0 - 10
	Use of tools and equipment		0 - 10
	Total		/50

Criterion: Attitude on the workplace	Indicators	Jury	Supervisor form
Minimum score = 20	Individual attitudes	0 - 5 - 10	0 - 5
	Social attitudes		0 - 5
	Organizational skills	NA	0 - 5
	Rules and regulations	NA	0 - 5
Total		/30	

Criterion: Quality of work	Indicators	Jury	Supervisor form
Minimum score = 15	Respect of orders/instructions	0 - 5	0 - 5
	Completion of tasks		0 - 5
	Respect of deadlines		0 - 5
	Total		/20

IAP Module Total Score		
IAP Theory	Performance at workplace	IAP Report presentation
20% of the scored marks ...../20	40% of the scored marks ...../40	40% of the scored marks ...../40
Total Score.....		
<input type="checkbox"/> Pass <input type="checkbox"/> Fail		

Name and Signature

Jury Member n°1

Name and Signature

Jury Member n°2

Name and Signature

IPRC Supervisor

TVET Internship Participation Certificate



PRIVATE SECTOR FEDERATION-PSF

TO WHOM IT MAY CONCERN

This is to certify that Mr./Ms. _____

a student from _____ has successfully completed
internship in _____ (Trade) at _____

from _____ to _____.

Members of the Jury

1.

2.

Name, Signature and stamp

IPRC Principal

[L67 33] IAP Company Supervisor Logbook

Company Supervisor Logbook

TVET Industrial Attachment Programme (IAP)

Trainee identification

Name:

Phone:

IPRC:

Department:

Option:

RQF Level:

Registration number:

Name of company/industry:

Company identification:

Name:

Phone:

Address:

District:

Company supervisor identification:

Name:

Phone:

Trainer identification

Name:

Phone:

THE TVET IAP

The Integrated Polytechnic Region College (IPRC) and the whole trainers team thank you for welcoming one of our trainees as intern in your company.

We hope he/she will meet your expectations. And, in any case, the trainer and the IPRC Industrial Liaison Specialist are available to answer your questions.

The trainer is specifically responsible for preparing and following-up the trainee during the IAP period. His/her contact details are mentioned on the first page of this logbook.

The company supervisor logbook

In this company supervisor logbook, you will find 4 documents.

- The IAP agreement, an agreement between the IPRC and the Company on the activities to be carried out by the trainee
- The company supervisor IAP evaluation form, a form for the company supervisor to assess the trainee at the end of the IAP period
- The satisfaction questionnaire that would help us to better answer your needs
- The TVET IAP certificate that will be given to the trainee if he/she passes the IAP module

The company supervisor role

The company supervisor has the following role and responsibilities:

- Agree with the trainer on the IAP agreement
- Responsible to facilitate the implementation of the IAP agreement
- Assess the trainee at the end of the IAP period by filling in the Company supervisor IAP evaluation form, and *if possible* by attending the trainee final IAP interview (not compulsory)

In any case, I, the IPRC Principal as well as the trainer in charge of your trainee, are available to answer questions or provide clarifications on your role as company supervisor or on the TVET IAP Program as a whole.

In the name of IPRC and in our own name, we thank you again for your collaboration on the TVET IAP, and your contribution for skills development in Rwanda.

Name

Signature and
stamp

IPRC Principal

COMPANY SUPERVISOR IAP EVALUATION FORM

Read carefully the descriptions according to your experience with the trainee, then make a decision about each final statement by checking “yes” or “no”.

Yes: mostly satisfying, with some acceptable shortcomings or minor mistakes.

No: clearly insufficient, with some unacceptable shortcomings or major mistakes.

Technical competencies (20 points)

Job routines	Yes	No				
The trainee organizes the work station			Observations			
He/she cleans the work station and stores tools/equipment after use						
He/she knows and applies the relevant procedures and techniques						
He/she knows and respects the different stages/steps of a working process						
Final statement: The trainee operates job routines in accordance with the occupational norms (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

Use of tools and equipment	Yes	No				
The trainee adequately chooses and uses tools and equipment			Observations			
He/she handles tools and equipment without hesitation						
He/she uses equipment safely						
He/she maintains tools and equipment						
Final statement: The trainee adequately uses the tools and equipment (with supervision)			<input type="checkbox"/> Yes	10	<input type="checkbox"/> No	0

Appropriate attitude on the workplace (20 points)

Individual attitudes	Yes	No				
The trainee is punctual			Observations			
He/she is diligent						
He/she is hard working						
He/she is flexible						
He/she has a sense of responsibility						
He/she has shown some initiative						
He/she has shown a willingness to improve						
Final statement: The trainee has developed the expected individual attitudes of the workplace			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Social attitudes	Yes	No				
The trainee is a team-worker			Observations			
He/she has good interpersonal communication skills						
He/she has acquired some self-confidence						
Final statement: The trainee has developed the required social attitudes within the workplace			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Organizational skills	Yes	No				
The trainee can work according to a schedule			Observations			
He/she can plan some tasks						
He/she uses resources efficiently (without waste)						
Final statement: The trainee has developed the required organizational attitudes			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Rules and regulations	Yes	No				
The trainee wears personal protective equipment or any other regulation outfit. If no regulation outfit is required, he/she dresses appropriately			Observations			
He/she maintains good personal hygiene						
He/she respects hygiene, safety and security regulations in the workplace						
Final statement: The trainee complies with the rules and regulations			<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Quality of work (15 points)

Final statement: The trainee complies with orders from the clients or instructions from the supervisor	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The trainee thoroughly pays attention to the completion of tasks	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0
Final statement: The trainee respects deadlines	<input type="checkbox"/> Yes	5	<input type="checkbox"/> No	0

Done at _____, on _____, by _____, Company supervisor

Signature and
stamp
Company
Supervisor

SATISFACTION QUESTIONNAIRE

This questionnaire is to be filled in by the company supervisor or the company director. It will help us to improve the IAP to ensure that we meet your needs. Please note that your answers will be treated in the strictest confidence and for the use of the IPRC only.

Satisfaction with the intern/ trainee

	Yes	No	
If your company were looking to recruit a new staff, would you hire or would you recommend this intern to be hired?			Observations
Would be willing to take on our trainees for the next IAP period?			
If yes, how many? And in which trades? _____			
If not, why? Which competencies the intern is lacking or should be reinforced? _____			

Satisfaction with the trainer following---up the intern

	Excel- lent	goo d	satis- factory	poor		
The trainer did his/her best to prepare the trainee for the IAP					Observations	
The trainer considered companies concerns when drafting the IAP						
The trainer visited at convenient times before, during and after the IAP						
The trainer visits contributed positively to the internship program						
Overall, how would you describe your experience of working with the trainer?					<input type="checkbox"/> Positive	<input type="checkbox"/> Negative

Satisfaction with the IPRC industrial liaison specialist

	Excel- lent	goo d	satis- factory	poor		
The school manager/LO answered to companies concerns during the IAP					Observations	
The school manager/LO visited at convenient times before, during and after the IAP						
I was able to contact the school manager/LO whenever I needed to do so						
Overall, how would you describe your experience of working with the school manager/ liaison officer?					<input type="checkbox"/> Positive	<input type="checkbox"/> Negative

Satisfaction with the TVET IAP

Observations and ideas on how to improve the TVET IAP

TVET IAP PARTICIPATION CERTIFICATE



TO WHOM IT MAY CONCERN

This is to certify that Mr./Ms.

a student from _____ has successfully completed

internship in _____ (Trade) at

from _____ to _____.

Members of the Jury

1.

2.

Name, Signature and stamp

Name and Signature

Name and Signature

IPRC Authority

Company Authority

[L67 34] FYP Process Evaluation Report (Per Student)

Department:

Program:

Student Registration number:

Project title:

Supervisor's name:

SN	Element	Marks	Observation
Final Year Project Proposal (20%)			
Date:			
1	Introduction	..../4 Marks	
2	Problem statement	..../4 Marks	
3	Objectives	..../4 Marks	
4	Understanding of the topic	..../4 Marks	
5	Ways to solve the problem (Methodology)	..../4 Marks	
Sub-Total marks		...../20	
Final Year Project Report (40%)			
Date:			
1	<p>Introduction:</p> <ul style="list-style-type: none"> -Definitions of key terms and concepts, -Background to the study, -Main Objective and Specific Objectives, -Research questions/Hypothesis, -Significance (i.e. Rationale) for the study i.e. Usefulness of the results, -Subdivision of the project. <p>Literature Review:</p> <ul style="list-style-type: none"> -Discussion of the various views and techniques -Presentation of currently accepted standards -Concept development (Clarity of the written expressions) 	.../ 10 Marks	
2	<p>Methodology (Also check Project Appendix for instruments:</p> <ul style="list-style-type: none"> -Instruments and -Procedures (Pertinent and Precise) -Data Analysis -Problems and Limitations -Ethical Considerations -Project management / Testing plan <p>Work Plan and Gantt Chart</p>	.../ 10 Marks	

	-Main activities indicated -Time distributed proportionately Budget -Comprehensive (i.e. Complete) -Realistic		
3	Presentation and analysis of results: - Presentation of results (e.g. percentage tables, association) - Mathematical modelling / calculations - Use of Modern Software/tools - Sketches / pictures	.../ 10 Marks	
4	General Report Presentation - Formatting, Pagination, Line spacing, Margins Clarity of the written expressions - Report outline / Grammar / Vocabulary -Acceptable style and syntax -Precision of expressions -Spelling, punctuation	.../5 marks	
5	References to standards / Design documents (Precise, Complete, Recent/Up to date)	.../2 marks	
6	Future work/ Linkage with the social, environmental or Economic Issues	.../3 marks	
Sub-Total marks		..../40	
Final Year Project Presentation (30%)			
Date:			
1.	PPT Slide organization/ presentation of the project	.../5 marks	
2.	Result Presentation (Covers the main parts of the project)	.../5 marks	
3.	Viva voice questions (provided responses are clear and precise)	.../10 marks	
4.	Time management	.../3 marks	
5.	Body language/Smartness/Confidence during presentation	.../5 marks	
6.	Attire	.../2 marks	
Sub/Total marks		..../30	
Project implementation Evaluation (Supervisor) (10%)			
1.	Project implementation	.../5 marks	
2.	Progress report	.../5 marks	
Sub-Total marks		..../10	
TOTAL: /100			

Comments from the panellists:

S/N	Comments
1.	<u>Final year Project Proposal:</u>
2.	<u>Final year Project Report:</u>
3.	<u>Final year Project Presentation:</u>
4.	<u>Project implementation Evaluation:</u>

1. Final year Project Proposal Panellist /Evaluator’s name
(Jury member):.....

Date and signature:

2. Final Year Project Report and presentation Panellist
/Evaluator’s name (Jury member):

Date and signature:

3. Project implementation Evaluation Supervisor:.....

Date and signature:

6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
Comments on each Module. Use a separate sheet when necessary																	



Based on the verification done

Comment(s) from Verifier(s):

-
-

Comment(s) from DAQA:

-
-

Result of the verification is hereby agreed by all parties signed bellow:

No.	Internal/External Verifier Name	Institution	Position	Phone	Email	Signature
1						
2						
3						

Note: (1) There should be an initial signature of coordinators/Facilitator, and verifiers in all pages of this document.

Internal/External verification done atFrom.....to.....

.....

DAQA

Attested by: (Principal's Name and signature)

STAMP of IPRC
