



MINISTRY OF EDUCATION
YOUTH & INFORMATION

—CAP—
OPERATIONS
GUIDELINES
MANUAL





***Career
Advancement
Programme***

**Operational
Guidelines
MANUAL**

Updated January 2017

This document is continuously reviewed annually.
Please ensure that refer to the most recent
version of this Guide and its
associate documents.

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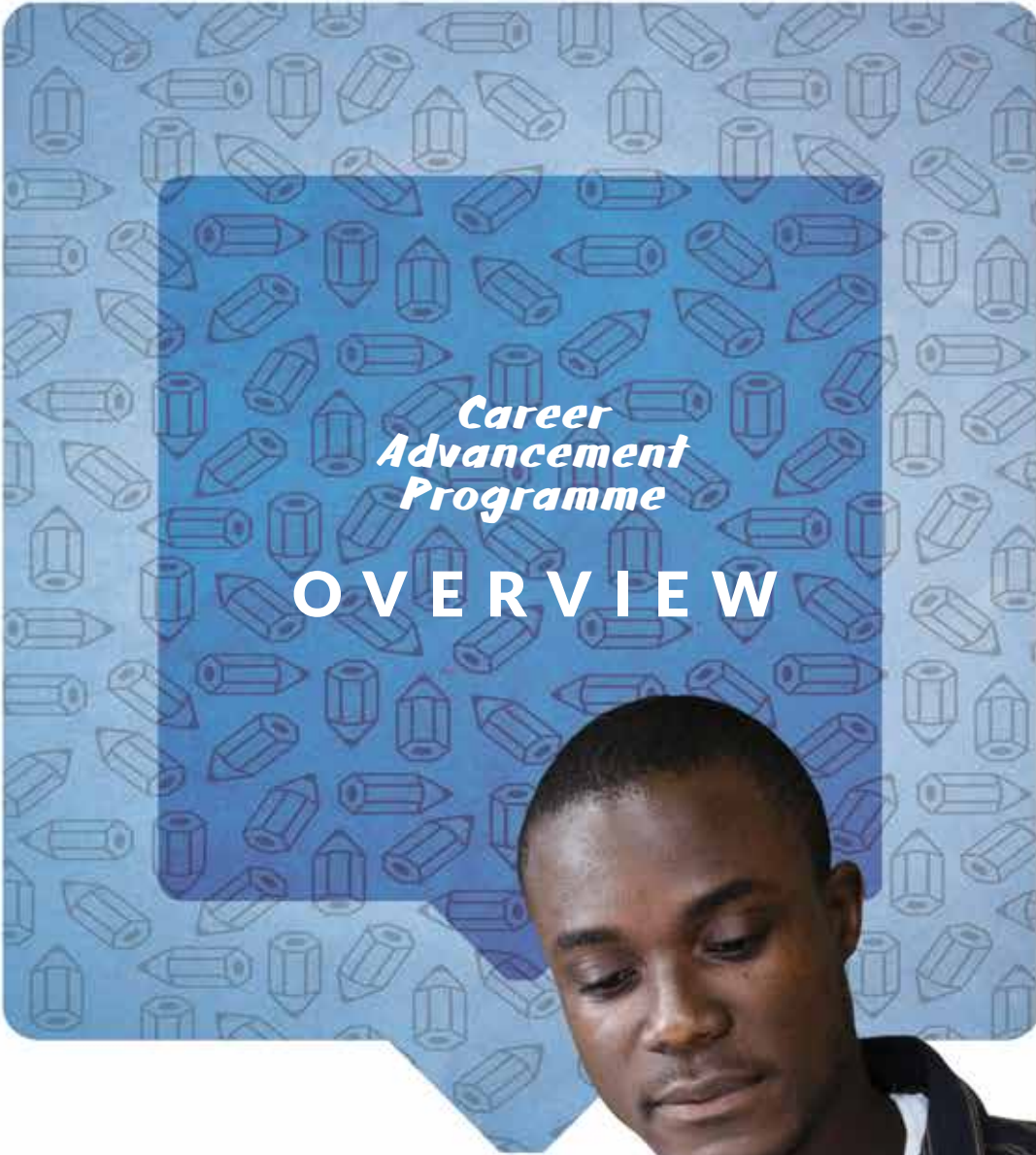
Acknowledgement

These Guidelines are provided to assist staff in educational institutions involved in the effective management, co-ordination and implementation of the Career Advancement Programme. The Guidelines were developed by personnel within the Ministry of Education, Youth and Information, Jamaica. The Technical Vocational Unit (Career Advancement Programme) acknowledges the support received in developing this document.

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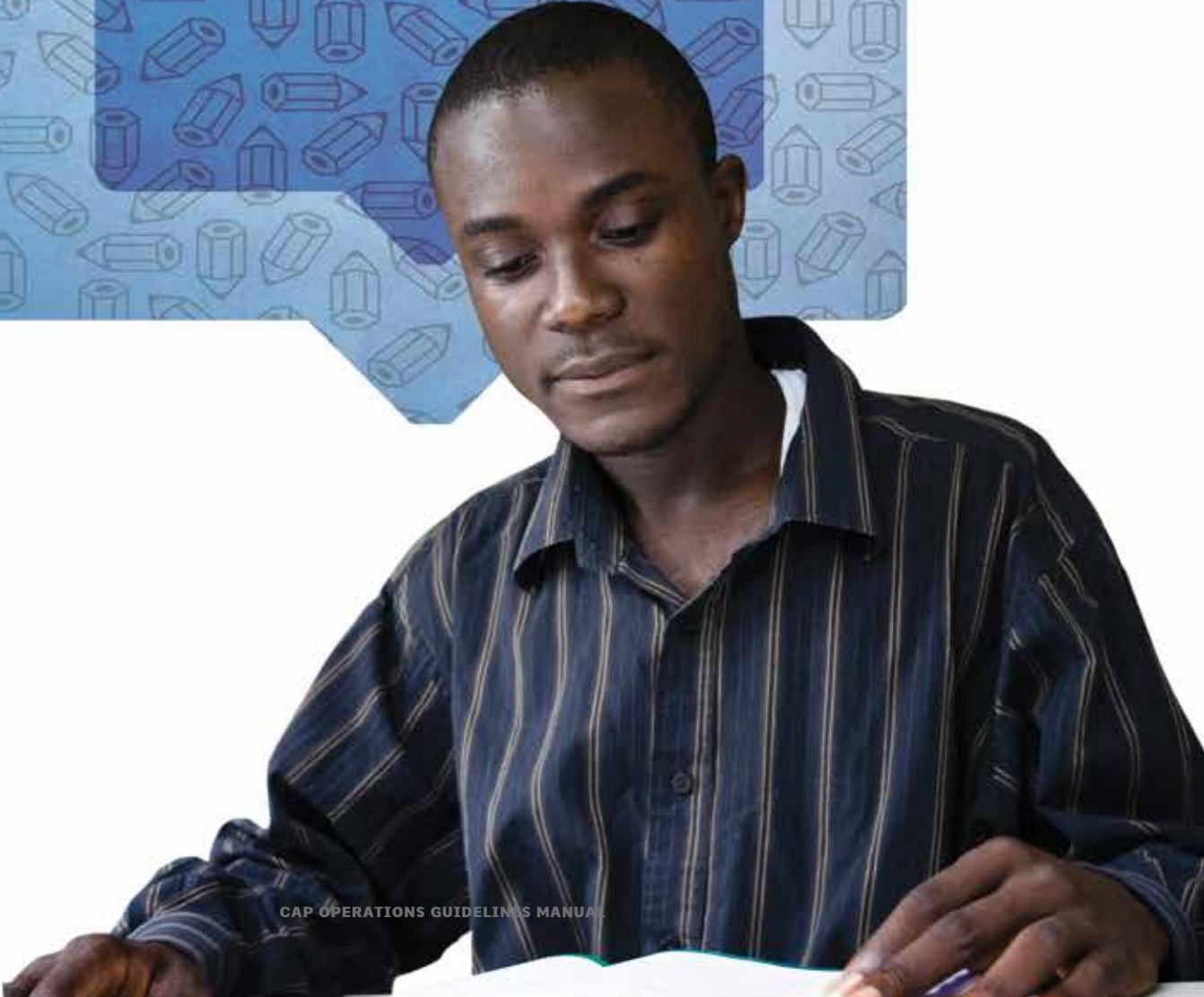
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*Career
Advancement
Programme*

OVERVIEW



CAREER ADVANCEMENT PROGRAMME - OVERVIEW



Vision Statement

Advancing Career Opportunities through Education and Skills Training

Mission Statement

Career Advancement Programme (CAP) providing opportunities for students ages 16-18 to identify, understand, choose and prepare for Careers and Occupations of their choice.

Overview

The Ministry of Education, Youth and Information through the Career Advancement Programme (CAP), consistently demonstrates its commitment to improving access to quality Technical Vocational Education and Training services in Jamaica for all students.

The expanded Grades 12 and 13 opportunities seek to target a cohort of students within the 16-18 age group with the aim of enhancing relevance, capacity, quality, access and equity.



Background

The Career Advancement Programme (CAP) was introduced in 2010 by the Ministry of Education, by the then Minister of Education, the Honourable Andrew Holness.

The programme was to assist in stemming the rising trend of students leaving high schools without the requisite qualifications as it relates to career pathways. The programme was managed under the HEART Trust/NTA from 2010 to 2013. CAP was launched on January 15, 2010 and commenced a pre-pilot phase for the period January –June 2010, with eleven schools.

A key feature was that students were placed for Work Based experience through the National Youth Service under the Apprenticeship Programme and National Service Corp. The programme treated with approximately thirty thousand (30, 000) students over the four years.

A rebranding exercise was initiated under the former Minister of Education, the Honourable Reverend Ronald Thwaites in January 2014; and was undertaken by a Technical Working Committee Chaired by Dr Cecil Cornwall co-chaired by Ms Jennifer Walker. The committees focus was on introducing an Accountability framework that would hold participating institutions management accountable

for the deliverables of the programme. During this phase, tertiary providers were also engaged on the programme. Focus was also placed on increasing the certification rate of students and as such many activities were introduced such as the annual Pre-examination Seminars.

Priority was also placed on Capacity Building for teachers in the technical areas especially with regards to the preparation and delivery of lessons using the CBET methodology. The NCTVET examination results increased from 37% to 54% over a two year period and the City & Guilds grades improved by 28% overall for the same period.

The Ministry of Education, Youth and Information has named as one of its priorities, Career Advancement and Youth Development. One initiative under this priority is the expanded Grades 12 and 13.

The Minister of Education, Senator the Honourable Ruel Reid has announced that effective September 2016 the secondary school system will be extended by two additional years, to facilitate students who need additional support to gain the necessary qualification to move on to work or higher education. It would also allow students to focus on their career pathways.

This initiative will provide students, on Secondary Pathway 1, 2 and 3, with the opportunity to enrol in a sixth form programme and select the career pathway that will make them more marketable and qualified for tertiary level education or the world of work. Students will be able to access CSEC, CAPE, NVQJ/CVQ and City and Guilds exit examinations.

CAREER ADVANCEMENT PROGRAMME - OVERVIEW

The expanded Grades 12 and 13 will be seamlessly integrated in the operations of the Secondary school system which will see the current CAP structure dissolved into the Department of Schools Services through School Operations and the Technical and Vocational Education Unit.

This expanded access, will continue to feature other educational providers to include private, public and tertiary that have the necessary systems and infrastructure in place to offer same. The current accountability framework will be used to enhance that which already exists in the schools. The National Educational Inspectorate and the School Improvement units will provide the critical quality assurance supervision. Schools/Educational providers will be asked to submit an Expression of Interest that will indicate their interest in offering skills training under the expanded Grades 12 and 13. The Expression of Interest will be reviewed and Facility Audits conducted to ascertain

whether the school/educational provider meets the prescribed standards for facilitating skills training. Students will apply to the expanded Grades 12 and 13 through an online National Registry Database. The partnering Agencies are HEART Trust/NTA, National Youth Service (NYS) and the Jamaican Foundation for Lifelong Learning (JFLL).

The HEART Trust/NTA continues to provide funds that will support the programme while the NYS will provide support through the National Service Corp and the JFLL will manage the General Stream of students who need specialised Numeracy and Literacy support. The Registered Apprenticeship Programme will provide School Based and Work Based Apprenticeship to individuals between the ages of 16-29 as an arm of the CAP.

The Career Advancement Programme (CAP) is one component of the Ministry of Education's commitment to improving access to quality education in Jamaica for all students. This new programme is being facilitated under the Compulsory Education Policy (CEP), which is to ensure that all children ages 3-18 are attached to, and attending structured learning/education and training programmes appropriate to their age and development.

The CEP will seek to address such issues as:

- i) Mandatory attendance;
- ii) Regulation of programmes;
- iii) Raising of students' performance levels to international standards; and
- iv) Preparation of students for the world of work.

The CAP will feature:

- The creation of a "Senior School", with Grades 12 & 13, as extension of the existing secondary/high school system.
- Education & Training, Technical Vocational specialization programmes customized to meet the student's career choices.
- Training and exposure to life-coping skills; personal development; civics; personal & national values; law & order; and good citizenship.
- Job attachment/work experience/apprenticeship to obtain hands on exposure to the world of work.
- Career counselling, coaching and preparation for related jobs/occupations.
- Customized learning support materials (e.g., learning manuals and teachers' guides).



Classification of Opportunities

The categories are outlined below:

Traditional 6th form Opportunity –

For those students whom have been enrolled in the schools traditional sixth (6th) form and are pursuing the Caribbean Advanced Proficiency Examinations (CAPE). This opportunity gives learners the option to pursue CAPE OR NCTVET programmes. The options given by the institutions can allow the students to achieve dual certification. This opportunity is designed to include the skill component and critical core areas that will assist the students in their personal and professional development. These students would choose one of the skill courses based on the alignment of their regular course of study. This area of opportunity is aligned to secondary schools that have registered and established sixth form programmes.

Technical Opportunity A –

This opportunity is designed for those students who are pursuing technical oriented vocations and have the aptitude for the same. These students would have attained a pass or greater in at least one CSEC subject or its equivalent (Maths, English, P.O.B., P.O.A, Geography, or any Science subject) in the Caribbean Secondary Examinations Council (CSEC) or its equivalent. Additionally, students who received a four (4) in Mathematics and/or English ONLY will be able to redo the subject(s) at an approved CSEC centre in a bid to be successful in the subject. They will also pursue a TVET course at either Level one or two in addition to the prescribed mandatory core areas. This area of opportunity is aligned to secondary schools plus other educational institutions that identify students with the need for same.

CAREER ADVANCEMENT PROGRAMME - OVERVIEW

Technical Opportunity B –

This opportunity is designed for those students who are pursuing technical oriented vocations and have the aptitude for the same. These students would have attained the minimum score of 25 in the HEART Diagnostic Test in both Mathematics and English. Additionally, students will pursue both Mathematics and English in the City and Guilds examinations. They will pursue a TVET course at either Level one or two in addition to the prescribed mandatory core areas. This area of opportunity will be aligned to secondary schools plus other educational institutions that identify students with the need for same.

General Opportunity –

This opportunity is designed for those students who would not have attained the minimum score of 25 in the HEART Diagnostic Test in both Mathematics and English and would need further Literacy and Numeracy preparation before they can make their vocational choices with any level of confidence or certainty. This includes students who will need some form of upgrading before they can access any of the opportunities stated above. These students will be referred for the necessary assistance to develop their numeracy and literacy skills.



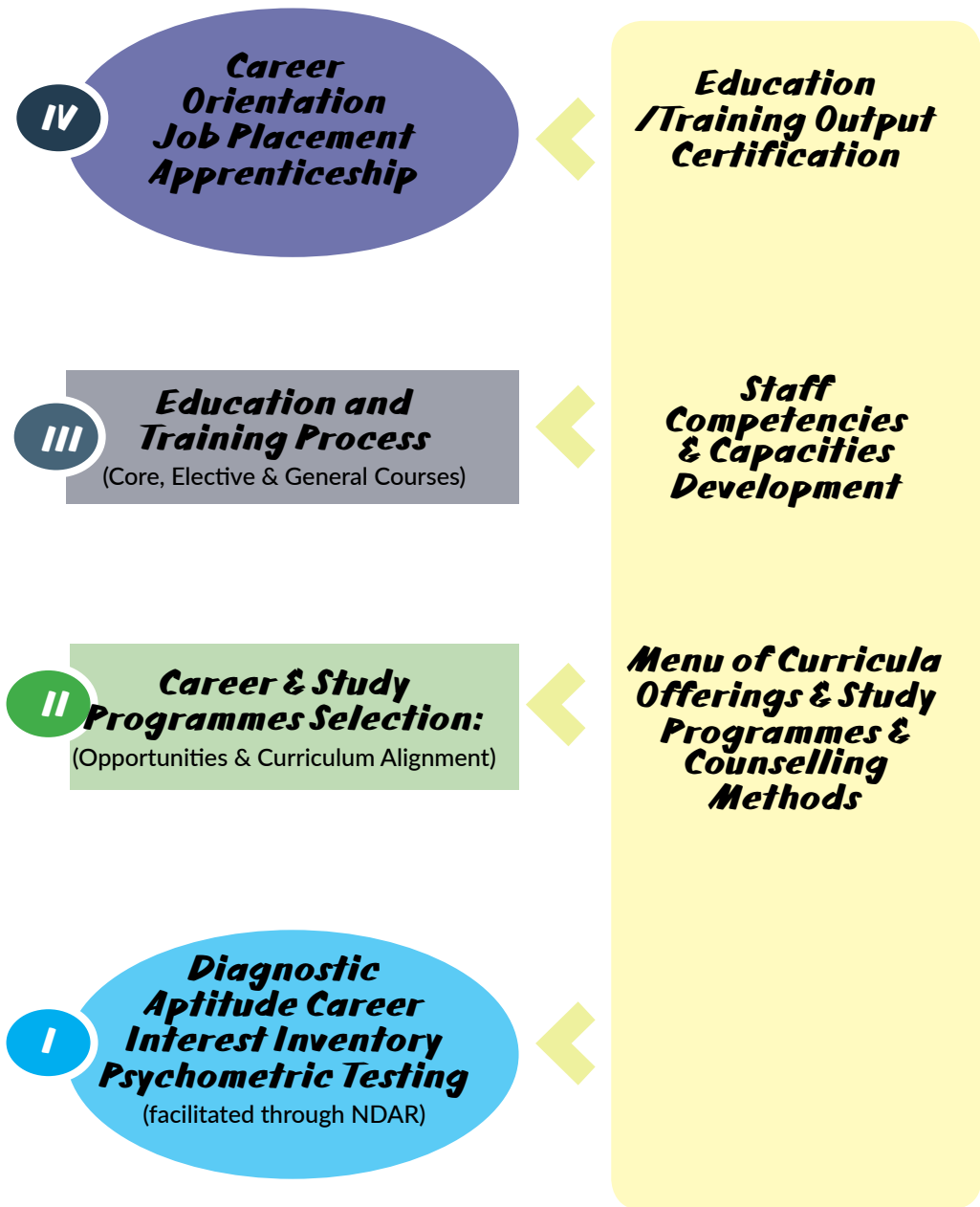
The Career Advancement Programme (CAP) is developed over four phases, as indicated by the diagram below:

Programme Structure

CAP PHASES

CAP DEVELOPMENT FEATURES

CAP SUPPORT SYSTEMS



CAREER ADVANCEMENT PROGRAMME - PROGRAMME STRUCTURE

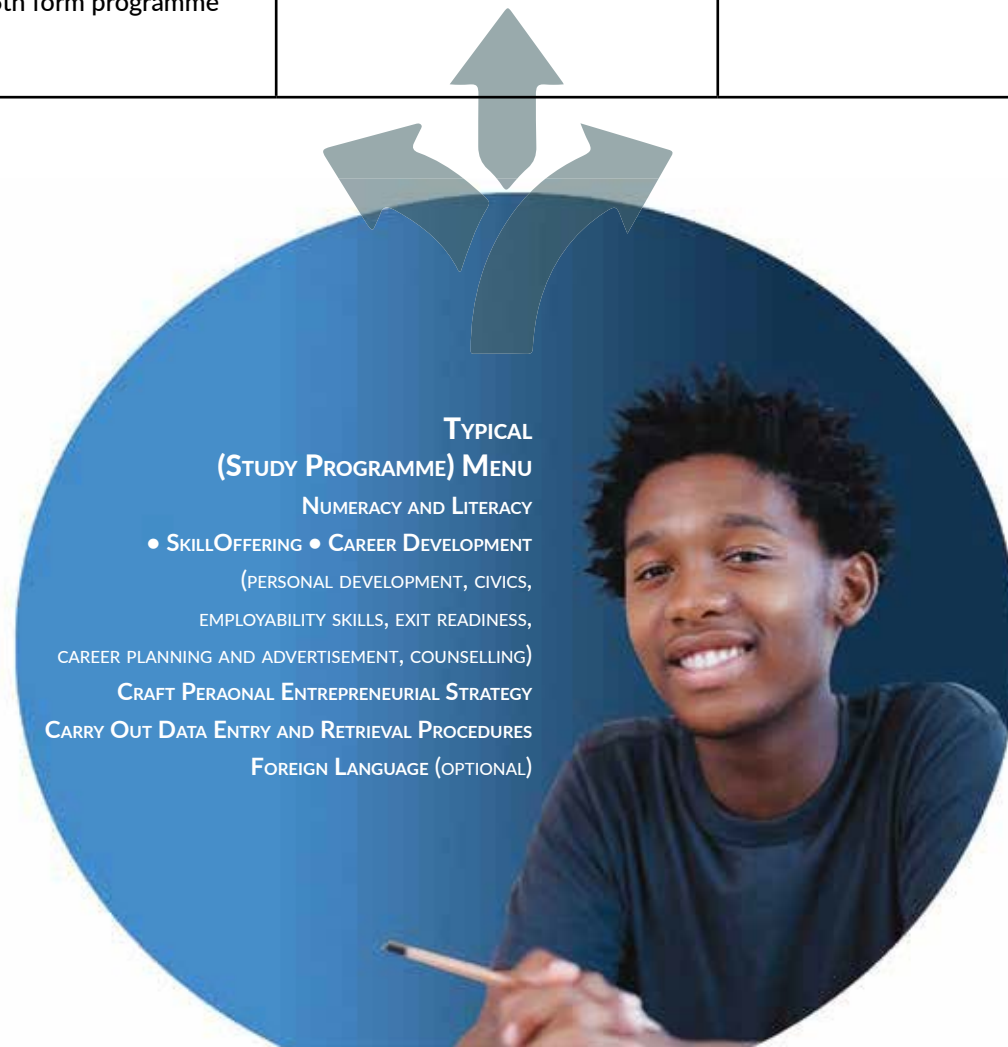
Phase I –

This is the first of the four phases and will involve a series of diagnostic assessment to determine students entry level capabilities, aptitudes as well as initial interests in careers. The students will be exposed to the background; nature, and requirements for each career, from the menu of offerings, as presented in the career catalogue or information resources used in general orientation and classroom exposures (e.g., a/v displays, demonstrations and discussions). To support this phase, teachers/facilitators/counsellors will be provided with related diagnostic tools, and given orientation to instructional strategies for managing the diagnosis and sorting/selection process.

Phase II –

This second phase will be the presentation of career options (opportunities) and the identification of related study programmes, based on students' aptitudes, capabilities and choices. The diagram below depicts a sample configuration of the result of curriculum mapping for Career Categories and typical (study-programme) Menu of courses.

SAMPLE CAREER CATEGORIES/GROUPINGS		
Category/Opportunity (1):	Category/Opportunity (2):	Category/Opportunity (3):
Traditional/Academic Current 6th form programme	Grades 12 & 13 Technical	Grades 12 and 13 General



Phase III –

This is the instructional delivery stage of the CAP programme; and it will involve scheduled (in-class) education and training of all students. Programme and course outlines (at the required levels) will be designed and provided through systematic/organized orientation sessions for the teachers/facilitators/counsellors.

Individualized students' programme schedules (timetables) will be developed from the total menu of the CAP curriculum offerings at the educational provider.

Before the end of a year, the CAP education & training, students will get opportunities to sit the relevant qualifying examinations (local, national and international), in the targeted academic and technical vocational areas.

The CAP will also include a mixture of School-Based Apprenticeship and Work-Based Apprenticeship. Classes will also be held in some instances outside of the regular school hours in the afternoons as well as on weekends if approved. The Apprenticeship Programme is being co-ordinated and implemented by the HEART Trust NTA.

Phase IV –

This is the final phase of the CAP education/training exposure; and it will feature the following:

- Career Orientation and Exit Readiness (internal and external) as well as theoretical and practical exposures (by simulations, field trips, displays, and/or demonstrations).
- Job-placements for work experience and/or internships and Apprenticeship
- Work study and Volunteerism
- Career and job preparations (e.g., resume and job applications).

It should be noted that the job placement/work experience will come at different times during the programme in order to accommodate the volume of students and to ensure that it is applicable to what is being studied.



CAREER ADVANCEMENT PROGRAMME - PROGRAMME STRUCTURE

Study Programme / Menu –

It is important to note that the study programme menu will be similar for all CAP students, whatever their career choices. However, the distinctions between the study programmes will depend on:

- i) Students' entry-level capabilities; and
- ii) Critical course requirements or pre-requisites for the respective career options.

The choices of Technical/Vocational (Elective) Courses will depend on whether the particular school is equipped to offer the chosen course; or the course can be accessed from a nearby school (Partnership).

Student Profiles –

Traditional and Technical Areas of Opportunity

- Age 16 - 18 years old
- A basic understanding of the industry and skill area being pursued
- Good attendance record at previous schools attended
- Communicate Effectively
- Self-motivated and a lifelong learner

***Profile of a CAP Graduate
Traditional & Technical –***

- Certified graduates who are knowledgeable, innovative, productive, enterprising, focused and confident to contribute to society, community and families through volunteerism, lifelong learning and employment.
- Individuals that is regionally and globally aware and able to operate in culturally diverse environments.
- Graduates whom are well trained citizens, employable and ready to become a part of Jamaica's productive society.



Support Courses –

PERSONAL DEVELOPMENT

The Personal Development Curriculum should help students to:

- Build appropriate and positive values and attitude to self, peers, work and community
- Build self-analysis, self-development and self-management skills
- Develop respect for themselves and those in authority
- Set and achieve goals
- Develop an interest in ongoing learning
- Appreciate their roles and responsibilities as international citizens

There are five modules each covering different topics such as:

1. **Self-Development** - Self-esteem & Motivation, Identity & Nationality, Effective Communication, Leadership Skills, Planning for Personal Success, Healthy Lifestyles, Self-reliance, Etiquette/Manners, Sexuality & Sexual Health, Discipline & Self-discipline, Positive role models/mentors, Effective Study Habits, Gender Issues, Values & Attitude
2. **Civics** - Basic Human Rights, Role & Obligation of Citizens, Jamaica's National symbols & emblems, Jamaica's National Heroes, Authority, Protocol, Community Participation in Governance, The role of the JCF & JDF, Volunteerism, Citizens & Citizenship, The Jamaican Constitution, The Roles & Responsibilities of Local & Central Government (locally/internationally), Trade Unions, The United Roles & Responsibilities of Local & Central Government (locally/internationally), Trade Unions, The United Nations, CSM(E)
3. **Conflict Management** - Building a culture of peace, Non-violence & self-control, Tolerance of differences, Dialogue & compromise, Working in groups, Respect for Authority, Understanding Diversity (Religion, Race, Sexual Orientation, Culture, Gender)
4. **Family Life Management** - The Role of the Family, Family Types, Parenting Skills, Child Care & Protection, Dating, Relationships & Marriage, Divorce and Death.
5. **Employability Skills** - Application Letters, Resumes, Job Interviews, Time Management, Dress & Deportment, Value of Work, Accountability & responsibility at work, Value of education & training, Teamwork, Customer Service, Business Etiquette, The Professional Portfolio, College Applications, Entrepreneurship and the Labour Force.

CAREER ADVANCEMENT PROGRAMME - PROGRAMME STRUCTURE

**CAREER DEVELOPMENT
AND COUNSELLING SUPPORT-**

This component will include structured scheduled classes focusing on career paths and the avenue through which students need to go in order to develop their career. General orientation session to guide and assist individuals in making informed career choices to further enhance the recruitment process. Facilitation of Employability Skills Seminars and Workshops in collaboration with the Ministry Of Education.

NCTVET SKILLS

All NCTVET Skill courses are facilitated using the Competency-Based Education and Training (CBET) methodology. CBET allows for training to be done in a more practice intensive way thus allowing students to play a more active role in their learning than via traditional means. In this way, 80% of the curricula is practical and the remaining 20% theoretical. Assessments are done in a similar manner as it requires much demonstration and application of knowledge and processes.

CITY & GUILDS – Numeracy and English

Through the City and Guilds programme students will pursue the Numeracy (#3850) and English (#3850).

NUMERACY (#3850)

- The syllabus is designed to help candidates build up their confidence in handling numbers and mathematical concepts. It aims to encourage motivation by emphasizing a greater involvement in the practical use of number skills rather than a more traditional study of mathematics.
- The origins of the syllabus are linked to a systematic research project into the number skills of people in employment and into the standards of numeracy of students progressing into further or higher education courses. The results will lead to syllabus and assessment provision by City & Guilds which has been added to and revised over a period of approximately 30 years
- The scheme is structured in four (4) stages with continuous progression of number concepts and skills with their everyday applications demonstrated through practical examples.

ENGLISH (#3850)

- The aim of the examination is to measure the candidate's accuracy in the use and transcription of English at an elementary level, and the ability to perform simple office-related tasks in accordance with spoken and written instructions.
- The competencies tested are: Listening (spell difficult words in a given context; transfer a spoken message into written form; Reading (demonstrate an understanding of a written passage; identify and correct grammatical errors in a written text; Writing (distinguish correct word forms for a given context; provide appropriate punctuation to a given text)

Entrepreneurial Skills Development

The training will utilize a two- tiered approach. The Competency-based Economy through Formation of Enterprise (CEFE) methodology and the traditional approach).

Methodology and Approach

Delivery of entrepreneurial training will be achieved through the use of the Competency based Economies through the Formation of Enterprise (CEFE) Methodology. CEFE is a comprehensive training concept and methodology that is used to strengthen enterprising and key competencies needed for a successful start in a career as an; Entrepreneur, Employee and a Manager. To achieve this, CEFE uses methods of accelerated learning like experiential and action learning to facilitate the sustainable personal and professional growth of its clients.

CEFE aims at the creation and growth of sustainable, market-oriented employment and income through the enhancement of the personal and professional competence needed for the enterprising society of this millennium by; Entrepreneurs and managers, Employed and unemployed, Women and youth, Marginalised and semi-literate and Trainers(teachers) and Change Agents

Methodological Principles

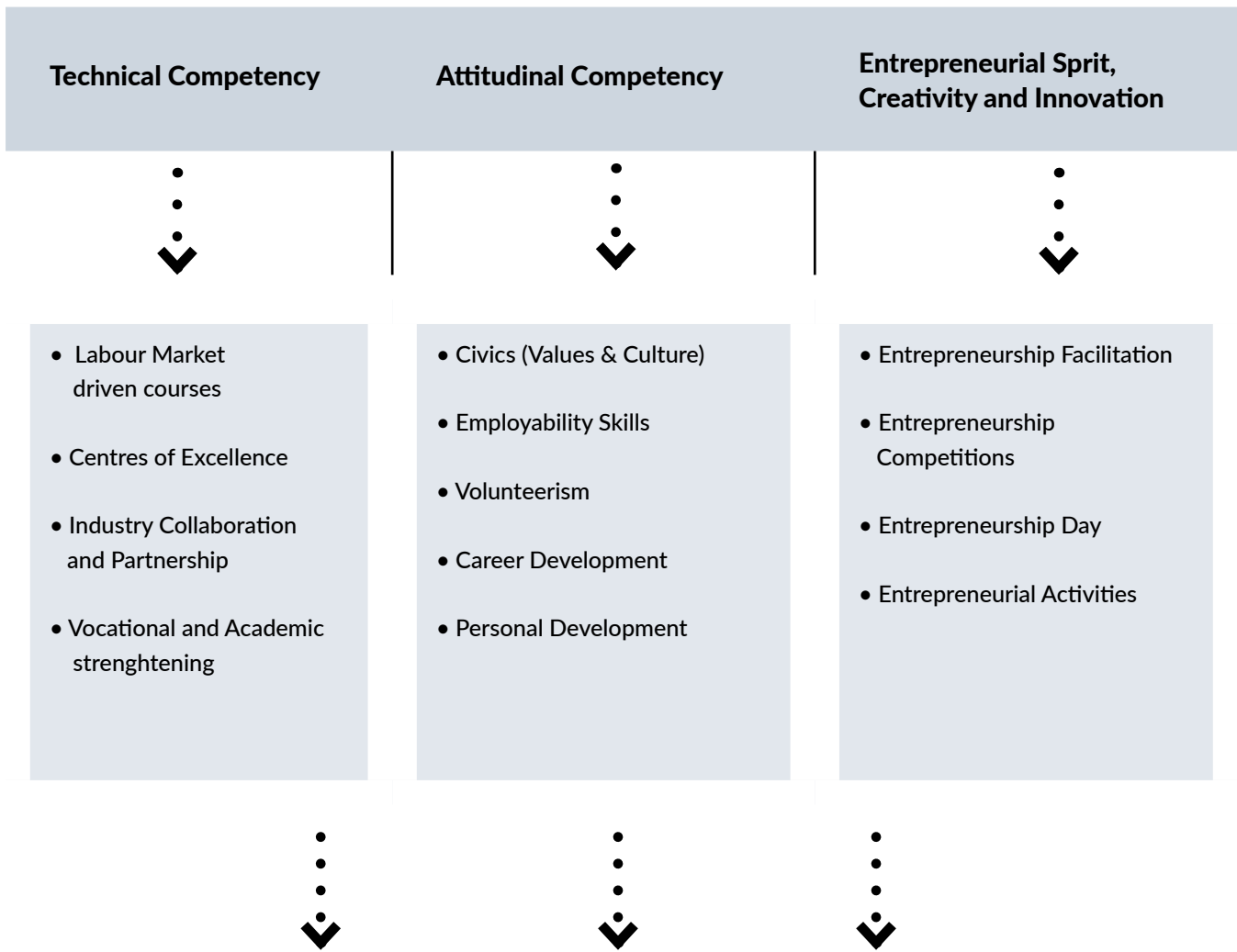
- Based on experiential and action learning
- Formation addressed towards the needs and the context
- Guided by the principle of facilitation
- Student centered
- Build up the know-how together

In the delivery of the course, using the CEFE methodology, participants are placed into real life situations in which they use their abilities to master the situation. The participant is required to use his/her personal enterprising characteristics to take the lead and also to use attitudes and know how, to mastermind the situation. With vision, the participant has to decide if he/she really wants to go for it in the future. The participant's personal SWOT analysis will enable him/her to master his/her real life. This revolutionary method of training impacts persons from any socio-economic-background. The entire process is outlined as follows.

CAREER ADVANCEMENT PROGRAMME - PROGRAMME STRUCTURE



Holistic Development of the CAP Student



Outcome: Certified Graduates whom are knowledgeable, innovative, productive enterprising, focused and confident to contribute to society, community and families through volunteerism, lifelong learning and employment.

Career Advancement Programme

Rebranding Initiative

The Career Advancement Programme (CAP) Technical Working Committee was established as an advisory arm to the Chief Education Officer in the Ministry of Education to provide advice and services in re-branding the Career Advancement Programme as an attractive Technical Vocational program for post-secondary students between the ages of 16 to 18 years old.

The Committee born out of several concerns from Principals, coordinators and all Stakeholders of the CAP programme, was the recommendation of the Senior Director of NCTVET and the confirmation of the Chief Education Officer who established the Career Advancement Programme Technical Working committee (CAP-TWC) which is made up of Principals and Coordinators from schools that deliver CAP, also on the TWC are representatives from HEART- TRUST/NTA , NCTVET, the Jamaican Foundation for Lifelong Learning , Education Officers and the Chief Education Officer. The NCTVET examination result has shown that the students' performance at the skills examination was well below 30% annually for the past 3 years.

There are several marketing strategies that have been developed to manage the product and quality of the CAP and as such the TWC has adopted the Everett Rodgers (1995) diffusion and innovation strategy model in re-branding the Career Advancement programme. Such a theory seeks to explain how, why and at what rate new ideas and technology spread through culture. As you are aware, CAP has been in existence approximately 4 years now and has developed a culture that has distorted the brand and image of CAP.

The new CAP programme will be repositioned as follows:

The delivery of the CAP programme alongside the Grade 12 & 13 programs in schools whereby students pursuing Grade 12 & 13 CAPE courses will have the opportunity to select a skills course earning a CVQ which will prepare them with the employability skills to earn a job should they not have the money to go straight to college or university upon completion of the CAPE courses.

CAREER ADVANCEMENT PROGRAMME - REBRANDING INITIATIVE

The creation of a Technical sixth form being supported by funds from the CAP budget.

Students without the one CXC / Cape subject and those who pass the HEART Trust/ NTA entry test can enter the public and private tertiary institution to pursue the CAP courses will also be facilitated in some secondary schools. This allows the students to leave the institution with a NVQ and a tertiary institution certification.

The new cap programme will feature several changes, a well-defined profile of the CAP learner, coordinator and Technical Development Officer with clearly written roles and responsibilities and orientation and training at all levels. The management structure has very clear and specific roles, accountability frame work based on stated guidelines, objectives and reporting procedures. The general accountability framework is executed by the senior personnel within the Ministry of Education Youth and Information and all associated programme personnel whom will have full oversight of the management and operation of the CAP programme in all the designated schools across Jamaica.

The National Students Tech Voc database will serve to capture all 11th grade students leaving all high school in Jamaica, and from that database we can select and enroll our CAP students.

Partnership – aligning brand CAP with the national apprenticeship programme, HEART/ NTA, NCTVET, Tertiary institution etc. for matriculation of students and collaboration thought capacity building and training.



CAREER ADVANCEMENT PROGRAMME - REBRANDING INITIATIVE

CAP Management Structure and Accountability

In order to be effective, there needs to be a robust management structure in the re-branded CAP programme. The Senior Top Management in the Ministry of Education is committed to the quality inputs and desired out come and impact of the Career Advancement Programme.

POSITIONS/STAKEHOLDERS	SUMMARY OF RESPONSIBILITIES
Chief Education Officer	Reporting to the Permanent Secretary, The Chief Education Officer is the principal technical advisor to the CAP that provides professional educational leadership and direction to ensure the achievement of high levels of student learning.
MOEYI CAP Director	Has overall responsibility for the strategic operational direction, implementation and mainstreaming of the CAP and acts as the liaison officer between the MOEYI and partnering agencies. Oversees, approves, directs and establishes inputs relating to the Career Advancement Programme
CAP Accountant	Responsible for the financial management and effective utilisation of CAP Funds
Technical Development Officers/Assistant Technical Development Officers	Responsible for operationalizing the intended targets and desired outcomes relating to the outputs of the programme to include Enrolment, Completion, Certification and Placement. Additionally, these officers will provide developmental support and technical expertise to the CAP Personnel within Schools primarily the CAP Co-ordinator
Stakeholders and Relevant Partners	Responsible for the timely provision and formulation of programme support, systems and structures to enable the efficacy of services in the establishment, sustainability and viability of the programme
Principal	The role of the principal is to provide strategic leadership and set of accountabilities to ensure the delivery of a comprehensive, high quality CAP, establish and manage financial systems in accordance with the MOE policies and procedures and effectively manage and integrate the resources available to the school.
CAP Coordinator	Has responsibility for the day to day operations of the programme. Guide and monitor the implementation of programmes and systems for smooth operation.
Bursar	The role of the Bursar is to manage the financial affairs of the programme and provide accurate and timely reports.

CAREER ADVANCEMENT PROGRAMME - REBRANDING INITIATIVE

POSITIONS/STAKEHOLDERS	SUMMARY OF RESPONSIBILITIES
CAP Teachers	<p>Under the supervision of the principal and CAP Coordinator, the teacher has responsibility for the following;</p> <ul style="list-style-type: none"> • Effectively delivering Technical Vocational Education and Training to students using the CBET Methodology • Identifying emotional, intellectual, physical, and social issues which may be hindering the student from learning to his/her best potential, and research and recommend courses of action • Monitoring and assessing academic progress and maintaining complete records of student performance • Active participant in the structured and unstructured capacity building and continuous professional development of self

CAP Technical Working Committee

The Technical Working Committee (TWC) is a guiding coalition team that was appointed by the Chief Education Officer of the Ministry of Education. The committee was established following a stakeholder's meeting in January 2014 to assess the way forward with CAP.

The immediate focus/charter was to:

Re- Brand CAP

Improve the NCTVET Results of the CAP

Manage the concerns regarding the administration and management of CAP among all stakeholders

Review the Overall Management and Administration of the CAP Program

The committee serves in an advisory capacity for the CAP programme to the Chief Education Officer and it comprises the following stakeholder groups:

- Ministry of Education
- HEART-NTA
- NCTVET
- JFLL
- Other Stakeholder Entities (by invitation)

CAREER ADVANCEMENT PROGRAMME - REBRANDING INITIATIVE

CAP Operational Team

The operational team comprising of six Technical Development Officers and the Director of the Career Advancement Programme will be task with the responsibility for managing all mechanisms relating to the programme. Each TDO will be assigned to one of the six MOE regions and carry out the assigned duties, responsibilities and function from the regional MOE office. Each TDO will serve on the various sub-committees as the direct link between stakeholders and the Ministry of Education.

The Subcommittee co-ordination and management are as follows:

MOEYI Region Assigned	Technical Working Committee Sub Committee Assignment
CAP Director: Establishes, Guides and Oversees the critical deliverables of the Sub Committees and as such provides guidance and technical support to the development of Terms of References, implementation plans and schedules	
Technical Development Officer and Assistant Technical Development Officer - Region 1 (Kingston & St. Andrew)	External Assessment and Certification
Technical Development Officer and Assistant Technical Development Officer - Region 2 (St. Mary, Portland, St. Thomas)	Recruitment, Admissions and Completion
Technical Development Officer and Assistant Technical Development Officer - Region 3 (Trelawny, St. Ann) and TDO (Administrative and Technical)	Capacity Building and Continuous Professional Development
Technical Development Officer and Assistant Technical Development Officer - Region 4 (St. James, Hanover, Westmoreland)	Quality Assurance management, Monitoring and Supervision and Data Management
Technical Development Officer and Assistant Technical Development Officer - Region 5 (St. Elizabeth, Manchester)	Teaching and Continuous Assessment
Technical Development Officer and Assistant Technical Development Officer - (Clarendon, St. Catherine)	Industry Collaboration and Partnerships
EO – Tech VOC (Region 3)	Marketing and Communication
CAP Accountant and CAP Principal (Region 2)	Finance

Shareholder Relationships and Roles

The sustainability and effective management will also depend heavily on the inputs and relationships of the stakeholders involved in the programme. Programme evaluation and direction will be based on the standards outlined by the inputs of the stakeholders. Training and capacity building as well as examination and certification will also be directed by the key stakeholders attached to the programme. The Major stakeholders are as outlined:

- Ministry of Education (MOE)
- Human Employment and Resource Training Trust -National Training Agency (HEART Trust/NTA-NTA)
- National Council on Technical and Vocational Education and Training (NCT-VET)
- Jamaican Foundation for Lifelong Learning (JFLL)
- Other External Examination Bodies
- Council of Community Colleges, Jamaica (CCCJ)
- Schools administering the Career Advancement Programme
- Other Government Agents (MLSS, Apprenticeship Board)
- Other NGOs

MINISTRY OF EDUCATION

The Ministry of Education is the parent body that maintains ownership and policy direction. The MOE is responsible for the overall management of the programme and for the amalgamation of all stakeholders into a cohesive unit for the effective training, certification and career readiness of the CAP Learners.

HEART TRUST/NTA

As the national training agency, HEART-NTA is responsible for the monitoring and evaluation of the programme against approved standards and to assess the effectiveness of the programme against job market indicators. The agency will serve CAP in the following areas

- The development of Vocational and Technical skills training programmes
- Support Capacity and Ongoing Professional Development of Staff
- Supporting training of the CAP learners in approved institutions
- Providing a career guidance framework
- Mechanisms for assessment and certification
- Technical assistance to the institutions in TVET delivery and assessment
- Development of training and facilities (physical, infrastructural, standards)
- Providing information about the labour market and informing curricular adjustments based on identified trends
- Provision of continuous education and lifelong learning opportunities for students within the Career Advancement Programme

CAREER ADVANCEMENT PROGRAMME - REBRANDING INITIATIVE

NCTVET

The NCTVET as the examination body shall assume the responsibility for the assessment and certification of the skills and competencies of the CAP learners according to set standards. The organization will also be responsible for assessing weaknesses identified during training and assessment through its external verification process and communicate those identified needs or deficiencies to the training organisations and sub committees for corrective action. The Agency will also responsible for timely communication and documentation of examination systems, procedures and policies (existing, revised), examination results and certification status of CAP learners to the CAP directorate and respective schools. The NCTVET will also provide access to all the relevant standards on its database.

JAMAICAN FOUNDATION FOR LIFELONG LEARNING

The JFLL will assume administrative responsibility for the General Stream of the Career Advancement Programme. The primary responsibility is to ensure development of the literacy and numeracy capacity of the trainees for effective functioning in the job market and for matriculation into institutions of higher learning. The JFLL will also manage the introduction of Pre-Vocational skill development of learners in the general stream as well as provide mechanisms to ensure capacity building training for literacy and numeracy development in schools administering the Career Advancement Programme.

OTHER EXTERNAL EXAMINATION BODIES

External Examination bodies will be responsible for the assessment and certification in related skills and competencies within the programme. Additionally, these agencies will provide the necessary teacher and student training, as well as curricular support geared toward the development of the CAP learners. These agencies will also responsible for timely communication of examination procedures (existing, revised), examination results and certification status of CAP learners to the CAP directorate and respective schools.

**COUNCIL OF COMMUNITY COLLEGES
JAMAICA/PRIVATE TERTIARY INSTITUTIONS**

Responsible for the training and certification of CAP learners in advanced skills and competencies outside the scope and capacity of Secondary High schools. These institutions will also provide alternate opportunities for further and continuous education opportunities through matriculation and articulation.

**SCHOOLS ADMINISTERING THE
CAREER ADVANCEMENT PROGRAMME (SECONDARY)**

These institutions are responsible for providing training and development of CAP learners in a variety of skill areas according to acceptable labour market and academic standards. These institutions will also provide the necessary career and entrepreneurship training as well as ensure the continued personal and social development of the CAP Learners. Learners will be carefully tracked and timely reports submitted to the CAP directorate on the status of training as well as the effectiveness of the school programmes and personnel in retaining and training CAP learners.

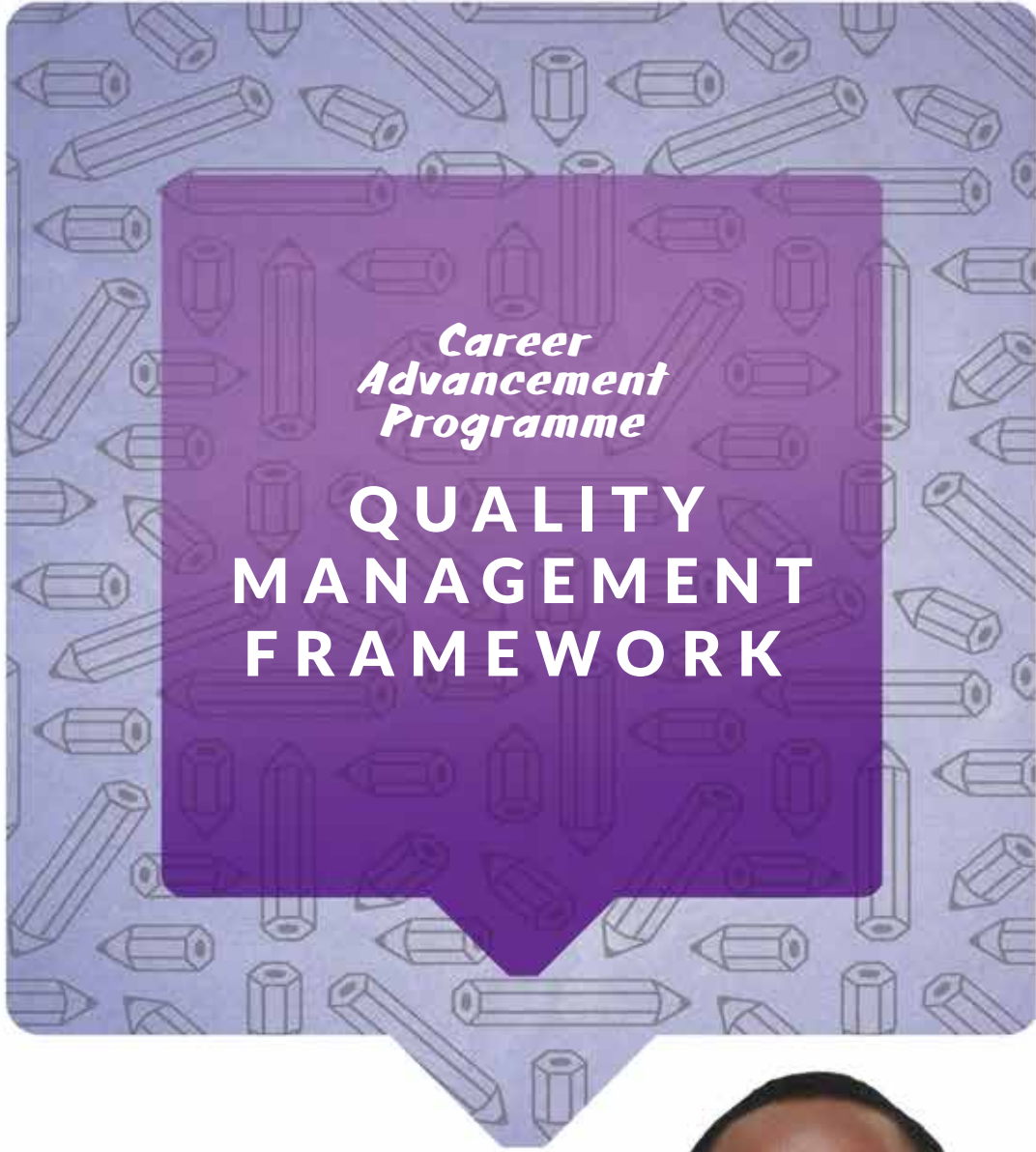
OTHER GOVERNMENT AGENCIES

Responsible for additional support of CAP learner social, personal, academic and skill development as the need arises.

OTHER NGO'S

Responsible for additional support of CAP learner social, personal, academic and skill development as the need arises.







Introduction

Quality management is a process for ensuring that all the activities necessary to design, develop, and deliver a product or service are conducted effectively and efficiently. It typically involves one or more of the following elements: quality planning, quality control, quality assurance and quality improvement (WMO, 2011).

The CAP Quality Management Framework is a comprehensive system of recommended practices, procedures and documentation aimed at assisting and guiding institutions in managing quality in the Career Advancement Programme (Doman, 2014). It is also aimed at providing a common frame of reference for education providers that are facilitating the Career Advancement programme.

It is not the intention of the framework to dictate practice or be interpreted as prescriptive or unchangeable. In addition, some of the CAP educational providers would have adequately covered these standards and guidelines by virtue of their existing quality assurance documentation. Where this is the case, the institutions should also ensure that appropriate quality assurance mechanisms prescribed by their Ministry of Education in the management of the Career Advancement Programme and associated quality assurance bodies are also taken into consideration to ensure compliance.

The framework aims to improve the quality of technical vocational education and training skill offerings within the Career Advancement Programme. In addition, it serves as a tool to manage and enhance the quality of educational providers input and output of the Career Advancement Programme. Finally it provides a transparent mechanism for all stakeholders to make informed and comparative judgments about the quality of skill programme offerings.

CAREER ADVANCEMENT PROGRAMME - QUALITY MANAGEMENT FRAMEWORK

Concept of Quality

The concept of quality is not new to Technical Vocational Education and Training. The concept of quality includes at least the notions of fitness of and for purpose, return on investment and transformation (i.e. developing the capabilities of individual learners for personal enrichment as well as the requirements for social development and economic and employment growth). One of the critical notions in the concept of quality is to determine the guidelines by which the Career Advancement Programme will operate thereby achieving its strategic objectives.

Purpose of a Career Advancement Quality Management Framework

In keeping with the goals and objectives of the Career Advancement Programme the purpose of the quality management framework is to:

- Promote quality assurance, quality control and quality management review within the programme
- Facilitate institutional and national benchmarking.
- Secure consistency and comparability in the guidelines of operations of educational providers offering the programme
- Increase marketability of the Career Advancement programmes and its suite of TVET programmes

Objectives of the Quality Management Framework

The objectives of the quality management framework are to:

- Enhance the quality of operations by providing a common quality management framework with associated criteria and guidelines for approval, operations, management, delivery and evaluation.
- Mitigate against the perception of poor quality associated with the programme
- Encourage institutionalization of a culture of quality and peer evaluation.
- Increase the confidence of stakeholders of the Career Advancement Programme
- Facilitate articulation and matriculation of higher level programmes based on the notion of quality
- Provide a mechanism for recognition of the status of programmes at the national level in a bid to enhance student mobility across institutions offering Career Advancement programme modalities

Scope of the Quality Management Framework

The scope of the quality management framework focuses on what should be achieved generically by offerings within the Career Advancement Programme. No prescription is made to the means by which the desired outcomes must be achieved, since they will vary according to institutional contexts.

Special attention is expected to be extended to all three opportunities within the programme based on institution internal operation, context and programme operational guidelines and requirements.

The framework establishes the parameters of the approach to quality management while establishing standards and guidelines to achieve the outcomes of the programmes and to enhance the quality of the TVET offerings. In terms of its generic design, not all the statements in the manual would be relevant to every aspect of the Career Advancement Programme and its partnering institutions. The framework however does establish what institutions, offering CAP should strive to achieve to ensure programme relevance, quality, comparability and consistency.

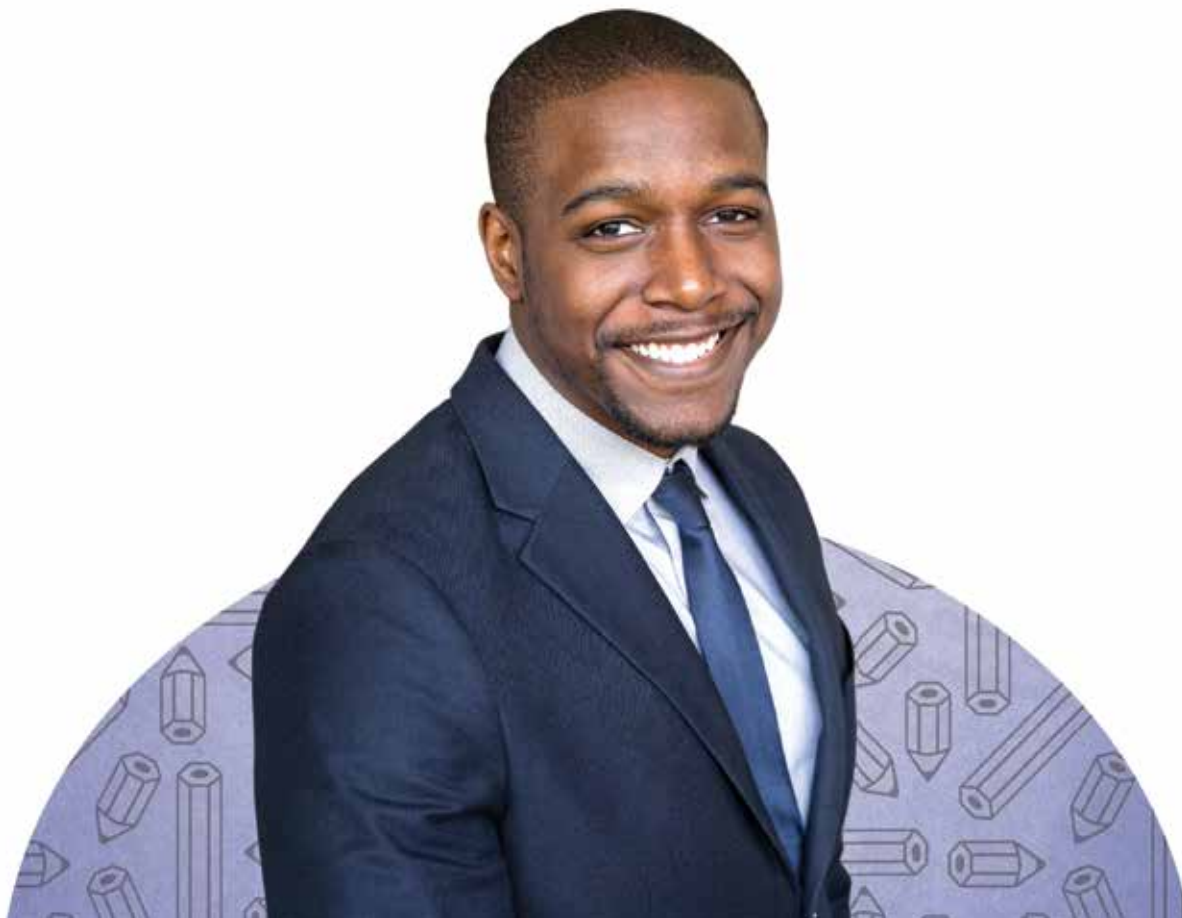
Quality Management Accountability / Monitoring

It is expected that the Technical Development Officers will visit all institutions assigned at least once per month. It is the responsibility of the Officer to provide all necessary support needed to schools to ensure completion, certification, retention, quality management, that fiscal prudence is maintained and that the following are executed:

- Expression of Interest (EIO) form is completed by all engaged centres
- Educational providers have strategies in place for training delivery and assessment for each skill qualification.
- Timetables approved based on theory and practical aspect of skill offerings per prescribe hours.
- Student recruitment, selection, enrolment and orientation document
- Training sizes adhered to and maintained minimum class size 15 maximum 30 depending on the skill area.

CAREER ADVANCEMENT PROGRAMME - QUALITY MANAGEMENT FRAMEWORK

- Educational provider maintained current attendance registers, grade book/sheets and other tools necessary in the delivery of the skill offering.
- Regional enrolment summary achieved and verified
- Lesson plans and Training Delivery and Assessment Plan (TDAP) validated and approved by the designated management personnel in schools
- Andragogical supervision of teachers in the training delivery process is conducted frequently
- Formative and summative assessment conducted regularly and students' continuous assessment record updated.
- Field trips, industrial exposure or work study executed by Educational Provider
- Through the assistance of the Social Intervention Officers, Educational Providers are charged with the responsibility of providing internal intervention exercises to maintain good retention rate, quality service and to focus on continuous improvement.
- Staff recruitment and induction conducted
- Annual financial management review / internal evaluation conducted



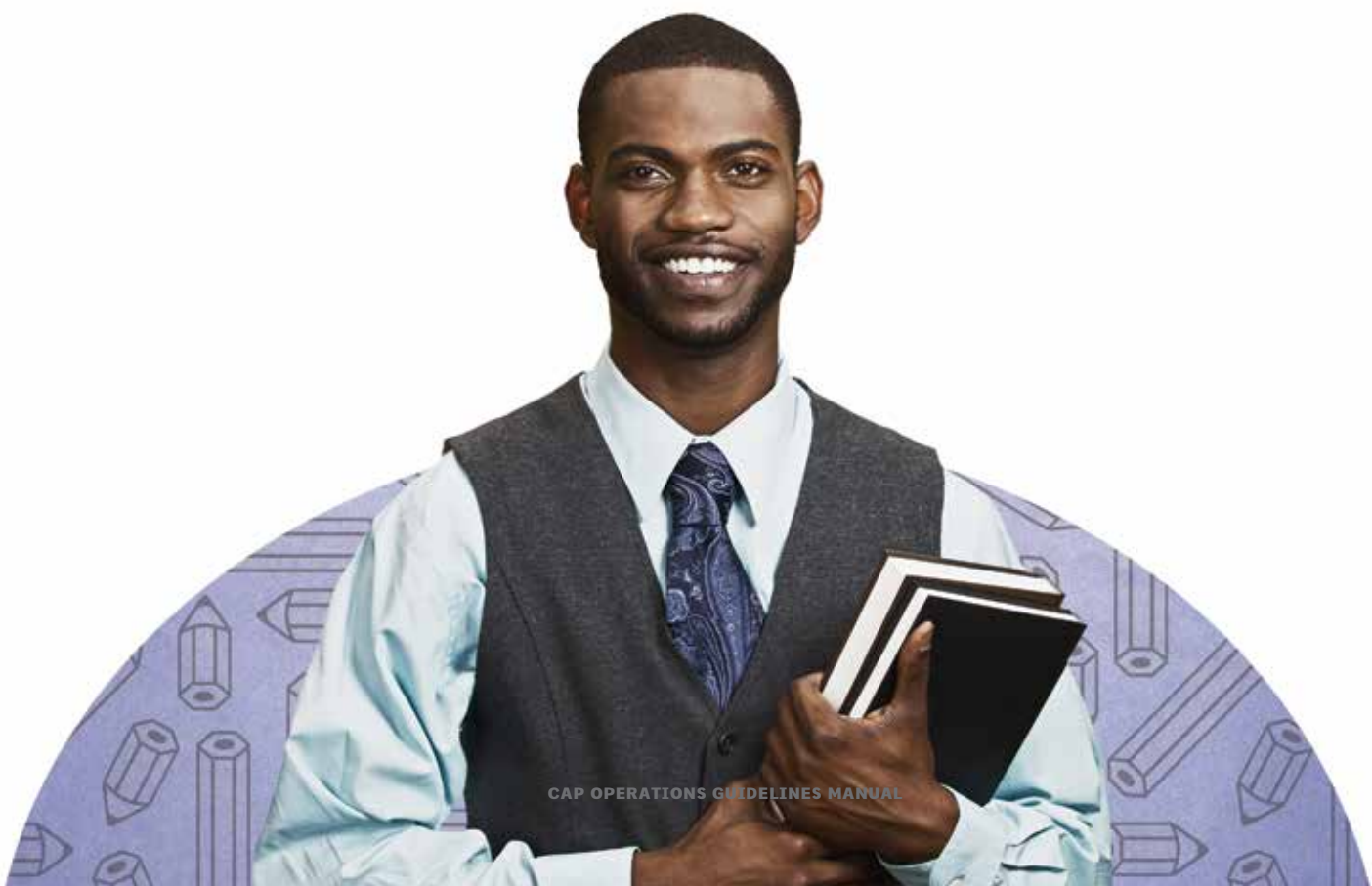
Policy on Leadership and Governance

Leadership and Governance for organisational processes within the Ministry of Education's Career Advancement Programme is reflected through the organisational structure and it's the programme's policy framework. The Ministry of Education Youth and Information top management team, MOEYI CAP Management Team as well as the management of the Educational Institutions providing CAP is responsible for Quality Leadership and governance.

The alignment of policy and leadership and governance is a critical issue for achieving quality within the Career Advancement Programme. The Quality Management Framework sets out the key governance mechanisms and principles concerning quality in the captioned areas below.

The Quality Management Framework encompasses the following:

- 1. Quality Assurance (Input):** CAP Operational Guidelines, CAP Student Guide, Technical Development Officer handbook, Educator handbook and the nationally recognised training and assessment materials (NCTVET and City and Guilds)
- 2. Quality Control (Processes):** Operational Tools developed by MOEYI for implementation by Educational Providers
- 3. Quality Management Review (Output/Outcome) :** External and internal review, audit and evaluation and its associated documents, forms and checklists for continuous improvement



CAP Quality Register of Documents

The framework and its associate documents will be used to guide:

- Programme Approval (Expression of Interest guidelines)
- Programme Planning Tools (centre approval, Programme readiness checklist ,)
- Programme Implementation (CAP Operational Guidelines and CAP Student Guide)
- Programme Review (audits and evaluation tools)
- Programme Support, Systems and Structures (Technical Working Committee Guiding Coalition (and its Sub Committees) -Terms of Reference and associate documents, Technical Officers)

Principles Governing the Quality Management Framework

The following principles underpin the Quality Management Framework within the Career Advancement Programme:

QUALITY

A commitment to identifying, meeting and possibly exceeding the expectations of all stakeholders.

IMPROVEMENT

Arising from the continuous improvement process of monitoring and evaluation.

CONSISTENCY

The extent to which the provision of services and or products are at the same standard based on operational guidelines, policies and procedures.

TRANSPARENCY

This will ensure that all personnel associated with CAP are aware of their roles and responsibilities. Making explicitly clear what had been previously assumed and possibly misunderstood.

CONTEXTUAL

The Ministry of Education recognizes that quality assurance is context dependent. Whilst all CAP educational providers must implement and or develop a common set of procedures/policies. There may be variations in content, description and scope among educational providers.

Accountability of Educational Providers

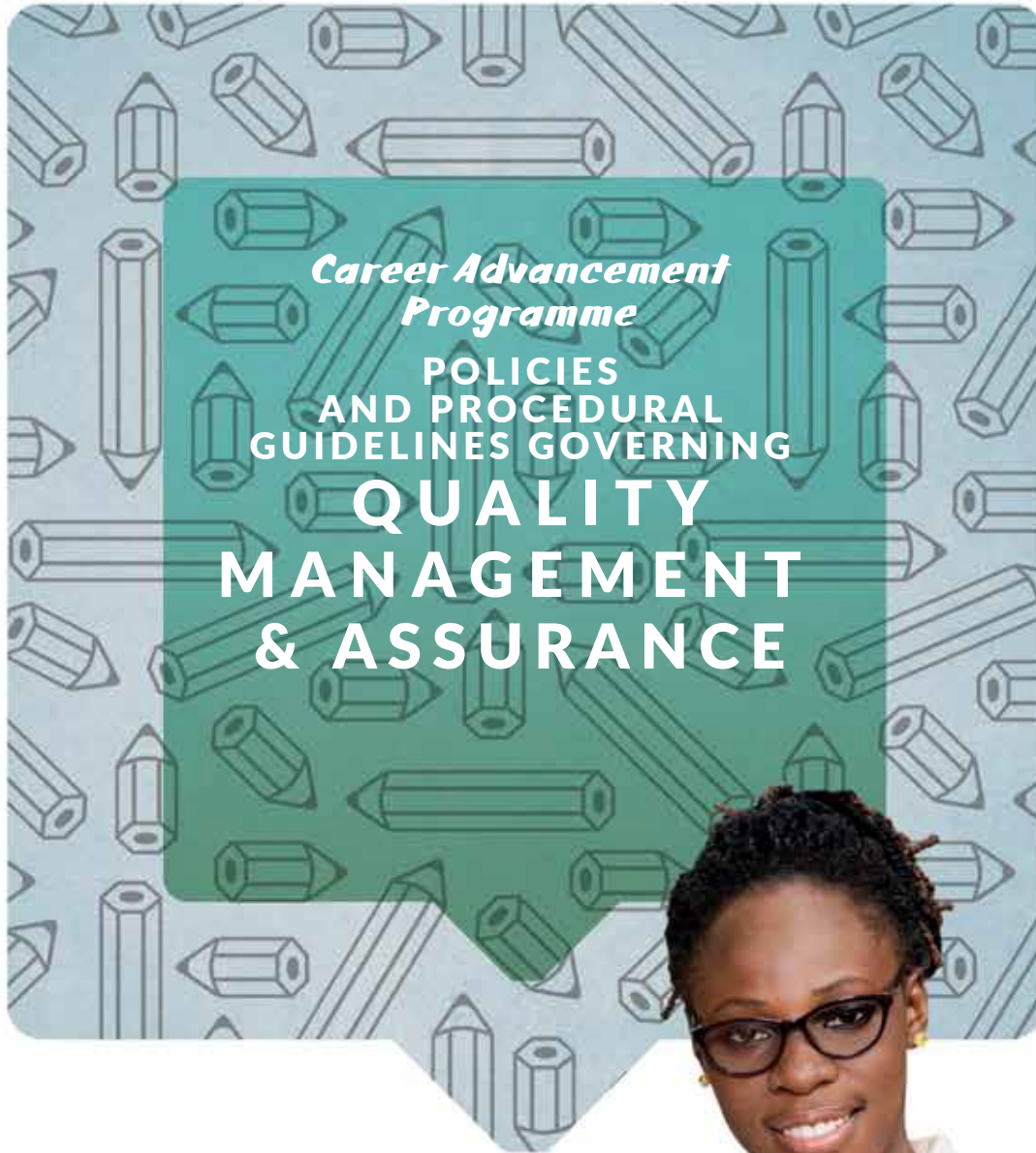
Quality is everybody's responsibility. All personnel associated with CAP will be held accountable for its desired outcomes. Educational providers must be responsible for the quality assurance policies and procedures governing the Career Advancement Programme. Continuous improvement and adherence to these guidelines will be the key driver in the accountability principle.

At the strategic level, the Quality Role is described as follows:

#	Personnel	Quality Management Framework Accountability
1	Senior Management/Executive/Technical Working Committee	Review, support, endorse and ensure accountability within the Quality Management Framework
2	MOEYI CAP Management Team and External collaborative entities and agencies	Monitoring and evaluation based on the Quality Management Framework.
3	CAP Institutional Management Team	Manage, co-ordinate, implement, administer and review activities relating to the programme through the Quality Management Framework. (CAP Operational Guidelines and CAP Student Guide)
4	All associated CAP Personnel	Use and apply CAP Policies and Procedures, act with the purpose of continuous improvement

Quality Infusion in the Career Advancement Programme

- 1. Quality Commitment** - The Ministry of Education along with its stakeholder partners and educational providers actively endorses and demonstrates support for the Quality Policy and Quality Framework.
- 2. Quality Responsibility** - Quality is accepted as the responsibility of all staff.
- 3. Quality Staff and Resources** - Staff are trained, supported and resourced appropriately in order to deliver services and products consistent with the Ministry of Education's requirements.
- 4. Quality Data and Information** - Systems are in place to ensure the consistent collection and analysis of data and information.
- 5. Quality Practices** - Consistent and effective practices will be identified and communicated to the Stakeholders of the Career Advancement Programme through Policy, Procedures, Guidelines and Forms.
- 6. Quality Improvement** - Critical, honest and timely review with the intention of closing all gaps identified and non-conformances. Planned internal and external review promotes the constant evolution of practices and processes to ensure their ongoing suitability and adequacy.





Introduction /History

The Career Advancement Programme is a Ministry of Education Youth initiative which was launched in January 2010. In order to ensure confidence in the programme, the Ministry of Education has developed a Policy and Procedural Guide that will foster quality in the overall co-ordinated functions of the programme.

Hence the Ministry of Education through its CAP management team shall monitor and evaluate the quality of the Career Advancement Programme that is being offered by the respective educational providers through the use of its Quality Management Framework.

It is also the ministry's view that the established policy and procedural guidelines are adhered to by the CAP educational provider in a bid to improve and maintain the quality of its programme. In developing this guideline document, the Ministry of Education has recognised the need for researching quality policies and procedures locally, regionally and globally that could be regarded as best practice. This has facilitated the development of the policies and procedures that are deemed to be current, credible and relevant.

Whilst there were variations in approaches in the local, regional and global environment; there were evidence of emerging trends that were common in the quality management and quality assurance process. The most significant were the practice of self-evaluation and improvement planning. However, the Ministry of Education will be focusing on reviews for improvement as a critical area for managing quality through its Quality Management Framework.

Policy Objective

The objective of this policy is to ensure that all providers of the Career Advancement Programme plans, implements, manages, coordinates, reviews and improves and maintains the quality of its programmes through the established quality management procedural and policy guidelines.

Policy Statement

The Ministry of Education recognises the primary role of educational providers in the implementation and management of quality assurance in the Career Advancement Programme. The Ministry of Education's policy guideline regarding quality in the Career Advancement Programme is to monitor and evaluate an educational provider's demonstration of commitment and capacity to improve and maintain the quality of all activities relating to the programme. This will be monitored using objective and transparent criteria regardless of the unique nature of the varying providers of the programme.

What are Policies and what are Procedures Guidelines?

It is important to be clear as to what is expected by the Ministry of Education in this regard owing to the fact that . The Policies and procedures guidelines in this manual will reflect requirements of the Ministry in relation the management of the Career Advancement Programme and best practices of quality with Technical Vocational Education and Training. Both policies and procedures are tools to improve the clarity of expectations. This distinction between them relates to the level of detail they contain. Therefore it is in the interest of both the educational providers and the Ministry of Education to manage the programme based on the established guidelines, context and needs and expectations of the students we will serve.

POLICY GUIDELINE

A policy guideline is a documented statement of principle or approach to a particular area of education/training. It is a tool that can be used to provide information to prospective and current stakeholders as to what they can expect from the programme.

PROCEDURE/PROCEDURAL GUIDELINE

A procedural guideline is one or more clear processes usually developed from a policy. The procedure is a descriptive statement of how the process is carried out. The procedural guideline may include the title of the procedure, the method, who applies it, evidence and how it will be monitored.

Overview of Policies and Procedures Guideline

The policies and procedures guideline was developed in August 2014 and will be revised over time based on trends in Quality Management, enhancement or strengthening of policies/procedures.

The document will be structured according to sections and will have requisite policies and procedures for each section.

These guidelines do not stand alone and include documents known as the Quality Register of Documents. These companion/related documents include:

1. CAP Operational Guide
2. CAP Quality Management Framework
3. CAP Student Guide
4. Ministry of Education CAP Operations Manual (Utilised by MOE Staff Only)

Career Advancement Programme Code of Practice

Our Commitment

The Ministry of Education's Career Advancement Programme is committed to the effective and efficient provision of Technical Vocational Education and Training. The policies and procedures guidelines set out in this manual will underpin the operations of CAP Educational provider for the sole purpose of the programme. It must be the understanding of all educational providers that these guidelines must be honored in a bid to maintain the programme at your institution.

PROGRAMME REVIEW (Internal and External)

INTERNAL REVIEW

The educational provider will agree to participate in and facilitate the Ministry of Education's CAP Quality Review and Internal Audits through continuous monitoring and evaluation at the institution. This will be guided by the Career Advancement's Quality Management Framework and will be led by the CAP Management Team within the Ministry of Education.

EXTERNAL REVIEW

The education provider will agree to participate in and facilitate the external monitoring and evaluation inputs from the HEART National Training Agency, the NCTVET or any external evaluation entity approved by the ministry of Education. These may include monitoring activities, gap audits, review of assessment, conduct of facilities audit and impact evaluation.

Quality Management and Continuous Improvement

The educational provider is charged with the responsibility of providing quality service and to focus on continuous improvement.

Leadership and Governance

The institution will adhere to the guidelines which endure efficient financial and administrative processes for all sections of the programme based on the established policies and procedures.

Training and Assessment Standards

The educational provider has personnel with appropriate qualifications and experience to deliver and facilitate assessment relevant to the skill programme/offering. Adequate training materials (for theory and practical) will be utilized to ensure the achievement of the desired learning outcomes.

Course Training/Product Information

The educational provider provides accurate, relevant and up to date information on the Career Advancement Programme to stakeholders prior to the Commencement of Training. This includes:

- Student recruitment, selection, enrolment and orientation
- Course information including content, outcome and expectation
- Provision for language, literacy and numeracy support in training and assessment
- External Assessment and Certification
- Support Services
- Staff recruitment and Induction
- Financial Management

The Code of Practice is further reflected in the policies and procedures guidelines based on sections.

The sections include:

- a. Code of Practice
- b. Leadership and Governance
- c. Staff Resources
- d. Facilities, Tool and Equipment
- e. Student Support Services and Activities
- f. Teaching and Continuous Assessment
- g. External Assessment and Certification
- h. Evaluation and Continuous Improvement
- i. Risk Management (to be implemented through a pilot 2016-2017)



SECTION 1

Leadership and Governance



Section 1	Leadership and Governance
Policy Guideline 1	The educational provider must implement policies based on top Management Commitment to the provision of Quality Service

- 1.1 The Ministry of Education shall develop and provide guidelines concerning the operations of the Career Advancement Programme through its Quality Register of Documents (Student Information Guide, CAP Operational Guide (QA Framework and Policy and Procedures Guideline).Commitment to Quality Service
- 1.2 The Ministry of Education is committed to the implementation of the Career Advancement Programme through its Quality Assurance framework and associated Quality Documents and programme operational targets.
- 1.3 The Ministry of Education shall communicate its quality commitment to educational providers through verbal and written communication. Verbal communication to include meetings and consultations and written communication to include letters, reports, presentations and quality register of documents.
- 1.4 The educational provider shall adhere to all policies and procedures guidelines and operational guidelines. These relate to programme approval, programme planning and review.
- 1.5 The educational provider shall maintain its quality of register of documents to include Student Information Guide, Operational Guide (Quality Assurance Framework) and Policies and Procedure Guide.
- 1.6 The educational provider shall ensure that all policies, procedures and operational guidelines are circulated, communicated, understood and maintained by students and staff.



CAREER ADVANCEMENT PROGRAMME - LEADERSHIP AND GOVERNANCE

<i>Section 1</i>	<i>Leadership and Governance</i>
Policy Guideline 2	The educational provider shall establish a governance structure to ensure that the provider complies with all aspects of the Career Advancement Programme.

- 2.1 The educational provider shall have an organizational chart accompanied by duty statements that clearly provides details of duties and responsibilities of designated personnel assigned to CAP. (Note to Auditors: Educational providers already have positions established in their institutions but assign designated titles to their employees based on their role in the Career Advancement Programme. Hence information will not be reflected on organizational charts and neither will there be job descriptions for CAP Positions)
- 2.2 The educational provider shall establish a CAP Management Structure (include MOE role) to oversee the effective co-ordination, management, implementation and evaluation of the Career Advancement Programme.
- 2.3 The educational provider shall delegate responsibilities for the day to day operations and critical execution of deliverables in the Career Advancement Programme.
- 2.4 The educational provider through its senior management shall conduct meetings based on its established procedures so as to readily communicate and be informed about its CAP Operations
- 2.5 The educational provider through its assigned personnel shall prepare operational reports, statistical reports, enrolment, completion, certification, work experience, and other critical reports based on established and agreed timelines
- 2.6 The educational provider shall close out all non-conformances/gaps identified in reviews and audits conducted by the MOE CAP Team and subsequent external bodies that will play a monitoring and evaluation role in the Career Advancement Programme

Ministry's Role (Duty Statement)

The role of the Ministry of Education will be one of supporting the programme. This will include:

1. Provide the Quality Management Framework and its associated documents
2. Accepted methods of tracking, monitoring and evaluation of student's performance.
3. Overall monitoring and evaluation of personnel involved in the programme whether directly or through external collaborative agencies.
4. Identification and allocation of resources.
5. Curriculum development and vetting in consultation with other agencies and stakeholders.
6. **Involvement of the key agencies of the Ministry to include:**
 - **HEART Trust NTA** – Monitoring and Evaluation, Curriculum Development, External Examinations, Capacity Building.
 - **The Jamaica Teaching Council** – setting standards, teacher training and continuous staff development through the Quality Education Circles.
 - **The National Education Inspectorate** – monitoring and evaluation as well as inspection of facilities, staff and programmes.
 - **The Curriculum Unit** – Collaboration with the HEART Trust/NTA Learning Resource Development Unit for the development of programmes and training packages to support CAP.
 - **The Guidance and Counseling Unit** – Collaboration with the other agencies to provide Career Development Services for the programme.
 - **The Technical and Vocational Unit (TEC Voc)** – Supervision

Role of The School Board/Principal (Duty Statement)

1. Establish a Career Advancement Programme (CAP) committee to guide the implementation of the programme (you may include your Regional Technical Development Officer)
2. Obtain a copy of the curriculum for the courses that the school will offer, so as to familiarize him/her with the relevant competencies for NVQJ levels I & II certification.
3. Ensure that qualified staff is employed to deliver the courses and that the required physical resources set out in the NCTVET audit report are available.
4. Investigate the appropriateness and viability of the program for the school and community by undertaking a school and community audit.
5. Determine the logistics of offering the program, especially regarding staff, timetable and budget.
6. Establish time lines for the introduction of the programmes.
7. If a Memorandum of Understanding is needed with ATO/NCTVET etc. develop and solicit approval from relevant parties.
8. Promote and market the programme.
9. Ensure prospective students are fully informed of career opportunities and all aspects of the program.
10. Ensure all appropriate documentation is completed before students begin the programme.
11. Establish and maintain support structures for students
12. Strengthen guidance and counselling services to students.
13. In conjunction with the MOE and other partnering agencies, develop and apply monitoring and evaluation procedures.
14. Structure workplace learning (industry placement): (It allows the student to participate in the workplace and gain first-hand experience of industry practices and working conditions.)



The School Coordinator's Role (Duty Statement)

Under the direct supervision of the principal, the school's coordinator is required to provide direct support to the Ministry of Education's Career Advancement management Team and the schools administration.

Manage the administrative functions of admission, orientation registration, attendance, assessment and work experience activities, and at all times ensuring quality delivery of services, the accuracy, confidentiality and quality of data, the integrity of the training, assessment and certification processes, thereby assisting to provide a pool of certified and competent workers at world-class standard.



Functions of the School Coordinator

1. Coordinate the orientation of students within the Career Advancement Programme
2. Coordinate school based assessment activities as designed by examination bodies contracted by CAP (NCTVET & City and Guilds)
3. Coordinate the placement/work experience component of the CAP in coordination with the MOEYI CAP team and HEART NTA
4. Manage the entrepreneurial activities that will be developed by the students and liaise with stakeholders to ensure activities are conceptualized
5. Manage the final assessment process in conjunction with the MOEYI CAP Team and the examination bodies contracted by CAP (NCTVET & City and Guilds)
6. Prepare and present accurate statistical reports based on planned and actual enrolment, completion and certification to the MOEYI CAP Team.
7. Prepare monthly operational report based on programme deliverables on the MOEYI prescribed template in a timely and consistent manner
8. Prepare master and individualised training schedule for selected courses based on current Labour Market Survey
9. Establish and review databases as required by the MOEYI CAP Team based on Enrolment, Completion, Work Experience and Certification.
10. Manage all records of enrolled students as required by the MOEYI CAP Team.
11. Prepare relevant assessment schedule (internal and external) and have them posted on notice boards and supplied to participating candidates
12. Maintain an efficient document and records management systems for all admissions, training, and assessment activities.
13. Manage and evaluate records management systems for recruitment and admissions, training and assessment.
14. Report ALL situations that provides and or intend to provide challenges to the execution of the CAP
15. Implement recommendations for Continuous Improvement to processes and or procedures based on Quality Management Reviews, audits and evaluations undertaken by CAP MOEYI Team and External Partners.
16. Provide technical support to teachers whom are assigned to the delivery of programmes within the CAP
17. Strengthen the Provision of Career Advisement and Guidance Counselling, Employability skills , Entrepreneurship, Technology infusion, STEM(Science, Technology Engineering, Mathematics) within the programme

<i>Section 1</i>	<i>Leadership and Governance</i>
Policy Guideline 3	The educational provider should maintain all student recruitment and admissions, Staff training and assessment, financial, general and administrative records relating to CAP

- 3.1 Educational provider should maintain student recruitment and admissions, staff, training and assessment, financial and general administrative records
- 3.2 All CAP operational documents/records are stored centrally at a designated location by the educational provider
- 3.3 Individual Student files are kept at a secured central location
- 3.4 Records of timetables, examination results and transcripts are kept in a fireproof or flood proof safe
- 3.5 Electronic Files are kept up to date and backed up regularly to prevent loss of critical information
- 3.6. Records should be maintained in accordance with Ministry of Education requirements and/or Educational provider document retention procedures.

<i>Section 1</i>	<i>Leadership and Governance</i>
Policy Guideline 4	The educational provider maintains current documents that are Version Controlled by the Ministry of Education and can create documents based on their designated version control policy in document creation, review, approval and dissemination.

- 4.1 The Ministry of Education shall version control all critical documents relating to the execution of the Career Advancement Programme. These include the Quality Register of Documents and Operational Tools for educational providers.
- 4.2 Documents that have been created and version controlled by the Ministry of Education must not be modified by educational providers
- 4.3. The educational provider may develop additional documents based on its version control policy and document creation procedures
- 4.4 Educational providers must assign personnel (preferably CAP Coordinator) to manage the MOEYI Version controlled documents
- 4.5 All obsolete documents from the MOE must be removed from circulation whenever documents bearing a more recent version control are distributed to educational provider
- 4.6 Obsolete documents must be removed from circulation and filed for reference
- 4.7 MOEYI Version controlled documents should be kept in a secure filing cabinet to which only assigned personnel have access.

CAREER ADVANCEMENT PROGRAMME - LEADERSHIP AND GOVERNANCE

<i>Section 1</i>	<i>Leadership and Governance</i>
Policy Guideline 5	The educational provider has established partnerships with entities/other educational institutions

- 5.1 The Educational provider must have a documented agreement/arrangement that will govern the relationships with entities/educational institutions.
- 5.2 The agreement should include the responsibilities, management strategies and monitoring strategies of both parties
- 5.3 Communicate the proposed partnership to the Ministry of Education Youth and Information for further guidance and support and possible intervention
- 5.4 Ensure that all designated CAP personnel understand what is involved in the partnership
- 5.5 Affixed signatures of both parties to ensure validation of partnerships
- 5.6 Established Partnerships must include but not limited to date of commencement and termination, privacy clause and benefits.

<i>Section 1</i>	<i>Leadership and Governance</i>
Policy Guideline 6	The educational provider has effective Financial Management Procedures based on the financial procedures of the Ministry of Education Youth and Information

The education provider shall assign designated personnel with responsibility for CAP Finances so as to ensure that all financial procedures are adhered to according to the procedures outlined by the Ministry of Education Youth and Information .

Internal Controls

It is the educational provider's responsibility to ensure internal controls are designed to detect errors and irregularities as well as prevent their occurrences. Internal controls are necessary to ensure the following;

- **Effectiveness** – Are the objectives being achieved?
- **Efficiency** – is optimal use being made of the resources?
- **Compliance** – Policies, laws and regulations must be followed e.g. Government of Jamaica procurement guidelines.
- **Reporting** – Financial reports must be prepared on a regular basis for the benefit of all relevant parties.



Characteristics of a good internal control system include:

- Proper authorization of transactions and activities.
- Adequate segregation of duties.
- Adequate documentation and record.
- Adequate safeguard over use and access.
- Independent checks over performance.

CAP Bank Account Procedures

6.1 A letter must be sent to the Principal Finance Officer (PFO) requesting that a current account be opened for CAP. The letter should entail the following:

- Name of the bank and branch
- Name, position and title of each signatory (for example: Mrs. Jane Bown-Board Chairman)
- Signatories should be classified into two categories:
 - Group A – Board Members
 - Group B – School Officers
- Signing instruction (at least one from each group to sign)

6.2 The guidelines governing the opening of accounts by the Ministry of Education will apply.

6.3. *The letter of approval must be taken to the bank with the other documents required by the bank for the account to be opened.*

Note: *CAP funds must not be comingled with other types of school funds.*

TRN Extension for CAP

- The Principal should write a letter requesting an extension of the institution's TRN for CAP
- The TRN should be taken to the Education Unit at the Tax Office to facilitate the online registration.
- All filing of statutory deductions and payments can be done through this medium.

CAP Cashbook

6.4 There must be a dedicated cashbook to record all CAP transactions (receipts and disbursements). The management of the cashbook must be in keeping with the Ministry of Education's guidelines.

The cashbook must record the following;

- a. All cash received, for example subvention, donations etc.
- b. All payments made, for example salary, bank charges etc.

6.5 All the transactions recorded in the cashbook must have an approved source document.

Lodgements

6.6 All cash/cheque received must be deposited by the following working day or as authorized by the Ministry of Education.

Subvention

6.7 Subventions will be paid to schools on a per capita basis based on the current cost of the course.

6.8 Subventions will be paid at the beginning of each term or as otherwise stated by the Ministry of Education Youth and Information.

6.9 The final subvention will be paid based on actual enrolment, which will be verified by the attendance register for each skill area.

Required Format for Skills' Registers Submission

6.10 Registers should be prepared to capture all categories as outlined below:

- Grade 12
- Grade 13
- 6th Form

Re-sit

The registers should bear the following information: institution's name; teacher's name; skill area; categories; academic year; students' names and principal's signature along with school's stamp.

Validation Process

- 6.11** Validation of the institution skills' registers must be conducted by the Technical Development Officer with responsibility along with the coordinator. Both signatories should be affixed to the registers prior to submission.

Procurement & Payments

- 6.12** All purchases must be made in keeping with the Government of Jamaica's Procurement Guidelines. All purchasing transactions must be accompanied by an approved purchase order signed by the Principal and where applicable purchase order must be zero rated.
- 6.13** At least three (3) quotations must be sought and compared before items are purchased to ensure transparency and the best price and quality are being obtained, with the exception of sole source items.
- 6.14** A formal request for payment must be made using the school's payment voucher.
- 6.15** The request for payment must be supported by source documents such as time sheets, quotations, invoices, contracts, etc.
- 6.16** The board chairman or his deputy and the principal or vice principal must approve all payment vouchers.
- 6.17** Cheques must be duly prepared for the approved payment vouchers and signed in keeping with the signing instructions given to the bank.

Payroll

- 6.18** All statutory deductions must be deducted at source (PAYE, ED Tax, NHT and NHT) from employee.
- 6.19** Only NHT for employer's contribution should be deducted.
- 6.20** If NIS is deducted from the employee, then the employer's contribution is required to be paid.
- 6.21** The statutory deduction and contributions must be filed and paid monthly to the tax authority.
- 6.22** Payment must be accompanied by name, address, gross salary, deduction, NIS and TRN for the employees.
- 6.23** The CAP Tax Return Number must be used for the filing and payment of taxes.

Filing

- 6.24** It is essential that every entry in the accounting record be referred to the documentation that supports the entry. The support document must be filed in such a way that it can be readily located.
- 6.25** Documentation for purchases should include copies of the purchase order and or purchase requisition, contracts, invoices and cheques.
- 6.26** Payroll records should provide sufficient documentation for employees, such as attendance register, time sheets and official assignment schedule for example timetable.
- 6.27** *The following accounting records must be filed;*
1. Cash book showing all transactions (receipts and disbursements)
 2. Purchase requisition and purchase orders
 3. Attendance registers
 4. Timesheets
 5. Timetables
 6. Bank cheque book
 7. Bank deposit slips

All accounting document must be properly filed for subsequent audit.

Reporting

- 6.28** A monthly Income and Expenditure Statement must be submitted to the Accountant of CAP by the 5th working day of each month.
- 6.29** The Bank Reconciliation Statement must be prepared and submitted by the 28th of the following month.
- 6.30** Educational providers must declare the amount remaining in the CAP Accounts by July of each year. This should be done prior to issue of the first subvention tranche that is given during the first school term (September – December) of the academic school year.
- 6.31** Educational providers shall comply with stated requests in order to facilitate tranche payment timelines and efficiency in the financial management of the programme. Non-compliance could result in sanctions being applied based on MOE established procedures.

Financial Audits and Reviews

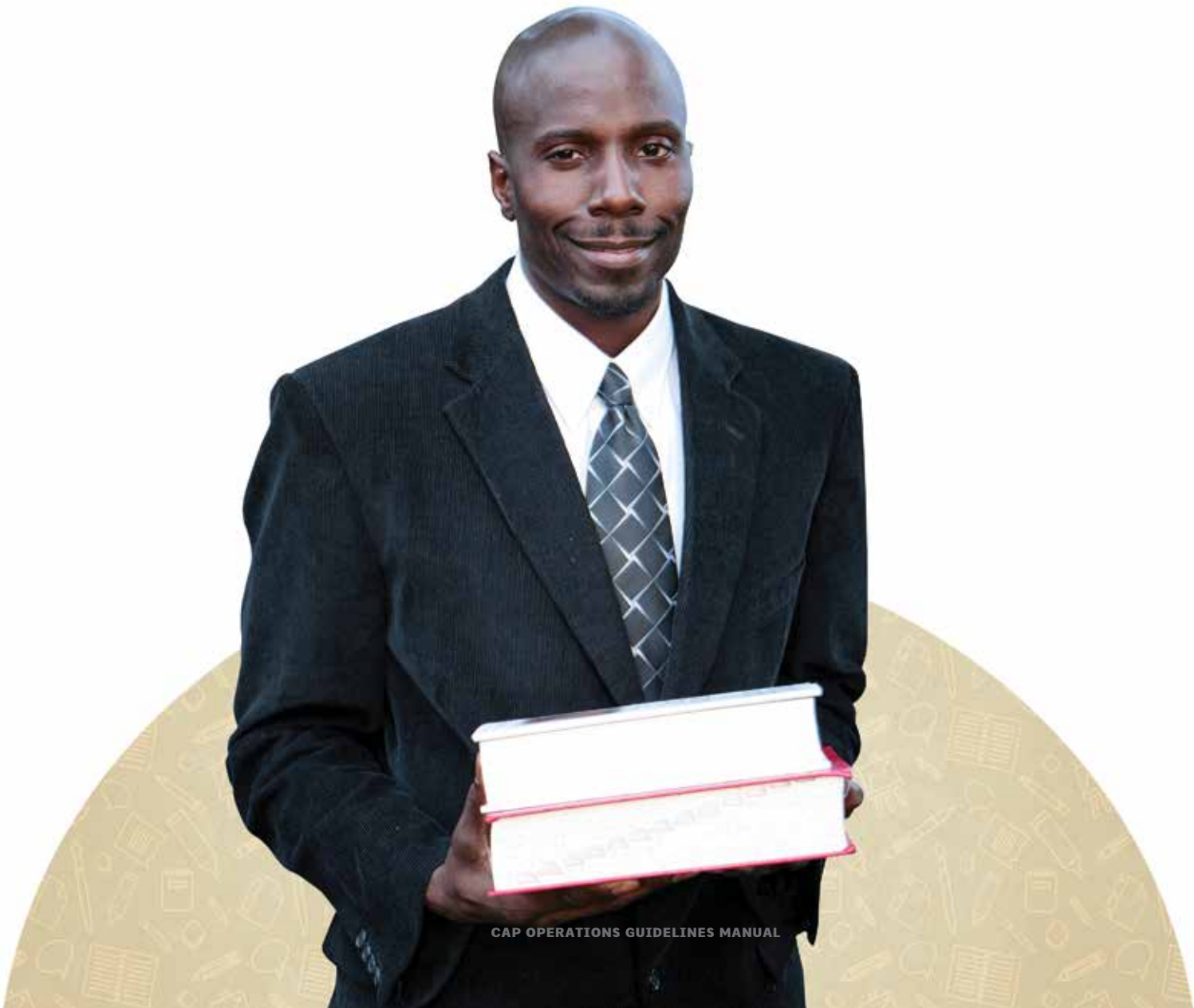
- 6.32** When requested, educational providers must facilitate financial audits/review by the MOEYI CAP Team and associate MOEYI Accounting personnel.

<i>Section 1</i>	<i>Leadership and Governance</i>
Policy Guideline 7	The educational provider must have the requisite Curricula and other critical training resource materials

- 6.33** The Ministry of Education shall support all educational providers with requisite training resources to include curricula and standards for the skill/programme and/or subject area
- 6.34** Educational providers must ensure that they order/request curricula based on the approved skills/programme offerings
- 6.35** Educational Providers whom shall require training resources or shall complete an Institutional Training Resource Requirements Form
- 6.36** Resources will be dispatched to educational providers based on the prescribed procedures of the MOE CAP Team
- 6.37** Educational providers will be notified when items are available for issuing and this is primarily facilitated at the MOE Regional offices



SECTION 2
Staff Resources



CAREER ADVANCEMENT PROGRAMME - LEADERSHIP AND GOVERNANCE-(STAFF RESOURCES)

<i>Section 2</i>	<i>Staff Resources</i>
Policy Guideline 1	The educational provider must ensure that all staff delivering and/or assessing skill offerings within the Career Advancement Programme meets the requirements for delivering the programme

Delegation of responsibilities as well as the lateral movement of staff will be undertaken by the Principal or designated management personnel who ensures that staff is adequately skilled, qualified and experience to perform the work allocated to them.

- 1.1** The educational provider will recruit staff based on its designated recruitment procedures but in keeping with the requirements of the programme
- 1.2** Staff members should be qualified in the vocational competencies they are delivering at least above the level of the programme being delivered/ assessed
- 1.3** Staff members should fulfill the requirements relating to continued professional development and industry experience
- 1.4** Any staff member recruited to deliver and assess a particular qualification/skill will either meet the requirement of delivering the training package or have the ability to meet this standard before commencing the delivery and assessment of the qualification
- 1.5** All staff members will be made aware that they will undergo a staff induction/orientation for the Career Advancement Programme
- 1.6** All staff members will be monitored in relation to their performance in delivering and assessing vocational education and training and decisions taken regarding staff performance
- 1.7** Educational provider shall compile an Institutional CAP School Personnel Directory/Database.
- 1.8** Educational provider shall maintain records of all staff members to include resumes, copies of qualification, instructional time sheets and professional development documents
- 1.9** *The CAP Coordinator is to maintain a qualification summary profile of all staff members employed to the programme. Refer to Institutional Staff Profile*

<i>Section 2</i>	<i>Staff Resources</i>
Policy Guideline 2	The educational provider must carry out induction/orientation for staff members associated with the Career Advancement Programme

All staff members of educational providers must be aware of the conditions of service, entitlements and policy and procedural guidelines of the programme.

- 2.1** The educational provider shall sensitize staff members of the programme at formal staff f meetings
- 2.2** Co-ordinate and conduct orientation for its staff members according to its own induction procedures and timeline for the activities.
- 2.3 The induction/orientation procedure should include at a minimum:**
 - a.** Overview of the Career Advancement Programme
 - b.** The CAP Quality Register of Documents
 - c.** CAP Quality Management Framework
 - d.** CAP Operational Guidelines
 - e.** Clarification of Roles and Responsibilities
 - f.** Professional Development/In-service Training
 - g.** Curricula
 - h.** Training and Assessment Resources
 - i.** Staff Performance and Accountability
 - j.** Requirements for Competency Based Training
 - k.** Occupational Health and Safety
 - l.** Operational Tools for Instructional Use
 - m.** Discussion Segment (Questions and Answers)

CAREER ADVANCEMENT PROGRAMME - LEADERSHIP AND GOVERNANCE-(STAFF RESOURCES)

<i>Section 2</i>	<i>Staff Resources</i>
Policy Guideline 3	The educational provider must ensure that staff members participate in capacity building/continuous professional development/in -service training for staff members associated with the Career Advancement Programme

The structured and formal capacity building interventions may be coordinated by the Ministry of Education and/or the HEART Trust NTA or the educational provider. The Ministry of Education Career Advancement sees this activity as a pivotal intervention in the achievement of training and assessment outcomes. The intervention may take place in one of the following categories:

1. Structured Professional Development – (e.g. Workshops, work study, seminars, courses, conferences and Industry Furlough)
2. Non formal training (in house lectures, sessions, sensitization, meetings)
3. Professional Association/Organization (industry journals, websites, networking)

Professional development must be coordinated, planned, executed and progress reported by the various stakeholders. However it is the responsibility of the educational provider to ensure that proper records are maintained regarding individual staff member capacity building plan and progress.



Structured Professional Development

- 1.1 The educational provider shall adhere to the planned capacity intervention schedule and allow for participation of its staff
- 1.2 The identification of capacity building intervention or training need may arise from but not limited to Quality management review, instructional supervision, performance review, evaluations and instructional consultation
- 1.3 Each staff member will complete ***Individual Staff Professional Development Record*** to be collated annually and filed by the CAP Coordinator.
- 1.4 The individual capacity building plan will be used by HEART NTA and MOE to plan structured training interventions for CAP Staff members
- 1.5 Planned Capacity Building for each educational provider's staff members will be compiled into a master capacity building plan by HEART Trust Capacity Building Team and/or MOEYI Teaching Council
- 1.6 Industry Attachment must be coordinated by the educational provider
- 1.7 The educational provider must contact organizations, send letters of request, produce confirmation list, provide time sheets and evaluation forms and prepare Annual industry attachment schedule for the purpose of industry furlough based on agreed timelines and established procedures
- 1.8 Staff members of educational providers are required to participate in industry attachment/furlough as a means of ensuring currency and relevance in their respective area of competence
- 1.9 Industry Furlough may be initiated for at least forty hours. It can be done enbloc (5 consecutive days) or a day per week. The educational provider may decide based on its established standards.

SECTION 3

Facilities Tools and Equipment



<i>Section 3</i>	<i>Facilities, Tools and Equipment</i>
Policy Guideline 1	The educational provider must ensure that physical resources is able to support training requirements such as student numbers, delivery methods and storage areas for tools, equipment and Supplies.

The educational provider must ensure that facilities are able to support programme training and assessment requirements based on facilities design and standards and in accordance with safety guidelines. The facilities are not only limited to classrooms and lab space but must take into consideration public spaces such as library, auditorium and any area of the institution supporting the training experience.

- 1.1** The educational provider must have timetables and schedules that clearly show the accommodation of students (especially for labs)
- 1.2** The educational provider may have plans and layout of classrooms, machine and equipment, library space and other training support areas
- 1.3** The educational provider must have designated storage area for each skill programme
- 1.4** The designated storage areas should be organized and labeled based on industry and safety requirements
- 1.5** The respective skill areas of the educational provider must have an inventory system for it tools, equipment and supplies
- 1.6** The educational provider must establish and maintain a schedule for inventor activity to be conducted for tools, equipment and supplies
- 1.7** The educational provider must assigned designated personnel whom will supervise and initiate the conduct of inventory
- 1.8** The educational provider must assigned designated personnel whom will supervise and initiate the conduct of inventory
- 1.9** The educational provider must assigned designated personnel to record and approve complete inventory documents

CAREER ADVANCEMENT PROGRAMME - LEADERSHIP AND GOVERNANCE-(EQUIPMENT)

<i>Section 3</i>	<i>Facilities, Tools and Equipment</i>
Policy Guideline 2	The educational provider must foster an environment that is healthy, safe and secure

The educational provider must see to the operations of a healthy, safe and secure environment in which all staff, students and visitors can operate. Occupational Health and Safety must be communicated and demonstrated by the educational provider based on MOEYI guidelines, industry requirements and/or established procedures documented or instituted by the school.

General Health, Safety and Security Procedures

- 2.1 The educational provider must orient staff and students to its disaster management policies, procedures, systems and demonstrated practice. Disaster management can be but not limited to flood, earthquake, fire, hurricane and volcano. (Evacuation procedures, route maps, assembly areas, designated personnel)
- 2.2 Report all accidents/incidents to designated personnel based on MOEYI and/or educational provider procedures
- 2.3 Educational provider must have designated personnel as first aiders and provide first aid kits in designated areas
- 2.4 Educational provider must service fire extinguishers and make them accessible and allow for training in their use
- 2.5 Educational provider ensure that all staff and students have the designated license requirements required for some skill areas (food preparation and cosmetology)
- 2.6 Sorting, collection and disposal of waste is done in a timely manner
- 2.7 Safety signs and charts must be posted in laboratory areas
- 2.8 Facilitate the review/evaluation of external health safety and security personnel as per industry and government requirements
- 2.9 Educational providers must have security mechanisms such as the provision of security guards, perimeter fencing and secured storage areas

<i>Section 3</i>	<i>Facilities, Tools and Equipment</i>
Policy Guideline 3	The educational provider must ensure that relevant and up to date tools, machinery and equipment are in place and is maintained for efficiency and safety

Relevant and up to date equipment must be provided or accessible by staff and students whether at the location of the educational provider or in partnership with an established industry partner. Machine, Tools and equipment must not be purchased from the Career Advancement Programme budget allocation by the Ministry of Education Youth and Information.

- 3.1.** The Ministry of Education Youth and Information will determine guidelines for which educational providers may request the purchase of machinery, tools and equipment
- 3.2** Tools and equipment must be maintained through an effective and comprehensive maintenance plan outlining schedule, checklist and other designated forms
- 3.3** Staff and Students must wear protective gear if they are involved in the maintenance of tools and equipment
- 3.4** Educational providers should have a system to distribute and collect tools after use
- 3.5** Maintain a log of tools that are missing, broken or damaged on prescribed form
- 3.6** Machines must have safeguard devices in place when in use
- 3.7** All machines and equipment must be labeled (including those that are not in use)
- 3.8** Educational providers must adhere to MOEYI guidelines and/or their prescribed procedures for the disposal of machinery and equipment deemed obsolete

SECTION 4

Student Support, Services and Activities



<i>Section 4</i>	<i>Student Support Services and Activities</i>
Policy Guideline 1	The educational provider shall provide clear recruitment and admissions requirement and information to prospective students

Recruitment

Recruitment is an ongoing process within the Career Advancement Programme. However, structured recruitment period for the Career Advancement programme is during the May-August period of each calendar year.

Application

The Ministry of Education Youth and Information provides CAP application forms to the secondary school system for completion by grade 11(fifth form) students. This information is then compiled by institution, region and then is morphed into the National CAP database. This database forms the recruitment base of the programme. The application database is then sent to all schools within the six Ministry of Education regions. All CAP applicants will be required (excepting those with the requisite CXC/SSC subjects), to undertake diagnostic assessment psychometric testing and career interest inventory being co-ordinated and facilitated by the HEART Trust NTA.

Application forms can be obtained at any CAP participating school/educational provider and or secondary schools. Applicants must be between the ages of 16-18. Students can also apply online at <http://www.moe.gov.jm/> by clicking on the CAP logo.

Entry Requirements

All institutions offering the programme will implement varying matriculation requirements based on their policies and procedures for admissions. However the Ministry of Education, Youth and Information will indicate the minimum required standards for admission for each area of opportunity listed below:

1. Complete and submit a CAP application form to the school providing the programme
2. Have Tax Registration Number – **Mandatory Requirement**

Sixth Form–Traditional (Opportunity one) in addition to requirements 1 and 2, applicants for this opportunity should have a minimum of five subject passes in CXC/CSEC, GCE or equivalent examinations. The subjects should include Mathematics, English Language, a science and or a Technical vocational subject

Technical (Opportunity two) –in addition to requirements 1 and 2

Applicants for this opportunity must achieve an acceptable score of 25 (twenty five) on the HEART Trust/NTA Mathematics and English Language diagnostic test or have at least 1 CXC, GCE, City and Guilds-level three or equivalent qualification.

Selection

Prior to enrolment and placement, students will undergo an interview process.

All applicants selected for interviews are required to submit the following documents to the institution:

- Certified copies of all academic achievements
- Copy of Food Handlers Permit if applicable
- Proof of age (driver's license, birth certificate, passport)
– verified copy to be submitted.
- Tax Registration Number - Mandatory
- At least one (1) passport size photograph (you may be required to submit two)
- Two letters of recommendation from (School, Justice of the Peace, Minister of Religion, Police Officer or Military Officer at a senior level.).
- Some institutions may request a recent medical examination report.

All candidates whom are interviewed will receive a response from the CAP participating institution regarding the outcome within five to ten (5-10) working days. Only candidates who are successful in the interview will be accepted. Candidates whom do not meet the requirements may be referred to another CAP provider or another area of opportunity.

CAREER ADVANCEMENT PROGRAMME - STUDENT SUPPORT, SERVICES AND ACTIVITIES

Section 4	<i>Student Support Services and Activities</i>
Policy Guideline 2	The educational provider shall implement procedures relating to the Selection and Admissions Process

Prior to admissions and subsequent enrolment in an area of opportunity and skill area, educational providers must ensure that prospective students are interviewed to ensure suitability for selection into the qualification, available for the career pathway to which they are being recommended and also to receive general information about the course and the expectations.

- 2.1** Educational providers must utilize the regional CAP application database as a means of sourcing applicants for interview.
- 2.2** Educational provider shall utilize the CAP Student Profile for the areas of opportunity so as to be transparent in the selection process
- 2.2** Educational providers must establish their interview processes and make the necessary administrative arrangements (to include schedule, time, dates and interviewers, interview list by skill, questions, rating sheet etc)
- 2.3** Educational providers must ensure that all applicants selected for interview submit the following documents to the institution and/or at the information sessions or regional recruitment fair (if documents are available):
 - 1.** Certified copies of all academic achievements
 - 2.** Copy of Food Handlers Permit and Cosmetology license for students pursuing the skill areas of Food Preparation, Food and Beverage Service and Cosmetology respectively
 - 3.** Proof of age (driver's license, birth certificate, passport) – verified copy to be submitted.
 - 4.** Tax Registration Number - **Mandatory**
 - 5.** At least one (1) passport size photograph (**you may be required to submit two depending on the educational provider**)
 - 6.** Two letters of recommendation from (School, Justice of the Peace, Minister of Religion, Police Officer or Military Officer of high ranking)



- 2.4 Educational provider shall use this information to prepare individual student files
- 2.5 Educational provider will conduct interviews and make recommendations based on:
- Matriculation requirements
 - Suitability (based on CAP Student Profiles)
- 2.6 The educational provider will notify applicants of selection via email or telephone and subsequent acceptance letter/package
- 2.7 Educational providers acceptance letter/package to candidates must include (Orientation dates, uniform and course requirement and the skill area of acceptance)
- 2.8 If applicants were not selected, the educational provider shall make referral to another area of opportunity or another CAP Provider
- 2.9 Accepted candidates/students will be required by the educational provider to complete an Enrolment Form which will be entered in the Institution's Statistical Database Form to be provided by the MOEYI and will be submitted to the Technical Development Officer for compilation into the Regional and National Enrolment databases.

Enrolment Quotas for Year 1 and Year 2 Returning Students

- 2.10 Educational providers must have twenty five (25) students per skill area for both year 1 and returning year 2 students
- 2.11 The minimum re enrolment for year two returning students shall be fifteen (15) students
- 2.12 At no time should an educational provider enrol less than the stated enrolment targets. Where enrolment does not meet the required targets, strategies of merging classes and continuous recruitment must be initiated.
- 2.13 Strategies to encourage retention must be in place for all CAP educational providers as the ***maintenance of enrolment is a strategic priority of the programme.***

CAREER ADVANCEMENT PROGRAMME - STUDENT SUPPORT, SERVICES AND ACTIVITIES

<i>Section 4</i>	<i>Student Support Services and Activities</i>
Policy Guideline 3	The educational provider shall induct all students in the Career Advancement Programme through Orientation

It is a mandatory requirement of all enrolled students (year 1 and returning year 2) to attend and participate in the institution's orientation programme. Orientation is the process by which new students are inducted into the institution. All students must be given orientation as users of the library and be given a tour of the facility.

- 1.1** The educational provider shall convene orientation for a minimum of five days for year one students and two to three days for students in year two of the programme
- 1.2** The educational provider shall plan, co-ordinate and execute the orientation programme to include (programme, register, invitation of resource persons, schedule, assignment of designated personnel)
- 1.3** The educational provider shall utilise the MOEYI CAP Student Guide throughout the orientation period and students shall have access to said guide
- 1.4** Educational providers shall have adequate copies of the MOEYI CAP Student Guides in their libraries for student reference and knowledge
- 1.5** Educational providers shall co-ordinate and execute the ID Development for all students with a view to issue individual identification cards on the first day of training
- 1.6** All students must be given Library Orientation and be taken on a tour of the library.
- 1.7** The educational provider shall clearly outline the policy/procedures/rules in accessing information and be exposed to the various formats of information sources within the Library
- 1.8** All students, staff and resource personnel shall sign the orientation registers for proof of participation and attendance
- 1.9** On the final day of Orientation all students (year 1 and Year 2) shall sign the MOEYI Orientation Guide which will form a part of their individual student file
- 1.10** The orientation schedule will include but not be limited to the following:

<i>Year 1 Orientation Schedule</i> <i>Minimum Orientation Period (5 days)</i>	<i>Year 2 Orientation Schedule</i> <i>Minimum Orientation Period (2-3days)</i>
Welcome and Introduction Overview of the Career Advancement Programme Orientation to the Student Information Guide Calendar of Year 1 Activities	Calendar of Activities for Year 2 Students Reorientation to Student Information Guide
Occupational Health and Safety (Fire, First Aid, Disaster Management, Lab Safety, Protective gear)	Communicating Exam Results Status (City and Guilds and NCTVET) Re-sit Registration for City and guilds and NCTVET Examinations
Introduction of Educational Institution's CAP Team (Roles and Responsibilities)	Skill Connect –Year 2(students meet with teachers) <ul style="list-style-type: none"> • Orientation to the Occupation • Course Requirements and Expectations • Training Delivery and Continuous Assessment Plan
Institution Tour (location of toilets, cafeteria, library, restrooms, security, guidance office, co-ordinators office, first aid, fire extinguishers, classrooms and lab areas)	Development of Course Assessment Portfolio –Year 2 (Review to be done quarterly by CAP TDO and External Examination bodies)
Student Code of Conduct and Student Discipline (Responsibilities and Expectations) <ul style="list-style-type: none"> • Mobile phones, internet and computer usage • Rules and Regulations and Sanctions 	Details regarding : <ul style="list-style-type: none"> • Grouping/class lists/re enrolment
Training and Assessment <ul style="list-style-type: none"> • Competency Based Education • Overview of City and Guilds Examinations • Overview of NCTVET Examinations • Learning Resources • Training Delivery • Internal/Continuous Assessment • Development of Course Assessment Portfolio (Review to be done quarterly by CAP TDO and External Examination bodies) • Library Service and User Orientation 	New developments /Modification to: <ul style="list-style-type: none"> • Training and Assessment Services • Student Support Services • CAP Institution Team • CAP Student Guide

CAREER ADVANCEMENT PROGRAMME - STUDENT SUPPORT, SERVICES AND ACTIVITIES

<i>Year 1 Orientation Schedule</i> <i>Minimum Orientation Period</i> <i>(5 days)</i>	<i>Year 2 Orientation Schedule</i> <i>Minimum Orientation Period (2-3days)</i>
Skill Connect (students meet with teachers) <ul style="list-style-type: none"> • Orientation to the Occupation • Course Requirements and Expectations • Getting to Know Students • Training Delivery and Continuous Assessment Plan 	Graduation and Certification Ceremonies Work Study/Work Exposure/Placement Employability Skills/Employability Skills Inventory Form Job Readiness Activities
Attendance, Grooming and Deportment	Calendar of Activities for Year 2 Students
Student Support Services and Activities <ul style="list-style-type: none"> • Student Privacy • Student Appeal and Complaint/Grievance • Student Deferral and Withdrawal • Student Welfare (Rewards, incentive, financial support) 	Uniform and Deportment Standards
Graduation and Certification Ceremonies	Re-sit Examinations (Registration, Dates of Exams)
Programme Structure (Technical and Traditional) <ul style="list-style-type: none"> • Career and Personal Development, Civics, Employability Skills/Employability Skills Inventory Form • Data Operations (carry out data entry and retrieval procedures) • Entrepreneurship • Skill Area/Programme Offering • Mathematics and English (Language Literacy and Numeracy Provision) • Foreign Language (optional) <i>Nb. Traditional has its mandatory CAPE Component</i>	Identification Card Development (for missing/lost identification cards)
Uniform Requirements and Deportment Standards	Identification Card Development

<i>Section 4</i>	<i>Student Support Services and Activities</i>
Policy Guideline 4	The educational provider shall provide Student Support Services that promote inclusion and retention to all students of the Career Advancement Programme

Student support services will be vital to the sustainability of the Career Advancement and the retention of its students. The educational provider will infuse this aspect of the programme with much alacrity and urgency. Educational providers must ensure that all individual documents related to student support services be placed on individual files

Career Guidance, Development, Counseling and Employability Skills

Career Guidance and Counselling

- 4.1 The educational provider shall provide guidance and counselling to all learners under scope of responsibility within the Career Advancement Programme
- 4.2 Educational provider should provide career advisement/guidance from all phases of student interface to include recruitment and admissions, orientation, during training and upon completion and exit of the programme.
- 4.3 Students may defer/transfer their course of study within the Career Advancement programme using the prescribed form. CAP Student Deferral/Transfer Request Form.
- 4.4 The educational provider shall assign designated personnel to provide counselling services to students where necessary

Career and Personal Development

- 4.5 The educational provider shall develop and implement a Career Development plan that will include employability skills, personal development and Civics
- 4.6 The Educational provider shall develop and implement a Critical Employability Skills Programme that will detail the critical employability skills and that which will include activities to enhance the employability of students. (to include exit interviews, public speaking, work experience and job readiness, resource personnel, expos). This should be done for year 1 and 2 students respectively
- 4.7 The educational provider shall implement and collate the CAP Employability Readiness Form which will be utilized in the procedure for Work Experience as a means of determining placement readiness.
- 4.8 Educational providers shall make provision for students within the programme to have access to a Career Resource center/area/section.

CAREER ADVANCEMENT PROGRAMME - STUDENT SUPPORT, SERVICES AND ACTIVITIES

Student Support Services

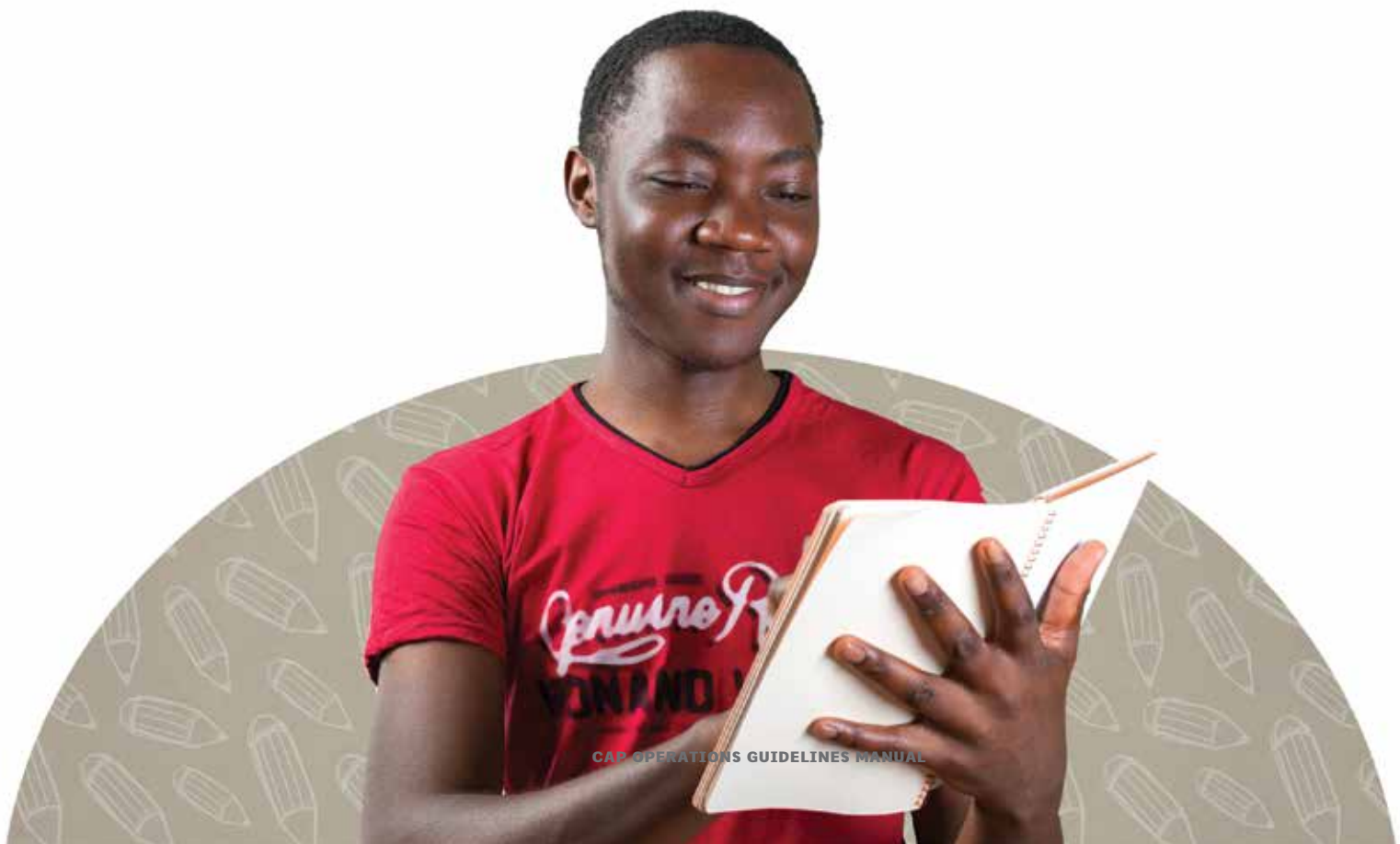
- 4.9 The educational provider must communicate its policy relating to students' welfare, scholarships and incentives programme to students within the programme.
- 4.10 Educational provider shall communicate its policy relating to uniform requirements and deportment standards
- 4.11 The educational provider shall allow its students to go on Excursions and field trips relating to their course of study and professional development
- 4.12 Educational providers must infuse and include students of the Career Advancement programme in student activities that are designed generally for students enrolled at the institution
- 4.13 Educational providers shall make provision for students to request various services
- 4.14 Educational providers shall make provision for graduation for students whom have satisfactorily completed their respective course of study and have met graduation requirements as established by the provider. The names of students whom have satisfied the requirement for graduation based on completion (year and/or year 2) shall be collated on the **MOEYI Institutional Statistical Database**.
- 4.15 Educational providers shall make provision through established procedures for students requesting documents to include transcripts (statement of competence), embassy letters and certificates. This should include the processing period for these documents to students.
- 4.16 Educational providers giving their designated certification to students may choose to use the medium of graduation to present institutional certificates to students satisfactorily completing their course of study.
- 4.17 Educational providers practices must not be exclusionary to the extent where CAP students are isolated or deemed indifferent to the general school populace

Complaints/Grievance and Appeals

- 4.18 The educational provider shall have established systems for students to lodge complaints or state appeals using prescriptive documents and procedures and communicate such policies/procedures at Orientation.
- 4.19 Educational providers must address issues of complaints/grievances so as to have them resolved.
- 4.20 Educational providers should allow students to appeal when they are inconsistencies, discrepancies or anomalies in the training and assessment process based on its own established procedures or utilizing the CAP Appeals/Complaints form.

Discipline

- 4.21 The educational provider shall have established policies, procedures and systems of dealing with disciplinary matters for all students.
- 4.22 The educational provider shall communicate its policy and procedure to students at the point of orientation.



CAREER ADVANCEMENT PROGRAMME - STUDENT SUPPORT, SERVICES AND ACTIVITIES

<i>Section 4</i>	<i>Student Support Services and Activities</i>
Policy Guideline 5	The educational provider shall have effective administrative and record management systems for student records

Educational Providers shall adhere to the established systems to ensure currency of records, adequacy, security, preservation and privacy of student records.

- 5.1** Educational providers shall have accurate and current enrolment, student training and assessment records, work experience, completion and certification data and status of each learner which will be collated into institutional statistical databases on prescribed MOEYI Institutional Statistical Form
- 5.2** Educational providers should have established or seek to develop systems and policies/procedures to allow students the right to access files being kept at the institution for him/her.
- 5.3** Educational providers should have established or seek to develop policies /procedures and systems of treating student information as private and confidential and have restricted access to student records
- 5.4** The educational provider should manage the security and preservation based on the Ministry of Education guidelines and or that of the educational provider
- 5.5** Student files should be securely locked in filing cabinets. Information relating to external certification should be maintained in cabinets that are fire proofed and flood proofed
- 5.6** Student records are to be appropriately and accurately entered into institutional database management system and should be backed up frequently to prevent loss of data
- 5.7** Student records must be retained based on MOEYI Guidelines and or educational provider procedures
- 5.8** The educational provider shall designate personnel to manage the records of students in a manner that support integrity, efficiency and effectiveness.
- 5.9** The educational provider shall communicate its records management to all students within the programme concerning student privacy, confidentiality and access to their files

Social Intervention Programme

- 5.10** There is a robust Social Intervention Programme that provides guidance and counseling support to CAP students across the island. Each school is supported by a Social Intervention Officer. Among the responsibilities of these Officers is to assist schools as follows;
- identify and manage maladaptive behaviour among students
 - coach and mentor students to be their best selves
 - act as a conduit between students and staff and students and parents to manage and resolve school related issues that are deemed a challenge or hindrance to the students success
 - work with the Coordinators and other school personnel to determine best fit strategies to support the needs and requirements of the schools within the scope of their responsibility

Student Welfare

- 5.11** To provide additional support to our students who may be challenged in getting to and from school and or finding lunch while at school, we have allocated a fund though minimal to assist these students. The welfare fund forms part of the per capita budget which is paid to each institution for each student. It is understood that not all students will require this aid and so the school will put mechanisms in place to identify those with the greatest need and assist them as much as is possible. Where there is need for support beyond what is provided, it is anticipated that the institutions' administrators would identify and implement creative means to support these students.

Pre-Examination Seminar

- 5.12** Each year CAP brings the students, teachers and personnel from the external examination bodies together for the following reasons;
- Reconfirm examination requirements and processes
 - Examination preparedness boot camp
 - Answer questions and concerns
- The number of institutions offering the CAP has grown exponentially over the years and so it has become increasingly difficult to host all the students in a single location and maintain the quality of output. Sessions are now being hosted regionally.

Capacity Building

- 5.13** A number of capacity building initiatives supported by the TVET Consultancy and Institutional Capacity Building Unit of the HEART Trust/NTA and City & Guilds are undertaken throughout the academic year in a bid to improve the quality of the teaching learning exchange within CAP Centres. The aim is to improve the certification and retention rates while providing teachers and administrators with additional skills to support our students.
- At least two (2) such activities are facilitated per quarter.
- The Educational Provider must ensure that staff members participate in capacity building/continuous professional development/in -service training for staff members associated with the Career Advancement Programme

Entrepreneurship Competition

- 5.14** CAP students have the opportunity to participate in the annual entrepreneurship competition. They compete across regions and finally at the national level. The prizes are competitive and students experience the process of taking their ideas from conceptualization through the business development process and to a simulated market type environment.

Objectives:

- To ensure a holistic delivery of the entrepreneurship curriculum in all school.
- To promote greater understanding and appreciation of the complementary role of entrepreneurship to technical and vocational education.
- To foster a culture of creativity and innovation within programme participants.
- To promote greater awareness as to the entrepreneurial opportunities that exists for economic and academic advancement.
- To reduce the reliance on employment search through the reinforcement of job creation/ enterprise development.

Annual CAP Award Ceremony/ Luncheon

- 5.15** An awards luncheon is hosted annually between October and November to recognize the students who have performed exceptionally well in their external examinations. Students are recognized for their success in the NVQ-J, CVQ, and City & Guilds examinations. Institutional Coordinators, teachers and institutions are also recognized.

Graduation

- 5.16** Students who achieve full certification in their respective skill programme are eligible for graduation. The annual CAP graduation is usually hosted in December.

TVET Rationalization Project

- 5.17** The TVET Rationalization Project of the Ministry of Education, Youth & Information operates in collaboration with the Ministry of Education's Technical and Vocational Unit, with the purpose of:

- Managing the funds allocated to building capacity, in particular provision of tools and equipment for TVET laboratories and the training of TVET instructors in accordance with the intended activities for the mainstreaming of TVET within the secondary system.
- Increasing access to quality technical and vocational education and training.
- Ensuring equity and relevance of TVET offerings within the secondary school system.
- Managing the development and approval process for the TVET policy.

Part of the mandate of the TVET Rationalization Project is to assist schools in meeting the requirements for TVET programmes they offer. This is done either through equipping the schools, or providing them with the requisite financial and/or technical support.

The activities of the Unit include the refurbishing and maintenance of TVET laboratories and the maintenance of TVET Centres of Excellence in selected schools within established clusters. Centres of Excellence are a focal point for the sharing of laboratory resources in particular skill areas within each cluster.

Process through which schools may obtain Financial Assistance :

- Schools submit a written request for financial assistance to the Director of TVET Rationalization
- Requests are presented/reviewed by the Facilities Enhancement Committee
- An assessment is carried out by the Project Officer and or Educational Officer and or Director TVET Rationalization.
- Once requests have been approved, items are then procured through the TVET Rationalization Office or funds remitted to the school's account.
- Once items have been delivered to schools or items purchased from monies received, all original receipts and delivery slips are to be sent to the TVET Rationalization Office.

CAREER ADVANCEMENT PROGRAMME - STUDENT SUPPORT, SERVICES AND ACTIVITIES

- Schools, Regional Directors and Technical and Vocational Unit are notified in writing through the desk of the Chief Education Officer of the assistance granted through the TVET Rationalization Office
- Follow-up visit done by Project Officer and or Educational Officer and or Director TVET Rationalization to ensure items have been added to schools inventory.

The Registered Apprenticeship Programme (RAP)

5.18 The Registered Apprenticeship Programme (RAP) is an initiative of the Ministry of Education, Youth and Information (MoEYI) that came on stream April 2015 through the HEART Trust/NTA.

The RAP is a tripartite agreement consisting of the following entities:

- Government (Board/HEART Trust NTA)
- Capital (Employers)
- Labour (Apprentices)

In line with labour market projections, the RAP was designed to prepare individuals for skilled occupations and career through multi-modal which includes on-the-job training. It also infuses skills training with personal and career development to facilitate worker readiness upon entry into the workplace.





SECTION 5
Training



CAREER ADVANCEMENT PROGRAMME - TRAINING

<i>Section 5</i>	<i>Training</i>
Policy Guideline 1	The educational provider must communicate the Training and Internal/Continuous Assessment Process to students and staff

The educational provider must ensure that the training and internal assessment process is communicated to all students and staff members prior to or during the recruitment and admissions process to include formal communication during orientation. Internal assessment should be practiced throughout the period of training delivery and is used as the primary determinant in the registration of students for external examinations.

It is guided by the Training Delivery and Continuous Assessment Plan (Modular Plan). The internal/continuous assessments include but are not limited to oral/written quiz and tests, projects, assignments, case studies, practical demonstrations and applications and journal writing.

- 1.1** Internal/Continuous assessment policy and procedures are documented in the MOEYI Student Information Guide and the CAP Operations Guide (Policy and Procedural Guidelines)
- 1.2** Educational providers shall co-ordinate and execute orientation activity to communicate the training and internal/continuous assessment process
- 1.3** Educational providers must ensure that teachers communicate the Training Delivery and Continuous Assessment Plan students during orientation and also by the first week of training. It should be further posted in the classroom
- 1.4** Educational providers should have copies of the Student Information Guides available and accessible in their respective libraries for students utilization

<i>Section 5</i>	<i>Training</i>
Policy Guideline 2	The educational provider must see to the implementation of systems and procedures to ensure the integrity and equity of the internal training and assessment process

The educational provider must attend to systems and procedures that promote equity and integrity in the training and assessment process. These systems include strategies and mechanisms that are so designed to allow all constituents of the Career Advancement Programme to realize and maximize their potential. Hence the educational provider through the directives of the Ministry Of Education shall:

- Adhere to standards in the Policy and Procedural Guidelines and Student Information Guide.
- Utilize the recruitment and admissions process to provide students with adequate information and support that will enable them to select the most suitable area of opportunity (Traditional, Technical or General)

- Provide multiple entry and exit points or pathways for Year one and/or Year two students
- Provide language, literacy and numeracy courses for areas of opportunity
- Provide inclusive training materials and adopt inclusionary training strategies and practices for all areas of opportunity

2.1 Training Delivery and Internal/Continuous Assessment Planning

- 2.1.1** The educational provider must have strategies in place for training delivery and assessment for each skill qualification and mandatory course prior to the start of training. The mandatory courses are Mathematics, English; Carry out Data Entry and Retrieval Procedures, Entrepreneurship and Career Development.
- 2.1.2** CAP Coordinator or designated management personnel will develop and provide to teachers timetable based on theory and practical aspects of the skill offering. The timetable will also show the ratio of students to teacher (enrolment quota per skill)
- 2.1.3** CAP Coordinator or designated management personnel will provide attendance registers, grading book/sheets and other tools necessary in the delivery of the skill offering. Attendance and grading book/sheets must be updated regularly and must always be current. Attendance registers must be activated for all classes and internal assessments.
- 2.1.4** Educational providers provide curricula, certification plans, syllabi and other teaching and learning resources to teachers for review, interpretation and implementation in the delivery and assessment planning process
- 2.1.5** Teachers will use the teaching and learning resources to develop the ***Training Delivery and Continuous Assessment Plans, all Lesson plans and all Internal/Continuous Assessment Instruments*** (Theory and Practical with associated rubrics) for the skill qualification and mandatory courses using the requisite forms and templates for instructional planning. (TDAP Template, Lesson Plan Template)
- 2.1.6** Teachers (especially skill teachers) will generate a comprehensive list of training and instructional materials that will be used to source items needed for training based on modules and by semester/term
- 2.1.7** CAP Coordinator or designated management personnel will validate the Training Delivery and Continuous Assessment Plan, lesson plans and Internal Assessment Instruments using the ***MOEYI validation/review forms for approval., (LTDAP Review Form, Lesson Plan submission and evaluation form, Internal Assessment Evaluation Form)***
- 2.1.8** CAP Coordinator or designated management personnel will provide feedback to teacher and where necessary for corrective action to be taken by the teacher to the planning documents for approval.
- 2.1.9** Approve planning documents for training and internal assessment will now be utilized by teachers in the delivery process.

2.2 Training Delivery and Internal/Continuous Assessment

- 2.2.1 Teacher will utilize all approved plans to deliver lessons.
- 2.2.2 Teacher utilize various delivery modes and strategies to deliver training.
- 2.2.3 CAP Coordinator or designated management personnel will conduct supervision of teachers in the training delivery process to ensure consistency in training delivery using the prescribed **MOE Andragogical Supervision Form**.
- 2.2.4 CAP Coordinator/designated management personnel will provide feedback and document corrective action to be taken by the teacher.
- 2.2.4 CAP Coordinator or designated management personnel will design a plan of action jointly with teachers whom may need coaching in the skill area and may be used as the basis for providing capacity building intervention.
- 2.2.5 Teacher will use approved internal assessment instruments to conduct internal/continuous assessments for students in accordance with the training Delivery and Continuous Assessment Plan.
- 2.2.6 Teacher will maintain records of students' internal assessment results by recording it on grade sheets or based on educational providers procedures.
- 2.2.7 The teacher must also capture grades on the prescribed **Continuous Assessment Records (NCTVET) and Excel Grade Sheets utilized by City and Guilds and using the grading scale to recommend students for external assessment**.



2.3 Internal Moderation

Internal moderation acts as the quality assurance mechanism in the training delivery and internal assessment process. It involves the review, comparison and evaluation of assessment outcomes in an effort to continuously improve assessment outcomes. Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency.

- 2.3.1** The moderation activity must be planned and conducted for all skill and related training and delivery areas and hence a quarterly moderation schedule with proposed dates should be developed and establishment of a moderation committee.
- 2.3.2** Prior to the moderation activity, the CAP Coordinator or designated personnel with the assigned responsibility will determine the modules to be assessed and the respective skill and subject area to be reviewed per quarter
- 2.3.3** Samples of graded scripts and student practical/role play based rubric documents across skill areas must be reviewed quarterly by the CAP Coordinator and a designated committee of at least three members of the CAP instructional staff. This process is known as Moderation and the committee known as the moderation committee.
- 2.3.4** All training delivery subject/skill areas that will be moderated must have their corresponding curricula must be a part of the moderation activity
- 2.3.5** The Moderation committee led by the CAP Coordinator is to have quarterly meetings with an agenda, attendance register and the prescribed **MOEYI Internal Moderation Checklist and prescribed Moderation Procedures Form.**
- 2.3.6** Moderation findings will be collated by the CAP Coordinator and reported to instructors during their monthly meetings for corrective action to be taken before the next conduct of internal assessments. The moderation activity should primarily focus on review of assessment tools and improvement /adjustment of assessor judgments (if required).
- 2.3.7** The CAP Coordinator shall generate quarterly reports at the end of each quarterly moderation exercise. This should include an action plan to include recommendations/corrective actions to the assessment tools or adjustments to results (where necessary).
- 2.3.8** The moderation report and/or action plan should be communicated to teachers whom.
- 2.3.9** The CAP Coordinator shall request evidence of corrective action being taken by the teachers' of the requisite skill/subject areas based on recommended actions.
- 2.3.10** The CAP Coordinator must maintain documented evidence of the recommended and implemented corrective actions based on the moderation activities conducted.

2.4 Feedback to Students on Continuous Assessment Outcome

- 2.4.1 Teachers must engage students in various assessment activities to include written and oral questions, projects, practical demonstration and applications, role play.
- 2.4.2 Teachers must document feedback to students regarding the outcome of internal assessments and to allow for re assessment where necessary.
- 2.4.3 Teachers must document feedback for each internal assessment activity using these two methods:
- a. Develop the internal assessment instrument with a feedback section to document written feedback and date of the feedback.
 - b. Capture the actual score on the front of the internal assessment instrument.
- 2.4.4 Maintain grade logs and keep a documented log of feedback to students.
- 2.4.5 Reassess students where necessary and update feedback as is required.
- 2.4.6 Students graded scripts must be returned to them and for it to be placed in their Course Portfolio of Evidence. This portfolio of evidence will be reviewed by the CAP Coordinator, CAP Technical Development Officer and External Examination Personnel.

<i>Section 5</i>	<i>Training</i>
Policy Guideline 3	The educational provider must provide Training Material, Resources and Technology to Support Training Delivery and Internal Assessment

The educational provider must aim to provide support in the area of technology, educational material and training supplies to enhance training delivery process.

- 3.1. Teachers will prepare and generate a comprehensive list of training materials to be purchased. This will be done based on modules and by semester/term prior to training. ***Refer to Sample Internal Requisition Form***
- 3.2 Teacher will submit this list to the CAP Coordinator whom will prepare a master list and forward the information to the designated personnel whom is in charge of purchasing/procurement (Bursar, Purchasing Officer etc.) Verification and Approval maybe needed at some educational providers before purchasing can be done.
- 3.3 Prepare and submit the required documents for training material request and established procedures as per MOEYI guidelines and or educational provider procedures.

CAREER ADVANCEMENT PROGRAMME - TRAINING

- 3.4 Collect and utilize training materials and instructional materials in an efficient and effective manner.
- 3.5 Educational provider will make adequate provision for technological resources to its staff and students based on its established procedures for request and use.
- 3.6 Educational provider will communicate its procedures based on access and availability of resources to staff and students.

Section 5	Training
Policy Guideline 4	The educational provider must have provision for practical and theory interface through the standard allocation of Teacher/Student Ratio

The educational provider shall have mechanism in place to support the interactions for student and teacher based on practical and theoretical activities of the respective skill Offerings.

- 4.1 The educational provider shall maintain standard training sizes as follows:

Level	Standard Group Size	Minimum Group Size	Skill /Related Instructor Allocation
1	20-25	15 - 20	1
2	20-25	15- 20	1
3	15-20	10-15	1

- 4.1 The training sizes should be adhered to and maintained for year 1 and year 2 as any deviation has implications for the enrolment, retention, training delivery, assessment and certification process
- 4.2 The educational provider shall develop master/individual timetables based on skill practical/theory components and instructor allocation.
- 4.3 Educational providers shall devise timetables based on the curriculum requirements and the training deliverables
- 4.4 Educational providers shall provide timetables to both teachers and students.
- 4.5 Timetables should be designed based on the nominal hours of the Curriculum and the calculation of hours based on Training commencement (September) to training Completion (June).

CAREER ADVANCEMENT PROGRAMME - TRAINING

- 4.6 Educational providers whom have students that have prior and recognized qualifications in Mathematics and English (CSEC, CAPE, SSC) may decide to have those students forgo the facilitation in the area but allow them to sit the corresponding City and Guilds Examinations.
- 4.7 Educational providers must ensure that there is the holistic delivery of the programme relating to the infusion of STEM, Critical Employability Skills, Information and Communication Technology, Career and Professional Development, Civics and Entrepreneurship.
- 4.8 Timetables should capture the elements of the programme delivery structure and minimum required hours as indicated as follows:

The programme delivery has been calculated for an average of 8 1/2 months (September - Mid June)

Subject	Traditional	Technical
Skill (Theory and Practical) Infusion of STEM	Based on nominal curriculum hours as per curricula/qualification plan	Based on nominal curriculum hours as per curricula/qualification plan
Career Development and Personal Development (Employability skills, personal development, career advisement, Civics)	80 hours	80 hours
Entrepreneurial Skill (Facilitation, Entrepreneurship Competition, Training Based Enterprise)	40 hours (1 week en bloc)	40 hours (1 week en bloc)
Mathematics/Numeracy (STEM)	120 hours	120 hours
	Level 2-3	Level 1-3
English/Literacy	120 hours (OPTIONAL)	120 hours
	Level 1-2	Level 1-2
Carry out Data Entry and Retrieval Procedures	40 hours	40 hours
Introduction to a Foreign Language (Optional but would be an enhancement to the programme Structure)	40 hours Should be considered based on emerging industries, skill sets and competencies	40 hours Should be considered based on emerging industries, skill sets and competencies

<i>Section 5</i>	<i>Training</i>
Policy Guideline 5	The educational provider has a system of Effective Training/Information Sessions for Library Users

Educational providers should ensure that all students within the Career Advancement Programme participate in Library training within the first two weeks of the commencement of training.

5.1 The educational provider shall institute a library training programme that includes but not limited to:

- Introduction of Library Personnel
- Library Rules and Regulations
- Library Documents Loan System
- Opening, Closing and Access to the library and audio visual material and equipment
- Plagiarism
- How to Conduct Library Search for Documents

<i>Section 5</i>	<i>Training</i>
Policy Guideline 6	The educational provider has a system in place for the provision of on the job experience

One of the requirements of the programme is that students are involved in a Work Experience Programme. During the training period, students are placed in the work environment to be exposed to workplace techniques in their respective skill areas, as well as to the attitudes and culture of the job environment. The work experience and or work study component of the programme will be coordinated, managed and implemented by the HEART Trust National Training Agency whilst volunteerism is coordinated and implemented by the educational provider.

4.1 Volunteerism/Work Study

- 4.1.1 During the training cycle educational providers will assign designated personnel to co-ordinate the volunteerism activity.
- 4.1.2 Designated personnel will identify and collate a list of public and private organizations where students can be placed to participate in volunteerism for a minimum of forty hours (preferably placed within skill).
- 4.1.3 Contact will be made with organizations using the educational provider established procedure
- 4.1.4 Organizations will confirm with educational provider and this must be in writing.
- 4.1.5 Based on confirmation student package will be prepared using educational provider approved documents (introductory letter, evaluation, indemnity form, time sheet).
- 4.1.6 Designated personnel must ensure that forms are completed by both employer and student and submitted within five working days.
- 4.1.7 The educational provider may request of designated personnel to randomly supervise the volunteerism activity.
- 4.1.8 Educational provider shall maintain a work-study database of all students (year 1 and year 2) that have participated in the academic year.

4.2 Work Experience

- 4.2.1 Work Experience will be coordinated and undertaken by the Employment Career Services Department of the HEART Trust NTA.
- 4.2.2 Educational providers shall ensure that all students within the Career Advancement Programme are facilitated in Employability skills. This should be done in year one and year 2.
- 4.2.3 The educational provider shall implement and collate the **CAP Employability Readiness Form** which is to determine placement readiness of students. *(Can be coordinated by Guidance Counsellors and Skill Instructors).*
- 4.2.4 Educational provider will then assign CAP Coordinator or designated personnel to submit to HEART a list of students whom have satisfactorily completed Career Advancement Programme and is ready for placement based on the completed Employability Readiness Form. **The completed CAP Employability Skill Readiness form will be collated and maintained as part of the records of the Institution's Work Experience Database.**
- 4.2.5 HEART Trust ECSD office will co-ordinate and implement the work experience programme based on their Standard Operating Procedures and the provision of associated documentation which will be disseminated to educational providers
- 4.2.6 HEART Trust ECDS will collate and provide Work Experience reports and analysis that can be used to assist in the Programme Review process for the next training cycle

Monitoring of Training Delivery and Continuous Assessment

Educational providers of the programme shall ensure that training delivery is monitored on a continuous and consistent basis. Training Delivery and continuous assessment refers to the implementation of systems to ensure that students achieve the desired competency and ultimate certification in their respective skill and subject areas.

- Monitor to ensure that the approved the Training Delivery and Assessment Plan (TDAP) is used to guide the delivery of training.
- Provide feedback to teachers using the MOEYI approved lesson plan checklist
- Monitor to ensure that the approved Lesson Plans are used to guide the delivery of training.
- Monitors the requisitioning, procurement, issuing and storage of instructional materials in particular those for practical activities.
- Ensure that lesson plans are developed and approved for both theory and practical lessons in keeping with the TDAP. The accompanying documents such as assessment instruments/key, worksheets, activity sheets should be attached to the lesson plan.
- Vets and approves internal assessment instruments using MOEYI prescribed forms prior to administration.
- Ensures that trainees are exposed to industry best practices via work study, field trips, guest lectures or demonstrations.
- Monitors the delivery process to ensure adherence to the lesson plans. An Andragogical Supervision Checklist is used to document observations and provide feedback to Instructors. A plan of action should be developed to address gaps.
- Reviews and signs student records kept by instructors. For example, grades, attendance registers.
- Inspect and review students' work e.g. notebooks, projects, portfolios, practical assignments against the lesson plans/competency standards/curricula in an effort to track timely delivery and that quality standards are adhered to.
- Conducts meetings as per established periods with students to discuss training related issues.
- 'Routine Supervision' - The designated management team assigned to the programme shall visit training areas throughout the day. *Pay attention to technical activities and also to the employability skills demonstrated by both staff and students.*

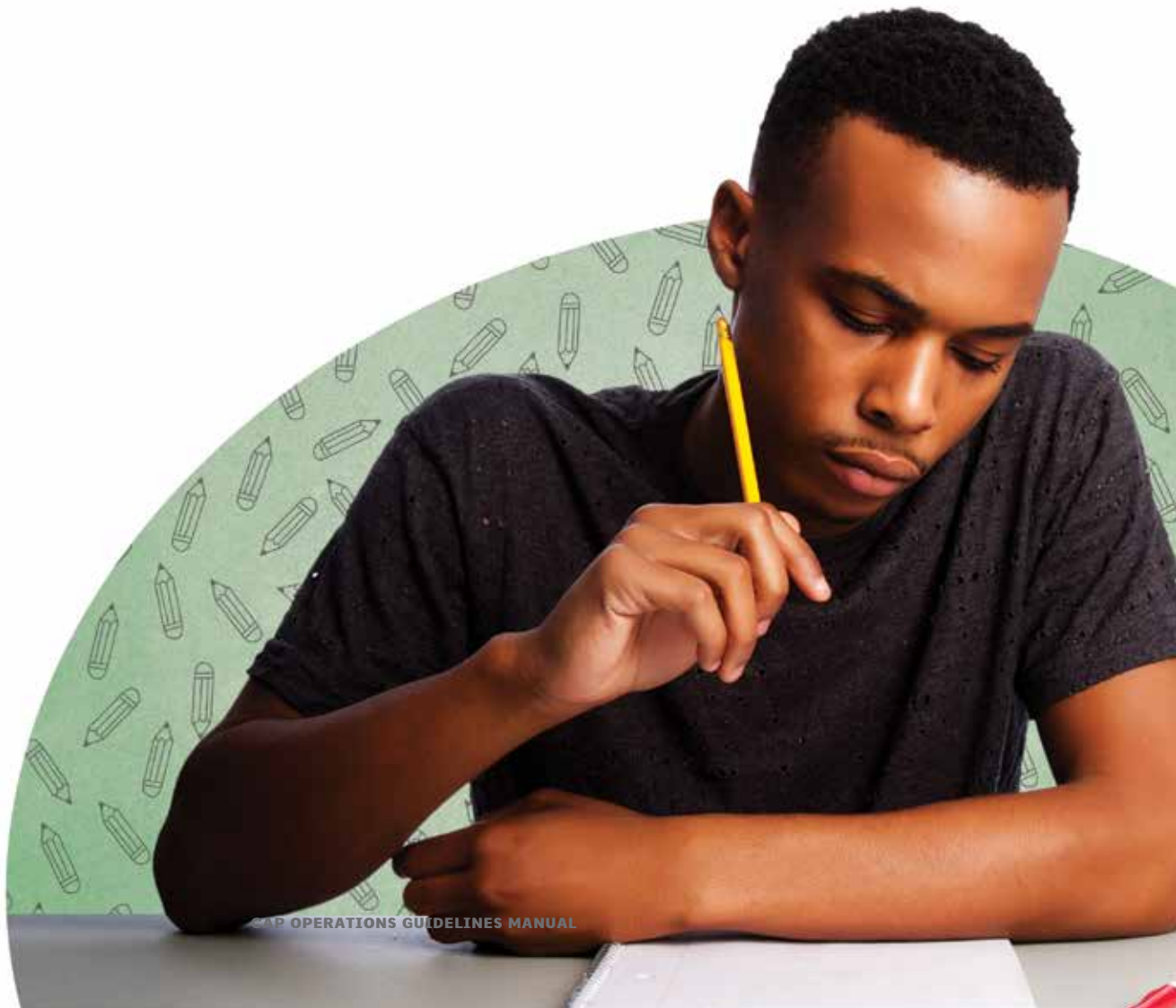
CAREER ADVANCEMENT PROGRAMME - TRAINING

- Students should use established procedures and systems to document areas of concern to them.
- Ensure that records/ inventory are maintained of training material/tools. Students are required to sign for training material and tools.
- Conduct scheduled quality assurance, moderation and validation meeting to discuss process improvement strategies.
- Convene meetings e.g. instructional staff meeting to discuss matters pertinent to instructional activities and deliverables. Additionally the meeting could be used to discuss the findings and recommendations of moderation activities.



SECTION 6

External Assessment and Certification



CAREER ADVANCEMENT PROGRAMME - EXTERNAL ASSESSMENT AND CERTIFICATION

<i>Section 6</i>	<i>External Assessment and Certification</i>
Policy Guideline 1	The educational provider shall make provision for the communication of Policy and Procedures of External Examination Bodies to students and staff

The external assessment activities of the Career Advancement Programme is managed by two external examination bodies namely City and Guilds and the National Council on Technical Vocational Education and Training. Both external examination bodies focus on competency based examinations.

The NCTVET offers examinations within the respective skill offerings whilst City and Guilds facilitate Examination in Numeracy (Mathematics) and English for Office Skills (English). It is imperative that policies and procedures are communicated and documented to students and staff within the Career Advancement Programme.

- 1.1** Educational providers shall facilitate personnel from the external examination bodies to conduct orientation activities, workshops, seminars and sensitization sessions geared at communicating its policies and procedures.
- 1.2** Educational providers shall invite external examination bodies' personnel to communicate its policies and procedures whenever it is necessary to do so.
- 1.3** External Examination bodies shall from time to time facilitate requests from and conduct periodic and timely visits to educational providers so as to ensure efficiency and co-ordination of examination systems and structure.
- 1.4** External examination bodies shall provide standardized and thorough information to all educational providers concerning the administrative arrangements, planning, conduct and review, notification of results and certification issuance and appeals systems. The sessions should also include the nature and description of its examinations, expectations and roles and responsibilities and visiting schedules and assignment of specific and targeted personnel of external examination personnel.
- 1.5** External Examination Bodies shall provide educational providers with a documented handbook or guide of its policies and procedures to be used as reference.

<i>Section 6</i>	<i>External Assessment and Certification</i>
Policy Guideline 2	The educational provider shall make provision for the administrative arrangement of External Bodies to facilitate final/external assessment

- 2.1** Educational providers shall adhere to the administrative arrangement procedures of external examination bodies.
- 2.2** External examination bodies shall provide educational providers with all prescribed planning forms and documents to include registration templates, certification plans, continuous assessment record template, amendment forms stand-alone project documents and marking schemes, prior to or during the first month of training commencement.
- 2.3** Educational providers shall ensure that continuous assessments are being administered based on the scope and nature of modules or subject area and those results are recorded, reviewed and maintained in order to facilitate the final examination processes and activities.
- 2.4** Educational providers shall adhere to submission timelines of critical documents required for registration and its processes, mock examination and results documentation, storage of documents, amendment forms, maintenance of continuous assessment record template and its submission among other procedures and associated documentation concerning administrative arrangement.
- 2.5** Educational providers shall maintain copies of all completed documents sent to external examination bodies for quick reference and evidence of submission. These include registration documents, continuous assessment records, and mock exam results.
- 2.6** Educational providers shall provide accurate information for all students that are eligible to sit external examinations. This include correct names, tax registration number and other relevant bio data needed by external examination bodies.
- 2.7** External Examination bodies must ensure that procedures for administrative arrangement is documented and shared with educational providers to facilitate efficiency and quality focus outcomes.

CAREER ADVANCEMENT PROGRAMME - EXTERNAL ASSESSMENT AND CERTIFICATION

<i>Section 6</i>	<i>External Assessment and Certification</i>
Policy Guideline 3	The educational provider shall make provision for the conduct of final/external assessment to include re-sit examinations by external examination bodies

- 3.1** Educational providers shall adhere to policies and procedures relating to the conduct of external examinations (to include examinations for joint certification) in their institutions.
- 3.2** External examination bodies must provide clear documentation and communicate its policies and procedures regarding the conduct of final /external assessments.
- 3.3** External examination bodies must provide educational providers with user friendly examination timetables to denote skill/subject area, cluster, levels, number of students sitting exam, theory and practical dates and designated assessor/invigilator. Timetables must be sent to educational providers at least one month prior to the conduct of examination.
- 3.4** External examination bodies must provide its grading criteria, grading systems, rating scales, competency level narrations, conversion tables and categories of awards to educational providers.
- 3.5** External examination bodies must provide educational providers with timely information such as scheduling, timetabling and associated examination practical assignments and tool listings for the procurement of examination material and to foster effective planning of activities within institutions.
- 3.6** External examination bodies must facilitate students whom may have to re-sit a particular cluster or subject/skill area based on its re- sit procedures
- 3.7** Educational providers must ensure that there is adherence to re-sit procedures and that accurate and timely information is processed for students being registered for re-sit examinations.
- 3.8** Personnel for external education bodies must communicate and document its standard assessment procedures to students of educational providers. These procedures include rules and regulations during assessment and preliminary activities on the day of examination.

<i>Section 6</i>	<i>External Assessment and Certification</i>
Policy Guideline 4	The external examination bodies shall notify educational providers of assessment results and issue Statement of Competence and Certificates

- 4.1** External examination bodies shall provide documented policies and procedures and its associated forms and templates to educational providers relating to the notification of results, statement of competence and certification issuance.
- 4.2** External examination bodies shall provide to educational providers detailed, timely and accurate information concerning the results of its candidates based on any sitting or period of final examinations.
- 4.3** External examination bodies shall document the specific period and timelines for the dissemination of results to educational providers.
- 4.4** External Examination bodies shall provide electronic and manual copies of examination results to educational providers.
- 4.5** External examination bodies shall provide descriptors to results such as percentage pass rates, by institution, skill or course, sector, gender, region and by type of institution (tertiary or secondary). This is to facilitate analysis of data and continuous improvement.
- 4.6** External examination bodies shall issue certificates and statement of competence to education providers based on their candidates/students successful completion of the requirements for certification.
- 4.7** Educational providers must document discrepancies and issues of appeals /complaints on prescribed forms issued by external examination bodies.
- 4.8** Where issues have not been resolved based on the procedures of external examination bodies, educational providers shall escalate the matter to the assigned MOE Technical Development Officer for resolution.

CAREER ADVANCEMENT PROGRAMME - EXTERNAL ASSESSMENT AND CERTIFICATION

<i>Section 6</i>	<i>External Assessment and Certification</i>
Policy Guideline 5	Educational providers shall establish and implement activities relating to the management, storage and distribution of Certificates

- 5.1 Educational provider shall store certificates, results and statements of competence in a secure, fire and flood proof cabinet that is only accessible by designated personnel.
- 5.2 Educational providers shall assign access to designated personnel to manage the certification distribution process.
- 5.3 Educational providers shall compile a certification status on the prescribed **MOEYI Institutional Statistical Database Form** based on the results garnered from external examination bodies and for the purpose of joint certification
- 5.4 Educational providers shall develop a distribution log that details the subsequent dispatch of certificates. This information should be filed and secured in the fire proof/flood proof cabinet for certificates. The distribution log must include name of student, ID #, skill area, national ID, driver's license or passport #, skill level and signature, academic year, Type of external examination body
- 5.5 Educational providers must only present certificates to the actual candidates in person. In the event that students are unable to collect. The student must send a letter of request with the person designated to collect certificate on his/her behalf. The designated person must also present a national ID or passport or driver's license.
- 5.6 Educational providers must maintain duplicate copies of each certification issued by placing one copy on student file and the other copy in a file designated for certification copies. This must be maintained as per certification period.
- 5.7 Anomalies regarding certification must be documented immediately and the specific certificate/certificates sent to external bodies for the necessary discrepancy/anomalies to be corrected. This should be based on the procedures of the external examination bodies.
- 5.8 Educational providers shall maintain records of all certificate anomalies and provide timely and documented feedback to students/candidates affected by anomalies.
- 5.9 Educational providers must report incidences of unresolved certification issues to the respective Technical Development Officer
- 5.10 External examination bodies must provide documented policy/procedure to educational providers address lost, damage or stolen certificates.
- 5.11 External examination bodies must provide documented procedures to educational providers concerning the retention of certificates/statement of competence.

<i>Section 6</i>	<i>External Assessment and Certification</i>
Policy Guideline 6	Educational providers shall collaborate with the Ministry of Education in the facilitation of Annual Certification Ceremonies

- 6.1 Educational providers shall develop and submit their certification database of students to the Ministry of Education Assigned personnel based on the established time period. This should be captured on the prescribed **MOEYI Institutional Statistical Database Form**.
- 6.2 The Ministry of Education shall co-ordinate, plan and implement an annual certification ceremony as per calendar year.
- 6.3 The certification ceremony maybe planned nationally or by Bi Regional and educational providers will be duly notified.
- 6.4 The Ministry of Education may solicit the assistance of educational providers' key personnel to participate on various certification committees.
- 6.5 The Ministry of Education may solicit assistance from educational providers on the day of the certification ceremony.
- 6.6 The Ministry of Education will furnish educational providers with subsequent information regarding certification ceremonies.
- 6.7 Educational providers will adhere to the requests and actively participate in the readiness and proposed activities of the certification ceremonies.



6.8 NCTVET & City and Guilds – Internal & External Assessment Rating Scale & Proficiency/Performance Levels

LEVEL 1	LEVEL 2	RATING	DESCRIPTION
75-100	80-100	5	Demonstrate a working knowledge and can perform adeptly
60-74	65-79	4	Demonstrate sufficient knowledge and ability to perform satisfactorily
45-59	50-64	3	Demonstrate sufficient knowledge and ability to perform in some aspects
30-44	35-49	2	Demonstrate limited knowledge and ability to perform in some aspects
Below 30	Below 35	1	Demonstrate insufficient evidence of the knowledge, ability and attitudes in the skill area, no judgment can be made on individual's competence

PROFICIENCY/PERFORMANCE LEVELS:

	THEORETICAL		PRACTICAL
Competency Rating – Level 2 and below			
5	Demonstrate ability to design and develop cognitive strategies, creative methods and products, with mastery of related technical language.	5	Can perform the skill adeptly with initiative and adaptability to problem situations.
4	Demonstrate ability to synthesize/compose ideas and apply simple rules for problem solution, with correct related language usage.	4	Can perform the skill satisfactorily without assistance and/or supervision
3	Demonstrate ability to follow procedures and use rules to explain processes and concepts, with minimum difficulty and with adequate use of the related language.	3	Can perform the skill but requires periodic assistance and/or supervision
	Competency Bar		
2	Demonstrate ability to define and classify concept, using specific descriptions, with reasonable relate language usage.	2	Can perform some parts of the skills satisfactorily, but requires considerable assistance and/or supervision.
1	Demonstrate ability to discriminate (same/difference recognition) among concrete concepts, and use simple forms of related language.	1	Can perform only limited parts of the skill and with difficulty.

6.9 City and Guilds Assessment Rating Scheme

English	Award	Grade %
	Pass	60-74
	First Class Pass	75-100
Numeracy	Pass	50-69
	Merit	70-89
	Distinction	90-100

Guidelines for sitting External Assessment/Examinations

The guidelines presented below are not fully reflective of all requirements for the sitting of final examinations/assessment. Please refer to institutional and external examination bodies' for additional information.

- Students will be informed of assessment/examination dates and times of written and practical assessment by way of the final assessment/examination timetable.
- Students who are unable to sit an assessment/examination due to illness must submit a written letter accompanied by a medical certificate addressed to the CAP Co-ordinator/designated examination personnel two (2) days before the date of assessment/examination.
- Students who suffer from allergies and/or illnesses should bring such matter to the attention of the assessor /invigilator so that the necessary arrangements can be made for the taking of medication if this becomes necessary.
- Students must follow all administrative requirements on the day of examination including signing of registers and presentation of school identification cards.
- In the event the student does not have his/her school identification card, a national identification card, driver's license or passport will be accepted.
- Students shall comply with all the instructions given by the assessor/ invigilator. Failure to comply will result in the student being disqualified from the particular assessment/examination.
- All assessment/examination scripts and other materials supplied by the institution must be handed over to the assessor/invigilator.
- Students shall supply themselves with pens, pencils, rulers, erasers and any other authorized materials required for them to conduct the assessment/examination.
- Students are not allowed to communicate direct or indirectly during the assessment /examination whether theory or practical. Such behaviour observed may affect the students completing the examination/assessment.
- Students are not allowed to leave the assessment/examination within the last 15 minutes of the assessment/examination period.
- Students are not allowed to enter the assessment/examination room 30 minutes after commencement of the examination. Admission to same will be subjected to the discretion of the coordinator/assessor/invigilator based on the cause of such circumstance.

CAREER ADVANCEMENT PROGRAMME - EXTERNAL ASSESSMENT AND CERTIFICATION

Examination

- 6.10** Students enrolled on the Career Advancement Programme write skill-based exit examinations in NVQ-J Levels 1 or 2, CVQ, City & Guilds or CAPE. Students without CSEC passes in Mathematics and English are also prepared to write these subjects at the Stages 2 or 3 level under City & Guilds.

NCTVET Complete Guide and Schedule

- 6.11** There are three (3) components for students to be deemed competent in NCTVET exams.
1. Continuous Internal Assessment: fully completed and submitted with approved grades
 2. External Written Assessment
 3. External Practical Assessment

Examination Registration

- NCTVET registration process for new candidates for June Examination sitting begins in late November
- NCTVET template **MUST** be populated accurately to capture all required data. Students are expected to do continuous assessment for both practical and theory according to the units or module indicated on certification plan according to skill area(s) of choice
- **Examination Clearing House** is scheduled for the month of **May**. The purpose of this exercise is for the verification and receipt of Continuous Assessment Records (CARs) prior to their submission to the NCTVET.

Requirement for CAP submission

- **All** practical and theory assessment grades are to be accounted for. Acceptable scores range from 3 – 5.
- Students obtaining a score of 2 or below are considered to have not yet met the required threshold for sitting the external examination.
- Forms must be properly completed and signed by both parties (student and teacher).

Submission of NCTVET Registration	Mid November
Submission of Continuous Assessment	Early May
Final Exams for Practical and Theory	June - July

City & Guilds General Information

6.12 City & Guilds of London is a world leading vocational education and training organization, providing services to training providers, employers, and trainees across a variety of sectors to meet the needs of the modern workplace. Holders of City & Guilds qualifications are valued by employers and delivered through over 10,000 training centres across the world to help individuals develop their talents and abilities for future career progression.

SCHEDULE OF CITY & GUILDS ACTIVITIES

Event	Date
Math and English Mock/Diagnostic Exam	September - October
Student Presentations: Motivational Talks and Sensitization Session	September - December
Math and English Practice Exam	March - April
Examination: Speaking & Listening	April - May
Final Examination: Math and English Written Exams	June
Examination Resit: Speaking & Listening	June

CAPE Entrepreneurial / NCTVET Entrepreneurial skills (CEFE)

6.13 In our effort to ensure that our students complete their programmes of study as well-rounded, career focused individuals, we expose them to training in the area of entrepreneurship. The purpose is to assist them to see their skills as marketable beyond being employed and to create employment for themselves.

Students on the Traditional 6th Form pathway pursue CAPE Entrepreneurial Studies. All other students pursue their entrepreneurship training following the traditional format of classroom teaching and assessment or in a one-week workshop setting using the Competency-Based Economics for the Formation of Enterprise (CEFE) methodology.

SECTION 7

Evaluation and Continuous Improvement



<i>Section 7</i>	<i>Evaluation and Continuous Assessment</i>
Policy Guideline 1	Educational providers shall commit to evaluation and continuous improvement to enhance effectiveness of its core activities of learning, teaching and effective management of its systems

- 1.1 Educational providers shall commit to the widespread involvement of staff students and stakeholders in the continuous improvement process
- 1.2 Educational providers must facilitate Quality Management Reviews, Performance Reviews, evaluations, surveys, gap analysis and other monitoring and evaluation interventions being undertaken by the MOEYI CAP Team and External monitoring and Evaluation entities
- 1.3 Educational providers must have a focus on efficient management, planning and resource processes to achieve excellence and ensure continuous improvement.
- 1.4 Educational providers must use information or data collected or reported in a bid to review policies and procedures in accordance with the guidelines of the Career Advancement Programme as a basis of continuous improvement
- 1.5 Educational providers must act on opportunities identified for improvement of its systems, processes and procedures.
- 1.6 The Ministry of Education CAP team will conduct quality management reviews and performance reviews of educational providers across MOE regions.
- 1.7 Educational providers may conduct internal audits within their own operations based on their own established procedures relating to Evaluation.

<i>Section 7</i>	<i>Evaluation and Continuous Assessment</i>
Policy Guideline 2	Educational providers must plan and implement corrective actions resulting from finding of evaluation, reviews and other monitoring and evaluation activities to facilitate continuous improvement

- 2.1 Educational providers must use the findings to inform planning of the Career Advancement Programme within the next academic year.
- 2.2 Educational providers must effectively implement recommendations based on the corrective action to be undertaken and provide sufficient evidence to demonstrate that gaps are being closed out.
- 2.3 Educational providers shall implement improvement strategies and corrective actions within stated, given and/or reasonable timelines to ensure the maintenance of quality within the programme and for continuous improvement.
- 2.4 Educational providers must channel recommendations that are beyond the institution's control and that must be dealt with by the MOE or relevant stakeholders to the MOEYI Team using the medium of CAP Link for the issues to be addressed @ CAP@moey.gov.jm/ cap.eoi@moey.gov.jm.

SECTION 8

Risk Management

(TO BE IMPLEMENTED 2016-2017)



<i>Section 8</i>	<i>Risk Management</i>
Policy Guideline 1	Educational providers shall recognize and acknowledge that risk management is essential in framework effective governance and management

Risk is inherent in all academic, administrative and business activities and as such educational providers must continuously manage risks. The aim of risk management in the Ministry of Education's Career Advancement Programme is not to eliminate risks totally but to devise systems and strategies to identify, prioritize and manage risks in all facets of the programme.

The Ministry of Education's intent as it relates to the Career Advancement programme is to embed and integrate risk management in a practical way into the programmes processes and functions and not to impose this critical element as an extra requirement.

- 1.1** Educational providers shall protect the programme from significant risks and consequences while trying to pursue the stated strategic goals and objectives.
- 1.2** MOEYI CAP shall provide a risk management framework in which risks concerning the programme will be identified, considered and addressed in key approval, review and control processes.
- 1.3** Educational providers shall adhere to the established MOEYI Framework for Risk Management for the Career Advancement Programme and the implementation of the MOEYI CAP established Risk Management system.
- 1.4** Educational providers may recommend improvements to the MOEYI CAP Risk Management Framework and the established Risk Management Framework.
- 1.5** Educational providers shall safeguard the brand recognition, image, positive perception and Quality output relating to resources (human, physical and financial) of a repositioned and rebranded Career Advancement Programme.
- 1.6** Educational providers shall maintain strict adherence to the MOEYI requirements, policies and procedures relating to the programme.

CAREER ADVANCEMENT PROGRAMME - RISK MANAGEMENT

<i>Section 8</i>	<i>Risk Management</i>
Policy Guideline 2	Educational providers shall identify roles and functions of its employees in the Management of Risk

- 2.1** Educational provider shall ensure that all associated CAP personnel actively participate in the identification of potential risks in their role and function and contribute to the implementation of appropriate treatment actions.
- 2.2** Educational providers shall ensure that risk management system is established, implemented and maintained in accordance with MOEYI CAP policy directions.
- 2.3** Educational providers shall analyze all associated information related to monitoring and evaluations by the MOEYI CAP team and external Monitoring and evaluation entities.
- 2.4** Educational providers shall draft (where necessary) and implement corrective action with a timeframe for completion.
- 2.5** Educational providers shall assign specific management and co-ordination role to specific personnel to ensure the completion of tasks on the scheduled completion date.
- 2.6** Educational providers shall ensure that the action completed is satisfactory and that it is monitored on a continuous basis which forms a part of the continuous improvement mechanism.
- 2.7** Educational provider shall review reasons for delay and schedules date with further recommendations if tasks are not completed or delayed.

<i>Section 8</i>	<i>Risk Management</i>
Policy Guideline 3	Educational providers shall treat identified risks seriously that concerns compliance with CAP Operational Guidelines and Requirements of External Quality Assurance Entities

- 3.1** Educational providers senior management personnel will ensure that the institution complies with standards, principles, policies and other mechanism associated with training and assessment activities.
- 3.2** Educational providers may conduct its own internal audits/reviews which would be considered complementary to the MOEYI Quality Management and Performance Reviews, Surveys, Evaluations and Audits conducted by external Quality assurance entities.
- 3.3** Educational providers will analyze and utilize data provided from the various reviews, surveys, audits and evaluations to continuously improve its operations.



Appendices



Principal's Monthly Report

Reporting Period: _____

Name of School: _____ Principal's Name: _____

Name of Coordinator: _____ Name of Bursar: _____

Offerings (Tick as Applicable): 6th Form: _____ Technical: _____

Instructions: The Principal is to ensure that this report is completed and submitted to the MOE CAP Officer via email by the 24th of each Month. A Hard copy of this report is to be signed by the Principal and stamped for collection by CAP Officer. Each section should be represented with data accordingly or a N/A where information is not applicable for that period. The tables should be extended to accommodate additional information.

1.0 SUMMARY OF STUDENT ENROLMENT:

(List according to skill area & include percentage regarding student' attendance. Grades 12 and 13 are to be indicated separately in the corresponding tables below.)

Grade 12 (Year 1) Enrolment							
Component /Skill Area	Level	(Techni- cal/Sixth Form/ General)	Initial Enrolment (Grade 12 only) FIXED		Number of Students in Program		Attendance Rate (%) (# Present / Class Size x 100)
			Male	Female	Male	Female	
			Year 1 (Grade 12)		Year 1 (Grade 12)		
Electrical Installation	1	Sixth Form	30	28	22	22	
Cosmetology	2	Technical	45	50	22	22	
Data Operations	1	Sixth Form	45	50	22	22	
Totals							

CAREER ADVANCEMENT PROGRAMME - PRINCIPAL'S MONTHLY REPORT

Grade 13 (Year 2) Enrolment							
Component /Skill Area	Level	(Technical/Sixth Form/General)	Initial Enrolment (Grade 13 only) FIXED		Number of Students in Program		Attendance Rate (%) (# Present / Class Size x 100)
			Male	Female	Male	Female	
			Year 1 (Grade 13)		Year 1 (Grade 13)		
Commercial Food Preparation	1	Sixth Form	30	28	22	22	
Business Administration	2	Technical	45	50	22	22	
Data Operations	1	Sixth Form	45	50	22	22	
Totals							

2.0 ASSESSMENT REGISTRATION: Report accordingly as per registrations/recommendations made.

City and Guilds Component/Skill Area	Level / Stage	Number Recommended for Final Assessment	NCTVET Component /Skill Area	Level / Stage	Number Recommended for Final Assessment
Mathematics C&G	L1		Data Operations	2	
Mathematics C&G	S2		Commercial Food Preparation	2	
English C&G	S1		Motor Vehicle Repairs	1	
English C&G	L2			2	

CAREER ADVANCEMENT PROGRAMME - PRINCIPAL'S MONTHLY REPORT

3.0 NCTVET CONTINUOUS ASSESSMENT -UPDATE: List by skills by units completed in a cluster year to date.

Component Skill Area	Level	Cluster 1			Cluster 2			Module Coverage List modules fully covered or Modules from which units have been taken.
		Total Units to be completed	Total Units Completed	(%) Completion	Total Units to be completed	Total Units Completed	(%) Completion	
Commercial Food Preparation (Yr.1)	1	18	10	56%	N/A	N/A	N/A	M1, M2, M3, M10, M11, M20
Commercial Food Preparation (Yr.2)	1	18	18	100%	15	10	67%	M1, M2, M3, M4, M5, M6, M7, M8 M10, M11, M20

4.0 PERSONAL & CAREER DEVELOPMENT ACTIVITIES: (include entrepreneurship if applicable)

Curriculum Component	Status <i>(Completed, Not Completed, Not applicable)</i>	Support Activities Conducted
Self Development		
Conflict Management		
Family Life		
Career Development		
Entrepreneurial Skills Modules		
Personal Development Activities		
Para-Military Training		
Civics		

CAREER ADVANCEMENT PROGRAMME - PRINCIPAL'S MONTHLY REPORT

5.0 MINISTRY OF EDUCATION MONITORING TEAM & Visits from any other personnel

AGENCY/Units	SUBJECT MATTER / FOCUS AREA <i>(Comment on Nature of Visit)</i>
MOE CAP	
MOE Core Curriculum	
Guidance and Counselling	
NCTVET	
JFL	
CITY and GUILDS	
NYS	
HEART- RPS	
OTHER (Please state)	

6.0 FINANCIAL REPORT: Income & Expenditure Statement

Balance Brought Forward	Funding Received Year to Date	Disbursement for this Month	Year to Date Disbursement	Account Balance
\$				

7.0 ATTRITION MONITORING & RETENTION: (LIST NAMES OF EACH STUDENT BY SKILL WHO HAVE MISSED 10 OR MORE SESSIONS/DAYS FOR THE MONTH BEING REPORTED OR WILL NOT RETURN TO THE PROGRAMME) *Continue list for subsequent months, **do not remove names.** Add rows if necessary.*

Name of Student	Skill Area	Level	Grade	Gender	Reason(s)	Intervention/Assistance offered	
		1 or 2	12 / 13	M/F		Nature of Intervention	Results of intervention
John Brown	Welding	1	13	M	Financial	Student was offered welfare assistance	Student will not return
Jason Brown	Carpentry	1	13	M	Financial	Student was offered welfare assistance	Student has returned

CAREER ADVANCEMENT PROGRAMME - PRINCIPAL'S MONTHLY REPORT

8.0 ADMINISTRATION: *(e.g. External registration examinations, staffing any other related issues/challenges for the Month being reported)*

9.0 TEACHING AND LEARNING ACTIVITIES *(Summary of teaching and learning strategies and challenges to be accompanied by Gap Analysis (See Appendix)).*

10.0 HIGHLIGHTS *(List for the Month being reported)*

11.0 RECOMMENDATIONS (Coordinator)

CAREER ADVANCEMENT PROGRAMME - PRINCIPAL'S MONTHLY REPORT

12.0 SCHOOL COMPLIANCE CHECKLIST:

(Indicate the adherence/compliance to the listed activities using a (√) or (X) as the case may be. Please comment where necessary.

Component / Skill Area	Compliant	Comment
All students enrolled are properly matriculated (1 or more CSEC/passed HEART Diagnosis in both Mathematics and English).		
CAP Orientation activity executed as per 'Operational Guidelines'.		
Individual files created for ALL students, inclusive of continuous assessment (CA) forms.		
Complete and reviewed database of ALL learners submitted to CAP Officer.		
Staff qualification summary submitted to CAP Officer.		
All learners have been issued with Identification Cards.		
Timetables developed and submitted to CAP Officer & issued to All Students.		
Fifteen (15) Lesson Plans per skill prepared with evidence of review and evaluation submitted to CAP Officer.		
Monthly Instructional Meetings held with CAP Staff & CAP Officer duly invited.		(Indicate dates of meeting, attach agenda)
CAP Student meetings held weekly/bi-weekly.		(Submit compiled report)
CAP Student Council/Senate activated.		
Continuous Assessment Forms are being completed and reviewed.		
CAP Teachers & Coordinator participate in CAP Meetings & Capacity Building activities.		(List activities)
Learners are oriented to career interest through field trips.		(Attach field trip report)
NCTVET Registration forms prepared and submitted to CAP Officer.		(List activities)

Performance Note

"In a bid to maintain programme relevance, sustainability and quality of output it is imperative of the CAP educational providers to achieve or manage the following indicators of success:

- A.** Maintain a minimum of 75% retention of students enrolled across all skill areas
- B.** Achieve a minimum of 50% certification rate for both NVQJ and City and Guilds Examinations
- C.** Maintain fiscal prudence and proper financial management as it relates to the utilisation of CAP Subventions
- D.** Foster a quality conscious culture and practice continuous improvement

Institutions that are unable to achieve the above mentioned indicators will not be allowed to recruit students for the proceeding academic year and in some instances will be required to discontinue the programmes based on the margins of low or non-performance. You are therefore being encouraged to operate based on the CAP procedural guidelines, documents and tools whilst giving equal consideration to these priority indicators. The programme will however continue to provide support, development and assistance through the assigned TDO and by extension the entire MOE CAP team."

Grace McLean PhD – Chief Education Officer

CAREER ADVANCEMENT PROGRAMME - PRINCIPAL'S MONTHLY REPORT

Name of School: _____

Name of Coordinator: _____

Region: _____ Date: _____

Name of Teacher	Skill Area	Level	Gaps Identified and the Date Identified	Activities to be Implemented to Address Gaps	Follow Up Action/ Date

(The monthly report will not be accepted nor reviewed by the officer unless the document is fully completed and has been endorsed by the Principal or his/her designate - signed and stamped.)

Prepared by: _____

Signature: _____ Date: _____

Principal's Signature: _____ Date: _____



National Council on Technical and Vocational Education and Training

Gordon Town Rd., P.O. Box 179, Kingston 6, Jamaica, W.I.
 Telephone: (876) 977-1700-5 Fax: (876) 977-1707, 977-1115

APPLICATION FOR CENTRE APPROVAL

Name of Training Institution/Organization: _____

Address: _____

Contact Name: _____ Position: _____

Telephone: _____ Fax: _____

Email: _____

List the programme offerings (please submit additional programmes on a separate sheet)

NB. Attach signed qualification plan with this application

Programme(s) Name and Level	Start of Programme	Length of Training	Current Enrolment in Programme	
			Part-time	Full-time

Is the training institution/organization registered with

- | | | | |
|----|-------------------------|--------------------------|--------------------------|
| | | Yes | No |
| a) | Ministry of Education? | <input type="checkbox"/> | <input type="checkbox"/> |
| b) | Registrar of Companies? | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | Other (specify) _____ | | |

Has this training institution/organization had any of its programme(s)Indicate selection:

- | | | | |
|----|--|--------------------------|--------------------------|
| | | Yes | No |
| a) | Accredited/Centre Approved? | <input type="checkbox"/> | <input type="checkbox"/> |
| b) | Denied accreditation/ Centre Approval? | | |
| c) | Accreditation/Centre Approval withdrawn? | <input type="checkbox"/> | <input type="checkbox"/> |

Declaration (by Head of training institution/organization)

1. My organization will co-operate fully with the NCTVET.

Yes No

2. I hereby certify that the information provided on this application is accurate.

Yes No

3. I understand that once approval has been granted, the organization is subject to review and, if Standards are not maintained, that approval may be withdrawn.

Yes No

My training institution/organization will be available for centre approval audit on

____/____/____.
dd mm yyyy

Head of Training Institution/Organization

Name (block letters)

Signature

Date

For Office Use Only

Application received by:

Name(block letters)

Signature

Date

