



MINISTRY OF EDUCATION
YOUTH & INFORMATION

CAP EDUCATIONAL PROVIDER **HAND** **BOOK**



Improve
your delivery,
get with the
PRO
GRAMME

Training Delivery and Continuous Assessment Plan Checklist –

Form used by Coordinator to evaluate completed training plan completed by instructor.

Training Delivery and Continuous Assessment Plan Template –

A template completed by instructor at the beginning of the programme to outline all areas to be covered in the skill offering being delivered, prior to commencement of classes.

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Evaluation of Internal Assessment Checklist –

Document used by Coordinator to evaluate internal assessments executed.

Gap Analysis Checklist –

Document used by Coordinator and Officer to evaluate and identify gaps noted during instruction and areas recommended for improvement.

Heart Trust/nta Diagnostic Test –

An assessment given to student who has no CSEC subject or its equivalent before enrolment. The assessments evaluate the level of abilities and provide data to better guide the streaming of the learner into the CAP.

Institutional Staff Qualification Summary –

Document used to capture specific information for all staff on the programme.

Internal Material Requisition Form –

Document used to request materials needed for training and assessments.

Jamaica Foundation for Lifelong learning (JFLL) –

Is responsible for the General Stream of the CAP and focuses mainly on developing Literacy and numeracy of learners that are operating below the grade 9 levels.

Lesson Plan Evaluation –

Document used to evaluate lesson plan.

Lesson Plan Template –

Document used to capture lesson developed by instructor. NCTVET – National Council on Technical and Vocational Education and Training

Orientation Checklist –

Document used to guide orientation session and completed by all attendees for filing.

Principal's Monthly Report –

Document completed by the Coordinator to capture all activities engaged each month and validated through Principal's signature.

Recruitment Enrolment Status –

Document used to provide status of number of applicants recruited and number accepted for enrolment.

Registration NCTVET Form –

Document completed by Coordinator to register all applicable students for examinations as per specific exam cycle.

Re-sit Registration NCTVET Form –

Document completed by Coordinator to register all applicable students for re-sit examinations as per specific exam cycle.

School Readiness Checklist –

Document used to evaluate and provide feedback to institutions on their level of readiness prior to programme commencing.

Student's Evaluation Form –

Document used to capture feedback from students annually on the programme.

Students Bio Database –

Spread sheet used to capture specific information on all students who have been enrolled in the programme at the institution.

Teachers Contract –

Used as an agreement between instructor and institution outlining the terms of employment to include, but not limited to, benefits, rates, tenure, etc.

Terms of Reference - Schools Coordinator –

Used as a guide for Coordinators to sensitise areas of focus and scope of work expected.

Time Sheet –

Used to capture engagement times of instructors to be used for remuneration processing.

Time Table –

Schedule used to outline classes, rooms, instructors, etc.

Andragogical Supervision Checklist –

Document used to monitor classes in sessions and provide feedback to instructors used by both Technical Development Officer and Programme Coordinator.

Andragogical Supervision Checklist and Action Plan Summary –

Document used to provide summary of sessions monitored over a period of time by CAP coordinator.

Annual Evaluation Template –

Document used to provide overall review of programme operations within the institutions for areas of weaknesses to be supported for improvement, continuation or recommendation for removal.

Application for Centre Approval –

Document used to apply for approval from the National Council on Technical and Vocational Education and Training after six (6) months of training and assessments within the institution.

Application Form –

Form used to capture bio data for applicants interested in the programme and will form a part of their student file.

Bank Reconciliation Statement -

a process that explains the difference between the bank balance shown in an organization's bank statement, as supplied by the bank, and the corresponding amount shown in the organization's own [accounting] records at a particular point of time.

CAP General Stream –

is special programme coordinated by JFLL to improve the literacy and numeracy of learners operating below grade 9 level for matriculation into the CAP technical or any vocational education.

CAP Technical stream

– This is the main component of the CAP where learners are expected to be operating above the grade 9 level where they will be certified in math and or English and a vocational skill of choice.

Certification Plan -

A plan that gives details of the requirements for certification in clusters(s) based on the qualification as per the skill in training for competency to be achieved.

Continuous Assessment Records –

an individual document that logs the continuous practical and theory assessments of trainees per module as per the certification plan for competency

Contract of employment –

A written agreement that outlines the terms of employment between the training centre and the employee that is guided by the programme operating guidelines

Coordinator terms of reference (TOR) -

A clear purpose and structure of the CAP coordinator roles and responsibilities within an agreed contract

City and Guilds –

International Qualification body for Numeracy and Literacy across three stages and vocational qualifications

Client Information Form –

A form that is required to be populated by all new schools approved on the CAP that gives the detail accounting information.

Deferral Form –

This form allows learners to be transferred to another examination period or Centre of study

Examination Progress Record –

An excel sheet that records all examination data starting from the period of registration to sitting examination and result. This document will be completed by the Coordinators of individual schools then verify and compile holistic document by the Technical Officers for all schools under their remit.

Expression of Interest (EIO) –

Document of application for educational centre/school to be granted Equity and Access in the Expanded Grades 12 and 13 (CAP)

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 GLOSSARY →

- Refrain from possessing, using, selling or being under the influence of any controlled substance or alcoholic beverages whilst enrolled at the institution.
- Conduct oneself in a civil and respectful manner, both within and outside the educational institution.

Sanctions

It is the policy of the institution to apply intervention strategies/sanctions to treat with issues of misconduct and deportment that have been demonstrated by students.

This should be communicated to students during orientation and be reproduced in documentation for reading purposes or strategically displayed on notice boards. Sanctions are applied based on disciplinary misconduct or breach. Sanctions maybe progressive in nature; that is more serious sanctions may be imposed if warranted by the prior conduct record of the student.

Sanctions may include but not limited to verbal warning, written warning, suspension, probation, expulsion, removal of specific educational privileges'.

Students Leadership

The CAP Students' Senate was established in 2015 to effectively serve and protect the rights of students, promoting their academic, social, cultural, spiritual and physical development while fostering relations with the wider community.

At its core, it seeks to develop leaders within each cohort of students who will represent their interests at the school, regional and national levels.

The CAP Students' Senate shall;

- act as a link among faculty, administration, and students.

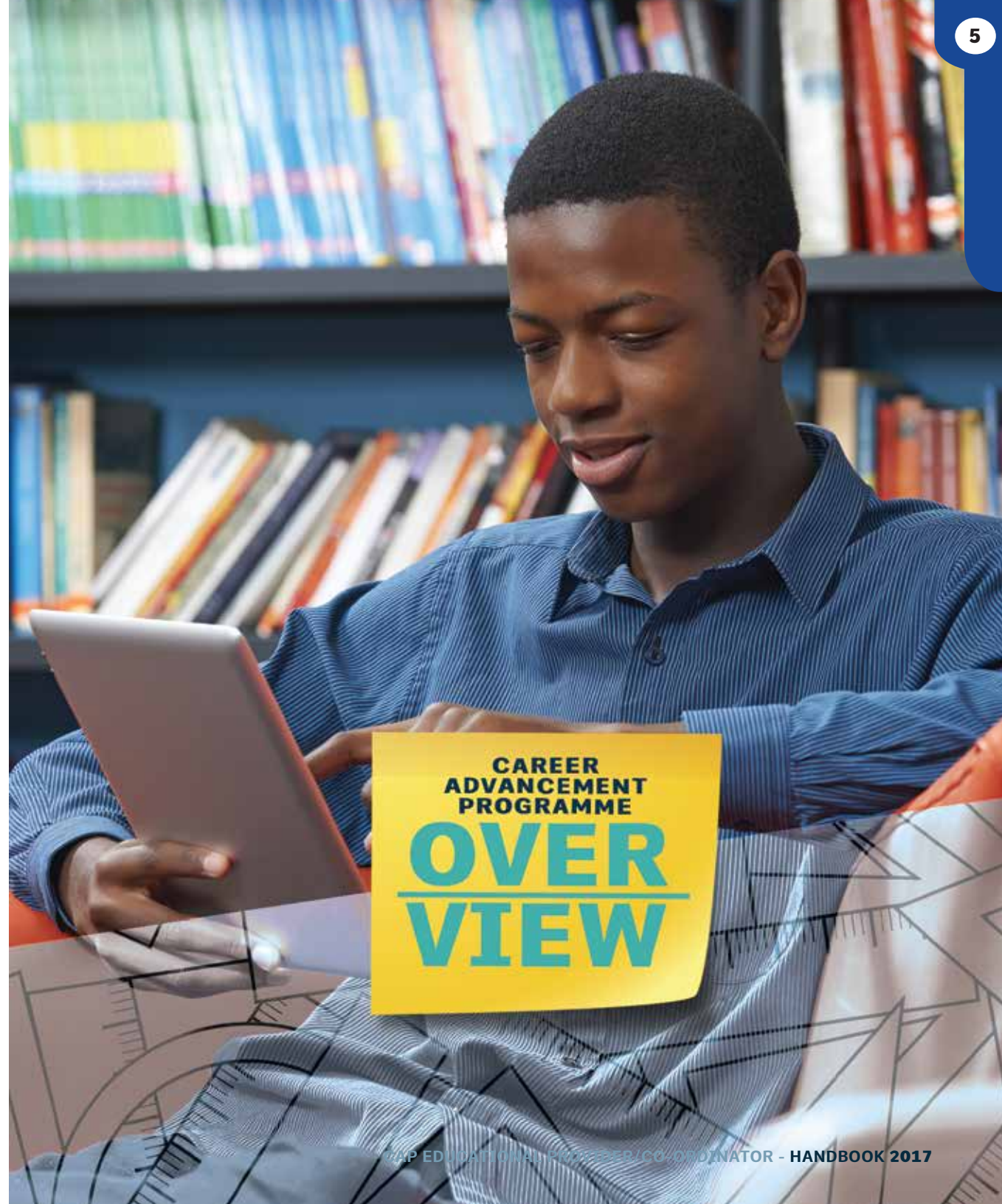
- develop leadership abilities in students through the organization's activities and responsibilities.
- promote unity within the student body and among all the students and faculty/administration staff.
- initiate student-sponsored activities and promote effective participation.
- build school spirit and maintain positive attitudes
- organize committees to serve the community as representatives of the CAP Students' Senate.

Any CAP student is eligible to run for Students' Senate member position, if:

- He/she is enrolled as a full-time student of any institution offering the CAP in either Grade 12 or 13 (year 1 or 2).
- He/she is not on disciplinary probation at the time of the selection.
- He/she has accumulated no more than two (2) disciplinary infractions in the year of selection.
- He/she has been nominated by their peers under the supervision of eligible staff member(s).
- He/she has at least an 85% attendance record in keeping with MoEYI's standards.

For an individual (senate member) to be eligible for the role of President, he/she must have met the expectations of and have satisfied the students to become an elected member in an Executive position as that of the Students' Senate President.

For current Senate members, an accumulation of two (2) detentions or disciplinary infractions executed by the respective CAP school necessitates a MANDATORY meeting where the individual schools deal with the disciplinary matter and submit its findings to the CAP Senate or that the Senate rectifies the matter and recommends to the school the possible resolutions.



HISTORY

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 groups with the aim of enhancing relevance, capacity, quality, access and equity

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.

Garbage and Waste Disposal

The educational provider wants to partner with students to provide a clean and welcoming environment for all of its clients.

Students need to support this effort by properly disposing of unwanted materials. The guidelines are as followed:

- Bins are placed at strategic points at the institution and should be used by students.
- Garbage and waste must be disposed of in a way that do not create health hazard.
- Do not leave drink boxes, food containers, bags etc. in classrooms or any public space at the institution.
- Do not throw boxes, food containers, bags, etc. through any window at the institution.

Computer Facilities

- Extended period of work with computers can result in general fatigue and eyestrain, whilst incorrect posture will result in consistent aches. Occupational Health and Safety Guidelines indicate that people working for long periods at computers should organize their work so as to allow a five to ten minutes rest every hour. The rest may include a change of position and stretching exercises as appropriate.
- The screen should be positioned to avoid reflection from light and windows.

Use of Products/Chemicals

- Be sure to follow manufacturers' instructions in the use or administration of chemical products. If you are not sure about a procedure, ask your teacher.

- Do not work in areas that are not well ventilated; the inhalation of toxic chemicals is hazardous to your health. Report any unhealthy conditions to your teacher.

Grooming & Attire

Students are expected to be attired professionally at all times and to adhere to the rules of the institution regarding grooming and deportment.

Please refer to the uniform pattern you received in your institutional acceptance packages on entry into the programme and be guided accordingly.

Student Code of Conduct

Students Should:

- Conduct themselves in a manner befitting individuals being trained to become professionals in the world of work and for further education as lifelong learners.
- Demonstrate respect for the educational institution by acting in accordance with the schools' rules and regulations.
- Demonstrate respect for the schools' property by not damaging, possessing or attempting to possess such property without authorization, including unauthorized entry to the institutions' premises.
- Demonstrate respect for others by refraining from conduct that constitutes a danger to the personal health or safety of one's self or other members of the school.
- Contribute to a safe and healthy learning and working environment by refraining from the possession and use of weapons or dangerous instruments, in a manner that causes harm, threatens or endangers one or others.

Evacuation

- At the sound of a fire alarm, move briskly (**Do not run**) towards the assembly area.
- Stay in the assembly area until a count is done. Everyone should be accounted for.
- You should re-enter the building only after all authorized safety personnel have examined it, and have declared that you may re-enter.

Earthquake Safety Procedures

- Staff, students and visitors are to remain in the facility and either take cover under sturdy furniture or stand in an interior doorway.
- If you are outside the facility during the earthquake, move away from buildings, trees, overhanging items and power lines.
- Turn away from windows, kneel alongside wall, bend head close to knees and cover sides of head with elbows.
- If it is necessary to move within the building, use stairways and avoid elevators and other mechanical devices.
- If in the Library, immediately move away from windows bookshelves, and take appropriate cover.
- If in the kitchen, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemical that may spill.
- If in halls, stairway or other areas where no cover is available, move to an interior wall.

- Do not use matches, candles, or open flames to provide light; do not activate any electrical switch; use flashlights only.
- Locate and report the condition of the premises and obvious hazards.
- If you observe structural damage to the facility or an obvious leak, immediately turn off all water, gas and electrical power at the main valves.
- Do not use the telephone, except to report an emergency.
- Locate and report the condition of all injured persons and provide first aid assistance.

Storms or Hurricane

Where flooding occurs the following is to be adhered to:

- Turn the electrical power off at the circuit breaker box and do not attempt to unplug any device.
- If flooding is caused by exterior sources, try to stop the water flow at doors and windows.
- If flooding is caused by interior sources, turn off the main water valve.
- Locate and report the condition of the premises and obvious hazards.
- Locate and report the condition of all injured persons, and provide first aid assistance.
- Do not re-activate any electrical power switch until all power outlets and affected devices have been examined for damage.

Nb. The Institution's authorities will make the decision to close the Institution. Information for re-opening will be given based on institutions' communication protocol.

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.

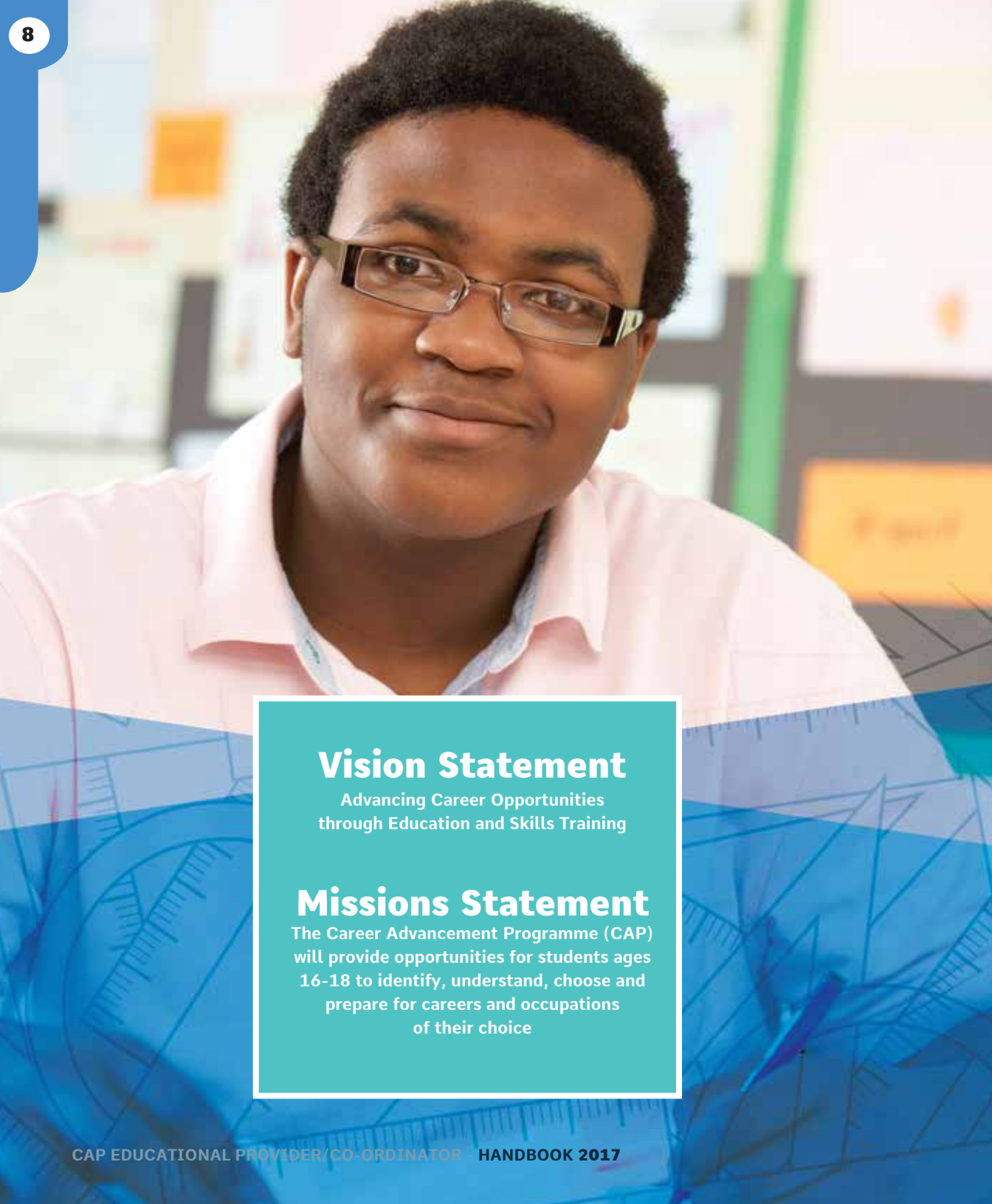
CAP which is facilitated under the Compulsory Education Policy (CEP), which is to ensure that all children ages 3-18 are attached to, and attending structured learning/education and training programmes appropriate to their age and development will facilitate students completing seven years of secondary level education.

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).



Vision Statement

Advancing Career Opportunities
through Education and Skills Training

Missions Statement

The Career Advancement Programme (CAP) will provide opportunities for students ages 16-18 to identify, understand, choose and prepare for careers and occupations of their choice

Students Responsibilities and Awareness

The lists of responsibilities represented in this section are by no means exhaustive and further reference should be made to institutional policies, procedures and systems regarding safety.

- Take the necessary precautions and follow manufacturer's instruction on the use, storage, cleaning of tools, machines and personal protective equipment (PPE) provided by the institution.
- Report to the management of the Institution/ CAP designated personnel any known defective equipment, exposure to chemical or workplace hazard or any violation of the safety and health policy.
- Do not engage in any prank, feat of strength, unnecessary running or boisterous conduct.
- Wear protective clothing and laboratory overalls while working in the lab areas.
- Never attempt to lift anything beyond your capacity.
- Always bend your knees and keep your back straight when picking up items.

All students must be supervised by the relevant personnel when performing the following:-

- Using equipment.
- Using the various lab tools, machines and equipment.

N.B. No student should be permitted to perform any practical work without his/her protective gear and appropriate uniform. For further information on Safety and Security please be guided by the Ministry's set of safety and security guidelines

Medical Emergencies/Injuries

A First Aid Kit is available in the CAP Co-ordinator's office as well as training labs to care for minor injuries. However, where an illness or injury goes beyond what may be considered basic, the person must be seen by a medical professional.

All injuries or medical emergencies should be reported immediately to the CAP Co-ordinator or designated management personnel at the institution. Accidents however such as "personal injury" that may result in absenteeism must be reported with 24 hours of occurrence. The institution will enable its procedures for dealing with medical emergencies and injuries.

NB. Please be guided by the institution's health policy and procedures as it relates to major injuries and medical cost coverage.

Fire Safety

In the event of a fire, the fire alarm should be immediately activated and the building evacuated.

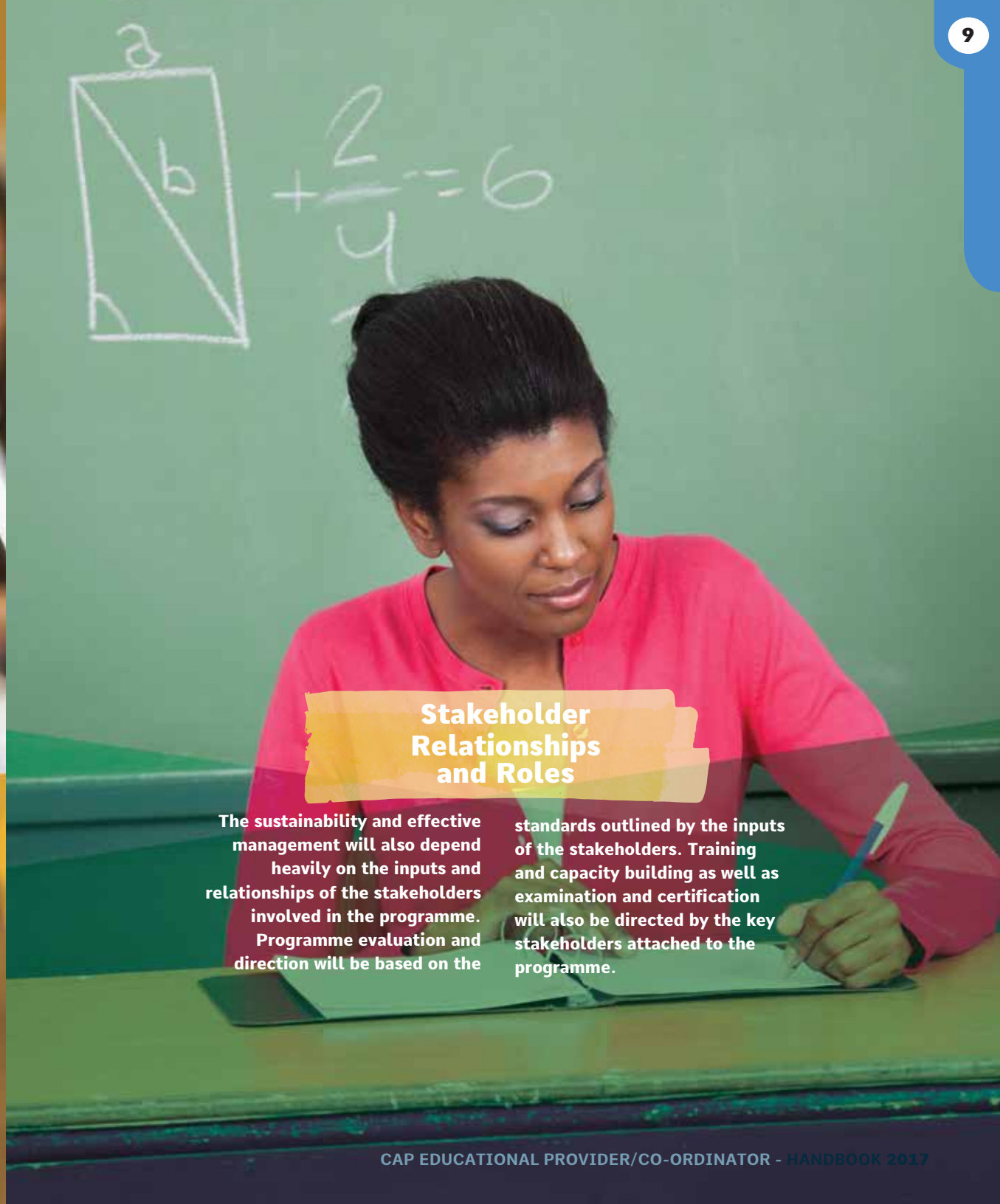
All staff, students and visitors are required to evacuate and move away from the building to the (Assembly Area) so as not to impede emergency response. Emergency exits and outside walkways should be kept free from obstruction.

Note! A fire drill should be conducted at least twice per year to ensure that students are prepared for any emergency.



SAFETY & SECURITY

The educational institution is committed to the provision of a safe and healthy work environment in which all its students can affect their functions in a manner which promotes efficiency and productivity.



Stakeholder 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 (NCTVET)
- 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 Youth and information

The Ministry of Education is the parent body that maintains ownership and policy direction.

The MOEYI 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 TRUST-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
- Support training of the CAP learners in approved institutions
- Provide a career guidance framework
- Mechanisms for assessment and certification
- Technical assistance to the institutions in TVET delivery and assessment

CERTIFICATION and GRADUATION

Certification

The competency-based mode of training used in the Career Advancement Programme at the various educational providers, requires that students seek to achieve competence in all the modules that will determine readiness for certification.

A certificate is awarded upon successful completion of the entire programme by City and Guilds and NCTVET. In addition to these certificates, institutions may provide other exit certification based on their procedures regarding requirements for certification.

Hence students whom are deemed certifiable in the programme may be eligible for dual certification (CAPE and tertiary institution certificates). **NB. No student can be certified without adequately completing each programme.**

Graduation

Students whom have fulfilled all the requirements upon completion of the course of study are deemed eligible for graduation/school leaving exercise; but the final decision is made by the respective institution.

Students are being encouraged to constantly discuss their overall performance with their teachers, CAP Co-ordinator and other CAP designated management personnel to ensure they have satisfied the requirements for certification and graduation.

The Ministry of Education Youth and Information, along with the educational institution recognise that students leaving with a level 1 or level 2 certificate and/ or CAPE and tertiary certification, is a major accomplishment.

A graduation ceremony will be held each year to award students who have successfully completed their programme of study. In order to participate in this ceremony you are being asked to set high expectations and aspire to complete your programmes and be certified.

Resource Materials

The institution may provide both print and electronic media in several vocational areas in the form of:

- Books
- Magazines
- Newspapers
- CDs/DVDs
- Online databases
- Internet service

Food Services

As a student participating in the Career Advancement Programme, you will have access to food services at your respective educational institution.

Please be guided by the opening and closing hours of food establishments/canteen on the school premises. Additionally if you wish to make alternate provisions for food, please be guided by institutional procedures and policies regarding food service provision. Students who are having difficulty in purchasing food should contact the CAP Co-ordinator for assistance.

Transcripts, Letters of Recommendation, Certificates

Requests for documents relating to transcripts, letters of recommendation, letters to the embassy and certificates should be made based on the required procedures or guidelines associated with the request. This may vary from institution to institution and may differ based on timelines and the designated personnel dealing with these requests.

Student Right to Appeal

Students are allowed to appeal where there are anomalies/discrepancies in the learning and assessment process or any issue relating to student life.

This must be done based on institutional procedures and this information must be communicated at orientation and at other times that maybe determined by the institution. The student appeal process may vary in institutions based on timelines, required documentation, establishment of committees and steps in the appeals process.

Student Complaint/Grievance

The institution will communicate its grievance policy/procedure during the orientation exercise to ensure that student's grievances are addressed amicably and transparently. Please be guided by the procedures and documentation involved in this activity based on your respective institution.

NOTE! At no time should a matter be taken out of the institution. In the event it cannot be resolved after exhausting all options at the institution, the Technical Development Officer (acting on behalf of the Ministry of Education, Youth and Information) with responsibility for the institution, should be notified.

Privacy Rights

Personal information submitted to the institution by students including that on application forms, letters of recommendations, transcripts and medical records is considered private. The institution, through its policies will seek to protect the rights of individual privacy and confidentiality. Students however have the right to access any personal data that is being kept about them either on computer or on files. Any person who wishes to exercise this right should observe and adhere to the procedures, policies and systems of the institutions on this matter.

- 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

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 be 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.

Role of the School Board/Principal (DUTY STATEMENT)

Students shall be provided with the following student support services whilst in training and after graduation. The support service shall include but not limited to:

- i. Opportunity to participate in the student governance programme of the institution.
- ii. Access to meal services at a cost.
- iii. Training material and equipment support.
- iv. Provision of transcripts, recommendations, certificates, letters to the embassy.
- v. Provision of on-going employability skills and personal development training.
- vi. Access to work experience/work exposure/work-study opportunities.
- vii. Access to job placement opportunities where opportunities exists.
- viii. Access to Library facilities.
- ix. Provision of excursions/study tours.
- x. Professional development and career advancement opportunities.
- xi. Information and guidelines treating with graduation and certification ceremonies.

Student Relations /Wellbeing

The Guidance Counsellor/student relations personnel are with whom students may discuss in confidence the various challenges and stresses they may experience.

He/she will be able to guide students into making their career choice, and dealing with issues relating to religion, peer pressure, academic aspirations, family crises, financial constraints and other matters.

Development of Employability Skills

One of the major functions of the teacher facilitating career development, personal development, employability and civics is to develop and enhance students' ability to communicate effectively, foster good interpersonal relationships for growth and development, to build and maintain positive self-concept, and to prepare students with professional job-seeking skills.

It is your responsibility to attend these timetabled sessions and participate in resume building, volunteerism, portfolio development and exit readiness interviews, career expos and workshops.

Student Awards, Scholarship and Incentives

Don't miss out on a chance to display the right attitude and to excel in your classes as there maybe awards for good conduct and scholastic discipline based on the rewards and incentive mechanisms for students at your respective institution. Please be guided by the institutions selection criteria relating to awards, scholarships and incentives.

The Library

Students within the Career Advancement Programme are encouraged to make use of available library resources.

You are encouraged to use it appropriately for study and research purposes. See to the protection of the materials that you borrow, and maintain order, silence and discipline while being at the library facility. Please be guided by the library procedures relating to your institution.



Student Services

Students should consult with the office of the CAP Co-ordinator for questions concerning registration, errors in registration records, cancellation of registration and concerns relating to student life at the institution.

Students may be referred to the appropriate personnel based on the specific issues/concerns that need to be addressed or rectified. Report immediately all changes in permanent and local addresses, name and residency to the CAP Co-ordinator. This is to ensure that the records reflect these changes. Any change of name must be accompanied by certified documents.

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.)



Coordinator Roles and Responsibilities

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.

Responsibility for Learning

The following considerations are very important to your time spent in an institution offering the Career Advancement Programme:

1. Ensure that you are registered for the programme of choice.
2. Ensure that you acquire the following:
 - An introduction to the course/s you are pursuing which includes: an outline for the year (Delivery and Assessment Plan)
 - A report on your performance
3. Attend all classes - do all activities, assignments, projects and demonstrations that are given to you.
4. Discuss with your teachers your strengths, weaknesses and readiness for assessment.
6. Discuss with your institution's librarian and teachers to find the best resources, books /materials for the course.
7. Master all the steps/procedures in carrying out an activity. Where you are uncertain, ask the instructor to demonstrate the procedure a second time.
8. Participate in all internal assessment activities to include both theory and practical and indicate to your teacher when you will be absent. Follow up with teachers for notes, tests and assignments given while you were absent.
8. Participate in all internal assessment activities to include both theory and practical and indicate to your teacher when you will be absent. Follow up with teachers for notes, tests and assignments given while you were absent.
9. It is important that you view and take full note of internal assessment schedules and dates when they become available so that you:
 - Are not absent from any examination
 - Identify any problems that could affect you sitting the internal assessment
10. **All Students are expected to compile and maintain a portfolio-Continuous Assessment Record. Please see Section5.**



Withdrawal

Students who proceed to withdraw from a programme or course without prior approval from the CAP Co-ordinator will be required to reapply.

The institution offering the Career Advancement Programme reserves the right to enforce the withdrawal of students who fail to improve their performance for the timely completion of their courses and do not adhere to the procedures for deferral/transfer. Students may also be withdrawn from the institution for issues relating to misconduct based on its procedures/guidelines and systems regarding.

Class Attendance

All students should attend all courses for at least 90% of the course hours.

If a student will be absent from a class for a day, prior notice should be given to the CAP Co-ordinator and the respective teacher. In the case of an emergency, the student should give notice of reason by telephone. Where this cannot be done, the teacher should be informed immediately upon the return of the student.

Obtaining Special or Sick Leave

Request for sick leave or special leave should be guided by the institutional procedures, policies and systems and associated school personnel.

In the Case of Illness

The students must be guided by the guidelines relating to illness of students at the institution.

However, in the event of serious illness or accidents, students may be taken to the nearest hospital or the medical facility within which the institution has an established arrangement for treatment. It is advised, therefore, that a student who is experiencing the onset of an illness from home should not attend training, but should rather seek treatment at a medical facility.

Punctuality

Students are required to arrive at their classes on time and are expected to attend all classes daily.

Students who are more than 15 minutes late will only be admitted to class at the discretion of the attending teacher.

Personal Appearance & Grooming

Students are expected to follow the stipulated dress code at all times. Students should be properly attired in their uniform based on the CAP Provider which includes:

- Appropriate colour skirt suit/pants for their programme of choice
- Appropriate colour shoes
- Appropriate stockings
- Appropriate blouse/shirt for the programme of choice
- Appropriate lab wear and shoes based on the skill offering

Any attire outside of these stipulations should be approved by the CAP Co-ordinator/Principal.

N.B: Students who are inappropriately attired may not be admitted to classes.

Functions of the School's Co-ordinator:

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

1.Traditional 6th form Opportunity

For those students whom have been enrolled in the schools traditional sixth (6th) form and are pursuing the Caribbean Advance 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.

CLASSIFICATION OF OPPORTUNITIES

The categories are outlined as follows:

2.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.



Complaints/Grievance and Appeals

- 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.
- Educational providers must address issues of complaints/grievances so as to have them resolved.
- 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.**

Social Intervention Programme

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

Registration

All students are required to register for final assessment/re-sit examinations, on the designated periods which will be communicated by the Career Advancement Programme Co-ordinator.

All students must complete the registration process according to the schedule and type of examination. Students will not be accommodated outside of the scheduled registration period.

Transfers and Deferrals

Students who are offered admission to an educational institution offering the Career Advancement Programme may request a deferral from the programme for a period not exceeding one year and providing that the student will be within the age cohort of 16-18 years old.

Requests for deferrals or transfers should be made in writing to the CAP Co-ordinator using the CAP Student Deferral/Transfer Request Form. Students who have been granted deferrals will be given priority consideration for the next academic year in the programme of study. However, if the matriculation requirements change during the period of absence, students may need to reapply. Students who have been granted transfers may have to be re enrolled in the institution being transferred to by completing the activities required in the recruitment and admissions process.

Career Guidance, Development, Counseling and Employability Skills

Career Guidance and Counselling

- The educational provider shall provide guidance and counselling to all learners under scope of responsibility within the Career Advancement Programme
- 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.
- Students may defer/transfer their course of study within the Career Advancement programme using the prescribed form. CAP Student Deferral/Transfer Request Form.
- The educational provider shall assign designated personnel to provide counselling services to students where necessary
- The educational provider must communicate its policy relating to students' welfare, scholarships and incentives programme to students within the programme.
- Educational provider shall communicate its policy relating to uniform requirements and deportment standards
- The educational provider shall allow its students to go on Excursions and field trips relating to their course of study and professional development
- 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

- Educational providers shall make provision for students to request various services
- 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**.
- 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.
- 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.
- Educational providers practices must not be exclusionary to the extent where CAP students are isolated or deemed indifferent to the general school populace
- The CAP Educational Provider MUST be committed to make every effort for the achievement of academic excellence, technical competence and personal development. It is expected, however, that students will be motivated and share in the responsibility and accountability for their education and training.

3. 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.

CAP Student Profile

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

Profile of a CAP Graduate - Traditional and Technical

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



3. Course that student has been accepted for and its requirements
4. Details of Orientation (date, time an expectation, dress code for the orientation period)

Admissions are completed when the student has been interviewed, selected and accepted into the skill area of choice and the area of opportunity. All students are then expected to complete an enrolment form to include relevant bio data, course being pursued and their signature as an indication of the accuracy of information.

This information can be collected during orientation or at an enrolment session specifically arranged by the institution. This information forms part of the students file while at the institution as well as the institution's enrolment database.

Orientation

Orientation is the process by which new students are inducted into the institution. Orientation is convened for five (5) days. It is a mandatory requirement of all enrolled students to attend and participate in the institutions' orientation programme.

This exercise provides students with an opportunity to learn about the intent of the Career Advancement Programme, the procedures and guidelines that will have implications for said student. Students will be given the opportunity to meet the staff and become familiar with the learning environment in order to facilitate a smooth transition into the institution's approach to learning and development.

At the end of the orientation programme, students will be required to sign an orientation guide. The guide is a confirmation that they would have attended all days of orientation and that all components of the guide, were explained and fully understood by the student.

Orientation - Returning Students

Students who are returning for year two of the programme must also participate in an orientation exercise designed specifically for them.

The institution may designate at least two days within its overall orientation schedule to include re orientation for its returning students. This means that orientation may occur separately but simultaneously for both year one and year two students. The educational provider may also plan a reorientation session at another schedule period.

It is important that all returning students attend all required orientation sessions and that at the end of the orientation programme, they sign a re-orientation guide. The guide is a confirmation that the students would have attended all days of orientation and that all components of the guide were explained and fully understood by the returning student.

Nb. The institution may decide if students must attend orientation in uniforms or casual attire

Identification Cards Development and Issuing

Identification cards (ID) are an important feature for maintaining students' identity.

As a student, you are required to participate in the ID taking and development process which is to be done during the course of Orientation. Identification card should be presented during the first week of class. Each institution will communicate their procedures and all students are expected to comply with the respective procedures.

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:

- 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)
- 6. Two letters of recommendation from (School, Justice of the Peace, Minister of Religion, Police Officer or Military Officer at a senior level.).
- 7. Some institutions may request a recent medical examination report.
- 8. Educational provider shall use this information to prepare individual student files
- 9. Educational provider will conduct interviews and make recommendations based on:
 - Matriculation requirements
 - Suitability (based on CAP Student Profiles)

- 10. If applicants were not selected, the educational provider shall make referral to another area of opportunity or another CAP Provider

- 11. 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

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.

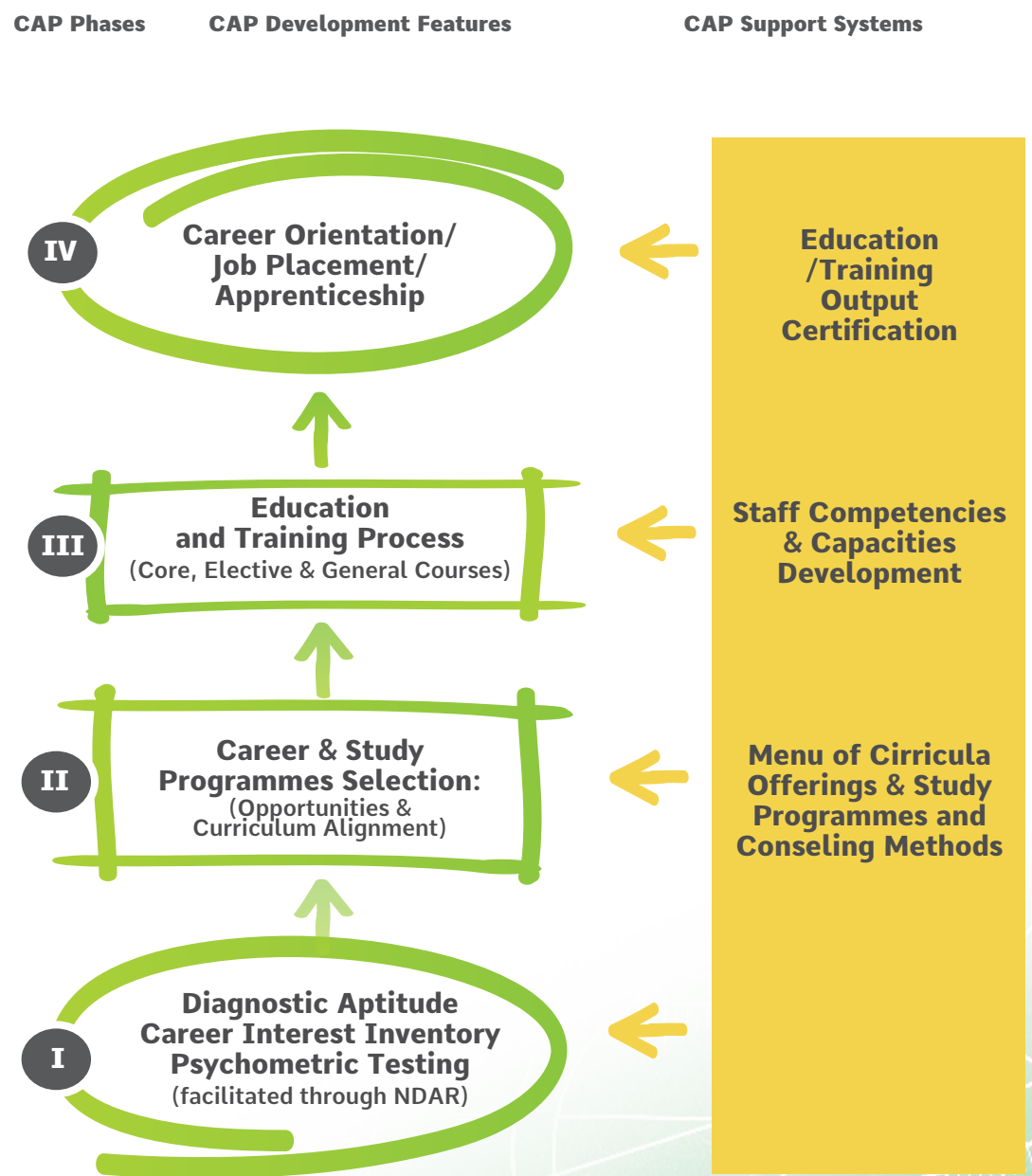
Prior to admissions and subsequent enrolment in an area of opportunity and skill area, educational providers must ensure that prospective students are interviewed to ensure suitability for selection into the qualification, available for the career pathway to which they are being recommended and also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

Admissions

Students that have been admitted by the institution will be given an acceptance package. The content may vary but should include:

- 1. a letter of acceptance (to include orientation date and class commencement date)
- 2. uniform requirements (including lab gear/protective gear for practical skill areas)

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



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; orientation and classroom exposures (e.g., a/v displays, demonstrations and discussions).

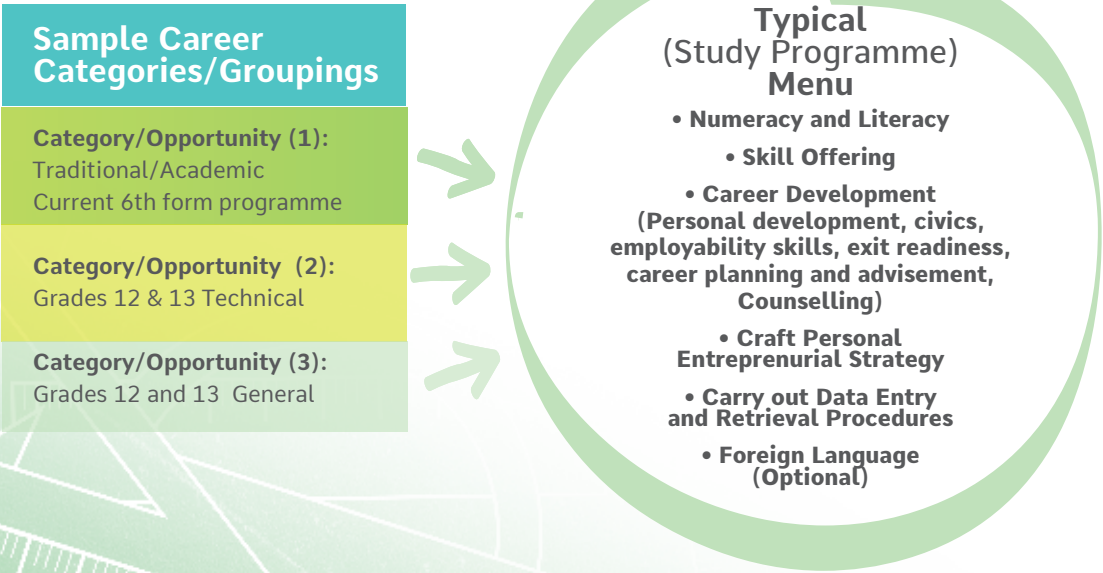
nature, and requirements for each career, from the menu of offerings, as presented in the career catalogue or information resources used in general

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.



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

Applications will be accepted on an on-going basis. However, CAP application forms are sent to the secondary school system for completion by grade 11(fifth form) students.

This information is then compiled into the National CAP database and forms the recruitment base of the programme for the six regions within the Ministry. 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

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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.



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.

Training and Programme Menu

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 which must be monitored by the assigned officer.

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
CAPE SKILL	15-20	May defer based on Interest	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
- The educational provider shall develop master/individual timetables based on skill practical/theory components and instructor allocation.
- Educational providers shall devise timetables based on the curriculum requirements and the training deliverables
- Educational providers shall provide timetables to both teachers and students.
- 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).
- 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.
- 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.
- Timetables should capture the elements of the programme delivery structure and minimum required hours as indicated below:

Absenteeism from Assessment /Examination and Re-sits

If a student fails to attend an assessment/examination and/or re-sit without prior permission; the reason for absence must be reported to the CAP Co-ordinator/Designated examination personnel through the following:

- Informal via telephone call or message within 24 hours of the assessment /examination/re-sit in question.
- Formal via writing no later than 5 working days after the date of the assessment /examination/re-sit in question.

Kindly note that this procedure may be affected by the institution's policies and procedures relating to absenteeism from examination/assessment and re-sits.

- 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.

Application for Re-sit

Re-sit periods are scheduled based on the guidelines of the external examination bodies. Each student is allowed one (1) re-sit at no cost.

In the event a student fails the re-sit and is required to undergo another re-sit; this will attract a cost to be borne by the student and the student will also be subjected to the procedures by the institution regarding this particular intervention.



External
Assessment

External examination is facilitated by The National Council on Technical Vocational Education and Training (NCTVET) Examinations Unit and City and Guilds Jamaica. The CAP Co-ordinator (along with designated examination personnel) will ensure the following :

- Assessment/Examination schedule will be displayed on the notice boards and strategic areas of the institution.
- Update candidates on their examination /assessment status.
- Make all administrative arrangements for examinations, continuous assessment records and re-assessment/re-sits.
- Co-ordinate mock examination procedures (administration and submission of results)
- Provide guidance concerning the policies and procedures, administrative arrangement, conduct and review of external examinations.

At the end of each module/cluster; examinations/assessments are held as an overall evaluation of students' performance and to determine competence in areas of skill. Examinations/assessments can take several forms: written, oral, case studies, extended questions, projects or practical demonstrations.

Please note: Draft assessment schedules are subject to change and should not be used to make pre-arranged plans for those dates. Students who identify conflicts or anomalies with the external assessment/examination schedule dates should report them immediately to the CAP Co-ordinator and or designated personnel. If a student is not competent after an assessment/examination, he/she will be given the opportunity to re-do the assessment/examination based on the next available examination period and readiness.

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.

The programme delivery period 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 CAPE Skills is be subject to CXC Curriculum	Based on nominal curriculum hours as per curricula/ qualification plan
Career Development and Personal Development (Employability skills, personal development, career advisement, Civics	N/A	80 hours
Entrepreneurial Skill (Facilitation, Entrepreneurship Competition, Training Based Enterprise)	N/A CAPE Entrepreneurship for selected skill of choice	40 hours (1 week en bloc)
Mathematics/Numeracy (STEM)	N/A	120 hours Level 1-3
English/Literacy		120 hours Level 1-2
Carry out Data Entry and Retrieval Procedures		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

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 (see appendix or operational guide)
- 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 prescribed 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. (Rule may defer for approved 6th form executing CAPE skills)
- Educational provider maintained current attendance registers, grade book/sheets and other tools necessary in the delivery of the skill offering.
- Regional enrollment summary achieved and verified
- Lesson plans and Training Delivery and Assessment Plan (TDAP) validated and approved by the designated management personnel in schools (Approved 6th form programme executing CAPE skills are required to utilize the school lesson plan template)
- 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

Work Experience/ Work Study and Volunteerism

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 co-ordinated, managed and implemented by the educational provider along with the volunteerism component of the programme.

Students are usually required to complete one hundred and sixty hours 160 of work experience and are supervised and assessed by personnel within the workplace. One hundred and sixty hours (160) represent the minimum requirement for work study and maybe increased based on the guidelines of the CAP Education Provider/institution.

Additionally all students must do at least forty (40) hours of volunteerism in the first term of entry into a programme at their respective educational institution. The institution will try to place you based on your skill but otherwise you may be placed at any business entity or public institution.

NB. Volunteerism and work experience/exposure must satisfy the minimum required hours but at the discretion of the student, educational provider and participating organisation the hour maybe increased

ASSESSMENT (External and Internal/Continuous)

Internal/Continuous Assessment

The internal assessments (theory and practical) are usually co-ordinated and facilitated by teachers to determine if you have grasped the learning concepts and objectives.

The internal/continuous assessments will also determine your readiness to be facilitated in external examinations. Theory assessments include: quiz, written test, projects, practical applications and role plays.

Portfolio of Continuous Assessment Records

ALL students are required to maintain a portfolio of all internal/continuous assessment received during the period of enrolment for year one and year two.

The portfolio must be maintained in a binder folder and prepared based on the three school terms/semester. Electronic portfolios can also be prepared. The compilation of your work in the portfolio is very important as reviews will be conducted to ensure that you are given adequate support for learning and preparation for examinations. Review of the portfolio will be conducted by the CAP Co-ordinator, CAP Technical Development Officer and External Examination personnel.

CAPE Entrepreneurial / NCTVET Entrepreneurial Skills (CEFE)

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 Economies for the Formation of Enterprise (CEFE) methodology. (Further reference can be made to the operational Guide)

Curriculum Guides, Learner Resources

The programmes offered in the Career Advancement Programme are guided by the development of Curricula and Learning resources from the HEART Trust NTA, the National Council on Technical Vocational Education & Training (NCTVET) and City and Guilds.

The Career Advancement Programme administers programmes at the NVQJ/CVQ Levels 1 and 2 skill offerings. The HEART Trust NTA also supports the curriculum framework through the provision of Curriculum guides and learning resources relating to Career Development, Entrepreneurship, Employability Skills, Learner Guides and Student Manuals.

City and Guilds provides the Mathematics and English Curricula and is designed to cater to the varied needs of students who gain entry into the programme. The English for Office Skills is offered at Level 1-2 and Mathematics is offered from Level 1-3.

Excursions, Study Tours

As an enrolled student, you will be expected to participate in educational excursions that will enhance your personal and professional development.

The excursions may be planned within your respective skill area or by the institution based on career development and employability skills infusion. Procedures governing the implementation and facilitation of excursions may vary based on the institution of enrolment. Students should be guided accordingly.

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)

Leadership and Governance

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.

All participating institutions will be held accountable in the areas of retention, certification, fiscal prudence, quality assurance and document submission. The proposed and updated established targets will be the base for evaluation and the measure for success as outlined below:

- Maintain a minimum of 75% retention of students enrolled across all skill areas
- Achieve a minimum of 60% certification rate for both NVQ-J, CVQ, and City and Guilds Examinations
- Maintain fiscal prudence and proper financial management as it relates to the utilisation of CAP Subventions
- Foster a quality conscious culture and practice continuous improvement
- Timely submission of documents as per established guidelines

Additionally, institutions must offer Labor Market driven courses and have the facilities approved by the NCTVET and experienced, qualified teachers to deliver competency-based training.

CAP Coordinator Accountability Tools for the execution of an effective programme

Monthly Principal Report	To be completed monthly by the CAP coordinator, Reviewed by the Principal to be signed and stamped for submission to the assigned Technical Officer
Employment Contract	For all employees contracted to the CAP. Document must be a part of the CAP staff file created by the Coordinator
Staff Qualification Summary	This template is populated by the Coordinator to reflect all CAP contracted employees, their qualification and position
Andragogical Supervision Checklist & Action Plan Summary	To be completed as per skill areas at least once per month by the Coordinator. Gaps are then communicated to assigned Technical Officer and principal for needed intervention
Application for Centre Approval	This document is to be populated by institution that is not approved by NCTVET to offer desire skills. After the submission of document to NCTVET by the institution then a facility audit is done. The Technical Officer is responsible to give full support and Guidance
Lesson Plan	Lesson plans must be completed and verified by the assigned school personnel before the commencement of training
Lesson Plan Evaluation Checklist	Document used by the Coordinator or assigned personnel to ensure all the relevant criteria based on the module/ units are covered and objectives of lesson met

City & Guilds General Information

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

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

- 17 Teacher will maintain records of students’ internal assessment results by recording it on grade sheets or based on educational providers procedures.
- 18 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. See **operational Manual** .

Competency-Based Training

The Career Advancement Programme is guided by the philosophy of competency-based education and training (CBET) which is built on assisting students to develop and demonstrate the outcomes that are required by the industry.

This system is based on them achieving competence in a skill area that will add value to the workplace and ultimately the industry. Additionally, the training programme will enhance the matriculation requirements of students opting to pursue further tertiary studies based on matriculation and articulation agreements.

Principles of Competency-Based Training

- The focus is on the outcomes achieved, this is what the student can do as a result of training and assessment
- The outcomes are first identified by the industry and then infused into the curriculum

- Students are encouraged to take personal responsibility for their learning
- Provision is made for different learning styles by providing a range of learning experiences, materials and media

Examination

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

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

Enrolment Summary Template	This template must be populated on a continuous basis by the coordinator to reflect the institution enrolment status and report to assigned officer upon request
Evaluation of Internal/Continuous Assessment Instruments	This document must be used to evaluate validity, consistency, and relevance of all continuous assessments.
Examination Progress Record	Template must be populated by all coordinators to reflex the candidates that are registered for external final examination to be submitted to supervised Officer
CAP Application Form	Coordinator must file a copy of all trainees application form
Interview Checklist	Institution is allow to use their original interview checklist or form to conduct interview process
Orientation Checklist	Coordinator must ensure that all interesting trainee is orientated as per the criteria indicated on the orientation checklist and a copy signed by the trainee is added to individual file
Student Evaluation Form	This form is issue by the Coordinator to all CAP trainees at the end of the training period to be submitted to the assigned CAP officer to be analysed
Student Bio-Data Form	Based on the application process this form must be populated by the coordinator as per skill areas to give detail information as per enrolled trainees. All fields on this form must be completed before submission to the assigned officer who has full responsibility to assist in populating the Trainee management System TMS. It is mandatory for all trainees to have their Tax Registration Number TRN

CAP Time Sheet	Must be populated by trainers on the programme to be verify and sign by Coordinator approved by Principal
Internal Requisition Form	Must be populated for the purchase of training materials by teachers at all period of the training to be approved by Coordinator/ principal
Client Information Form	An Accounting document to be populated by the Bursar under instruction of the Principal and monitoring of the Coordinator to be submitted to the CAP accountant for school subvention to be logged in selected account.
Income, Bank and Reconciliation Statements	These forms must be completed by the Assigned CAP Bursar monitored by the Coordinator to be submitted within agreed time frame to the CAP accountant
HEART Diagnostic Bio Data Form	A form used by the Coordinator to communicate to the assigned Officer trainee/s that requires assistance to be tested by Heart Trust NTA.

- 4 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)
- 5 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
- 6 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)
- 7 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.
- 8 Approve planning documents for training and internal assessment will now be utilized by teachers in the delivery process.
- 9 Teacher will utilized all approved plans to deliver lessons.
- 10 Teachers utilize various delivery modes and strategies to deliver training.
- 11 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 **MOEYI Andragogical Supervision Form**.
- 12 CAP Coordinator/designated management personnel will provide feedback and document corrective action to be taken by the teacher.
- 13 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.
- 14 Teacher will use approved internal assessment instruments to conduct internal/continuous assessments for students in accordance with the training Delivery and Continuous Assessment Plan.
- 15 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**
- 16 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.

Training Delivery and Internal/Continuous Assessment



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.

- Internal/Continuous assessment policy and procedures are documented in the MOEYI Student Information Guide and the CAP Operations Guide (Policy and Procedural Guidelines)
 - Educational providers shall co-ordinate and execute orientation activity to communicate the training and internal/continuous assessment process
 - 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
 - Educational providers should have copies of the Student Information Guides available and accessible in their respective libraries for students utilization
- 2 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.
 - 3 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

Selection Criteria for starting Career Advancement Programme in school:

Approval will be granted to secondary schools plus other educational institutions on the basis of satisfying the selection criteria. In completing the Call for Proposals, educational providers would need to consider the following criteria.

The interested secondary schools plus other educational providers must satisfy fulfilments of:

- A well-developed and effective Proposal in accordance to the requirements of the Ministry of Education, Youth & Information's expanded Grades 12 and 13 areas of opportunity.
- A clear understanding and knowledge of the expanded Grades 12 and 13 areas of opportunity.
- A detailed and financially prudent budget that will support the implementation of the expanded Grades 12 and 13 areas of opportunity.
- Demonstrate quality commitment based on the governing procedures and policies for the expanded Grades 12 and 13 areas of opportunity.
- Ability to outline and adhere to coherent recruitment and retention strategies.
- Standard approved Facilities and Human Resources available to facilitate identified skill offerings based on Labour Market Demand and Emerging Skills.

- Clear marketing, promotional and publicity strategies that will be employed to enhance the sustainability of the expanded Grades 12 and 13 areas of opportunity.
- Track record of achievement in other programmes, retention rates, certification rate and evidence of Awards relating to Students' and Institutional Successes.

Eligibility of applicants:

- Ministry of Education, Youth & Information Secondary Schools
- Private Educational Providers
- Public and Private Tertiary Providers (to include Teachers Colleges, Community Colleges, Universities and University Colleges).

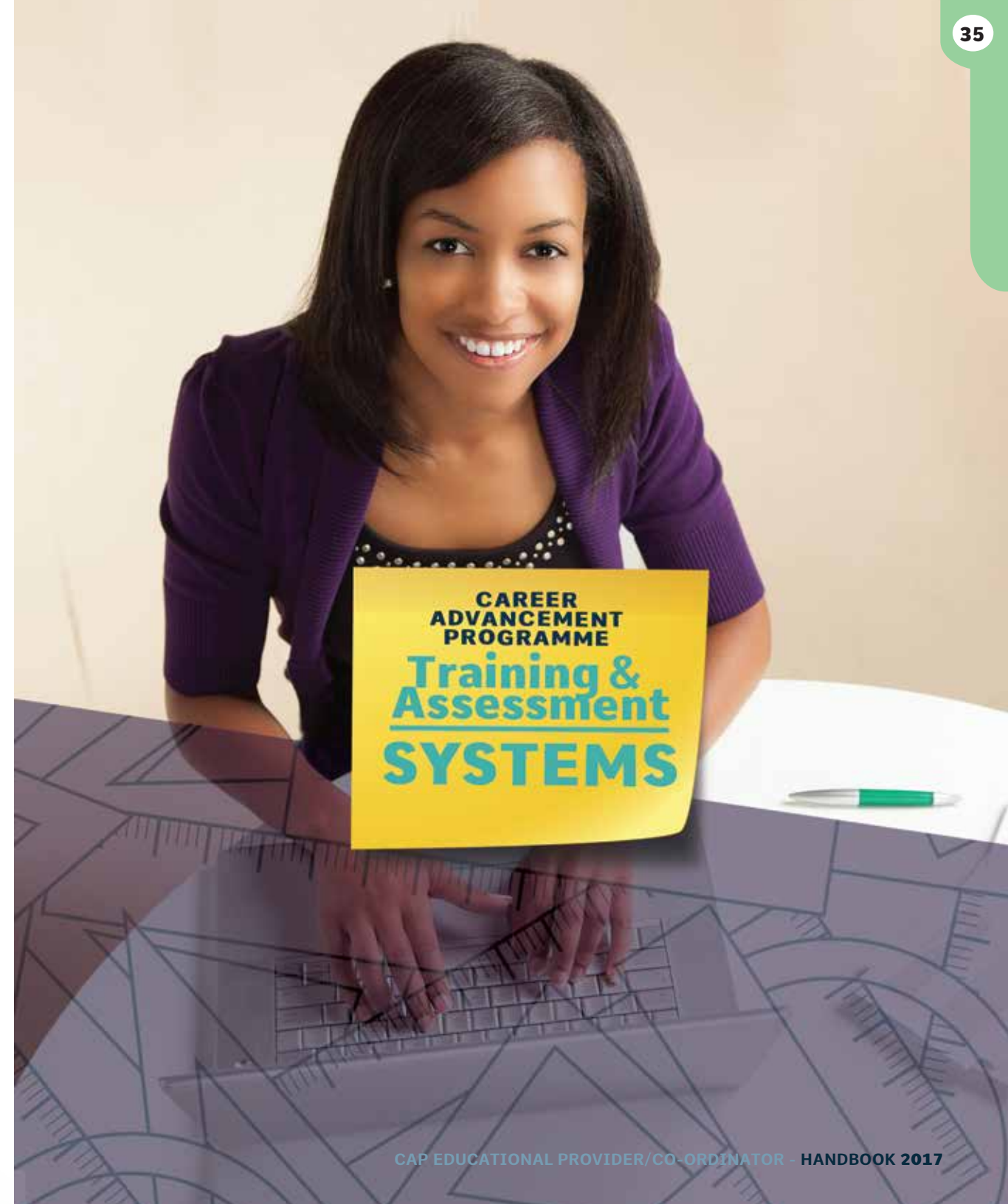
Procedures to follow:.

- Write an Expression of Interest (EOI) Letter to be submitted along with the completed EOI Application Form (including the proposed budget).
 - The EOI Application Form must be completed as per the outlined
 - The information may be submitted electronically via email to the Regional Director
- OR**
- Submitted in a sealed envelope and delivered to any of the Ministry of Education, Youth & Information's six regional offices.

- EOI can be emailed to: cap.eoi@moey.gov.jm or be submitted to the CAP office
- The deadline for submission of the EOI Application Form (including proposed budget) and Expression of Interest Letter is May of each year.
- Any EOI Application Form (including the proposed budget) and Expression of Interest submitted after the due date may be rejected
- or considered based on the final decision of the Chief Education Officer.
- Educational providers that are already NCTVET approved and meets the relevant criteria are fast tracked through the approval process.
- Educational providers may only propose to offer skills at either Level 1 or Level 2 or other level if otherwise approved

EVALUATION AND SELECTION OF APPLICATIONS

- EOI Application Forms including the proposed Budget and the Expression of Interest Letter will be evaluated by a Steering Committee within the Technical Vocational Unit of the Ministry of Education, Youth & Information.
- All proposals will be evaluated based on the set of criteria
- The selection criteria is evaluated out of a possible 100 score.
- Institutions scoring 80 and above will be shortlisted for the Commencement of the Expanded Grades 12 and 13 areas of opportunity.
- Shortlisted Educational Providers will be informed of the decision based on a Letter of Approval and subsequent signing of a Memorandum of Understanding
- between the Ministry of Education, Youth & Information and the Educational Provider. This will be facilitated within the period June to July each year.
- Selected applicants will be required to submit the signed Memorandum of Understanding by July, of the same year to effect the planning phase.
- NCTVET will conduct facility audits of institutions to determine their state of readiness. (Educational institutions that have acquired centre approval for requisite skill offerings and have met the EOI selection criteria are fast tracked in the approval process)
- Based on audit reports, institutions will commence planning phase July – August.



Payroll

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

Filing

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.

Documentation for purchases should include copies of the purchase order and or purchase requisition, contracts, invoices and cheques.

Payroll records should provide sufficient documentation for employees, such as attendance register, time sheets and official assignment schedule for example timetable.

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

A monthly Income and Expenditure Statement must be submitted to the Accountant of CAP by the 5th working day of each month.

The Bank Reconciliation Statement must be prepared and submitted by the 28th of the following month.

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.

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

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



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

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)

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

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.

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

Lodgements

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

Subvention

Subventions will be paid to schools on a per capita basis based on the current cost of the course. Subventions will be paid at the beginning of each term or as otherwise stated by the Ministry of Education Youth and Information. 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

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

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

- 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.
- 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.
- A formal request for payment must be made using the school's payment voucher.
- The request for payment must be supported by source documents such as time sheets, quotations, invoices, contracts, etc.
- The board chairman or his deputy and the principal or vice principal must approve all payment vouchers.
- Cheques must be duly prepared for the approved payment vouchers and signed in keeping with the signing instructions given to the bank.