



CARIBBEAN  
EXAMINATIONS  
COUNCIL

# CARIBBEAN VOCATIONAL QUALIFICATION

REQUIREMENTS AND GUIDELINES FOR SCHOOL  
ADMINISTRATORS AND PRINCIPALS



**CVQ\***

[WWW.CXC.ORG](http://WWW.CXC.ORG)

\*CVQ is the trademark of the Caribbean Association  
of National Training Authorities

## OUR VISION

To ensure the global human resource competitiveness of the Caribbean through the provision of quality assurance in education and comprehensive certification.

## OUR MISSION

To provide the region with: syllabuses of the highest quality; valid and reliable examinations and certificates of international repute for students of all ages, abilities and interests; services to educational institutions in the development of syllabuses, examinations and examinations' administration, in the most cost effective way.



# CVQ\*

\*CVQ is the trademark of the  
Caribbean Association of  
National Training Authorities

# CONTENTS

<b>Organisation and Layout of the Handbook</b>	<b>2</b>
<b>Introduction</b>	<b>4</b>
The CBETA Approach	6
Role of the Teacher	6
Integrating Theory and Practice	7
Links to other products in the CXC® Suite	8
<b>Assessing Readiness for CVQ* Implementation</b>	<b>9</b>
<b>Administrative arrangements for the CVQ*</b>	<b>16</b>
Staffing	17
Training Programme	18
Training Facilities	18
Assessment	19
Audit Evidences	19
<b>CVQ* Quality Control Procedures</b>	<b>20</b>
Training Delivery and Approval of Assessment Centres	20
Assessment	21
Internal and External Verification	21
Certification	22
<b>CVQ* Audit Procedure</b>	<b>22</b>
Notification of Territories	22
Audit Procedures	22
<b>CVQ* Audit Instrument</b>	<b>24</b>
<b>Head of Institution Audit</b>	<b>25</b>
<b>Teachers' Audit</b>	<b>28</b>
<b>Candidates' Audit</b>	<b>30</b>
<b>CVQ* Audit Compliance Rating Scale</b>	<b>31</b>
<b>Institutions' Compliance Rating</b>	<b>31</b>
<b>Reporting Institutions' Compliance Rating</b>	<b>31</b>
<b>Schedule of Appendices</b>	<b>32</b>

# ORGANISATION AND LAYOUT OF THE HANDBOOK

The Caribbean Vocational Qualification (CVQ\*)<sup>1</sup> Handbook published by the **CXC**<sup>®</sup> is a step by step approach for the implementation of Caribbean Examinations Council CVQ\* programmes within secondary schools. The handbook also provides supporting information on the instructional, quality assurance and certification model.

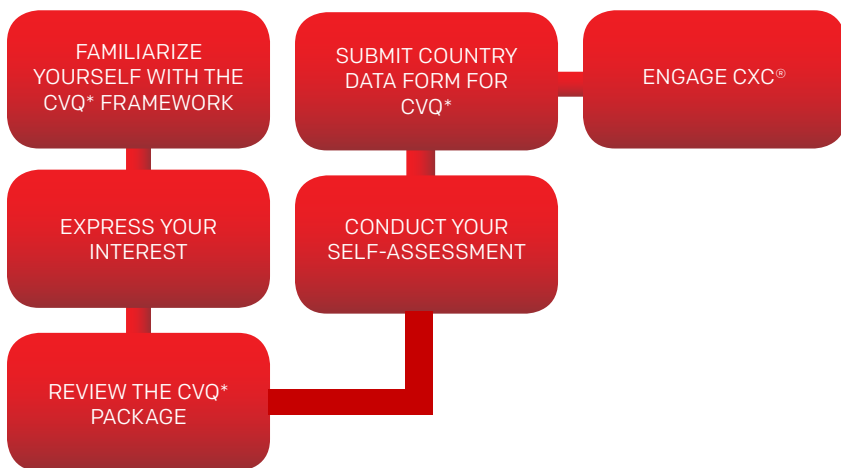
Within the handbook the process is divided into four main action categories which are further broken down into critical activities. They are as follows:

1. **Before you start**, which has seven critical activities;
2. **Ready to start**, which has two critical activities;
3. **Start**, which has three critical activities; and,
4. **Certification**, which has three critical activities.

You will find a pictorial representation of each action category in this section. These are further explained for you within the handbook.

## BEFORE YOU START

This section provides details on all the preparatory activities in which a territory must be engaged as you take the decision to implement CVQ\* programmes within your secondary school system.



<sup>1</sup> CVQ\* is a registered trademark of the Caribbean Association of National Training Authorities (CANTA).

## READY TO START

This section specifies the milestone activities that indicate you are ready to implement CVQ\* programmes within your secondary school system.

CONFIRMATION  
OF READINESS

CENTRE  
REGISTRATION

## START

This section provides administrators and teachers of CVQ\* programmes within your secondary school system with guidelines for the:

1. training and assessment of students for certification by **CXC**®, and
2. quality assurance system that will be used by **CXC**® to arrive at decisions for certification.

COMMENCE TRAINING

IN TRAINING AUDIT  
PREVIOUSLY KNOWN AS THE  
DURING PRODUCTION AUDIT  
(OPTIONAL)

CERTIFICATION  
ARRANGEMENTS

## CERTIFICATION

This section details the activities involved in processing candidates' results through to the point where **CXC**® dispatches the official certificates and transcripts for distribution.

FINAL CERTIFICATION  
AUDIT/EVALUATION

PRELIMINARY  
RESULTS

ISSUING  
CERTIFICATES AND  
TRANSCRIPTS

# INTRODUCTION

Under the CARICOM Heads of Government Agreements, 2008, the Caribbean Examinations Council (**CXC**®) was mandated to facilitate the issuing of the Caribbean Vocational Qualification (CVQ\*) within secondary schools across the region. The CVQ\* seeks to:

1. facilitate free movement of skilled certified workers within the Caribbean Single Market Economy (CSME);
2. develop in students the attributes of the ideal Caribbean worker;
3. enhance the profile and attractiveness of CARICOM labour force; and,
4. harmonize TVET systems across the region.

Within this framework schools participate through the offering of programmes using the approved Regional Occupational Standards (ROS). These programmes are delivered using the Competency Based Education Training and Assessment (CBETA) methodologies. Candidates who are desirous of being recognised through certification are expected to demonstrate competence in all the mandatory/core units specified in Regional Occupational Standards (ROS) for the programme of choice.

The ROS are approved by CARICOM through a process led by the Caribbean Association of National Training Authorities (CANTA). The standards are derived from industry requirements for the particular occupation or job in consultation with industry experts and have their genesis in the National Vocational Qualification (NVQ) of the various territories within CARICOM.

As one of the bodies empowered to issue CVQ\* certificates; **CXC**® will issue certificates at Levels 1 and 2 to candidates who have completed all the mandatory units for the occupational area and statements to candidates who have completed only some of the units. **CXC**® is committed to providing the schools within the territories served with:

1. risk management strategies;
2. clear lines for governance and accountability;
3. suggestions for workable organizational structures;
4. assessment and awarding service that is fit for purpose;
5. quality customer experience;
6. strategies for promoting diversity and inclusion in the design and development of programmes; and,
7. a culture of continuous improvement.

This handbook is designed to provide educational leaders and practitioners across the region with the requirements and guidelines for implementing CVQ\* programmes both at Levels 1 and 2 towards certification. Additional information/resources relating to the CVQ\* to include forms and templates may be found on the website ([www.cxc.org](http://www.cxc.org)).

#### AIMS OF THE CVQ\*

DEVELOP THE IDEAL CARIBBEAN WORKER

FACILITATE THE MOVEMENT OF SKILLED  
CERTIFIED WORKERS WITHIN THE CSME

ENHANCE THE QUALITY PROFILE AND ATTRACTIVENESS  
OF CARICOM LABOUR FORCE

HARMONIZE TVET SYSTEMS ACROSS THE REGION



# COMPETENCY BASED EDUCATION TRAINING AND ASSESSMENT (CBETA)

Competency Based Education Training and Assessment (CBETA) is built on the philosophy that “almost all learners can learn equally well if they receive the kind of instructions they need”. CBETA calls for changes in the development and administration of the modularised/unit-based Technical Vocational Education and Training (TVET) programmes. TVET has over the years focused on the practical demonstration of the skill whereas CBETA now places the emphasis on this underpinning philosophy.

## The CBETA Approach

In this approach, the development and implementation of training programmes is guided by five essential elements:

1. Tasks are identified by the occupational and industry experts.
2. Each student has the opportunity to develop and to be evaluated on the competencies achieved.
3. Assessment of competency is based on knowledge, demonstration of the competency and attitude.
4. Students are aware of the Occupational Standards used as the basis for assessing achievement and determining competency.
5. Students' progress by demonstrating the attainment of competencies.

It is at the start of the training programme that students are made aware of the key elements of CBETA. Emphasis is placed on how the programme operates, the role of the teacher, the responsibility of the student, the qualification and units within the programme, the standards that are to be attained and how and when competencies will be assessed.

## Role of the Teacher

CBETA also dictates a change in the role of the teacher from the conventional information-giver to that of a resource person who motivates, facilitates, coaches, monitors and provides feedback. Hence, the students will have more responsibility for their own learning and progress. Student involvement is critical to CBETA.

This may raise questions about the structure of the delivery, the nature of learning activities, the location and content of learning and the role of teachers where different disciplines may combine under the umbrella of competence.



### Integrating Theory and Practice

One of the challenges schools face with competency-based training is effectively integrating theory and practice. Competence is not just the performance of tasks but the application of skills to new and different contexts. For this to occur, students must be able to apply and transform knowledge in specified workplace situations. In theory, embedding underpinning knowledge within a particular qualification sounds relatively easy. The challenge for teachers and schools, however, lies in the practicalities. Although the units describe the underpinning knowledge required to develop competence, teachers should consider where and how such material will be delivered. The following are examples of general questions and options you may consider in determining the delivery of underpinning knowledge.

1. Do learners need this information before they begin studying specified modules or units? If yes, is it possible to:
  - (a) provide supportive learning materials with background information?
  - (b) develop a bridging programme?
2. Do learners need this information as they proceed through the qualification? If yes, is it possible to:
  - (a) cluster information for competencies that are related?
  - (b) address these issues through the use of discrete units or resources?
  - (c) merge a number of competencies to prevent duplication, without inadvertently overlooking information? or
  - (d) link underpinning knowledge to one competency?
3. Do learners need underpinning knowledge as a theory or can it be developed through a learning experience? If yes, is it possible to:
  - (a) create activities to enable students to acquire the required knowledge and skills?
  - (b) adopt alternative subject specific strategies to ensure learners cover the underpinning material?

Underpinning knowledge can be delivered in a multitude of ways. Your strategy will be influenced by the competencies, student's needs, resources, timetabling practices, and teaching approaches.

### Links to other products in the CXC® Suite

Prior to 2008 **CXC**® provided validation of learning for students who demonstrated acceptable performance in technical offerings both at the Caribbean Secondary Education Certificate (**CSEC**®), and Caribbean Advanced Proficiency Examination (**CAPE**®) levels. With the addition of the CVQ\*, teachers and industry experts are now encouraged to guide students in preparing evidences for the topics within the Caribbean Certificate of Secondary Level Competence (**CCSLC**®), **CSEC**®, and **CAPE**® syllabuses that are similar to the competencies in the CVQ\* qualification as these evidences may contribute towards their CVQ\* certification.

Students may present these evidences in their portfolio to supplement or support their claim of competence. This will help them to gain credit or exemptions from equivalent units thereby fast tracking certification. For example, holders of **CSEC**® Technical Drawing may use this to gain credit for related units on the Construction and Mechanical Maintenance, CVQ\* qualifications. Also, pieces of course work done for **CCSLC**® Social Studies, may be included as evidence for Early Childhood Development or Allied Health - Health Care Assistance (Patient Care).

Additionally, on the **CXC**® Qualification Structure the:

1. CVQ\* Level 1 Certificate qualifications, **CAPE**® Units Grade IV, **CCSLC**® Group Certificates and **CSEC**® Grades I to III are mapped to the same level; while,
2. CVQ\* Level 2 Certificate qualifications, **CAPE**® Units Grade I to V, **CSEC**® and CVQ\* Group Certificates which are issued to candidates who attain acceptable scores in five or more subjects are mapped to the same level.

# ASSESSING READINESS FOR CVQ\* IMPLEMENTATION

The Caribbean Examinations Council (**CXC**®), in keeping with the mandate to facilitate CVQ\* certification for secondary schools at Levels 1 and 2, has developed a Quality Management System/Strategy that guides the process for CVQ\* certification. Refer to Appendix 1, The Caribbean Vocational Qualifications (CVQ\*s) PROCESS MAP (2014) for a summary of the process.

## BEFORE YOU START

### 1. Familiarise yourself with the CVQ\* Framework

Become familiar with the Regional Qualifications Framework (RQF), the certification levels and interpretations, the Regional Occupational Standards (ROS), the Facilities Standards and the Curriculum Guides (where they exist). The approved Regional Occupational Standards (ROS) (some are listed on Appendix 2) are accessible electronically from the websites of the:

- (a) Caribbean Examinations Council – [www.cxc.org](http://www.cxc.org);
- (b) Caribbean Association of National Training Authorities (CANTA) – [www.cantaonline.org](http://www.cantaonline.org); and,
- (c) Website of your local training authority (NTA or TVET Council).

### 2. Express Your Interest

Communicate your interest to have students certified to the Caribbean Examinations Council (**CXC**®). Correspondences are to be sent to:

THE PRO-REGISTRAR  
CARIBBEAN EXAMINATIONS COUNCIL  
Western Zone Office  
37 Arnold Road, Kingston 5, Jamaica  
T: 876 630 5200  
F: 876 967 4972  
E: [cxcwzo@cxc.org](mailto:cxcwzo@cxc.org)

### 3. Review the CVQ\* Package

In response to your expression of interest **CXC**® will send you the CVQ\* Checklist for Readiness (Appendix 3), the Country Data Form for CVQ\* (Appendix 4), and other pertinent information relating to the CVQ\*. Upon receipt, review, share the information and seek clarification if you deem it necessary.

#### 4. Conduct your Self-Assessment

You are encouraged to use the CVQ\* Checklist Readiness to do a self-assessment. This will help you to determine if the CVQ\* supporting structures and resources for effective implementation are in place. Countries who respond in the affirmative to the following questions are ready to implement the CVQ\*:

- (a) Do you have a National Training Agency (NTA)/TVET Council?
- (b) Do your (administrators and teachers) have access to all the Regional Occupational Standards and the Facility Standards?
- (c) Have you identified the
  - (i) programmes
  - (ii) schools/institutions
- (d) Have you completed training for the
  - (i) Assessors
  - (ii) Internal Verifiers (Appendix 5)
  - (iii) External Verifiers (Appendix 5)
- (e) Do your institutions have the
  - (i) trained teachers
  - (ii) required resources (tools, equipment, workspace)
  - (iii) Curriculum Guides
  - (iv) Assessment tools

When evaluating your existing training facilities and learning resources, use the Facility Standard for the programmes you intend to implement within your school as your benchmark. Facility standards outline the equipment and infrastructural requirements for the effective delivery and assessment of a programme. The school also should have adequate teaching and learning resources to include a library or Learning Centre and Information Technology facilities with internet connectivity.

- (f) Have you identified contact persons?
  - (i) Ministry of Education
  - (ii) Persons responsible for Technical Vocational Education and Training (TVET)
  - (iii) Persons responsible for Information Technology (IT)
- (g) Do you have arrangements in place to expose students to the world of work and to gain competence with industry standards?

## 5. Submit Country Data Form for CVQ\*

The completed Country Data Form for CVQ\* (Appendix 4) with contact details and a forecast of the list of Schools/Centres, the programmes/qualifications, the number of students is to be returned to the Office of the Pro-Registrar for **CXC**®.

This data is used by **CXC**® to calculate the cost for the services that **CXC**® will provide once the country engages **CXC**® in a contract for CVQ\* certification.

## 6. Engage CXC®

### (a) Orientation of Stakeholders

You have the option of asking **CXC**® to facilitate orientation/training sessions with key stakeholders so that the concerns regarding the process may be clarified.

While optional, this is an important activity in the process as the stakeholders engaged in the partnership for issuing Caribbean Vocational Qualifications (CVQ\*) awards have interdependent roles. As such, it is important that all partners have a clear understanding of the Roles of the Partners (Appendix 6).

### (b) Request Pre-Readiness Audit

The Pre-Readiness Audit request is to be sent to the Office of the Pro-Registrar for **CXC**®. The Pre-readiness Audit provides information on the extent of the readiness of the institution to commence the CVQ\*.

This is carried out before commencement of the CVQ\* programme. It is through this audit that **CXC**® assesses the availability of adequate and quality resources and processes as outlined by the Regional Occupational Standards and Quality Assurance criteria.

### (c) Audit Preparation

**CXC**® assigns an officer from the Syllabus and Curriculum Development (SCD) Unit or the Examination Development and Production Division (EDPD) to conduct Pre-readiness Audit. You will be required to confirm the audit dates and schedule and to send copies of the Facilities Audit Reports for the institutions and programmes for certification to **CXC**®.

Facility Audits are conducted by the National Training Agency (NTA)/TVET Council. **CXC**® may be asked to facilitate the audits in territories that do not have an NTA/ TVET Council.

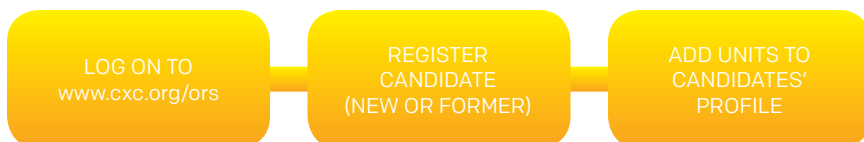
**(d) Mandatory Pre-Readiness Audit Conducted (Appendix 10)**

The **CXC**® selects a sample of no less than 25 per cent of the institutions and programmes to be implemented in any given year. These are then audited using a pre-determined criteria as detailed on pages 31 to 33.

READY TO START

**7. Confirmation of Readiness.**

**CXC**® will issue you with notification of institutional readiness. This confirmation of readiness is also sent to the Examinations Administration and Security (EAS) Division, **CXC**®. EAS will send an advisory with Centre registration information to your Local Registrar (LR).

**8. Centre Registration.**

Your Local Registrar will facilitate centre registration using the Online Registration System (ORS). The registration procedure on the ORS has three simple steps and mirrors the procedures used for **CSEC**® and **CAPE**®; so the Examination Coordinators within your school should be able to do so with ease. Registration will be completed via the Online Registration System (ORS) by 31 January of each year or as advised by the Council.

Please note that:

1. territories are invoiced based on the activities of the contract;
2. amendments on the ORS will attract penalty fees;
3. Facility Audit Reports for programmes with candidates for certification are to be submitted by the 15 December that precedes the certification date; and,
4. the Facility Audit Report and the registration data are used internally to guide the preparations for the mandatory Training and Assessment Audits which are conducted annually between 1 March and the 15 May.

## START

**9. Commence Training.**

**CXC®** welcomes you as one of the proud partners in the CVQ\* certification process. Please continue to build and maintain the systems that will guarantee quality learning experience for students pursuing CVQ\* programmes.

School administrators must be aware of and ensure that the requirements for a successful competency-based programme are in place within schools. These requirements are the foundation of good practice in the delivery and assessment of the Caribbean Vocational Qualification. These are listed below:

- (a) Teachers have access to all the Regional Occupational Standards and the Facility Standards.
- (b) Teachers have access to all the instructional delivery material, space, tools and equipment.
- (c) Teachers hold appropriate teacher and industry qualification and experiences.
- (d) Teachers are certified in CBETA, internal quality assurance methodologies.
- (e) Teachers understand the quality assurance requirements of the certifying body.
- (f) Teachers use a variety of teaching methods and aids.
- (g) Teachers operate in an environment that simulate work place and work experience opportunities.
- (h) Teachers give continuous and detailed feedback to students/trainees on their progress.
- (i) Students are informed about criteria and attitudes important to the occupation.
- (j) Students' training programmes are individualised and self-paced.
- (k) Students are allowed to repeat learning activities until competence is achieved.
- (l) Students' records are maintained and show the students' progress.
- (m) Students' rating reflects the level of competency achieved.
- (n) Industries are in the local area with which the school can make arrangements to expose teachers and students to current industry standards.
- (o) Programme completion is based on satisfactory achievement of all specified competencies.

It is recommended that schools pursue only those areas where facilities are in place to undertake skills training, or there are facilities (e.g. Industries) in close proximity where students will have the opportunity to have significant exposure to industry standards.



## 10. In Training Audit previously known as the During Production Audit (Optional).

This audit is conducted by **CXC**® Quality Assurance Auditors from the Syllabus and Curriculum Development (SCD) Division or the Examination Development and Production Division (EDPD) upon request. It is recommended that institutions complete 25 – 50 per cent of the CVQ\* programmes before requesting this audit.

As the certifying body, **CXC**® reserves the right to request that this audit be conducted through the self-administration of the audit instrument. Guided by the results of the Pre-Readiness Audit this will be conducted as is deemed necessary.

## 11. Certification Arrangements

### (a) Request for Awards



To facilitate the electronic submission or updating of records for the candidates who have completed or have been deemed competent in the various units within their programme of choice, the ORS is reopened 1 May. This will allow you to update the candidate's records and export it to your Ministry of Education. The electronic and physical requests for awards should be submitted to **CXC**® by 30 June annually.

### (b) Training and Assessment Audit formerly the End of Production Audit (Mandatory) (Appendix 11)

This audit is conducted by Quality Assurance Auditors from the Syllabus and Curriculum Development (SCD) Unit or the Examination Development and Production Division (EDPD) to determine the extent to which the requirements of the Regional Occupational Standards and Quality Assurance (QA) criteria that **CXC**® uses are implemented. These audits are executed from 1 March through to the 15 May each year. The QA criteria are explained on pages 27 to 32.

### (c) Submission of Documents to **CXC**®

The Local Registrar will advise institutions requesting CVQ\*® certification of the submission deadlines for the documents they are required to submit. They are the:

- External Verification Reports prepared by NTA, TVET Council.
- Candidates' Achievement Sheet (data entered on the **CXC**® Online Registration System (ORS) (Appendix 8),
- Facilities Audit Reports by 15 December of the year preceding the year of certification. This report is prepared by NTA/TVET Council.
- Candidates' Portfolio Completion form which is prepared by the trainer/teacher (Appendix 9).

**(e) Request for Reviews**

Requests for Reviews are to be submitted to CXC® annually by 15 September.

## CERTIFICATION

**12. Certification****(a) Final Certification Audit/Evaluation**

The CVQ\* Committee of **CXC®** conducts a Final Certification Audit/Evaluation (mandatory) to finalise the decisions for the CVQ\* award. This involves a comprehensive assessment of the:

- (i) Training and Assessment Audit previously known as the End of Production/Training Audit Report;
- (ii) External Verifiers' Report (Appendix 7);
- (iii) Facilities Audit Reports/Facilities Standards;
- (iv) Candidates' Achievement Sheets (Appendix 8); and,
- (v) Portfolio Completion Records (Appendix 9).

**(b) Preliminary Results**

At the end of the audit a recommendation for the awards to be issued is sent to the approval committee at **CXC®**. Once the approval is ascertained from the approval committee, the preliminary results/statements of competence for CVQ\* awardees are printed and dispatched to the Local Registrar for distribution in August.

**(c) Issuing Certificates and Transcripts**

Candidates, upon receiving the preliminary results, will then have until 15 September to table queries and make amendments. The CVQ\* Committee of **CXC®** reviews all queries and makes decisions for certification. Subsequently, official transcripts/statements of competences and certificates for CVQ\* awardees are printed and dispatched to the Local Registrar for distribution in November.

CVQ\* certificates will be issued to candidates who complete all the mandatory units for the occupational area. Candidates who complete only some of the mandatory units will be issued with Statements of Competence.

**(d) Replacement of Certificates**

In the event that a candidate's certificate is lost or damaged, the candidate may apply for a replacement on the Replacement for Certificate Form (Appendix 13) with the appropriate fee through the office of the relevant Local Registrar, directly to the Registrar or online at [www.cxc.org](http://www.cxc.org). **CXC®** reserves the right to refuse to issue a replacement certificate without stating any reason for its decision.

# ADMINISTRATIVE ARRANGEMENTS FOR THE CVQ\*

School principals, managers and teachers have a significant role to play in Competency Based Education Training and Assessment. In schools where a good transition is made, the:

1. Senior Staff has:
  - (a) an accurate understanding of the nature of CBETA and the value of the CVQ\*
  - (b) allotted adequate time to explore and discuss the programmes and the Regional Qualification Framework (RQF)
  - (c) organised the staff to think creatively and holistically about the core delivery issues:
    - (i) the student group;
    - (ii) the organisation of classes;
    - (iii) the need to acquire or develop resources;
    - (iv) the need to plan appropriate methodologies and systems of delivery;
    - (v) the need to build relationships with relevant employers/industry partners and/or create suitable work simulation environments; and,
    - (vi) the need to ensure supportive administrative processes and structures are in place (e.g. records storage and retrieval).
2. School or Assessment Centre has:
  - (a) a vision and mission that enables CBETA;
  - (b) an administration that is committed to the objectives of CBETA;
  - (c) a culture of teamwork integrated into its programme delivery;
  - (d) a commitment to equal opportunity;
  - (e) a national TVET mechanism for the coordination of CVQ\* programme;
  - (f) a senior member of staff who co-ordinates the CVQ\* programme;
  - (g) knowledge of, and commitment to relevant occupational health and safety (OHS) standards for the various programmes of choice; and,
  - (h) various methods in place to ensure that staff and students have a clear understanding of the value of the CVQ\*.

## Staffing

Administrators are to ensure that the staff:

1. are trained at the appropriate levels and have technical qualifications to support the requirements for the CVQ\*;
2. have training and certification that allows them to effectively conduct assessment and quality assure CVQ\* programmes;
3. have relevant industry experience; and,
4. have a clear understanding of the value of the CVQ\*.

In many respects, the staff is the key to the successful implementation of the curricula. If they understand and support the changes, and possess the knowledge and skills to manage the learning programme, then the transition should flow relatively smoothly. In some instances, it is important to consider a mix of permanent staff supplemented by part-time industry-based staff who will deliver specific aspects of the programme. This will ensure that there is a theoretical/academic background, and recent industry experience.

Although there is no correct staffing formula, administrators must ensure that staff has the appropriate industry and teacher qualifications to impact significantly on the preparation of students for the workforce. Staff members should also be engaged in ongoing staff development activities to ensure they have:

- (a) **Industry currency:** Are all staff familiar with current industry practices? This should be ensured through regular industry involvement, attachments or furloughs.
- (b) **Relationships with employers.** Are teaching staff required to organize work placements and monitor learner performance, or do industry liaison officers or workplace/placement coordinators fulfill this role? If this is to be part of a teacher's responsibility, have they established and maintained contact with local firms and organizations in the past, or is time required to develop appropriate networks?
- (c) **Relevant attitudes and values.** Are teaching staff prepared for the shift to competency-based education or is intervention required in order to enable the shift?

### Training Programme

Administrators and teachers must ensure that the school or assessment centre:

1. communicates in writing to students at the start of the CVQ\* programmes the training, assessment and certification requirements and processes. This may be done through a handbook or course plan;
2. gives students feedback on their progress;
3. authenticates and dates portfolio evidences;
4. integrates in the training programme the progressive development of core skills;
  - (a) Employability skills (ES) (problem-solving, team work),
  - (b) Communication skills (English-written and oral); and,
  - (c) Numeric application skills (Math-basic numeracy, arithmetic operations, and application of formulae).
5. has made the Regional Occupational Standards (ROS), curricula and assessment materials for the programmes being offered accessible to teachers and students;
6. uses a range of training methods to ensure that technical skills are developed/ acquired in accordance with the requirements of the competency standards;
7. has an active, collaborative relationship with the private sector community to create opportunities for industry exposure within the programme;
8. provides for industry exposure/on-the-job training;
9. provides for the systematic monitoring of the industry exposure /on-the-job training component of the programme; and,
10. provides for related simulated job training to be carried out at the school/training institution in the instances where the industry exposure/on-the-job training component of the programme cannot be facilitated.

### Training Facilities

Administrators and teachers must ensure that the school or assessment centre has access to required physical resources to support the training and assessment as outlined in the Facilities Standards for the programme. These may include and are not limited to:

1. A learning resource centre or library;
2. Information Technology facilities with Internet connections;
3. Relevant books, periodicals and software;
4. Relevant occupation-specific equipment/tools;
5. Workplace Health and Safety facilities with first aid kits; safety lanes, assembly/muster points and fire extinguishers;
6. Workshop/Training Laboratories with workstation, lighting, ventilation; and,
7. Prescribed tools and equipment.

### Assessment

It is expected that on completion of training, schools will facilitate the assessment leading to, at minimum, a Level 1 vocational qualification. Administrators and teachers must ensure that the school or assessment centre provides an adequate system for:

1. written assessment (testing);
2. competency based assessment both at school and during industry exposure/on the job training if necessary;
3. interacting with the local Ministry of Education, National Training Agency, National TVET Council or TVET Apex Body to make acceptable provisions for conducting and monitoring assessments;
4. the verification and moderation of assessment outcomes;
5. effective creation, maintenance, safe storage and retrieval of candidates' and related assessment records; and,
6. candidates to appeal assessment decisions.

### Audit Evidences

Administrators and teachers must ensure that the school or assessment centre has an adequate system preparing and storing records which will become audit evidences.

Records of assessment should:

1. be simple and efficient;
2. specify the evidence collected, dates collected and the method of assessment used;
3. reflect all areas of performance, that is, knowledge, skills and attitude; and,
4. specify clearly the competencies assessed and the assessment outcome, that is, if the candidate was competent or not yet competent.

The audits are evidence based. As such, auditors will require for review accountability records to include:

1. budgets and purchase requisitions;
2. facility audits reports and action sheets;
3. equipment and tool inventory and distribution logs/registers;
4. staff training plans and reports;
5. staff certification records;
6. lessons plans and lesson plan logs;
7. assessment instruments;
8. internal verifiers report (Appendix 12);
9. moderation reports;
10. students' portfolios;
11. students' projects;
12. record of feedback given to students;
13. industry collaboration/work experience reports for staff and students;
14. attendance registers;
15. grade sheets or mark books;
16. maintenance plans and logs for tools and equipment to include fire extinguishers; and,
17. workplace health and safety records (drills and training reports)

# CVQ\* QUALITY CONTROL PROCEDURES

(Adapted from CANTA Quality Assurance Criteria and Guidelines for the CVQ\* – March 2009)

It is important that the quality assurance system which is implemented is of a consistently high standard, transparent and can withstand rigorous audit. As such, the principles of quality assurance involved in implementing the Caribbean Vocational Qualification (CVQ\*) are applied throughout the entire process of training, assessment and certification. The areas under consideration are:

1. The development of training outcomes that reflect workplace requirements (Approved Regional Occupational Standards).
2. Training delivery.
3. Assessment.
4. Certification.

The adherence to best practice by the awarding body is central to the quality assurance process.

## **Training Delivery and Approval of Assessment Centres**

One major area of quality assurance is in the delivery of training. This can be work-based, institutional-based, distance or a mix of training modalities. In each case, standards are defined for the delivery of training and assessment and providers are required to be approved. Approval covers:

1. Statutory compliance.
2. Staff resources.
3. Physical resources.
4. Learning resources.
5. Assessors.
6. Internal verification procedures.
7. External verification procedures.
8. Management of information (record management, security and storage).

All assessment centres must satisfy the minimum requirements for competence-based training, assessment and certification.



## Assessment

Assessment within the framework is defined as the process of collecting evidence and making judgements about whether or not competence has been achieved when measured against the occupational standards. The assessment system promotes authentic assessment and ensures a valid, reliable, and fair process. Assessment instruments are validated and assessors who conduct assessments are trained and certified in competency-based assessment methodology.

## Internal and External Verification

In order to ensure there is reliability in assessors' judgements, internal and external verification (audits) are done periodically. The verification report and results are documented as part of the quality assurance strategy.

In the context of the CVQ\*, internal verification of the assessment of candidates is a quality assurance process carried out by a school or education institution offering CVQ\*. The purpose is to ensure the quality and consistency of assessment of candidates for CVQ\* awards.

External Verification (EV) can be defined as a quality assurance process undertaken by the awarding body to ensure that a school or education institution maintains established quality standards.

Verification is to be scheduled to coincide with major training and assessment activities. This will guarantee that the:

1. Internal Verifier can monitor training and assessment activities to ensure they are planned and conducted compliant to accepted quality practice and policy; and,
2. External Verifier as the content specialist is able to make judgements on the quality of the assessment and the assessment outcomes.

The following monitoring arrangements for the delivery of CVQ\*s are stipulated:

1. Assessments are conducted by trained assessors;
2. Assessments are conducted within approved centres (Schools or Education Institutions);
3. Verification of assessments is regularly conducted with the involvement of trained verifiers and occupational experts; and,
4. Moderation of assessment results is conducted to maintain consistency.

### Certification

Candidates are issued a CVQ\* on the basis of having met the requirements for certification. This is done on the basis that the training/assessment centre:

1. subscribes to the regional qualifications framework;
2. has adhered to the standards-driven, competence-based approach to training and assessment;
3. has adhered to the quality assurance principles; and,
4. submits sufficient, valid candidates' assessment records to the awarding body to enable certification.

## CVQ\* AUDIT PROCEDURE

### Notification of Territories

Notification detailing the proposed date for the audit and the schools selected to be a part of the audit sample is sent to the Permanent Secretary in the Ministry of Education (MOE). The MOE is responsible for notifying the selected schools and making the final arrangements within the territory to accommodate the audit meetings and site visits.

### Audit Procedures

Two types of procedures are proposed for administration of the audit instruments, namely:

1. Self-administration of the Quality Assurance instruments (required annually as of 2015).
2. Auditor's administration of the Quality Assurance instrument.

The auditor may at his or her discretion use one or a combination of both when conducting the audit. Regardless of the method used, the auditor will sample evidences for areas of compliance. Preliminary observations, findings and recommendations are discussed with the institution. Institutions are encouraged to use the summary of the findings to develop an action plan for resolution of non-compliances and continual improvement. Action plans are to be retained in the records for presentation upon request.

Audit reports are submitted to the Permanent Secretary in the Ministry of Education for corporate review action and dissemination to the relevant institutions.

Quality Assurance Audits follow the following sequence:

- 1. Stakeholders Pre-Meeting.** The audits commence with a meeting of the key stakeholders (Ministry of Education (MOE), National Training Agency (NTA)/TVET Council and Industry Representatives). During the meeting the auditors and stakeholders will discuss and have matters related to the Caribbean Vocational Qualification (CVQ\*) clarified. The audit objectives will be presented and the audit schedule confirmed.
- 2. The audit at the school or institution has five main features:**
  - (a) Opening Meeting.** At each school/institution the audit commences with an opening meeting. In this meeting a register is taken of the individuals present, audit schedules are presented and the objectives and procedure clarified.
  - (b) The Head of Institution Self-Audit.** The Head of Institution and/or an internal committee judges the compliance status to the audit criteria, indicating the sources of evidence used to arrive at the judgment with a view to determining the institutions' compliance rate from his/her perspective. This is followed by an audit sampling of the evidence to include budgets, internal and external verification reports, lesson plan observation logs, teacher qualifications, maintenance plans and assessment records. This data may be subsequently compared with the auditor's findings, having assessed the evidences presented against **CXC**®'s standards.
  - (c) Site Inspection.** The school grounds are inspected with specific emphasis on the workspaces used to train and assess the candidates for certification. The site inspection/walk-through of the facilities allows the auditor to have first-hand exposure to the work spaces assigned to the occupational areas that were completed at the school. The walk-through is intended to ensure that the institution has remained compliant and/or to determine if recommendations to improve compliance tabled by the Facilities Auditor and the **CXC**® Quality Assurance Auditor were implemented. Criteria given specific attention during the walk-through include occupational health and safety provision, adequacy of equipment, adequacy and layout of work space and signage.

- (d) Candidates' and Teachers' Audit.** The Portfolio management processes for both teachers and students are examined. Portfolios are sampled and candidates asked to present their portfolio. Auditors also cross-reference evidences in candidates' portfolios with the teachers' portfolio which is a collection of records presented by the teacher to include registers, grade sheets/mark books, lesson plans, delivery and assessment schedules, assessment instruments and answer keys and practical rating sheets. Other pieces of evidence that are critical to this process are current maintenance and inventory records.

Both candidates and teachers are interviewed. The criteria on the audit instrument for the candidates' and teachers' audit are used to guide the interviewing process. Interviews may be conducted with individuals or groups.

- (e) Closing Meeting.** The audit ends with a closing meeting during which a register is taken of the individuals present and the general observations, preliminary findings and recommendations shared with representatives of the Institution, Ministry of Education and National Training Agency who may be present.

- 3. Stakeholders Post-Audit Meeting.** The audit period ends with a Stakeholders Post Meeting where an overview of the observations, preliminary findings and recommendations are presented to the key stakeholders and clarified.
- 4. Finalisation of Report.** The report is then collated and submitted to the Permanent Secretary in the Ministry of Education for corporate review action and dissemination to the relevant institutions.

## CVQ\* AUDIT INSTRUMENT

All three Quality Assurance Audits are conducted using the same audit criteria in order to determine the level of compliance when measured against the requirements for training and assessment towards CVQ\* certification. With the exception of the Pre-Readiness Audit (Appendix 10) which is also called the 'Head of Institution Audit', three distinct groups are audited:

1. The Head of Institution;
2. The Teacher; and
3. The Candidate

The average compliance rate is then calculated and reported.

# HEAD OF INSTITUTION AUDIT

The HEAD OF INSTITUTION AUDIT has four sections:

1. CVQ\*® Supporting Structures;
2. Training Facilities;
3. Administrative Systems; and,
4. Training and Assessment Systems.

Table 1.1 details the 34 criteria against which compliance is measured.

**Table 1.1**

**HEAD OF INSTITUTION AUDIT INSTRUMENT/CRITERIA**

#	AUDIT CRITERIA	NON COMPLIANT	NON COMPLIANT	N/A
	<b>SECTION ONE: CVQ* SUPPORTING STRUCTURES</b>			
1	Facilities standards for all programmes are available to the institution			
2	Facilities audits conducted and recommendations implemented			
3	Approved standards for the CVQ* are in place and operational			
4	Internal verifiers trained and in place			
5	External verifiers are in place			
6	Delivery and assessment plans are aligned to CVQ* standards			
7	Trainers are trained in CBET methodology and processes			
8	Trainers' qualifications and experience are current and relevant			
9	Comprehension and implementation of the requirements for the award of the CVQ*			

#	AUDIT CRITERIA	NON COMPLIANT	NON COMPLIANT	N/A
	<b>SECTION TWO: TRAINING FACILITIES</b>			
10	Equipment, materials and tools are adequate			
11	Workshop layout is in accordance with shop organizational plan			
12	Work stations are adequate			
13	Safety lanes are correctly marked and visible (where relevant)			
14	Storage facilities are properly organised and sufficient			
15	Workshop, classrooms and outdoor work sites meet OHS requirements (OHS provisions - including personal protective equipment, posting of safety charts, organisation, ventilation, lighting, spacing and cleanliness of the environment, tools and equipment)			
16	Internal environment (staff and administrative offices, public areas, stores) meets OHS requirements			
17	External environment (buildings, grounds) meets safety and OHS requirements			
	<b>SECTION THREE: ADMINISTRATIVE SYSTEMS</b>			
18	Department budgets are prepared and approved			
19	Requisition processes are in place and operational			
20	Inventory listing of equipment, materials and tools are available and current			
21	Safety and maintenance plans are prepared and operational			
22	Internal arrangements for staff training, including staff furloughs, industry attachment and re-certification, are in place and operational			
23	Evidence of staff accountability records is available and sufficient			

#	AUDIT CRITERIA	NON COMPLIANT	NON COMPLIANT	N/A
	<b>SECTION FOUR: TRAINING AND ASSESSMENT SYSTEMS</b>			
24	Lesson plans are approved prior to use and evaluated after delivery			
25	Internal assessment records are properly maintained (current, reliable, retrievable and sufficient )			
26	External assessment records are properly maintained (current, reliable, retrievable and sufficient )			
27	Internal assessments are validated prior to use			
28	Assessments are moderated in accordance with requirements			
29	Internal assessment results are used to effectively create continuous improvements in training and assessment (interventions, improvements in lesson delivery and trainee performance)			
30	External assessment results are used to create improvements in training and assessment			
31	Portfolio assessment processes are in place and operational (guidelines documented, implementation strategies follow guidelines)			
32	Portfolio feedback systems are in place (students given written feedback on the entries that are in the portfolio)			
33	Evidence of co-curricular activities (industry collaboration, work experience for students) is available			
34	Evidence is authenticated			



## TEACHERS' AUDIT

The teachers' portfolio which is a collection of the records/documents that were used by the teacher during training and assessment process features heavily in this audit. It is expected that these records include registers, grade/achievement/mark sheets/books, approved and evaluated lesson plans, audio visual resources, course outlines/training and assessment plans will be presented as evidences during the audit. Table 1.2 details the 20 criteria against which compliance is measured.

**Table 1.2**

**TEACHERS' AUDIT INSTRUMENT/CRITERIA**

#	COMPLIANT	COMPLIANT	NON COMPLIANT	N/A
1	Requisition processes are in place and operational			
2	Equipment, materials and tools are adequate			
3	Current Inventory listing of equipment, materials and tools is available			
4	Safety and Maintenance Plans are implemented			
5	Quality of workshop environment meets OHS requirements (OHS provisions, safety charts, order and cleanliness – floors, walls, roofs, windows, doors, tools, equipment, protective clothing)			
6	Delivery and assessment schedules are prepared, communicated to students and implemented			
7	Lesson Plans, prepared and approved ahead of teaching time			

#	COMPLIANT	COMPLIANT	NON COMPLIANT	N/A
8	Lessons evaluated after each delivery and the results used to improve students' performance			
9	A variety of delivery strategies and teaching aids to effectively develop workplace competencies, critical thinking, team work and problem solving skills are used in accordance to the CVQ* workplace and curriculum standards			
10	Technology is understood and used in the delivery and assessment of the programme			
11	Individualised and self-paced instructional plans are applied effectively			
12	Portfolio is comprised of industry based, relevant and meaningful evidence			
13	Students' Attendance Records are maintained			
14	Students' Portfolio development and assessment procedures are in place and are operational			
15	The prescribed Assessment Package is used to administer assessment			
16	Records of Formative and Summative Assessments are in place			
17	Formative and summative records are used to improve students' performance			
18	Assessment methods are valid and sufficient			
19	Industry collaboration is incorporated in the delivery and assessment of the programme			
20	Industry work experience plans are implemented and evaluated			

# CANDIDATES' AUDIT

The candidates' portfolio which is a collection of evidences that were used to determine the candidates' competence in the units for recognition/certification features heavily in this audit. It is expected that these documents will be authenticated, securely fastened and presented as evidences during the audit. Table 1.3 details the 14 criteria against which compliance is measured.

**Table 1.3**

**CANDIDATES' AUDIT INSTRUMENT/CRITERIA**

#	COMPLIANT	COMPLIANT	NON COMPLIANT	N/A
1	The requirements of the CVQ* are outlined and understood by candidates			
2	Access to the approved Competency Standards for the CVQ* qualification is available to candidates			
3	The benefits of the CVQ* qualification are understood by candidates			
4	Candidates are aware of the delivery and assessment plans			
5	Training materials, tools and equipment are adequate for effective learning and assessment			
6	Candidates' reflections are prepared and compiled in their portfolios			
7	Candidates are involved in peer and self-assessment processes			
8	Candidates are involved in the tasks and their projects			
9	Candidates' performance tracking records are in place and operational			
10	Candidates are involved in the safety and maintenance of tools, equipment and workshops			
11	Appropriate attire is worn by candidates for practical activities			
12	Participation in industry work experience is adequate			
13	Candidates are satisfied with the depth of the knowledge and experiences gained in the programmes			
14	Provisions for individual instruction are adequate			

# CVQ\* AUDIT COMPLIANCE RATING SCALE

## INSTITUTIONS' COMPLIANCE RATING

The Institution Compliance Rating Scale in Table 1.4 details the five possible levels of compliance that may be assigned to an audited institution. It shows how institutions can progressively achieve mastery when measured against the quality assurance standards used by **CXC®**

**Table 1.4**  
**Five-level COMPLIANCE RATING SCALE**

(%)	COMPLIANCE LEVEL	NARRATIVES
100 – 80	5	High level of compliance to most or all of the requirements
65 - 79	4	Strong level of compliance to most requirements
50 - 64	3	Minimum level of compliance. Satisfactory maintenance of requirements
49 - 35	2	Moderate compliance achieved. Developing stage
Below 35	1	Below requirement for CVQ* participation

## REPORTING INSTITUTIONS' COMPLIANCE RATING

Table 1.5 shows how the institution's results from Quality Assurance Audit will be reported.

**Table 1.5**  
**Reporting Institution's compliance rate**

	Head of Institution	Teacher's Audit	Candidate Audit	Institution Rating (Average)
Compliance Achieved (%)				

# SCHEDULE OF APPENDICES

The appendices referenced in this document are available on the website [www.cxc.org](http://www.cxc.org)

Schedule	Document Weblink
<b>Appendix 1</b>	THE CARIBBEAN VOCATIONAL QUALIFICATIONS (CVQ'S) PROCESS MAP (2014)
<b>Appendix 2</b>	LIST OF APPROVED REGIONAL OCCUPATIONAL STANDARDS (ROS)
<b>Appendix 3</b>	CVQ* CHECKLIST FOR READINESS
<b>Appendix 4</b>	COUNTRY DATA FORM FOR CVQ*
<b>Appendix 5</b>	QUALITY ASSURANCE OF ASSESSMENT ACTIVITIES
<b>Appendix 6</b>	ROLES OF THE PARTNERS
<b>Appendix 7</b>	EXTERNAL VERIFIERS' REPORT - TEMPLATE
<b>Appendix 8</b>	CANDIDATES' ACHIEVEMENT SHEET - TEMPLATE
<b>Appendix 9</b>	CANDIDATES' PORTFOLIO COMPLETION
<b>Appendix 10</b>	PRE-READINESS AUDIT INSTRUMENT
<b>Appendix 11</b>	TRAINING AND ASSESSMENT AUDIT INSTRUMENT
<b>Appendix 12</b>	INTERNAL VERIFIERS' REPORT - TEMPLATE
<b>Appendix 13</b>	REPLACEMENT FOR CERTIFICATE FORM





**CVQ\***

\*CVQ is the trademark of the Caribbean Association  
of National Training Authorities

Copyright © 2015 Caribbean Examinations Council All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.