



Centre Approval Guidelines

This document provides guidance to providers of technical and vocational education and training about how to become a National Training Agency Approved Training/Assessment Centre.

BECOMING AN
APPROVED
TRAINING CENTRE

Grenada National Training Agency
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Centre Approval Policy Version 2.0
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ABOUT THE NTA

The National Training Agency was established by the Grenada Council for Technical and Vocational Education and Training (GCTVET) Act of 2009. This body was established by the Government of Grenada to oversee the development and delivery of technical and vocational education and training. . This is to ensure that the country's workforce has acquired the competence required to operate at the regional level. This is critical since in order to participate in the implementation of the proposal for the free movement of certified skilled workers which is one of the protocols of the Caribbean Single Market and Economy (CSME), all countries must put structures in place to ensure the availability of standards-driven, competency-based training, assessment and certification for the workforce as promoted by CARICOM.

All training and assessment for certification will be based on the regional qualifications framework which ensures that the system for certification of labour or workforce competencies and accreditation has integrity and credibility and facilitates the integration of the Caribbean workforce. This framework enables the credentialing of skills for individuals in the workplace and in training institutions and accommodates individuals who have prior experience, or recognition/assessment of prior learning.

The National Training Agency (NTA) has many functions including:

- Working with the private sector, public sector, education system and other stakeholders to ensure that the nation has an adequate number of artisans with the skills and competencies required for sustainable development.
- Managing the issuance of certificates in relation to technical and vocational training in the manner as may be prescribed

OUR VISION

A highly productive workforce improving Grenada's competitiveness.

OUR MISSION

To enhance the employability of Grenada's workforce.

INTRODUCTION

OVERVIEW

The National Training Agency (NTA) and Grenada Council for Technical and Vocational Education and Training, which is the certifying body for National Vocational Qualifications of Grenada (NVQ-G) and Caribbean Vocational Qualifications (CVQs), have made it mandatory that programmes leading to these certificates be delivered and assessed according to the established standards.

POLICY STATEMENT

This document details the guidelines which are required for the approval of training centres. All Training Centres which intend to offer training in programmes leading to CVQ or NVQ certification must apply to the NTA for approval. The process of approval of Training Centres is essential for ensuring that they meet the minimum standards required for training in their specified technical or vocational areas leading to CVQs and NVQs certification. Application is made to the GNTA and the approval is given by the GCTVET. A centre can be approved for offering training in a specific programme or a wide range of programmes. Approved centres will be monitored routinely to ensure that they are maintaining the standards.

WHAT IS AN APPROVED TRAINING CENTRE?

An Approved Training Centre is an organisation which has been granted permission by the Grenada Council for Technical and Vocational Education and Training (GCTVET) based on the recommendation of the Grenada National Training Agency (NTA) to offer training in specific vocational programmes leading to the award of National Vocational Qualifications (NVQ) or Caribbean Vocational Qualifications (CVQ) certification. Training centres are granted this status based on the centre approval process.

APPROVAL PERIOD

All Training Centres are approved for a period of three years provided that they meet and maintain the stipulated criteria for approval. An annual review will be conducted where this is warranted. Training Centres will be informed of the date for their re-approval audit visit at least one month in advance. If these centres do not give permission for this visit, then their approval for conducting the NVQ/CVQ programmes will be withdrawn.

CENTRE APPROVAL PROCESS

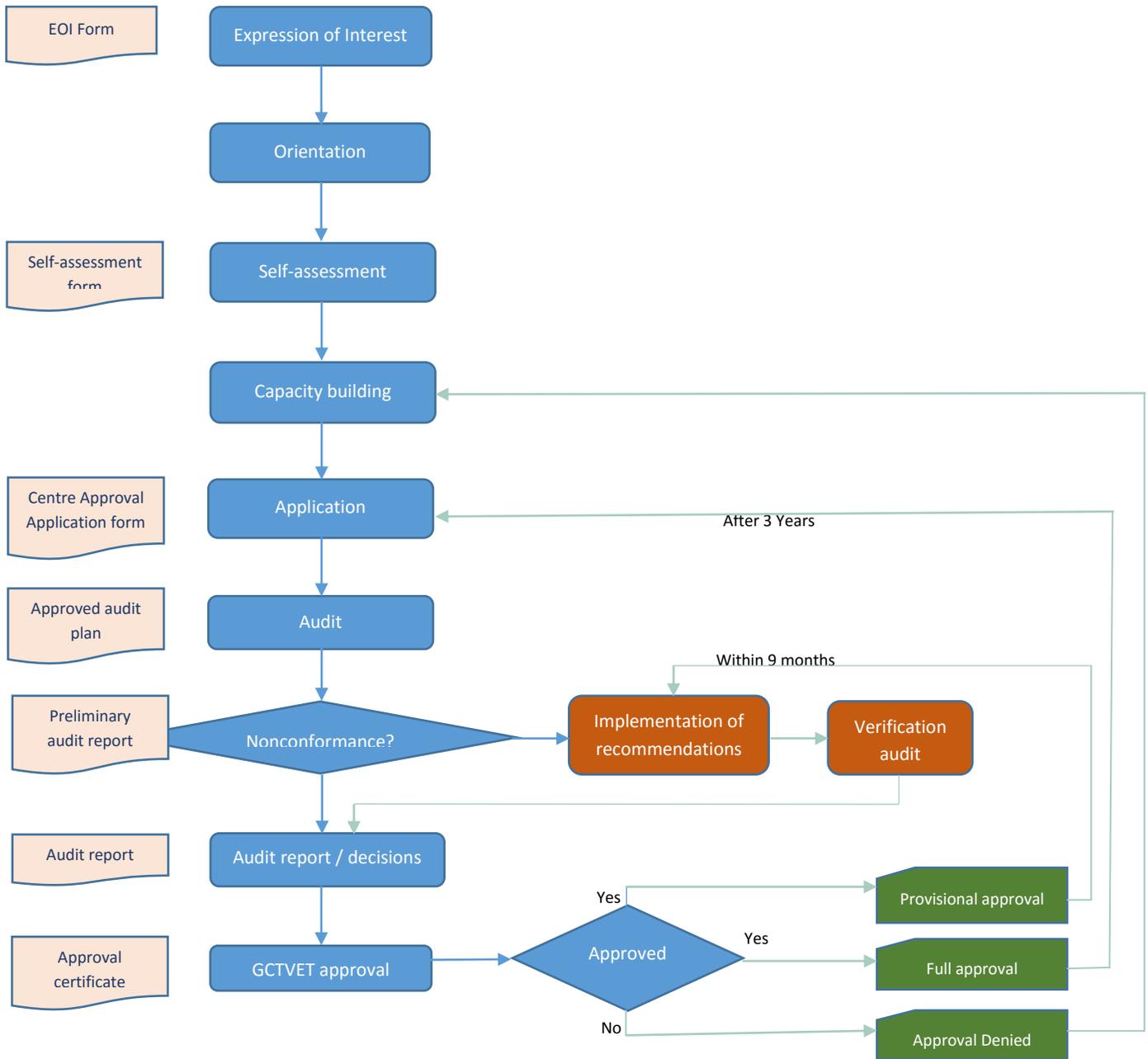
The Centre Approval process is outlined in Fig.1 and comprises of the following steps:

1. Completion of an Expression of Interest form
2. The NTA provides orientation/sensitization session to the applicant/ training provider regarding the requirements for centre approval
3. The applicant conducts a self-evaluation of the centre
4. The NTA engages in quality enhancement activities with the centre
5. The applicant submits a completed application form to the NTA
6. The NTA prepares and submits an invoice to the applicant
7. A copy of the centre approval audit plan is sent to the centre after payment is received or a payment plan is made.
8. Centre approval audit is conducted
9. Centre Approval Audit Report is prepared and submitted to the institution no later than two (2) weeks after the conduct of the audit
10. Applicant informs auditors when he has implemented the recommendations suggested. This should be done within a six month period in order to be valid.
11. If the applicant fails to implement the recommendations within the specified six month period, he will have to re-apply for centre approval and start the process over.
12. If the recommendations are implemented within the specified time then the centre approval verification is conducted
13. Centre Approval Audit Report (Summary of Findings) and recommendations are submitted to the GCTVET for decision
14. The centre which is awarded approval is provided with a certificate of approval for a period of three years.
15. Some institutions may be granted provisional approval for a specified period to address non-conformances/gaps which are identified
16. GCTVET's decision will be entered into the National Qualifications Register (NQR)
17. In a situation where an institution is denied centre approval status the manager will have to re-apply after the relevant systems and structures are in place.

APPEALS

An applicant whose centre was audited and is not satisfied with the final results can appeal the results. The applicant can write to the Chairman of the Grenada Council for Technical and Vocational Education and Training (GCTVET) stating the reasons for the appeal. There is a fee for this appeal process which must be paid prior to the start of the investigation into the matter. The fee is fully refundable if the appeal is successful.

CENTRE APPROVAL FLOWCHART



WHAT IS THE ROLE OF THE APPLICANT?

After the completion of steps 1-3 of the Centre Approval process, the NTA will begin working with the centre to provide quality enhancement. This means that the NTA will examine the self-evaluation done by the centre and assist the centre in developing its capacity to deliver training in CBET.

Training will be provided for Instructors, who will also be trained as assessors and internal verifiers. This will ensure that the quality assurance aspects are covered prior to the delivery of training leading to N/CVQ certification.

GUIDE TO COMPLETION OF APPLICATION FORM

This form consists of seven sections, from A to G.

Section A deals with general information about your centre

Section B deals with the occupational standards for which you are seeking approval to deliver training. You are required to state the level of each standard which you will be using and the intended start date for delivery of training for each standard.

Section C asks for details of the qualification, skill area, years of industry experience and training experience of all the instructors who will be delivering the training

Section D requires the applicant to state clearly the centre's mission and vision.

Section E requires the applicant to state clearly its policy on equal opportunity. This policy must indicate the centre's willingness to accommodate all types /categories of learners including persons with disabilities.

Section F requires the applicant to state clearly the main sources from which the applicant gets funding to operate the centre. This is critical since it can determine the centre's ability to provide the essential resources required for delivering competency-based education and training and assessment. It can also give an indication about the ability of the centre to operate on a long term basis.

Section G - This section focuses on the criteria which a centre must meet in order to be approved. Under each criterion, a list of possible sources of evidence for completing this section is also included. You are required to select the evidence which you have at your centre from the list of possible sources of evidence and insert them in the column labelled 'My Organisation's Evidence. If you have other evidence which is relevant but not listed, you can include them also.

CRITERIA FOR CENTRE APPROVAL

In order to be granted Centre Approval status, training centres must meet the criteria outlined below:

- Centre management system and policy
- Management of information (Records management, security & storage)
- Staff Resources
- Physical Resources
- Learner Resources & support system
- Training
- Assessment (includes Internal and External verification)
- Statutory compliance

1. MANAGEMENT (ADMINISTRATIVE)

POSSIBLE SOURCES OF EVIDENCE

- Organisational chart
- Quality management system
- Copies of promotional methods used to advertise your centre's training programmes (flyers, posters, payment for television or radio advertisements)
- Communication with the NTA (Letters, memos, emails)
- Training feedback forms
- Internal audit schedules and reports
- Corrective actions taken
- Agenda and minutes of meetings
- Learner handbooks
- Suggestion box

2. MANAGEMENT OF INFORMATION (RECORDS)

POSSIBLE SOURCES OF EVIDENCE

- Secure storage / filing facilities
- Database of clients/ learners records
- Electronic backup system (flash drives, cds, etc.)
- Policy on record keeping
- System for version control for important documents.

3. STAFF RESOURCES

POSSIBLE SOURCES OF EVIDENCE

- HR policy and procedures for staff recruitment, development and retention
- Staff qualification --CVs, certificates, diplomas, etc.
- Signed copies of certificates from Instructor training workshops in CBET methodology
- Signed copies of certificates/ documents related to industry experience
- Certificates from training workshops / seminars
- Plans for staff development

4. PHYSICAL RESOURCES

POSSIBLE SOURCES OF EVIDENCE

- Appropriate layout and size of classroom according to facility standards
- Properly ventilated and lit classrooms
- Clearly marked entrance and exit
- Inventories of resources for each occupational area/ standard in which you will be conducting training leading to N/CVQ certification.
- All equipment and tools are in good working condition
- Safety equipment -- fire extinguisher, first aid kit
- Safety/ instructional signs regarding the use of safety gears
- Emergency plan
- Maintenance schedules
- Maintenance logs
- Adequate storage lockers/shelves appropriately installed
- Appropriate labelling of all storage areas
- Labelling of electrical outlets-110w/ 220w
- Inserting of safety lines around industrial equipment

5. LEARNER RESOURCES & SUPPORT

POSSIBLE SOURCES OF EVIDENCE

- Available internet service and library facilities
- Learner guides & manuals
- Availability of multimedia equipment , overhead projector and instructional charts
- Provision for counselling services
- Procedure for handling complaints and grievances
- Malpractice procedures

6. TRAINING

POSSIBLE SOURCES OF EVIDENCE

- Timetables for training and use of the workshop/ laboratory
- Orientation programmes/ agenda for orientation programmes
- Students handbook / manuals
- Availability of occupational standards
- Lesson plans
- Course outlines
- Contract for facilitators delivering Life skills training
- Schedule for delivering Life Skills training
- Letters to employers re traineeship/ apprenticeship
- Forms for tracking trainees on traineeship

7. ASSESSMENT

POSSIBLE SOURCES OF EVIDENCE

- Assessment plans and records
- A copy of Grenada NTA Assessment Guidelines
- Procedure for obtaining assessors and internal verifiers
- Contracts made with assessors
- Appeals policy
- Copies of signed assessors certificates
- Cvs or certificates of Internal Verifiers
- Signed registers by External Verifiers
- Internal verifiers reports
- External verifiers reports
- Copy of Internal Verifiers guide
- Copy of External Verifiers guide

8. STATUTORY COMPLIANCE

POSSIBLE SOURCES OF EVIDENCE

- Certificate from the National Insurance Scheme
- Certificate from the Inland Revenue Department
- Certificate from the National Registry
- Lease agreement
- Statement of compliance from the relevant health & safety authority/ department (fire, health).

PENALTIES FOR NON-CONFORMANCE

Penalties are applied to all Approved Training Centres for non-conformance to the standards to which they have agreed. The sanctions and their corresponding penalties are categorised in the tables below.

| Levels of Infringement | Non-conformance issues | Penalty | Remedial action |
|--|--|---|---|
| <p>Infringement 3 Immediate withdrawal of the approval status for the delivery of CVQ and NVQ programmes.</p> | <p>a. Major breakdown of the Centre's management and Quality assurance systems governing training and or Assessment.</p> <p>b. Evidence of malpractice in training/assessment which has the potential to compromise the integrity of the NTA.</p> | <p>Deletion from the list of Approved Training Centres for a period stipulated by the NTA.</p> <p>NTA suspends the granting of NQV/CVQ certificates</p> | <p>a. Submission of new application for approval subsequent to the re-development of management & quality assurance systems about the assessment/ training guidelines.</p> <p>b. Application will be reviewed by the NTA. If the relevant corrective actions were taken, then approval will be granted.</p> |
| <p>Infringement 2 Suspension of approval status for the delivery of specified CVQ/NVQ programmes.</p> | <p>a. Serious irregularities in assessment outcomes are indicated in external verification reports.</p> <p>b. Assessment procedures are found to be biased toward certain candidates.</p> <p>c. Records of assessment activities are not properly managed.</p> <p>d. Major flaws exist in the internal verification activities.</p> <p>e. Non-conformances are not dealt with by the centre.</p> | <p>Suspension of approval status for a period not exceeding one year.</p> | <p>a. Implement corrective actions</p> <p>b. Apply for the re-approval status.</p> <p>c. Application will be reviewed by the NTA. If the relevant corrective actions were taken then approval will be granted.</p> |

| Levels of Infringement | Non-conformance issues | Penalty | Remedial action |
|---|--|-----------------|--|
| Infringement 1 Warning about the centre's non-compliance. | a. CBET policy and procedures are not applied in the training or assessment of the qualifications. | Written warning | a. Implementation of CBET methodology/practices. b. Notification of corrective actions taken to the NTA |

RESPONSIBILITIES OF ASSESSORS

- Ensuring that the assessments are well-designed and conform to the Assessment Guidelines
- Preparing assessments that are valid, reliable, fair and practicable.
- Ensuring that the assessments are based on the appropriate standards.
- Conducting assessment in keeping with the quality assurance process.
- Developing and using the appropriate assessment instruments
- Cross –referencing evidence with the standards to ensure that all parts are assessed.
- Recording evidence and assessment decisions in a consistent manner.
- Ensuring that the appropriate conditions are created in order to ensure the validity and reliability of the assessments.
- Participating in co-assessment and re –assessment exercises.
- Submitting reports to the Approved Training Centre and NTA.

RESPONSIBILITIES OF INTERNAL VERIFIERS

- Ensuring that there are equal opportunities for all eligible clients to access the programmes leading to NVQ and CVQ certification
- Providing opportunities for the assessment of prior learning
- Ensuring that the main equipment and tools to be used for training and assessment are available, appropriate, up- to- date and accessible.
- Maintaining a safe and healthy environment for the learners/clients
- Ensuring that assessment activities are conducted according to the relevant assessment guidelines.
- Monitoring assessment procedures and records of assessment to confirm adherence to agreed procedures and accuracy of records.
- Ensuring that the Assessors carry out their roles effectively.
- Sampling assessment to ensure consistency
- Implementing the centre's appeal process
- Providing support to the Assessors and External Verifiers in addition to feedback on the assessment activities carried out.
- Preparing reports of activities carried out
- Maintaining an effective and efficient communication link with the NTA
- Confirming that proposed assessment material is valid, reliable, fair and practicable.
- Verifying that the standards attained are in accordance with those stated in the relevant regional occupational standards as detailed in the CVQ.

GLOSSARY

Approved Training Centre

An Approved Training Centre is an organisation that has been granted permission by the Awarding Body to register and assess candidates for CVQs. These are referred to as ATCs.

Assessment

This is the process of judging performance. It will involve generating evidence of performance at work, or through simulation or role play, or from previous activities that have been documented by a competent witness. For assessing knowledge and understanding, there will normally be a question and answer session with an assessor, but it may also involve taking a written test, writing a report or doing some research.

Assessment Instrument

The tools that may be used to collect evidence of competency based on a unit /standard.

Assessment of Prior Learning

This is the assessment of uncertified learning gained through work, community or leisure time activities. It involves recognizing a student's previous certified and uncertified learning in order to facilitate access to a programme of study or ascertain their level of competence based on the national/regional qualifications framework. It's a process which involves the identification, documentation and assessment of learning acquired through formal, non-formal and informal learning.

Candidate

When an application for a CVQ has been made and the registration has been accepted by the Awarding Body, the applicant is then described by the Awarding Body, and by those assessing and verifying his/her work, as a candidate for the award for which he or she is enrolled.

Certification

This is the process by which an approved centre requests, and the Awarding Body provides, a certificate for each candidate on completion of the entire set of units or one or more units of a CVQ

Core units

This is a term that is sometimes used to describe mandatory units i.e. those that must be taken for the award of the CVQ, as opposed to optional units (electives) which allow a choice to be made from a selection of units.

Criteria

A set of established guidelines, rules, characteristics, or conditions which, when used to evaluate an activity, performance or achievement, will determine its value or quality.

Evidence

Evidence is information or material, collected or provided by a candidate for a CVQ unit that can be used to assess his or her skills, knowledge and understanding of the elements of that unit.

External Verifier (EV)

An External Verifier is a person who is contracted or employed by the Awarding Body to carry out a quality assurance audit of the CVQ / NVQ provision in an approved centre (including equal opportunities, access, and health and safety) to ensure that centres approved to offer CVQs are consistently judging candidates equally and fairly according to the regional occupational standards. The EV will be an experienced senior practitioner in the field.

Internal Verifier (IV)

An Internal Verifier (IV) is a person with direct responsibility for the quality assurance of the assessment process in an approved centre and in any of its satellite sites in which candidates are assessed. The IV will be sufficiently experienced in assessment in the occupational area. Even where a centre has only one Assessor, an IV must be appointed to discharge the above duties. A large centre may appoint an IV Coordinator, or lead IV, where more than one IV is involved within that centre.

Level

Each CVQ or NVQ is assigned to one (1) of five (5) levels in the qualifications framework. The level determines the award of the certification received.

Occupational Standards

These are the written descriptions of the industry-agreed standards for the competent performance in occupational roles. The standards which include knowledge, skills and understanding of each role, are presented as a number of units containing unit descriptors, elements, performance criteria, range statements, evidence guide and critical employability skills.

Assessment of Prior Learning

This is the assessment of uncertified learning gained through work, community or leisure time activities. It involves recognizing a student's previous certified and uncertified learning in order to facilitate access to a programme of study or ascertain their level of competence based on the national/regional qualifications framework. It's a process which involves the identification, documentation and assessment of learning acquired through formal, non-formal and informal learning.

Qualifications Structure

This is one of a set of qualifications designs that lays out the number and type of units (mandatory or optional) and lists the units in each category for the award of a particular CVQ.

Quality Assurance

This is the audit system adopted by the Awarding Body for CVQs to ensure that approved centres meet the criteria for all activities associated with achieving and maintaining standards for the delivery of CVQs.

CVQ/NVQ FRAMEWORK**LEVEL 1: Entry Level: Semi-skilled, Apprentice, Supervised Worker**

Recognises competence in a significant range of varied work activities performed in a variety of contexts. Work activities range from simple and routine to more complex and non-routine involving some individual responsibility and autonomy. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

LEVEL 2: Skilled worker: Technical / Specialized Independent worker (Licensed)

Recognises competence in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. Considerable responsibility, autonomy, control, teamwork and guidance of others is required.

LEVEL 3: Technician, Supervisor, Trainer / Instructor

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing, and supervisory capabilities. With additional specialised training he can provide basic instruction.

LEVEL 4: Master Craftsman, Managerial, Entrepreneur, Instructor, Trainer

Recognises competence involving the application of a significant range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

LEVEL 5: Chartered Professional and/ or Managerial

Recognises the ability to exercise personal professional responsibility for the design, development, or improvement of a product, process, system or service. The award recognises technical and managerial competencies at the highest level and may be confined to those who have occupied positions of the highest professional responsibility and made outstanding contribution to the promotion and practice of their profession.

FACTORS TO CONSIDER WHEN SETTING UP A TRAINING CENTRE

These are some of the factors which a training provider must focus on when setting up a proper training centre

- Centre's management structure
- Quality management system
- The available classroom space should accommodate between 15-20 learners. A maximum of 20 learners should fit comfortably in the classroom.
- The training room must be properly ventilated and lit
- The training room is accessible to physically challenged learners
- The laboratory or workshop must also accommodate all the learners in the class
- The equipment and tools must be up-to-date, suitable and meet industry standards
- The equipment and tools must be sufficient for the number of learners
- An up- to -date inventory of equipment and tools must always be kept
- Maintenance of equipment and tools
- Storage for all tools and materials
- Sufficient materials for learners to practice and use for assessment
- Obsolete equipment must be labelled 'out of order'
- Fully equipped first aid kit
- Fire extinguisher in good working condition
- Emergency plan
- Proper waste disposal facilities
- Facilities for safe drinking water
- Proper sanitary facilities (male and female -separate)
- Access to library and internet facilities
- Filing cabinets , flash drives, cds
- Instructors with appropriate qualification and industry experience
- Instructors who are trained in CBET methodology
- Individual files for each staff member

- Plans for staff development
- Mechanism for recruiting staff
- Plans for providing counselling services
- Time tables for training
- Copies of all occupational standards which be used to deliver training
- Course outlines
- Handbooks and manuals for learners
- Contracts for assessors and internal verifiers
- Safety Inspection card/ report from the fire or health department
- Certification of registration from the relevant departments- Inland Revenue, NIS, etc.
- Traineeship plans
- Methods used to advertise the programmes you will be offering
- Adequate sources of funding

