



2021

Centre Approval Policy Version 1.0

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St. Kitts-Nevis TVET Council

Version1.0

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**The Complete Guide to centre approval**

**Guidelines for Centre Approval**

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About the St. Kitts-Nevis TVET Council

The St. Kitts-Nevis Technical and Vocational Education and Training Council (SKNTVETC) was established by the Education Act, 2005. This body was established to oversee the development and delivery of technical and vocational education and training within the federation of St. Kitts and Nevis (SKN). This was done to ensure that the competencies required to operate at the regional level exist withing the national workforce. This was one of the critical steps required to enable full participation of SKN nationals in the implementation of the free movement of certified skilled workers regime within CARICOM member states; one of the protocols of the Caribbean Single Market and Economy (CSME). Under the CSME, each member state was required to put structures in place that would ensure the availability of standards-driven, competency-based training, assessment, and certification of skilled workers for the workforce in accordance with the human resource strategy of free movement of people as promoted by CARICOM.

The regional qualification framework (RQF) is the mechanism by which all training and assessment for certification will be based. The RQF ensures that the system for certification of labour or workforce competencies and accreditation has the highest level of integrity and credibility thereby facilitating the integration of the regional workforce. The credentialing of skills for individuals in the workplace, and in training institutions, while accommodating individuals who have prior experience, or recognition/assessment of prior learning are all enabled by the RQF.

The SKN TVET Council has many functions including:

* Ensure that the nation has the necessary certified and skilled artisans required for sustainable development of the national economy by working closely with the private and public sectors, the education and training system, and other stakeholders.
* To function as the managing agency for the issuance of certifications and qualifications in technical and vocational education and training in the manner as may be prescribed to ensure a skilled and competent St. Kitts and Nevis workforce.

## Our Vision

A competent, marketable, and productive workforce, contributing to the global competitiveness and sustainable development of St. Kitts and Nevis.

## Our Mission

The leading provider of trained and certified workers with the competencies and values of enterprise, self-sufficiency, and lifelong learning to operate in a continuously evolving economy.

Introduction

## Overview

The TVET Secretariat and St. Kitts-Nevis Technical and Vocational Education and Training Council (SKN-TVET Council), which is the certifying body for National Vocational Qualifications of St. Kitts and Nevis (NVQ-SKN) and Caribbean Vocational Qualifications (CVQs), have made it mandatory that programmes leading to these certificates be delivered and assessed according to the standards established by the SKN-TVET Council which are in accordance with the standards established by the Caribbean Association of National Training Agencies (CANTA) and approved by the CARICOM’s Council for Human and Social Development (COHSOD).

**NOTE: The SKNTVETC has not received authorization from the Council for Human and Social Development (COHSOD) to award CVQs in St. Kitts-Nevis**

## Policy Statement

This document provides detail information pertaining to the guidelines, policies and procedures that must be adhered to by all training providers seeking centre approval to provide training in programmes leading to the NVQ-SKN or CVQ. The process of approval to become a training centre is a critical step in the process of ensuring that the minimum standards required for training in their specified technical or vocational areas leading to CVQs and NVQs certification are met. To offer technical and or vocational training leading to CVQs or NVQ-SKN certifications an application must be made to the SKNTVETC through its TVET Secretariat before approval is granted by the SKNTVETC and the offering of such certification can commence. A centre can be approved for offering training in one (1) specific programme or a plethora of programmes providing that the institution continues to meet the minimum established standards. Ongoing monitoring and evaluation of approved centres to include on-sight random unannounced, visits will be conducted to ensure compliance with established standards.

## What is an Approved Training Centre?

An Approved Training Centre is an organisation which has been granted permission by the SKNTVETC based on the recommendation of the TVET Secretariat to offer training in specific vocational programmes leading to the award of National Vocational Qualifications of St. Kitts and Nevis (NVQ-SKN) or Caribbean Vocational Qualifications (CVQ) certification. Training centres are granted this status based on the centre approval process that will be outlined in this document.

## Approval Period

All Training Centres are approved for a maximum period of three years, provided, that they meet and maintain the stipulated criteria for approval. An annual review and monitoring exercise will be conducted to ensure compliance with the standards established by the SKN TVET Council. All approved training centres will be required to submit a re-approval application at least six (6) months before the expiration of its centre approval status. Approved centres seeking re-approval 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 training and offering certifications leading to NVQ/CVQ will be withdrawn.

Centre Approval Process

The Centre Approval process is outlined below in the centre approval flowchart and comprises of the following steps:

1. Completion of a Centre Approval Application Form (CA1) and the Qualification Outline Form for each qualification that will be offered to the TVET Secretariat
2. The TVET Secretariat 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(s) for which approval is sought and submit to the TVET Secretariat upon completion
4. The TVET Secretariat engages in quality enhancement activities with the training provider geared to assisting the training provider with the centre approval process
5. The TVET Secretariat prepares and submits an invoice to the applicant for the cost of the process
6. A copy of the centre approval audit plan is sent to the centre after payment is received or a payment plan has been established.
7. Centre approval audit is conducted by trained and certified auditors assigned by the SKNTVETC.
8. Centre Approval Audit Report is prepared and submitted to the institution no later than thirty (30) days after the conduct of the audit
9. Applicant submits written responses to the TVET Secretariat showing evidence of implementation of the suggested recommendations. The implementation of suggested recommendations MUST completed within six months to be considered valid.
10. If the applicant fails to implement the recommendations within the specified six-month period, a new application for centre approval must be submitted and the process starts over.
11. If the recommendations are implemented within the specified time, then the centre approval verification is conducted
12. Centre Approval Audit Report (Summary of Findings) and recommendations are submitted to the SKNTVETC with recommendation for decision
13. The centre which is awarded approval is provided with a certificate of approval for a period not exceeding three years.
14. Some institutions may be granted provisional approval for a specified period to address non-conformances/gaps which were identified and needs to be addresses but may not significantly affect the programme delivery and assessment of training outcomes
15. SKNTVETC’s decision will be entered into the TVET Secretariat MIS and St. Kitts-Nevis National Qualifications Register (SKN-NQR).
16. In those instances where an institution is denied centre approval status, a new application will be required to be submitted after the relevant systems and structures are in implemented to ensure compliance with SKNTVETC established standards and procedures.

## Appeals

A training centre that was audited and denied approval can appeal the results to the SKNTVETC. The institution must complete the appeal of decision form and submit it to the Chairman of the SKNTVETC stating the reasons for the appeal. This appeal form must be submitted to the SKN TVET Secretariat within thirty (30) days of receipt of denial decision. The appeal fee must be accompanied with the appeal form. A determination will be made by the SKNTVETC within ninety (90) days of receipt of the appeal petition.

**NOTE: If the decision to deny is reversed, the appeal fee will be refunded.**

## Centre Approval Flowchart

EOI Form

Expression of Interest

Orientation

Self-Assessment Form

Self-Assessment

Capacity Building

Application

Centre Approval Application Form

2.5 Years After Approval

Audit

Approved Audit Plan

Within 6 months

Nonconformance?

Verification Audit

Implementation of Recommendations

Preliminary Audit Report

Audit Report

Audit Report / Decisions

Provisional Approval

Yes

Approved

Yes

Full Approval

SKNTVETC Approval

Approval Certificate

Approval Denied

No

The Role of the Applicant?

After the completion of steps 1-3 of the Centre Approval process, the TVET Secretariat will begin the process of working with the centre to provide quality enhancement in preparation for the audit. During this stage the TVET Secretariat will examine the centre’s self-evaluation report and in addition to engaging the centre in developing its capacity to deliver training in CBET.

Instructor not trained and or certified as Assessors and Internal Verifiers will be trained appropriately. This will be done to ensure that the quality assurance aspects are covered prior to the delivery of training leading to N/CVQ certification.

Application Form Completion Guidelines

This form consists of five (5) sections.

**Section 1** deals with general information about your centre including addresses, ownership, and contact information

**Section 2** deals with key staff personnel and faculty information. This section 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 3** ask for information about the programmes for which centre approval is being sought.

**Section 4** deals with systems information geared to ascertain the institution’s readiness for centre approval.

**Section 5** is the declaration section that requires the signature of the applicant and address for submission.

Centre Approval Criteria

Training providers seeking Centre Approval status, MUST meet or exceed the minimum requirements in each of the audit criteria listed below:

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

## 1. Management (Administrative)

### Possible Evidencary Sources

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

## 2. Staff Resources

### Possible Evidencary Sources

* HR policy and procedures for staff recruitment, development, and retention
* Staff qualification --CVs, resume, 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

## 3. Management of Information (Records Management)

### Possible Evidencary Sources

* 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.

## 4. Physical Resources

### Possible Evidencary Sources

* 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 Services

### Possible Evidencary Sources

* 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. Assessment and Assessors

### Possible Evidencary Sources

* Assessment plans and records
* A copy of St. Kitts-Nevis TVET Council/Secretariat Assessment Guidelines
* Procedure for obtaining assessors and internal verifiers
* Contracts made with assessors
* Appeals policy
* Copies of signed assessors’ certificates

## 7. Training

### Possible Evidencary Sources

* 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

## **8.** Verifications (Internal and External)

### Possible Evidencary Sources

* Procedure for obtaining assessors and internal verifiers
* 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

## **9.** Statutory Compliance

### Possible Evidencary Sources

* Certificate from the National Insurance Scheme/Social Security
* 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).
* Certificate of registration/accreditation from the St. Kitts-Nevis Accreditation Board

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** |
| --- | --- | --- | --- |
| **Infringement 3**  Immediate withdrawal of the approval status for the delivery of CVQ and NVQ programmes. | 1. Major breakdown of the Centre’s management and Quality assurance systems governing training and or   Assessment.     1. Evidence of malpractice in training/assessment which has the potential to compromise the integrity of the Secretariat. | Deletion from the list of Approved Training Centres for a period stipulated by the Council.  Council suspends the granting of NQV/CVQ certificates | 1. Submission of new application for approval after the re-development of management & quality assurance systems about the assessment/ training guidelines. 2. Application will be reviewed by the Secretariat and recommendation made to the Council. If the relevant corrective actions were taken, then approval will be granted. |
| **Infringement 2**  Suspension of approval status for the delivery of specified CVQ/NVQ programmes. | 1. Serious irregularities in assessment outcomes are indicated in external verification reports. 2. Assessment procedures are found to be biased toward certain candidates. 3. Records of assessment activities are not properly managed. 4. Major flaws exist in the internal verification activities. 5. Non-conformances are not dealt with by the centre. | Suspension of approval status for a period not exceeding one year. | 1. Implement corrective actions      1. Apply for the re-approval status. 2. Application will be reviewed by the Secretariat and recommendation made to the Council. If the relevant corrective actions were taken, then approval will be granted. |
| **Infringement 1**  Warning about the centre’s non-compliance. | 1. 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 Secretariat. |

Appendix 1

## 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 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 SKN TVET Council Secretariat.

## 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 connection with the Secretariat
* 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.

Appendix 2

## 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. Normally, a question-and-answer session format is used by the assessor during the assessment for knowledge and understanding. During this phase a written test, a written report, or some form of research may be used as well.

#### ***Assessment Instrument***

The tool that is 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 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 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.

Appendix 3

## Regional Qualifications 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.

Diagram

Description automatically generated

The levels outlined in the Regional Qualifications Framework (FQF) is a representation of the Caribbean Vocational Qualifications as well as the National Vocational Qualifications that is administered in CARICOM member states.

Appendix 4

## Things to Consider During Initial Setup Stage

These are some of the items which a training provider must focus on during the setting up of a 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
* Timetables for training
* Copies of all occupational standards which will be used to deliver training
* Course outlines
* Lesson plans, other training materials
* Handbooks and manuals for learners
* Contracts for assessors and internal verifiers
* Safety Inspection card/ report from the fire or health department etc
* Certification of registration from the relevant departments- Inland Revenue, NIS, etc.
* Methods used to advertise the programmes you will be offering
* Adequate sources of funding

Appendix 5

## Centre Approval Expressions of Interest Form

|  |  |  |  |
| --- | --- | --- | --- |
| **Centre Approval Expressions of Interest Form** | | | |
| Centre Name |  | | |
| Physical Address |  | | |
| Mailing Address |  | | |
| Centre Director |  | | |
| Telephone Number |  | | |
| Email Address |  | | |
| Website |  | | |
| Have You Started Training? | Yes  No | | |
| If Yes, Start Date |  | | |
| Ever Denied Centre Approval? | Yes  No | | |
| If Yes, Denial Date |  | | |
| **List Programmes for Approval** | | | |
| Programme Name | | NVQ/CVQ | Level |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |

|  |  |
| --- | --- |
| Name: |  |
| Signature: |  |
| Date: |  |

Appendix 6

## Application for Centre Approval

Below is the template for the Application for Centre Approval. This application form MUST be typed and completed in its entirety. Supporting documentation must be submitted along with this application. I addition, a copy of the receipt for the processing fee or payment plan arrangement must accompany this application.

The completed application and all required documentation must be submitted to the SKNTVETC through its Secretariat at the Ministry of Education.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Application for Centre Approval** | | | | | | | | |
| **St. Kitts-Nevis Technical and Vocational Education and Training Council** | | | | | | | | |
|  | | | | | | | | |
| This Form Must Be Completed in Its Entirety for All Centre Seeking Approval in Typescript | | | | | | | | |
|  | | | | | | | | |
| Guidelines for the Completion of this Form is Outlined in SKN TVET Quality Assurance and Guidelines Manual | | | | | | | | |
|
|  | | | | | | | | |
| **Section 1: Organizational Information** | | | | | | | | |
| Institution Name: | |  | | | | | | |
| Identification Number: | |  | | | | | | |
| Physical Address: | |  | | | | | | |
| Telephone: | |  | | | | | | |
| Email Address: | |  | | | | | | |
| Web Site: | |  | | | | | | |
| Centre Director/President: | |  | | | | | | |
| Number of Locations (Please Complete Form AL1 for Additional Locations): | |  | | | | | | |
| Type of Application | | Training & Assessment | | Assessment Only | Reaffirmation | | | |
| Ownership Structure: | | Public | | | Private | | | |
| If Private, Business Entity Type | | Sole Proprietor | | Limited Liability | Corporation | | | |
| Owner's Name | |  | | | | | | |
| Address | |  | | | | | | |
| Telephone Number | |  | | | | | | |
| Email Address | |  | | | | | | |
| Have You Ever Had Any Application Denied by SKN TVET Council? | | Yes: | | | No: | | | |
| If Yes, Please Provide Details Below: | | | | | | | | |
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| Have You Ever Had Centre Approval Withdrawn by The SKN TVET Council? | | Yes: | | | No: | | | |
| If Yes, Please Provide Details Below: | | | | | | | | |
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| **Section 2: Staff and Faculty Information** | | | | | | | | |
| **Key Staff Personnel** | | | | | | | | |
| **Name** | | **Position** | | **Qualifications** | **Skill Area** | | **Industry Experience (Years)** | **Training Experience (Years)** |
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| **Faculty Listing** | | | | | | | | |
| **Name** | | **Professional/Academic Qualifications** | | | **Skill Area** | | **Industry Experience (Years)** | **Training Experience (Years)** |
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| **Staff and Faculty Categorization** | | | | | | | | |
| **Category** | | | | | **Part-Time** | | **Full-Time** | |
| Number of Administrative Staff | | | | |  | |  | |
| Number of Instructional Staff | | | | |  | |  | |
| Number of Trained Assessors | | | | |  | |  | |
| Number of Trained Assessors - Certified | | | | |  | |  | |
| Number of Instructional Staff - Certificate or Equivalent | | | | |  | |  | |
| Number of Instructional Staff - Diploma or Equivalent | | | | |  | |  | |
| Number of Instructional Staff - Bachelor's Degree or Equivalent | | | | |  | |  | |
| Number of Instructional Staff - Higher Degrees or Equivalent | | | | |  | |  | |
| Number of Trained Internal Verifiers | | | | |  | |  | |
| Number of Trained Internal Verifiers - Certified | | | | |  | |  | |
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| **Section 3: Programme Information** | | | | | | | | |
| Programme Name | Level | Award  Type  (N/CVQ) | Programme Length (weeks) | | Current Enrolment | | Training & Assessment | Assessment Only |
| FT | PT |
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| **Section 4: Systems Information** | | | | | | | | |
| **Please Answer All Questions by Checking the Appropriate Box** | | | | | | | | |
| Use the Comment Box to Reference Supporting Materials or Expand on Your Answers | | | | | | | | |
| **Do you currently have or propose to have systems in place that addresses the following?** | | | | | | | | |
| Criteria | | Yes | No | Not Applicable | Comments/Evidence | | | |
| **Management** | | | | | | | | |
| There is a clear management / organisational structure at the Centre | |  |  |  |  | | | |
| There is a documented quality management system | |  |  |  |  | | | |
| There is a system in place for promoting and implementing the qualifications for which approval is sought. | |  |  |  |  | | | |
| The centre has an organised communication system with the NTA and candidates. | |  |  |  |  | | | |
| Procedures are in place to obtain feedback from staff, candidates and employers in order to evaluate the quality and effectiveness of the training. | |  |  |  |  | | | |
| There are procedures in place for reviewing the Centre ‘s achievements against its stated aims | |  |  |  |  | | | |
| There is a system for implementing corrective measures recommended from internal and external audits | |  |  |  |  | | | |
| **Management of Information - Records Management, Security & Storage** | | | | | | | | |
| There is a procedure to accurately record and monitor learners’ information (registration and assessment) | |  |  |  |  | | | |
| There is a procedure for storing information on NVQ/ CVQ awards in a manner that is secure and safe | |  |  |  |  | | | |
| Systems are established for version control and approval of critical documents | |  |  |  |  | | | |
| **Staff Resources** | | | | | | | | |
| The centre has a policy/procedure in place for recruiting instructors | |  |  |  |  | | | |
| There are sufficient competent and qualified instructors to conduct training. | |  |  |  |  | | | |
| There is a system in place to ensure that all administrative and clerical staff are appropriately skilled and qualified to perform their functions. | |  |  |  |  | | | |
| There is a system in place to access sufficient competent and certified assessors and internal verifiers to meet the demand for assessment and verification activities. | |  |  |  |  | | | |
| A staff development programme is established to cater for identified training needs. | |  |  |  |  | | | |
| The centre has a structure in place for instructors to maintain on-going relevant industry exposure | |  |  |  |  | | | |
| **Physical Resources** | | | | | | | | |
| The size and layout of the classroom space are in accordance with the facility standards | |  |  |  |  | | | |
| The centre has sufficient equipment and tools available for conducting training and assessment. | |  |  |  |  | | | |
| The physical facility/accommodation provided for conducting training and assessment complies with the health and safety requirements. (Proper lighting and ventilation, easily accessible) | |  |  |  |  | | | |
| There are procedures in place for timely and appropriate maintenance of tools and equipment | |  |  |  |  | | | |
| The centre has systems established to ensure that health and safety mechanisms are in place and are in compliance with regulatory requirements. (First aid kits, fire extinguishers, fire points, emergency plan, etc.) | |  |  |  |  | | | |
| There are adequate and appropriate storage facilities for all tools and equipment | |  |  |  |  | | | |
| **Learning Resources and Support Services** | | | | | | | | |
| There is provision for access to library and internet facilities | |  |  |  |  | | | |
| There are resource materials like multi-media, instructional charts and DVDs available to enhance instructional delivery. | |  |  |  |  | | | |
| There is provision for counselling services | |  |  |  |  | | | |
| There is an established system for handling grievances and complaints. | |  |  |  |  | | | |
| There is an established malpractice policy | |  |  |  |  | | | |
| **Training** | | | | | | | | |
| There are time schedules for both theoretical and practical aspects of the training. | |  |  |  |  | | | |
| There is a system for the orientation of candidates to programmes | |  |  |  |  | | | |
| The occupational standards for the programme to be delivered are available | |  |  |  |  | | | |
| Curriculum is available for each standard in which training will be offered | |  |  |  |  | | | |
| Lesson plans are made and used for training | |  |  |  |  | | | |
| Records of continuous assessment (in-class activities, coursework) are kept. | |  |  |  |  | | | |
| There is a system in place for the delivery of the Life Skills training by competent instructors. | |  |  |  |  | | | |
| The organization has provisions in place for learners to be engaged in work experience or traineeship. | |  |  |  |  | | | |
| **Assessment and Verification** | | | | | | | | |
| Procedures are in place to ensure assessments are conducted in accordance with the requirements of the occupational standards and the SKNTVETC Assessment Guidelines | |  |  |  |  | | | |
| Procedures are in place for conducting verification activities which are in line with the SKNTVETC requirements and for ensuring the quality and consistency of assessment | |  |  |  |  | | | |
| Procedures are in place to ensure that assessment is conducted by certified and occupationally competent assessors | |  |  |  |  | | | |
| The centre has procedures in place for handling appeals | |  |  |  |  | | | |
| **Statutory Compliance** | | | | | | | | |
| The centre is a legally registered business with the national registry. | |  |  |  |  | | | |
| The centre is officially registered with the Ministry of Education. | |  |  |  |  | | | |
| The Centre is registered with the National Insurance Scheme/Social Security Etc | |  |  |  |  | | | |
| The Centre is registered with the Inland Revenue Department | |  |  |  |  | | | |
| The Centre has been inspected by the relevant health and safety authorities. | |  |  |  |  | | | |
| The Centre has been registered with the St. Kitts-Nevis Accreditation Board | |  |  |  |  | | | |
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| **NOTE** | | | | | | | | |
| **Documentation and evidence supporting your answers must be presented to the Systems Verifier at the time of the site visit.** | | | | | | | | |
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| **Section 5: Declaration** | | | | | | | | |
| I declare that to the best of my knowledge the information furnished within this application and attached documents is correct. | | | | | | | | |
| I confirm that the centre will have the necessary financial and other applicable resources to effectively support delivery of the NVQ and CVQ which it wishes to offer. | | | | | | | | |
| I agree to provide access to the TVET Council Verifiers or other staff and to appropriate national agencies. I do understand that this is to allow national standards to be monitored and evaluated, as well as for the collection of data for statistical purposes | | | | | | | | |
| Signature: | |  | | | | | | |
| Print Name: | |  | | | | | | |
| Position: | |  | | | | | | |
| Date: | | 23/09/2021 | | | | | | |
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| **PLEASE SUBMIT THIS APPLICATION ALONG WITH ALL SUPPORTING DOCUMENTATION TO:** | | | | | | | | |
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| **St. Kitts-Nevis Technical and Vocational Education and Training Council**  **Stanford Building, Golden Rock**  **Basseterre, St. Kitts**  **Telephone: 869-467-1106**  **Email: tvetcouncil@moeskn.org** | | |
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Appendix 7

## Institution's Centre Approval Self-Assessment Checklist

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| **St. Kitts & Nevis Technical and Vocational Education and Training Council** | | | | |
|
| **Institution's Centre Approval Self-Assessment Checklist** | | | | |
|  | | | | |
| **Section 1: Management** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 1.1 There is a clear management / organisational structure at the Centre | * Organizational Chart * Resumes of Administrative and Instructional staff |  |  |  |
| 1.2 There is a documented quality management system | * Documented QMS |  |  |  |
| 1.3 There is a system in place for promoting and implementing the qualifications for which approval is sought. | * Copies of promotional methods used to advertise your centre's * training programmes(flyers, posters, payment for television of radio advertisements) |  |  |  |
| 1.4 The centre has an organised communication system with the Secretariat and candidates. | * Communication with the TVET Council/Secretariat (Letters, memos, emails) * Communication with candidates to include emails etc * Learner handbooks |  |  |  |
| 1.5. Procedures are in place to obtain feedback from staff, candidates and employers in order to evaluate the quality and effectiveness of the training. | * Training feedback forms * Suggestion box |  |  |  |
| 1.6 There are procedures in place for reviewing the Centre ‘s achievements against its stated aims | * Agenda and minutes of meetings |  |  |  |
| 1.7 There is a system for implementing corrective measures recommended from internal and external audits | * Internal audit schedules and reports * Corrective actions taken |  |  |  |
| **Section 2: Staff Resources** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 2.1 Instructional Staff have the required CBET qualifications and experience and Industry experience to deliver training programme at the specified Level | * Procedures for minimum Instructional staff qualifications & experience * Signed copies of certificates of competence attesting to Instructors Qualifications in Instructional Delivery * Signed copies of industry related certification attesting to Instructor’s expertise in specific skills areas   Resumes of Instructional staff |  |  |  |
| 2.2. Evidence exists to demonstrate that each trainer in a technical field maintains on –going relevant industry exposure | * Evidence of field trips to relevant industry * Documentation to reflect periodic visits to relevant industry * Short-term training course |  |  |  |
| 2.3. Evidence exists to support that administrative and clerical staff employed at the centre, are appropriately skilled/qualified to conduct their job functions | * Resumes * Signed copies of certificates/qualifications * On-going professional development * Other – (specify) |  |  |  |
| **Section 3: Management of Information System, Record Management, Security & Storage** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 3.1. Systems are in place for the maintenance, management; preservation and security of learner’s records. | * Duplicate physical or computer records, filing cabinets and/or any other measures that ensures the preservation & security of records * Database of client’s records * Adequate and appropriate filing system for storage & retrieval of client’s records * Information technology system for electronic backup and retrieval of records – (network system, CD’s, flash drives etc.) |  |  |  |
| 3.2 Systems are established for the version control and approval of critical documents | * Procedures established for version control * Systems in place for a minimum/maximum retention of critical records (candidates/students’ records) * All critical documents have version control * Systems in place for routing of documents to relevant authority for approval |  |  |  |
| **Section 4: Physical Resources** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 4.1. The physical plant provides appropriate space/facilities to accommodate the scheduled number of learners/clients for TVET training and/or assessment activities. | * Appropriate layout of physical space as specified in facility standards * Client capacity as specified by facility standards * Timetables/schedules available to inform on usage of practical workshops or labs according to specific group |  |  |  |
| 4.2. Appropriate and adequate storage areas are available for storage and retrieval of tools, materials, and hand –held equipment | * Storage lockers, shelves etc. are appropriately configured and installed * All storage areas are appropriately labelled for ease of identification of tools, materials, and hand –held equipment and for removal and replacement of items * Inventory listing to record all items in all storage areas and for tracking of removal and replacement of items to & from storage |  |  |  |
| 4.3. The centre has established systems to ensure that health and safety mechanisms are in place and maintained in compliance with regulatory requirements | * Health and safety procedures inclusive of safety risks in various workshops and how these can be prevented * Safety/Instructional signs regarding wear and use of safety gears (clothing, head gear, boots. respirators, hand –gloves, etc.) * Safety guards on industrial equipment * Appropriate electrical systems and labelling/colour coding * Fire extinguishers available, mounted and serviced * First aid kit easily accessible with appropriate medical supplies * Appropriate labelling of health & safety routes * Installation of safety lines around industrial equipment * Appropriate layout of equipment & workstations for easy movement & maneuverability * Safety inspections/audit by relevant department (fire, food handling, etc.) |  |  |  |
| 4.4 The centre has mechanisms in place to ensure timely and appropriate maintenance of tools and equipment to ensure that they are safe, efficient, and functional. | * Maintenance schedule to provide projected timeframe for maintenance activities and responsible personnel * Maintenance logs/tags affixed to equipment to indicate implementation * Non –functional tools/equipment labelled ‘out of service/use * Records of maintenance (invoices for repairs, general servicing, cleaning, and maintenance agreements/contracts) * Tools/equipment in good working condition |  |  |  |
| 4.5. The centre has relevant and appropriate hand-tools and equipment to support training and/or assessment activities for the specified programmes/qualifications | * Inventory of hand-tools and equipment by qualification & dated * Number of hand-tools and equipment can accommodate client numbers as scheduled for practical workshops/labs * Range of e hand-tools and equipment available and in working condition * MOU with partnering organization and facility audit report to demonstrate arrangement to use workshop/lab hand-tools and equipment and adequacy, at nearby facility * Purchase orders for equipment to be received |  |  |  |
| 4.6 The centre has relevant and appropriate hand tools to support the training and activities for the specified programmes/qualifications. | * Inventory of tools by qualification * Number of tools to accommodate client numbers scheduled for use in workshops/labs * Range of tools available and functional * Purchase order of tools to be received |  |  |  |
| **Section 5: Learning Support Resources** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 5.1. The centre has relevant and appropriate educational materials and technology to support the programmes offered | * Library resource materials available for research, assignments, and projects * Books related to the qualifications * Learner guides * Periodicals/journals related to qualifications offered * Computer labs with internet access for research activities and to provide learners with critical computer literacy employability skills * Availability of multi-media & overhead projectors and instructional charts as part of the instructional delivery * DVD’s or downloaded clips from internet as part of demonstration activities for instructional delivery * Adequate classroom space with black or white board/flip charts, instructional charts etc. for theoretical delivery of qualifications |  |  |  |
| 5.2 The centre has appropriate methods to provide support and advisement to students | * Guidance is provided to students as how competence in specific units or full qualification will contribute to career and personal development * Information, advice and guidance about N/CVQ training and assessment procedures, practices, and requirements are provided to learners/potential learners and candidates * Information and advice are provided to learners pursuing N/CVQ programmes to encourage their continued training and certification in vocational qualifications * Training and assessment are communicated to students/candidates including process for appeals and external verification * Aims and objectives of the centre are communicated to learners |  |  |  |
| **Section 6: Assessment and Assessors** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 6.1. The centre can demonstrate evidence of contractual arrangements with trained and certified assessors to conduct external assessments. | * Contract agreements with certified assessors * Registers of attendance/assessment templates signed by contracted and approved assessors * Copies of signed certificates along with resumes of contracted assessors |  |  |  |
| 6.2. The centre can demonstrate evidence that assessments are conducted within the established guidelines of the SKN TVET Council. | * Assessment guidelines from SKN TVET Council * Reports as evidence of verification by the centre that assessors use appropriate assessment instruments and methodologies for external assessments and those templates are appropriately completed * Tracking forms to capture completion status of candidates, verification of assessment outcomes * and eligibility for certification (NVQ/CVQ) of candidates * Reports of moderation meetings helped internally and copies of registers of attendance as evidence of participating in the external moderation meetings held by the SKN TVET Council * Reports of corrective actions implemented to the external assessment process, based on verification and moderation activities |  |  |  |
| 6.3 The centre has procedures in place for appeal of internal and external outcomes of candidates | * Documented appeal procedures * Appeal application forms for candidates |  |  |  |
| **Section 7: Training** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 7.1 There are time schedules for both theoretical and practical aspects of the training. | * Copies of timetables/schedule for use of classroom/labs/workshops |  |  |  |
| 7.2 There is a system for the orientation of candidates to programmes | * Trainee Orientation Manual * Attendance Rosters/Sign in Sheets * Students’ handbook /manuals |  |  |  |
| 7.3 The occupational standards for the programme to be delivered are available | * Copies of Occupational Standards for all programme offering |  |  |  |
| 7.4 Curriculum is available for each standard in which training will be offered | * Copies of curriculum for all programmes offered * Course outlines |  |  |  |
| 7.5 Lesson plans are made and used for training | * Copies of lesson plans * Worksheets |  |  |  |
| 7.6 Records of continuous assessment (in-class activities, coursework) are kept. | * Copies of continuous assessments (test, practical etc.) |  |  |  |
| 7.7 There is a system in place for the delivery of the Life Skills training by competent instructors. | * Copies of Lesson plans * Copies of attendance rosters * Contract for facilitators delivering Life skills training |  |  |  |
| 7.8 The organization has provisions in place for learners to be engaged in work experience or job attachment. | * Copies of MOUs * Attendance Rosters at job sites * Candidate performance evaluation * Forms for tracking trainees on job sites |  |  |  |
| **Section 8: Verification (Internal and External)** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 8.1. The centre has a cadre of trained and certified Internal Verifiers from its Administrative Staff and or Instructional Staff to monitor registration and enrolment into training programmes and/or assessment activities | * Evidence of Internal Verifier Training in the form of: * Register of attendance of training * Certificates (if provided) * Evidence of Internal Verifiers activities related to: * Monitoring and validating internal assessment activities and internal assessment outcomes * Registration and enrolment activities for training and or assessment * Coordination of external assessment activities: (scheduling, contracting of assessors and monitoring of external assessments) * Evidence of Internal Verifiers communication with External assessment process to candidates * Copies of signed certificates along with resumes of contracted assessors |  |  |  |
| * 1. Internal Verifiers conduct systematic and routine monitoring activities to protect the integrity of both the Internal and External Assessment activities outcome | * Verification of internal assessment outcomes from both instructors using sampling methods of both assessment instrument and assessment outcome scripts of student’s * Ensuring that only candidates deemed COMPETENT in specific units of competence are registered for final external assessment * Documented tracking of report form to track candidate’s performance from training to final assessment activities * Report form/checklist to ensure that External Verifiers employ the appropriate strategies in Verification of external assessment outcomes |  |  |  |
| 8.3 External Verifiers are appropriately facilitated and accommodated to conduct external verification of assessment outcomes | * Register of attendance * Storage of external assessment records to allow for sampling by external verifiers * Checklists used to report activities conducted by External Verifiers * Corrective action – implementation reports based on findings from External Verifiers and Moderation activities |  |  |  |
| **Section 9: Statutory Compliance** | | **Evidence in Place** | | **Suggested Actions for Improvement** |
| **Approval Criteria** | **Examples of Evidence Required** | **Yes** | **No** |  |
| 9.1. The centre is a legally registered business entity and or a registered institution with the relevant government ministry (Ministry of Education), with the local Accreditation Board/Council, and or other regulatory body | * Articles of Incorporation for the institution/organization (applicable to private training providers or industry on-the-job based facilities) * Documents of registration from relevant Ministries or other regulatory bodies * Documents of registration/approval/accreditation from local awarding bodies/agencies * Registers of attendance/assessment templates signed by contracted and approved assessors * Copies of signed certificates along with resumes of contracted assessors |  |  |  |
| 9.2. The centre has been inspected by the appropriate Health & Safety authorities to ensure that it is safe to accommodate clients and to provide its stated training programmes and assessment | * Evidence of inspection and approval by local fire authorities * Inspection and approval by health officials (Applicable for provisions of training in Food Services, Cosmetology, etc.) * Approval Permits |  |  |  |

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