Gambia Skills Qualification Framework (GSQF)

Policy Document

Discussed and agreed by NTA senior management on
27th November 2006

Approved

Contents

Acknowledgements

This document was prepared under the auspices of the National Training Authority (NTA) with the guidance of EU consultants from Hifab International AB – Ms M Williams, Mr J O'Sullivan, Ms M Overeem and Mr H Bekkers.

The EU consultants would like to acknowledge the help given to them by the following members of the NTA whilst preparing this document- Mr A O Jallow, Mr M Bittaye and Mr A Kinteh.

Finally this document could not have been achieved without the support of the Standards Panels for:
- Hotels
- Motor Mechanics
- Electrical Installation
- ICT users
- Horticulture
- Key Skills

This document meets the requirements of several tasks under the 2006 EU TA – NTA Gambia Project e.g. 2.4, 2.7, 2.13, 2.14, 2.17.

Summary

This paper sets out national policy for the development of a system of national skills standards and qualifications for The Gambia, collectively known as the Gambia Skills Qualifications Framework (GSQF).

A Qualifications Framework can be regarded as a coherent structure of standards, levels, qualifications and processes, developed and maintained in a quality assured manner, with the aim of improving, regularising and localising the attainment of occupational skills. It is therefore an important tool in improving the national economy.

The GSQF has wide applicability including school leavers, adult learners, employed self employed and unemployed.

This domain is often known as Technical and Vocational Education and Training (TVET).

The key features of the GSQF are that it is based on:

- learning outcomes from skill standards, rather than input developed syllabi;

- occupational competence based on knowledge ability and behaviour to do a job;

- assessments that are benchmarked against that competence, rather than exams;

- international best practice.

Earlier versions of this paper have been presented to the National Training Authority (NTA) senior management, NTA Board, the five pilot Standards Panels described later, and other stakeholders. This edition takes account of views expressed by those bodies.

The process of developing the GSQF commenced with stakeholder consultations during May 2006, where levels and fields were discussed and was launched at a National Training Authority international conference "Making Skills Work" on 1st November 2006.

1.0   Introduction

1.1 Legal

The National Training Authority Act 2002 gives the NTA the mandate to provide a system to:-

- regulate national vocational qualifications;

- coordinate the quality of delivery of technical and vocational education and training;

- make technical and vocational education and training relevant to all occupations, skilled artisans, semi skilled workers and to occupations classified in the unskilled category;

- encourage and promote life long learning to all Gambians

1.2 What is a skill standard?

Most people have difficulty in understanding this concept. Whilst the need for technical standards (the length of a metre, the three pin plug, computer network protocols) is easily understood, the whole question of setting standards for skills is novel for most people.

The concept started in UK and Europe in the 1980s, and has spread to much of the world, including developing countries.

A Skills Standard is a statement, in precise language, of the desirable skills and competencies considered necessary by employers for the performance of a particular occupation at a required level of quality.

A key point is that these Skills Standards are developed by employers, to meet their industrial needs, although usually with assistance from training specialists.

They are therefore wider than academic education, and are usually specified under three components:

- *Knowledge:* The underlying theory required to do the job, e.g. an understanding of electricity. *("what you know")*

- *Ability* or *Process:* The practical ability to actually doing a piece of work, e.g. changing a tyre, conducting a surgical operation. ("*what you can do")*

- *Wider Competence* or *Attributes:* A mixture of work related attributes such as communications skills, attitudes and accountabilities. (*"how you apply yourself")*

In addition, a Skills Standard must specify the assessment criteria to be used in judging whether an individual has attained the standard.

1.3 Gambian context

The Gambia Skills Qualifications Framework (GSQF) is based on the needs and realities of The Gambia by:

- reflecting the skill standards needed to support human resource development across all economic sectors;

- being a simple and sustainable system;

- providing standards that can support initial and continuous vocational training;

- including learners with low literacy levels.

1.4 International context

The GSQF has drawn heavily from other African systems (Botswana, Ghana, South Africa, Senegal and Namibia), but is benchmarked also with other international and in particular UK practices and the emerging European Qualifications Framework. The level of qualifications adopted matches the new UK level descriptors as the best means of ensuring international comparability, particularly with UK and EU frameworks.

2.0   Purpose and breadth of the GSQF

2.1 Target audience

The GSQF is not a 'full' framework including both academic and vocational learning. It is a **partial qualification framework**, concerned with technical, vocational and literacy skills. The GSQF is designed so that it may be extended into a full qualification framework with a minimum of adaptations and problems.

The GSQF is an integrated framework however in the sense that it includes formal and informal learning of skills, post-school college or centre based and on-the-job learning, full-time and part-time learning. It includes provision for illiterate learners, apprentices (both formal and informal) with weak or even no formal education, mature adults as well as new entrants to the workforce.

The GSQF marks the break with the traditional school based technical and vocational education and training (TVET) that puts the focus on the *input* of training, *i.e.* where a skill is learned or how it is learned. In the new **GSQF, the focus is on the learning outcome**, i.e. has the learner mastered a skill and can the learner demonstrate this competence. It is therefore an outcome based system where evidence of the outcomes of learning is given during assessment.

The GSQF will eventually include a comprehensive suite of local but internationally accepted qualifications accessible or affordable by all Gambians, reflecting the skill standards needed to support human resource development across all economic sectors.

The GSQF is a simple and sustainable system.

2.2 Uses of standards

Skills Standards have many uses:

- Formation of Qualifications
- Providing benchmark
- Setting curriculum for training
- Preparing training materials
- Preparing marking assessments
- Creating the target for training providers to train to
- Identify individual training needs
- Recruitment and careers literature
- Helping employers prepare job descriptions

It follows that for Skills Standards to be credible and accepted for this variety of uses, they must be very carefully created, by experts with real practical knowledge of the field of work, to an agreed quality, and they must be maintained up to date.

3.0   What is a Qualification?

3.1 Definition

A qualification is a proven ability to perform an occupation at a particular level.

It consists of a suite of occupational and key skill standards – often known as unit standards. The standards are formally assessed by an accredited assessor, usually by on-the-job observation and questioning.

Qualifications represent the results of learning, regardless of whether learning has been in formal or informal contexts. Qualifications are awarded following formal assessment that the required competencies have been attained, not that they have been taught.

3.2 Nomenclature

The qualifications do not refer to any of the traditional occupational terms like craftsman, technician or semi-skilled worker. These terms relate to outmoded working practices and do not include the key work skills that are needed for a global economy. No term has the breadth of meaning to describe all workers at the same level across all occupational sectors e.g. you do not call book keepers craftsmen or technicians. They are level 3 workers that have the key skills, including work skills, and occupational skills needed to perform as book keepers in the Gambian economy of today and that projected for the next 5 years.

To establish outcome related performance training and give prominence to the Gambian Skills Qualifications, the Gambian qualifications are **titled by their numerical levels** e.g. *GSQ Level 2 in Horticulture*, rather than "certificate" or "diploma", and if purely functional skills are awarded the qualification will be *GSQ Level 2 Practical in Horticulture*.

This new nomenclature:

- eradicates any association with previous time served, input related qualifications such as *national certificates;*
- promotes the concepts of performance levels.

3.3 Access

Access to qualifications should be as open and inclusive as possible. Barriers to enter training should be removed where possible:-
- the entry requirements of each qualification must not prevent someone from seeking the award because of their gender, ethnic origin, special needs, location, or because of unreasonable cost;
- access to each level of qualification need not be dependent on achievement of the previous level of qualification, as this may lead to time served qualifications rather than performance outcome awards and;
- any skills, knowledge and competences learnt informally should be considered as entry requirements to a qualification.

3.4 Progression

Qualifications should always lead to:

- employment opportunities in a particular job role and

- further qualifications within the field or sub-field at a higher level

4.0   Levels and the GSQF

4.1 Concept of levels

The GSQF has qualifications at four main Levels, from 1 to 4. As the level increases, so the trainee is expected to take on more responsibility, the job becomes more demanding and the tasks themselves become less routine.

A summary of the GSQF levels is shown in Table 1. Note that the bottom line of the table is open indicating inclusiveness for all Gambians in the GSQF.

For a more complete specification of the level descriptors, refer to Annexe 1: Enhanced Level Descriptors.

Table 1

Qualifications		Level Descriptor- *potential for*
Level 4		Competence to perform management and analytical skills and / or specialist skills associated with jobs that are non routine eg middle manager / professional worker
Level 3 Practical	Level 3	Competence to perform tasks associated with skilled jobs of routine and complex nature sometimes with supervisory functions eg team leader
Level 2 Practical	Level 2	Competence to perform routine and some non-routine tasks under minimum guidance and supervision eg skilled worker
Level 1 Practical	Level 1	Competence to perform a limited range of work activities whilst working under supervision eg trained worker
Foundation Level		Initial skills - basic skills in English communication, life skills, numeracy and non occupational work skills with literacy in mother tongue as an option

4.2 Gambian context

According to the Department of State for Education, 54% of the Gambian population is functionally illiterate; indicating that around half the workforce is illiterate. The GSQF has to recognise this statistic and provide inclusive training opportunities to match the needs of the illiterate adult. The framework caters for these people in three ways:

- **A Foundation Level**, to cater for adults and trainees from a non-formal background, as well as early school leavers. The Foundation qualification will act as a stepping stone into occupational qualifications.

- Qualifications at Levels One to Three may have a *"Practical"* **sub-grade** depending on the Occupational Field. These practical qualifications do not include any:

    o written assessments
    o knowledge of the English language
    o ICT,

    but otherwise are identical to the full occupational level qualification. These *Practical* qualifications are aimed at individuals with a weaker educational background. The practical level qualification provides certification and progression to the full qualification, thereby providing opportunity and encouragement for this section of the work force.

- The Key Skill Standards of English Communication, ICT and Numeracy are accepted at one level lower than the occupational skill standards to reflect the lower existing level of these key skills in The Gambia. However to articulate to international courses and level 4 courses, the Key Skills will have to be taken at their correct level.

4.3 International context

During 2005, the EU initiated a new European Qualifications Framework (EQF)[1] with eight levels. In due course, all European nations will be expected to align their national qualifications with this EQF. This applies to the 25 EU Member States and about ten other signatories to the *Barcelona Process* (on aligning qualifications in Higher Education) and the parallel *Copenhagen Process* (on Further Education). The new GSQF is aligned to the EU levels.

The GSQF levels establish ***clear pathways into other qualification****s* and courses in Gambia, West African and EU countries.

4.4 Gambia Skills Qualifications Framework

It is worth noting that:-
- the only difference between the numerical levels and practical levels is that ***practical levels do not include:***
  - o English communication and the Use of ICT and
  - o numeracy above level 1;

- level descriptors are ***concerned with the outcomes of learning*** and not the process of learning;

- level descriptors are designed to guide the development of unit standards within a qualification;

- a unit can be ***assigned to one level*** only i.e. all learning outcomes within a unit standard have to be at the same level;

- framework levels are not related to years of study;

- descriptors are indicative of achievement at a particular level, they ***do not distinguish between performance within a level;***

- Foundation Level may be subdivided into 2 or 3 levels to allow for incremental achievement and progress

It is important that these ***levels are clearly described so that all learners in The Gambia are assessed to the same national levels***. The above levels are described in more detail in the Enhanced Level Descriptors[2].

---

[1] See www.ec.europa.eu/education/policies/2010/doc/consultation_eqf_en.pdf
[2] See reference 2.

5.0   Credits and the GSQF

5.1 Introduction

A Gambian skills qualification represents the achievement of being able to perform to a set standard outcome across a number of named unit standards. A credit system has been built into the GSQF in order to help provide international comparability, eg for entering overseas higher education courses. The named unit standards will have to conform to the GSQF in terms of:
- level descriptor and
- quantity of unit standards as measured against a *credit*.

Credits allocated to a unit standard reflect the notional learning time it is expected to take candidates to meet the outcome performance requirements in the unit standard. Notional learning time includes:

- time spent in structured tuition;
- self-directed learning and practice;
- time taken to gather and provide evidence for assessment purposes; and
- time taken for assessment in all the outcomes and contexts.

In the GSQF one credit represents a *notional 10 hours of learning, practice, and assessment time* with respect to the outcomes and contexts of the unit standard.

5.2 Advantages of using credits

The advantages of a credit system within the GSQF are:-

- gives the GSQs a **national coherence** that is easily recognised by employers, trainees and trainers.

- **motivates learners to continue life long learning** until they gain the requisite number of credits at the given level to gain a GSQ award;

- **flexibility** - learners can **transfer** skills, common to a number of fields of work, from one qualification to another at the same level e.g. accident prevention is the same process of preventing slips, trips and falls whether it takes place in the kitchen or in the mechanical workshop;

- allows training **standard writers to weigh up and "value" each unit** against other topics of learning within a qualification. Eg the hotel industry might see customer care as the core skill in its field and values it as a complete credit in a qualification compared to other more operational procedures;

- assists in **international respect** for the GSQF, as most international skills qualification frameworks include credit value systems ;

- gives parity of esteem across the occupational fields;

- assists government or donors in **prioritising funding** to where skills within a field are most needed e.g. food hygiene in the hospitality industry or optical fibre jointing within the telecoms industry. It often makes more financial

sense for a developing country to fund the training of all workers in one sector to say 3 credits worth of the most important credits rather than a few workers in a full qualification;

- International experience of training shows that the **most effective pattern of technical skills training is that delivered as short courses** with follow up courses to extend the trainee's skills at a later stage. A unitised training system with credit values is a useful tool to plan, assess and give recognition to this form of learning.

6.0   Key Skills and the GSQF

6.1 Introduction

The development of key skills in The Gambia is critical to the eradication of poverty and the economic development of The Gambia.

Key skills represent a transferable package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment and act as a foundation for further learning as part of lifelong learning.

"The Gambia has a low literacy rate, estimated at 46% overall and only 28% for women… there is little doubt that the majority of the population is functionally illiterate."[3]

The central theme of the 2005 Human Development Report for The Gambia is "Capacity Building for the Attainment of the Millennium Development Goals (MDGs)". The MDGs that skills can help to achieve are:
- Promoting gender equality and women's empowerment
- Combating HIV / AIDS, malaria and other diseases
- Ensuring environmental sustainability

The key skills in The Gambia will help people, especially those from the rural communities; become economic members of society by providing them with:

- Functional skills to enable lifelong learning and further occupational skills learning – *numeracy, literacy, English communication and ICT*

- Work skills for smarter work methods and simple business skills

- Life skills towards helping to achieve the Millennium Development Goals

6.2 Content of the key skills

The **functional skills** are.
- Literacy
- Numeracy
- English communication
- Use of ICT
- Work skills / Business skills

---

[3] *DoSE Ten Year Strategy 2007-2016*

- Life skills

The learning outcomes in the **work skill units** will be based on:
- health and safety - including HIV/AIDS awareness
- entrepreneurship and business concepts
- quality improvement of a process including customer care
- sustainability including the environment, tools, materials and equipment
- communication including customer relationships
- personal development including career planning
- group/team working
- planning and time management including punctuality

The **business skill** units will be based on entrepreneurial skills and those skills needed to set up your own informal or formal business within a Gambian context. The curriculum should draw heavily on either the Junior Achievers[4] with its proven international record of success in this area and or the UNESCO course entitled *Starting My Own Small Business* that is developed specially for the informal adult sector.

The learning outcomes in the life skills unit will be based on:
- Health Malaria / Personal hygiene
- Nutrition
- Human Right, Women's Right, Child Right
- Equal opportunities and non discrimination
- Care of the Environment
- Civic Responsibility
- Access to development finance

6.3 Key skills and the GSQF

1. To provide progression some of the ***Foundation Level key skills will be split into 3 sub levels,*** foundation levels A, B and C, C being the highest level.

2. The ***key skill credits are common across all qualifications*** at the same level.

3. The ***key skills of ICT, numeracy and English communication, may be taken at one level below the main qualification level***.

4. The key skill of ***work skills*** must be taken at the same level as the qualification

5. Key skills may be taken at a higher level than the level of the qualification level. Eg if a trainee is doing a level 2 course and already has good command of the English Language, then they may be assessed at level 3 or 4 rather than level 2.

6. At level 4, all the key skills credits must be taken at level 4. English communication is the only key skill that is common across occupational fields. The other key skills - ICT and numeracy, will be embedded within

---

[4] World Wide Junior Achievers http://www.ja.org/near/nations/africa.shtml

outcomes of the occupational skills.

6.4 Delivery of the key skills

Foundation level numeracy and literacy skills are presently being delivered in community centres through the Community Development Services. The GSQF policy is to build on their expertise:-

- CDS are working in partnership with and using the expertise of the Adult Non Formal Education Unit (ANFEU)

- Existing wide delivery network in rural areas, where the skills are most needed

- The existing literacy / numeracy modules are having some on going impact, so they should be incorporated into the GSQF

- Provide a smooth transition of skills development into occupational areas

- Support the local non-formal apprenticeship schemes in key and low level occupational skills

- Working in partnership with other agencies will make the foundation level GSQF qualifications more attractive to donor funding

7.0   Stakeholders and Fields

7.1 Skill Fields

A classification system with *13 Fields of Learning* has been developed specifically for the GSQF. The table in annexe 2 shows the fields and potential sub-fields (alphabetical order) with their codes. The classification system allows people to quickly locate unit standards and qualifications within the different economic Fields, Sub-fields and Domains. Training providers and/or assessment administration centres will use the classification to specify which Field they want to be accredited for. Similarly, trainers and assessors can also be accredited to train and/or assess different parts of the Framework. The classification of the skill fields forms an integral part of the quality assurance system for the GSQF.

7.2 Fields and sub-fields

Fields are the broadest divisions of the world of learning outcomes represented on the GSQF. Fields of Learning are an aggregation of related knowledge, skills and competencies in related occupations in the Gambian context[5].

The names of the Fields are approved by the Board of the National Training Authority, while the Sub-fields and Domains are approved by NTA in consultation

---

[5] *The ISCO 88 Classification of occupations will not be utilised as such, in the GSQF. Its origins are strictly on occupations, not on related learning outcomes.*

with Lead Bodies and / or Standard Panels. Names of "Fields of Learning" cannot be changed unless agreed upon by the Board of the NTA.

7.3 Lead Bodies

The Board of the National Training Authority will invite stakeholders from each Field of learning to form a training Lead Body (LB). The Lead Body will represent all the stakeholders from the sub-fields, both large and small scale enterprises, within their field. The Lead Bodies will be responsible for the development of skills training and qualifications within their economic field. The membership of the LB will be posted on the NTA website.

In the initial stages of the development of the GSQF, the NTA will work at the Sub-field level to develop qualifications through Standards Panels. This will facilitate the sustainability of the GSQF, whilst industry organises itself into Lead Bodies.

The lead bodies and standards panels should be self sustaining, organising and financing themselves for the benefit of the development of human resources within their industrial field. The only field that should receive support from the NTA is the Key Skills area, as it is not attached to any particular industry

7.4 Domains

Domains are obvious subdivisions of each Sub-field and encompass logical clusters of outcomes of learning usually, but not always, at a unit standard level.

Domains and their location under a specific Sub-field require approval by the NTA. The Domains for the Sub-field of Travel and Tourism could be Tourist Guiding, Travel Booking etc.

Unit standards are registered within a Domain. The file name of each Unit Standard will be linked to a domain using the classification of skills coding system.

7.5 Stakeholders in standards development

To ensure the development of demand led standards that will support Gambian economic development the following stakeholders are represented on the Standards Panel:

- Employers from large and small enterprises
- Training providers
- Sector bodies
- Government Departments and Agencies
- Trade Unions
- Awarding body
- Other experts
- NTA

7.6 Benefits to stakeholders

The benefits to the trainees, parents, employers and government are nationally and internationally recognised qualifications that provide:

- Open access

- Reduced costs in terms of training time and examination fees.
- More relevance to the needs of The Gambia
- Greater likelihood of finding employment and or setting up a successful small business
- Improved articulation paths to higher qualifications at home, in West Africa and in the EU.

8.0   Unit Standards

8.1 Introduction

Background

Qualifications are made up of a group of unit standards. For example a secretarial qualification will have individual unit standards on such topics as - word processing, spreadsheets, taking minutes, etc. Unit Standards are developed to integrate education and training outputs with the requirements of the world of work.

Definition

A Unit Standard is a statement, in precise language, of the desirable skills and competencies considered necessary by employers for the performance of a particular occupation at a required level of quality.

A Unit Standard, often known as a Unit, is the *smallest chunk that can be individually assessed.*

Unit standards represent a Gambia Skills 'award', signifying that a person has been formally assessed and has attained a nationally agreed standard of performance. People are able to receive national recognition for both their whole qualification and the individual Unit Standards that it comprises of. Should someone not complete a whole qualification, they will gain recognition for the Unit Standards that they are able to perform.

8.2 Purpose of unit standards

Unit standards are *not teaching documents*. Unit standards guide the design of learning programmes in that they:

- specify the kind of performance industry/employers expect of people in specific work roles

- inform the curriculum development process in that they express industry/employers training needs

- provide programme developers with clear guidance on abilities each programme is to develop (Performance Criteria)

- guide learners on the kind of evidence they would need to provide in order to demonstrate knowledge, skills and attributes for each area being assessed

- facilitate assessment decisions, since assessors look for evidence on whether

learners can demonstrate the abilities or meet the performance criteria expressed by the unit standards

- facilitate:
    - o   the integration of training and awards at national level;
    - o   the packaging of skills qualifications into one level of the GSQF;
    - o   a logical comparison of skills awards within the global village

8.3 Types of Unit Standards

Unit Standards are divided into two main categories: - key and occupational skills.

Key Skills:
- Literacy
- Life skills
- Numeracy
- Work skills
- English communication
- Use of ICT
- Business

Occupational Skills:
There are three types of occupational skill units: - mandatory, core and optional.

- **Mandatory** - those skills that are essential for all qualifications in a field or sub-field eg customer care in the *Services* field.
.

- **Core** occupational skill credits are those credits that are core to a particular qualification and ***will form the majority of occupational skills*** e.g. the "horticulture" field might decide that there should be no choice within their level 1 qualification and the skills:-
    1   water management,
    2   pests and disease management,
    3   post harvest
    4   soil preparation
    5   plant production

are the 5 *core* occupational skill unit standards in a level 1 horticulture qualification. The learner has no choice. At level 2 they might have some unit standards *core* and some *optional* eg :-
- onion production *or* ground nut production or;
- *select* 2 unit standards from the following list:- legumes production, onion production, root vegetable production, ground nuts or fruit production.

- **Optional** occupational skill credits should:-
    1   extend the activities in the core and mandatory credits within a specialist context or pathway; and/or
    2   provide additional skills, knowledge and understanding; and/or
    3   introduce new aspects, which link the occupational area to another field.

The Gambia is a small developing country and the labour market information (LMI) suggests that at least 80% of employees work in enterprises employing less than 5

people. This suggests that the majority of employees have to be multi-skilled and have a broad range of skills across a wide occupational area. Gambia Skills Qualifications should reflect this by being:

- as broad based as possible and
- by limiting the choice in the optional occupational skill credits.

8.4 The *Inclusive* Focus of Unit Standards

It is important for the development of Gambian human resources that as many Gambians as possible have access to a qualification. This means that if practical occupational skill units are to be widely implemented, particularly at level 1, they need to:-

- **be accessible to illiterate trainees** by:
  o having knowledge concepts that can be readily explained to trainees verbally with the aid of diagrams, symbols, pictures, flow charts and artefacts and;

  o being assessed verbally with the aid of diagrams, symbols, pictures, flow charts and artefacts;

- **be realisable** both by the trainee and the training provider/employer. It might be desirable for all level 2 electricians to physically wire up all types of fixed electrical appliances, but realistically for The Gambia, or any other country, this is impossible to resource within a training environment and/or limited attachment period. Therefore standard writers will have to limit their aspirations to what is possible e g *wire up 5 out of the 8 electrical appliances listed and know how to wire up the other 3 appliances* -might be more realistic.

8.5 Unit writing guidelines

These guidelines are to be used by standard writers, to ensure the correct use of the "Unit template" format. This will ensure consistency of approach to Unit writing across fields that will in turn encourage the use of Unit Standards across domains. Eg a unit standard entitled customer service might be written by the hospitality sub field and also be used by the subfield *retail* from the commerce field.

Included in the guidelines will be statements to promote learning outcomes and or performance criteria relating to:
- domain based health and safety;
- routine maintenance on tools, equipment and consumables;
- sustainability of the environment e.g. waste from a process - builders debris, old motor oil, plastic water bottles etc.;
- reinforcing areas where there are often practical snags, by writing explicit performance criteria in the standards e.g. :
- secure taps properly so that they do not rotate on use;
- energy conservation within the workplace e.g. closing doors in an office environment or reducing fuel consumption by thinking ahead and making only one trip to collect materials rather than two;
- knowledge of very approximate cost of common materials, tools and equipments within their occupational area: and

- within a Gambian context, eg dealing with electricity interruptions.

8.6 Size of a Unit

The size of a unit should be large enough to:
- keep the number of units and associated bureaucracy to a minimum;
- ensure that each unit is of a size worthy of recognition by an award;
- keep the learning holistic and promote integrated learning across elements and;
- minimise the quantity of assessment;

but small enough to aid the trainees motivation by achievement of an award after a short intensive 2 day training course with additional workplace follow up tasks.

Units are easier to assemble into a qualification if they are of a uniform credit value and so in the GSQF units must be:

- either be 4 or 8 credits in value (40 or 80 notional hours);
- consistent in value with unit standards of comparable outcomes and similar contexts

9.0   Structure of Qualifications

The structure of GSQ qualifications reflects the learners' needs to gain:-

- self development skills (learning to learn);
- employability skills (sector/occupational skills);
- transferable entrepreneurial work based skills (improving the business).

The standard structure is shown in figure 1 and is developed further in figure 2.

Figure 1   *Basic structure of a GSQ qualification*

Key Skills – Work and business skills to think entrepreneurially

Key Skills – Numeracy, English and Use of ICT, for self development

Occupational Skills - to learn the trade and gain employment
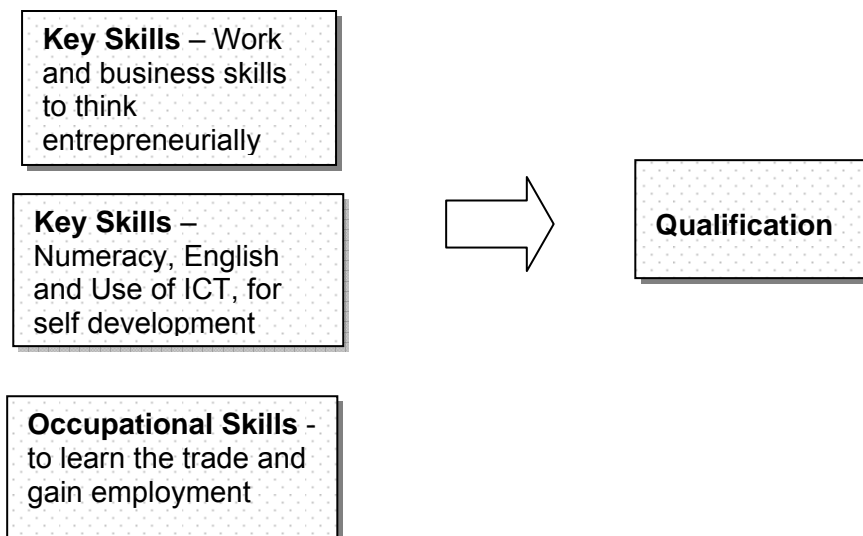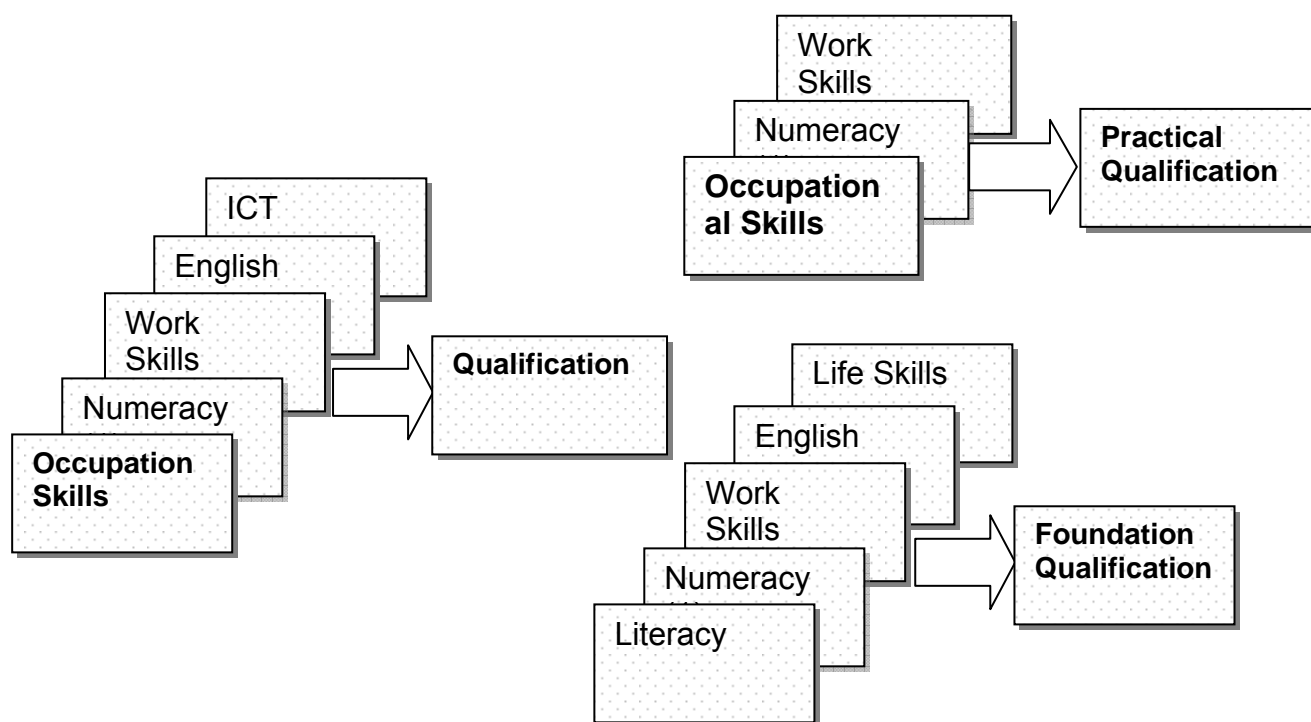
Qualification

Figure 2   *The structure of GSQ qualifications*

Qualifications will be assembled from credits using the template in the table 2. To gain a Gambian Skills Qualification at a particular level all the specified credits in the row **must** be achieved.

Table 2 *Qualification levels and their unit structures*

QUALIFICATION LEVEL	TOTAL NUMBER OF CREDITS IN QUALIFICATION	KEY SKILL CREDITS							OCCUPATIONAL SKILL CREDITS
		WORK	LIFE	NUMERACY	ENG.COM	LITERACY	ICT	BUSINESS	MINIMUM NUMBER
Level 4	60	8	0	4	4	0	4	8	*32*
Level 3	60	8	0	4	4	0	4	8	*32*
Level 3 Practical	52	8	0	4	0	0	0	0	*40*
Level 2	52	8	0	4	4	0	4	4	*28*
Level 2 Practical	40	8	0	4	0	0	0	0	*28*
Level 1	40	8	0	4	4	0	4	0	*20*
Level 1 Practical	32	8	0	4	0	0	0	0	*20*
Foundation Level[1]	*24*	*8*	*8*	*4*	*4[2]*	*4[2]*	*0*	*0*	*0*

Note *that the table above must be read in conjunction with the points below!*

1. To provide progression some of the **Foundation Level key skills will be split into 3 sub levels:** Foundation levels A, B and C, C being the highest level.
2. In the Foundation Level Award, the 4 credits of English Communication may be replaced by literacy credits.
3. Key skills, apart from work skills, may be taken at one level below that of the occupational qualifications

10.0 Development and Validation of Qualifications

Development procedures

The system is based around the **Field Lead Body (LB)** and the **Standards Panel (SP)** who will drive the development of new qualifications. *At the early stages of the implementation of the GSQF, Lead Bodies will not be available and their role will be filled by the Standards Panel.*

1. Communication will be electronic whenever possible. Templates will be provided for the majority of paperwork, so that documents may be stored in electronic format on the NTA website and be visible to all stakeholders.

2. A copy of all SP or LB minutes of meetings to be sent to the NTA.

3. The NTA will:

    1   inaugurate the formation of LBs and SPs
    2   train the LB and the SP in developing qualifications and unit standards
    3   act in an advisory capacity during lead body and panel meetings,
    4   quality check the final products
    5   act as a "link" between fields
    6   publish the products onto the NTA website
    7   keep the training providers, assessors and the awarding body informed of any:

        - new products
        - updates on the systems
        - training events
        - funding opportunities

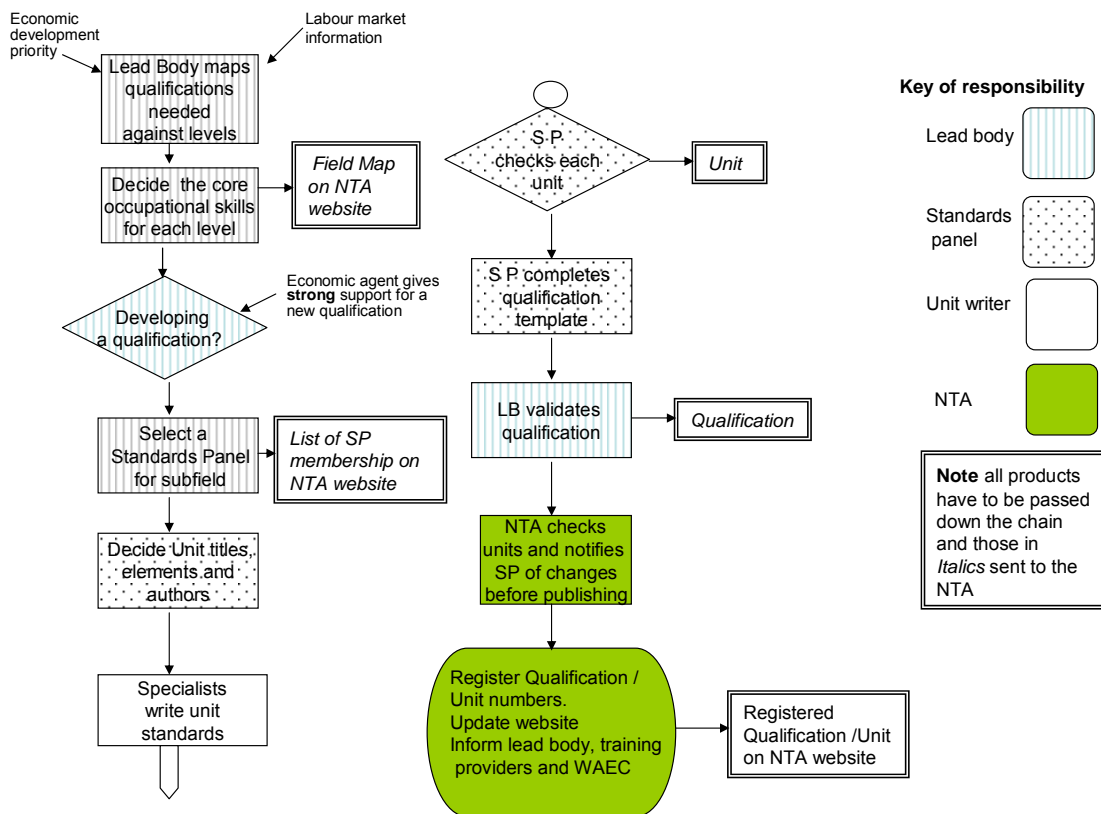4. The procedures will be based on the flow chart in Figure 3**.**

Figure 3 Flow chart of qualification development

5. Simple checklists will be used to check unit standards and qualifications to ensure that development procedures and practices, as set out in the GSQF have been adhered to.

Unit standards will be stored under the registration number that identify and refer to:

1	document	up to 4 characters
2	the Field / subfield	2 characters
3	domain	2 digit
4	the level	1 digit (Foundation level is coded as F)
5	the year that the file is created or amended	2 digit
6	its edition	1 digit

in the above order, with hyphens as below:

A Unit standard document will be titled a Unit Standard (US). It will be coded using the above methodology e.g. the ICT key skill unit at level 1 would have the code US-KX00-1-06-1.

Each GSQF document should have a filename that reflects the content of the document and that file name should appear in the bottom left of the footer. For example: *US key skill ICT L1.*

Mapping and prioritising of qualifications

The LB needs to plan the development of the human resources, the training and associated qualifications within their field. The LB will form their plan from:
- their specialist field knowledge
- Labour Market Information
- national economic development needs
- national, sub-regional, African and international trends

The Field Map with its Qualification Priorities, page 2 of the qualification template, will form the basis of this plan (see annexe 3). The ownership and development of the plan are in the hands of the LB. It will be a gradual process with the map being sparsely populated initially and as qualifications are developed over the years the map will reflect the changes.

Note that there will not necessarily be a qualification at every level in every sub-field. For example there may be no need for a level 1 qualification in the sub-field Travel and Tourism. Candidates may enter a travel qualification at level 2 or 3 probably with an administration background.

These two documents will give the stakeholders a vision of the training needs within their field and how they will be addressed over the short term. The proposed titles of the unit standards *core to each field* will be listed on each level of the map e.g. the hospitality field has "customer care" and "food safety" as their two unit titles across the field. This will allow government, donor agencies, employers and training providers to see the priority occupational skill training needed for each field and address it with short training courses available nationally.

A copy of the Field Maps should be placed on the NTA website to make The Gambia's human resource development transparent to all stakeholders.

Outlining Qualifications

To develop a qualification the LB needs to commission it by:-
1 writing a specification for the qualification[6] clarifying:
- economic need for the development;

---

[6] *By completing page 1 of the qualification template – see annex 2*

- level and suggested title of the qualification
- Indicate if the qualification should be suitable for illiterate candidates
- Progression routes from the qualification in terms of:
  - to other higher level qualifications
  - to other linked qualifications at the same level
  - typical job roles/titles that graduates would enter on completion

2   inaugurating a Standards Panel (SP) from the sub-field to develop the required standards. The panel must include a representative of WAEC and at least one training provider.

The writing of qualifications

After training on writing unit standards[7] the SP will:

1   decide the titles and credit values of the occupational units and

2   agree the elements for each unit

3   allocate a subject specialist to write each unit standard

4   the date that the units need to be written by

5   Check each unit against the unit checklist and amend them accordingly

6   write a clear statement on assessment for the qualification and purpose of the qualification

7   choose one person from the panel to present the qualification to the LB for validation

8   inform the LB of the readiness for validation of the qualification

Validating qualifications

The lead body will be responsible for validating a qualification.

One person from the standards panel will present the qualification to the lead body for validation.

The validation panel will be composed of, at least three, but no more than five people from public and private enterprises within the field and one person from a training provider. The panel will be chaired by an employer within the field.

One member of the NTA will be present at validation to give information to the panel, if need be.

The qualification is validated against the qualification checklist.[8]

After making any amendments that are found necessary the chairperson completes and signs the validation form on behalf of the validation panel.

---

[7] *Training will be based on Guidelines for writing Unit Standards*
[8] see NTA publication Qualification checklist.

All the paperwork including the qualification then passes to the NTA for proof reading and a final check. The NTA agrees any changes with the LB chairperson, before publishing the new qualification on the NTA website.

The complete qualification documentation will consist of:
- Copy of final validation sheet
- Qualification template
- Individual unit standards

The standards are available for use immediately after publication on the NTA's website.

Validation of key skill units

These units are common across all qualifications and so need to be validated by a panel representing a cross-section of fields.

The key and work skill units will be validated by a panel comprising of:

- people from the key skills field
- one person from NTA
- people from a cross section of occupational areas representing artisan and large scale economic agents – one of whom will act as chair person.

11.0 Curriculum based on Unit Standards

Introduction

Unit standards are not training/learning documents, but they do write down what abilities learners can repeatedly demonstrate to the performance standard described in the relevant unit standard document. Unit standards do not make curriculum developers redundant, nor do they reduce the necessary flexibility of workplace learning.

The NTA will not develop curricula for unit standards. This task is the job of the training providers. The NTA will develop a Guideline to aid the development of curriculum based on unit standards. The guideline will be made available to training providers, to assist them to develop common but not standardised alignments of their curricula and learning programmes to the unit standards. ***Training will be needed for the training providers in developing curricula from unit standards.***

Ownership of the curriculum

The curriculum is owned by the training provider. The curriculum will vary according to the learner. An experienced employee may indeed take a shorter time to achieve a unit standard in customer care compared to a young immature school leaver with no previous hotel knowledge or experience.

In developing the curriculum the training provider has to:-
1 match the learning activities to the background of their learners;
2 estimate how much reinforcement of learning their average learner will need;
3 create assignments and or projects where learners can integrate the learning of skills from across a number of unit standards and so make the learning experience more holistic and satisfying;

4 create a course programme that makes:-
- o efficient use of the existing equipment, staff, attachments and resources available to them;
- o cost effective –in terms of the learners time and money *(courses should **not be time served, but be outcome driven**);*

5 minimises the amount of time needed for assessment.

11.3 Active learning

Traditionally trainees have been taught through being told repetitively how something works or how to do a set task. This is not an effective way of learning and tends to dampen the natural enthusiasm for learning.

A learning approach that is designed to involve the student in the exchange of information as a basis for the acquisition of knowledge, skills and competences is a much more effective learning methodology. It is called active learning.

However the most effective skills learning approach is that in which students work in groups or individually to explore problems and acquire knowledge rather than passively receiving knowledge from an instructor. This is called interactive learning. ***In the long term, the NTA will promote this type of skills learning in the curricula by training trainers in new learning methodologies and assisting in the development of the new curricula.***

Curriculum and Practical skills training

The majority of the unit standards will involve practical skills training. This may be done at three locations:-
1 the training centre;
2 the formal work place or
3 the informal work place or self employed.

Curriculum should be developed that considers which of the locations is most likely in the particular course or programme and focuses the training activities around what is realistic for the location. Each location has its advantages and disadvantages.

Training centre:-
1 space and time to learn without disrupting production;
2 able to stop the practical training and give a theoretical input to underpin a practical skill;
3 able to introduce new techniques and innovation;
4 provision of equipment, consumables, tools and a skilled trainer is very expensive;
5 not a realistic work place to learn work based skills;
6 easy to monitor and supervise students in.

Workplace:-
1 provides real occupational and work based skill training opportunities;
2 need to work in close partnership with local enterprises;
3 takes time to organise and monitor;
4 often difficult and expensive for the student in terms of time and transport costs;
5 not all competencies are always carried out in the same enterprise;
6 difficult to reinforce underpinning knowledge whilst working on the job;
7 often issues associated with quality of student's work disrupting production

targets.

Informal workplace or self employed:-
1. plentiful supply of workplaces- provides over 80% of Gambian employment;
2. readily available in rural areas;
3. cheap for the student to access in terms of fees and transport costs;
4. provides a working environment where there is no language or literacy issue;
5. not all competencies are carried out in the informal enterprise with usually limited access to modern technology and innovations;
6. not easy to develop the literacy skills associated with the trade in this workplace environment;
7. difficult to reinforce underpinning technical principles whilst working with a master craftsman;
8. the trainee does not develop modern entrepreneurial skills

The NTA's Attachment and Apprenticeship Policies between them will address the above issues, and provide a strategy for maximising the quality and number of work placements opportunities, particularly in the rural areas. This might be achieved by decentralising the systems.

Government, employers training providers and donor agencies need to appreciate the cost of practical skills training and resource it accordingly.
Resources are needed to assist training providers to develop curriculum, develop training materials, and provide equipment tools and consumables as well as training the trainers and assessors in modern learning methodologies.

Curricula and accreditation of training providers

There will be no external validation of curriculum for courses.

However to ensure that trainers have given some thought to how they are going to deliver their programme to cover all the knowledge and skill competencies within the standards, the training provider will make a simple plan of their programme, eg using the training plan template in annexe 5.

The training plan will be required by the NTA under GSQF quality systems.

The training plan can form a valuable self evaluation tool for the training provider's quality improvement programme and used as a topic for discussion during monitoring visits.

12.0 Assessment and certification

12.1   Introduction

Assessment is a structured process for gathering evidence and making judgements about an individual's performance in relation to registered national skill standards.

The major challenge for the GSQF assessment policy is to create a culture where qualifications are only awarded to those who have met the performance criteria set by the skill standards, so that the awards are valued and respected.

The majority of training at present in The Gambia is formal or informal initial

vocational education and training. The trainees need recognition of their training at the end of the training period to help them find employment. The GSQF reflects the skills acquired by

1. attending a training course that includes a limited period of on the job training through an attachment and or practical experience at the training institution or
2. working on the job for a number of years or;
3. a mixture of the above.

This means that the GSQF can only assess and reflect a candidate's theoretical and practical knowledge of the skill and the initial stages of practical skill acquisition. The true mastering of a skill often takes many years of practice to demonstrate the skill at the speed and quality of an experienced worker.

Assessment in performance based training focuses on the learner's ability to demonstrate applied knowledge and competence of the learning outcome. As many of the competences are practical in nature, it is inappropriate to have a traditional exam to accredit skills training, except at the higher levels. There needs to be practical instruments of assessment to ensure that the person can perform at the specified level of the unit standards.

For the general public to have confidence and respect in the GSQF awards; they need to know that the assessment procedures are quality assured. However by putting an emphasis on a tight and expensive assessment regime, the GSQF runs the risk of:
1. reducing the time available for skills development;
2. taking the focus away from the importance of learning for the sake of personal development;
3. putting less emphasis on raising the standards of the trainers;
4. leaving less opportunity for direct student feedback after assessment with its associated impact on positive learning
5. having inappropriate assessment instruments and processes to fit the individual needs of the learners;
6. making the qualifications too expensive for the intended client group.

The GSQF has to develop an assessment system that:
- has credibility, but does not over assess
- is easily accessible to all Gambians including those living in rural areas.

12.2   Organisation of the assessment process

Figure 4 shows the structural relationship between the candidates, employers, training providers, assessment administration centres, assessor verifiers and the awarding body and the NTA.

It is assumed that each training provider and employer has a trained and accredited **assessor-trainer** associated with their organisation to carry out the continuous assessment of the unit standards.

The **assessor-verifiers** act independently to the assessor-trainers and make the final decision as to whether a candidate has met the criteria necessary to gain a specified award. This assessor-verifier is trained and accredited by the NTA to:
- check the method of practical assessment,

- sample levels of performance against the performance criteria and scope of the unit standards and
- check the gathering of evidence.

This function will be explained in more detail in section 12.2.6.

The **candidate** shown in figure 4 is somebody wishing to be assessed directly without going through a formal training course or being presented formally through their employer. The individual candidate has the right to be formally assessed for the award or opt to undertake accreditation of prior experiential learning. Accreditation of prior experiential learning is a holistic process of assessment to determine if a mature candidate's competencies meet the wider purpose of a qualification and are in accordance with the *general* level, breadth and depth of the learning expected for the particular Gambian Skills Qualification or Unit Standard. This is explained more fully in section 13.0.
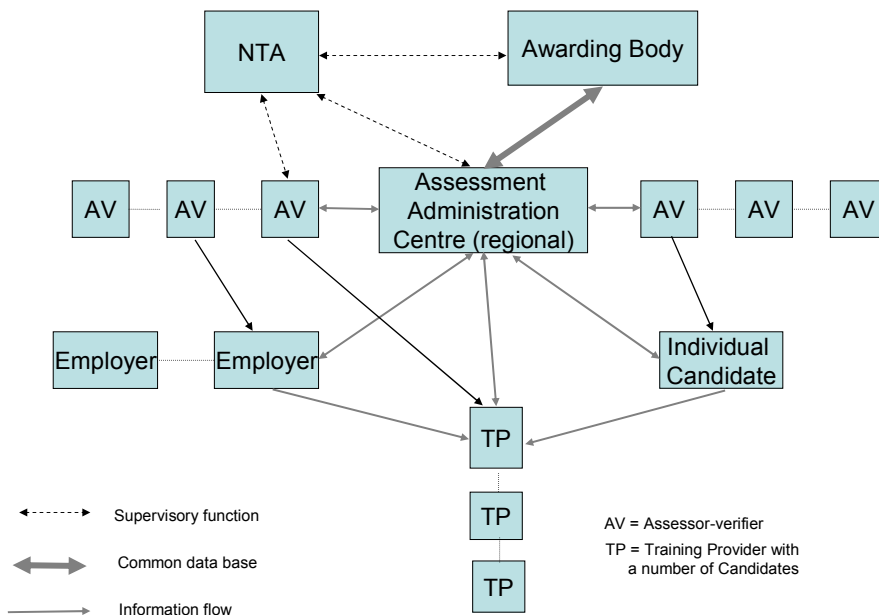
Figure 4   Information flow within the assessment process

The **training providers** will: training to 3rd party

1. for their own trainees be the local contact point for the assessment administrative centre
2. be responsible for facilitating and registering candidates and collecting the assessment fees
3. pass the registration details and a prearranged percentage of the fees onto the assessment administration centre, who will in turn pass them onto the awarding body
4. continuously assess trainees using their own instruments of assessment
5. keep assessment records and evidence
6. request a verification visit from the assessment administration centre in order to start the certification process for a group of candidates
7. advise any direct candidates wishing to be assessed (i.e. not their own trainees) how to contact their nearest assessment administration centre
8. make available their facilities for assessment purposes if required

The **assessment administration centres will be secure organisations** and responsible for:

1. registering candidates details and assessment results onto the awarding body database periodically

2. receiving and receipting fees from training providers or direct candidates
3. passing a percentage of the registration fees onto the awarding body
4. arranging verification visits to the training providers, place of employment or any appropriate location where assessment takes place
5. paying the verifier's fees for his or her visit
6. administering any formal written assessments that might take place for levels 3 and 4, under the direction of the awarding body
7. forwarding final assessment results to the awarding body no later than 2 weeks after the final assessment.
8. acting as a collection centre for results and qualification awards

The **awarding body** will be responsible for:
1. registering candidates details on the GSQ database
2. recording and maintaining the individuals' assessment results on the GSQ data base
3. organising boards for the setting of written assessments for level 3 and 4, if required; in conjunction with the standard panels involved–
   a. the board will consist of between 4 and 6 members of the standards panel (at least 2 trainers and 2 employers) , one assessor-verifier and one member from the awarding body
   b. the board will set written assessment papers – ideally through choosing questions from a bank of prewritten questions
   c. the board will create a marking scheme and set the date of the written assessment
   d. the awarding body will arrange for the marking of papers by assessor-verifiers
4. monitoring the administration of formal assessments through the assessment administration centres
5. posting the qualification results on the NTA website in a secure and protected manner certificating of full qualifications
6. certificating of qualifications and individual unit standards where they are taken as stand alone Unit Standards. The certificate is to include:

   a. NTA logo with "Making Skills Work" in a prominent position
   b. Gambia Skills Qualification
   c. serial number of certificate
   d. candidate's photograph
   e. Level and Title of the qualification
   f. list of the units achieved
   g. colour coding according to level as per table 3

7. couriering certificates to the local assessment administration centres
8. providing NTA with an annual assessment report covering such topics as:
   a. number of candidates registered for each qualification and unit and their success rates
   b. number and type of qualifications and units delivered per training provider
   c. number of employed candidates, non formal apprentices, individuals with less than 9 years schooling etc. upgrading their skills
   d. issues concerning administration of registration of candidates, fees, assessments, assessment results, certification etc.

The **NTA** will be responsible for:
1. registering and accrediting the training providers, assessor-trainers and

assessor-verifiers and licensing the assessment administration centres and the awarding body

2. training the assessor-trainers and assessor-verifiers
3. providing a register of assessor-trainers and assessor-verifiers
4. providing a register of unit standards and qualifications
5. providing a register of the standard panels and their membership
6. the overall quality assurance of the systems

12.3   The GSQF assessment policies

Assessment policies straddle between this document and the Quality Assurance Policy Document of the GSQF. Indeed this document just provides an introduction to assessment policy and further detail may be found in the Quality Assurance Policy and Guidelines for Assessment.

1. Accreditation of Training providers
Training providers must have at least one registered trained assessor-trainer for each accredited qualification. The assessor-trainer may be from a training provider or from industry. The trainer and assessor-trainer may be the same person, but the assessor-trainer cannot verify their own assessments.

 If the assessment administration centre, the assessor-verifier or the NTA find any irregularities with the assessment procedure then the NTA will have the power to cease the assessor-trainer's licence and the accreditation of the training provider and or assessment administration centre.

2. Register of assessor-trainers
The NTA will compile a transparent register of assessors ensuring that the person has:
1. a relevant industrial qualification one level higher than that being assessed or is recommended by the standards panel as being competent within the industry
2. been certified as a trained assessor[9] at level 1
3. has 3 months relevant industrial experience
4. has a clean police record

3. Register of assessor-verifiers
The NTA will compile a transparent register of external verifiers ensuring that the person has:
1. a relevant industrial qualification one level higher than that being assessed and preferably higher or is recommended by the standards panel as being competent within the industry
2. been certified as a trained assessor at level 2
3. has a clean police record
4. has at least 3 years relevant industrial experience

4. Informal formative assessment with clear, immediate and objective feedback
by the trainer is to form a key role in the assessment policy. It will determine when and if a candidate is ready to be formally assessed. This will promote higher standards of achievement.

---

[9] *the assessor / internal verifier training will be provided by the NTA and will be a one day training course followed by a practical assignment with feedback. The giving of feedback will be an important element on the course (see annex 6)*

5. Continuous assessment, most likely carried out by the trainer/assessor, will be the primary form of assessment for all GSQs.

6   Assessment and verification policy according to level

Assessment is a light touch at the lower levels, relying on the annual quality monitoring visit to ensure standards of assessment. At the higher levels where there is more credibility of the GSQs at stake, with trainees having to take more responsibility, the assessment regime becomes much tighter. This is illustrated in table 3.

Table 3

Level of qualification	Assessment evidence	Level of quality assurance
4 *White Certificate*	Internal with external written assessments (formal **and** project/practical assignment **or** portfolio)	Externally verified, NTA quality audit
3 *Green Certificate*	Internal with external written assessments (formal **and/or** project/practical assignment **or** portfolio) for full qualification	Externally verified, NTA quality audit
2 *Blue Certificate*	Internal and maybe some external verbal assessment for critical domains e.g .electrical regulations	Externally verified by assessor - trainer from the field, with NTA quality audit
1 *Red Certificate*	Internal	Verified by assessor / trainer appointed by assessment administration centre (maybe internal), NTA quality audit
Foundation *Pink Certificate*	Internal	Internal sample verification by another trainer/assessor, with NTA quality audit

At **foundation level** the training provider may identify another assessor-trainer to verify or check the assessment procedures and collection of evidence using a sampling process. This procedure should be done at the end of the course, whilst trainees are still available to demonstrate their skills. This person could be an assessor from another field within the institution.

At **level 1**, the assessment administration centre will appoint the assessor-trainer to verify the assessment procedures. This person may be internal or external to the training provider. This person could be an assessor from another field within the institution.

At **level 2**, the verifier must be external to the training provider, but be a trainer-assessor from within that field. If the standards panel deem safety an issue, then they might require at the qualification validation stage that the qualification be validated by an assessor-verifier eg electrician level 2

At **level 3 and 4**, the verifier must be external to the training provider and be an assessor-verifier from within the field

The function of the *verifier will be to:*

1. check the method of practical assessment to ensure that it is:
    - valid   - it actually assesses what it is meant to assess
    - reliable   - it is likely to produce consistent and repeatable results
    - fair   - it does not make unreasonable demands on students
    - useful   - it contributes to the learning process
2. sample levels of performance against the performance criteria and scope of elements
3. check the gathering of evidence
4. provide a report of the verification visit to the training provider and awarding body. (the awarding body will forward these reports to the Standards Panel and NTA)
5. act as a moderator of ideas between training providers working to raise national standards of training and assessment

7. **Assessment is to be designed into every course**, by:
    1. the training provider creating an assessment plan illustrating how and when unit assessment will take place on a course. This document will form part of the accreditation procedure. (see annexe 6);
    2. clear statements of expected performance criteria and range of application will be in every national skill standard;
    3. suggested instrument(s) of assessment for each competence will be written into every unit standard and be subject to validation;
    4. providing a statement of assessment for every qualification to ensure continuity across the training providers. In some qualifications where safety is critical e.g. electrical installation at level 2, this might incorporate a more formal external assessment of rules and regulations. If this is the case then there will be provision for the test to be taken verbally at level 2 and in some fields at level 3;
    5. proposed assessment evidence will be criteria against which qualifications are validated.

8. **A Guideline on assessment** will be developed in the future for the training of assessors and verifiers to ensure a national standard of assessment.

9. **Integrated assessment** will be promoted across the GSQF wherever possible. Integrative assessment is seen as an important mechanism to present evidence of applied competence.

Integrative assessment refers to:
- assessing a number of outcomes together or;
- assessing a number of unit standards together or
- assessing a number of assessment criteria together and
- using a combination of assessment methods and instruments for an outcome or outcomes
- collecting naturally occurring evidence from the workplace
- requiring evidence from other sources such as supervisor's reports, testimonials, portfolios of work previously done, logbooks etc.

10. **Assessment Administration**
    The training provider will be the local NTA contact for candidates. They will act on behalf of the NTA to administer the GSQF assessment system locally and link with the assessment administration centre and awarding body. The strategy is that the majority of the administration should be done on line and documents

stored electronically where possible.

11. **Monitoring and evaluation of assessment processes** is the responsibility of the NTA and will be a three pronged approach:

1. monitoring assessment processes and procedures as part of the accreditation of assessment administration centre visits by the quality department of the NTA.
2. evaluation of the external verifier reports.
3. creation an online discussion groups for each qualification, where issues and best assessment practice may be shared. This discussion forum can easily be created using Yahoo Groups or the NTA website and would include:
   - the standards officer from the NTA,
   - members of the Standards Panel,
   - trainers,
   - assessors and verifiers
   - awarding body representative.
   - other interested stakeholders

12. Funding of assessment

The NTA recognises the importance of the Key Skills to the human resource development of The Gambia. Effective life long learning of occupational skills cannot take place without a sound foundation of the Key Skills. The NTA will promote the learning of the Key Skills by using the Levy[10] to reduce the assessment fees for these units and ideally making them free within the skill areas prioritised by the NTA eg electrical installation, horticulture and hospitality.

The NTA recognises the need to split the assessment fee between any external assessors and verifiers, assessment administration centres and the awarding body. This fee policy still has to be fully developed.

13. Awarding Body

To give credence to the GSQF, the NTA would like to work in partnership with an independent awarding body. WAEC with its wealth of experience, in controlling and certificating qualifications, secure systems and high level of IT is an ideal candidate for this role. A memorandum of understanding will be negotiated between the NTA and the awarding body to clearly define each others role. It is anticipated that the awarding body will have a function as defined in section 12.2.

15. Appeal is the right of a candidate who is aggrieved by an assessment or other operational decision to appeal to the NTA in writing (email is acceptable).

1. Initially the candidate should appeal in writing to their assessment administration centre stating their grievance.
2. The appeal should be sent no longer than 2 weeks after receiving the aggrieved assessment results or the aggrieved operational decision.
3. The assessment administration centre should investigate the grievance and respond in writing to it within 2 weeks of its receipt. A copy of the response should be forwarded to the Quality Assurance Director of the NTA.
4. If the individual is not satisfied with the assessment administration centre's response they have the right to appeal directly to the Quality Assurance Director of the NTA within 2 weeks.
5. The NTA should investigate the matter and give a reasoned response to

---

[10] The money collected from companies employing 5 or more people.

the aggrieved individual within 2 weeks of first hearing of the grievance. This decision is final.

13.0 Accreditation of Prior Experiential Learning (APEL)

13.1   Introduction

The GSQF recognises the right to assessment on demand; where the normal standard assessment process is completed without the need to undergo any prior training. It is irrelevant whether an individual learnt through formal, informal or non-formal means. However the GSQF also recognises the need for *Accreditation of Prior Experiential Learning*

Accreditation of Prior Experiential Learning is the term used for the awarding of :

- Unit standards or
- Qualifications

on the basis of demonstrated learning that has occurred at some time in the past.

This learning may have come about as the result of a course, or self-directed study, or as the result of experience. The learning will still need to be holistically assessed against the wider purpose of the qualification and in accordance with the general level, breadth and depth of the learning expected for the particular Gambian Skills Qualification or Unit Standards and accredited accordingly.

Individuals who are likely to use prior learning are:
- unemployed people seeking recognition for past work or achievement, either for entry into courses or for career development purposes
- those seeking to "top up" an existing qualification (eg a previous certificate plus work experience may represent achievement of a GSQ)
- people who have left a programme before completion, wishing to count that learning towards another award.
- those with overseas qualifications wanting credits towards a Gambian Skills Qualification and in some instances a complete qualification

13.2 APEL Procedures

1. Candidates wishing to undertake APEL will:
   - Decide on the award they wish to be accredited for.
   - Register and pay the registration / assessment fees[11] for that award through an assessment administration centre.

2. All qualifications gained through APEL will have to be assessed and verified according to table 4.

Level	Assessment	Verification
4	Assessor-verifier for field	Standards Panel
3	Assessor-verifier for field	Assessor-verifier for field or SP
2	Assessor-verifier for field	Assessor-verifier for field or SP
1	Assessor-verifier for field	Assessor-verifier any
Foundation	Assessor-verifier any	Assessor-verifier any

Table 4   Assessment and verification procedures according to level

---

[11] The assessment fee for APEL will be at least double the standard assessment fees to reflect the assessor verifier's extra workload

The assessor's role is to assess if:
- the evidence is valid and reliable;
- the evidence is sufficient to demonstrate the achievements claimed;
- the evidence clearly indicates the candidate's personal efforts and attainments;
- that the achievements claimed are relevant to the named award;
- that the achievements are equivalent in depth and level to those reflected by successfully completing the qualifications / units for which equal credit is to be granted;
- that the achievements can be authenticated by external referees.

3. The assessor-verifier and candidate will have to agree in advance:
- appropriate means of assessment of applied competence:
  - o understanding of what and why something is done
  - o the ability to perform practically
  - o the ability to integrate performance with understanding

  in accordance with the general level, breadth and depth of the learning expected for the particular qualification or unit standards;
- evidence required for the above;
- basis upon which the evidence will be judged as appropriate;
- timescale for gathering of evidence
- date of final assessment interview

4. Examples of assessment instruments for experiential learning may include some of the following:
- an assessor's observation of practice
- oral assessment
- practice-based documentation and reports
- analytical evaluations of practice
- analysis of issues underlying practice
- analysis and evaluation of training undertaken for practice
- supporting statements from managers or supervisors in relation to practice
- taking formal written assessments
- video/audio tapes
- case studies

5. An appropriate format for the submission of evidence for accreditation would be:
- a statement of credit claimed
- a detailed curriculum vitae to provide a context for the claim
- a summary of the achievements (learning outcomes) claimed. Detailed evidence supporting each of those achievements that demonstrates critical reflection, knowledge and skills acquired and a process of and / or a capacity for professional development.

13.2   Benefits of APEL

Learners - It has the potential to widen access and enable a positive value to be placed on informal or non-formal learning. It can also be argued that it may serve as a vehicle for learners to integrate theory with practice, and for promoting reflective practice through the identification of learning from experience, and the application of this learning in changed practice.

Benefits to employers of APEL candidates include:

- a higher level of motivation and interest in aspects of practice on the part of the employee / trainee
- APEL may lead to an accelerated path to a qualification, and thus less time spent away from the workplace
- APEL may prove less costly than fees for taught qualifications
- the process of reflection on practice may lead to new ideas/developments within the workplace
- give opportunities for personal development to many employees, who up until now, have had no formal qualifications, but can do a job to the required standards
- APEL acts as a training needs analysis of their workforce. They will then ensure a quality workforce by providing training where there is a skill shortfall.

Benefits to training provider staff from supporting learners making APEL claims:

- the importance of issues in the work context is highlighted
- the APEL process encourages study to be relevant to work, life and personal development
- APEL claims are often made on the basis of recent experience, and therefore represent an up-to-date and dynamic interaction with the world of work for the trainer, often opening up industrial / training provider partnerships.

14.0 Transitional arrangements

14.1   Introduction

Ideally The Gambia should have standards panels working in all fields to develop new Gambian based qualifications. This is expensive and demands a high level of administration to support the exercise. On the other hand leaving the majority of the existing qualifications in the status quo, excludes many candidates because of the cost of foreign examination fees. There needs to be an interim strategy and arrangement.

14.2   Interim strategy

All training providers should be registered to ensure a basic standard of establishment.
Existing courses and qualifications may still be delivered at registered training providers, provided that:

- the training provider has been accredited for the courses.
- accreditation is based on the materials, tools, equipment, workshops and experienced trained staff within a training provider
- the appropriate level of key skill unit standards are delivered within a course where relevant eg numeracy in all courses and English in a hotel course
- the appropriate level of work skills unit standard is compulsory in all courses including ICT courses

Existing courses will not be automatically put into the GSQF even if they are written as outcome based qualifications[12]. The result would be to demotivate the training

---

[12] *This was done in South Africa and Scotland and the frameworks became overloaded and complex*

providers, lower the standard of some training and reduce the flexibility of training with limited national standards. New qualifications in The Gambia will be developed in a more organised and targeted approach.

Qualifications that meet the following criteria will become of high priority to incorporate into the GSQF:
- A field that has a high Gambian context eg horticulture
- Associated with economic development needs eg electrician, road maintenance
- Anticipated high take up within the informal private industrial sector (traditional apprenticeships)
- A skill shortage area
- A field where the majority of workers are foreign
- Existing qualifications take an unnecessary long time to train workers in
- Existing workers need exposure to new technologies and working methods
- Anticipated high take up within rural areas

Existing internationally accredited qualifications that have a combination of the following criteria:
- Internationally recognised
- A high volume of training takes place within The Gambia
- Meets the needs of Gambian industry
- Is within a high risk area ie where a poor standard of skills can do much damage eg accountancy or CISCO network administrator

will be of low priority to incorporate into the GSQF.

14.3 Interim arrangements

When new GSQF standards are developed to replace an existing recognised qualification, then the training provider would be expected to deliver a course based on those standards.

A group of training providers may organise a Standards Panel if they can include:
- at least 3 training providers
- at least 3 others including –
    - at least 2 employers
    - representatives from existing government and or industrial agencies or other trade organisations *if they exist*

and convince the NTA that the above panel meet the interests of the industry.

The qualifications developed through the above mechanism would be available to all training providers in The Gambia. Any new GSQs should be open to as many candidates as possible and recognition should be made of previous learning, eg exemptions should be given for appropriate passes in WAEC exams.

15.0 Strategy in Developing and Implementing the GSQF

15.1   Introduction

The GSQF is an empty framework and will not be deemed fully successful until trainees:
- Young people

- Employees including self employed and informal
- Long term unemployed
- Illiterate people

from urban and *rural districts* graduate from public and private training providers and industry in as many fields as possible, with GSQ qualification and unit certificates and contribute to the economy of The Gambia.

Funding, planning, training of trainers and hard work is needed to make the GSQF realisable, sustainable and effective in developing the human resources of The Gambia.

15.2   The influence of GSQF on other training policies

The GSQF, as defined in the National Training Authority Act of 2002, is a partial qualification framework encompassing all adult skills training including key skills[13].

The majority of skills training being carried out in The Gambia at present is done informally through informal apprenticeships, attachments, Community Skills Development and other donor project schemes. For the GSQF to be successful and sustainable it needs to form the main strategy for the:

- NTA Attachment policy
- NTA Apprenticeship policy
- Department of State for Education Adult Literacy policy
- national economic development project proposals by budgeting for HR development

This does not mean that existing work being carried out in these areas needs to be curtailed, but just that the policy and subsequent programmes need to be aligned with the GSQF policy.

A unified skills development policy is supported by the University of The Gambia Human Resource Development Report 2005. The report states that skills development should be the priority in helping to relieve poverty in The Gambia. The NTA needs to work in partnership with the National Authorising Office Support Unit and the Adult Literacy Agency to promote the implementation of the GSQF within future donor development projects.

If the GSQF is to successfully become a full national educational qualification framework for The Gambia, then this aim needs to be planned and implemented incrementally over a period of about 20 years[14] The initial step is to bring the technical subjects offered in the Gambian schools system into the GSQF. The time frame for this should be between 5 and 10 years.

Basic literacy strongly influences sustainable and progressive skills development. In rural Gambia, where illiteracy levels are high, the delivery of key skills to the informal and non-formal apprenticeship sector will form a priority area for the GSQF. To reflect its importance the literacy unit standards, being developed under the pilot project build upon best practice in the current existing adult literacy programmes.

---

[13] as advocated by the International Labour Organisation
[14] Michael Young

15.3 Unit Standards Development

The following activity is recommended in this area over the next year:
1. Restructuring of existing five panels into new Lead Bodies and Standards Panels
2. Create panel(s) for life skills and work skills
3. Based on training needs analysis, economic development projects and the criteria in section 14.2, invite other key sectors to develop the next priority areas, eg:
   - Construction: road construction [15]-
   - Construction: water - eg plumbers
   - Secretarial studies with a high content of specialist ICT users skills
   - Other agricultural sub-fields

15.4 Developing the wider GSQF

The following work needs to take place to create a functioning GSQF:

1. Develop and publish qualification and unit standard registers on the NTA website.
2. Create a memorandum of understanding with the proposed awarding body and license them in that role.
3. Register, train and accredit assessors-trainers and assessor-verifiers.
4. Design a training master plan to provide training for training provider managers, trainers and assessors on:
   a. GSQF induction seminars,
   b. managing the GSQF,
   c. developing partnerships with employers to create opportunities for attachments, to develop the institutions technical expertise to improve the standard of training and to provide key skill training for apprentices.
   d. aligning curriculum to the GSQF standards and the needs of the client
   e. training the trainer in skills to promote active learning
   f. assessor training at assessor-trainer and assessor-verifier levels
5. Assist training providers in transition to GSQF by offering training in ICT user skills and how to deliver GSQF key skills creatively.
6. Promote the piloting - assessing and issuing of GSQF awards within 6 months of the release of the award. Make any minor amendments to the standards necessary.
7. Target: 100 standards/12 qualifications during 2007 gradually increasing

15.5 Implementation of the GSQF

1. Develop an autonomously functioning Skills Development Fund similar to the Senegal Training Fund, financed by a proportion of the NTA Levy and other donor/government money. Regulate the fund by a board of directors under prescribed regulations to fund eg
 a. development of GSQF qualifications and unit standards
 b. institutions/employers to provide training on GSQF qualifications and unit standards
 c. training of trainers / assessor / TP managers
 d. independent adults accessing key skills training

2. Work to develop a partnership with a centre of excellence for delivering each new

---

[15] *recommended by Dr Touray NAOSU*

GSQF qualification eg:
   a. work with Hotel School, GTA and Industry to upgrade the Hotel School, including personnel and secure finance for this
   b. Work with GTTI and industry for a major upgrade of the motor mechanic and electrical workshops.
   c. Transform NAWEC Training Centre into an independent Electrical Training Centre
   d. Re-energise (and re-finance) Agricultural Services Extension Worker Scheme
3. Raise cost effectiveness of training by promoting shorter courses targeted at semi trained workers in particular sub-fields eg food safety and hygiene for the hospitality industry.
4. Promote varied delivery methods to address the training of the non initial vocational education / skills training audiences, particularly in the field of Key Skills.

15.6   Developing the NTA to support the GSQF

The NTA has to ensure that they have experienced personnel to support the following roles to implement the GSQF policy. Initially one person in each role is sufficient, but as the GSQF expands in the number of qualifications offered and their take up then the numbers supporting the GSQF will increase. Many of the roles will complement one another. All roles require self motivated staff.

Role	Function	Criteria for the role	Development objectives
Strategic Manager*	Planning and managing donor funds/projects	Manager Strategic thinker	To plan for and maximise funding to training in the Gambia To liaise with the GSQF Development Fund
Registration and Accreditation Specialist*	Registering and accrediting training providers	Diplomatic and organised	To monitor the training providers
Assessment Specialist	Working with the awarding body to ensure quality of assessment	Methodical and experience of training	To appoint, train and monitor the assessors and liaise with the awarding body and standards panel.
Public Relations and Information Manager	Promote the GSQF Internal knowledge management	Good communication and people skills Creative	Network with, lobby and sensitise external agencies, employers and the public to raise the awareness of GSQF. Internal information and knowledge management

Role	Function	Criteria for the role	Development objectives
Standards Development Specialist*:	Working with lead bodies to organise the development of the writing of standards	communicator with general knowledge and experience of working with private enterprise	To establish, train and develop LBs and SPs to develop qualifications and unit standards
Key Skills Specialist	Developing and implementing the Key Skills	Experience of training, particularly literacy skills - could be an employee of the literacy agency reporting to NTA one day a week.	Work in partnership with the Literacy agency to promote the delivery and GSQ certification of Key Skills in The Gambia
Standards Technical Specialist	Checking, filing and proof reading of standards to ensure conformance. Communicating with writers and tracking editions.	Excellent English, organised with good ICT skills	Review and proof read all qualification and standards publications before publication on the web. Chase standard writers to meet targets.
Training Consultant	Provide training courses as listed in implementation plan; assessor, training of trainers, management	Communicating skills Experience of active training methods	Planning and deliver training courses, identified in clause 4 of delivering the GSQF. Being the "learning" expert for the NTA.
ICT manager	Maintain a professional website and support system Support NTA staff.	Technical ICT skills	Administering the NTA web site and ICT link with awarding body
LMIS specialist	LMI surveys and analysis of them	Knowledge of economic surveys, statistics, analysis, interviewing and negotiating skills	To provide LMI from employment and demographic trends in The Gambia
Industrial Liaison Manager*	Promoting employer / training provider partnerships	Experience of training apprentices. Good negotiations skills. Entrepreneurial	To establish, train and develop links with employers, LBs and the training providers to develop attachments and apprenticeship schemes

Role	Function	Criteria for the role	Development objectives
Management Accountant*	Budgeting Auditing	Honest, Qualified accountant/auditor organised	Tracking the use of the donor and NTA money. Providing consultancy for the GSQF Development Fund
Administration / Personnel Manager	Managing the internal operation of the NTA to support the above	Managerial skills, organised People skills	Recruit the above personnel and provide support services for them

*   *These roles might form the senior management team.*

15.8   Regional Partnerships to implement the GSQF

Learn how to develop skills training by working in partnership with other countries from the sub region:

Luxembourg / The Gambia / Senegal: Attachment and informal apprenticeship schemes

Sengal: Developing funding mechanisms for training

Ghana   Assessor and verifier training from Mr Amphonso

Glossary of terms associated with the Gambia Skills Qualification Framework

Terminology used in the GSQF	Meaning
Access and equity	Strategies used to open vocational training to all individuals in the community, particularly focusing on those groups that have been traditionally under represented e.g. access by women and the disabled.
Accreditation of prior experiential learning	Formal recognition through robust assessment that learning has occurred, either in formal and/or informal contexts, and that it was effective. Where accredited learning is used to grant entry into a programme or course it is often referred to as **recognition of prior learning (RPL).**
Accredited	Permission for a training provider to offer specific *qualifications* following an assessment of their ability to offer the qualifications. The assessment includes resources and management.
Active learning	An educational approach in which individuals work in groups or individually to explore problems and acquire knowledge rather than passively receiving knowledge from an instructor
Appeal	The ability of an individual aggrieved by an assessment or other operational decision to appeal to the NTA in writing
Apprenticeship	Traditional method of acquiring skills[16]
Assessment	Identified methods that will be used to indicate whether or not a person has attained an outcome of learning. It is a process for collecting and interpreting evidence of ability or competence. It involves: • collecting evidence with regard to knowledge and skills of a person; • judging the usefulness of the evidence collected; • making decisions about what the evidence says about the knowledge and skills of a person. The assessor obtains from the unit standard a benchmark against which to make their decisions. Assessment may take place as and when the learner is ready. Where the interpretation of evidence is against transparent performance criteria, assessment can be referred to as **standards-based**.

---

[16] *Formal international apprenticeships do exist inside the National Water and Electricity Company, but over 90% of apprenticeships are informal*

Assessment instrument	Any tool used to establish a student's progress/achievement – this includes observation checklists of practical activities, tests, exams, projects etc.
Assessment administration centre (AAC)	A regional centre to manage assessment procedures within a district. An assessment administration centre must be registered by the NTA. It will link training providers, employers and individual candidates with registered assessor-trainers and assessor-verifiers and pass assessment results onto the awarding body.
Assessor	A trainer, employer or a person accredited by the NTA to gather and judge evidence of learners' competence and confirm their achievement.
Attitudes	Performance of skills or use of knowledge within the value system of the company and society.
Attribute	The quality belonging to or forming part of the nature of a person.
Audit	An **audit** is an evaluation of an organization, system, process, project or product to ensure it is financially sound and the management is effective.
Award	Conferment of a qualification or unit standard. The award would follow formal assessment processes and report the attainment of a meaningful and coherent cluster of outcomes or results of learning or training.
Competence	A precise measure of the skill required to perform a task to the required quality.
Competence-Based Training	A system of training that focuses on the ability to demonstrate a set of skills, knowledge and understanding within a set of relevant values and ethics (standards). Can also be referred to as **standards-based, skill-based, outcomes-based/expressed training.**
Course	A discrete component of learning or training pathway…that equips an individual with the knowledge, understanding, attitudes and habits relevant to the requirements for the award of a unit standard or qualification.
Credit	Value assigned to a unit standard or qualification that represents the notional learning time required to meet the performance requirements and standards of the unit standard or qualification. One credit equates to 10 hours of notional learning time.
Criteria	Established rules, standards or principles, on which a judgement is based.
Curriculum	Course of study offered by a training provider. Curriculum

	documents tend to be quite broad and general in what they say.
Entry requirements	The qualifications, knowledge, skills or experience required for entry to a training programme.
Equal opportunity	The avoidance of any form of discrimination that favours the education and training of a particular group of people, including factors based on gender, age, disability, special educational needs, social status, religion, ethnic background, sexual orientation and geographic location.
External verifier	Someone from outside a training provider who is brought into confirm that the standards applied in the *assessment* of learners meet the requirements of the GSQF and that the *qualifications* awarded to learners are justified.
Field Map	A chart indicating the qualifications needed to be developed at the different levels for a particular occupational area or field.
Formal learning	Learning that is largely directed by professional educators and trainers within dedicated learning organisations. **Informal Learning** has a less formal structure and sequence – and is usually outside of organisations that have education and training as their core business.
Framework	Collectively, refers to all nationally registered qualifications and their associated unit standards, the defined and logical relationships between them, and the integrated quality assurance processes that provide the basis for the accreditation of learning and the determination of equivalences of vocational qualifications.
Gambian Skills Qualifications Framework (GSQF)	An integrated system of nationally recognised qualifications and nationally endorsed standards for the recognition of vocational skills, knowledge and competencies.
Generic skills	In the GSQF these are known as key skills
Internal verifier	Any person within a training provider given responsibility for ensuring that all internal *assessments* are *valid, reliable, practicable* and *cost-effective*
Key skills	These represent a transferable, package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment and should act as a foundation for further learning as part of lifelong learning: Literacy in their mother tongue, English communication, work skills (health and safety, customer care, HIV / AIDS, team work, planning, sustainability and self development) life skills, business / entrepreneurial, numeracy and the use of information and communication technology. *See generic skills*.

Labour Market Information (LMI)	Information from employment and demographic trends in The Gambia used to inform and prioritise the need for training and the development of qualifications and unit standards.
Lead body	Formal bodies recognised as having rights, authority and reputation to represent the interests and views of key stakeholders in a specific occupational area or Field (standards panel represent a sub-field). Could include employed professional associations and regulatory boards. The National Training Authority Act 2003 authorises the NTA to establish lead bodies.
Learning outcomes	A *coherent* set of measurable results against which an individual's progress and achievement will be judged during or at the end of a process of learning, development or employment.
Level	A measure of the degree of complexity, learner autonomy and required range of achievement of the qualification. GSFQ has a Foundation Level plus four main levels.
Lifelong learning (LLL)	The principle that a person should have the opportunity, and be encouraged, to continue to develop their knowledge, skills and competence throughout their lifetime.
Learner-centred approach	A training/learning method that is shaped by the needs of the learner, and recognises and responds to learners as individuals. It is achieved when: • focus is on the learner's development, interests and needs; • learning builds on the learner's life experiences; • there is ongoing learning, in which the learner is an active participant; and there are many opportunities for talking, sharing and collaborating.
Mentoring	The continuous or periodic review of programme implementation by management to assess delivery, identify difficulties, ascertain problem areas and recommend remedial action.
NTA	The National Training Authority, established by the National Training Authority Act 2003.
Occupation specification	A description of what the occupation demands of the employee and the human skills that are required. It is a profile of the human characteristics needed by the person performing the job. These requirements include experience, training, education, and physical and mental characteristics.

Occupational field/ field	The entire set of work roles that require a similar combination of skills or competences if they are to be undertaken effectively
Occupational standards	Specifications of the *competences* and the level of performance associated with them, required for effective performance in a specific area of employment. These are known as the Unit Standards in the GSQF.
Occupational units	Descriptions of groups of *specialist competences* that an individual must be able to demonstrate as part of the requirements for gaining a *qualification*. Other requirements are key skill units.
Outcome	The element of a Unit Standard specifying the competence to be achieved for that component.
Performance criteria	Qualitative or quantitative descriptions of what the learner must be able to do that allow an objective judgement to be made about whether or not an individual has achieved a *learning outcome.*
Practicability	The quality or degree of a learning method or an assessment tool being applied within the existing resources, facilities and time.
Practical competence	The ability to perform manual tasks or physical actions in order to carry out work activities of the quality required in the workplace. The GSQF has a facility for individuals to obtain a Practical qualification – even if they do not understand theoretical aspects of the occupation.

See also *competence.* |
Programme	A plan of things to be done – a scheme of proceedings for a course of study. It is a structured pathway of learning or training leading to an award. Programmes can be of different lengths – i.e. there is no fixed time duration. One component of a curriculum that addresses an instructional (learning) area or course – e.g. welding, child care, electronics. ((ILO International Centre for Advanced Technical and Vocational Training (1987)).
Progression	Movement from a *qualification* at one *level* to one at a higher level or to another associated one at the same level. There should be clear routes providing opportunities for learners to continue to the highest level.
Project work	A substantial piece of work in which learners are required to carry out research, planning, problem solving and evaluation over a period of time. This can be used for teaching and learning, for *assessment* or as a combination of the two.
Qualification	An award given on successful completion of a course or

	programme. The award would follow formal assessment processes, and reports the attainment of a meaningful and coherent cluster of outcomes or results of learning or training.
Quality (in educational provision)	The delivery of a professional service in a consistent fashion to predefined standards and specifications that meets clients' wants and needs and provides value for money.
Quality assurance	The process of ensuring that established *quality* standards are being met.
Range or (scope) statement	Specifications of the environments, contexts or circumstances in which the learner must be able to demonstrate their achievement of the *performance criteria*.
Rationale	The justification and purpose of modules/programme. It normally indicates that a need has been identified and addressed by the curriculum.
Relevance	Being pertinent to the matter at hand or applicable to social issues.
Registered	The outcome of the process for a trainer / assessor, training provider and/or assessment administration centre to prove that he / she / it is sound robust and capable of doing what he / she / it set out to do, against set standards.
Reliability of assessment	The extent to which trainees with the same ability are given the same assessment result, or the degree to which a trainee receives the same results when assessed on different occasions, or by different assessors.
Resources	The human resources, financial resources or materials/equipment that will be required for successful training/learning.
Skill	The ability to do something, consistently, confidently and accurately.
Standards panel	Formal bodies recognised as representing the interests and views of key stakeholders in a specific occupational area or sub-field - responsible for developing qualifications. (lead bodies represent a field).
Training	The process of providing instructors, guidance and education by which an individual learns a new skill.
Training provider or training centre	An individual or organisation supplying training; includes schools, brigades, technical colleges, colleges of education, private training establishments, government training establishments, work based and work place training
Transferability	That the *qualifications* or *competences* are appropriate to workers carrying out similar tasks in other contexts, e.g. other countries, and that they are formally recognised in these

	other contexts.
Transparency	The quality of the system being open so that everybody concerned is fully aware of all aspects of delivery and can understand its operation.
Unit standard	A registered statement at a particular level of the outcomes for a particular part of an occupation or key skill; the type and quality of evidence that represents performance and the contexts in which that evidence should be demonstrated. A unit standard contains several outcomes.
Validation	The process of checking that a proposed standard satisfies the criteria for a *qualification*, including quality of design and meeting the needs of all stakeholders.
Validity	The extent to which assessment results correlate with what they are supposed to be measuring. The time period for which a Unit Standard applies after which it must be reviewed.
Verification	The process of confirming that something is true; in an educational context this applies particularly to the *assessment* of trainees
Workplace (formal)	Working in an organised company or formal institution
Workplace (non-formal or informal)	Working in a place where there are no systems eg a roadside garage

The meanings of the terms use definitions from a range of sources: European Training Foundation, UNESCO, ILO, the South African Qualification Authority, and the Botswana Training Authority and on line dictionaries.

Bibliography

South African Qualifications Authority (20004) *Criteria and Guidelines for the Implementation of the Recognition of Prior Learning*

Botswana Training Authority (2005) *Guidelines for developing Learning materials*

Botswana Training Authority (2004) *Guidelines for preparing curricula linked to unit standards*

Botswana Training Authority (2004) *Enhanced descriptors*

AQA, UK(2006) *National Qualifications Framework - Level descriptors*

References

Quality systems - accreditation and registration of institutions training of assessors etc. (TBD)

Enhanced level descriptors

Guidelines for writing Unit Standards

Qualification checklist

Assessment guide (TBD)

International Labour Office .2005 *In Focus Programme on Skills, Knowledge and Employability* Geneva Michael Young

United Nations (2005) Human Development Report for The Gambia

DoSE Ten Year Strategy 2007-2016

World Wide Junior Achievers http://www.ja.org/near/nations/africa.shtml

Junior Achievement of Africa (Sub-Saharan)

Address: D.T.D., Baatsonaa Accra, Ghana

Telephone: 233-21-701-1815 Fax: 1-309-439-8389

Annexe 1 ENHANCED LEVEL DESCRIPTORS

Foundation Level – [Gambian Skills Qualification Framework]

Initial skills -
"basic skills in English communication, life skills, numeracy and non occupational work skills with literacy in mother tongue as an option"

This level may be illustrated by characteristics such as**:**

Knowledge and understanding	Independence and creativity	Range and sophistication of practice	Roles taken in relation to others in field	*General Role*
Recall of some common information; Narrow range of cognitive skills; Wide range of underpinning skills related to a non specific vocational area; No generation of new ideas	Performs simple tasks to specified standards, with steps clearly taught and outlined by others whilst being carried out	Tasks learned and carried out are very limited in range and well defined; Tasks and activities are repeated at frequent and regular intervals; Simple set tasks are undertaken and completed to specified standards	Strict guidance, monitoring and support is applied; Direct observation by others in a senior role is very common	Basic preparatory key skill standards for people who have no key skills or exposure to work that It will enable the trainee to enter a level 1 qualification.

Literacy (own Language)	Numeracy	English	ICT & Technology	Team Skills	Problem solving	Communication	Entrepreneurship	Self Manage-ment	Work Ready
Foundation B Read and understand texts on familiar topics Read and obtain information from short documents or signs. Write very common words in short sentences *Foundation C* *Read and understand texts of one paragraph, skim read headings and scan text to locate information. Plan and draft writing, write and proof read short texts. Spell familiar words.*	+,-, x and / whole nos up to 20 Estimates litres, metres and kilogram quantities of under 5 to approx. 50% accuracy Reads numbers to 999. Tells the time. Uses money *+,-, x and / whole nos up to 100 Estimates litres, metres and kilos - up to 100 to approx. 50% accuracy Reads nos. to 9,999 Does money sums interprets simple charts*	Listening- very basic phrases and words re self, family and immediate concrete surroundings Spoken interaction – Can ask and reply to simple questions re above *Reading - familiar words and very simple sentences on notices.. Writing – can write a simple note Spoken production – use simple phrases re home and people*	. Switch on and off; start and close down PC Open and close word-processing application Basic keyboard skills (e.g. type a paragraph) Open, save, name and close a file Use a phone – fixed and mobile	Hold conversation with others; Relate constructively with others; Aware of impact and consequences of actions on others; Participate in 1:1 interview; Heed advice and instructions from others;	Solve problems related to simple and familiar tasks when there are very few options and limited consequence; Use prompted or rehearsed problem solving techniques; Solve practical problems within scope of daily routine at training centre	. Reports on an incident orally; Listen to and transmit instructions and information precisely. Listen and check that messages have been received correctly. Be positive when communicating, but not too familiar	Appreciates that waste of resources including time costs money. Thinks what the customer wants.	Careful of own and others property; Timely; Has all necessary materials to complete tasks;	Understand requirements and expectations as an employee, especially work ethic; Do not distract people who are working. Appreciate the significance of one's work within an employing organisation; Shows deference and respect to supervisors;

Level 1 – Gambian Skills Qualification Framework

"Broad based initial occupational skills with competence to perform a limited range of work activities whilst working under supervision."
Eg Trained worker **–**

This level may be illustrated by characteristics such as:

Knowledge and understanding	Independence and creativity	Range and sophistication of practice	Roles taken in relation to others in field	*General Role*
Recall of information common; Narrow range of cognitive skills; Wide range of underpinning skills related to generic and a specific vocational area; No generation of new ideas	Performs tasks to specified standards, with steps clearly taught and outlined by others before being carried out	Tasks learned and carried out are limited in range and well defined; Tasks and activities are repeated at frequent and regular intervals; Set tasks are undertaken and completed to specified standards	Strict guidance, monitoring and support is applied; Direct observation by others in a senior role is very common	Basic preparatory formal and / or informal standards for people who have had no previous exposure to work or skills related standards in a specific field

The **Practical Level 1** is defined as '*"Broad based initial occupational skills with competence to perform a limited range of work activities whilst working under supervision that do not involve the need for ICT or written procedures' i.e. omitting the ICT and English communication columns over the page.*"

Level 1

English communication	Numeracy	Problem solving	Team Skills	ICT & Technology	Communication	Entrepreneurship	Self Management	*Work Ready*
Listen and understand phrases with highest frequency vocabulary re areas of most immediate personal relevance. Spoken interaction - in simple and routine tasks re information on familiar topics and activities short social exchanges, Read and write short texts re above. Spoken production – can describe immediate personal concrete world .	Use standard units of measurement; Read and interpret information in tables; Solve problems using time and money; Solve problems using calculations with whole numbers and numbers in different forms; Use decimals and percentages, fractions, ratios, and proportion; Use of linear equations	Solve problems related to simple and familiar tasks when there are few options and limited consequences; Use prompted or rehearsed stated of problem solving; Solve problems within scope of work and responsibility	Hold conversation with others; Relate constructively with others; Aware of impact and consequences of actions on others; Make enquiries and complete practical transactions; Participate in 1:1 interview; Express own opinions; Heed advice and instructions from others; Participate in group discussions	Word process a business letter, including basic formatting, use of fonts, emboldening, underlining Send and receive simple email Maintain a simple address book Website look-up Understand and apply virus protection Load paper to printer; clear paper jams Answer telephone professionally, including hold/call-forwarding	Report on an incident orally; Tell a story to a specified audience in predictable situations Express own ideas in writing to the understanding of others	Explain the nature of accounting and business activities; Understand concepts of income source, costs, profit and loss; Analyse self for required entrepreneurial skills; Demonstrate understanding of core business practices and purposes	Careful of own and others property; Timely; Has all necessary materials to complete know and set tasks; Plans and manages personal use of alcohol and other drugs	Understand requirements and expectations as an employee, especially work ethic; Identify basic employment rights, responsibilities, and source of information and assistance; Appreciate the significance of one's work within an employing organisation; Shows deference and respect to supervisors;

Level 2 – Gambian Skills Qualification Framework

"competence to perform routine and some non-routine tasks under minimum guidance and supervision"
eg skilled worker

This level may be illustrated by characteristics such as:

Knowledge and understanding	Independence and creativity	Range and sophistication of practice	Roles taken in relation to others in field	General Role
Wide knowledge of general facts, theories and principles related to specific work roles and tasks in a vocational area; Uses readily available information and know solutions to problems faced	Some problem solving required, usually within know parameters and in situations encountered previously; Able to exercise imagination and take certain decisions on own	Defined and repetitive, with some non-repetitive tasks related to a set vocational area; A clear choice of routine responses	Emerging awareness of responsibility for resource use and quality of action	Specific occupational skills standards in an operational role

The **Practical Level 2** is defined as *'Competence to perform, with minimum guidance and supervision, routine jobs and some non-routine jobs that do not involve the need for ICT or written procedures '* i.e. omitting the ICT, numeracy and English communication columns over the page.

Level 2

English Communication	Numeracy	Problem solving	Team Skills	ICT & Technology	Communication	Entrepreneurship	Self Management	Work Ready
Can understand main points of daily speech, and TV. Can read routine texts referring to daily encounters Can engage in conversation on routine matters. Can give brief opinions and explanations to do with routine activities Can write personal letters describing experiences and impressions	Sketch and describe graphs; Use sequences and series to solve problems; Solve problems using lines and points; Use square roots; Calculates discounts	Demonstrate information search, access and selection skills; Organise, store and retrieve information and documents for own use; Independent decision making; Demonstrate problem solving where problems to be solved have greater range of potential solutions and ma involve consequences of note	Demonstrate 1:1 negotiation skills; Demonstrate knowledge of stress and ways of dealing with it; Describe ways of managing and coping with change; Able to be assertive in specified Situations; Participates in informal meetings; Initiates, consults and may influence others or actions	Word proc Tables , bullets Pagination Header and footer Columns Folders and file org Email, with attach, multiple addressees, Prepare a short presentation Simple/small spreadsheet Apply firewall Update firewall software Internet search for information The functions of a UPS and operate safely Basics of computer net.	Communicate information in a specified workplace; Communicate with people of other cultures; Communicate in an organisational context; Communicate using graphics	Interpret financial results for a club or society; Document business transactions; Operate business clerical systems; Prepare basic business plans; Demonstrate understanding of introductory management concepts	Manage own learning programmes; Apply own job-search skills; Demonstrate personal financial management; Operate a personal budget; Identify, using given criteria own strengths and weaknesses	Describe and explain emerging patters of work; Describe the role of unions; Practice accountability in the workplace; Seek changes to an employment agreement; Work independently for considerable periods of time

Level 3 – Gambian Skills Qualification Framework

"Competence to perform tasks associated with skilled jobs of routine and complex nature sometimes with potential for supervisory functions"
Eg team leader
This level may be illustrated by characteristics such as:

Knowledge and understanding	Independence and creativity	Range and sophistication of practice	Roles taken in relation to others in field	General Role
A range of well-developed skills are required and used alongside some relevant theoretical understanding of technical principles and processes for a specific vocational area; Significant choice available in organising approach to work tasks	Works with high degrees of independence; High degree of creativity and personal discretion and judgement involved; Use of imagination and needed in problem solving	Wide range of tasks and the integration of tasks, some of which will be non-repetitive and challenging in nature; Perform work to set standards and which may also require responses to situations and contexts not previously encountered	May involve the use of people and resource management skills, with responsibility for the actions of others and / or the planning and monitoring of the use or resources and materials; Demonstrate the functions of a supervisor – e.g., decision-making for self and on behalf of others, leadership, guidance and mentoring; Significant responsibility for quality and quality of outputs	Specific occupational standards at an advanced level but below higher education

The **Practical Level 3** is defined as '*Competence to perform tasks associated with skilled jobs of routine and complex nature, that do not involve the need for ICT or written procedures - i.e. omitting the numeracy, ICT and English communication columns over the page.*

Literacy	Numeracy	Problem solving	Team Skills	ICT & Technology	Communication	Entrepreneurship	Self Management	Work Ready
Read texts to research information; Write reports on a formal meeting; Write a substantial report on work processes and performance	Use algebraic formulae; Use equations and graphs to solve problems reflecting real and simulated situations; Solve problems using a combination of operations Read, interpret and draw graphs	Able to detect a problem related to work actions, analyse it, and derive a viable solution; Significant accountability taken for choice of option and outcome of solution; Make decisions on resource use and management	Respond to oral 1:1 complaints; Give and receive feedback; Able to appraise others usi9ng provided criteria; Give oral instructions in the workplace; Participate in groups to make decisions; Inspire others, lead and represent them	form design Create diagrams, manipulate pictures and photos Print labels Mail merge Create a simple (non-transactional) website Understand and explain bits, bytes and packets Update operating system and applications software by automatic downloads Understand and explain the functions of file server / mail server / print server	Present ideas and information orally to a specified audience in the workplace; Recognise and apply non-verbal communication techniques; Communicate effectively with colleagues as well as participating in management decisions; Interprets management decisions and initiates actioning them	Know the laws that apply to your occupation; Locate self in Gambia business environment; Identify business opportunities; Prepare a viable business plan; Interpret financial results for a partnership or small company; Recognise the need for budgeting and management control concepts; Produce preliminary assessments of small business enterprise opportunities	Manage own career development; Plans and manages own time; Organises and maintains own resource	Contribute to collective agreement negotiations as an employee; Identify, from an employee perspective, ways of dealing with employment relationship problems; Engenders harmony in the workplace through own actions; Demonstrate attitudes of self-drive and innovation

Level 4

"*Potential competence to perform management and analytical skills and / or specialist skills associated with jobs that are non routine*
Eg Middle Manager /Professional worker
This level may be illustrated by characteristics such as:

Knowledge and understanding	Independence and creativity	Range and sophistication of practice	Roles taken in relation to others in field	General Role
A range of well-developed technical skills are required and used alongside some relevant theoretical understanding of technical principles and processes for a specific vocational area; Significant choice available in organising approach to work tasks Aware of the nature and approximate scope of the area of study or work	Exercise autonomy and judgement within broad parameters; Use of imagination to foresee snags is needed in problem solving	Wide range of tasks and the integration of tasks, which will be non-repetitive and challenging in nature; Set standards of own work performance and work will require responses to situations and contexts not previously encountered	Will involve the use of people and resource management skills, with responsibility for the actions of others and / or the planning, monitoring and evaluating the use of resources and materials; Demonstrate the functions of a supervisor – e.g., decision-making for self and on behalf of others, leadership, guidance and mentoring; Significant responsibility for quantity and quality of outputs	Specific occupational standards at an advanced associate occupational level

Level 4

Literacy	Numeracy	Problem solving	Team Skills	ICT & Technology	Communication	Entrepreneurship	Self Management	Work Ready
Read texts to research information; Write reports of a formal meeting; Write a substantial report on work processes and performance evaluating, drawing conclusions and making suggestions for improvement	Apply statistics, charts, graphs etc. to make improvements to processes and procedures. Be able to read and appreciate complex data and charts concerning their occupational area	Able to predict a problem related to work actions, analyse it, and derive a viable solution; Take accountability for choice of option and outcome of solution; evaluate solution and make further adjustments as required. Make decisions on resource use and management in team problem solving	Give and receive feedback; Plan, carry out and evaluate a Team based project, so that you are: Able to appraise others using provided criteria; summarise situations and set team goals/instructions in the workplace; Participate in groups to make decisions; Inspire others, lead and represent them	Use occupational software to improve procedures and or processes within the organisation And to prepare a financial /business report	Makes an oral presentation to direct the improvement of work practices within a workplace; Able to negotiate in situations; Communicate effectively with colleagues as a manager; makes decisions; Interprets management decisions and initiates actioning them	Elementary understanding of business law; Do an international web search on your occupational area in Senegal/Europe; Identify business opportunities; Prepare a viable business plan; Interpret financial results for a partnership or small company; Recognise the need for budgeting and management control concepts; Produce assessments of small business enterprise opportunities	Manage own career development; Plans and manages own time; Organises and maintains own resources Is proactive within the workplace	Continuously thinks quality improvement in the work environment; Engenders harmony in the workplace through own actions; Demonstrate attitudes of self-drive and innovation Use quality tools/ procedures to improve systems and processes

Annexe 2 Fields of learning and their associated codes

Field Code	Fields	Sub-field Code	Scope of Coverage (Sub-fields)	Domain Code	Domains
A	Agriculture and Nature Conservation		Beekeeping Fisheries Forestry and related activities		e.g. under Fisheries: River fishing Sea fishing
		H	Horticulture Livestock Nature and Wildlife Conservation		
B	Business and Commerce		Administration Economics and Accounting Finance Human Resources Insurance and Banking Management Public Relations Marketing Purchasing and Procurement		
C	Culture, Arts and Crafts		Cultural Studies Dance Film, Television and Video Graphics Design Music Performing Arts Photography Sport Visual Arts		
E	Education and Training		Adult Learning Training Assistant Teacher Early Childhood Learning Lab Assistant Workshop Assistant		
M	Engineering and Manufacturing		Engineering and Related Design Fabrication and Extraction Equipment Maintenance Manufacturing and Assembly		E.g. under manufacturing: food processing,
		A	Automotive Engineering		
T	Textile		Garment Design and Manufacturing Tanning and Leather Manufacturing Batikking		
K	Key Skills		Communication		
		W	Work skill (including Self Management and Work Readiness, Problem Solving, Team Skills)		
		E	Entrepreneurship		
		B	Business skills		

		L	Literacy	
		E	English communication	
		N	Numeracy	
		X	Use of ICT	
F	Health & Social Services		Curative Health	
			Health Promotion and Development Services	
			Preventive Health	
			Rehabilitative Health	
H	Hospitality		Catering Gaming, Recreation and Leisure	
		H	Hotel	
			Travel and Tourism	
X	Information & Communication Technology		Communication Technology	
			Computer Systems	
			Network Support	
			Software Development and Support	
			Information Security	
			Information Technology	
			Telecommunications Technology	
O	Petroleum			
P	Planning and Construction		Building Construction Civil Engineering Construction	e.g. under wood construction and carpentry: boat building, roofing, joinery, etc
			Design and drafting	
			Construction Management	
		I	Electrical Installation	
			Electrical Infrastructure Construction	
			Physical Planning	
			Plumbing	
			Wood Construction and Carpentry	
S	Services		Consumer Services and Utilities	
			Law Enforcement	
			Operations and Logistics	
			Personal Care	
			Security	
			Transport	
			Wholesale and Retail	

Gambia Skills Qualification Framework
Qualification Specification

Practical Level in *(Name of Qualification - delete if not needed)*

Q-ABnn-I-06-1
n Credits

Month Year
Status

Note this qualifications template should be completed with reference to the Technical Specifications for the Registration of Qualifications on The Gambian Skills Qualifications Framework (GSQF)

Qualification Specification

Title: Level Qualification in	Practical YES / NO

Need for proposed qualification
- State the economic development need for the proposed qualification

- State any Labour Market Information available to support the proposed qualification

Entry Requirements
- Suggested entry qualifications, requirements or experience needed for successful completion of the qualification (*State none if applicable*)

Progression
- Suggested progression routes from the qualification to higher level qualifications

- Typical job roles/titles that graduands would enter on completion of the qualification

Qualification Map with proposed new qualification highlighted in bold.
Identify the 3 most important qualifications to develop and prioritise them.

Domains	Level 1 qualifications	Level 2 qualifications	Level 3 qualifications	Level 4 qualifications
Occupational mandatory skill units common across the field				

Example of completed map for the sub-field of motor mechanics – *note the map is on going, but initial decisions have been made and there is a basis of a development plan for the sub-field of motor mechanics.*

Domains	Level 1 qualifications	Level 2 qualifications	Level 3 qualifications	Level 4 qualifications
Mechanical	**Motor mechanics (Priority1)**	Motor mechanic **(Priority2)**	Motor mechanic **(Priority3)**	Service Manager
Electrical		Motor Electrician	Motor Electrician	
Refrigeration			Refrigeration	
Body work		Body work	Body work	
Sales/stores	Store Attendant	Store keeper	Purchaser / Logistics	
Plant	Plant Mechanic			
mandatory skill units common across the sub-field	None NB Vehicle covers buses, heavy goods and cars, but not plant			

Qualification is structured as below:

Qualification title				
List key skill unit standards	**Total of XX credits as listed:**			
	ID	**Title**	**Level**	**Credits**
	e.g.K01-2-06-1	*Numeracy*	*Entry2*	*4*
List mandatory occupational unit standards	**Total of XX credits as listed:**			
	ID	**Title**	**Level**	**Credits**
	e.g.H01-2-06-1	*Customer Care*	*1*	*4*
List core occupational unit standards	**Total of XX credits as listed:**			
	ID	**Title**	**Level**	**Credits**
	e.g.F01-2-06-1	First Aid	*1*	*4*
List optional unit standards to the total value of XX credits	**Total of X credits from list of XX below:**			
	ID	**Title**	**Level**	**Credits**
	and/or total of XX credits from list below:			
	e.g. 8 credits from the following list of unit standards and/or 4 credits from the following list of unit standards and/or etc.			
	and/or total of XX credits from list below:			
	etc.			

Repeat the above table for the practical qualification if there is one.

Purpose Statement

Give reasons why the occupational unit standards are structured with/without options and provide guidance notes for users of the qualifications if needed.

Special Arrangements

Any additional notes on assessment or suggested design of course, eg Integrated assessment, unit standards etc.

Transition arrangements

Reference Data	This section will be created by NTA
FM and QS checked by NTA: - name & date	:
Q structure checked by NTA:- name & date	
Validated:	NTA Technical Check:
NTA Board Approval:	No of Credits:
Date of next review:	

Annex 4   Validation Document
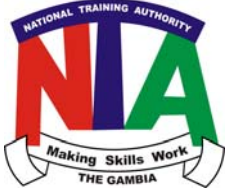
Validation Document for Registration of Gambian Skills Qualifications

Title of Qualification:	
Field	**Sub-Field**

Please submit the following documentation associated with the named qualification:

- *Completed Qualification Specification*   ☐

- *Associated new Unit Standards developed*   ☐

Validation of a: **New qualification** ☐   **Revised Qualification** ☐   **Unit** ☐

As a member of the validation panel for the above qualification, I agree that it meets all the criteria for a qualification specified in the GSQF policy document and the Unit Standards check list:

Panel Member	Representing	Signature
	NTA	

I, …………………..……………………………………………………… as Chairperson of the …………….…………………………………….……………..… ………………Validation Panel, representing the Standards Panel, agree with the above validation decision.

Signature:	Date:

Contact details:

Name:	
Postal Address:	
Phone:	Fax:
Email Address:	Mobile:

Annex 5 Training Plan

Name and address of Training
Provider…………………………………………………………………………………..

Training Group				Qualification			
Trainer in charge of group/individual				Contact details: tel. mobile email			
Typical background of group						Average number of hours training per week	Length of training course
Locations of training e.g. welding attachment (WA) or classroom ©							
Week number (or day if a short course)	Unit number	Outcomes	Practical (P) Theory (T) Project (Pr)	Locations code	Trainer's initials	Reflection and evaluation of the trainees learning experience. After every 2 or 3 training sessions decide and note what went well with the trainees' learning experience and what could be improved.(time for activity, learning aids/activity etc.)	

Curriculum Training Plan (continuation sheet)

Week number (or day if a short course)	Unit number	Outcomes	Practical (P) Theory (T) Project (Pr)	Locations code	Trainer's initials	Reflection and evaluation of the trainees learning experience. After every 2 or 3 training sessions decide and note what went well with the trainees' learning experience and what could be improved.(time for activity, learning aids/activity etc.)

Annex 6   Assessment Plan

Training Group			Qualification		
Assessor/Trainer in charge of group/individual			Contact details: tel. mobile email		
Typical background of group				Average number of hours training per week	Length of training course
Locations of training e.g. welding attachment (WA) or classroom ©					

Week number	Unit Number(s)	Assessment activity	Evaluation – did the activity provide the evidence for the performance criteria? What would you change next time?