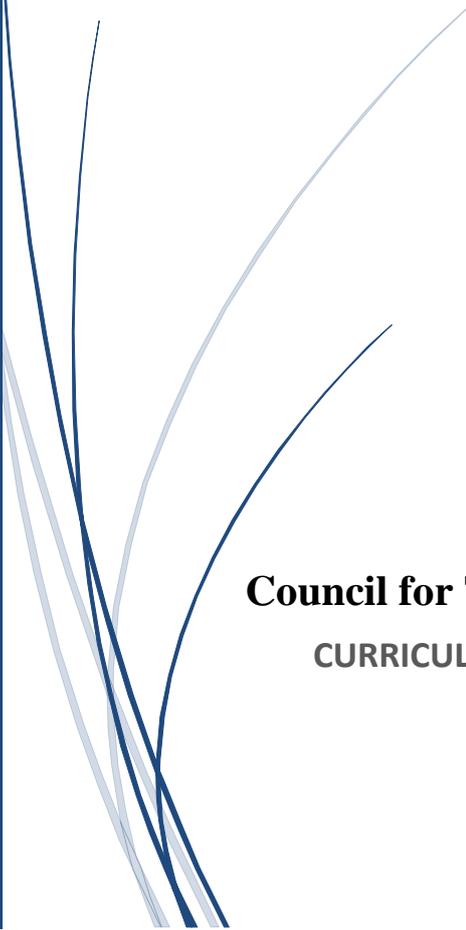




# **TVET GLOSSARY OF TERMS**



**Council for Technical Education and Vocational Training**

**CURRICULUM DEVELOPMENT AND EQUIVALENCY DIVISION**

2021





## **Council for Technical Education and Vocational Training**

**Sanothimi, Bhaktapur.**

### **FOREWORD**

Rapid economic growth is the commitment of Nepal's government which demands a mixture of skilled workers, tradesmen, technicians, technologists, engineers, and research and development scientists trained in areas linked with national development requirements as needed in the economy. Technical and Vocational Education and Training (TVET) being one of the factors of economic productivity plays important role in providing the knowledge and practical skills needed in the labor market and also empower people to improve the quality of their daily lives.

The Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 (2045 BS) is a national autonomous apex body of Technical and Vocational Education and Training (TVET) sector committed for the preparation of basic and middle level competent technical human resources required to the nation. It involves mainly in formulating policy, developing curricula, developing skill standards of various occupations and testing the skills of the examinees, conducting various research studies, conducting training needs assessment, administering examinations and providing certificates, and monitoring, evaluating and accrediting curricular programs. Therefore, the terms used in TVET sector are important and magnificent as they reveal significant meaning for common understanding.

The present glossary of terms on technical and vocational education and training is meant to promote communication and understanding. It is intended for researchers, experts and all those involved in improving the quality of learning curricula, learning providers and education and training systems. It does not represent an exhaustive inventory of the terminology used by specialists.

We hope this work will be useful for experts working on quality in education and training.

(Khagendra Prasad Adhikari)

Vice- Chair person, CTEVT

Date: December, 2020



## **Council for Technical Education and Vocational Training**

**Sanothimi, Bhaktapur.**

### **ACKNOWLEDGEMENT**

Realizing the need for unified structure for coordinating, developing and strengthening TVET in Nepal, the Technical Education and Vocational Training Act, 1989 (amended in 1993, 2006), established the Council for technical Education and Vocational Training (CTEVT). The main responsibilities of the Council were policy formulation, coordination among the TVET providers, and stakeholders, development and expansion of TVET institutions, and quality control and standardization of TVET in Nepal.

With the development and expansion of TVET new issues, challenges and opportunities are coming up. Among those issues and challenges common understanding of TVET terms is one of them. To address the TVET terms related issue and challenge, CTEVT SAKCHYAMTA Project, and CTEVT Curriculum Development and Equivalence division have jointly worked to prepare this TEVT Glossary of Terms.

This Glossary of the terms is one of the efforts of transformative actions in TVET ethno-history. This glossary contains the terms with scoping the functions of CTEVT and sector of TVET of Nepal and has been developed in collaboration with TVET Practical Partnership (a bilateral initiation between Government of Nepal and European Union) for which SAKCHYAMTA Project, has been working at CTEVT. Furthermore, this is an activity under the result outcome of curriculum development.

On behalf of CTEVT, I would like to thank all experts involved in preparation of this TVET Glossary of Terms. The contributions of Dr. T. N Sharma, Quality Assurance Expert of the project, Training Institute for Technical Instruction (TITI), DAKCHYATA Project under TVET practical partnership and entire team of SAKCHYAMTA projects are greatly appreciated. Similarly, editing taskforce constituted of Mr. Govinda Gajurel, former Member Secretary, CTEVT; Mr. Nir Bahadur Jirel, former Member Secretary, CTEVT; Mr. Bhoj Raj Neupane, founder Director, Curriculum Development Division, CTEVT, Mr. Mahesh Bhattarai, former Project Director, SAKCHYAMTA Project and Mr. Misterkant Mainali, Director, Curriculum Development and Equivalence Division, CTEVT deserves special praise for their valuable time and efforts in editing this TVET Glossary of Terms. I would also to like thank Ms. Ritu Acharya, Quality Assurance Officer, SAKCHYAMTA Project, CTEVT for coordinating and compiling tasks in preparing this document.

I hope this document will be useful to the TVET planners, TVET policy makers, TVET administrators, TVET program developers, TVET curriculum developers, TVET assessors, micro-small-medium entrepreneurs, TVET teachers, scholars, researchers and educationalist. We look forward to receiving valuable comments and constructive suggestions on improving this document from all concerns in the time ahead which will guide us to improve the TVET system on the whole.

(Puspa Raman Wagle, Ph.D.)

Member Secretary, CTEVT

Date: December, 2020

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## Contextual to TVET System in Nepal

Technical and Vocational Education and Training (TVET) is gaining popularity in Nepal in recent years. As a result, there has been massive expansion of TEVT institutions and provisions along with the diversification of programs. Expansion of TVET programs intensified after introduction of introduction of TVET in community schools as a separate stream. Growing expansion of TVET institutions and programs in recent years also raised the concerns of quality.

Quality assurance of TVET program implemented by fragmented TVET providers was one of the major mandates of CTEVT. The quality assurance of TVET programs becomes further important in the context of federalization. Presently, provincial and local government are also mandated for planning implementation and regulation in their territory. CTEVT has been adopting several strategies and launching several programs for avoiding duplication and redundancy and improve overall quality of TVET programs in Nepal.

## Glossary of Terms

### A

#### **Access**

Opportunity to enroll in TVET institutions, without unnecessary barriers or restrictions, in accordance with equitable and justifiable entry requirements in terms of demography and geography.

#### **Accountability**

Responsibility of TVET Organizations for the use of resources, decisions made and/or the results of the discharge of authority and official duties, including duties delegated to a subordinate unit or individual, as well as the obligation to demonstrate that work has been done in compliance with agreed-upon rules and standards and to report fairly and accurately on performance results vis-a-vis mandated roles and/ or plans.

#### **Accreditation**

Accreditation is a formal process to recognize an institution or person that is competent to carry out specific tasks. Accreditation of a trainer, a TVET institution to deliver TVET programs, an evaluator, internal or external monitors is the process of quality assurance documenting approval by the accrediting body, i.e. CTEVT, by having met predetermined criteria and accreditation standards. (General Definition)

#### **Accreditation (of programs)**

The quality assurance process by which the quality assurance body evaluates the quality of a specific education and training program in order to formally recognize it as having met the predetermined standards for accreditation. The result of this process is the awarding of a status for a limited time period.

#### **Accredited/Licensed assessor**

An individual who meets the required qualifications to be authorized by the National Skill Testing Board (NSTB) to assess whether a candidate possesses certain Competencies or all the competencies defined by an occupational qualification level.

#### **Achievement**

Performance verified by assessment of evidence.

#### **Action learning**

A team or group-based learning model in which the participants take action, often real action in their place of work, and then reflect on and learn from that experience.

#### **Act**

A statutory plan passed by parliament or any legislature which is a "bill" until enacted and becomes law. e.g. TVET ACT, 2045 (1989 AD).

### **Activity**

A specific action or process undertaken over a specific period of time by TVET Organizations to achieve results through which inputs and other types of resources are mobilized to produce specific outputs.

### **Adaptability**

The capacity of organizations and individuals to adapt new technologies, market conditions, environment and work patterns.

### **Adult learning principles**

A set of principles that addresses the way adults learn and which reflects their needs as adults in a learning environment.

### **Affective domain**

Affective domain involves skills which emphasize an attitude, feeling, interests, emotion, or degree of acceptance and rejection.

### **Andragogy**

Art and Science of helping adults learn following the principles of adult learning.

### **Alternance training**

Education or training alternating periods in a school or training center and in the workplace. The alternance scheme can take place on a daily, weekly, monthly or yearly basis depending on the country.

### **Appeal**

Urgent request for a reconsideration and possible reversal of a decision made.

### **Application/Application of the unit**

A part of a competency standard that provides an overview of a unit's purpose and content, setting out the possible practical application of the unit, its potential audience, its relationship to other units, and its relationship to any licensing, legislative, regulatory or certification requirements that may apply.

### **Applied competence**

The ability to put into practice in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification (applied competence encapsulates foundational, reflexive and practical competence)

### **Applied research**

A Research which is expected to lead to an improvement in current practices; it may address general issues or be client specific.

### **Apprentice**

A person who is undergoing training on the competencies for a specific job, profession or occupation at the work place focusing on acquiring the necessary skills. This often is the case in crafts and artisan professions, but is also part of dual training and TVET programs, which include work place experience. Apprenticeships are dominating in informal and non-formal vocational training contexts. TVET uses the term trainee for all participants of TVET programs. However, the term "apprentice" can be used where reality is correctly described.

### **Articulation**

The process of linking two or more qualifications into a sequential and integrated pathway so that individuals can progress from one qualification to the next in a continuum that provides an agreed and transparent portion of credit for achievement of the prior qualification/s in relation to the destination qualification.

### **ASK or KSA**

Knowledge, Skill and Attitude generally applied in TVET Training.

### **Aspects of competency**

The parts of a competency standard; for example, the elements, performance criteria, relevant foundation skills, and dimensions of competency. Also referred to as 'parts of the competency standards' and 'components of competency'.

### **Assessors**

Person trained in in Competency Based Education and Training following the assessment procedures, must be experienced in the occupation/subject area covered by the unit/s to be assessed and must be familiar with the award standards and documentation.

### **Assessment**

The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a TVET accredited course.

### **Assessment Center (AC)**

An establishment officially authorized by the NSTB to manage the assessment of candidates for certification.

### **Assessment context**

The environment in which the assessment of competency will be carried out. This may be the environment where the work is performed.

### **Assessment instrument**

An instrument developed by an assessor as part of formative or summative assessment activities.

### **Assessment of trainees**

Training results assessed, examined and recorded in diagnostic, formative and summative assessments.

### **Assessment plan**

The overall planning document for the assessment process which comprises a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organizational arrangements as well as physical and material resources and equipment, and other relevant information.

### **Assessment strategy**

A documented framework to guide and structure assessment arrangements for a VET qualification. In a learning and assessment pathway it is addressed as part of the learning strategy.

### **Assessment Tool (AT)**

An instrument to be used by the Assessor in the process of collecting evidences that will support his/her judgment of whether the candidate has possessed the competence/s required for the qualification level.

### **Attitude**

A behavior of the learner based on settled way of thinking, opinion or feeling about something.

### **Attractiveness of VET**

Capacity of vocational education and training to:

- encourage/Motivate/ attract individuals to choose vocational education and training;
- propose qualifications that open up career prospects.

### **Audit**

A systematic, independent and documented process for obtaining evidence to determine whether the activities and related outcomes of a training organization comply with the relevant regulatory standards.

### **Authenticity**

One of the rules of evidence, relates to ensuring that the evidence is from, or of, the candidate, not another person; i.e. the assessor needs to be satisfied that the evidence gathered is the candidate's own work.

### **Authority responsible for quality**

The power to decide about TVET quality, certify or approve TVET institution or program.

### **Award**

Official recognition of successful achievement through a certificate or license to practice.

## B

### **Baseline data**

Data collected before or at the start of an intervention that provides a basis for planning and/or assessing subsequent progress and impact.

### **Baseline year**

A selected reference year for which the data and information provide the basis for comparison with data and information for subsequent years.

### **Basic information and communication technology (ICT) skills**

The skills needed to use efficiently the basic functions of information and communication technologies (ICT).

### **Basic skills**

The skills and competences needed to function in contemporary society, e.g. listening, speaking, reading, writing and mathematics.

### **Benchmark**

A standard, against which processes and results are measured, compared and assessed.

### **Benefits of education and training**

Added value of education and training for individuals, the economy and society.

### **Best practice**

Methods, approaches and tools that have been demonstrated to be effective, useful and replicable.

### **Bias**

Anything that unduly influences the outcome of research results.

## C

### **Capability**

The ability of a person or TVET organization to achieve their objectives, especially in relation to overall mandate or mission.

### **Capacity**

The ability of individuals and TVET organizations to perform functions effectively, efficiently and in a sustainable manner.

### **Capacity building**

A process that encompasses the building of technical abilities, behaviors, relationships and values that enable individuals and TVET organizations to enhance their performance and to achieve their development objectives over time. It includes strengthening the processes, systems and rules that shape collective and individual behaviors and performance in all development endeavors as well as people's ability and willingness to play new developmental roles and to adapt to new demands and situations.

### **Career counseling**

A process which helps to understand the world of work in order to make career, educational, and life decisions.

### **Career path**

The sequence and variety of occupations which a person undertakes throughout a lifetime or the progression up an orderly hierarchy within an organization or profession.

### **Certificate**

“Certificate” means the level of qualification to diploma or equivalent.

### **Change management**

Structured and strategic approach to initiate and manage the change process in the structure or culture of an organization as well as in individual or team behavior and attitudes.

### **Characteristics of excellence**

Those organizational properties that can generally be considered as being prerequisites of excellent performance. These characteristics are included in the EFQM model (Fundamental Concepts of Excellence), for example.

### **CIPP**

An acronym for Context, Input, Process and Product. It is an evaluation model that requires the evaluation of context, input, process and product in judging a program's value.

### **Civil society**

A 'third sector' of society beside the State and the market, embracing institutions, groups and associations (either structured or informal), which may act as mediator between citizens and public authorities.

### **Client**

A person (learner/candidate) or an organization that uses or purchases training, research and/or assessment services.

### **Clustering**

The process of grouping competencies into combinations that have meaning and purpose for learning, assessment or work-related needs.

### **Coaching**

A technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in either a formal or informal process.

### **Cognitive domain**

Involves the development of mental skills and the acquisition of knowledge.

### **Coherence (of a system or program)**

The quality of logical and consistent relationship of the parts to the whole, so that the parts work together without contradiction or conflict to achieve the goals of the whole.

### **Comparability (of qualifications)**

The extent to which it is possible to establish equivalence between the level and content of formal qualifications (certificates or diplomas) at sectoral, regional, national or international levels.

### **Compensatory learning**

Learning intended to fill the gaps accumulated by individuals during compulsory education, mainly to enable them to take part in training.

### **Competence**

A set of observable and measurable knowledge, skills, behaviors and attitudes that contribute to enhanced employee performance.

### **Competence based assessment**

Assessment of evidence against pre-determined assessment criteria that the learner has acquired the competence required to complete a task successfully; or that the learner/trainee is not yet competent.

### **Competency**

Demonstrated ability (including knowledge, skills and attitudes) to perform a specific task successfully according to an established standard.

### **Competency area**

It is the duty that can be assessed and recognized and must be adhered to training and assessment to ensure consistency of outcomes. It also represents discrete workplace outcomes.

- One of the distinct major activities in an occupation
- Are general, not specific, statement of the work that is performed
- It must start with appropriate action verb
- Stand-alone (are meaningful without reference to job)

### **Competency based Curriculum**

A Competency Based Curriculum (CBC) is a framework or guide in the form of a course design, for a particular field or occupation. It is combination of series of modules that are developed based on National Competency Standards (NCS) with corresponding learning outcomes, assessment criteria, contents, learning conditions, instructional methodologies and assessment methods.

### **Competence based training**

An outcomes-oriented approach to technical vocational education and training, based on the competences that employers expect their employees to demonstrate, that is designed to enable the learner to demonstrate his/her ability to complete the specific tasks successfully.

### **Competency profile**

It is a curriculum framework with the list of the competency areas and sub-competency areas with associate competencies/tasks needed for analyzing task and designing curriculum for effectual training and learning process.

### **Competency standard**

The requirements for effective workplace performance in a discrete area of work, work function, activity or process that are used as the basis for defining learning outcomes and the benchmarks for assessment within the TVET sector.

### **Complaint procedure**

Standard procedure for expressing learners' dissatisfaction with a VET action or Management.

### **Compliance**

Conformity with regulatory requirements, contractual obligations or recognized quality standards.

### **Compulsory education**

The minimum legal standards and duration of obligatory schooling.

### **Condition**

General and special arrangements, provisions, requirements, specifications and standards that form part of an agreement or a task.

### **Conflict of interest**

A situation that has potential to undermine the impartiality of a person or institutions/Organization because of the possibility of a clash between the interests of different groups to which the person/ Organization belongs.

### **Conformity**

Fulfilment of a requirement.

### **Contextualization**

The addition of industry- or enterprise/organization-specific information to a unit of competency to tailor the standard to reflect the immediate operating context and thereby increase its relevance.

### **Context indicator**

Statistics or measure giving quantitative and/or qualitative information on the context of TVET, e.g. duration, diversity of learners' population, number of hours taught for each topic, quality of training of teachers and trainers, quality of curricula, etc.

### **Contingency management skills**

One of the dimensions of competency that involves the requirement to respond to irregularities and breakdowns in routine.

### **Continuing vocational education and training**

Education or training after initial education or entry into working life, aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development.

### **Continuous improvement**

An ongoing effort to improve products, services, or processes incrementally.

### **Core competencies**

These are main competencies required to perform professional jobs successfully at workplace in line with National Competency Standards (NCS) and job requirement.

### **Core Skills**

Set of generic skills, transferable across all occupational areas, which are incorporated into all program with mandatory learning units on communications, application of numbers and optional learning units on personal skills (working with others, and improving self-learning and performance), and problem-solving.

### **Corrective action**

Action to eliminate the cause of a detected non-conformity or other undesirable situation.

### **Cost-benefit analysis**

Comparative analysis of the costs and benefits of an education or training service or activity— and of the value of that service or activity – to select the most profitable solutions and thus maximize investments.

### **Course**

The program of instruction comprising a range of syllabus content areas that is aspiring trainees to acquire knowledge, work attitudes, skills and competences for employment (in formal or informal sectors.)

### **Course content**

A listing of all the tasks, terminal performance objectives, and enabling objectives (KSA) covered in a course.

### **Course design**

The title of the course and its description, qualification level and units of competency, course outcomes, course structure and competency analysis, assessment and instructional delivery, approach and the list of resources and qualifications of instructors.

### **Credit**

A measure of the volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification.

### **Credit accumulation**

The totaling of credits towards the completion of a qualification or a part-qualification.

### **Credit arrangements**

An endorsed component of training packages that specify details of existing credit arrangements between vocational and higher education qualifications.

### **Credit transfer**

The agreed value of the achievement or partial achievement of qualification when related to another qualification.

### **Criterion**

Principle or reference item used to assess, analyses or compare.

### **Criterion Reference Test (CRT)**

Criteria used to evaluate performance of a person.

### **Critical aspects of competence**

Tells the assessor what evidence is essential for successful performance.

It identifies the essential:

Productive evidence – completes workplace/service to specification

Knowledge evidence – things that must be known

Process evidence- Complies with industry practice and procedures

Complies with OH&S practice

### **CTEVT**

Abbreviation for Council for Technical Education and Vocational Training, an apex body of TVET under Ministry of Education, Science and Technology in Nepal.

### **Curriculum**

Statements of the pedagogical approach to be implemented; the knowledge and skills learners are expected to learn; details of the modules or units of the program; the learning activities; the resources required; the assessments used to evaluate student learning; the entry requirements and exit pathways of the learners/ trainees.

### **Curriculum developers**

A unit with the National Skills Testing Board (NSTB)/National Vocational Qualification Authority (NVQA) responsible for developing curricula that is required to cover the National Occupational Skill Standard (NOSS) requirement.

### **Curriculum development team**

This is a group of people representing industry, curriculum developers and teachers or trainers experienced in the field/industry organized to develop a curriculum. The team may work as a group or assign each member a part to accomplish at their own phase and time until the curriculum is developed.

### **Curriculum endorsement**

An act of official approval and certification of the validated curriculum for implementation.

### **Curriculum facilitator**

A trained curriculum developer who have completed Technical Instruction and Pedagogy training and undergone training on Competency Based Curriculum development. He/she should be a certified in DACUM facilitator.

### **Curriculum guide**

A document that contains information on purpose, descriptions, course structure, weightage, competencies, entry criteria, tools, materials, resources, teaching methods, evaluation system and level of certification to be used in a program

### **Curriculum validation**

It is a process of reviewing and verifying the developed curriculum by the Curriculum Validation Committee to authenticate that the curriculum is officially acceptable as per the validation criteria and recommend it for endorsement.

### **Customer focus**

Awareness and anticipation of customer needs and continuous improvement of operations based on their needs, expectations, feedback and suggestions for improvement. In addition to external customers, organizations also pay attention to their internal customers when developing their functions.

### **Customer**

An organization or a person that receives a product. \* In vocational education and training, customers are considered as being active participants, rather than just recipients of services. Key customers of an education and training organization include users of education and training services (students and working live organizations) and bodies purchasing and paying for education and training.

### **Customization**

The process of making or changing something according to the end user's specifications and needs.

### **Confidence interval**

The range (+and -) within which sample statistic is estimated to approach the true population parameter.

**Confidence level**

A level of sureness in research. It is expressed as a percentage and represents how often the true percentage of the population who would pick up the answer lies within with in the confidence interval of 95% which means you can be 95% certain.

**Correlation**

A statistical technique which can show whether and how strongly pairs of variables are related.

**Cross sectional study**

A study that compares different individuals to each other at the same time looks at the cross section of a population. The difference between those individuals can confound with the effect being explored.

## D

### **DACUM**

An acronym for Designing A Curriculum (DACUM). It is a job analysis tool and a method for identifying duties, task, knowledge and skills required to perform a particular job. In this process occupational experts in a particular trade or technology come to a workshop led by a trained facilitator to specify in detail the duties and tasks that successful workers must perform in their occupation.

### **Data**

Specific quantitative and qualitative facts, figures statements, ideas, suggestions that have been processed. See also “Information”.

### **Database**

An accumulation of data that has been systematically organized for easy access and analysis. Databases are usually computerized.

### **Delivery method**

Particular techniques used to teach, guide, facilitate and support the learning process.

### **Dependent variable**

The dependent or response variable is the variable behavior which is to be measured as a result of an experiment.

### **Descriptive research**

Data order to test hypothesis or to answer questions concerning the current status of the subject of study. A descriptive study determines and reports the way typical descriptive data are concerned with the assessment of attitudes, opinions, demographic information, conditions and procedures.

### **Descriptive statistics**

Descriptive statistics describes a set of known data in a clear and concise manner, as in terms of its means and variance, or diagrammatically, as by a histogram.

### **Descriptor**

Reference term that serves to describe or identify an item.

### **Design and development**

An activity to carry out design using appropriate tools and method to define and describe all important aspects of the project so that all that remains is the formal documentation of construction to develop a product.

### **Digital divide**

The gap between those who can access and use information and communication technologies (ICT) effectively, and those who cannot.

### **Digital literacy**

Ability to use information and communication technology (ICT) proficiently.

### **Dimensions of competency**

A part of the broad concept of competency which includes all aspects of work performance as represented by: task skills, task management skills, contingency management skills and job/role environment skills.

### **Direct observation**

An assessment method that involves opportunities to view real work/real-time activities in the workplace or work activities in a simulated workplace environment.

### **Discovery learning**

An inquiry-based, learning that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truth to be learned.

### **Distance learning**

A learner-centered learning process that is supported by the provision of learning resources and learning materials supplied by a trainer/facilitator who guides the learner through completion of the requirements to achieve the desired competency standards/learning outcomes.

### **Dropout**

Withdrawal from a teaching- learning program before its completion.

### **Dropout ratio**

A percentage of total number of persons who withdraw from the TVET program.

### **Dual training model**

A training modality that combines theoretical and practical trainings. In this modality, learning takes place alternately in two venues: the school or training center and the company, industry or workshop.

### **Duty**

An arbitrary or convenient grouping of similar or related tasks performed in an occupation.

## **E**

### **E-learning**

Learning processes that use available electronic media as the mode of delivery to provide flexible options that suit different client needs.

### **E-learning resources**

Any learning resource that is assisted by information and communication technology.

### **Education or training path**

Sum of learning sequences followed by an individual to acquire knowledge, skills or competences.

### **Education or training pathway**

Set of related education or training programs provided by schools, training centers, higher education institutions or TVET providers, that ease individuals' progression within or between activity sectors.

### **Education and training provider**

An authorized institution that may be local authority (municipality), a joint municipal authority, a registered association or a foundation authorized by the Ministry of Education, Science and Technology to provide vocational education and training. Vocational education and training may also be organized at a state-owned vocational institution.

### **Educational attainment**

Highest level of education or training completed by an individual.

### **Effectiveness**

A measure of the extent to which an intervention or process achieves its planned results. (outputs, outcomes and goals)

### **Efficiency**

Relationship between results achieved (output) and resources used (input).

### **Element**

A task used in the context of Technical Education and Vocational Training. Elements are the major functions and tasks that make up the competency.

### **Element of competency**

Part of the format of competency standards. Elements of competency are the basic building blocks of the unit of competency, specifying the critical outcomes to be achieved in demonstrating competence.

### **Employability skills**

Generic skills that describe employers' requirements for effective and successful participation in the workplace.

### **Employer**

A person or company that provides a job with wages or a salary to one or more people.

### **Endorsement**

The formal process of recognition of training packages undertaken by the relevant national endorsing body.

### **Engagement**

Interacting and communicating with a particular group or employer's organization leading to improved understanding and mutual benefit.

### **Enrolment**

The total number of students or trainees who have registered in a given course or program.

### **Enrolment capacity**

The maximum number of learners/trainees the provider may enroll in a program based on the nature of program, the area of the facilities and the number of equipped work stations available.

### **Enterprise**

A participating establishment that directly engages an apprentice based on an approved Apprenticeship/Learnership Program.

### **Entrepreneurship training**

A training scheme to develop persons for self-employment or for organizing, financing and/or managing an enterprise.

### **Entry Level Skills**

Entry level skills are those skills needed for the starting point in the employment market.

### **Entry requirement**

The minimum requirement of trainees to enroll for a course.

### **Essential technical knowledge**

The minimum knowledge (facts, concepts, principles and procedures) required to perform a task in a complete and accurate manner.

### **Ethnography**

Studies of groups and/or cultures over a period of time. The goal of this type of research is to comprehend the particular group/culture through observer immersion into the culture or group.

### **Equity**

Fairness or impartiality towards all concerned, based on the principles of even-handed dealing.

### **Equivalency**

The process of recognizing present competencies and giving credit towards additional qualification. Refers to equivalence between and within the qualifications which allows learners to accelerate the acquisition of qualifications within the same qualifications framework or can be used in facilitating international cross recognition.

### **Ethical**

The accepted principles of right and wrong, rules and standards for professional conduct or practice.

### **Evaluation**

A systematic and objective assessment involving systematic collection and analysis of qualitative and quantitative information of an on-going or completed -TVET project, program or policy. Evaluations are undertaken to

- (a) improve the performance of existing TVET interventions or policies,
- (b) assess their effects and impacts, and
- (c) inform decisions about future programming.

### **Evaluation questions**

A set of questions developed by the evaluator, sponsor, and/or other stakeholders, which define the issues the evaluation will investigate.

### **Evaluator**

A person who is qualified to assess institutional, program or trainer quality in TVET institutions from an external perspective. Evaluators can assess how well TVET institutions are performing and if they are complying with mandatory quality requirements. The evaluator is supporting external quality assurance and has similar functions as TVET quality assessors. Evaluators can be appointed by CTEVT as external quality assessors. In this case they work under a CTEVT appointed lead assessor. They also can support quality assurance in second party inter-institutional quality audits.

### **Evidence**

The substance of that which is advanced in support of a claim that something is true.

### **Expansion**

A program or faculty extension and addition in TVET

### **Experiential learning**

The process of learning through experience, and is more specifically defined as "learning through reflection on doing".

### **Expert**

A person with in-depth competence and a high level of knowledge or skill relating to a particular subject or activity.

### **Explanation**

The act or process of making something clear or easy to understand.

### **External evaluation**

Evaluation by specialists who are not employed by the organization responsible for the TVET intervention being evaluated, and have no personal, financial or other interest in the intervention being evaluated that could influence their judgment.

**External audit**

A systematic and independent review conducted by parties external to an organization in order to establish whether organizational operations are efficient, in line with objectives and suited to their purpose.

## F

### **Facilitation**

An instructional strategy to lead people through a process toward agreed-on objectives in a manner that encourages participation, ownership and productivity from all involved.

### **Facilitator**

Someone who helps to bring about an outcome (such as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision.

### **Fairness**

One of the principles of assessment. which requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure that candidate is fully informed of, participates in, and consents to, the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment provided.

### **Feedback**

Transmission of findings from the evaluation process to relevant parties. This may involve collection and dissemination of findings, conclusions, recommendations and lessons gained from experience.

### **Flexible learning**

An approach to VET that allows for the adoption of a range of learning approaches in a variety of learning environments to cater for differences in learning styles, learning interests and needs and variations in learning opportunities.

### **Findings**

Factual statements about an TVET intervention based on empirical evidence which are used to make judgements.

### **Formal learning**

Learning that occurs in an organized and structured environment (in a school/training center or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification.

### **Formative assessment**

A range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student attainment, or which are required for the purpose of a. fixed term (Semester, Year)

### **Foundation skills**

Foundation Skills are the non-technical skills that support participation in work, in adult education and training, and in the community.

### **Formative assessment**

Range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student's attainment, or which are required for the purpose of the fixed term (Semester, Year). It is to increase the quality.

### **Functional analysis**

The process of breaking down a whole job or task into its component pieces according to the different tasks performed in a job; NVQF (National Vocational Qualification Framework) competencies have been determined through the process of functional analysis.

### **Further training**

Short-term targeted training typically provided following initial vocational training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training.

## G

### **Gender equality**

Right to access and participate in education and every walk of life for all genders, as well as to benefit from gender sensitive educational environments, processes and achievements, while obtaining meaningful education outcomes that link education benefits with social and economic life.

### **Goal**

A broad statement of a desired, usually longer-term, outcome of an TVET intervention. Goals express general intervention intentions and help guide the development of an intervention. Each goal has a set of related, specific objectives that, if met, will collectively support the achievement of the stated goal.

### **Governance in education and training**

Engagement and participation of civil society in formulating, implementing and monitoring strategies for educational development.

### **Graduate**

A student/ trainee who has successfully completed the requirements set for a TVET program. Or a person who successfully finished his or her TVET program usually confirmed with the issuance of a recognized certificate.

### **Guidance and counselling**

A range of activities designed to help individuals take educational, vocational or personal decisions and carry them out before and after they enter the labor market.

## H

### **Hazard**

A source or situation with a potential for harm in terms of human injury or ill-health in reference to workplace health and safety

### **Hierarchy of control**

In reference to workplace health and safety: the preferred priority for risk control, emphasizing hazard elimination.

### **Hypothesis**

A statement involving two or more variables which are measurable or at least potentially measurable and specific the way in which these variables are related. Example: Persons of higher level of intelligence will be less hostile than those of the lower level of intelligence.

# I

## **Impact**

General term used to describe the effects of a program, policy or socioeconomic change. Impact can be positive or negative as well as foreseen or unforeseen.

## **Inclusivity**

A behavior that actively acknowledge, respect and build on individual differences and individual needs to create a positive and inclusive learning culture and environment.

## **Independent variable**

Independent variables are the factors whose effects are to be studied and manipulated in an experiment. The experimenter is free to choose their levels. Examples are aging time, rupees spent on advertising, assembly line number etc.

## **Indicator**

Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, reflect the changes connected to an intervention, or to help assess the performance of a development actor.

## **Individualized learning plan**

The plan developed between the trainer/facilitator and the individual learner, in a learning/facilitation relationship, to meet the individual's learning needs. This plan contains the learning goals to be achieved and the structure and logistics of the learning relationship.

## **Industrial tour**

It is a field trip to relevant industry around the country to gain the exposure to real work environment of a particular trade coordinated by respective institutes in close collaboration with industry.

## **Industrial training**

A mode of training period where the trainees are placed in the industry to supplement the deficiency of certain competency in the training institute.

## **Industry**

all the sectors of the economy or the community such as manufacturing firms, service shops, business establishments, government agencies, and NGOs that employ and produce the mid-level technical manpower that are trained by TVET institutions as well as colleges and universities and other training institutions.

## **Informal learning**

Learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.

## **Information and Communication Technology (ICT)**

Technology which provides for the electronic input, storage, retrieval, processing, transmission and dissemination of information.

### **Information and communication technology (ICT) skills**

The skills needed for efficient use of information and communication technologies (ICT).

### **Information management system**

A system in which defined data are collected, updated, processed, organized and communicated to authorized users for both operational and planning purposes.

### **Inputs**

The financial, human, material, technological and information resources necessary to produce the intended outputs of an TVET intervention.

### **Industrial Attachment**

A supervised practical experience that is the application of previously studied theory under the supervision of a member of teaching staff and a supervisor in the industry.

### **Initial vocational education and training**

Vocational education carried out in the initial education system, usually before entering working life.

### **In-service training**

Training and professional development of staff, often sponsored by the employer, and usually provided during normal working hours in a work environment

### **Institution**

An organization that promotes or offers technical and vocational education and training.

### **Institutional audit**

An improvement-orientated, external evaluation of institutional arrangements for assuring quality in teaching and learning, research and community engagement, based on self- and peer-evaluation.

### **Instructor**

A person who teaches in TVET sector.

### **Institutional assessment**

An assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module information in given unit of competency or clusters of competencies.

### **Instructional design**

The design and development of instructional materials and learning activities to meet learning needs.

### **Instructional materials**

An educational resource used to improve learner's knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and learning.

### **Instructional analysis**

The process of identifying all the instructional activities necessary for an instructor to teach and evaluate the learning of a task.

### **Integrated assessment**

An approach to assessment that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem-solving and demonstration of attitudes and ethics.

### **Integration**

An approach to education and training in which relevant components of the education and training system are not isolated, but rather related to each other to enhance learner access to the system, progression within the system, and lifelong learning.

### **Internal assessment**

Any assessment conducted by a provider, the outcomes of which count towards the achievement of a qualification.

### **IPO**

Stands for Input, Process and Output. The inputs represent the flow of data and materials into the process from the outside. The process includes all tasks required to effect a transformation of the inputs. The outputs are the data and materials flowing out of the transformation process.

### **ISCO code**

International Standard Classification of Occupation Code based on a four level hierarchically structured classification that considers all jobs in the world.

### **ISD**

Instructional Systems Design (ISD): model is an organized procedure that includes steps of analyzing, designing, developing, implementing and evaluating instruction to improve the quality and effectiveness of instruction and to enhance learning. It is mostly used in occupational curriculum development.

### **IT (Illustrated Talk)**

An instructional method used in presenting information using verbal and visual illustrations.

## J

### **Job**

A set of task and duties carried out, or meant to be carried out, by one person for a particular employer, or in self-employment.

### **Job analysis**

The process of examining a job in detail to identify its component tasks; the detail and approach may vary according to the purpose for which the job is being analyzed, e.g., training, equipment design, work layout.

### **Job description**

A detailed description that specifies the roles, responsibility and prerequisite of a job.

### **Job/role environment skills**

One of the dimensions of competency that involves demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.

### **Job incumbent**

An individual who is currently employed in an occupation.

### **Job placement**

Process of supporting individuals (students, unemployed people) to find jobs matching their skills.

### **Job specification**

A description of job performance standard of quality assurance.

### **Job title**

It is a name given to a post or occupation a person working in duty of an occupation

### **Judgment**

A conclusion or decision based on evaluation evidence.

## K

### **Key competencies**

Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry.

### **Key performance measure**

A set of measures used to monitor or evaluate the efficiency or effectiveness of a system, which may be used to demonstrate accountability and to identify areas for improvement.

### **Knowledge**

Conceptual and procedural forms of knowledge and the dispositions (the values and attitudes) that underpin them.

### **Know-how**

Practical knowledge or expertise.

### **Knowledge society / Knowledge-based society**

A society whose processes and practices are based on the production, distribution and use of knowledge.

## L

### **Labor market information**

A compilation of detailed statistical data on jobs, employers, sectors, current employment conditions and future trends.

### **Learner**

An inclusive term referring to anyone learning, including trainees at the TVET institute; student at school and college, interns and people enrolled non-formally and informally for particular qualification.

### **Learning**

An active process of acquisition of skills, knowledge and emotional dispositions that is influenced by external contributions, but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.

### **Learning-by-doing**

Learning acquired by repeated practice of a task, with or without prior instruction.

### **Learning and assessment pathway**

A pathway to achievement of competencies/qualifications involving participation in a structured and sequenced learning process that provides relevant learning experiences and which combines formative assessment and summative assessment to determine competence.

### **Learning guide**

A package of materials or a manual that shows the contents and visualization, sequential learning activities, objectives, projects and assignments for the learner to follow that will lead to the mastery of a task.

### **Learning domains**

A term used to collectively describe the cognitive, affective and psychomotor domains of learning.

### **Learning outcome(s) / learning attainments**

Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

### **Legislation**

Collection of laws, acts, directives, rules and regulations which has been promulgated (or "enacted") by a legislature.

### **Level descriptors**

A set of progressive statements assigned to each level of the NVQF (National Vocational Qualification Framework)/NQF (National Qualification Framework), that describe the complexity of acquired learning in terms of knowledge, skills and competence.

### **Level of qualification**

The term covers two aspects:

a) the level of attainment in education and training recognized in a qualification system or in a qualification framework;

*or*

b) the learning outcomes acquired through education and training, work experience or in informal/ non-formal settings.

### **License (for TVET providers)**

A license which attests that the provider has met the minimum standards for operating as a training provider, and is allowed to enroll learners. There are two types of licenses; 1) the license for a TVET institution to deliver registered and approved TVET programs or courses and 2) the license for trainers, assessors and verifiers. Licenses are confirming compliance with mandatory accreditation requirements leading to registration.

### **Lifelong learning**

The process of acquiring knowledge and/or skill throughout life via formal, informal and non-formal education and training, work and general life experience.

### **Life wide learning**

Learning, either formal, non-formal or informal, that takes place across the full range of life activities (personal, social or professional) and at any stage.

### **Labor Market Information System (LMIS)**

A system, mechanisms, or process for gathering, organizing, providing and analyzing information about the condition of the labor market, occupations, jobs, including key changes taking place within the employment, jobs and the occupations.

### **Logbook**

An official document that is used to record information on learning experienced by the learners attained during On-or Off-the-job training. Both the assessor and the trainee are required to sign in the log-books as competence is confirmed.

### **Log Frame**

Another name for Logical Framework, which is a planning tool consisting of a matrix which provides an overview of a project's goal, activities and anticipated results.

## M

### **Management**

The process of achieving objectives through dealing with people or controlling things. e.g. TVET Management System

### **Management Information System (MIS)**

A system, usually consisting of people, procedures, processes and a data bank (often computerized) that routinely gathers, interprets, processes and analyses quantitative and qualitative data and information against predetermined indicators to measure an E-TVET intervention and impact. It also informs decision-making for effective intervention implementation.

### **Manual**

A complete guide for learning or accomplishing a specific task, process, or procedure.

### **Manual work**

A work relating to or done physically.

### **Mapping**

An operation that associates each element of a given set (the domain) with one or more elements of a second set (the range).

The process of matching fields from multiple datasets into a schema, or centralized database.

### **Mastery learning**

A category of instructional methods which establishes a level of performance that all students must master before moving on to the next unit.

### **Measurement process**

Set of operations to determine the value of a quantity of job or operation.

### **Mentoring**

A technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in a formal, agreed and documented process between the mentor and mentee.

### **Method and context of assessment**

The consideration in determining methods of assessment to cover all aspects of the units of competence and establish consistency in performance.

### **Methodology**

Description of approaches and techniques, principles, practices, and procedures that are used in a particular study or activity.

### **Micro, Meso, Macro**

These are the level of analysis where a meso-level analysis indicates a population size that falls between the micro- and macro-levels, such as a community or an organization. However, meso-level may also refer to analyses that are specifically designed to reveal connections between micro- and macro-levels.

### **Mission**

A mission statement is a short statement of why an organization exists, what its overall goal is, identifying the goal of its operations. It includes identification of goals of operation too.

### **Mobile training**

A flexible approach to provide training via the internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs.

### **Mobility**

The ability of an individual to move and adapt to a new occupational environment.

### **Moderation of assessment**

Quality assurance processes which ensure that assessment tasks are valid in relation to the specific learning outcomes and assessment judgements are accurate, consistent and fair. Moderation usually includes pre-assessment and post-assessment procedures.

### **Module**

A learning segment with a specified educational or training purpose.

### **Monitor**

A monitor for the purposes of TVET QA (Technical and Vocational Education and Training, Quality Assurance) is a person who has the job of watching quality indicators or noticing deviations from quality standards set for TVET provision or risks of potential deviations. Monitors are continuously watching and checking the situation in particular TVET institutions for certain periods of time in order to draw conclusions about its performance and identify potential for improvements. Monitors are qualified to draft aggregated and analytical reports and participate in self-assessments.

### **Monitoring**

The Periodic tracking (for example, daily, weekly, monthly, and quarterly, annually) of any activity's progress by systematically gathering and analyzing data and information. The target audience/beneficiaries must be defined along with what we are doing, and whether our activities are being implemented as planned or not.

### **Mutual recognition**

A principle that underpins national standards for Registered Training Organizations.

## N

### **National Competency Standard (NCS)**

National Competency Standard (NCS) is a well-defined nationally recognized Vocational Qualification System that will help set a benchmark for the Technical and Vocational Education and Training (TVET) System in a country aligned to international best practices. It is like the National Occupational Skill Standard (NOSS) of CTEVT, Nepal. Competency Standards are used by professions and governments to define the qualifications required for professionals to practice in a profession or discipline.

### **National Occupational Skills Standards (NOSS)**

A performance specification expected from competent personnel to be qualified for a skill related profession.

### **National Skill Testing Board (NSTB)**

An autonomous body which introduces a system of occupational classification, development of skill standards, skill testing and certification.

### **Needs assessment**

The process of identifying the needs of the supra system, environment, community or village for the purpose of designing training program.

### **Nepal Vocational Qualifications System (NVQS)**

A pathway of progression from informal short courses to the formal TVET programs and equivalent general education system

### **New basic skills**

New skills that, combined with basic skills, are needed to function in contemporary society. New basic skills are information and communication technology (ICT) skills, foreign languages, technological culture, entrepreneurship and social skills.

### **Norm referencing**

Determining the candidate's rank or percentile with reference to the achievement of others, usually on a bell curve distribution of group scores. Norm referencing may be contrasted with criterion referencing.

### **Non-formal learning**

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification.

### **Norm-Referenced Test (NRT)**

A type of test, in which judgment is made on the basis of comparison in a predefined population, with respect to the trait being measured.

## O

### **Objective**

A specific desired result that a TVET intervention aims to achieve within a time frame and with available resources, and meets the criteria of being Specific, Measurable, Achievable, Realistic, and Time-phased (SMART).

### **Occupation analysis**

A process that systematically analyzes a job in terms of specific duties and tasks that competent workers must perform.

### **Occupation**

A set of jobs whose main tasks and duties are characterized by a high degree of similarity.

### **Occupation code**

A unique code for an NVQ occupation based on ISCO

### **Occupational Instructional Skills (OIS)**

An activity to develop the instructional materials like lesson plan, visuals and other necessary things to teach a skill by instructor after completion of OSU in the actual place.

### **Occupational license**

An official document which attests that the holder has demonstrated the competencies required for the occupation, as listed in the Occupational Standard, and is allowed to pursue the particular occupation.

### **Occupational Profile (OP)**

A graphic portrayal of all the duties and associated task statements important to workers in a given occupation. OP contains: duties, tasks, tool and equipment list, job entry requirements, occupation holder's characteristics, career paths and future concerns.

### **Occupational research**

A means of collecting data about a specific occupation in order to develop the content for an education or training program by observing the performance of an individual while actually on the job and interviewing him /her about the specific tasks he/she performs.

### **Occupational Skill Standard (OSS)**

Specify performance that people are expected to achieve in their occupation, and the knowledge and skills they need to perform effectively.

### **Occupational standards**

A statement of industry requirements for the occupation, including competences required in the workplace and performance criteria by which such competencies are judged.

### **Occupational Skill Upgrading (OSU)**

A program especially designed for instructors to upgrade their existing occupational skills and knowledge and proficiency by working in their trade specific workplaces like industries, workshops, technical vocational institutions and firms.

#### **Off-the-job training**

Technical or Vocational training undertaken away from the normal work situation. It is usually only part of a whole training program, in which it is combined with on-the-job training.

#### **On-the-job training**

Vocational training given in the normal work situation. It may constitute the whole training or be combined with off-the-job training.

#### **Open entry/Open exit**

An administrative device which allows the learner to enter a training program at virtually any time a space is available, and exit the program whenever the specific competencies have been achieved.

#### **Open learning**

Learning in which learners can acquire knowledge, know-how and/or skills and competences in their own time and (within specified limits) at their own pace.

#### **Operational plan**

A document drawn up for the purposes of implementing the organizational strategy and improving its quality, which covers specified performance targets, procedures, their timing and resources.

#### **Organizational training profile**

A document that sets out the areas of current and future training/development and training priorities linked to industry/organizational training needs analysis and reflecting of:

- workforce composition (occupational groups, formal education and training backgrounds, employment status, age, language and cultural backgrounds, and gender)
- industry trends
- organizational strategies, business plans and other relevant documents.

#### **Outsourcing of training/assessment services**

Partnering or contracting to another training/assessment organization to provide training/assessment services.

#### **Outcome**

A result or effect that is caused by or attributable to the TVET intervention or policy.

#### **Output**

Direct deliverable of an TVET intervention (for example, training workshops or sessions completed, persons served or reached, training materials developed or distributed).

## P

### **Packaging**

The process of grouping units of competency into combinations that are meaningful in the workplace and that receive recognition as an NQF qualification.

### **Pathway**

Indicate path to the students to move through qualification levels with full or partial recognition for the qualifications and/ or learning outcomes they already have.

### **Pathway of training**

Broad group of training programs that share the same main characteristics (e.g. duration, place of training, qualification level, etc.).

### **Peer learning**

Form of joint learning that improves the value of learner-learner interaction and results in various learning outcomes for all participants.

### **Peer review**

An external evaluation aiming to support quality assurance and improvement in the organization being reviewed. Such reviews are conducted by teams of peers. Peers – or ‘critical friends’ – are individuals who are external to the education and training organization, but who work in a similar environment and have specific professional expertise and knowledge of the subject being evaluated.

### **Performance**

The process of carrying out or accomplishing an action task or function according to specific criteria/standards/guidelines or the process of achieving results in accordance with stated goals or plans.

### **Performance assessment of education and training**

Interpretive analysis of the degree to which the objectives of education and training have been achieved. Performance can be assessed from the perspectives of efficiency, effectiveness and economy.

### **Performance agreement**

An agreement (contract) between two or more persons that defines the expected performance levels and any penalty that one may face if they do not meet the agreed standards. The elements of the performance agreement include mutual assent, offer, acceptance and considerations.

### **Performance check list**

A tool which evaluates the performance of a skill in terms of standard met or not met.

### **Performance criteria**

Component of competency standard (occupational skill) and a NVQF (National Vocational Qualification Framework) level descriptor which specifies the critical evidence for the purpose of assessment to ascertain that the individual has acquired and is able to do, to meet the requirement of particular competency unit.

### **Performance guide**

A collection of steps to perform a task of occupation with standards or norms.

### **Performance standard**

A set-fourth of criteria of performance result that can accept by the expert.

### **Performance test**

A means to evaluate ability of performing an assigned task/s.

### **Physical ambience**

Setting of tools, equipment and materials in lab, workshop and class room.

### **Policies**

A set of policies are principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible. e.g. TVET Policy, 2012

### **Polytechnic**

An institute affiliated to produce multi-disciplinary technical work force.

### **Population**

The total number of persons meeting certain conditions (for example, living in a certain area). In research it implies all elements within a given group like people, objects, or organizations about which information is required, normally expressed as “N”.

### **Placement opportunity**

Any opportunity for work or learning that could be offered to an individual and includes a vacancy for employment, an opportunity for self-employment, a learning program and/or community service.

### **Post-compulsory education**

Education followed by an individual after the minimum legal school-leaving age.

### **Practical competence**

The demonstrated ability to perform a set of tasks and actions in authentic contexts.

### **Prior learning**

The knowledge, know-how and/or competences acquired through previous training or experience.

### **Procedure**

Specified way to carry out an activity or process.

**Process**

Set of interrelated or interacting activities which transform input into output.

**Profession**

Occupation a person adopts following ethical standards.

**Professional development**

The process of extending and maintaining knowledge, skill and expertise in a particular profession or occupation through ongoing learning. Professional development needs are determined from the perspective of a individual and their lifelong learning and career needs, whether or not this is immediately relevant to organizational objectives.

**Proficiency**

An ability to comprehend and perform a task at given standard.

**Program**

A program leading to a full qualification and an award (certificate of competence) in TVET.

**Provisional**

Temporary, subject to conditions or requirements being met; subject to later alteration.

**Psychomotor domain**

Involves skills which emphasize the handling of tools or materials.

**Public Private Partnership (PPP)**

An approach in investment to provide TVET by partnership of both government sector and private developers.

## Q

### **Qualification**

A recognized award registered on the NVQF, which is defined by a NVQF qualification descriptor, and attests to the achievement of a body of knowledge and skills; and signifies a level of competence and ability to perform particular tasks and progress to the next level of learning.

### **Qualification award**

The formal acknowledgement and achievement of the stated learning outcomes for a qualification by the relevant authority.

### **Qualification code**

A unique code that identifies an NVQ including the skill level.

### **Qualification framework**

Instrument for development and classification of qualifications (at national or sectoral levels) according to a set of criteria (such as using descriptors) applicable to specified levels of learning outcomes.

### **Qualification system**

All activities related to recognition of learning outcomes and other mechanisms that link education and training to the labor market and civil society.

### **Qualitative research**

Empirical research in which the researcher explores relationship using textual rather than quantitative data. Case study, observation, and ethnography are considered forms of qualitative research.

### **Quality**

The set of essential properties and characteristics that a product, process, service and procedure must have to comply with the agreed measurement.

### **Quality assurance**

Planned and systematic processes concerned with assessing and improving the merit or worth of a TVET intervention or its compliance with given standards.

### **Quality audit**

The QA mechanism TVET applies to assess the compliance of TVET institutions with mandatory quality requirements for the purposes of registration, accreditation and licensing of TVET institutions and programs/courses. Quality Audits assess the capacity of TVET institutions to deliver registered and approved TVET programs and courses. Quality Audit includes on-site visit and collection of evidence.

### **Quality control**

Operational techniques and activities used to fulfil requirements for quality assurance.

### **Quality loop**

Conceptual model of interacting activities that influence quality at various stages ranging from identification of needs to assessment of whether these needs have been satisfied.

### **Quantitative research**

Empirical research in which the researcher expresses relationship using numerical data. A survey is generally considered a form of qualitative research.

### **Quality management**

The set of management activities and procedures that together determine the quality policy of a TVET provider or sector and its implementation. The main instrument of a quality management system is quality planning, quality assurance and quality improvement.

### **Quality Management System (QMS)**

The Quality Management System (QMS) is a part of the TVET institution 's management system. It focuses on the achievements of results in relation to the quality objectives of that TVET institution. It supports the TVET institution to satisfy the needs, expectations and requirements of trainees, employers and regulators.

### **Quality manual**

Document stating the quality policy and describing the quality system.

### **Quality prerequisites**

Knowledge and know-how required to follow effectively a training unit or complete training course.

### **Quality standard**

Represents an agreed level of service a TVET provider performance that should meet each and every time.

### **Quality system**

Organizational structure, procedures, processes, and resources needed to implement quality management. The quality system provides the framework for planning, implementing, and assessing services provided for carrying out required quality assurance and quality control.

## R

### **Range of variables**

The part of a unit of competency which specifies the range of contexts and conditions to which the performance criteria apply.

### **Reasonable adjustment**

The process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed through any equity requirements. The determination of 'reasonableness' requires judgement that must take into account the impact on the organization and the need to maintain the integrity of the unit of competency.

### **Reassessment**

An assessment activity initiated as a result of an appeal against the outcome of a previous assessment.

### **Recognition**

The process of acknowledging that a body or persons has met the required standards.

### **Recognition of learning outcomes**

Formal recognition: process of granting official status to knowledge, skills and competences either through:

- Validation of learning;
- Grant of equivalence, credit units or waivers;
- Award of qualifications (certificates, diploma or titles).

*and/or*

- Social recognition: acknowledgement of value of knowledge, skills and/or competences by economic and social stakeholders.

### **Recognition of Current Competence (RCC)**

The recognition of current capabilities of an individual who has previously successfully completed the requirements for a unit/s of competence and is now required to be reassessed to ensure that the competence is being maintained.

### **Recognition of Prior Learning (RPL)**

An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which individual has achieved the required learning outcome or competency outcomes, or standards, for entry to partial or total completion of, a qualification.

### **Recognized training**

Training conducted in accordance with the requirements of the set standards.

### **Recommendation**

Proposals based on findings and conclusions that are aimed at enhancing the effectiveness, quality, or efficiency of a TVET intervention.

### **Records of assessment**

The recorded information relating to the assessment process and the assessment outcomes of candidates that is stored and retained by the organization responsible for issuing the nationally recognized Statements of Attainment or qualifications.

### **Registration**

A formal recognition following a formal evaluation of a registration application against a set of registration criteria a training institution that has been found eligible for registration by CTEVT or authorized body

### **Relevance**

The quality or state of being closely connected or appropriate.

### **Reliability**

One of the principles of assessment that refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.

In research: the extent to which a measure, procedure or instrument yields the same results on repeated trials.

### **Requirement**

Constraints, demands, necessities, need or parameters that must be met or satisfied, usually within a certain time frame.

### **Research**

A systematic investigation or activity which contributes to the gain of the knowledge of education and training to application of new knowledge for correcting the present mistakes, removing existing misconceptions and adding new learning and solving the problem.

### **Resource implications**

This section identifies the resources needed for the successful performance of the work activity described in the unit of competence.

### **Result management**

A tool for monitoring and managing the implementation of strategy favored particularly by organizations and agencies.

### **Retraining**

Training enabling individuals to access either an occupation requiring skills other than those for which they were prepared originally, or new professional activities.

### **Risk management**

The systematic application of management policies, procedures and practices to the tasks of identifying, analyzing, evaluating, treating and monitoring risk or uncertainty with respect to organizational or training-related objectives.

### **Rules of evidence**

Closely related to the assessment principles, that provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

## S

### **Sample**

Samples are representatives of groups of people (population) from whom results will be generalized or transferred.

#### **Sample types**

- Random sampling: Process used in research draw a sample of population strictly by chance, yielding no discernible pattern beyond chance.
- Quota sampling: Selection of units from the population that has been segmented mutually exclusive sub-groups based on a specified proportion of sample units from each segment.
- Stratified sampling: Segmenting a population into mutually exclusive subgroups or strata and then randomly selected unit from each sub-group.

#### **Sanctions**

A penalty for non-compliance with requirements, regulations or standards; coercive action taken to enforce adherence to regulations or standards.

#### **Sector**

A cluster of interrelated and similar nature of occupations. The sector can be further clustered in subsectors.

#### **Sectors Skill Committee (SSC)**

A steering committee appointed by the NSTB/NVQA. This committee comprises of representatives from the sectors of the economy such as professional associations, industries/private sector, subject expert and NSTB/NVQA,

- The committee members have high level of experiences and technical expertise in the conduct of due diligence on the implementation of the TVET Programs and the National Assessment/Testing Skills.
- They will evaluate and provide guidance to the NSTB/NVQA based on the submitted output by the TC.
- Approve an occupation to develop CS and indorse CS developed by TC.

#### **Scope of registration**

Training organizations are registered for a defined scope that identifies the particular services and products that can be provided

#### **Self-evaluation**

An evaluation by those who are administering or participating in a TVET development intervention in the field or those who are entrusted with the design and delivery of a TVET development intervention.

#### **Self-paced Learning**

Learning undertaken at an individual's or group's own pace or ability to absorb/acquire skills and knowledge.

### **Short course**

A short learning program through which a learner may or may not be awarded credits towards a qualification depending upon the purpose of the program but will be able to learn or perform certain skills.

### **Simulation**

A form of evidence-gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations (such as in the use of flight simulators), through to the creation of role-plays based on workplace scenarios, and the reconstruction of a business situation on a spreadsheet.

### **Skill**

An ability to perform a particular activity, which may be developed by training or practice, and which may be intellectual, manual, motor, perceptual or social. Specified skills are identified as part of each competency standard, and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.

### **Skills audit**

Analysis of knowledge, skills and competences of an individual, including their aptitudes and motivations to define a career project and/or plan professional reorientation or training project.

### **Skill needs**

Demand for particular types of skills, competences or qualifications on the labor market.

### **Skill set**

A non-endorsed component of a training package. Skill sets are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement.

### **Skill test**

The corresponding performance test based on the occupational skill standard which must be demonstrated by every individual to obtain a “NATIONAL SKILL CERTIFICATE” indicating that the certificate holder meets the requirements of a trade/occupation.

### **SMART objectives**

Mnemonic used in management to help setting objectives which are:

- Specific: precise about what is going to be achieved;
- Measurable: with quantified objectives;
- Achievable;
- Realistic: are the necessary resources available;
- Timed: within manageable timing.

### **Social dialogue**

A process of exchange between social partners to promote consultation, dialogue and collective bargaining.

**Social inclusion**

The integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. Social inclusion is fundamentally rooted in labor market or economic inclusion.

**Social partners**

Employers' associations and trade unions forming the two sides of (bipartite) social dialogue.

**Soft skill**

Personal attributes that enables someone to interact effectively and harmoniously with other people.

**Special needs education**

Educational activity and support designed to address special education needs.

**Specifications**

Explicit set of requirements to be satisfied by a material, product, or service.

**Sufficiency**

One of the rules of evidence that relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency have been captured and to satisfy the need for repeatable performance. Supplementary sources of evidence may be necessary.

**Summative assessment**

Assessment conducted at the end of session of learning, at the end of whole learning program, or at any point in the learning program to evaluate learning related to particular qualification or professional designation. It is to judge quality.

**Stakeholder**

Entities (governments, agencies, companies, organizations, communities, individuals, etc.) that have a direct or indirect interest in, or benefit from, an E-TVET intervention, or policy and any related evaluation.

**Standard**

Established norm or requirement.

**Statistics**

A set of mathematical formula used to analyze numerical data. Ost statistical measures are based on notions of normal distributions or probability. Some statistical tests are used to describe variable in a data set while others are used to explore aiming variables.

**Statistical significance**

A result that happens by chance, usually less than once in twenty times.

**Step**

The smallest discrete or observable aspect of a task.

### **Strategic planning**

A systematic process of evaluating the current situation, projecting a vision of the desired future situation and preparing a road map of the goals and objectives and activities to be achieved in order to progress from the current situation to the desired future situation.

### **Student**

A person who is learning at a higher education institution such as college or university. TVET is using the term trainee, but in certain contexts, the term “student” can be applied for participants in TVET programs.

### **Student centered learning**

Methods of teaching that shift the focus of instruction from the teacher to the student.

### **Student council**

Board of students whose role is to establish a link between learners and education and training providers to ensure their views and needs are communicated to management.

### **Summative evaluation**

Systematic investigation to determine the worth or merit of a program, measure or policy using relevant social research methods and criteria, standards and indicators.

### **Supra system**

The environment (community) that has needs and provides inputs, resources, constraints and competition to the system and evaluates the product of the system.

### **SWOT analysis**

Analysis of strengths, weaknesses, opportunities (potential advantages) and threats (potential difficulties) of and to an organization.

### **Syllabus**

an educational document that communicates course information and defines expectations and responsibilities. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus may be set out by an authoritative body or prepared by the professor who supervises or controls the quality of a course.

## T

### **Task**

A unit of work, complete in itself, that forms a logical part of an occupation. It can be broken down into discrete steps.

### **Task analysis**

The process of analyzing an occupational task to determine the steps in performing the task, essential technical knowledge needed by the trainee, and industry performance standards for the task.

### **Task management skills**

One of the four dimensions of competency. Task management skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.

### **Task skills**

a specific workplace task[s] that involves the capacity to perform required tasks. This also deals with the requirement of performing job specific tasks in accordance with agreed methods and procedures.

### **Test item developers**

A unit with the NSTB responsible for developing test items or assessment material. The purpose of test items can be to help Registered Training Providers establish and maintain quality assurance mechanisms; learners prepare for assessment; trainers prepare learners for assessment; assessors conduct assessment; and learners and assessors recognize competencies currently held.

### **Teacher in VET**

A person whose function is to impart knowledge or skills to students or trainees in a vocational school or training center.

### **Teaching leaning process**

The interaction between instructors, learners and the content that leads to accomplishment of learning objectives.

### **Team teaching**

An instructional strategy which involves more than one trainer in the training session.

### **Technical and Vocational Education and Training (TVET)**

an education and training concerned with the acquisition of continuum of socially and economically necessary and desirable technical knowledge, skills and attitude required to orient and prepare people for work from low skill to high skill, involving an appropriately varied mixed of humane, scientific and technological learning.

### **Technical Committee (TC)**

group, organized by the NSTB/NVQA that develops draft deliverable(s) i.e. Competency Standard (CS), Assessment Tools (ATs) in the context of the scope and work program of the NSTB. It works within clearly defined policy guidelines from the direction of NSTB.

### **Technical Education in Community Schools (TECS)**

technical education and vocational training by using existing resources of the community school as a supplementary program.

### **Technical instruction and pedagogy**

a customized capacity building program for the professional development of TVET Trainer to enhance professionalism in technical instruction and methodologies. One must complete four modules to certify as a TVET Trainer.

### **Technical instructor**

A person who offers courses that prepare students for achieving occupation specific outcomes.

### **Terminal Performance Objectives (TPO)**

A performance standard which describes the conditions under which the task takes place, exactly what performance is expected and how well the task must be performed.

### **Trainee**

Someone undergoing technical and vocational education and training. A person who is learning and practicing the competencies of a particular job, profession or occupation. TVETA is setting this term as standard term for participants in technical and vocational training.

### **Trainer**

Anyone who fulfills one or more activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace.

### **Trainer to Trainee ratio**

ratio for a trainer to trainee for a theory and practical as per the approved standard for a specific course.

### **Training models**

A model which helps to design the training. One of the most commonly used models is ADDIE (Analysis, Design, Development, Implementation and Evaluation).

### **Training**

technical, industrial and vocational education and training leading to an award of a certificate, diploma. (TVET Act) The education and training services are at the core of TVET provision. However, one has to bear in mind that quality TVET includes much more than just the training as defined in the TVET Act. It includes the qualitative choice, career guidance and admittance into TVET programs based on interest aptitudes and potential of trainees. It covers continuous motivation and the qualitative identification of occupations and competencies with potential for sustainable employment based on needs determined with an outlook into the future, qualitative examination and the award of recognized certificates and, finally, the equipment of graduates with the skill for lifelong learning and continuous improvement.

### **Training needs analysis**

The identification of individual or organizational training needs through a systematic analysis of current skills against future performance requirements.

### **Training of trainers**

Theoretical or practical training for teachers and trainers.

### **Training plan**

Sets Forms part of a training contract and sets out the training requirements, including the competency standards to be achieved and the delivery/assessment arrangements to be provided. This is also known as a learning plan.

### **Training program**

A sequential grouping of courses, which forms a considerable part, or all, of the requirements for an academic credential or an occupational objective.

### **Training provider**

Any organization or individual providing training services.

### **Tracer study**

Regular survey of former TVET graduates to get feedback information on aspects such as their whereabouts, employment status (by specialization, year of graduation, geographical location), mobility, their retrospective assessment of program/ course of study, etc.

### **Transferability (of skills and competences)**

The capacity (of skills and competences) to be transferred to and used in a new occupational or educational environment.

### **Transition from school or training to work**

The move from education to employment, covering the period between leaving education and entering the labor market.

### **Transparency**

The principle of openness and honesty while sharing information, rationale, assumption and procedures as the basis for value judgment and decisions.

### **Triangulation**

The analysis of data from three or more sources obtained by different methods. Findings can be corroborated, and the weakness or bias of any of the methods or data sources can be compensated for by the strengths of another, thereby increasing the validity and reliability of the results.

### **Tutoring**

Any activity offering a learner guidance, counselling or supervision by an experienced and competent professional. The tutor supports the learner throughout the learning process (at school, in training centers or on the job).

## **TVET MIS**

a portal contains data on TVET institutions, trainees, courses, trainers, facilities, institutions managements and reports.

## **TVET Qualifications Framework (TVQF)**

An instrument for the development, classification and comparison of qualifications; which provides a basis for improving the quality, accessibility, linkages and public or labor market recognition of qualifications within a country and internationally.

## **TVET quality**

The quality of technical vocational education and training is a set of characteristics of a TVET program / competency-based training and of its institution, through which mandatory standards set by TVETA and other agencies in charge as well as stakeholder and labor market expectations are met. TVET quality relates to the achievement of the outcomes and competencies (knowledge, skills and attitudes) as described in the Kenya Qualifications Framework fulfilling the expectations of trainees and apprentices as well as graduates, their families, employers, community and nation.

## U

### **Underpinning knowledge**

- The knowledge or concepts involved in performing skills of the competency.
- It includes: Specific knowledge that is essential to the performance of the competency and evidence of knowledge of legislation, regulations and Codes of Practice.

### **Underpinning skills**

- The skills needed to achieve the elements and performance criteria in the unit of competency.
- It includes both: generic skills (communication) and industry specific skills (hand tools)

### **Unit**

A unit is the same as duty used in the context of TVET - a general statement that broadly represents larger parts of any job. Generally, an occupation may have 8 to 12 duties.

### **Unit code**

A unique code for a unit of work within an occupation.

### **Unit of competency**

The nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. They identify the skills and knowledge, as outcomes that contribute to the whole job function. Units of competency are an endorsed component of training packages.

### **Unit title**

Defines the general area of competency. It is written in output terms – 'Obtain, prepare and supply materials for production' (verb). Comprises of a manageable component of work.

### **User guides**

Non-endorsed components of training packages, published by the organizations or individuals responsible for their development, which provide information about specific components.

## V

### **Validation**

Validation has two meanings.

1. A process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes against the same competency standard. This includes validating assessment methods/tools and collected evidence, and the interpretation of that evidence to make a judgement of competence, in relation to the same unit/s of competency.
2. In competency standards development, describes the consultation processes used to validate draft products to ensure they meet industry/enterprise needs.

### **Validity**

One of the principles of assessment; assessment is valid when the process assesses what it claims to assess.

In research: The degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. A research can be reliable consistently measuring the same thing, but not valid.

### **Valuing learning**

The process of promoting participation in and outcomes of (formal or non-formal) learning, in order to raise awareness of its intrinsic worth and to reward learning.

### **Verification**

Confirmation by examination and provision of objective evidence that specified requirements have been fulfilled.

### **Vision**

A vision statement describes what a company desires to achieve in the long-run, generally in a time frame of five to ten years, or sometimes even longer.

### **Vocational**

A system of providing skills and knowledge that prepare people for a job.

### **Vocational education and training (VET)**

The sector responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings.

### **Volume of learning**

The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular qualification. It is expressed in equivalent full-time years.

## W

### **Work place**

Place where people work, such as an office or industry.

### **Workplace assessment**

The gathering and judging of evidence during normal work activities in order to determine whether a required standard has been achieved. Workplace assessment usually involves observation of work in progress, checking the product(s) of a work activity, and receiving oral responses to questions posed while work is in progress.

### **Workplace learning**

The exposure and interactions to practice the integration of knowledge, skills and attitudes required in the workplace.

### **Work-based learning**

Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a TVET institution.

### **Worker**

Person who does a specified type of work or who works in a specified way.

### **Workshop**

Room or building in which goods are manufactured, repaired or practiced.

### **Written test**

A comprehensive exam that assesses the examinee's cognitive knowledge.

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