



**REGULATIONS FOR NATIONAL ASSESSMENT  
& CERTIFICATION SYSTEM FOR TVET  
IN BHUTAN, 2015**

**January 2015**

**Department of Occupational Standards  
Ministry of Labour & Human Resources  
Royal Government of Bhutan**



## FOREWORD

The Department of Occupational Standards of the Ministry of Labour and Human Resources has the mandate to regulate the quality of Technical and Vocational Education and Training (TVET) through enforcement of Quality Assurance Systems in the kingdom. The department is also entrusted to develop and implement the Bhutan Vocational Qualifications Framework (BVQF). A key requirement in its implementation is implementing and enforcing a national system for assessment and award of qualifications through institute based and Recognition of Prior Learning (RPL).

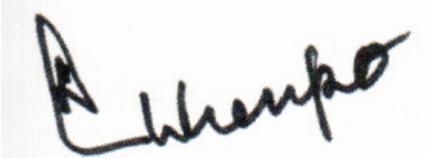
Competence assessed and certified with this system will ensure that employees or vocational graduates can perform a job to the standard specified; and that they possess and acquire the desired skills, knowledge and attitude required by the industries and employers.

Human resource development of skilled workers can take place in an institute or outside of formal training program or on the job; and assessment is a critical link in the ongoing cycle of the implementation of the BVQF and towards skilled human resource development. Assessment must be directly linked to and developed from the National Competency Standards.

Key choices needs to be made with regard to the approach and type of assessments. Assessments must be both valid and reliable. These regulations will streamline the assessment and certification system in the technical and vocational training institutes and RPL assessments. For the successful implementation of the national assessment system, the support and cooperation from the employers and training providers are crucial. Acknowledging the valuable contribution made by experts from industries and training providers in the development of the National Competency Standards; I anticipate such continued support in the implementation of the components of the national assessment system: during the assessment resources development; its validation and endorsement; and assessment processes.

I look forward to the participation of the industry and employers in the implementation of these Regulations for National Assessment & Certification System for TVET in Bhutan leading to the completion of the ongoing BVQF cycle and towards a quality assured skilled workforce in the near future.

Tashi Delek!

A handwritten signature in black ink on a light background. The signature is stylized and appears to read 'Neema Sangay Tshempo'.

Neema Sangay Tshempo  
**Minister**

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## 1. Introduction

### 1.1. Purpose

The regulations aim to support the Department of Occupational Standards (DOS) in developing and implementing more streamlined, enhanced approaches to Competency Based Assessment. This regulation can guide and support individuals, employers and registered training providers in learning about National Assessments and Recognition of Prior Learning (RPL) assessments.

These regulations will take you through the steps required to:

- Understand what Competency Based Assessment, National Assessment and Recognition of Prior Learning is, and its place within the Bhutan Vocational Qualifications Framework (BVQF);
- Outline how assessment resources should be developed;
- Gather the evidence required to have existing skills and knowledge recognized through the RPL process;
- Understand the types of evidence which will be sufficient;
- Outline how National Certificates based upon the Bhutan Vocational Qualifications Framework (BVQF) should be prepared and issued.

### 1.2. Scope

- This regulations shall be cited as 'Regulations for National Assessment & Certification System for TVET in Bhutan, 2014';
- This regulation shall have jurisdiction over national assessment and certification of candidates from accredited courses of private and public training providers; and individuals and employees of organizations seeking for national qualifications via the Recognition of Prior Learning Assessment in the country.

### 1.3. Commencement

- These Regulations supersedes the Guidelines for Competency Based Assessment and Certification System 2011.

- IN EXERCISE of the power conferred on the Ministry of Labour and Human Resources by the Labour and Employment Act 2007, MoLHR, these regulations come into force on ...(date)

#### **1.4. Amendments**

- This Regulation shall be amended by the Department of Occupational Standards, Ministry of Labour and Human Resources as and when required, according to the needs and changes in national priorities, government policies and future trends of TVET in the country.
- The final interpretation of clauses in these regulations shall be the one done by DOS.

#### **1.5. Competency Based Assessment**

Competency Based Assessment involves collecting evidence in order to prove that a person can perform against the elements of competence and performance criteria as stated in the National Competency Standards. In traditional assessment, a person takes a single assessment or examination. In competency based assessment, there are a number of activities to determine whether a person has demonstrated competency. An individual can be assessed during their training, at the end of their training, or without even undertaking any formal training (Recognition of Prior Learning).

#### **1.6. National Assessments**

National Assessment in the Bhutanese context encompasses of “through assessment, recognizing competencies gained through training in accredited courses offered in registered training providers”.

#### **1.7. Recognition of Prior Learning Assessment**

RPL in the Bhutanese context encompasses of “through assessment, recognizing competencies currently held, regardless of how, when or where the learning/training occurred”. Under the Bhutan Vocational Qualifications Framework (BVQF), competencies may be attained through any combination of formal or informal training and education, community engagement, work experience or general life experience.

## 2. Eligibility

### 2.1. Who can appear for National Assessment?

Any candidate/trainee undergoing training in registered training providers with accredited courses can apply for assessments via their institute in the related occupation.

### 2.2. Who can appear for RPL assessment?

Any person, with the required skill or having gathered related on-the-job experience for at least 1 year and who is able to provide evidence of previous occupational training or occupational experience, and meeting the eligibility criteria set for that particular occupation may apply for RPL competence assessment in the related standardized occupation. The details of the levels at which the candidate can apply are as follows:

- NC1 anybody with the required skills
- NC2- 3 years work experience
- NC3: NC2 + 1 year with basic literacy and numeracy requirements fulfilled. Assessment on the same will be organised by DOS depending on occupations. Exceptions can be made for those candidates with at least 15years of experience in a particular occupation supported by document evidence issued by a credible organization.

Occupations for RPL and their NC level shall be decided by DOS based on market needs and available competencies of candidates.

## 3. Application Modes for Assessment

Registered training providers implementing accredited courses may apply for assessment by submitting their list of candidates. For RPL candidates may apply individually, or as employees sponsored by their employer.

## 4. Assessment Facilities

Assessments shall be held at scheduled location and time in public or private assessment centres accredited by the department or in registered training institute with accredited courses or in the department's own assessment facilities which can be workplace identified venues depending on occupations. Identified assessment centres will arrange and carry out assessments in the name of the department and in employing the assessment panels responsible for the occupation concerned. Registered and accredited assessors will represent on the panel for each occupation. To administer the assessments on particular occupation and level, there should be a minimum of 10 candidates unless there is an urgent requirement to carry out such assessments for lesser number of candidates. In such a case the director will have the authority to decide otherwise. In case of sponsored assessment program, the minimum number of candidates is not required.

## 5. Assessment Level

Unless the candidates hold already a National Certificate or any other comparable credential in a pertinent occupation they will be admitted to an assessment on the lowest available level of competency in that occupation or at the NC level of that occupation .

## 6. Repetition of Assessment

If a candidate fails the assessment and is declared not yet competent, s/he shall be allowed to re-apply however assessments shall be held only at scheduled location and time. A candidate can sit for two re-assessments (a total of three assessments including the first assessment). If a candidate is declared not yet competent even after the 2<sup>nd</sup> re-assessment, s/he shall be advised for re-training. A candidate should however sit for re-assessment within a period of one year. In case of a candidate appearing for re-assessment in the revised NCS s/he shall be assessed based on the revised NCS. This means that s/he shall have to practice on the additional units if any in the revised NCS.

## **7. Failure to Appear**

Any accepted applicant who is unable to appear for the assessment on the set date shall inform DOS/assessment center at least five working days before the assessment date, and the applicant will be eligible to appear in the next scheduled assessment if any. In case a candidate does not inform the department s/he will miss one attempt on assessment and will be declared as not yet competent. Exceptions can be made to candidates with genuine reasons and supported by documented evidence which the director of the department may consider.

## **8. Award of Qualification**

On successful completion of the assessment the candidate will be awarded with a National Certificate, specifying the occupation, competencies and the level of competence.

## **9. Recognition of Qualifications**

The certificates awarded by DOS shall be recognised throughout the Bhutanese labour market, by private, public and corporate employers. Depending on the level of competence the certificate shall entitle the bearer to apply for further advancement of his/her skills and knowledge in their respective or similar fields. A level 2 certificate shall be regarded equivalent to class 11 in general education. A level 3 certificate, equivalent to class 12 shall be sufficient to apply for enrolment in a diploma programme. However, relevant employers/institutes may seek additional requirements.

## Qualification levels from Bhutan Qualifications Framework

BQF Level	School Education	Vocational Education	University Education	Monastic Education
8	Doctoral		Doctoral	Khenpo
7	Masters		Masters	Geshey
6	Bachelors		Bachelors	Tenchoe
5		ND1 & ND2	Diploma	Madhyamik
4	BHSEC	NC2& NC3		
3	BCSE	NC1		Sheyrim
2	LSE			
1	PE			

Source: *Bhutan Accreditation Council (2012)*

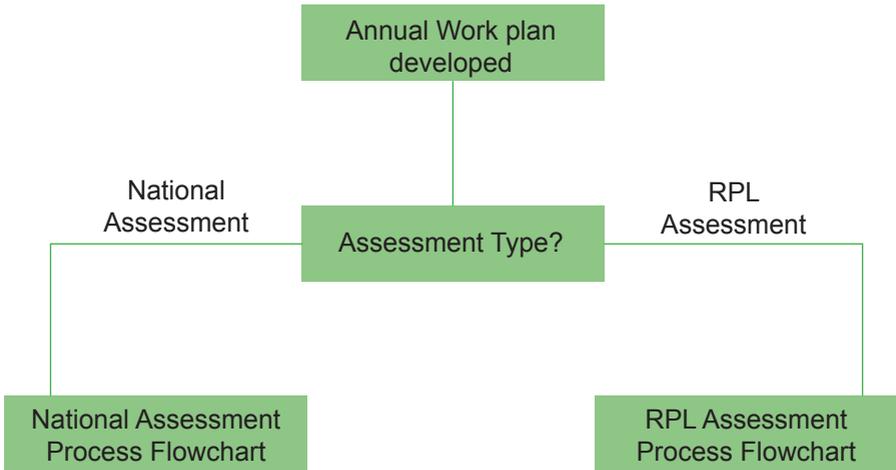
### 10. Fees

Fees per candidate will be charged for registration, assessment, certification and change of details on cost covering basis. The fees shall be decided / revised by the department based on the occupation and cost of assessment. In case of number of candidates not meeting the minimum requirement, additional arrangement fees shall be charged by the department.

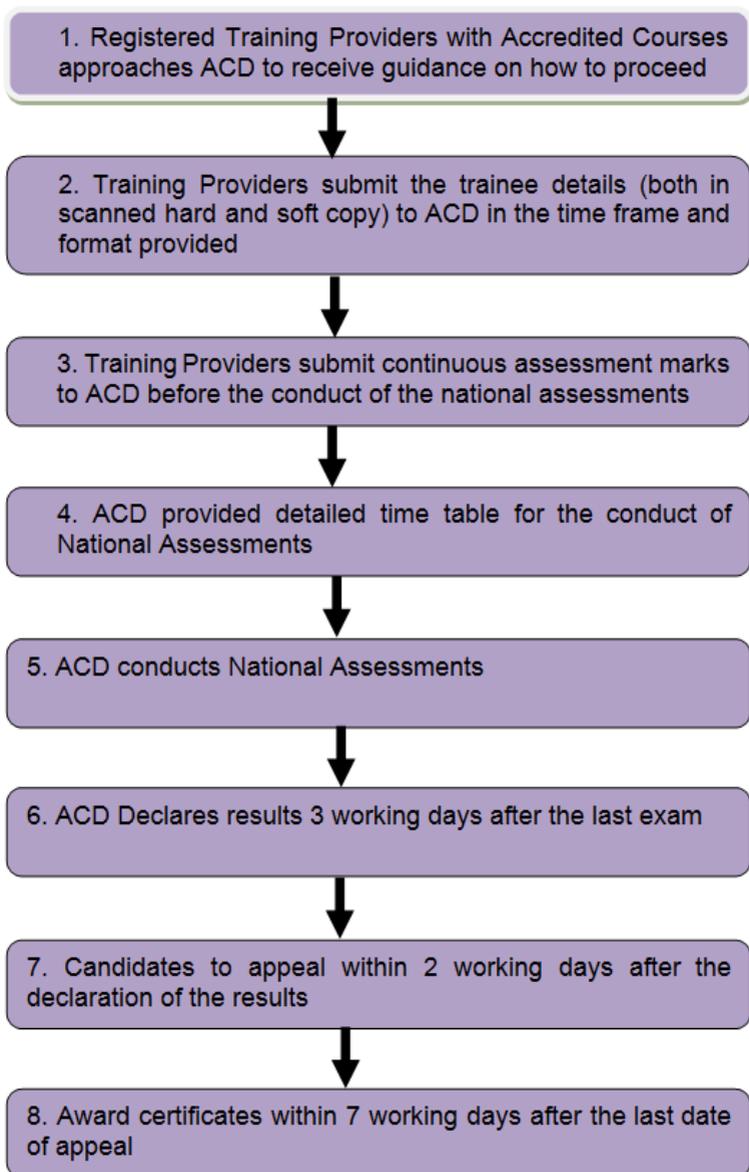
### 11. Announcement

An annual timetable will be developed and announced publicly. The names of candidates and levels of occupation to be assessed will be announced publicly in accredited assessment centers and/or training institutions. The time table for sponsored assessments will be according to mutual understanding of the sponsor and the department. There will be no public announcements for sponsored assessments.

## 12. National Assessment System Process (Flowchart)



### 13. National Assessment Process ( Flowchart)



### **13.1. Flow Chart Explanatory Notes**

**To be read in combination with the flow chart.**

#### **1. Registered Training Providers with Accredited Courses approaches ACD to receive guidance on how to proceed**

A Training provider must have their courses accredited with the department as a pre-requisite to the application for the National Assessment. The training provider will be briefed on the different procedures accordingly.

#### **2. Training Providers submit the trainee details (both in scanned hard and soft copy) to ACD in the time frame and format provided**

Training providers must submit details of trainees within the allocated time frame. At this point documents to be submitted can be:

- Details of trainees to be submitted in both hard(scanned) and soft copy in the format provided,

The details should be submitted within the time frame specified by DOS. The time frame depends on the nature and duration of the accredited course.

#### **3. Training Providers submit continuous assessment marks to ACD before the conduct of the national assessments**

Training providers must have completed their trial examinations/ other modular examinations. At this point documents to be submitted can be:

- Continuous assessment marks to be submitted in both hard(scanned) and soft copy in the format provided,
- National Assessment fees with a forwarding letter from the institute,
- The details should be submitted a week before the scheduled

national assessment or within the time frame specified by DOS.

#### **4. ACD provided detailed time table for the conduct of National Assessments**

ACD should provide the detailed time table with exact dates for theory and the units to be assessed before three days prior to the first day of examination.

#### **5. ACD conducts National Assessments**

If steps 2 and 3 are completed, assessment arrangements are detailed.

Information to the candidates at this point can be:

- time table,
- proof of identity,
- appeal process,
- what happens if they are successful/unsuccessful.

#### **6. ACD Declares results 3 working days after the last exam**

The results will be declared 3 working days after the last exam conducted. Results will be declared via the Ministry's website and the training providers. The result sheet will provide information on the details of the marks obtained by the candidate and the units in which s/he will have to re-appear in case they are declared "Not Yet Competent". The result sheet will have to be authenticated by the head of ACD.

## **7. Candidates to appeal within 2 working days after the declaration of the results**

The candidates will be informed of their right to appeal. Appeals can be made within two working days after the declaration of the results in person or via email at [acddosmolhr@gmail.com](mailto:acddosmolhr@gmail.com).

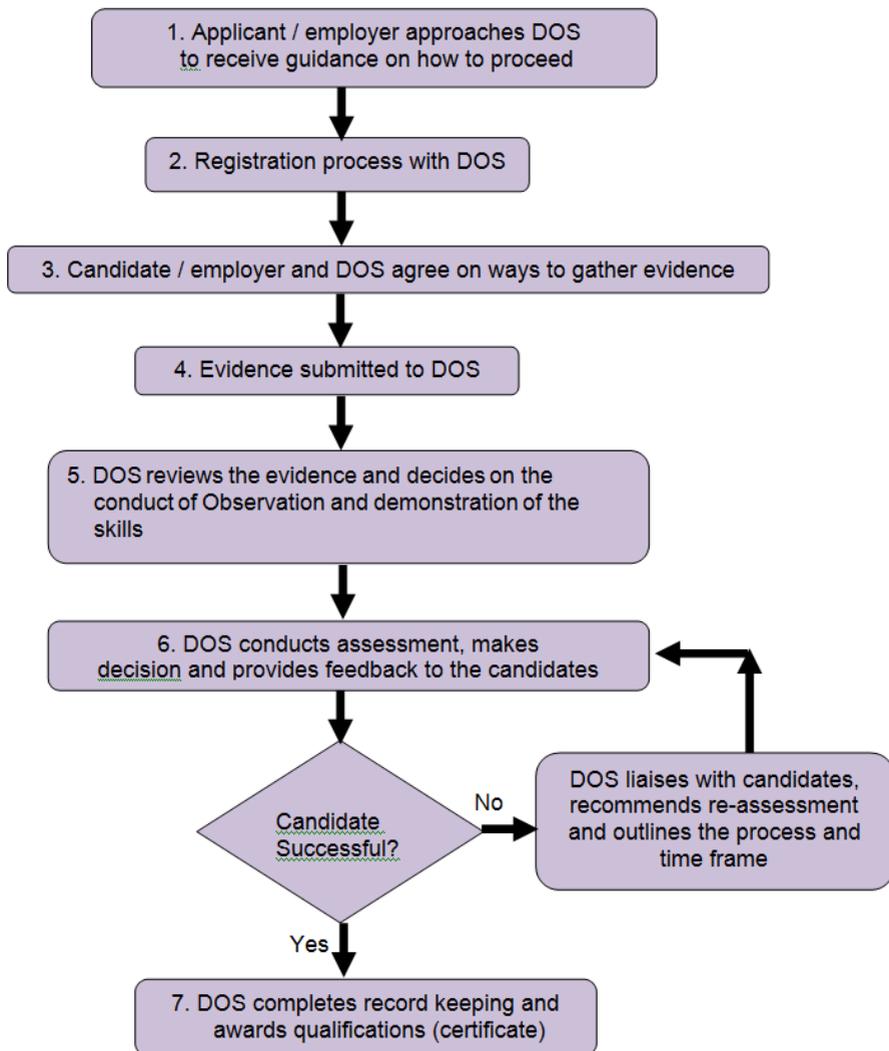
Appeal types can be:

- Against the Assessor and the National assessment system in case of which a written application should be submitted to ACD in the appeal form available online; or
- In case of appeals against the assessment marks, only re-count of marks will be allowed. A non re-fundable appeal fee will be charged.

## **8. Award certificates within 7 working days after the last date of appeal**

ACD completes records of the results and awards qualifications (certificates) based on the results. The institute representative will collect the certificates from ACD. Certificates will not be issued to individuals unless the training provider issues a letter of issuance.

## 14. RPL Process (RPL Flowchart)



## 14.1. Flow Chart Explanatory Notes

To be read in combination with the flow chart.

### 1. Applicant / employer approaches DOS

Applicant or employers on behalf of their candidates must receive guidance from DOS. Information at this point can be:

- Interpretation of the competency standards
- Suggested evidences – observation in the workplace, documents, demonstrations
- Self assessment guidance (self assessment check list)

### 2. Registration process with DOS

Registration forms are completed; Registration fees are collected; and NCS is supplied to the candidate and assessment arrangements are detailed.

Information to the candidates at this point can be:

- RPL process,
- what constitutes quality evidence with specific examples,
- how to present evidence,
- appeal process,
- what happens if they are successful/unsuccessful.

Candidates will also be informed on the experience marking schemes which constitutes 20%:

- Experience in the occupation -----  
10% (Every year 1 mark)
  - Occupational training relevant certificate – 4marks
  - Certificate of merit relevant to the occupation – 3
  - Relevant certificate from DOS – 2
  - Certificates issued by other than DOS – 1
- } = 10%

### **3. Candidate / employers and DOS agree on ways to gather evidence**

While the candidate is gathering or producing evidence, provision is made for ongoing liaison with support from DOS regarding evidence and its presentation.

This process may involve one or more of the following or other methods:

- records of non formal learning completed ( such third party report or supervisors report )
- DOS assessment coordinator interviewing the candidate's supervisor/manager
- the assessor observing the candidate in the workplace
- the candidate collecting and mapping documentary, video or other forms of evidence
- the candidate undertaking a project or task or providing authenticated work samples
- the assessor interviewing the candidate
- a simulation of work activities
- a demonstration of skills

### **4. Evidence submitted to DOS**

Where evidences in the form of documents are the main form of evidence, the candidate presents this in the appropriate form.

It is important that DOS record the evidence presented and the time it was submitted by the candidate.

### **5. DOS reviews the evidence and decides on the conduct of Observation and demonstration of the skills**

With the evidences submitted in step 4, DOS will review and decide on the conduct of observation and demonstration of skills.

**6. DOS conducts assessment, makes decision and provides feedback to the candidates**

This ensures the components/dimensions of competency are demonstrated. DOS will give certain weightage to the evidences collected as follows:

The summary of the evidences are evaluated and Assessors advise DOS on the issue of qualifications.

**7. DOS completes record keeping and awards qualifications (certificate)**

DOS completes records of the recognition as per the summary of the evidences submitted by the Assessors. DOS awards qualifications based on the results.

\*All candidates should be asked to provide feedback to DOS on the recognition process as part of DOS's continuous improvement process.

## 15. Administration of competency based assessment

### 15.1. Medium of assessment

The medium can be English /Dzongkha/Local Dialect depending on the level and nature of the occupation and assessment.

### 15.2. Selection of resources

1. A combination of practical and theoretical or practical and oral questioning will be taken based on the level and nature of the occupation.
2. Theory there will be multiple choice, matching and descriptive short answer questions. The duration will vary on the nature and level of the occupation.
3. Practical examination will be product or process or a combination of the two. The duration may vary according to the nature and level of the occupation.

### 15.3. Assessment Panel

The provision of personnel to administer will be as follows:

SLN	Personnel	Theory	Practical	Remarks
	Coordinator		1	1 for both theory and practical
	Chief Assessor		1	Usually the same for both theory and practical
	Assessor		2	Excluding the Chief Assessor
	Institute exam coordinator		1	Institute nominated

The minimum ratio of assessors to trainees is 3:10 and the ratio may vary depending on the number of applicants and occupation.

### 15.4. Technical Competence

#### 15.4.1. Assessor requirements

1. Qualification or other certificate of competency against the relevant occupational skill standards;

2. Trained, certified and registered with DOS;
3. The assessor has to be a level higher than the trainees/candidates being assessed; in the absence of which it is also permissible to use the services of an assessor who are of same qualification level as the trainees/candidates but with a minimum of four years work experience in that relevant field;
4. Where this is not practical it is permissible to use a person who is generally recognized by the industry as a technical expert. Appropriate evidence of this industry recognition shall be sought by the Assessor. This evidence need not be of the same standard as is required for the awarding of a qualification.

#### **15.4.2. Coordinator requirements**

Coordinators from DOS will be those program officers responsible for handling the programs. In case of a use of external coordinators, the following requirements must be met:

1. Qualification or other certificate of competency against the relevant occupational skill standards;
2. Trained, certified and registered with DOS;
3. The coordinator need not necessarily be from the same occupation as the occupation in which national assessments is being conducted.

#### **15.5. When to stop an assessment**

Assessment should be stopped when:

1. There is a breach of safety.
2. Equipment breaks down.
3. The candidate requests the assessment to be stopped.
4. There is clear evidence of non-competence.
5. There is a chance of damage to property or equipment.
6. There is display of unacceptable behavior by candidate.
7. There is clear evidence that there is leakage of questions.

## 15.6. Evaluation procedures

1. To assess the process, the assessors should be present throughout the practical examination but the product evaluation can be done during or after the examination.
2. Theory paper will be assessed after the completion of the conduct of the theory examination. The assessor's team will sit together and check the paper ensuring one question is consistently marked by one assessor throughout. The team will recount the marks individually and sign with the counted marks until a uniform mark is allocated.
3. In-case of major deviation in marks, the outliers will be eliminated while taking the average scores.

## 16. Code of conducts & Roles and Responsibilities

During the period of assessment, the assessment panel members should adhere to the following code of conduct.

### 16.1. Code of conduct and Roles & Responsibilities for trainee/ candidate

#### Candidate must

1. provide proof of your identity (passport or national identity card) at registration with your institute / assessment centre.
2. bring the same identity document on the assessment day as the one recorded on your Registration Form. If you do not do this you will not be allowed to sit for assessment.
3. arrive at the assessment centre before the schedule of the start time. If you arrive late you will not be allowed to sit for assessment.
4. leave personal belongings outside the assessment room. The following items **may not** be taken into the assessment room: bags, electronic devices such as mobile phones, recorders and any form of books. Candidates must ensure that mobile phones which

are left outside the assessment room are switched off. Any candidate, who does not switch off their phone or takes any electronic device into the assessment room, will not be allowed to complete the assessment.

5. raise your hand to attract attention if you are in doubt about what you should do. An assessor will come to your assistance. Candidates may not ask for, and will not be given, any explanation of the assessment questions.
6. must adhere to occupational health and safety rules during practical exam.
7. when leaving the assessment room at the end of the assessment, leave behind all assessment materials. The materials include, but are not limited to, question papers, and any paper used for rough work. Any candidate who attempts to remove assessment materials from the assessment room will be disqualified and will not receive a result.

### **Candidate must not**

1. talk to or disturb other candidates once the assessment has started.
2. lend anything to, or borrow anything from, another candidate during the assessment.
3. eat or drink in the assessment room.
4. be under the influence of alcohol or drugs.
5. leave the assessment room without the permission of the assessor.
6. leave your seat until all assessment materials have been collected and you have been told you can leave.
7. engage in any of the following misconduct which includes, but is not limited to:
  - attempting to cheat in any way.

- impersonating another candidate or having another person impersonate you.
- copying the work of another candidate.
- disrupting the assessment in any way.
- reproducing any part of the assessment in any medium.

**Candidates engaging in misconduct will not be allowed to complete the assessment and will be declared Not Yet Competent. If the same offence is repeated, candidate will be barred from appearing in the next scheduled assessment. Candidates who are found to have engaged in misconduct on assessment day after their result has been issued will have their result cancelled.**

## **16.2. Code of conduct for assessor**

1. Adhere to all the principles of assessment :  
Validity; fairness; sufficiency; integration into work or learning; authenticity; currency; cost effective; Flexibility; and Reliability;
2. Adhere to principles of confidentiality during AR development and assessment;
3. Follow assessment guidance given by Assessment and Certification Division, Department of Occupational Standards, Ministry of Labour and Human Resources;
4. Liaise with colleague assessors and internal verifiers/moderators to implement the requirements of the assessment system;
5. Practice good interpersonal skills when dealing with trainee/candidates;
6. Communicate effectively, using non-abusive language;
7. Ensure that barriers to assessments are not directly created through lengthy timescales and inappropriate assessment methods used in assessment processes;
8. Ensure that no discrimination of whatever kind is practiced as far

as ethnic origin, appearance, likes/dislikes, sexual orientation, age, pregnancy, marital status, family responsibility, social groups, HIV status, conscience, political opinion, culture, language and birth, harassment is concerned;

9. Ensure that an appropriate range of assessment methods and instruments are used to collect trainee/candidates' evidence;
10. Review good and bad assessment practices with special reference to assessment design and process, and weaknesses in assessment arising from poor quality of occupational skill standards or qualifications. Take steps to rectify weaknesses;

### **16.3. Roles and Responsibilities for assessor**

#### **16.3.1. Before Assessment**

1. Familiarize with the:
  - a. Qualification or units of competency to be assessed in the National occupational Skills Standards;
  - b. Assessment context;
  - c. Assessment methods;
2. Attend pre-assessment meeting with fellow assessors and coordinator on the assessment process.
3. Plan and gather necessary materials, tools and equipments including adequate safety measures.
4. Check Assessment venue (lighting, seating arrangement, toilet, etc.)
5. Reconfirm number of candidates for assessment.
6. Notify candidates of any resources they have to bring during the assessment.
7. Finalise the assessment resources package if needed.

### **16.3.2. During Assessment**

1. Check the attendance of the candidates.
2. Orient the candidates on the following:
  - a. explain the context and purpose of the assessment and the assessment process.
  - b. explain the Qualification or units of competency to be assessed and the evidence to be collected.
  - c. outline the assessment procedures to be undertaken.
  - d. assess the needs of the candidates and establish any allowable adjustments in the assessment procedure.
3. Make all necessary announcements just before the start of the assessment.
4. Specify the do's and don'ts inside the assessment center.
5. Supervise during the theory assessment. In case of practical, observe the procedure and product and evaluate it mentioning if the standards were met or not.
6. Ensure all papers are being signed.
7. Record and report any unusual incidents that might occur during the assessment.
8. Inform candidates on remaining time occasionally.
9. Provide the candidates with all materials, tools and equipment required to complete the tasks. Ensure that all tools should be of the same kind, quality and size as indicated in the assessment tools. Equipment should be set up the same way for each candidate.
10. Inhibit self from providing any assistance during the assessment or indicate in any way whether the candidate is or not performing the activity correctly. Intervene only for safety reasons.

### **16.3.3. After Assessment**

1. Count the papers and ensure that number of papers and assess-

ment takers tallies.

2. Hand over remaining tools and materials to the concerned authority.
3. Ensure that the workplace is clean after the completion of assessment.
4. Assist in preparing the necessary assessment reports taking the following into consideration:
  - a. Record the assessment outcome;
  - b. Make sure the report or rating sheets are properly signed by the assessor and the candidate;
  - c. Maintain records of the assessment procedures, evidence collected and assessment outcome;
  - d. Endorse assessment results/outcomes to DOS;
  - e. Prepare recommendations for the issuance of national certificate/ certificate of competency.

#### **16.4. Roles and Responsibilities for chief assessor**

Chief Assessor has in addition to the roles and responsibilities of an assessor the following additional responsibilities:

##### **16.4.1. Before Assessment**

1. Coordinate pre-assessment meeting with fellow assessors on the assessment process.
2. Remind fellow assessors on the roles and responsibilities of assessor.
3. Keep assessment resource under close supervision and confidential.

##### **16.4.2. During Assessment**

1. Check the attendance of fellow assessors.

2. Hand over the assessment resources to assessors and candidates.
3. Supervise during the whole assessment procedures.
4. Ensure all papers are being signed by fellow assessors.
5. Record and report any unusual incidents that might occur during the assessment.
6. Intervene only for safety reasons or whenever required.

### **16.4.3. After Assessment**

1. Ensure fair correction of assessment papers (especially theory).
2. Count the papers and ensure that number of papers and assessment takers tallies. Ensure all papers are signed by fellow assessors.
3. Hand over remaining tools and materials to the concerned authority.
4. Ensure that the workplace is clean after the completion of assessment.
5. Inform candidates of their rights to appeal and the procedures for the same.
6. Record the assessment outcome;
7. Make sure the report or rating sheets are properly signed by fellow assessors;
8. Maintain records of the assessment procedures, evidence collected and assessment outcome;

## **16.5. Roles and Responsibilities for coordinator**

### **16.5.1. Before Assessment**

1. Prepare time table for assessment and announce to the candidates.

2. Coordinate pre-assessment meeting with assessment panel members on the assessment process.
3. Get the conflict of interest and undertaking forms signed by assessors
4. Familiarize with assessment panel members and their roles and responsibilities.
5. Collect and Keep assessment resource under close supervision and confidential.
6. Familiarize with the marking data sheet.
7. Check other logistic arrangement.

### **16.5.2. During Assessment**

1. Check the attendance of assessors.
2. Hand over the assessment resources to the chief assessor on the day of assessment.
3. Supervise without interfering during the whole assessment procedures.
4. Record and report any unusual incidents that might occur during the assessment.
5. Intervene only for safety reasons or whenever required.

### **16.5.3. After Assessment**

1. Supervise fair correction of assessment papers (especially theory).
2. Assist in hand over of remaining tools and materials to the concerned authority.
3. Ensure that the workplace is clean after the completion of assessment.
4. Submit report on the outcomes of the assessment process and the assessment decisions to DOS taking the following into consid-

eration:

- a. Record the assessment outcome;
  - b. Make sure the report or rating sheets are properly signed by fellow assessors;
  - c. Maintain records of the assessment procedures, evidence collected and assessment outcome;
  - d. Endorse assessment results/outcomes to DOS;
  - e. Prepare recommendations for the issuance of national certificate/ certificate of competency.
5. Take over corrected assessment papers and other materials from the Chief Assessor.
  6. Submit compiled report (of all the marking schemes) including the attendance sheets of the assessors and candidates to DOS.
  7. Coordinate on ad-hoc basis.

## **17. Offences**

### **17.1. Any person, who**

1. makes false declaration when applying for assessment;
2. makes use of any certificate to which S/he is not entitled to;
3. makes or produces false evidences;
4. alters or defaces a National certificate, or makes a copy with intent to deceive or defraud; and
5. fails to produce without good cause such certificate to the department;
6. breaches the code of conduct for trainee/candidate.

### **17.2. Any establishment, which**

1. offers or conducts assessments in standardized occupations, unless accredited as DOS assessment centre in that occupation;

2. issues National Certificates of competence in standardized occupations;

### **17.3. Any assessor, who**

1. offers, demands or accepts bribes in order to cheat in the assessment;
2. discloses assessment paper information prior to the assessment it is meant for;
3. breaches the code of conduct of an assessor;
4. breaches the provisions of this regulation;

An offence and shall be liable for penalty and conviction.

## **18. Penalty**

Penalty shall constitute the following:

1. An offender candidate will not be allowed to sit for any National Assessments;
2. An offender organization will be announced in public media of their offence and if it is a registered training provider, it will be de-registered;
3. An offender assessor will be dealt as follows based on the nature and type of the complaints received against an assessor as follows:

### **18.1. Complaints**

The gravity of the complaints will be segregated into following three levels:

Level 1 (Minor)

Level 2 (Major)

Level 3 (Severe)

### **18.1.1. Level 1:**

- i. Wrong question with wrong answer
- ii. Incomplete information in the questions
- iii. Assessor failure to discuss with Chief Assessor with regard to assessment resources
- iv. Not providing correct information in the conflict of interest declaration form
- v. Incorrect totaling of marks

### **18.1.2. Level 2:**

- i. Coming late and leaving early without seeking permission
- ii. Having argument with candidates and institute faculties related to assessment
- iii. Having unnecessary discussion with the candidates
- iv. Questions developed out of National Competency Standards
- v. Not correcting papers as per the developed observation checklist and marking scheme

### **18.1.3. Level 3:**

- i. Leaking questions
- ii. Coming to assessment hall in drunken state/hang over
- iii. Checking papers in unfair manner
- iv. Discriminating candidates on different grounds

## **18.2. Handling of Complaints**

Prior to penalizing the offender, the division will ask for written statement from individuals (training institute/candidates/assessor) directed to Head of Assessment (Chief Program Officer, ACD). Based on findings of the statements submitted, division will resolve the problem as follows:

- i. Head of Assessment will have authority to dismiss/solve the problems based on the gravity and nature of complaints investigating

the evidences submitted.

- ii. In case the gravity of complaints is very severe, the Department will form a committee with Director, Department of Occupational Standards as the Chairperson. The pre-requisite for the members will be a level higher than assessors in the field of educational qualifications.
- iii. In case the offence is criminal in nature, the offender will be dealt as per the existing laws of the country.
- iv. However, the complaints will be solved within one month from the day complaints have been lodged to the division no matter the gravity of offence.

### **18.2.1. Penalties**

Level 1(Minor): Warning from the Department

Level 2 (Major): Suspension from assessment activities for 3 to 9 months

Level 3 (Severe): Deregister from the assessor list and NOT be allowed to participate in other activities coordinated and conducted by the Department.

## **19. Terminology**

In these Regulations, unless the context otherwise requires,

Applicant	means the person who wishes to be assessed
BVQF	means Bhutan Vocational Qualifications Framework
Candidate	means the person awaiting or undergoing assessment
CBA	means Competency Based Assessment
Centre	means the accredited assessment Centre
Certificate	means a BVQF National certificate of competence

Department/DOS	means Department of Occupational Standards (DOS)
Director	means the head of the DOS
Holder	means the bearer of a BVQF certificate
Ministry	means Ministry of Labour & Human Resources
Panel	means the appointed Assessment Panel
RPL	means Recognition of Prior Learning

## 20. Schedules

- I. Application Form
- II. Self Assessment Form
- III. Fee structure (application, assessment, certification, verification)
- IV. Honoraria structure (Assessment Resources Developers, Assessors)
- V. Format of candidate resources
- VI. Format of written questions checklist
- VII. Format of observation checklist (for Assessors)
- VIII. Format of Certificate
- IX. Submission of Trainee details
- X. Submission of Continuous Assessment Marks

## 21. References

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3. Ministry of Labour and Human Resources (2011). Guidelines for Competency Based Assessment & Certification System. Thimphu, Department of Occupational Standards, Ministry of Labour & Human Resources.
4. NSW Department of Education and Training (2009), Skills Recognition: Valuing prior learning, Recognition Guide for Registered Training Organisations.

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