VETAC SYSTEM OF QUALIFIED ASSESSORS, INTERNAL VERIFIERS AND EXTERNAL VERIFIERS

National Qualifications Authority

Vocational Education and Training Awards Council

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CONTENTS

1. INTRODUCTION

On the 23rd of August 2010, President His Highness Sheikh Khalifa Bin Zayed Al Nahyan issued Federal Decree No. 1 'Establish and Maintain the National Qualifications Authority'. Objective 12 of the Decree states that the National Qualifications Authority (NQA) will:

> *Develop and maintain an integrated system to license assessors of vocational, technical and professional education and training qualifications.*

The NQA Board of Trustees has assigned the responsibility for this objective to the Vocational Education and Training Awards Council (VETAC).

Therefore, VETAC has established the **VETAC System of Qualified Assessors, Internal Verifiers and External Verifiers**. The purpose of this system is to support the establishment and maintenance of UAE's Vocational Education and Training (VET) sector in the development and assessment of national vocational qualifications and awards. VETAC does this by setting standards for Assessors, Internal Verifiers and External Verifiers.

The system is underpinned by:

- a national system of qualifications and awards – the Qualifications Framework of the Emirates (QF*Emirates*)

- National Occupational Skills Standards (NOSS) that form a VETAC-endorsed national vocational qualification/award

- quality assured education and training organisations registered to deliver training and/or assessment services against VETAC-endorsed national qualifications and awards

- qualified Assessors and Internal Verifiers that confirm a candidate/learner has achieved competence for the learning outcomes defined in the NOSS-based qualification or award.

The system is based on competency-based assessment, which values and formally recognises the knowledge, skills, and aspects of competence that people use every day in workplaces. Competency-based assessment encourages people to pursue lifelong learning to continue to develop and maintain skills throughout their career. In order to measure a person's ability and competence there must be clear and widely assessable standards through which performance can be measured and recognised. To be competent, a person must be able to demonstrate performance to the standards required in industry and the workplace including legal and/or regulatory demands.

These guidelines for the VETAC System of Qualified Assessors, Internal Verifiers and External Verifiers set out the duties and requirements of Assessors and Verifiers working in the UAE. They also include professional development activities that aim to build the professional capability of Assessors and Verifiers.

Users of these guidelines include:

- Assessors and Internal Verifiers who conduct assessment leading to national qualifications and awards

- quality assured Registered Training Providers (RTPs) that provide training and assessment services for selected qualifications/awards as well as award national qualifications/awards on the candidate being deemed competent

- External Verifiers who monitor and evaluate the internal quality and assessment processes conducted by the RTPs on behalf of VETAC against its *Quality Assurance Standards for the Registration (QASR) of Training Providers* and *Standards for the Quality Audit of Training Providers.*

2. FUNCTIONS OF VETAC IN THE SYSTEM

In order for VETAC to fulfil its responsibility of building a system of qualified Assessors and Verifiers for the UAE, it must carry out the following functions:

Functions	Description
Assessors and Internal Verifiers qualifications/awards based on NOSS	• Develop and have endorsed National Assessor and Internal Verifier National Occupational Skills Standards (NOSS) and related qualifications/awards (Q+NOSS) for transfer to Sector Advisory Committees (SACs) when established.
External Verifier qualifications/ awards based on NOSS	• Develop and have endorsed VETAC External Verifier National Occupational Skills Standards (NOSS) and related qualification/ award (Q+NOSS), to be managed and maintained by VETAC.
Quality assessments by RTPs	• Establish arrangements for assuring assessments carried out by RTPs are oversighted, internally quality assured and managed by Internal Verifiers.
External Verifiers to quality assurance and audit	• Establish arrangements for VETAC External Verifiers to quality assure/audit organisations seeking or registered to deliver training and/or assessment services against selected endorsed national qualifications/awards.
Training and assessment materials	• Coordinate the development and maintenance of training and assessment materials for Assessor, Internal Verifier and VETAC External Verifier qualifications/awards based on NOSS.
Inaugural pool of qualified Assessors and Internal Verifiers	• Establish arrangements to qualify an inaugural pool (batch) of Assessors and Internal Verifiers to train and assess the future generation of Assessors and Internal Verifiers – to be managed via a select group of RTPs registered to deliver these qualification/awards.
Register of Assessors and Internal Verifiers	• Ensure RTPs establish and maintain a register of Assessors and Internal Verifiers as part of their quality assurance compliance obligations.
Professional development	• In collaboration with industry, build respective professional capabilities of Assessors and Verifiers in the UAE through a range of activities.

3. DUTIES AND REQUIREMENTS OF ASSESSORS AND VERIFIERS

The Vocational Education and Training Awards Council (VETAC) recognises three types of assessor in UAE's VET sector, each having specific duties and requiring their own particular qualification/award:

Type	Description
Assessors	Responsible for assessing learners/candidates against unit standards in VETAC-endorsed national qualifications/awards or registered Foreign awards, so that a Registered Training Provider (RTP) can issue qualifications/awards. They assess what the candidate/learner already knows and does for the job, their current skills, any new learning, and application and ability to transfer such to new learning environments or contexts.
Internal Verifiers	Responsible for developing, managing, monitoring and evaluating the internal quality and assessment processes conducted in an RTP to ensure safe, impartial, valid and consistent assessment strategies and decisions to ensure consistency in assessment. They authenticate assessors' judgements so that expectations and results are standardised for consistency within an education and training organisation and across industry.
External Verifiers	Responsible for monitoring and evaluating the internal quality and assessment processes conducted in an RTP on behalf of VETAC to ensure that they meet the standards. They verify the eligibility of prospective RTPs. They are independent and seek to ensure the impartiality and fairness of the assessment process.

The Assessor

Registered Training Providers (RTPs) must demonstrate the ability to quality assure processes in recognising prior learning and achievement, planning assessments, agreeing assessments with learners, making assessment decisions, feeding back to the learner, and recording and maintaining records.

An Assessor is a qualified person registered with an RTP. The Assessor is responsible for assessing learners/candidates against unit standards in VETAC-endorsed national qualifications/awards or registered foreign awards, so that an RTP can issue qualifications/awards. An Assessor must be either vocationally competent with respect to the assessment of knowledge and skills components of a qualification, and if there is a work-based component of a qualification, occupationally competent in the specialist field.

Assessors must hold a VETAC-endorsed Assessor Award or a recognised equivalent/foreign award. Individuals may be registered as "Working Toward Assessor" status.

Unqualified Assessors must evidence "Working Toward Assessor" recognition for assessment activities and be registered to attend Assessor training with a Registered Training Provider.

If a person does not have an Assessor Award or recognised equivalent, one person with the relevant Assessor Award accompanied by one or more subject matter expert(s) with no less than seven (7) years' experience in the subject matter, may assist in the conduct of assessments. However, such an arrangement should be avoided wherever possible, for high-risk occupations or environments/ workplaces and where access to conduct the assessment is problematic/unsafe.

Assessor duties and requirements	
Assessors have four main duties:	- Planning assessments - Conducting assessments - Recording assessment decisions - Providing feedback to learners
Assessors will sample:	- one hundred (100) percent of a learner/candidates' evidence - prior learning and achievement - conduct internal verification on 35% of all learner's portfolios with 100% coverage of: - qualifications - candidates - locations - evidence types - assessment types.
Assessors will manage documentation relating to:	- lists of candidates and registration numbers - candidate tracking - candidate completion of qualifications list - sign off of qualifications list - evidence of standardisation exercises - evidence of use of best practice - evidence of PDP activities.

Assessor duties and requirements	
Assessors will complete, file and securely store evidence of learners that includes:	• portfolios • learner tracking of completion • statements of authentication • cumulative assessment records • completion of qualifications • sign off of qualifications.
Assessors must:	• be vocationally competent with respect to the assessment of knowledge and skills components of a qualification • be occupationally competent in the specialist field if there is a work-based component of a qualification • hold a VETAC-endorsed Assessor Award or a recognised equivalent/foreign award • have good knowledge of the UAE VET sector.

The Internal Verifier

The Internal Verifier is responsible for developing, managing, monitoring and evaluating the internal quality and assessment processes conducted in Registered Training Providers to ensure safe, impartial, valid and consistent assessment strategies and decisions to ensure consistency in assessment.

The Internal Verifier supports and advises assessors, monitors quality of assessor performance, arranges assessment validation sessions, ensures standardisation of assessment, ensures best practice in assessment, and implements and evaluates the organisation's quality assurance system.

The Internal Verifier is also responsible for all validation processes, ensuring the development of a shared understanding and the maintenance of consistent practice by assessors and managing and ensuring compliance of the organisation against the *Quality Assurance Standards for the Registration (QASR) of Training Providers* and *Standards for the Quality Audit of Training Providers*.

The Internal Verifier may be the direct line manager of the assessors or may occupy a position with professional responsibility for fostering consistency, using best practice standardisation/moderation practices, in the assessment process and outcomes, but without direct supervisory responsibility for the assessors. This person may be nominated as the '*authorised person'* to formally sign-off, on behalf of the RTP, the judgment leading to the issuance of the qualification or award for an individual deemed competent. The RTP must assign at least one Internal Assessor in its organisation as the authorised person.

Internal Verifier duties and requirements	
Internal Verifiers have four main duties:	• Ensuring operations meet RTPs' standards of operation • Regularly conducting site visits to sample 10% of learners. • Internal verification conducted in 25% of learners portfolios • Provision of advice and guidance to Assessors in standards of assessment Note: Standardisation exercises will be conducted annually with all Assessment activities.
Internal Verifiers will sample:	• qualifications and units • assessors • candidate lists • assessment locations • assessment methods • assessment planning and feedback • tracking of assessments • observation of assessment practice • assessment decisions and evidence • standardisation of methods and practice across assessors.
Internal Verifiers will evaluate the performance of Assessors against:	• outcomes of quality assurance • planning and preparation • efficiency of the assessment strategy against requirements and expected outcomes • VETAC-endorsed national occupational skills standards for Assessors
Internal Verifiers will provide Assessors with feedback, advice and support on:	• performance • skills gaps and learning needs • standardisation activities • continuing professional development activities.
Assessors will complete, file and securely store evidence:	• relating to internal quality and assessment processes as well as the performance of assessors.

Internal Verifier duties and requirements	
Internal Verifiers must:	• be vocationally and occupationally competent • hold an VETAC-endorsed Internal Verifier Award or a recognised equivalent/foreign award • have at least five (5) years' vocational and/or occupational experience • have very good knowledge of the UAE sector.

The External Verifier

The External Verifier is responsible for monitoring and evaluating the internal quality and assessment processes conducted in a Registered Training Provider on behalf of VETAC against the *Quality Assurance Standards for the Registration (QASR) of Training Providers* and *Standards for the Quality Audit of Training Providers*. This person is also responsible for verifying the eligibility of an organisation seeking to become an RTP as well as RTPs seeking to renew or change their scope of registration.

As an independent evaluator, the External Verifier reviews and validates assessments performed within or across an RTP. Validating assessment tools may also be part of their role.

VETAC appoints External Verifiers on the recommendation of respective industry-sector Skills Advisory Coordination Services (SACs) bodies or delegated bodies, as required. The appointment of an independent External Verifier ensures the impartiality and fairness of the assessment process.

VETAC is also responsible for:

• ensuring External Verifiers are not involved in externally verifying work that they have previously verified or assessed

• requiring External Verifiers to notify the RTP should they be assigned to duties in which they have a personal involvement and/or a conflict of interest

• ensuring External Verifiers demonstrate competence and current commercial or industrial skills in the skills sector being externally verified.

External Verifier duties and requirements	
External Verifiers have five main duties:	• Ensuring RTP operations meet VETAC's standards of operation • Annual site visits to RTPs • External verification conducted in 25% of RTPs portfolios • Remote external verification where learner claims for certification are in excess of 1,000 certificates per quarter or thirteen (13) week period. • Provision of advice and guidance to RTPs, reported and documented.

External Verifier duties and requirements	
External Verifiers will collect a range of evidence: * * Information mainly sourced from ACTIVE's *The Role of the External Verifier*	• Qualification end dates, teach out and expiry dates • Qualification unit standards for the qualifications being externally verified • Evidence that Assessors and Internal Verifiers have appropriate qualifications and experience to meet the assessment strategy for the awards/units they assess and verify • Evidence of continuous professional development (CPD) for assessors and internal verifiers and appropriate records • Evidence that learners have access to fair assessment • Evidence of valid claims for exemptions and/or recognition of prior learning (RPL) • Evidence that assessments are structured effectively in terms of planning, assessing, review and feedback • Assessment instruments, evidence, tasks and assessment methods (e.g. learner portfolio or other evidence or assessment conditions) to ensure they are appropriate • Evidence that Assessors and the Internal Verifier are taking part in standardisation activities • The assessment decisions of all assessors • All assessment locations to ensure standards are being consistently applied • Internal verification and assessment records including feedback to assessors • Policies, procedures and record keeping • Administrative practice and confidentiality arrangements • Quality assurance systems and quality of decision making • Personnel involved in the quality assurance process • Occupational competence of staff • Registration rates and completion rates • Learner registration and claim records for units and qualifications • Internal verification strategy and sampling records • Details of any appeals, or reasonable adjustments • Previous visit reports per registered training providers

External Verifier duties and requirements
	• Evidence that the RTP has a diversity and equality policy, appeals policy and complaints policy and arrangements to prevent and investigate instances of malpractice and maladministration and that these are being applied and monitored appropriately
At the end of each site visit, the External Verifier will prepare a site visit report:	• Date of the visit • Monitoring and verification activities undertaken, including information on any sampling undertaken. • Names and positions of those interviewed • Feedback to the RTP on the quality and consistency of its assessment process and the effectiveness of internal verification/quality assurance arrangements • Highlight areas of good practice • Actions the RFP must take if its performance does not meet requirements, when these actions must be completed and who is responsible for completing them • If applicable, and only if serious weaknesses are found, any sanctions that will be imposed or will be recommended to VETAC to impose, with a rationale for such a decision.
External Verifiers will provide an RTP with feedback, advice and support on:	• preparing for site reports • performance indicated in the site report • addressing issues indicated in the site report • continuing professional development activities.
External Verifiers will complete, file and securely store:	• site visit reports and related records.
External Verifiers must:	• be occupational and subject matter experts in their industry sector • be qualified Assessors • be qualified Internal Verifiers • hold an VETAC-endorsed External Verifier Award or a recognised equivalent/ foreign award • be knowledgeable and experienced in conducting, managing and moderating/standardising assessment events and outcomes within the relevant industry sector • have extensive knowledge of the UAE sector.

Benefits

Having qualified Assessors and Verifiers demonstrates an organisation's commitment to quality assurance and learning and development. Major benefits for an organisation are as follows:

- *The quality of outcomes will improve*. For example:
  - ➢ the organisation will have greater ability for monitoring staff development
  - ➢ the organisation has a direct link into training information and processes for assessing which would work in with organisational structure, timeframes, and budgets
  - ➢ the organisation will have a well qualified and competent team
  - ➢ 'naturally occurring' evidence and activities will be embedded in everyday workplace practices
  - ➢ increased productivity and efficiency outcomes
  - ➢ improved environment and occupational health and safety outcomes.

- *The success rates of learning and/or assessment are likely to be higher* as:
  - ➢ in the workplace, onsite Assessors are on hand to provide guidance
  - ➢ candidates/learners know exactly what is expected of them
  - ➢ assessors can "support" completions
  - ➢ marking will be completed internally
  - ➢ candidates/learners will develop an ongoing relationship with the assessor
  - ➢ Assessors will be able to support candidates/learners who may have learning and/or literacy issues
  - ➢ professional development needs of staff will be more easily identified
  - ➢ additional in-house or external learning opportunities can be developed from assessment outcomes.

Benefits are also significant for Assessors and Verifiers. They include:

- recognition of their personal attributes skills and knowledge by their organisation

- continuing professional development opportunities

- having their qualifications contribute towards further qualifications

- obtaining national qualifications which are internationally recognised.

Time and resources

Organisations must recognise that their Assessors and Internal Verifiers need to have dedicated time each week to carry out and review assessments, complete verification, and maintain records. The commitment required is dependent on the size, structure and resources of the organisation where the assessor or verifier is engaged.

Assessors and Internal Verifiers also require administration support to coordinate training sessions for gap training, complete training agreements, distribute workbooks, etc. Organisations may also need to consider the costs of travel to reach workers in remote locations.

Professional development

Organisations seeking to become a Registered Training Provider to deliver training and/or assessment services against VETAC-endorsed national qualifications/awards must indicate in their application how they will develop and implement written procedures for the ongoing development of each member of its staff who is involved in assessment (Section 3.7 of *Quality Assurance Standards for the Registration (QASR) of Training Providers)*.

As part of a quality audit, a Registered Training Provider seeking to renew its RTP status is required to demonstrate that is has developed and implemented a professional development or improvement plan (Standard 4 of *Standards for the Quality Audit of Training Providers*).

Therefore, VETAC must assist RTPs to meet these standards by collaborating with industry to build the professional capabilities of Assessors and Internal Verifiers in the UAE through a range of activities. For example:

- developing, delivering and reviewing ongoing national professional development programmes to build national assessor capability against the developed national occupational skills standards and qualifications

- establishing and maintaining a professional development network of trainers and assessors that includes a national stakeholder committee

- providing technical support and guidance

- communicating future changes and external forces influencing adult education

- initiating and facilitating the change process

- collecting and analysing diagnostic and needs assessment data to determine the outcomes of professional development activities and to revise plans accordingly

- monitoring and reviewing current research on trends, theories, and best practices in adult learning and human resource development of relevance to assessors

- preparing and distributing technical reports, publications and briefings as required.

4. ASSESSMENT TERMS

The following is a list of terms that are used to describe current assessment practices.

Key Terms	Definition
Access and equity	Fairness, social justice. The policies and approaches that ensure vocational education and training is responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis, including: women where under-represented; people with disabilities; people from non-English speaking backgrounds; and rural and remote learners.
Appeals process	A process whereby the person being assessed or other interested parties, such as an employer, may dispute the outcome of an assessment and seek reassessment.
Assessment	The process of collecting evidence and making judgments on whether competence has been achieved to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry/enterprise competency standard or the outcomes of an accredited course.
Assessor	An individual trained to assess learners/candidates against unit standards in VETAC endorsed Q+NOSS or registered Foreign awards, so that an RTP can issue qualifications/awards. An Assessor assesses what the candidate/learner already knows and does for the job, their current skills, any new learning, and application and ability to transfer such to new learning environments or contexts.
Assessor candidate	A person seeking to achieve the Award to become a qualified assessor.
Assessment criteria	The description of the requirements a learner is expected to meet or demonstrate to determine that certain learning outcomes have been achieved; these may also be referred to as 'performance criteria'.
Assessment decision	Involves the assessor evaluating whether the evidence gathered is valid, sufficient, current and authentic in order to make an assessment decision. The assessment decision is made at the unit of competency. It will require using professional judgment in evaluating the evidence available. That is: • the quality of evidence gathered using the assessment methods/tools • whether competence has been achieved based upon that evidence.
Assessment literacy	Knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, familiarity with standards of quality in assessment.

Key Terms	Definition
Assessment materials	Any resources that assist in any part of the assessment process.
Assessment method(s)	The particular techniques used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, testimonials, review of products, simulations.
Assessment plan	The overall planning document for the assessment process and includes a range of information to guide assessor which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organisational arrangements including physical and material resources and equipment and other relevant information.
Assessment process	Agreed series of steps that the candidate undertakes within the enrolment, assessment, recording ad reporting cycle. The process must best suit the needs of all stakeholders and both efficient and cost effective.
Assessment record	An approved record of all assessment outcomes which includes details of the candidate and the assessor(s), the outcomes assessed, and the assessment methods used.
Assessment tool	An assessment tool contains both the instrument and the instructions for gathering and interpreting evidence: • Instrument(s) – the specific questions or activity developed from the selected assessment method(s) to be used for the assessment. (A profile of acceptable performance and the decision making rules for the assessor may also be included). • Procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
Assignment	A practical or written task given to candidates which tests skills, knowledge, understanding or all three.
Audit	A planned, systematic and 'documented' evaluation process to determine whether the activities, documentations and related outcomes of an 'organisation' are in compliance with approved criteria.
Authentic assessment	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Authentic evidence	To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.

Key Terms	Definition
Award	The term applies to a qualification and relates to small cohesive volumes of learning outcomes i.e. composite and component awards.
Awards Council/ Body	The body responsible to the NQA for managing, coordinating and quality assuring the respective education and training sector as defined by the NQA Decree's aims and objectives; this specifically refers to the Vocational and Training Awards Council (VETAC).
Benchmarking	The ongoing process of measuring and comparing products, services and practices with comparable systems or organisations both inside and outside the organization for the purpose of continuous improvement.
Candidate	Any person presenting for assessment.
Case study	Documented study of a specific real-life situation or imagined scenario, used as a training and assessment tool. Candidates/ trainees are required to analyze the prescribed cases and present their interpretations or solutions, supported by the line of reasoning employed and assumptions made.
Cohort	A group whose progress is followed by means of measurements at different points in time.
Competency	The application of knowledge and skills to the standard of performance required in a work-related function or occupational area.
Competency-based training	Training developed for and based on the competency requirements of a job.
Competency standard	An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which themselves are made up of elements of competency, together with performance criteria, a range of variable, and an evidence guide.
Contextualisation	The addition of industry or enterprise specific information to a unit of competency to improve the standards relevance to industry.
Core Life Skills	An NQA branded title for generic skills or key competencies required in the context of the UAE. They are considered core; essential skills that underpin and support performance and functionality in work, and everyday life. The seven [7] CoreLife Skills are as follows: 1. Collecting, analysing, organising and applying information in a given context 2. Communicating information, concepts and ideas 3. Initiating and organising self and activities, including motivation, exploration and creativity

Key Terms	Definition
	4. Working with others in teams including leadership 5. Solving problems including using mathematical ideas and techniques 6. Applying information and communication technology (ICT) 7. Participating in social and civic life including ethical practice
Currency of assessment	Relates to the age of the evidence presented by students to demonstrate that they are still competent. Evidence that demonstrates current performance should only be presented.
Elements	Elements describe the assessed lesser outcomes, if these exist, which collectively comprise the outcome in the title. In a singular unit standard the element and the title must be the same. Elements must: • represent outcomes which are demonstrable and accessible • be in a format similar to the title – *verb in the active voice followed by a noun* • expand on, and be consistent with, the title forming a coherent set of outcomes related to the outcome described by the title • be clear and unambiguous, using language which has meaning for those people who will use the unit standard • not be optional and not normally include options.
Element of competency	Any of the basic building blocks of a unit standard which describes the key activities or elements of the work covered by the unit.
Emulation	Training and assessment in situation as close as possible to workplace environment. An activity that mirrors real life workplace environment.
Equity	Fairness and social justice. In vocational education and training, equity policy incorporates measures to improve access to, participation in, and outcomes of vocational education and training for those who may be disadvantages or have traditionally been under-represented, -especially people with disabilities, people in remote and rural communities and women .
Evidence	Information gathered to support a judgment of competence against the specifications of the relevant unit/s of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways for example: • direct, indirect and supplementary sources of evidence, or a combination of these • evidence collected by the candidate or evidence collected by the assessor • historical and recent evidence collected by the candidate and current evidence collected by the assessor.

Key Terms	Definition
Evidence gathering techniques	The particular technique or method used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.
External Verifier	An individual trained to monitor and evaluate the internal quality and assessment processes conducted in a Registered Training Provider (RTP) on behalf of VETAC to ensure that they meet the standards. Also responsible for verifying the eligibility of prospective RTPs. An External Verifier is independent and seeks to ensure the impartiality and fairness of the assessment process.
Facilitator	A person who helps learners learn by discovering things for themselves.
Fairness in assessment	Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about the assessment process. It also includes an opportunity for the candidate being assessed to challenge the result of the assessment and to be reassessed if necessary.
Formative assessment	Assessment occurring during the process of a unit or a course. Formative assessment is a range of formal and informal assessment procedures employed by facilitators / trainers/ teachers during the learning/ training process in order to modify instruction and learning activities to improve candidate attainment of outcomes.
Holistic assessment	Holistic assessment is an approach to assessment that covers multiple elements and/or units from relevant competency standards. This approach: • focuses on the assessment as a 'whole of job' role or function that draws on a number of units of competency • integrates the assessment of the application of knowledge, technical skills, problem solving and demonstration of attitudes and ethics.
Integrated assessment	An approach to assessment that covers multiple elements and/or units of competence from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into an assessment task to reduce the time spent assessing and to make the assessment more authentic.
Internal Verifier	An individual who is trained to develop, manage, monitor and evaluate the internal quality and assessment processes conducted in the RTP to ensure safe, impartial, valid and consistent assessment strategies and decisions to ensure consistency in assessment. An Internal Verifier authenticates assessors' judgements so that expectations and results are standardised for consistency within an education and training organisation and across industry.

Key Terms	Definition
Learning outcomes	In the context of QF*Emirates*, this refers to knowledge, skills, and aspects of competence that a learner is expected to know and be able to do at each level of a qualification.
National Occupational Skill Standards (NOSS)	An industry-determined and authority-endorsed specification of performance which sets out the skills, knowledge and aspects of competencies required by individuals to perform effectively in employment in the UAE.
Objectivity	Striving (as far as possible or practicable) to reduce or eliminate biases, prejudices, or subjective evaluations by relying on verifiable data and set standards, guidelines.
Outcomes	An operationally defined goal, usually a culminating activity, product or performance that can be measured.
Performance criteria	Part of the format of a competency standard and comprise evaluation statements that specify the level of performance required to demonstrate achievement of the outcome.
Portfolio	A systematic and organized collection of a candidate's work that exhibits to others the direct evidence of a candidates efforts, achievements and progress over a period of time. The collection of evidence in the portfolio includes a selection of contents/ items and should include information about the performance criteria, the rubic or criterion for judging merit and evidence of the candidate's self reflection or evaluation.
Process	A generalised method of doing something, involving steps or operations which are usually ordered and/ or independent. Process can be evaluated as part or an assessment.
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 the individual and his/her lifelong learning and career needs, whether or not this is immediately relevant to organisational objectives. Professional development promotes and maintains currency.
Products	The tangible and stable result of a performance task. An assessment is made candidate performance based on evaluation of the product of a demonstration of learning.
Purpose statement in a unit standard	The purpose statement, at the front of a unit standard, includes information on the unit scope, what is covered in the unit, and who the unit is appropriate for/ who would benefit from the information covered in the unit.
Q+NOSS	Industry-determined and authority-endorsed and industry sector-based National Occupational Skills Standards with associated qualifications comprised of unit standards.

Key Terms	Definition
Qualifications Framework for the Emirates (QF*Emirates*)	The instrument for the classification of qualifications according to a set of criteria for specified levels of learning outcomes that need to be achieved, enabling qualifications to be described and compared. A new framework of qualifications aims to integrate and coordinate certification subsystems within the UAE and improve the transparency, access, progression, transferability and quality of such qualifications in relation to the employment sectors and other structures in civil society. A framework of qualifications has particular relevance as an aid in the recognition of foreign qualifications.
Qualification	In the context of QF*Emirates*, a formally approved parcel of learning outcomes aligned with standards set by the relevant accreditation/awarding body. The qualification may be represented by type - Principal Qualification, Composite Award or Component Award (Refer to 'Types of Qualifications" in the QF*Emirates* Handbook). The term 'qualification' is interchangeable with the term 'national qualification' and 'award'. A parcel of learning leading to formal recognition in VET may be termed a unit standard.
Quality assurance in training and assessment	Quality assurance is the systematic monitoring and evaluation of the various aspects of training and assessment processes to maximize the probability that the required standards of quality are being attained.
Range statement	The part of a competency standard which specifies the range of contexts and conditions to which the performance criteria apply.
Recognition of prior learning (RPL)	All definitions of RPL emphasise the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a qualification or award, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. It is also acknowledged that RPL is closely associated with 'Accreditation of Prior Learning (APL)' defined as the formal recognition of any previous learning experiences for skills and/or knowledge acquired,regardless of how, when or where the learning occurred, which is eligible to count towards a qualification.
Reliability	The measure of consistency of tan assessment instrument. The instrument should yield similar results over time with similar populations in similar circumstances.
Self assessment	A process in which learners/ candidates or organizations assess their own performance against particular standards or criteria. In competency based training it is a process in which leaner's/ candidates assess their own performance against competency standards. In quality endorsement, it is a process in which an organisation assesses the extent to which it satisfies the criteria for the quality endorsement, identifying opportunities for improvement.

Key Terms	Definition
Self directed learning	Learning in which the learner/ candidate is the principal driving force, deciding how, when and at what pace learning take place.
Scoring criteria	Rules of assigning a score or the dimension of proficiency in performance used to describe a candidates response to a task. May include rating scales, checklists, answer keys and other scoring tools.
Skills standards	Skill standards are generally associated with an industry or occupation, or some subset or combination of these. For many years, skill standards have been and are being developed by business, industry, and labour organisations identifying worker skills in specific occupations.
Skills test	Evaluation of a candidate's skills and competencies in performing a job function or activity. A method to assess whether a candidate has the required range of skills, at the required level, for a particular job or work activity.
Simulation	A model of real activity created for training purposes or to solve a problem. A situation or environment, which is reproduced, but not necessarily by a machine. Simulation can range from non-technology applications (such as paper-based schematics and cardboard mock-ups, classroom exercises, or face-to-face role-play), through simple computer based simulations (including multi-media graphics and animations), desk-top computer based training and assessment, and situation and equipment emulations.
Standards	Agreed upon values used to measure the quality of candidate performance, instructional methods assessment products etc.
Sufficient evidence	Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.
Summative assessment	Evaluation at the conclusion of a unit or units of instruction or an activity to determine a candidates skills and knowledge or effectiveness of a plan or assessment activity.