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الإمارات العربية المتحدة
وزارة التعليم العالي
والبحث العلمي

TVET Assessment Guidelines

National Qualifications Centre

United Arab Emirates

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Change Log

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2	To incorporate details of the NQC Grading Matrix and relevant definitions	December 2023
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Introduction

The aim of the *TVET Assessment Guidelines* document is to assist Trainers, Assessors, and Internal Quality Assurers (IQAs) at Accredited Training Providers (ATPs), and External Quality Assurers (EQAs) carrying out their role for relevant Awarding Bodies in the design, implementation and verification of high-quality assessment practices that support the valid, reliable, fair and consistent assessment of learners. The guidelines reflect good practice in assessment that is applicable to a range of learning settings that include classroom based (face-to-face), workshops/laboratories, On-Job-Training (OJT), and blended, synchronous, asynchronous online learning environments.

The Purpose of Assessment

The purpose of assessment is to show evidence of learning and to provide planned opportunities through which learners can demonstrate their standard(s) of knowledge, skills and/or competence. In terms of assessment for the purposes of issuing a qualification or an award**,** the decision to issue a qualification relies on a judgement(s) being made from evidence presented from approved quality assured assessment processes. The purpose of assessment under the QFEmirates, for which a qualification may be issued, is to determine if learning to the standard defined in respective learning outcomes has been achieved.

Principles of Assessment & Rules of Evidence

- The Key Principles of Assessment should be applied to the assessment process. These include:
  - *Validity*
  - *Reliability*
  - *Fairness*
  - *Flexibility*

- The Rules of Evidence should be applied to all assessments so that assessment evidence provided by learners to demonstrate their knowledge, skills and competence is:
  - *Valid,*
  - *Authentic*
  - *Current*
  - *Sufficient*

- Integrated assessment, where appropriate and when approved by the relevant awarding body, helps to avoid unnecessary over-assessment of learners.

Key Assessment Considerations

All stakeholders involved in the planning, design, delivery and assessment of learners should ensure the following:

- Programs of delivery and assessment developed on the basis of NQC qualification standards within an ATPs approved scope of delivery should include a minimum 50% of expected learning outcomes that require learners to be assessed using methods of assessment that gather evidence of the hands-on practical skills of learners in a face-to-face classroom and/or workplace setting.

- Learning outcomes and performance criteria are clarified with and understood by learners. Providing visuals, assessment rubrics, and relevant examples of learner work that meet the performance criteria enables learners to understand the depth and quality of work required to meet the expectations. Pre-designed assessment tools need to be quality assured by an IQA before use to ensure they are fit for purpose.

- Assessors can competently apply assessment approaches that suit the learner and the assessment context. Trainers/assessors should collaborate to develop assessment tasks and rubrics so that reliable evidence can be gathered to inform any judgements of a learner's competence.

- Feedback provided to learners on their assessments should reflect the expected learning outcomes and performance criteria of the qualification unit standard(s) and should address the learning intention of the planned assessment tasks or activities.

- Agreed outcomes and assessment criteria for a competent performance will be assessed so that current employers can be confident that individuals can perform in a work role to a consistently high standard.

- Through a recognition of prior learning (RPL[1]) pathway, a learner may be deemed competent against a qualification unit standard(s) by providing evidence to an assessor of their skills and knowledge gained through work and life experiences and completing any further assessments where necessary.

- ATPs must maintain up-to-date systems and procedures which are accessible to learners so that learners have the opportunity to appeal what they consider to be unfair assessment decisions made against them, to formally lodge a complaint, and/or to provide positive feedback or compliments.

- Formative feedback provided to learners should be developmental in nature and be recorded as part of the assessment process.

[1] https://www.nqc.gov.ae/en/policies-and-procedures.aspx#page=2

Competency-Based Training and Assessment Systems

Competence can be defined as the ability to perform a particular activity to a prescribed standard. Competence embodies the ability to transfer skills and knowledge to new situations within an occupational area and in a range of differing contexts. It includes those qualities of personal effectiveness such as determination, self-confidence, persistence, ability to manage stress, and creativity that are required in the workplace to deal with co-workers, managers, and customers.

Within a system of competency-based training and assessment:

- assessments should determine that the learner can demonstrate the required skills and knowledge. To be valid, assessments should cover the broad range of skills and knowledge required for competent performance in the targeted occupation.

- assessors and verifiers are expected to make judgements based on evidence gathered from a range of sources to determine whether an individual can consistently meet an agreed standard of performance against set criteria to achieve expected learning outcomes.

- learner choice in assessment is important to allow some flexibility in the choice of assessment formats learners can use to demonstrate their knowledge, skills or competence to meet the expected learning outcomes.

- ATPs are expected to collaborate with industry partners to secure their commitment to provide learners with quality hands-on competency-based training during a period of internship or work-placement that is aligned to the expected learning outcomes and performance criteria of the relevant qualification.

- ATPs should ensure that a learner is scheduled for a period of workplace training at a workplace setting as set out in the approved qualification/program specification. For example, for Diploma and Advanced Diploma principal qualifications, workplace training should be carried out over a period equivalent to 1 semester (16 weeks). Work placements must relate directly to the program of study so that learners are provided with maximum opportunity to put their learning into practice. Arrangements should be made to verify assessment evidence gathered during work placement and that this assessment evidence is subject to appropriate quality assurance.

- a learner workplace training logbook is expected to be developed in close collaboration with the partnering industry setting to record and verify that specific training program related skills and tasks are assessed during the period of internship or work-placement. This would support a witness testimony from an industry supervisor.

- assessors are required to judge performances consistently and accurately against the set standard(s) and evidenced through standardized meetings.

- an ATP should support the process of recognising an individual's prior learning or skills acquired outside formal education/training institutions as part of its own quality assurance policy and procedures.

- assessors should make it very clear to learners how they will be assessed so that learners have a clear understanding of what is required of them for a judgement of competence.

- learners should be provided with meaningful, timely and specific feedback on their assessments.
- learners with additional needs should be provided with reasonable adjustments in assessments to support progression and the achievement of learning outcomes.
- opportunities for re-assessment, where required, should be made available to learners.

Competency-Based Assessment (CBA) Practices

Competency-Based Assessment differs from the traditional approach to assessment in several ways.

- CBA is at the core of learning outcome-based standards.
- CBA involves a judgement of individual performance against agreed standards that reflect the expected outcomes of a competent performance in the workplace.
- CBA occurs in the workplace wherever possible or an approved simulated environment[2].
- CBA can use recognition of prior learning (RPL) as a pathway to support a learner to earn a qualification/award to progress within the QFEmirates Framework.

[2] * Note 1: Any 'simulated' workplace environment should fully replicate the resources, environment and any time and productivity pressures that exist in the actual workplace. ATPs should ensure that the development and use of simulated environments are informed by consultation with industry experts.

* Note 2: When planning On-the-Job-Training (OJT) and assessment, ATPs should ensure that they have processes in place to evaluate the suitability of work sites, and provide sufficient information to workplace supervisors to enable them to adequately engage in the training and assessment of learners.

Types of Assessment

There are three main types of assessment that support learning, each occurring at different points in the learning process. These are diagnostic, formative, and summative assessment.

Diagnostic Assessment:

- Is a type of assessment that can occur before a unit of learning begins.
- It is purely diagnostic in nature.
- This pre-assessment can help to diagnose what learners already know, understand and are able to do before the upcoming learning.
- It can help to highlight any prerequisite learning that may be missing or misunderstood and can also be used to gather information on learners' areas of interest to inform the design of motivating learning activities for learners that match their learning preferences.

Examples of Diagnostic Assessment Methods include, but are not necessarily limited to the following:

- Pre-tests on set topic (Baseline Assessment)
- Performance Tasks
- Classroom Surveys
- Question and Answer Sessions
- Questionnaires
- Quizzes
- Team Activities

Formative Assessment:

- Also known as *'ongoing assessment'*, formative assessment is expected to be used to *monitor a learners' progress* on an ongoing basis and occurs at various intervals throughout the learning process. Formative assessment feedback should be documented, dated, and signed by the learners and the trainer/assessor.
- The objective of this type of assessment should be to find out if the learner has clearly understood a concept, instructions, or practical steps involved in a learning task so that timely adjustments can be made if needed, by the trainer, to the pace of instruction and/or content before proceeding to the next stage in a learning topic, practical task, or activity.
- Testing of knowledge and skills at this stage should only be used to ascertain the learner's current level of progress towards a targeted level of competency.
- Formative assessment is generally considered to be 'low stakes' assessment as the outcomes of any formative assessments may not yet be an accurate 'summative' reflection of a learner's capability or proficiency in terms of their knowledge, skills and competence.
- Use of formative assessment should facilitate immediate feedback to the learner and

trainer/assessor to enable corrective action to be taken on the learner's journey to support and achieve competence.

Examples of Formative Assessment Methods include, but are not necessarily limited to the following:

- Performance Observations
- Questioning
- Rubrics
- Knowledge and/or Skills Tests
- Peer Assessments
- Self-Assessments
- Reflective Accounts
- Quizzes

Summative Assessment:

- Summative assessments should be used to evaluate learning, skills, and achievement of outcomes *at the end of* whole sections or units of learning, at the end of a learning program, or at any opportune point in the learning program. Learners should have sufficient time to learn, practice and consolidate the skills and knowledge before summative assessment.

- The purpose of summative assessment should be to provide evidence of the degree to which a learner has acquired the required standard of knowledge, understanding, and skills following completion of a section, unit of learning, or a module of learning.

- Assessment undertaken for the purposes of achieving NQC Certification is *'Summative Assessment'*.

Examples of Summative Assessment Methods include, but are not necessarily limited to the following:

- Knowledge and/or Skills Tests
- Final Presentations
- Professional Discussions
- Portfolios
- Products of Work
- Projects
- Witness Testimony

Assessment in Online Learning Environments

The pressures on education and training providers to manage and organise effective learning and assessment following the impact of the COVID-19 pandemic has led to an increased demand for more accessible learning and assessment. Best practices around the implementation of such systems are continuing to evolve. It is to be expected that some subject matter content will be more suited than others to assessment in an online environment. If an ATP is considering assessing learners via this route, then prior approval of the relevant Awarding Body should be sought.

There are some international guidelines relating to current good practices in the use of online assessment systems that can be embedded in any online assessment system(s) employed by an ATP, and which are monitored and reviewed by Assessors, Internal Quality Assurers (IQAs), and External Quality Assurers (EQAs). These include the following:

- ATPs should utilise a secure online proctoring system or platform that employs technology-enabled monitoring software to supervise a learner from start to finish while completing their online assessments and to confirm their identity.

- An ATP's secure online system(s) should employ a range of monitoring features to prevent and/or detect cheating that do not rely on single-factor authentication e.g., continuous face recognition, facial detection, keystroke dynamics for continuous authentication during the completion of online assessment tasks, and systems that allow for manual surveillance.

- It is good practice for an interview to take place prior to the commencement of online learning to determine the learner's current level of knowledge, skills, and understanding. On concluding an interview, the ATP should ensure the learner's knowledge and skill set enables access to the appropriate level of learning.

- To ensure consistency and standardisation the ATP should use standard assessment models and methodologies for delivery of online assessments, which are aligned with the learning outcomes.

- The learner should receive clear and precise guidelines on the online assessment process and receive a manual on the use of online assessment methods and tools.

- Learners should be given the opportunity to practice a mock online assessment in advance of any scheduled online formative/summative assessment in their training program. This ensures that learners will be required to download the necessary software and test their computer hardware and internet connection. The opportunity to take a mock assessment will familiarize learners with the environment and the procedures for taking the assessment and help to reduce any anxiety learners might have about the experience.

- ATPs should have a back-up assessment plan in place for learners who do not have the necessary equipment (including a webcam and microphone) or internet access available to them. This is also important in case of the absolute failure of any online system.

- Assessors and Internal Quality Assurers (IQAs) should ensure that all evidence of assessment in an online environment is recorded and securely stored for external quality assurance purposes.

Examples of assessment instruments used within online assessment systems include, but are not necessarily limited to the following:

- Case Studies
- Multiple-choice questions
- Portfolio of work
- Presentation
- Simulations
- Video evidence
- Virtual labs
- Quizzes
- Reflective Account

NQC Grading System

To promote validity, reliability, fairness, and flexibility in the assessment process, the NQC has introduced an enhanced grading system to complement the Assessment Guidelines. The grading system supports excellence and recognises unique learner performance.

The comprehensive classification includes the following categories: “Not Yet Competent,” “Competent,” “Competent with Merit,” and “Competent with Distinction.”

In overview, the new grading system classification will:

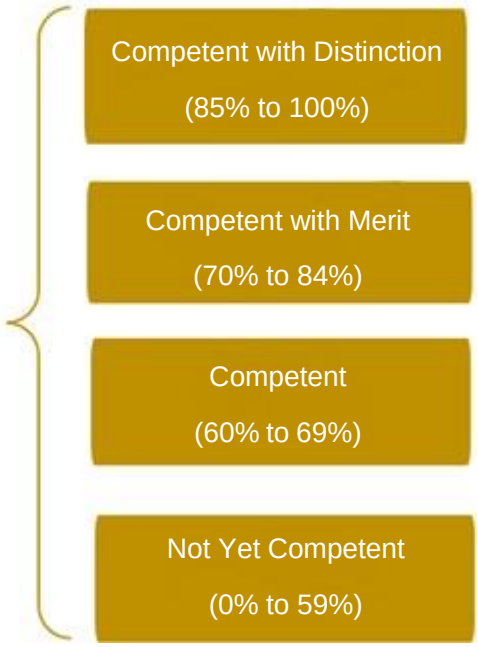
- Grade learners from **Level 1 and Level 2** as either *Competent* or *Not Yet Competent*.
- Grade learners from **Level 3 to Level 5** as *Competent with Distinction*, *Competent with Merit, Competent*, or *Not Yet Competent*.

Accredited Training Providers (ATPs) will grade learners in the overall qualification using the following grading classification:

Learners from **Level 1 and Level 2** will be graded:



Learners from **Level 3 to Level 5** will be graded:



The associated Grading Matrix (see table below) forms an integral element of the grading system, established to promote consistency in the assessment and evaluation of learners performance and achievements.

% Scored	Grade
85% - 100%	Competent with Distinction
70% - 84%	Competent with Merit
60% - 69%	Competent
0% - 59%	Not Yet Competent

The table below illustrates a definition for each of the grade classifications, accompanied by descriptions that exemplify the levels of competency typically displayed by learners participating in a program of learning, for example, learners preparing to be a Hotel Receptionist in the Hospitality Industry Sector.

Grade	Definition	Examples from the Hospitality Industry - Hotel Receptionist Competency Levels
Competent with Distinction (85% - 100%)	The learner has consistently demonstrated the necessary skills, knowledge, and abilities to an outstanding standard of performance for a specific task or occupational role. The assessment result shows that the learner has achieved all required learning outcomes with exceptional competency.	The learner displays outstanding proficiency in completing tasks more productively than expected for their role in handling reservations using the hotel reservation system and routine guest inquiries and requests. Learners not only excel in meeting standard expectations but also showcase exceptional problem-solving abilities when addressing guest needs, consistently delivering exceptional service, and contributing to enhancing guest experiences.
Competent with Merit (70% - 84%)	The learner has consistently demonstrated the necessary skills, knowledge, and abilities to exceed the expected standard of performance for a specific task or occupational role. The assessment result shows that the learner has achieved all required learning outcomes with additional competency.	The learner consistently handles reservations using the hotel reservation system and addresses routine guest inquiries and requests with precision and effectiveness, exceeding the standard expectations for their role. Additionally, the learner efficiently organises special requests and demonstrates adaptability in meeting guest needs.
Competent (60% - 69%)	The learner has consistently demonstrated the necessary skills, knowledge, and abilities to meet the expected standard of performance for a specific task or occupational role. The assessment result shows that the learner has met the required learning outcomes.	The learner consistently performs routine tasks following standardised procedures to handle reservations using the hotel reservation system and addressing routine guest inquiries and requests.
Not Yet Competent (0% - 59%)	The learner has not yet demonstrated the necessary skills, knowledge, or abilities to meet the expected standard of performance for a specific task or occupational role. The assessment result shows that the learner has not yet achieved one or more of the required learning outcomes.	The learner struggles to consistently follow standardised procedures related to handling reservations and effectively addressing routine guest inquiries and requests. Further learning and practice are necessary to attain competence in efficiently using the hotel's reservation system and providing accurate information to guests.

Awarding Body Role*

An AWB is a governing body for a sector OR an organization that governs training providers under its remit.

The main functions of the AWB are to:

- obtain and maintain AWB status from NQC to operate within the UAE
- follow the guidelines and principles of good practice for AWBs and comply with all quality standards
- accredit and support ATPs in the delivery and assessment of qualifications

Note: The AWB cannot delegate its responsibilities to other persons or entities.

AWBs are responsible for:

- overseeing the delivery, assessment, and Internal Quality Assurance (IQA) of qualification processes and delivery.
- following the NQC standards for qualifications and issuance of certification for fair and equitable services to learners.
- reliably and consistently operating the administration and delivery of qualifications by ATPs to support the integrity of certificates awarded and issued by all authorised within the qualification process.
- maintaining NQC standards for the administration and delivery of qualifications.

Only Qualifications, Professional Certificates and Credit Bearing Micro Credentials (CBMC) registered in the NQC database can be offered as official Qualifications/Courses by an AWB.

Accredited Training Providers (ATP) Role*

The ATP must have systems in place to plan, design, organize and review high quality competency-based training and assessment across all its operations. With high-quality assessment systems, learners can be confident in the quality of the training they receive, and employers can have confidence in the qualified learners that they employ.

* See NQC AWB Quality Standards for the UAE https://www.nqc.gov.ae/en/policies-and-procedures.aspx#page=1
* See NQC Guidelines for Trainers, Assessors, IQAs and EQAs https://www.nqc.gov.ae/en/policies-and-procedures.aspx#page=1

Trainer Role*

The primary role of the trainer involves delivering training to learners in accordance with the qualification standards being delivered. Training can occur at an accredited training provider and/or in workplace.

- Trainers should have UAE recognised teaching and/or training qualifications or hold the equivalent international qualifications.
- Trainers should already have industry experience and be occupationally competent in the learning area in which they will provide training.
- Where a trainer does not have the training experience and/or qualification/certification, they should be working towards achieving this as well as being mentored and supported by one or more qualified experienced trainer(s) via a CPD plan.

Assessor Role*

The primary role of the assessor is to assess whether learners' performance and/or related demonstrated knowledge meets the requirements of the learning objectives, ATP Quality Standards, and that of the Awarding Body (AWB).

- Assessors therefore need to have occupational expertise in the area to be assessed.
- Assessors must have UAE recognised assessor qualification or international equivalent assessor qualification. This enables the assessor to be able to plan, design and organize valid and reliable assessment opportunities for learners so that sufficient evidence of competence can be gathered and assessed.
- Standard systems for assessments should follow best practices i.e., conducting assessments, collecting assessment evidence, recording assessment decisions, reporting of assessment and feedback on assessment.
- Where an assessor does not have the occupational expertise, they should be accompanied by one or more occupationally competent subject matter expert(s) with recent work experience for the respective subject area to assist in the assessment decisions and feedback where applicable.
- Assessors must ensure that learners are fully aware of their own responsibilities with regards to the collection of evidence and taking into account any accreditation or prior learning or achievement.
- Selecting an appropriate assessment method(s) to gather evidence of learner competence involves 'best fit' decisions and agreement between the assessor(s) and Internal Quality

* See NQC Guidelines for Trainers, Assessors, IQAs and EQAs https://www.nqc.gov.ae/en/policies-and-procedures.aspx#page=1

Assurer (IQA) and may include evidence that is compiled by the learner. Examples of evidence that is compiled by the learner can include but is not limited to the following:

- Portfolios of evidence
- Journals/logbooks
- Collections of work samples
- Products with supporting documentation
- Information about life experience/historic evidence

Learner Role

For learners to be active participants in their own learning, they should take an active role in any formative assessment practices that are used to support the summative aspect of assessment.

Learners should familiarize themselves and be clear about the *'Learning Intention'* shared by the trainer/assessor at the beginning of the lesson/module/workshop or laboratory.

In collaboration with their trainer/assessor, learners should agree the *'Success Criteria'* that will clearly describe what learners need to do in order to demonstrate that they have met the learning intentions.

Learners should refer to the agreed success criteria when providing feedback to their peers or when self-assessing.

Internal Quality Assurer (IQA) Role*

The primary role of the IQA involves developing, monitoring, and evaluating the internal quality assurance and assessment processes of the ATP in line with the NQC ATP Quality Standards, and that of the AWB.

- IQAs therefore need to have recent occupational expertise in the area to be quality assured.
- Where an IQA does not have the occupational expertise, they should be accompanied by one or more occupationally competent subject matter expert(s) with recent work experience in the respective subject area to assist in the assessment decisions and feedback where applicable.
- IQAs will be required to update their expertise by being involved in continuous professional development activities.

External Quality Assurer (EQA) Role*

The primary role of the EQA involves monitoring and evaluating the internal quality and assessment processes of the ATP in line with the NQC ATP Quality Standards, and the NQC Awarding Body Quality Standards.

* See NQC Guidelines for Trainers, Assessors, IQAs and EQAs https://www.nqc.gov.ae/en/policies-and-procedures.aspx#page=1

- EQAs need to have recent occupational expertise in the area to be quality assured.

- EQAs must have an NQC recognised Assessor and IQA qualifications and/or international equivalent IQA and Assessor qualifications as well as an NQC permit.

- Where an EQA does not have the occupational expertise, they should be accompanied by one or more occupationally competent subject matter expert(s) with recent work experience in the subject matter to assist in the evaluation and feedback where applicable.

EQAs must ensure the following in relation to ATPs:

- Regulatory obligations are met.

- Risk is monitored and managed.

- ATPs are supported and advised, this includes helping with the interpretation of standards and promoting best practice and also involves helping ATPs to develop internal assessment and evidence evaluation systems that are fair, reliable, flexible, non-discriminatory.

- Internal quality assurance is taking place within the ATP.

- Assessments are being conducted in accordance with the AWB and NQC requirements. This is monitored through sampling i.e., conducting external verification on assessments and all associated assessment documentation. These include direct observation, assessment activities, methods, and records.

- ATP staff are occupationally competent and sufficiently qualified to deliver and assess qualifications.

Note:

- A prerequisite to delivery of training and assessment is the approval of a training provider's quality assurance policy and procedures.
- Trainers/assessors should be supported in their role by IQAs and EQAs to ensure that standards of assessment and the quality of the assessment system are maintained.
- Within an ATP, responsibility for the quality and integrity of the assessment process are supported and monitored by IQAs.
- Awarding Bodies, via their EQAs, have overall responsibility for the external quality control of assessments carried out in an accredited training provider.
- Standardization/moderation meetings should occur regularly to facilitate discussion on quality assuring assessment practices at the ATP and to establish a mutually supportive environment.
- Regular meetings between trainers/assessors and IQAs should be encouraged and reported on by the EQA.
- Meetings between assessors and EQAs should be arranged when necessary and/or when scheduled by the awarding body.

Key Definitions

Asynchronous Learning	Asynchronous learning is learning online at a different time and/or place using an online learning platform. Example of asynchronous learning is use ofdiscussion forums, chat rooms, and email for learning.
Authentic	Assessment evidence should be compiled solely and genuinely by the learner to be deemed competent. It is good practice to include a statement signed by the learner in the learner's portfolio confirming the evidence presented is their own.
Blended Learning	Blended learning is a teaching and learning approach that demonstrates a blend of different methods, technologies, and resources to improve student learning. A 'flipped classroom', online learning followed by face-to-face delivery, online delivery of theory followed by a face-to-face practical session, etc., are some examples of a blended learning approach.
Competence	The ability to perform a particular activity to a prescribed standard. Competence embodies the ability to transfer skills and knowledge to new situations within an occupational area, and in a range of differing contexts. Itincludes those qualities of personal effectiveness that are required in the workplace and life in general to deal with co-workers, managers, and customers, and people in different contexts.
Current	Assessment evidence compiled by the learner is up to date and in keepingwith occupational/industry standards/current legislation or processes.
Written Examinations/Tests	Examinations/written tests may be online and/or paper based. Exams andwritten tests are appropriate to assessing knowledge.
Facial Detection	Face detection systems can identify that there is a human face present in animage of video – it cannot identify that person.
Facial Recognition	Facial recognition consists of the automatic recognition of a face within animage to determine its identity.
Fairness (in assessment)	Refers to the consideration of learner's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them.
Flexibility (in assessment)	The learner should be provided with the opportunity to discuss and select set assessment methods which best supports their learning needs in meeting qualification outcomes. It includes opportunities that provide more choices tothe learners in terms of when, where, and how they are assessed. These opportunities may include use of online assessment, and workplace-based assessment.
Formal Learning	Planned learning that derives from activities within a structural learning setting such as, school, college, or training institution.
Informal Learning	Learning resulting from daily activities related to paid or unpaid work, family or community life, or leisure. Informal Learning is less organized andstructured than either formal or non-formal education environments.
Integrated Assessment	Integrated assessment is a combined assessment that assesses the requirements from two or more learning outcomes in one task. The trainer/assessor should be encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one unit standard or module descriptor.
Keystroke Dynamics	Keystroke dynamics is an automated authentication method where the identity of a learner can be identified and confirmed based on the pattern andrhythm of passwords they type on a keyboard.
Learner	An individual in the process of learning, whether at school, college, university or undergoing training, including non-formal and informal learning.
Learning Intention	A learning intention for a lesson or series of lessons is a statement, created by the trainer/assessor that clearly describes what the learners need to know,understand, and be able to do as a result of the learning and teaching/trainingactivities they are

	about to undertake. Learning intentions are always linked to one or more learning outcomes in the qualification specification or programdescriptor. This is an element of the formative assessment process that supports the summative aspect of assessment.
Learning Outcomes	Statements of what the learner is expected to know, understand and be able to do after completion of a process of learning and assessment. In QFEmirates, learning outcomes are defined in terms of knowledge, skills, and attributes (autonomy, responsibility, values, and ethics).
Moderation	A process or procedure to align standards of assessment between different testing occasions, different assessors, different centres, etc.
Non-Formal Learning	Learning that takes place through a structured and/or unstructured process of learning but does not lead to a formal recognised qualification or award. Typically, it may include workshops, community courses, e-learning programmes, interest-based courses, short courses, continuous professionaldevelopment (CPD), on-the-Job-Learning, or conference/forum style seminars.
Peer-Assessment	Peer-assessment provides a structured learning process for learners to critique and provide feedback to each other on their work.
Performance Observation	This is where the assessor will observe the learner carrying out everyday work activities in a working environment (or simulated working environment approved by the relevant awarding body) and should be the main source of evidence for competence-based learning outcomes. Performance observation may contribute to collecting evidence to demonstrate knowledgeas well. Evidence collected should be recorded against specific learning outcomes and/or performance criteria within the qualification unit standard(s).
Online Proctoring System	A live online proctoring system allows a learner to take an assessment/test ata location external to the education and training centre. This means that their assessment/test will be supervised in real time via their webcam. The proctoring system will also monitor what is running on the learner's computer via screen sharing and monitoring software.
Professional Discussion	Professional discussion should be in the form of a planned and structured review of the learner's skills, knowledge and understanding. The focus shouldbe on collecting evidence and the outcomes must be captured by means of audio/visual or written records.
Projects	Projects are appropriate assessment methods for generating evidence in support of competence and/or knowledge. Learners can be given work- related projects to help provide evidence of their skills, knowledge and competence. Like other assessment methods, the relevance of the project activity and the evidence generated must be carefully examined against the learning outcomes and assessment criteria.
Products of Work	Work products can be any relevant products of a learner's own work, or products to which they have made a significant contribution. These products may provide evidence to cover or contribute towards the assessment of skills, knowledge, or competence.
Questioning	Questions are useful for confirming competence. Questions can be asked by assessors and answered by learners to supplement evidence generated through observations of practice and/or any other evidence type used in the assessment process.
Recognition of Prior Learning (RPL)	An assessment process that involves evaluating an individual's recognised and unrecognised knowledge, skills, and attributes (responsibility, autonomy,values, and ethics) obtained through formal, informal, and non-formal learning, regardless of how, when, and where that learning occurred, with theaim of determining the level

	and credits to be recognised towards a qualification.
Reflective Account	A reflective account can be used to help contribute to the assessment of competence and can help in the collection of evidence for knowledge and understanding. The term is used to describe an individual's description and analysis of their thoughts and actions when carrying out particular tasks or handling specific situations. In terms of authenticity, this assessment method will usually be insufficient when used on its own.
Reliable (evidence)	Assessment evidence is reliable if it is a true reflection of the learner's level of knowledge and performance.
Reliability	Assessment methods should be accurate and consistent to ensure uniformity in standards for all learners.
Self-Assessment	Self-assessment provides learners with an opportunity to evaluate their own learning or make judgments about their learning process and any products oftheir learning, based on criteria that they have agreed on with their trainer/assessor as part of the assessment process.
Skills	The ability, cognitive or practical, to apply knowledge and use, know how tocomplete tasks and solve problems. These include but are not limited to technical, interpersonal, creative and communication skills.
Standards	Criteria/specifications which detail prescribed outcomes established by theNQC or respective accreditation/awarding bodies as well as detailed specifications that indicate the type and level of knowledge, skill, and attributes required for an individual to perform specific functions and activities, and/or fulfil linked professional requirements.
Standardisation	The purpose of standardisation is to monitor standards and to ensure consistent and reliable assessment decisions across all staff involved in the assessment of a cohort of learners.
Success Criteria	Success criteria help to clarify to learners what success looks like. Successcriteria provide learners with an opportunity to assess their own and their peers learning. Learning intentions and success criteria link closely to the learning outcomes contained in the qualification specification or program descriptor. This element of the formative assessment process supports the summative aspect of assessment.
Sufficient	Assessment evidence compiled by the learner should effectively support the assessment process to ensure the learning outcomes are met. Assessment evidence is sufficient if there is enough content in either knowledge or through performance to meet the expected learning outcomes.
Synchronous Learning	Synchronous learning is opposite of asynchronous learning, where learner interacts with trainers and/or learners online at the same time from different place.
Valid (evidence)	Assessment evidence compiled by the learner should accurately support their knowledge and skills in meeting the learning outcomes and assessment criteria
Validity	Assessment process should appropriately measure learner knowledge and skills to ensure meaningful and accurate outcomes.
Verification	The process by which the validity of the assessment process is ensured (i.e.,the checks and balances in the assessment system to ensure that what should happen when people are assessed, does happen). Its primary purpose is quality assurance, confirming that people in different places are assessed in the same way, with a common interpretation of the standards.
Witness Testimony	These should be from people who are able to provide written or technically recorded evidence of a learner's competence. To be of value to the assessment process they need to relate directly to the assessment criteria being assessed.