

The Implementation of the Caribbean Vocational Qualification (CVQ) in Secondary Schools of CARICOM States: Problems in Delivery and Assessment.

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CARICOM Member-states



Antigua & Barbuda

Bahamas

Barbados

Belize

Dominica

Grenada

Guyana

Jamaica

Montserrat (Br.)

St. Kitts & Nevis

St. Lucia

St. Vincent & the

Grenadines

Suriname

Trinidad &

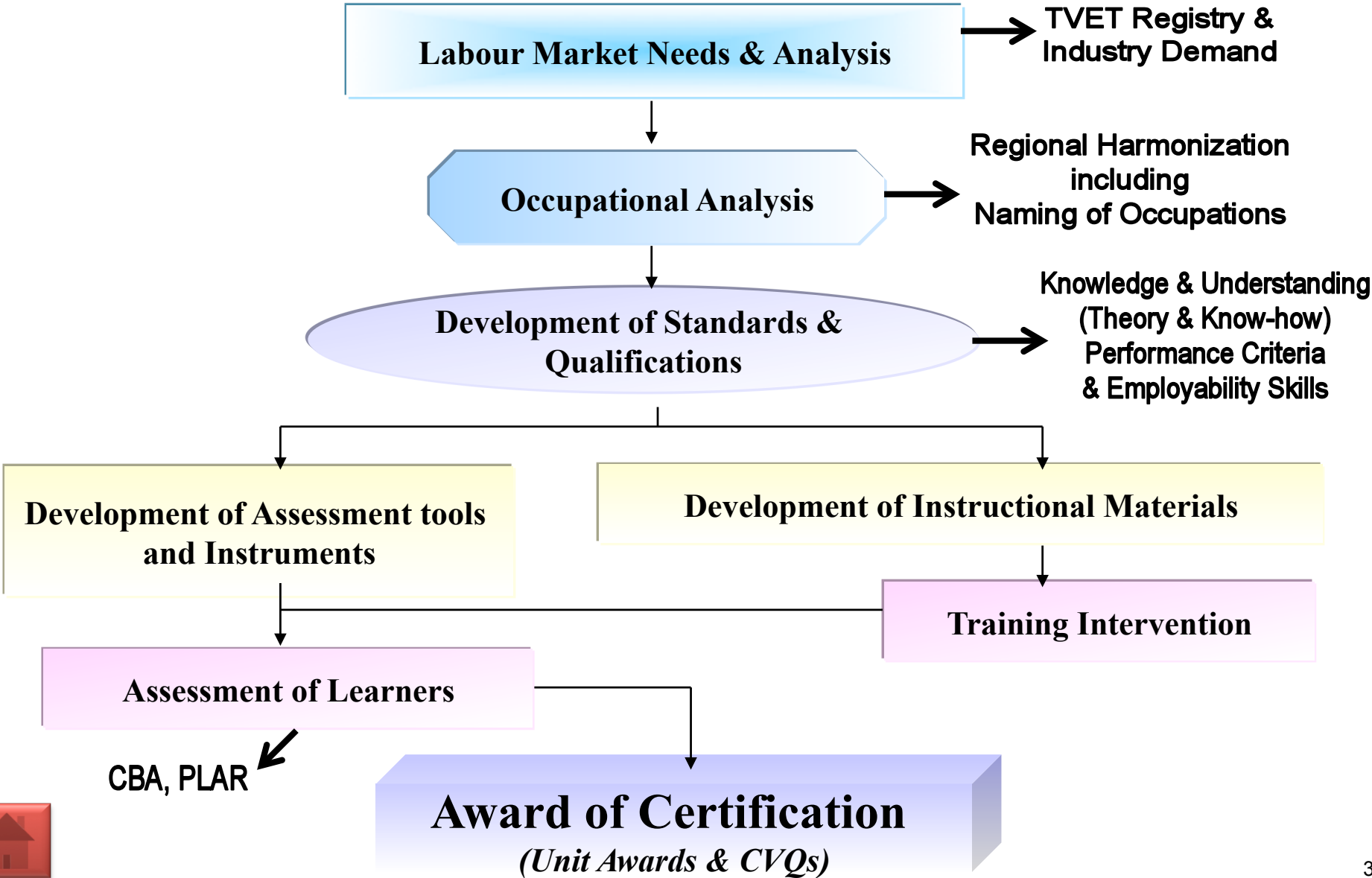
Tobago



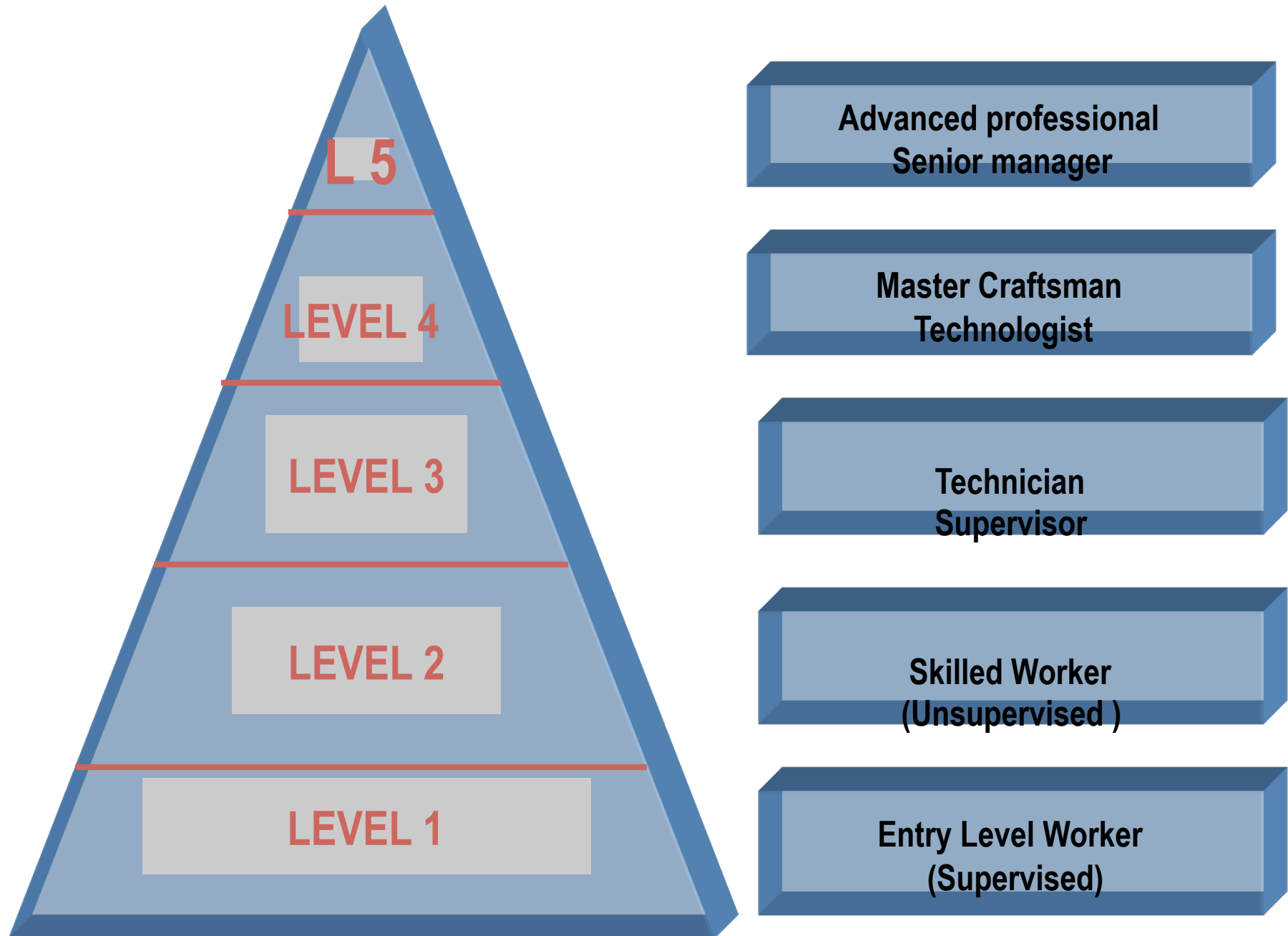
TVET Operating Model using CBET Approach

Caribbean Vocational Qualifications

Source: School Management and Educational Certification for Development and Accreditation of Key and Basic Labour Competencies at the Upper Secondary Level



Regional Qualifications Framework



Type/Level of Program	Orientation And Purpose	Credits	Entry Requirements	Occupational Competence	Academic Competence
Level 1/ Certificate	Completion of a preparatory programme leading to further study in a given academic or vocational area or entry qualification for a particular occupation	<u>Minimum 10 Credits</u>	To be determined by the local training Institution	Semi-skilled, entry level. Supervised worker	Grade 10
Level 2/ Certificate	To prepare a skilled independent worker who is capable of study at the next level (post-secondary)	Minimum 20 Credits	Grade 11 or Equivalent	Skilled Worker Unsupervised Worker	Grade 11
Level 3/ Diploma and Associate Degree	A post-secondary qualification emphasising the acquisition of knowledge, skills and attitudes (behavioural competencies) to function at the technician/ supervisory level and pursue studies at a higher level.	Diploma: Minimum 50 Credits Associate Degree: Minimum 60 Credits	4 CXC's, Level 2 Certification or Equivalent	Technician, Supervisory	Associate Degree Entry to Bachelor's Degree programme with or without advanced standing
Level 4/ Bachelor's Degree	Denoting the acquisition of an academic, vocational , professional qualification, who can create, design and maintain systems based on professional expertise	Minimum 120 Credits	5 CXC's , Level 3 Certification or Equivalent	Competence which involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a wide range of contexts. This includes Master Craftsman, Technologists, Advanced Instructor, Manager, Entrepreneur	
Level 5/ Post Graduate/ Advanced Professional	Denoting the acquisition of advanced professional post-graduate Competence in specialized field of study or occupation.		Level 4 Certification or Equivalent	Competence which involves the application of a range of fundamental principles at the level of chartered, advanced professional and senior management occupations.	

OBJECTIVES OF THE STUDY

General Objective

- To assess the issues/challenges in delivery and assessment of the CVQ in secondary schools via the CBET approach as experienced by six CARICOM States.

OBJECTIVES OF THE STUDY

Specific Objectives

- Elicit students' perception about pursuing the CVQ in secondary schools.
- Identify problems in the delivery of training using the CBET approach.
- Identify issues in assessment for the CVQ using the CBET approach.
- Examine the extent of the shift from the traditional academic approach to one of CBET.
- Compare the nature of problems experienced by six CARICOM States.
- Evaluate the impact of the problems on the effectiveness of the implementation of the CVQ.

RESEARCH QUESTIONS

1. What challenges do stakeholders face in the delivery and assessment of the CVQ in the secondary schools?

- i. How do students feel about pursuing the CVQ in secondary schools?
- ii. What are the problems faced by stakeholders in the delivery of training using the CBET approach.
- iii. What are the issues in assessment for the CVQ using the CBET approach?
- iv. To what extent have the approaches in delivery changed from the traditional academic approach to one of CBET?
- v. Is the CBET approach employed for both training and assessment?
- vi. Are the problems experienced in implementing the CVQ similar for the six CARICOM countries?
- vii. What is the impact of the problems identified on the effectiveness of the implementation of the CVQ?

METHODOLOGY

- A combined methodology including a quantitative preliminary study, followed by quantitative methods for the main study.
- The study will focus on six CARICOM States that have implemented the CVQ in the secondary schools. These include Trinidad and Tobago, Barbados, St. Kitts, St. Lucia, St. Vincent & the Grenadines and Antigua.
- The stakeholders involved in the implementation of the CVQ come from agencies such as the Ministries of Education, National Training Agencies or the equivalent TVET Apex Bodies, enterprises involved in providing on-the-job experience, and secondary schools.
- Stakeholders selected from these agencies will include administrative and technical personnel, employers, principals, and heads of departments, teachers and students.
- Focus Group interviews will be conducted with students and teachers to elicit how students feel about pursuing the CVQ and problems faced by stakeholders in training and assessment using the CBET approach. Individual interviews will be conducted with teachers, administrative and technical personnel from the Ministries of Education, National Training Agencies or the equivalent TVET Apex Bodies and enterprises
- Questionnaires will be used to gather pertinent data from teachers, administrative and technical personnel from the Ministries of Education, National Training Agencies or the equivalent TVET Apex Bodies and employers on approaches in delivery and assessment for the CVQ.

PROJECTED RESULTS

- Challenges in transitioning from the traditional mode of delivery to the CBET mode.
- Lack of resources to implement the CBET approach.
- Insufficient time allocated to deliver and assess for the CVQ.
- Insufficient instructional materials to support the delivery of the CVQ.
- Teacher inertia due to grievances regarding their dissatisfaction about lack of consultation and teacher engagement before introducing the CVQ.
- Lack of relevant skills training and pedagogy for instructors to effect the CBET approach.
- Limited Information and Communication Technology (ICT) resources to effect a blended approach to delivery and assessment for the CVQ.

CONCLUSION

- The results of this study will provide empirical evidence within CARICOM so that countries can justify policy decisions with regard to the implementation of the CVQ.

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