



NAMIBIA TRAINING AUTHORITY

FINAL DRAFT

**CODE OF CONDUCT FOR CANDIDATES
WITHIN THE TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)
SYSTEM OF NAMIBIA**

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1. INTRODUCTION

The Namibia Training Authority (NTA) oversees assessment and certification of unit standards and qualifications registered on the National Qualifications Framework (NQF) for which it is recognised by the Namibia Qualifications Authority (NQA) as the standard-setting body.

Assessments are conducted by Vocational Education and Training Providers (VTPs), which include VTPs operating as Assessment Centres only.

The NTA has established rules and guidelines in conducting assessments including this '*Code of Conduct for Candidates within the Technical Vocational Education and Training (TVET) System of Namibia*'.

The Declaration of Code of Conduct for Candidates must be signed and submitted prior to assessment indicating that the Candidate has understood and agrees to follow the rules for NTA assessment.

2. CANDIDATE EXPECTATIONS

Candidates must be provided with comprehensive information about the final assessment to allow them to prepare, address any concerns and take responsibility for the quality of evidence that they produce during the assessment.

Role and responsibilities

Candidates are expected to:

- be ready and prepared to undertake the assessment:
 - know the unit standards and criteria they are to be assessed against
 - attend the pre-assessment interview and/or briefing session
 - complete the assessment –readiness form and Code of Conduct for Candidates
- know the assessment details, rules and requirements
- bring all equipment and materials required for the assessment and ensure they are in good working condition e.g. tools, uniform, personal protective equipment/safety gear, writing materials
- follow all instructions as specified by the assessor, invigilator and/or assessment coordinator.

3. REASONABLE ADJUSTMENT AND ACCESS ARRANGEMENTS

All Candidates should indicate within the application forms, any reasonable adjustments required for assessment process, assessment materials and for special access arrangements to ensure that those with specific needs and equity requirements are not disadvantaged or discriminated against due to their physical, social or economic characteristics.

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The NTA has established guidelines and procedures for managing applications for reasonable adjustments and special access arrangements. Refer to NTA '*Guidelines for Reasonable Adjustment and Access Arrangements*' for more information.

4. RULES FOR THE CONDUCT OF ASSESSMENTS

Candidates are required to observe the following rules for assessments conducted by or on behalf of the NTA, as well as the day-to-day rules of their VTP/Assessment Centre.

All assessors and assessment supervisors (invigilators and assessment coordinators) are issued with directions for the administration of the NTA assessments and are required to report all alleged breaches or malpractice relating to these rules.

4.1 General rules

1. Candidates must not cheat or assist other Candidates to cheat or gain an unfair advantage in assessment.
2. Candidates must not allow, induce or assist any other person to present for an assessment in their place or present for an assessment in another Candidate's place.
3. Candidates must not present for an assessment under the influence of alcohol or drugs.
4. Candidates must obey and observe all instructions or directions given by their assessor /assessment supervisor.
5. Candidates attending assessment may bring only materials and equipment authorised for that assessment into the assessment venue. The following devices are not allowed unless specifically instructed: mobile/smart phones, laptops, pagers, palm pilots, MP3 players, computerised watches and any other electronic devices capable of storing, receiving or transmitting information or electronic signals. Candidates found with any device that is not allowed must, on the instruction of the assessor/assessment supervisor, surrender the device for inspection. Any confiscated device will be retained, pending any investigation into an alleged breach of NTA rules.
6. Candidates must not take food or drinks into the assessment venue except under special pre-approved circumstances. Bottled water is permitted in the assessment venue.
7. Candidates must not communicate with any other Candidate while the assessment is being conducted unless allowed in the assessment.
8. Candidates must not cause any nuisance, annoyance or interference to any other Candidate during an assessment.
9. Candidates must not remove or tear out any part of a question/task instructions or booklet/script except where permitted.
10. Candidates must not remove any response materials, used or unused, from the assessment venue.
11. Candidates must not begin to write or mark their paper until advised by the assessor or assessment supervisor.

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12. Candidates must raise their hand if they wish to communicate with the assessor or invigilator.
13. Candidates must remain silent and seated in their place at the end of the assessment until response materials have been collected and checked, and an instruction given permitting Candidates to leave the assessment venue.
14. In case of emergency, Candidates may be allowed to leave the assessment venue and return provided they can be supervised during the period of absence.
15. Within a practical assessment Candidates must:
 - follow all instructions relating to health, safety and environmental considerations
 - use tools and equipment appropriately to avoid damage/misuse

4.2 Late arrival

16. Arrangements for late attendance will be at the discretion of the VTP/Assessment Centre and will depend on the length of time for the scheduled assessment and the number of Candidates sitting the assessment.
17. Candidates arriving late for a theory/knowledge assessment may:
 - be admitted to the assessment venue and allowed the full writing time if there is sufficient time to complete the assessment (usually if arrival is less than 25% of the allowed assessment time). No allowance is given for reading time.
 - where the arrival time is after 25% of the scheduled assessment time the Candidate may be admitted if:
 - the VTP Assessment Coordinator recommends the Candidate's admittance
 - the Candidate completes a statutory declaration immediately following the conclusion of the assessment declaring:
 - the reason for being late for the assessment
 - the time of admittance to the assessment venue
 - they have not seen or received any information about the assessment content or instructions prior to their admittance
 - they understand that their response materials **may not** be accepted.
18. Candidates arriving late for a practical assessment may:
 - be able to complete the assessment if it can be completed without any disruption to other Candidates.
 - attend a rescheduled assessment at an alternative time and/or assessment venue, provided the Candidate has a valid reason for the lateness, which must be endorsed by the VTP Assessment Coordinator.

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4.3 Emergencies/ Contingencies

Emergencies/ Contingencies are events that significantly interrupt and adversely impact on a Candidate's performance immediately before or during an assessment that are outside their control.

Examples of events are:

- power failures, emergency evacuations and other disruptive events
- printing and/or collating errors in assessment instructions or question/answer booklets
- excessive noise/interference
- incorrect interpretation of assessment conditions or rules by assessors/invigilators
- procedural issues with the conduct practical assessments.

If reasonably possible and practical, minor disruptions will be rectified and remedied at the time of the assessment by the Assessor/Assessment Supervisor (for example, replacing faulty assessment materials, equipment and/or tools).

In the event of major disruptions to the conduct or administration of an assessment, the Assessor or invigilator will refer the matter to the VTP Assessment Coordinator.

An Irregularity Application should be completed and submitted to the NTA where an event has occurred and the VTP Assessment Coordinator considers that, despite any remedial action taken, the performance of a Candidate (or group of Candidates) may have been adversely affected.

On receipt of the irregularity, the NTA will determine whether the circumstances warrant an adjustment to the assessment result of a Candidate (or group of Candidates) and the level of adjustment that should be made, or if a reassessment should be scheduled. The NTA may make its own independent enquiries before making any determination.

5. BREACH OF RULES AND MALPRACTICE

Good conduct is expected of all Candidates. The NTA and VTP rules and procedures must be adhered to and any breach of those rules may result in sanctions and penalties.

5.1 Examples of malpractice

Candidate malpractice refers to any malpractice undertaken by the Candidate in the course of any assessment., including the preparation and authentication of any controlled assessments or coursework, the presentation of any practical work, the compilation of portfolios of assessment evidence, and the writing of responses to any assessment question paper.

Examples of malpractice may include:

- the alteration or falsification of any results document, including Statements of Achievement, and qualification certification

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- a breach of instruction or advice of an Assessor, Invigilator, VTP Assessment Coordinator or the NTA in relation to assessment rules and procedures
- failing to abide by the conditions of supervision designed to maintain the security of assessments
- collusion: working collaboratively with other Candidates beyond what is permitted
- copying from another Candidate (including the use of ICT to aid the copying)
- allowing work to be copied e.g. posting written coursework on social networking sites prior to assessment
- the deliberate destruction of another Candidate's work
- disruptive behaviour in the assessment room or during an assessment session (including the use of offensive language)
- exchanging, obtaining, receiving or passing on information (or the attempting to do so) which could be assessment related by means of talking, electronic, written or non-verbal communication
- making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio
- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework
- the misuse or attempted misuse of assessment materials and resources (e.g. exemplar materials)
- being in possession of confidential materials in advance of assessment
- bringing into the assessment room notes in the wrong format (where notes are permitted in assessments) or inappropriately annotated texts (in open book assessments)
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios
- impersonation: pretending to be someone else, arranging for another person to take one's place in an assessment
- plagiarism: unacknowledged copying from published sources or incomplete referencing
- theft of another Candidate's work
- bringing into the assessment room or assessment situation unauthorised materials
- the unauthorised use of a memory stick where a Candidate uses a computer/word processor
- behaving in a manner which undermines the integrity of the assessment.

5.2 Sanctions and penalties

The NTA will determine the application of sanctions and penalties according to the evidence presented and the nature of the malpractice. Penalties may be applied individually or in combination.

Examples of sanctions and penalties include:

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- Loss of marks gained for a section
- Loss of all the marks gained for a component
- Loss of all the marks gained for a unit
- Disqualification from the unit
- Disqualification from all units in one or more qualifications taken in the series
- Disqualification from the whole qualification
- Being barred from entering for assessment for a set period of time.

6. GRIEVANCES AND APPEAL

All complaints and grievances must be made to the VTP/Assessment Centre where the assessment was conducted. The VTP/Assessment Centre must have a procedure in place for dealing with grievances and appeals.

All Candidates have the right to appeal. Candidates may lodge a formal appeal against an assessment decision and/or process; malpractice case; and/or reasonable adjustment and access arrangements.

The grounds and procedures for lodging grievances and appeals are outlined in the *NTA Guidelines for Grievances and Appeals* ([link to website](#)).

Candidates may appeal an assessment on the following grounds.

- Assessment method or assessment task type differs from the description in the unit standard, qualification or programme outline provided prior to the assessment
- Criteria used to assess evidence differ from those which are stated
- Unfair, biased or unethical assessment process or application of assessment criteria
- Final result is not equal to the aggregate of individual assessment components
- Application of inappropriate penalties
- Unfair or biased denial of an application for reasonable adjustment and access arrangements.

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7. DECLARATION OF CODE OF CONDUCT FOR CANDIDATES

I, <print name>

undertaking an assessment with <insert name of VTP/Assessment Centre>

for the following

<insert unit standards/qualification or course programme>

hereby commit myself to abide by the NTA Code of Conduct for Candidates.

I have read and understood the requirements and responsibilities outlined in the *NTA Code of Conduct for Candidates* and agree that:

- ☐ I have been provided with information about assessment-readiness and agree that I am ready to undertake the assessment
- ☐ I understand the requirements of the assessment I am to undertake (unit standards; qualification)
- ☐ I understand and have been briefed on the assessment process and the task types which I should expect in the assessment
- ☐ I have been provided with information on reasonable adjustment and access arrangements
- ☐ I agree to follow all instructions given by the Assessor, Invigilator and VTP Assessment Coordinator and the rules for the conduct of assessment
- ☐ I agree to treat all Candidates and assessment staff with respect throughout the assessment
- ☐ I understand the procedures for grievances and appeals
- ☐ I understand that if I do not adhere to the undertakings listed above it could lead to sanctions and penalties relating to my assessment.

(please place a tick ✓ in each box indicating your agreement)

Signature:

Date.....

Name

.....
.....

VTP/Assessment Centre/Workplace

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Email:

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Mobile/Tel no

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8. GLOSSARY

Accreditation	A formal status granted by the Namibia Qualifications Authority [NQA] under (Act 29 of 1996), for a specified scope of educational services for the provision of structured teaching or learning programmes linked to accredited courses or the provision of assessments and the making of assessment decisions related to such courses.
Appeal	A process whereby the person being assessed, or other interested party, such as an employer, may dispute the outcome of an assessment and/or the conduct of the assessment process.
Assessment - Assessment Tool - Assessment Instrument	The process of gathering, verifying and judging evidence to decide whether a person has achieved a standard of performance. The assessment tool contains both the method, such as observation, questioning and/or portfolio, and the instrument for gathering, verifying and judging evidence in the assessment process. The assessment instrument refers to the specific questions or activity used to determine competency, such as a knowledge test or a checklist of practical performance.
Assessment Designer	The designated person, registered by the NTA, who is responsible for the design and development of assessment tools and instruments that are consistent with the Principles Governing Good Assessment.
Assessment Materials	Assessment materials refer to a complete set of documentation needed to assess a qualification or a qualification component. They may include; instructions and guidelines for Assessors and Candidates; assessment tools and instruments; and documentation for recording and reporting assessment decisions.
Assessment Practitioner	Assessment Practitioner is a general term used for designated and/or registered persons who are involved in the assessment process, i.e. Assessors, Moderators, Verifiers, VTP Assessment Coordinators, Invigilators, Assessment Designers, Observers, and Mentors.
Assessor	The designated person responsible for collecting evidence of Candidates' performance, judging it and recording attainment.
Competency-Based Education and Training (CBET)	Competency-Based Education and Training is an approach to training that develops the skills, knowledge and attributes required to achieve the performance requirements specified in unit standards.
Credits (NQF credits)	The quantum of learning recognised through qualifications and unit standards registered on the NQF measured in terms of NQF credits where one credit equates to 10 hours of notional learning time, which is inclusive of directed, and self-directed learning and assessment.
Evidence	Information on an individual's performance that is gathered and/or presented and matched against the performance requirements in a unit standard or group of unit standards to provide proof of attainment.

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Internal assessment	Assessment undertaken by a VTP where the outcomes may be used to (a) provide feedback to an individual on their progress relating to formal/informal learning including their readiness to undertake a summative assessment; (b) provide feedback on the effectiveness of teaching and learning methodology and materials; (c) contribute towards the achievement of an NQF qualification or award.
Invigilator	The designated person who is responsible for administering theory/knowledge assessments according to specified guidelines. They report problems, issues or malpractice observed or reported to them.
Malpractice	Any act, default or practice which is a breach of Regulations or which: • compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or • damages the authority, reputation or credibility of the NTA, VTP or any assessment practitioner, employee or agent of the NTA or VTP.
Moderation	Moderation within the TVET System of Namibia refers to the quality assurance of assessment outcomes and processes. It focuses on validating individual assessment outcomes and evidence. It may include verifying (a) the validity of assessment materials; (b) the quality and reliability of assessment decisions; (c) the practicability of applying assessment materials, and; (d) the consistency of the quality of assessments.
Moderator	The designated person, registered with the NTA, who is responsible for the moderation process that is described above.
National Qualifications Framework (NQF)	The NQF is a register of all relevant and legal qualifications in Namibia. It has ten levels, each representing a different level of difficulty in learning and/or the application of knowledge and skills learnt. The difficulty for each level is described by Level Descriptors
National (Summative) assessment	Assessment conducted to evaluate learning or achievement of standards in a particular qualification or part qualification. The outcomes contribute to or determine a candidate's final outcome/result.
NQF qualifications and awards	NQF qualifications and awards represent the attainment, following robust assessment processes, of a coherent cluster of specified outcomes of learning to prescribed standards of performance.
Quality assurance	Quality assurance within the TVET System of Namibia refers to planned and systematic processes for ensuring the effectiveness and efficiency of training and assessment provision in order to ensure stakeholder confidence and satisfaction in TVET services provided by VTPs, the NTA and the NQA.
Recognition of Prior Learning (RPL)	RPL is the process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and validated. Prior learning refers to formal, non-formal and informal learning that an individual has undertaken through their work and life experience.

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Statement of Achievement (SoA)	The record of attainment issued by the NTA listing the unit standards and credits that a person has achieved for (a) a complete NQF qualification; or (b) a part NQF qualification.
Technical Vocational Education and Training (TVET)	Technical Vocational Education and Training means education and training which provides learners with occupational or work-related knowledge and skills.
Unit standard	Unit standards are nationally prescribed qualification components separately registered on the NQF and able to be awarded independently of the award of a qualification. Unit standards represent an 'award', signifying that a person has been formally assessed and has attained a nationally agreed standard of performance.
Verification	Verification within the TVET System of Namibia refers to quality assurance processes that ensures the validity of assessments. It focuses on (a) ensuring that VTPs follow approved assessment policy, regulations, processes and procedures (b) assessment outcomes are correctly recorded and reported.
Verifier	The designated person employed or contracted by the NTA, who is responsible for the verification process, which is described above.
Vocational Education and Training Provider (VTP)	A Vocational Education and Training Provider is a person, institution or organisation accredited by the Namibia Qualifications Authority (NQA), under Section 13 of Act 29 of 1996, to offer training and assessment services and/or assessment services only. A VTP involved in assessment-only services may be referred to as an Assessment Centre.
VTP Assessment Coordinator	The designated person who is responsible for the daily coordination of all pre-assessment, assessment, and post-assessment processes at a VTP.

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9. APPENDICES

Appendix 1– Summary of Roles of Key Players

The table below provides a summary of the roles of the key players involved in assessment and certification within the TVET System of Namibia.

KEY PLAYER	ROLE
ASSESSMENT PRACTITIONERS	VTP Assessment Coordinator Manages assessment functions within the VTP including organising Assessors, Moderators/Verifiers, venues, assessment tools and instruments and other resources needed for assessment; Responsible for the security of all assessment materials; Liaises with the NTA regarding assessment matters; Abides by the <i>Code of Practice for Assessment Practitioners within TVET</i>; Ensures assessment readiness of candidates; Submits assessment outcomes to NTA; Prepares the overall assessment report. Assessor Conducts pre-assessment interview with each candidate; Conducts assessments and collects and judges candidate's evidence against unit standards using NTA assessment tools and instruments; Makes the decision about whether or not the Candidate has met the unit standard(s); Ensures that own assessment practices adhere to NTA requirements and Principles Governing Good Assessment; Abides by the <i>Code of Practice for Assessment Practitioners within TVET</i>; Conducts post-assessment interviews; Prepares the assessment report. Moderator Works with Assessors to ensure the quality and consistency of assessment; Samples and moderates assessment decisions to ensure consistency; Consults with Assessor if assessment decisions need to be modified; Moderates assessment tools and instruments; Ensures that all assessment practices adhere to NTA requirements and Principles Governing Good Assessment; Abides by the <i>Code of Practice for Assessment Practitioners within TVET</i>; Prepares the Moderator report.

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KEY PLAYER	ROLE
	Assessment Designer Develops assessment tools, instruments, assessment guides and supportive documentation in line with Principles Governing Good Assessment as well as appropriate assessment methodologies, techniques and strategies; Ensures that all instructions and guidelines for making the assessment decision (marking guides) are clear. Ensures that all assessment practices adhere to NTA requirements and Principles Governing Good Assessment; Abides by the <i>Code of Practice for Assessment Practitioners within TVET</i> when developing assessment materials; Invigilator Oversees theory assessments following clear guidelines; Confirms authenticity of candidates by verifying ID numbers; Reports problems, issues or malpractice reported or observed. Collects and securely stores all scripts after assessment; Ensures that all assessment practices adhere to NTA requirements and Principles Governing Good Assessment. Verifier Works with VTPs, Assessors and Moderators to ensure the quality and consistency of assessment at national level; Samples and verifies assessment decisions to ensure consistent assessment across VTPs; Consults with VTPs, Assessors, Moderators if assessment decisions need to be modified; Monitors assessment practices in VTPs; Provides feedback to VTPs and the NTA.
CANDIDATES	Take responsibility for determining own readiness for assessment and provide quality evidence to Assessors; Register for assessment and pay the required current fees; Abide by the <i>Code of Conduct for Candidates within TVET</i> when undertaking assessment; Demonstrate that they can perform to the requirements of unit standard(s) in order to attain an NQF qualification or award.
INDUSTRY	Participate and contribute to all aspects of the assessment process within the TVET System of Namibia to ensure that assessments reflect the requirements and expectations of the world of work.
NAMIBIA QUALIFICATIONS AUTHORITY (NQA)	Accredits persons, institutions or organisations for the conducting of training and/or assessment;

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KEY PLAYER	ROLE
	Administers the NQF including the registration of NQF qualifications and unit standards; Maintains NQFIMS; Oversees and governs National Assessment Arrangements through the NQF.
NAMIBIA TRAINING AUTHORITY (NTA)	Oversees adherence, implementation and monitoring of the <i>Policy for Assessment and Certification for NQF Qualifications and Awards within TVET</i>; Oversees the performance and effectiveness of VTPs in assessment and certification activities in TVET; Provides guidance and support to VTPs relating to assessment and certification; Registers, supports and develops Assessment Practitioners (Assessors, Moderators, Verifiers and Assessment Designers); Issues NQF qualifications and awards to Candidates who successfully meet performance requirements; Submits Candidates' assessment outcomes to the NQA for listing on the NQFIMS; Ensures the quality and consistency of assessment. Progressively devolves assessment practices to accredited VTPs and acts as a Regulatory Body for TVET in Namibia.
VOCATIONAL EDUCATION AND TRAINING PROVIDERS (VTPs)	Provide quality training and learning processes and/or assessment-only services; Determine Candidate assessment readiness and prepare Candidates for assessment; Manage assessment processes within the VTP in consultation with the NTA.

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