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# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

## Capacity Building for Competency Based Training (CBT) Implementation and Facilitation Report



2018

THE  
UNIVERSITY  
OF RHODE ISLAND  
GRADUATE SCHOOL  
OF OCEANOGRAPHY



Development  
Action Association

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**Citation:** Development Action Association. Nortey, E. E., Tibu, G. A., Asare, A. (2018). Capacity Building for Competency Based Training (CBT) Implementation and Facilitation Report. The USAID/Ghana Sustainable Fisheries Management Project (SFMP). Narragansett, RI: Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island and Development Action Association. GH2014\_ACT196\_DAA. 32 pp.

**Authority/Disclaimer:**

Prepared for USAID/Ghana under Cooperative Agreement (AID-641-A-15-00001), awarded on October 22, 2014 to the University of Rhode Island, and entitled the USAID/Ghana Sustainable Fisheries Management Project (SFMP).

This document is made possible by the support of the American People through the United States Agency for International Development (USAID). The views expressed and opinions contained in this report are those of the SFMP team and are not intended as statements of policy of either USAID or the cooperating organizations. As such, the contents of this report are the sole responsibility of the SFMP team and do not necessarily reflect the views of USAID or the United States Government.

**Cover photo:** CBT trainees and trainers at the CBT workshop, Eastgate Hotel, Accra

(Photo Credit: DAA)

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SNV: <http://www.snvworld.org/en/countries/ghana>

## **ACRONYMS**

CBT	Competency Based Training
COTVET	Council for Technical and Vocational Education and Training
DAA	Development Action Association
DFTC	DAA Fisheries Training Centre
TVET	Technical and Vocational Education and Training
NTVETQF	National Technical and Vocational Education and Training Qualification Framework.

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## **ACKNOWLEDGEMENTS**

The DAA Fisheries Training Centre is most grateful to SFMP for funding all expenses involved in seeking for accreditation from COTVET. Capacity building of facilitators, assessors, internal and external verifiers would not have been possible without funding from the American people. We are also grateful to the consultants who trained our facilitators in Competency Based Training Techniques. Last but not the least, we appreciate all the ten facilitators who availed themselves for the CBT implementation and facilitation workshop for taking time off their busy schedules to attend this very important workshop. DFTC says God bless you all.



## **EXECUTIVE SUMMARY**

The USAID'S Sustainable Fisheries Management Project (SFMP) is a five-year fisheries project that seeks to rebuild the depleting fisheries stocks, especially the small pelagic in Ghanaian waters. USAID through SFMP funded the construction and furnished the fisheries training center for DAA with the aim of promoting the production and trade of quality fish on the Ghanaian market through the training of fish processors on post-harvest handling of fish.

In June 2016, the DAA Fisheries Training Centre (DFTC) applied to the Council of Technical and Vocational Education and Training (COTVET) for accreditation to teach and award certificates in Competency Based Training (CBT).

To receive the accreditation, COTVET required DAA develop a three-year strategic plan that establishes a governance system for DAA, health, safety and environmental policy, admissions policy, legal framework as well as a list of appropriate tools and equipment for training.

COTVET also recommended a consultant who helped to develop teaching and learning materials which was validated by officials of COTVET, the Fisheries Commission and NAFPTA.

A 3-day workshop was held at the Eastgate Hotel in Accra for the facilitators of the DFTC. They were trained by officials of COTVET on Facilitation skills, Assessment, internal Verification and External Verification concepts of the Competency-Based Training (CBT) on the National Technical and Vocational Education and Training Qualification framework (NTVETQF).

The objectives of the The workshop are:

- To enhance participant's knowledge on implementation of CBT.
- To build participants capacity the delivery and assessment of CBT models
- To help participants interpret, evaluate and carry out the processes of internal verification
- To build the capacity of participants to enable them carry out external verification activities

## **SECTION 1: BACKGROUND**

### **1.1 Objectives**

Some staff of DAA Fisheries Training Centre were selected as facilitators to train and assess learners who enroll on the “Fisheries Value Chain” program of the NTVETQF.

The facilitators, assessors, and internal verifiers will be guided by CBT principles. Specific objectives of the workshop were:

- To train participants on CBT principles and its implementation
- To help participants interpret, evaluate and carry out the process of internal verification.
- To build the capacity of the participants to enable them carry out external verification activities.

### **1.2 Expected Outcomes**

Expected outcomes of the workshop included:

- Facilitators acquire skills in CBT mode of delivery and assessment.
- Facilitators should be able to interpret, evaluate and carry out the process of internal verification.

## **SECTION 2: METHODOLOGY**

The management of the DFTC organized the CBT top-up workshop for all the facilitators trained last year from the 3<sup>rd</sup> to 7 September 2018 by three trainers from COTVET (Director of CBT, Mr. Sampson Tettey Dampety, and Mr. Stephen Morrison and Mr. Emmanuel Amankwah). The methodology used in delivering the training are presentations, group discussions, role-play.

### **2.1 Workshop: Opening and Day One**

On the first day, a brief opening ceremony was done. The Executive Director of DAA, Madam Lydia Sasu welcomed all the participants to the workshop. She expressed her gratitude to COTVET and most especially to Mr. Sampson Tettey Dampety and his team for their immense contributions towards the accreditation process of the DFTC. She also expressed her gratitude to the Centre Manager of the DFTC, Mrs. Emelia Edwina Nortey for her valuable contributions towards the award of the accreditation. She however, was not pleased with the fact that the accreditation process has delayed for too long. She explained that the project year will end this year and so the DFTC must be ready to be in full operation as soon as possible. She therefore pleaded with Mr. Sampson Tettey Dampety to expedite action on the accreditation process so the DFTC can take off.

The Centre Manager of the DFTC, Mrs. Emelia Edwina Nortey was grateful to the participants for honoring the invitation for the workshop. She wished everyone well and entreated everyone to participate fully in the workshop.

In a brief statement, the Director of CBT, Mr. Sampson Tettey Dampety, said the Executive Director of DAA and the Centre Manager of DFTC have been diligent in

their efforts to get the DFTC running. He promised to make sure the Centre is accredited as soon as possible. Thereafter, there was a brief introduction of each participant and the first lesson of the day began.

Mr. Damtey then took the participants through the Technical and Vocational Education and Training (TVET), Reform and the National Framework by COTVET. He said in his presentation that all institutions work around a framework. This framework helps in transforming a program into teachable skills. The qualification process is as follows;

- National Proficiency 1
- National Proficiency 11
- National Certificate 1
- National Certificate 11
- Higher National Diploma
- Bachelor of Technology (B Tech).
- Master of Technology. (M Tech)
- Diploma in Technology.

He emphasized that in CBT there is a clear path of progression for every learner as described above. Mr. Damptey explained that, for the brain to accept a concept, it needs to be broken down into units i.e. bit by bit to get to the optimum. This he emphasized is the role of a facilitator. This calls for adopting different facilitation styles such as role play, discussion, practical, question and answers etc.

He also touched on the Level Descriptors on the NTVETQF, that it is the possession of basic skills of a trade or craft and ability to perform routine and predictable task. This means that the qualification holder works under close supervision and practical and oral assessments are given for the qualification.



**Figure 1: Director of CBT Mr. Sampson Tettey Damptey, taking Participants through TVET reforms**

## 2.2 Other Days of the Workshop

On each day of the workshop, the trainees were taken through the day's lessons and activities by the trainers. The trainees were put into three groups to discuss assignments and present in a plenary. The trainers supported the trainees to develop a time table to run the National Proficiency 1 course in "Fisheries Value Chain".



**Figure 2: Mr. Emmanuel Amankwaah taking Participants through Program delivery planning.**

### **2.2.1 Programmed Delivery Planner**

Participants were taught how to develop a course delivery plan, how to choose a lesson and the number of periods to allocate to each lesson/course.

This course delivery plan shows the number of weeks that makes up a school term and what courses to teach every week of the term; when assessment would be done; as well as when internal and external verifiers would carry out their assessment. This planner will help the facilitators to know their schedule for the term.

### **2.2.2 Unit Specification Breakdown**

This table shows what lesson is taught on each day and hour in the delivery planner of lessons in the class room from Monday to Friday; it shows the lessons and resources needed to facilitate each lesson. The program delivery planner helps in filling this form.



**Figure 3: DFTC Facilitators going through CBT Facilitation implementation Training.**

### **2.2.3 Learning Session Plan**

The learning session plan involves two sections, i.e. Pre-Session Preparation, Post Session Reflection, and Evaluation.

#### **Pre-session Preparation**

According to the trainer, a facilitator should consider the learning outcome (LO) for each teaching session, the performance criteria (PC), the range statement as well as key skills to be exhibited after teaching the lesson. The Facilitator should also consider the special needs, tools and equipment as well as assessment materials required for the learners etc. The facilitator should consider;

- Learners' existing knowledge
- learners existing skills
- Special needs required e.g. nursing mothers, learners with eye problems.
- Safety Procedures e.g. protective gear
- Trade tools e.g. Knives, chopping boards
- Trade Materials e.g. Consumables.
- Health and Safety equipment required
- AVA Required e.g. projector, laptop,
- Written Graphical Materials required
- Assessment Materials required

### **2.2.4 Learning Session Delivery**

After planning is done, the facilitator then puts his plan into delivery. He plans the use of his time in the facilitation room, the facilitation style that would be used, what the learners are expected to do, and the resources to be used.

### **2.2.5 Post Session Reflection and Evaluation**

The trainer admonished that, at the end of each lesson, the facilitator should reflect on his performance by considering his strengths and weaknesses and devise means to improve on the delivery of subsequent learning sessions.

### **2.2.6 Internal Verification**

According to the trainer, internal verification is the process of ensuring that internal assessments are valid, reliable, fair, and practicable. The Institution must therefore set up and implement an internal verification system to ensure that quality assessment happens. All who carry out assessment and internal verification must be qualified and experienced and should be monitored.

### **2.2.7 Selection of a Program Team Leader**

Mr Damtey asked that the DFTC appoint a program lead who will be responsible for ensuring that internal verification of programs. The program lead will ensure that appropriate and adequate resources are in place for the delivery and assessments of courses. He/she will also coordinate the planning of IV activities of the Centre and identify the training needs of assessor's internal verifiers; prepare for External Verifiers (EV) visits and ensures that recommendations/actions are implemented.

The program lead would also ensure that all IVs who are verifying for the first time, will verify all learners work. If an assessment instrument or learning material is changed, IVs should verify all learners work. Experienced IVs can sample learners work for verification using the Minimum Sampling Rate;

- 0-4 verify all
- 5-20 sample a minimum of 4
- 20 learners or more –sample a minimum of 20%

#### **Sampling Techniques**

- Purposive sampling – e.g. all girls.
- Systematic sampling—e.g. every 3<sup>rd</sup> learner is picked.
- Stratified sampling ---e.g. one with every name starting with E.

## **2.3 Day Five and Closing**

On the last day of the workshop, the trainees were made to facilitate a class of learners in vernacular. The facilitators were Madam Grace Quaye and Mr. Bransford Owusu. Also, the trainees had a program team leader meeting in a role play. The team meeting was led by Mr. George Kpor, a trainee. A group quiz was also carried out by

the trainers to assess the trainees. All the trainees participated well to the admiration of the trainers in all the activities.

The day's activities ended with closing remarks from the Centre Manager of DFTC, the Executive Director of DAA and the Director of CBT. Mrs. Emelia Edwina Nortey requested that the DFTC should be enrolled unto the Government Funding for TVET education. In response Mr. Dampety said the phase two of the Scheme will start in November but it is beyond his authority to enroll the DFTC unto the Scheme. He promised to talk to the authorities involved when the opportunity is created because he wants the fisheries sector to also be covered by the scheme. He admonished that safety precautions pertaining to the DFTC must be taken seriously. He also mentioned that he will lead his team to the DFTC for onsite certification for the accreditation.



**Figure 4: Mr. Bransford Owusu, facilitating a Mock Class of TVET learners in vernacular.**

In her closing remarks, Madam Lydia Sasu thanked the participants for taking part in the workshop. She said she was impressed by the answers the trainees gave during the group quiz and the role plays because they indicate that they have gone through the CBT. She said the Centre is one of a kind in West Africa and she is hopeful it will train a lot of learners even from the international community and make Ghana proud.



**Figure 5: Mrs. Lydia Sasu, Executive Director of DAA thanking the COTVET Consultants as well as the Facilitators for a good Workshop.**

### **SECTION 3: CONCLUSION**

The DFTC has adopted the CBT to inculcate the required knowledge, skill and attitude into its learners. It is a step in the right direction since CBT is learner centered and the facilitators use methods that induct learners into learning. The refresher workshop has equipped the trainees with the requisite knowledge, skills and attitudes that will enable them facilitate well at the DFTC.

### **SECTION 4: RECOMENDATION**

Competency Based Training techniques is new in Ghana and only few institutions are implementing it. However, the CBT mode of lesson delivery is one of the most effective and appropriate for the Ghanaian.



## SECTION 5: APPENDIX 1

INTERNAL VERIFIER

IV1

PRE-DELIVERY CHECKLIST

**Table 1: INTERNAL VERIFIER**

<b>UNIT DETAILS</b>			
Level and Title of Programme NP1. FISHERIES VALUE CHAIN			
Unit Title INTRODUCTION TO FISHERIES		Number NP 1001	
Start Date 08\09\2018	Finish Date 09\11\2018		
Number of Groups ONE	Group codes	<b>NP1 001</b>	
<b>STAFF DETAILS</b>			
Assessor's Name	OLIVIA HORVEY		
Programme Team Leader's Name	EMELIA NORTEY		
Internal Verifier's Name	<b>ABRAHAM ASARE</b>		
<b>Tick appropriate box against the statements below`</b>			
	YES	NO	Date
Review and actions on previous end of programme EV and IV requirements/advice (see <b>IV5</b> ).	<input type="checkbox"/>		25/08/18
2. Current unit specification in master file.	<input type="checkbox"/>		1/08/18
3. Adequate resources (including facilitating material).	<input type="checkbox"/>		5/08/18
4. System of storage for learner's records.	<input type="checkbox"/>		5/08/18
5. IV plan ( <b>IV9</b> ) is prepared (sampling and meetings).	<input type="checkbox"/>		2/08/18
6. Sampling schedule ( <b>IV6</b> ) is prepared.	<input type="checkbox"/>		25/08/18
7. Systems for reporting IV and meetings are in place.	<input type="checkbox"/>		25/08/18
8. Valid Instruments of Assessment are available.	<input type="checkbox"/>		5/06/18
	<input type="checkbox"/>		5/06/18

9. Marking guidelines and checklists are prepared.			
10. Arrangements for reassessment are in place.	<input type="checkbox"/>		5/06/18
<p><b>Provide feedback to Assessors and Programme Team using page 2.</b>  <b>* Specify action required when tick is in NO column.</b></p>			

IV1 (page 2)  
**INTERNAL VERIFIER**  
**PRE-DELIVERY CHECKLIST**

Table 2: INTERNAL VERIFIER

IV1

<b>FEEDBACK TO ASSESSORS AND PROGRAMME TEAM</b>			
Comments/Advice			
None			
<p><b>Action to be taken prior to any assessment-taking place.</b></p> <p>LEARNERS SHOULD BE PROMPTED ON DATE OF ASSESSMENT</p>			
Date by which action should be completed	07\11\2018		
Internal Verifier's Signature		Date	08/09/2018
<b>RECORD OF ACTION</b>			
Comments			
Date action was taken	08\09\2018		
Programme Team Leader's Signature	SIGNED	Date	08\09\2018
Internal Verifier's Signature	SIGNED	Date	08\09\2018

**INTERNAL VERIFIER**  
**RECORD OF SAMPLING AND FEEDBACK**

Table 3: RECORD OF SAMPLING AND FEEDBACK

UNIT DETAILS					
<b>Unit Title</b>		<b>NPI - Introduction to Fisheries</b>		<b>Number</b>	
				NPI 001	
<b>Start Date</b>		<b>Finish Date</b>			
8/10/18		9/11/18			
<b>Class Group/s</b>	<b>No in Class/s</b>	<b>No Sampled</b>			
1	10	10			
STAFF DETAILS					
<b>Assessor's Name</b>			<b>OLIVIA HORVEY</b>		
<b>Internal Verifier's Name</b>			ABRAHAM ASARE		
SAMPLING RECORD (written, product or performance evidence)					
<b>Learner</b>	<b>Learning Outcome/s</b>	<b>Comments</b> (Learner or general)			
Kwame Amposah	LOI, LO2, LO3, LO4	FEMALE = 8, MALES = 2  2 FOREIGNERS (Togo & Nigeria)  All Understand basic English			
Mansah Esi	LOI, LO2, LO3, LO4				
Abraham Konsom	LOI, LO2, LO3, LO4				
Atta Kakra	LOI, LO2, LO3, LO4				
Oheneba Johnson	LOI, LO2, LO3, LO4				
Mary Anaba	LOI, LO2, LO3, LO4				
Vida Akua Atta	LOI, LO2, LO3, LO4				
Grace Quaye	LOI, LO2, LO3, LO4				
George Kpor Jr	LOI, LO2, LO3, LO4				

Deen Muhamed	LOI, LO2, LO3, LO4		
<b>Tick appropriate box</b>			
<b>INTERNAL VERIFIER'S REPORT</b>		<b>YES</b>	<b>NO *</b>
(i) Verified Instruments of Assessment were used		*	
(ii) All evidence of learners' achievement is available		*	
(iii) Assessor judgements are fair and consistent		*	

**INTERNAL VERIFIER  
RECORD OF SAMPLING AND FEEDBACK**

**Table 4:RECORD OF SAMPLING AND FEEDBACK**

<b>FEEDBACK TO ASSESSORS AND PROGRAMME TEAM</b>			
<b>Comments/Advice</b>			
No sampling was used since this was the first assessment done by the assessor.			
<b>Action to be taken prior to External Verification.</b>			
Assessor and IV ensures all needed documentation are available and arranged orderly			
Date by which action should be completed	7/11/18		
Internal Verifier's Signature	signed	Date	10/9/18
<b>RECORD OF ACTION</b>			
<b>Comments</b>			

Date action was taken			
Assessor's Signature		Date	
Internal Verifier's Signature		Date	

IV3 (page 1)

### RECORD OF PRE-DELIVERY PROGRAMME TEAM MEETING

**Table 5: RECORD OF PRE-DELIVERY PROGRAMME TEAM MEETING**

<b>PROGRAMME DETAILS</b>			
Level and Title of Programme		NPI – Fisheries Value Chain	
Start Date	8/10/18	Finish Date	9/11/18
Number of Groups	1	Group Codes	NPI 001
<b>STAFF DETAILS</b>			
Programme Team Leader		Emelia Nortey Edwina (Mrs)	
Programme Team Members		Olivia Horvey Mawufemor, Abraham Asare, Emelia Nortey	
<b>PRE-DELIVERY CHECK</b> Include each of the following and tick to confirm			
1. Review EV and IV issues from end of previous programme (refer <b>IV5</b> )			N/A
Update of master file (current specifications, instruments of assessment, IV and EV reports)			*

3. Consider resources (equipment and teaching materials)	*
4. Review delivery methods	*
5. Review college and QA Unit reporting procedures	*
6. Prepare IV plan ( <b>IV9</b> ), including Internal Verifier inputs and meetings	*
7. Prepare a sampling schedule ( <b>IV6</b> )	*
8. Review Instruments of Assessment and marking guidelines	*
9. Consider arrangements for reassessment	*
10. Other relevant issues	*
Date of meeting	10/9/18
<b>Use page 2 to record agreed priorities, tasks, responsibilities and completion dates.</b>	

IV3 (page 2)

**RECORD OF PRE-DELIVERY PROGRAMME TEAM MEETING**

**Table 6: RECORD OF PRE-DELIVERY PROGRAMME TEAM MEETING**

<b>MEETING RECORD</b>			
<b>Agreed Tasks</b>	<b>Person Responsible</b>	<b>Target Completion Date</b>	<b>Completion Date</b>
<b>Programme Team Leader's Signature</b>		<b>Date</b>	

IV4 (page 1)

**RECORD OF PROGRAMME TEAM MEETING**

**(FOLLOWING INTERNAL/EXTERNAL VERIFICATION)**

**Table 7: (FOLLOWING INTERNAL/EXTERNAL VERIFICATION)**

<b>PROGRAMME DETAILS</b>			
Level and Title of Programme			
Start Date		Finish Date	
Number of Groups		Group Codes	
<b>STAFF DETAILS</b>			
Programme Team Leader			



Programme Team Members	
<b>MEETING RECORD</b>	

IV4 (page 2)

**RECORD OF PROGRAMME TEAM MEETING  
(FOLLOWING INTERNAL/EXTERNAL VERIFICATION)**

**Table 8: RECORD OF PROGRAMME TEAM MEETING**

<b>Topic Discussed</b>	<b>Action Agreed</b>	<b>Person Responsible</b>	<b>Target Completion Date</b>	<b>Completion Date</b>
<b>Programme Team Leader's Signature</b>			<b>Date</b>	

IV5 (page 1)

**RECORD OF PROGRAMME TEAM MEETING  
(END OF PROGRAMME REVIEW)**

**Table 9: RECORD OF PROGRAMME TEAM MEETING**

<b>PROGRAMME DETAILS</b>			
Level and Title of Programme			
Start Date		Finish Date	
Number of Groups		Group Codes	
<b>STAFF DETAILS</b>			
Programme Team Leader			
Programme Team Members			
<b>MEETING RECORD</b>			

Topic Discussed	Action Agreed	Person Responsible	Target Completion Date	Completion Date
-----------------	---------------	--------------------	------------------------	-----------------

IV5 (page 2)

**RECORD OF PROGRAMME TEAM MEETING  
(END OF PROGRAMME REVIEW)**

**Table 10: RECORD OF PROGRAMME TEAM MEETING**

<b>Topic Discussed</b>	<b>Action Agreed</b>	<b>Person Responsible</b>	<b>Target Completion Date</b>	<b>Completion Date</b>
<b>Programme Team Leader's Signature</b>			<b>Date</b>	

IV6

**INTERNAL VERIFICATION SAMPLING SCHEDULE**

**PROGRAMME / LEVEL:**

**CLASS GROUP:**

**TEAM LEADER:**

**DATE COMPLETED**

**Table 11: INTERNAL VERIFICATION SAMPLING SCHEDULE**

<b>CANDIDATE NAME</b>	<b>LEARNER'S NUMBER</b>	<b>UNIT AND ASSESSOR</b>															
1.																	
2.																	
3.																	
4.																	
5.																	

**IV7****ARRANGEMENTS FOR  
EXTERNAL VERIFICATION VISIT****Table 12: EXTERNAL VERIFICATION VISIT**

<b>VISIT DETAILS</b>	
Level and Title of Programme	
Programme Team Leader	
Units to be Verified	
Date and Time of Visit	
Name of External Verifier	

Prior to the above visit please ensure that the following documents, for each unit, are available for the External Verifier.

**Table 13: DOCUMENTS TO BE MADE AVAILABLE****Tick to**

<b>DOCUMENTS TO BE MADE AVAILABLE FOR THE EXTERNAL VERIFIER</b>	<b>Tick to confirm</b>
1. Current unit specifications	
2. IV plan	
3. IV sampling schedule	
4. IV pre-delivery checklists (IV1 and IV3)	

5. IV records of sampling and feedback to assessors (IV2)	
6. IV records of programme team meetings (IV4 and IV5)	
7. Valid instruments of assessment	
8. Marking guidelines	
9. Candidate assessment evidence for all unit outcomes	
10. Records of candidate assessment results	
Checked by Programme Team Leader	
Signature:	Date:

## IV8

### **ACTION FOLLOWING EXTERNAL VERIFICATION VISIT**

<b>VISIT DETAILS</b>	
Level and Title of Programme	
Programme Team Leader	
Units Verified	
Date of Visit	

Name of External Verifier			
<b>SUMMARY OF FEEDBACK FROM THE EXTERNAL VERIFIER</b>			
<b>ACTION AGREED WITH PROGRAMME TEAM LEADER</b>			
Date by which action should be completed			
Curriculum Manager or QA Co-ordinator's Signature		Date	
<b>RECORD OF ACTION</b>			
Date action was taken			
Programme Team Leader's Signature		Date	
<p><b>On completion of action, send a copy to the Curriculum Manager or TQAC and retain the original.</b></p>			

**INTERNAL VERIFICATION PLAN**

**PROGRAMME/LEVEL:**

**TEAM LEADER:**

**DATE COMPLETED:**

<b>UNIT TITLE</b>	<b>WEEK No. AND ACTIVITY</b>																
	<b>IV – Internal Verification</b> <b>PT – Programme Team meeting</b> <b>P – Pre-delivery weeks</b>																
	<b>PT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>