

ment processes. These same sets of outcomes must inform the development of all teaching and learning materials, including log books used for monitoring the development and mastery of skills.

2. All teaching and learning in the NC(V) should be directed towards the development of competence in the skills associated with the subject and confidence in the knowledge that the student knows the theory and can apply it in relevant situations.
3. The idea of mastery of skills is intrinsic to the subjects with practical components. Students will be evaluated accordingly by the assessment body involved, whether these assessments take place at a school, college and/or in a workplace.
4. The approach to formative/continuous assessment is intended to inform the students, challenge them and help them to raise the level of their own performance, whether this is through successful achievement or a meaningful failure to match the challenge provided in the learning tasks. All assessment must be seen to be intrinsic to the teaching and learning process and should conform to the notion that it provides evidence of competent performance. Final assessments should not differ from the approach taken to ongoing assessment within the programme.
5. A criterion-referenced approach to assessment is required.

## **19. Modes of delivering vocational programmes**

1. The intended mode of delivery for the vocational programmes is full-time. However alternative modes of delivery can be considered which include open/lifelong learning in which instances a separate institutional policy needs to be developed to ensure the smooth implementation and that standards are maintained as required in the full time delivery mode.