

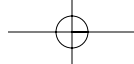
# **VOLUME 5**

## **SECTION 2**



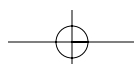
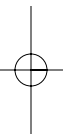
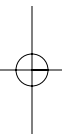
## **VOCATIONAL EDUCATION AND TRAINING**

**The Responsibility of  
The HEART Trust (NTA)  
6B Oxford Road  
Kingston 5**



## TABLE OF CONTENT

<b>CHAPTER 1</b> .....	1
HEART TRUST/NATIONAL TRAINING AGENCY	
<b>CHAPTER 2</b> .....	4
HEART TRUST/NTA POLICIES ON THE FINANCING OF TVET PROGRAMMES	
<b>CHAPTER 3</b> .....	6
THE NATIONAL COUNCIL ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (NCTVET)	
<b>APPENDICES</b>	



# CHAPTER I

## THE HEART TRUST/NATIONAL TRAINING AGENCY

### 1.0 BACKGROUND

The HEART Trust/National Training Agency (NTA) is a statutory agency of the Ministry of Education and Youth. The HEART Trust was established in 1982 under the Human Employment and Resource Training Act. The Trust finances and coordinates training programmes aimed primarily at creating a competitive workforce that meets the needs of Jamaican industries in accordance with international standards.

#### 1.0.1 Financing of the Trust

The Trust is financed by a three per cent (3%) levy on payrolls in excess of \$14,444 per month. This HEART Trust Fund supports the training activities of the HEART Trust and finances the standards development, assessment, certification and accreditation activities of the National Council on Technical and Vocational Education and Training (NCTVET). The HEART Trust/NTA is governed by a 20 member Board of Directors appointed by the Minister and headed by a Chairman. NCTVET is a Council organised under the HEART Act to function as an external quality control and linkage to stakeholders.

### 1.1 RESPONSIBILITIES OF THE HEART TRUST/NATIONAL TRAINING AGENCY

The HEART Trust/NTA both finances and operates training programmes aimed broadly at the Jamaican workforce with a particular focus on young persons making the transition from school to work. Within HEART/NTA there is an operational side and a “national training agency” side.

#### 1.1.1 Training Programmes

The operational side is all the training programmes called the National Programmes Division. The “national training agency” side comprises all the other entities including The HEART Trust Fund, the NCTVET, Planning & Project Development, and Technical Services (producing learning materials,

training instructors and providing other training support).

### **1.1.2 Training Framework**

The National Training Agency has developed a national training system and national qualifications framework using unit competency standards that are relevant to all economic sectors and capable of providing qualifications. These standards are set by employers for all levels of employed individuals—from closely supervised and new workers to professional level workers. The Agency directs the resources it administers to facilitate the economic and social development of the country by promoting training opportunities in growing sectors and ensuring appropriate geographic distribution of training programmes.

## **1.2 HEART TRAINING PROGRAMMES**

HEART offers an array of training opportunities in numerous skill areas and in a variety of settings. Learners can access training programmes in a HEART institution both Academies and smaller Vocational Training Centres, along with the Vocational Training Development Institute and Caribbean Institute of Technology (with an enrolment of 50,275 in 2005-06), in on-the-job training programmes providing apprenticeship, traineeship and workforce development programmes (19,730 in 2005-06). Training can also be accessed from programmes operated by over one hundred community based training providers around the island (11,822 in 2005-06). A network of Regional Offices is used to recruit and admit learners and to provide career counselling and job placement services.

### **1.2.1 Occupational Skill Areas**

Programme offerings are aimed at the following occupational skill areas:

- |      |                             |      |  |
|------|-----------------------------|------|--|
| i    | Agriculture                 | x    | Hospitality                                    |
| ii   | Apparel and Sewn Products   | xi   | Information And<br>Communication<br>Technology |
| iii  | Art and Craft               | xii  | Machine and Appliance<br>Maintenance & Repair  |
| iv   | Automotive Trade            | xiii | Pre-Vocational                                 |
| v    | Beauty Care Services        | xiv  | Continuing Education<br>Programmes             |
| vi   | Building Construction       | xv   | Transportation                                 |
| vii  | Cabinet Making              | xvi  | Other  |
| viii | Commercial                  |      |  |
| ix   | Early Childhood Care Giving |      |  |

### **1.3 HEART PARTNERSHIPS**

HEART Trust/NTA partners with numerous firms, training providers, educational institutions, local and international assistance agencies, and non-governmental and community-based organisations to increase access and improve the quality of training. In 2005, 1,620 firms partnered with HEART to provide apprenticeships and traineeships, and 298 firms for Workforce Development activities. Important partnerships are in place with the CHASE Fund (Early Childhood Care Services), the International Institute for Communications Development (Netherlands) for Information and Communication Technology, with Community Colleges, and with major bauxite firms.

#### **1.3.1 Partnerships with NGOs and CBOs**

Non-Government Organisations (NGOs) and Community Based Organisations (CBOs) (and sometimes firms) partner with HEART to establish and operate community based training programmes. Programmes aimed at persons with disabilities and other special needs groups are offered through partnerships with organisations that provide services to these groups. Agreements are in place with various stakeholder organisations for co-operation. Employers creating new jobs have often partnered with the agency to facilitate training and the Enterprise Based Training Department actively assists firms with assessment, training and certification of workers.

### **1.4 CAPITAL PROJECTS**

As a policy, the HEART Trust/NTA is not involved in funding capital projects, however, in special situations, the agency will consider requests from key state holders to facilitate the construction of training facilities.

#### **1.4.1 Improving Training Facilities**

While the physical stock of the HEART Trust/NTA is well developed, from time to time developers and contractors work with HEART Trust/NTA and NCTVET on capital projects to improve training facilities and offices. For such projects the Trust's Buildings & Properties Department relies upon the national framework for projects based on the established practices of the National Contracts Commission, the Portmore municipal authority, the KSAC and Parish Councils, the Ministry of Health, the Jamaica Fire Brigade, the JPSCO and the Electrical Inspection Division of the Ministry of Industry and Commerce and does not maintain any formal guidelines per se. However, the agency does supply facility standards and provides

consultative services through NCTVET, on requirements for training programmes.

## 1.5 HEART TRUST/NTA FACILITIES

The following is a list of the 29 training institutions of the HEART Trust. A list of the addresses and telephone numbers of these training institutions is at Appendix I.

### HEART Trust/NTA Facilities

- Ebony Park Academy
- Jamaica-German Automotive School
- School of Cosmetology
- Portmore Academy
- Runaway Bay Hospitality Institute
- National Tool & Engineering Institute
- Kenilworth Academy
- Garmex Academy
- Stony Hill Academy
- Cornwall Automotive Training Centre
- Caribbean Institute of Technology
- Vocational Training Development Institute
- Rockfort Vocational Training Centre
- Boys Town Vocational Training Centre
- Seaford Town Vocational Training Centre
- Buff Bay Vocational Training Centre
- Junction Vocational Training Centre
- Old Harbour Vocational Training Centre
- Petersfield Vocational Training Centre
- Culloden Vocational Training Centre
- Above Rocks Vocational Training Centre
- Newport Vocational Training Centre
- Lluidas Vale Vocational Training Centre
- Port Maria Vocational Training Centre
- Black River Vocational Training Centre
- Falmouth Vocational Training Centre
- Granville Vocational Training Centre
- Breadnut Valley Training Centre

## CHAPTER 2

### HEART TRUST/NTA POLICIES ON FINANCING OF TVET PROGRAMMES

#### 2.0 GUIDELINES TO FINANCE TVET PROGRAMMES

HEART/NTA has established Guidelines to Finance TVET Programmes to guide both programmes operated directly by HEART/NTA as well as programmes operated by other entities including community-based organizations (CBOs), non-governmental organizations (NGOs) and private proprietary organizations (PPOs) – all of which can seek HEART/NTA funding.

#### 2.1 FINANCING TRAINING PROGRAMMES

HEART/NTA currently approves and finances training programmes that can be operated either in an institutional setting (inclusive of training centres, schools, community centre venues etc.) as well as in a work-based setting (in-plant or on-the-job training programmes). Most programmes approved are community-based training programmes.

#### 2.2 CRITERIA FOR FINANCING TRAINING PROGRAMMES

Generally, HEART Trust finances training programmes that result in the achievement of the National Vocational Qualification-Jamaica (NVQ-J), an occupational certification awarded by the NCTVET. Generally, training is aimed at areas where occupational standards are in place. Training should meet NVQ-J certification standards and must be consistent with the requirements for funding of all HEART Trust/NTA funded programmes e.g., completion rates, certification rates etc. The training must also be based on demand for the skill to be offered, i.e. that the learners will be employed when training is completed. A responsible entity must be identified to work with the Agency and act as a management committee. Training providers must either be an Accredited Training Organisation (ATO) or partner with an ATO to assess the learners.

#### 2.3 REQUIREMENTS FOR (INITIAL) FUNDING OF NVQ-J PROGRAMMES

##### 2.3.1 Training Needs Analysis

- i The proposed programme must demonstrate the level of labour market demand for the skill the trainees are to acquire and must show the linkage to employment opportunities for the trainees.

The Planning & Project Development Division of HEART must agree that the unmet demand and employment opportunities exist. Training in areas of strategic economic importance as defined in the national economic planning framework (for example The National Industrial Policy) is prioritized and training needs are highlighted in sectoral training studies.

### **2.3.2 Funding for Trainers**

Applicants seeking funding for their trainers programmes must submit a Proposed Training Programme Plan which should include the following:

- the qualifications to be offered and the basis on which each unit is offered, i.e. the set of standards and the plan to assess and certify the learners;
- the planned enrolment and the recruitment and admissions procedures;
- the schedule of operations for a given week and the training calendar (a picture of duration between the beginning and ending of courses);
- the list of persons involved in the project including the management committee, the coordinator and instructors, along with qualifications of training personnel, and all other relevant personnel information;
- a description of income generating components of the project including both production-based training and fund raising;
- administrative arrangements for the programme including record keeping, inventory and financial administration provisions;
- performance targets for enrolment, completion, job placements and recommended certifications; and
- a budget showing HEART/NTA contributions, other sources of income and the proposal for disbursement of funds.



## 2.4 LEVEL I PROGRAMMES

The Level I qualification programme prepares an individual as a semi-skilled/apprenticeship worker in the industry. (See Appendix I for Levels)

Prospective trainees (applicants) for the level one programmes are required to take an Admissions Test administered by the Regional Programme Services (RPS) where necessary. This is to demonstrate that they have reached the required level of academic achievement (usually set at the Grade 9 level) necessary for them to benefit from the training programme and are able to effectively use the course materials.

In addition to the Level I offering, HEART/NTA offers as well, higher level training up to level 5. (See Appendix 2)

### 2.4.1 Programme Requirements

Programmes should:

- i follow HEART/NTA's Competency Standards of the TVET Resource Centre for each Level of the occupation.
- ii Demonstrate the ability to conform to HEART/NTA and NCTVET Programme Standards for facilities and equipment as well as for administering the programme.
- iii Register to undergo the process of NCTVET Accreditation.
- iv Instructors must meet HEART/NTA standards. Essentially, each instructor should have an academic background including three CXC/O'Level passes in English Language, Mathematics and a technical subject, three years of practical work experience in the particular field in which instruction is to be provided, and professional qualification including at least a diploma from the VTDI's Instructor Training Programme or its equivalent.
- v Trainees must be prepared by the programme to sit the National Examination for the skill area conducted by the NCTVET.

## CHAPTER 3

### THE NATIONAL COUNCIL ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (NCTVET)

#### 3.0 BACKGROUND

The National Council on Technical and Vocational Education and Training (NCTVET) was established and financed by the HEART Trust/NTA in 1994 and is comprised of a (separate) council of public and private stakeholders in the training process. NCTVET is the only authorised local body responsible to:

- i Define occupational standards through established Industry Lead Groups; over 300 occupational standards have been established as of July 2006.
- ii Assess and Award National Vocational Qualification of Jamaica (NVQ-J) Certificates of Competence to individuals who have successfully completed all the requirements of any certifiable skill-training programme delivered in Jamaica at all levels (Levels 1 – 5). (See Appendix 2)
- iii Accredit formal, non-formal and in-formal TVET programmes and institutions that deliver training, in certifiable occupational area in Jamaica.
- iv Certify persons who assess (trained assessors) the competence of learners participating in NCTVET certifiable programmes.
- v Develop Facilities Standards that inform training providers about the facilities and equipment required and the operational requirements of a training programme to meet NCTVET standards that will enable trainees to meet the requirements for certification.

In this regard, NCTVET describes below the facilities standards, details the skill areas for which standards have been developed.

### 3.1 FACILITIES STANDARDS OF NCTVET

Facilities Standards are specifications that provide guidance to facilitate the effective implementation of a technical and vocational training programme. Facilities standards provide the benchmark to measure the required standards for skill development. These standards provide information on the basic physical requirements for a workshop, with emphasis on the type and size of machines, tools and general equipment needed to make an effective operation and training facility.

### 3.2 OBJECTIVES OF FACILITIES STANDARDS

The Facilities Standards aim specifically to achieve the following objectives:

- i Provide the basis for standardising the physical facilities' machines, tools and equipment that facilitate the teaching/learning process and enables safe and effective performance by trainers and trainees in tech/voc programmes.
- ii Facilitate the process of evaluation in the accreditation of technical and vocational programmes and institutions.
- iii Provide a guide for facilities planners, interior designers, decorators and manufacturers to design facilities, arrange workrooms and install equipment to allow for safe and effective operation of the workshop.
- iv Provide administrators with a guide for identifying areas of deficiency in the training plant.
- v Provide a guide for curriculum design specialists and programme instructors to design learning activities consistent with standards established for the workshop.

### 3.3 STANDARDS UNIT OF THE NCTVET

Facilities standards are produced by the Standards Unit of the National Council on Technical and Vocational Education and Training (NCTVET) and are available at the National TVET Centre, Gordon Town Road, Kingston 6 at a cost of Five Hundred Dollars (\$500.00) each. (Price is subject to change).

### 3.3.1 Types of Facilities Standards

Facilities Standards are available in the following areas:

1	Agriculture	22	Heavy Construction Equipment
2	Air-Conditioning & Refrigeration Maintenance	23	Horticulture
3	Apparel & Sewn Products	24	Housekeeping
4	Automotive Repairs Maintenance	25	Information Technology
5	Autobody	26	Lithographic Printing (Pre-press)
6	Barbering	27	Livestock Slaughter and Dressing
7	Beauty Therapy	28	Masonry & Steelfixing
8	Business & Office Occupations	29	Metal Machining
9	Civil Construction	30	Painting & Decoration
10	Carpentry & Joinery	31	Pattern Making
11	Cosmetology	32	Plumbing
12	Customer Premises Telephone Installer/Repairer	33	Practical Nursing
13	Domestic/Consumer Electronics	34	Restoration Trades
14	Drapery Making	35	Road & Highway Construction & Repairs
15	Early Childhood Education Care & Development	36	Scaffolding
16	Electrical Installation	37	Steelfixing
17	Electronics (Industrial)	38	Stonework Masonry
18	Food Processing	39	Tiling-Masonry
19	Food Preparation, Food Service & Beverage Service	40	Upholstery
20	Furniture/Cabinet Making	41	Welding & Fabrication
21	Garment Construction		

N.B.: Listing of Facility Standards is dated June 2006.

### 3.4 CONTACT INFORMATION

For further information please contact:

The HEART Trust/NTA  
Corporate Offices  
6B Oxford Road Kingston 5  
Jamaica W.I.  
Tel: 929-3410-8,960-7635-6  
Fax: (876) 929-0849  
e-mail: heart@uwimona.edu,jm  
Website: www.heart-nta.org

Buildings & Properties Department  
6B Oxford Road, Kgn 5  
Tel: 876 968-4220

Training and Employment Referral Centre  
(searching for workers)  
7 Ripon Road, Kgn. 5  
Tel: 876 926-6954

NCTVET (re certification)  
Gordon Town Road, Kgn. 7  
Tel: 876 977-1707

#### REGIONAL OFFICES

Mandeville Regional Office  
26 - 27 Caledonia Mall  
3 Caledonia Road Manchester  
Tel: (876) 962-0543, 962-3393

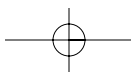
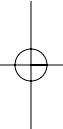
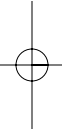
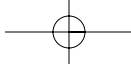
St. Ann's Bay Regional Office  
7 Bravo Street, St. Ann  
Tel: (876) 972-1382  
Fax: (876) 972-1382

Montego Bay Regional Office  
11 Dome Street, St. James  
Tel: (876) 952-0172, 952-4967, 952-0484  
Fax: (876) 952-0321

South East Regional Office  
7 Ripon Road, Kingston 10  
Tel: (876) 968-7488-9  
Fax: (876) 968-4443

The Planning and Project Development Division  
Corporate Office  
6B Oxford Road  
Kingston 5.  
Tel: 929-3410-8  
Fax: 960-9486  
Website: [www.heart-nta.org](http://www.heart-nta.org)

The Standards Unit of the Technical  
& Vocational Education & Training Centre  
Gordon Town Road  
Kingston 6  
Tel: 977-1700-5  
Fax: 977-1707  
Website: [www.nqrjamaica.org](http://www.nqrjamaica.org)



## Appendix I

**HEART TRUST/NTA**  
**List of Training Facilities, their Address and Telephone Numbers**

Name of Institutions	Address	Telephone #
Above Rocks Vocational Training Centre	Above Rocks P.O. St. Catharines	903-9441, 944-6602, 944-6803
Black River Vocational Training Centre	Black River, St. Elizabeth	965-2718-9
Boys Town Vocational Training Centre	6 Colie Smith Drive, King, 12	948-1599, 944-1600, 923-5545
Bresford Valley Training Centre	22 Manchester Ave, May Pen P.O., Clarendon	786-4182
Buff Bay Vocational Training Centre	2 Lynch Avenue, Buff Bay P.O. Portland	913-6358
Caribbean Institute of Technology	1 Pimento Way, Montego Bay, Freezone	953-6014
Cornwall Automotive Training Centre	Flankers, Montego Bay	971-2550-5
Culloden Vocational Training Centre	Whitehouse P.O. Westmoreland	963-5638, 963-5795
Ebony Park Academy	Toll Gate, Clarendon	987-1334-6, 1319
Falmouth Vocational Training Centre	17 Thorpe Street, Falmouth, Trelawny	954-4704-5, 617-5888
Garnex Academy	76 Marcus Garvey Drive, Kingston 13	923-5700-7
Golden Grove Vocational Training Centre	Golden Grove, St. Ann	972-4097-8
Granville Vocational Training Centre	Retirement Road, Granville P.O., St. James	601-6681-2, 601-4478
Jamaica-German Automotive School	87a Masfield Avenue, Kingston 10	926-5656, 968-7932, 968-7934-6
Junction Vocational Training Centre	Junction P.O., St. Elizabeth	965-3435/8,
Kenilworth Academy	Sandy Bay, Hanover	953-5719, 5315
Lindes Vale Vocational Training Centre	Lindes Vale P.O., St. Catherine	903-6808
National Tool & Engineering Institute	3 Ashenheim Road, Kingston 11	997-7961, 3068, 5327
Newport Vocational Training Centre	Newport, Manchester	965-7328/9
Old Harbour Vocational Training Centre	Old Harbour, St. Catherine	983-1801, 1954
Petersfield Vocational Training Centre	Petersfield, Westmoreland	955-5148, 955-5697



**Appendix I**

<b>Name of Institutions</b>	<b>Address</b>	<b>Telephone #</b>
Port Maria Vocational Training Centre	Port Maria P.O. St. Mary	994-2666, 994-9666
Portmore Academy	Waterford P.O. St. Catherine	988-1122
Rockfort Vocational Training Centre	203 Winward Road, Kingston 2	928-1391-3, 1301-2
Runaway Bay Hospitality Institute	Cardiff Hall, Runaway Bay, St. Ann	973-6671-4, 973-6867-3
School of Cosmetology	10 Hope Road, Kingston 10	926-6639, 929-6901
Seaford Town Vocational Training Centre	Lambes River P.O. Westmoreland	995-2067, 640-6462
Story Hill Academy	Story Hill, Kingston 9	942-2557, 3057, 2016
Vocational Training Development Institute	Golden Town Road, Kingston 7	977-1700-5, 927-1832

## Appendix 2

**LEVEL 1: Directly Supervised Worker (Limited Range of Work Activities)**

Performance of a prescribed limited range of functions involving known routines and procedures and some accountability for the quality of outcomes;

Breadth, depth and complexity of knowledge and competencies would prepare a person to perform in a limited range of varied activities or knowledge applications where there is a clearly defined set of contexts in which the choice of actions required is usually clear and there is limited complexity in the number of options to be applied; and

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

**Typical Jobs**

Sewing machine operator  
Hotel housekeeper  
Household helper  
Tire repairer

Household gardener  
Hotel bellman  
Block layer  
Waiter

**LEVEL 2: Supervised Skilled Worker**

Performance of a defined range of skilled operations, usually within broader related activities involving known routines, methods and procedures, where some discretion and judgment is required in the selection of equipment, services or contingency measures and within known time constraints;

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

**Typical Jobs**

Electrical installer  
Receptionist  
Retail sales clerk  
Farmer  
Floor Tiler

Data entry worker  
Sales assistant  
Vehicle detailer  
Bar tender  
Hair stylist  
Framing Carpenter

**LEVEL 3: Skilled Independent or Autonomous Worker**

Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provision of some leadership and guidance to others in the application and planning of the skills;

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organizing activities for self and others as well as contributing to technical solutions of a non-routine or contingency nature; and

Applications could involve responsibility for, and limited organisation of others, operating independently or under broad direction.

**Typical Jobs**

Bank teller  
Baker  
Cosmetologist  
Automotive mechanic  
Network installer  
Painter and decorator

Accounting clerk  
Community services worker  
Entertainment co-ordinator  
Graphic designer  
Mason  
Plumber

## Appendix 2

### LEVEL 4: Specialised Worker or Supervisory Worker

Self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others; Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination; and

Applications involve participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organizing others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

#### Typical Jobs

Architectural drafter  
Mechanical engineering technician  
Network technician  
Teacher's aide  
Dental assistant

Building Inspector  
Web designer  
Health worker  
Computer Repair Technician  
Automotive Technician  
Builder

### LEVEL 5: Managerial or Professional Worker

Acquisition of a systematic and coherent body of knowledge, the underlying principles and concepts, and the associated problem-solving techniques;

Development of the academic skills and attitudes necessary to comprehend and evaluate new information, concepts and evidence from a range of sources; and

Development of the ability to review, consolidate, extend and apply the knowledge and techniques learnt.

#### Typical Jobs

Teacher, instructor  
Engineer (all sorts)  
Architect

Accountant  
Systems analyst

Appendix 2

**Attachment 2:  
National Qualifications Framework**

Level	Award Type	Accrediting Body	Credits <sup>1</sup>	Suggested Direct Entry Requirements
Secondary	Compulsory Education Awards	Ministry of Education, Caribbean Examination Council NCTVET	Not Applicable	Not Applicable
	Post Compulsory Education Awards-CXC High School Equivalency Diploma (HSEEP)			Determined by MOE
Post-Secondary TVET	Certificate 1 Obedient Supervised Worker (Limited range)	National Council on Technical and Vocational Education and Training (NCTVET)	Min 30 Hours <sup>2</sup> 300 - 400	To be determined by the local training institution
	Certificate 2 Supervised Skilled Worker	NCTVET	Min 40 Hours 550 - 650	Grade 9-10 achievement level, or to be determined by the local training institution
	Certificate 3 Independent or Autonomous Skilled Worker	NCTVET	Min 55 Hours 650 - 800	3 CXCs or equivalent or to be determined by the local training institution
Tertiary	Undergraduate Diploma Associate Degree Certificate 4 Specialised or Supervisory Worker	University Council of Jamaica NCTVET	Min 60 Hours 900-1200	3-4 CXCs or equivalent, or to be determined by the local training institution
	Applied Degree/Degree Professional or Managerial Worker		Min 120 Hours 1800 - 2000	Five CXCs, Undergraduate Diploma, Associate Degree or Equivalent
	Higher Education Awards Professional & Managerial Worker	UCJ		Bachelor's Degree or higher

<sup>1</sup> Note 1 Credit is approximately 15 Instructional Hours, core competencies do not carry credit value  
<sup>2</sup> Hours may vary depending on type of qualification. NCTVET qualifications carry additional requirements for information technology and entrepreneurship.  
<sup>3</sup> Beginning at Level 4 and continuing in Level 5, education and training providers may prefer to be accredited by either UCJ or NCTVET, or by both. This depends on the academic vs. employment objectives of the programme.