Annex to Order No. A/128 of the Minister of Education and Science

19 March 2024

REGULATION ON THE ASSESSMENT AND VALIDATION OF THE KNOWLEDGE, SKILLS, AND COMPETENCIES OF LEARNERS AND GRADUATES OF VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING INSTITUTIONS

CHAPTER ONE. GENERAL PROVISIONS

1.1. This Regulation shall apply to the assessment and validation of the levels of knowledge, skills, and competencies of learners and graduates of polytechnic colleges and vocational education institutions providing vocational and technical education and training within the territory of Mongolia (hereinafter referred to as the “training institutions”).

1.2.The assessment and validation of learners ’and graduates ’knowledge, skills, and competencies shall be implemented in accordance with the General Law on Education, the Law on Vocational and Technical Education and Training, the Law on Preschool and General Education, the Labour Law, and other relevant law and regulations.

1.3. Assessment is a process of collecting and evaluating data and information on the knowledge, skills, and competencies acquired by a learner at the beginning, during, and at the end of training; improving the quality of training based on the results; and issuing educational credentials to learner upon completion of the training.

1.4. Validation is a process of collecting information and drawing conclusions regarding the quality of final assessment, the appropriateness of assessment tools, and the reliability of assessment results.

1.5. Where a learner is unable to continue studies due to a valid reason, an educational credential corresponding to the competency units or content levels previously studied and assessed may be issued.

CHAPTER TWO. PRINCIPLES OF ASSESSMENT

2.1 The assessment and validation of learners ’and graduates ’knowledge, skills, and competency shall adhere to the following principles:

2.1.1 assessment shall be valid, reliable, fair, and flexible;

2.1.2 assessment shall be evidence based and realistic;

2.1.3 assessment shall be aimed at determining learners ’progress, and level of attainment, and supporting their development.

2.1.4 assessment shall take into account learners ’diverse needs and provide equal opportunities.

2.1.5 assessment shall fully reflect learners ’performance, cover the relevant performance criteria, and provide sufficient evidence.

CHAPTER THREE. TYPES AND METHODS OF ASSESSMENT

3.1 The assessment of learners ’knowledge, skills, and competencies shall consist of the following types:

3.1.1 “Diagnosis assessment” is an assessment conducted prior to the training to determine the learner’s baseline level of knowledge and skills.

3.1.2 “Formative Assessment” is an assessment conducted during training to determine progress and changes in learning activities and acquired competencies.

3.1.3 “Competency Unit Assessment” is an assessment conducted after completion of a competency unit to determine the level of knowledge and skills attained within that competency unit.

3.1.4. “Graduation Assessment” is an assessment conducted upon completion of training in a specific occupation to determine the learner’s level of knowledge, skills, and competencies and to issue educational credentials based on the results.

3.2. The competency unit assessment for learners and graduates shall consist of two components: assessment of theoretical knowledge; and assessment of the performance of vocational tasks and assignments.

3.3. Depending on the purpose, type, and organization of the assessment, the following methods shall be selected and used: observation, interview, question, test, survey, portfolio, performance assessment, and final product assessment.

CHAPTER FOUR. ORGANIZATION OF ASSESSMENT AND VALIDATION

4.1. Learner assessment at training institutions shall be organized as follows:

4.1.1. Diagnostic assessment shall be conducted to identify learners’ strengths and weaknesses in knowledge, skills, competencies, and attitudes, establish their baseline level, and support training planning based on the assessment results. The assessment shall be organized by the academic affairs unitwithin one month of the learner’s enrolment.

4.1.2. Formative assessment shall be conducted during training to determine learners’ competency attainment and progress, identify gaps in knowledge and skills, and provide learner support. The assessment shall be organized by the teacher delivering the relevant occupational programme.

4.1.3. Competency unit assessment shall be conducted upon completion of each competency unit included in the training programme by an assessment team comprising an odd number of members, including representatives of the academic affairs unit and employers. The members of the assessment team shall be appointed by order of the director of the training institution.

4.1.3.1. Portfolio assessment, final product assessment, and performance assessment methods shall be primarily used in competency unit assessment.

4.1.3.2. Assessment results shall be validated by the academic affairs unit and entered into the online information system.

4.1.3.3. The academic affairs unit and the assessment team shall be responsible for analyzing competency unit assessment results and developing an assessment item bank.

4.2. Graduation assessment shall be conducted as follows:

4.2.1. Graduation assessment shall determine, based on evidence, whether the learner has acquired the fundamental competencies required to practise the occupation and shall serve as the basis for issuing educational credentials. The assessment shall be conducted by an assessment team appointed by the training institution.

4.2.2. Evidence shall be classified as: direct evidence (the candidate’s direct performance, responses to questions, and the like) and indirect evidence (tests, final products, project work, photographs or video recordings taken during performance, etc).

4.2.3. The assessment team shall comprise vocational teachers, representatives of partner organizations, employer representatives, and assessors, and shall consist of no fewer than five members.

4.2.4. An assessor shall be a vocational teacher, engineer, technician, or specialist qualified in the relevant occupation, with at least five years of professional experience and successful completion of competency assessment training.

4.2.5. At least one month prior to the graduation assessment, the assessment team appointed by the training institution shall develop an assessment plan and submit it to the Educational Assessment and Methodology Organization for validation.

4.2.6. The following key criteria shall be applied when validating the assessment plan:

4.2.6.1. The assessment team has been appointed in accordance with Clauses 4.2.3 and 4.2.4;

4.2.6.2. The assessment objective is clear and the selected assessment methods are aligned with the objective;

4.2.6.3. The assessed competencies are aligned with occupational standards and training programmes;

4.2.6.4. Assessment tasks are designed to address realistic workplace problems and can be completed within realistic timeframes.

4.2.6.5. The assessment environment and the lists of required resources, tools, equipment, materials, and raw materials are specified.

4.2.6.6. Appropriate assessment methods and tools are selected to accommodate graduates with diverse needs.

4.2.6.7. Performance assessment observation checklists are prepared, and the observation criteria are measurable.

4.2.6.8. Additional questions to be asked based on learner performance, together with the methodology for evaluating the responses, are specified.

4.2.7. A team appointed by the Educational Assessment and Methodology Organization shall conduct sample-based validation of training institutions and occupational fields. Validation shall be conducted during or after the competency assessment process.

4.2.8. Validation shall be conducted in accordance with a pre-approved plan by a team of specialists from the Educational Assessment and Methodology Organization and employer representatives from the relevant occupational field.

4.2.9. Validation team members shall have completed assessment and validation training.

4.2.10. Validation shall be based on the following criteria:

4.2.10.1. Suitability, safety, and health conditions of the assessment environment;

4.2.10.2. Appropriateness and feasibility of assessment tasks, criteria, methods, and tools;

4.2.10.3. Reliability and fairness of assessment decisions;

4.2.10.4. Results of competency unit assessments conducted by the training institution;

CHAPTER FIVE. ASSESSMENT CRITERIA

5.1. Assessment criteria for evaluating learners and graduates shall be developed for each competency unit and competency element within vocational and technical education and training programmes and shall be aligned with the assessment methods specified in Clause 3.3.

5.2. Assessment of upper secondary education shall be governed by the procedures prescribed in Article 27.7 of the Law on Preschool and General Education.

5.3. Vocational education assessment shall be graded as Competent (C) or Not Yet Competent (NYC). A learner shall be assessed as Competent where theoretical performance is 70 percent or above and practical skills performance is 85 percent or above. Where performance falls below these thresholds, the learner shall be assessed as Not Yet Competent.

5.4. Learners who win prizes or special awards in Mongolian Skills or International competitions may receive a graduation assessment score of 100 percent and be exempted from the graduation assessment.

5.5. Technical education shall be assessed using the following percentage and grading scale:

Percentage	Grading scale
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

5.6. Graduation assessment in technical education may be substituted by the defense of a diploma project or thesis.

5.7. Graduates of international programmes may be assessed in accordance with the assessment methodology of the respective programme, and equivalent educational credentials may be issued based on the assessment results.

CHAPTER SIX. ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN ASSESSMENT AND VALIDATION

6.1. Assessment shall be conducted with the participation of the Educational Assessment and Methodology Organization referred to in Article 17.11 of the General Law on Education, partner enterprises and organizations, training institutions, assessors, validators, learners, and graduates (hereinafter referred to as “candidates”), in accordance with the following roles and responsibilities

6.2. Responsibilities of the Educational Assessment and Methodology Organization

6.2.1. Develop and approve the template for the assessment package plan.

6.2.2. Validate graduation assessment plan.

6.2.3. Conduct external validation of the quality and appropriateness of graduation assessments conducted by training institutions.

6.2.4. Cooperate with professional associations and organizations officially representing employers through partnership agreements and memorandum of understanding.

6.2.5. Develop programmes and plans for training assessors and validators, organize training, and maintain a register of assessors and validators;

6.2.6. Strengthen the capacity of assessors and validators in collaboration with relevant stakeholders.

6.2.7. Improve assessment in accordance with international methodologies and practices and conduct research and analysis.

6.2.8. Develop and maintain an assessment item bank.

6.2.9. Develop a digital competency assessment system and use it for graduation assessment.

6.2.10. Approve the code of ethics for assessors and validators;

6.2.11. The function specified in Clause 6.2.7 of this Regulation may be carried out by a non-governmental organization under a contract awarded through a tender selection process.

6.3. Responsibilities of Partner Business Entities and Organizations

6.3.1. Participate in the development of the assessment item bank.

6.3.2. Participate in competency unit assessments and graduation assessments.

6.3.3. Support training institutions in establishing assessment environments and provide equipment, tools, materials, financial support, and other forms of assistance.

6.3.4. Support the conduct of assessments in industrial settings and workplaces.

6.4. Responsibilities of Training Institutions:

6.4.1. Ensure that assessment environments are established with classrooms, training rooms, workshops, and equipment that meet occupational safety and health requirements;

6.4.2. Establish an appropriate assessment environment for learners with diverse needs and provide suitable materials and resources;

6.4.3. Appoint assessment teams;

6.4.4. Develop and approve competency unit assessment plans.

6.4.5. Provide methodological guidance and support to assessment teams.

6.5. Responsibilities of Assessors:

6.5.1. Develop and obtain approval for the assessment plan.

6.5.2. Review the assessment environment, provide instructions and recommendations, and ensure that the assessment environment is properly prepared.

6.5.3. Introduce the assessment environment and assessment guidelines to candidates and provide recommendations.

6.5.4. Explain the rights and responsibilities of candidates.

6.5.5 Provide comments and recommendations to validators regarding the organization and conduct of the assessment.

6.5.6. Present assessment results to candidates and provide professional and methodological advice.

6.5.7. Compile the assessment report and supporting evidence and submit them to the Educational Assessment and Methodology Organization.

6.6. Responsibilities of Validators:

6.6.1. Validate the assessment plan and the assessment organization process.

6.6.2. Validate the assessment environment.

6.6.3. Issue requirements to assessors in relation to assessment matters and take appropriate action to resolve them.

6.6.4. Where violations occur during the assessment process, issue warnings and take appropriate measures, including suspension of the assessment.

6.6.5. Prior to the conduct of the assessment, validate the assessment environment and the availability of the required equipment, tools, materials, and raw materials and, where necessary, postpone the assessment and provide recommendations.

6.6.6. Where an assessor commits an ethical violation or fails to comply with assessment principles,remove the assessor from the assessment team, suspend or invalidate the assessment, and, where the assessor repeatedly violates the code of ethics, submit a recommendation to suspend the assessor’s right to conduct assessments.

6.7. Responsibilities of Candidates

6.7.1. Obtain information about the assessment.

6.7.2. Review and acknowledge the occupational safety and health instructions by signing and comply with them.

6.7.3. Comply with the guidelines specified in the assessment package plan.

6.7.4. Refrain from any unethical conduct that may cause harm to oneself or others.

6.7.5. Refrain from using unauthorized items, tools, or equipment during the assessment.

6.7.6. Submit complaints regarding assessment results and seek resolution.

6.8. The local education authority shall provide support and cooperate in assessment activities in accordance with Article 28.2.2 of the Law on Education.

CHAPTER SEVEN. FINANCING

7.1. The training institution shall be responsible for materials, tools, equipment, supplies, organizational expenses, assessor remuneration, and other costs.

7.2. The Educational Assessment and Methodology Organization shall be responsible for the costs associated with assessment validation.

CHAPTER EIGHT. MONITORING AND ACCOUNTABILITY

8.1. Citizens and legal entities that violate this Regulation shall be held liable in accordance with the Law on Vocational and Technical Education and Training and the regulations of the training institution.

8.2. A learner who was unable to participate in the assessment for a valid reason or who received an unsatisfactory assessment result may be reassessed.

8.2.1. Any organizational matter not specified in this Regulation shall be regulated, as necessary, by the assessment guidelines.

8.2.2. The training institution shall maintain a database of graduation assessment results.

8.2.3. Graduation assessment information shall be regularly recorded in the digital education information database.

8.2.4. Information related to assessment shall be disclosed and made publicly available, except for information specified in Article 10 of the Law on Public Information Transparency; information specified in Article 9 of the same Law may be disclosed only with the consent of the information owner.

8.3. Any assessment conducted other than in the cases specified in this Regulation shall be deemed invalid.

8.4. Where an assessor or validator commits an unethical or other violation related to assessment or validation, the assessment team shall submit the relevant information to the Educational Assessment and Methodology Organization for resolution.

CHAPTER NINE. RESOLUTION OF APPLICATIONS AND COMPLAINTS

9.1. Applications and complaints related to graduation assessment shall be submitted to the assessment team on the same day assessment is organized.

9.2. Applications, complaints, comments, and requests concerning assessment submitted by individuals, teachers, or candidates shall be forwarded to the Educational Assessment and Methodology Organization by the assessment team and resolved within five working days.

9.3. Responses to applications and complaints shall be provided within the prescribed period, and the process for review and resolution shall be open, transparent, and fair.

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