Quality Assurance

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Current Priorities in
Technical and Vocational Education and Training

Outline

- Qualifications systems
- Quality assurance

Qualifications system

- All aspects of a country's activity that result in the recognition of learning:
  - national or sectoral policy on qualifications
  - institutional arrangements
  - quality assurance processes
  - assessment and awarding processes
  - skills recognition and other mechanisms that link education and training to the labour market and civil society.

- Qualifications systems may be more or less integrated and coherent.

- Qualifications framework may be explicit within the system.

Source: OECD. 2006. *Qualifications systems: Bridges to lifelong learning.*

What is quality?

- Industry / context specific
- The degree to which outcomes are achieved against desired benchmarks rather than to an absolute value
- It is situational and time-based

Quality in TVET:
- The level of excellence in training delivered by public and private training and assessment providers.
- Includes both quality management concepts as well as regulatory frameworks.
- Effective and efficient regulation is central to integrity of TVET systems and to the qualifications delivered

Source: J. Misko. 2015. *Regulating and quality-assuring VET: international developments.*

Quality assurance

- Refers to planned and systematic processes that provide confidence in educational services provided by training providers under the remit of relevant authorities or bodies.

- It is a set of activities to ensure that educational services satisfy customer requirements in a systematic, reliable fashion

- Quality assurance systems change over time

(Source: Bateman et al .2009)

Elements of quality assurance

- Systems typically quality assure different aspects of the TVET processes. They include:
  - Accreditation/approval of qualifications
  - Registration of providers
  - Monitoring of provider processes and outcomes
  - Control, supervision or monitoring of assessment, issuance of certificates and graduation procedures
  - System wide evaluations of TVET, including evaluations by external agencies
  - Provision of public information on the performance of providers

(Source: Bateman et al 2012)

Approval of qualifications

- Is the processes by which a qualification gains recognition within an NQF and by which the complexity and volume of learning are endorsed as appropriate for the type of qualification.

- Achievement standards (such as competency, educational, or occupational) form the basis of the qualification. This also includes completion rules for the qualification.

- **What it might look like in your country:**
  - 1 public providers take the lead in establishing achievement standards
  - 2 a single agency responsible for the development and endorsement of achievement standards,
  - 3 multiple industry agencies responsible for developing and endorsing these achievement standards

Approval of providers

- Is the process by which education and training providers are approved to deliver NQF qualifications, which could include:
  - Providers having the finances, facilities, instruction and learning materials, and appropriately trained staff
  - Providers improving the quality of their educational provision through on-going self assessment.

(Source: Bateman et al 2012)

Approval of providers #2

- **What it might look like in your country:**

  ➢ Registration may be:
  1. Internal processes
  2. Registration authority registers all providers or some providers, or it gives categories of registration, including effective self-registration with cyclical reviews for low risk providers.

  ➢ Strategies for monitoring compliance include:
  1. Audit/Evaluation
  2. On-going monitoring
  3. Penalties
  4. Publication of outcomes achieved by providers.

Monitoring of provider processes and outcomes

- Auditing by a contracted or delegated agency is common
- Risk rating to minimize the audit burden is common and could influence the timing, frequency and the nature of audit
- All audit processes are designed to ensure a minimum standard and in some cases include continuous improvement strategies
- Rating scales against audit criteria are used by some agencies
- Other QA processes may include self evaluations, including student and user surveys, making data generated through QA processes available to the public.

Source: J. Misko. 2015. *Regulating and quality-assuring VET: international developments.*

Supervision of the assessment system

- Is the means of assuring that the learning that is specified in a NQF qualification has been gained by a student who is to be awarded a qualification.
- **What it might look like in your country:**
  1. Audit and monitoring strategies
  2. Verification processes that focus on whether appropriate judgements have been made about the level of achievement required to award a qualification.
  3. Provider based assessments that are reviewed and quality assured through internal processes and may include review by an external moderator, or samples of assessments are reviewed by the external agency, and if necessary the results are adjusted, or assessment results are issued by the external agency.

(Source: Bateman et al 2012)

Regulation of issuance of qualifications

- Certification models range from:
  - Provider based qualifications internally quality assured
  - Awarding body licenses the provider to issue the qualifications, which are subject to quality procedures
  - Awarding body issues the qualifications on the basis of its own assessments or validated and moderated assessments of the providers

- **What it might look in your country:**
  1. Awarding bodies or agencies (e.g. City and Guilds in the United Kingdom)
  2. Issuance of NQF qualifications being linked to provider registration requirements (e.g. Australian system)
  3. Government ministries are the main source of certifications (e.g. France, Myanmar).

(Source: Bateman et al 2012)

Further reading

- A. Bateman, J. Keating and A Vickers. 2009. *Comparisons of International Quality Assurance Systems for Vocational Education and Training,* Australian Department of Education, Employment and Workplace Relations

- J. Misko. 2015. *Regulating and quality-assuring VET: international developments* National Centre for Vocational Education Research.

Thank You

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