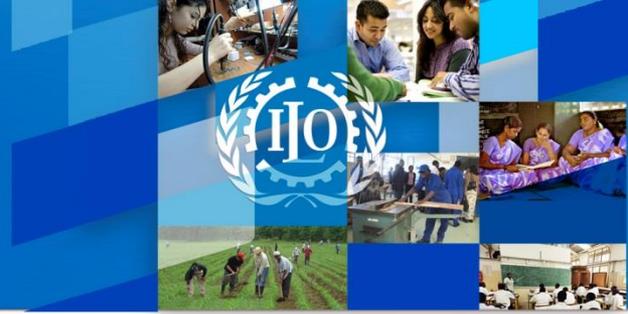


This session will cover....



- What is quality?
- How do some skill systems define quality?
- Why should we focus on quality in skills systems?
- What is quality assurance?
- How quality can be measured at different levels?

What is quality?



Quality is not an easily and well defined concept:

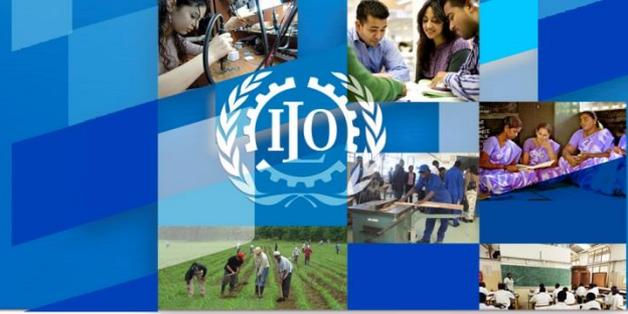
- In general terms, a service or a product is considered of high quality, if it fulfills or even surpasses our expectations ie: is it fit for purpose?
- Different stakeholders with different interests and expectations perceive quality in different way
- In skills systems around the world quality is defined, understood and measured in different ways
- Skill systems make choices about the indicators used to measure their efforts to achieve quality and what relative priority will be placed on the different chosen indicators

Why focus on quality?



- High quality programs provide a strong link between institutions and the needs of the labour market ie: graduates are more likely to find suitable employment
- High quality programs make TVET more attractive and give status
- A focus on quality provides accountability measures that can be linked to funding and performance management in a skills system
- Quality systems serve as a common reference to ensure consistency amongst different actors at all levels.
- Quality systems have transparent processes and procedures to ensure mutual understanding and trust between different actors
- A focus on quality can be a key driver of reform

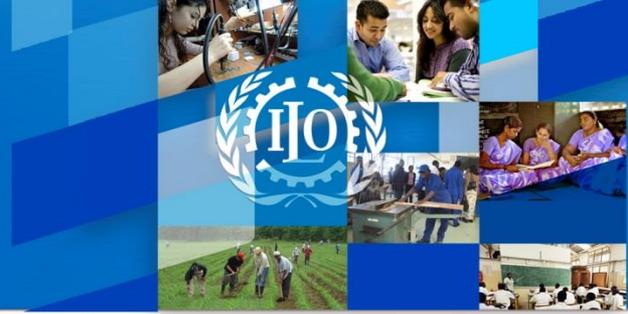
Why is quality important to the social partners?



For worker organisations:

- quality qualifications protect against precariousness in labour market
- quality programs support personal development and facilitate career development and evolution
- quality programs are certified by a label/logo which acts as an important marketing device to potential employers
- quality programs allow for transferability of competences beyond a specific company/job

Why is quality important to the social partners?



For employer organisations:

- quality systems ensure training programs are properly adapted to market needs
- quality programs support improvements to enterprise productivity and profitability
- quality programs encourage workers to be more responsible for their own training process and progress
- quality programs should allow for the development of competencies that meet company needs

ILO Recommendation 195



5. (f) strengthen **social dialogue** and collective bargaining on training at international, national, regional, local, and sectoral and enterprise levels as a basic principle for systems development, programme relevance, **quality** and cost-effectiveness;

13. Promote diversity of training provision to meet the different needs of individuals and enterprises and to ensure high-quality standards, recognition and portability of competencies and qualifications within a **national quality assurance framework**;

14. (c) include **quality assurance** in the public system and promote its development within the private training market and **evaluate the outcomes of education and training**;

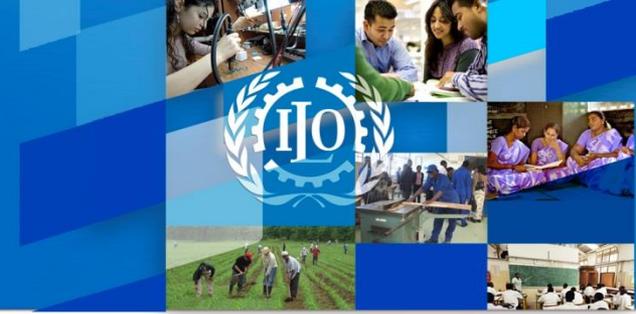
14. (d) develop **quality standards for trainers** and create the opportunities for trainers to meet such standards.

OECD Skills Strategy



- Education and training institutions need to be governed by a clear **quality-assurance framework** that serves both accountability and improvement purposes, and that combines internal and external evaluation without imposing an excessive administrative burden.
- Workplace training should also be subject to **quality control**, in the form of contractual arrangements, inspections and self-evaluations.
- Governments can help to improve the quality of these programmes by **setting standards for the quality** of adult education and training programmes, establishing performance assessments and evaluation mechanisms, and disseminating information about the provider

So what does quality mean in skills development?



- skill standards are developed with meaningful inputs from industry
- qualifications reflect labour market needs
- curricula meets the requirements of the labour market
- targets for the participation of disadvantaged groups
- training providers have strong links with employers
- teaching and training staff are well-qualified and familiar with workplace practices
- a high percentage of graduates obtain employment
- facilities utilise the latest requirements and technologies
- there are low rates of program non-completion
- these and many more, depending on the national system

So, what's quality assurance?



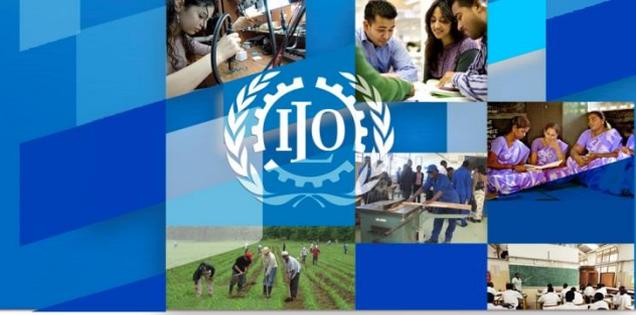
- Quality assurance in TVET has multiple purposes including those of probity and financial accountability, health and duty of care, user protection, quality improvement and system effectiveness, and the quality status of TVET products, providers and systems.
- There is no general definition of quality in TVET as the concept of quality depends on context and only becomes meaningful in relation to the achievement of pre-defined objectives.
- So quality assurance is a technical toolbox that can help define quality objectives, criteria and standards, and which can verify that progress is being made in the right direction (ETF 2008).

So, what's quality assurance?



- Quality assurance can range from basic compliance mechanisms to systems that are designed to promote overall national TVET system improvement, and to advance broad social and economic objectives that are attached to the VET system.
- So quality measures and mechanisms vary across systems

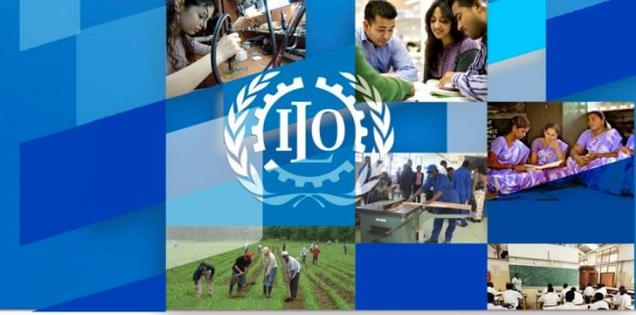
Quality Assurance in Context: 1



Canada

- Quality assurance is the achievement of educational-program standards set by institutions, professional organisations, government, and standard-setting bodies established by government
- <http://www.cicic.ca/510/fact-sheet-no-5.canada>

Quality Assurance in Context: 2



Australia

- Quality assurance refers to planned and systematic processes that ensure confidence in educational services provided by training organisations under the remit of relevant authorities or bodies.
- Comparisons of International Quality Assurance Systems For Vocational Education and Training (DEEWR 2009)

Quality Assurance in Context: 3



International Standards Organisation (ISO)

- Quality assurance is a component of quality management and is ‘focused on providing confidence that quality requirements will be fulfilled’
- ISO 9000:2006: Quality management systems fundamentals and vocabulary.

Quality assurance mechanisms



- Broadly speaking, quality assurance mechanisms in skills systems can be described as:
 - front-end input mechanisms or
 - back-end output mechanisms.
- Front-end systems are designed to ensure the quality and relevance of programs, and the quality, effectiveness and integrity of training providers.
- Output mechanisms concentrate on the quality of the training outcome.

Quality Standards



- Quality assurance requires standards to be defined, procedures to be monitored, and non-conformance to be analysed and remedied.
- Quality standards govern the operation of key elements in a TVET system as agreed to by stakeholders. Quality standards can cover:
 - qualifications;
 - assessment and certification;
 - the operation of training providers
 - the accreditation of courses; and
 - minimum qualifications for teachers and trainers.
- Interpretation and meaning varies in different national systems so beware of terminology! Indicators are often grouped under standards as the criteria for measurement but the terms 'quality standards' and 'quality indicators' are sometimes used interchangeably.

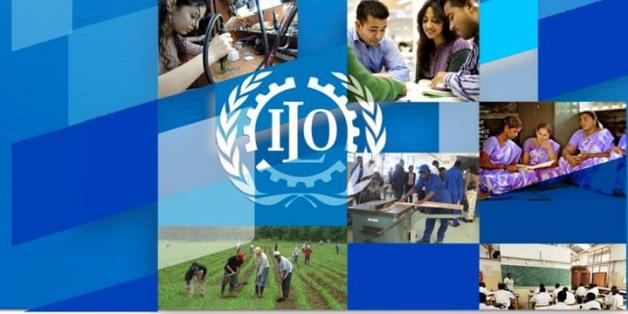
Outcome indicators



There are a wide range of indicators used to measure quality in skills systems at both the level of training providers and the system as a whole. Most common include:

- ◆ Enrolment - how many start a program
- ◆ Participation - how many from certain target groups
- ◆ Completion - how many finish a program
- ◆ Attainment - how many receive a qualification
- ◆ Progression - how many move from one program or level to another
- ◆ Employment - how many are employed
- ◆ Satisfaction - how satisfied are students and employers

What influences the design of quality systems?



National characteristics and context:

- the governance structures, mechanisms and cultures of the nation state
- the structure, processes and cultures of education and training systems
- the location of the 'ownership' of VET and industry and occupational standards between occupational communities, government and other agencies
- perceptions of crises (or lack of) in education and training system
- institutional capacity
- the relevance of trans-national and/or regional VET systems
- costs and available resources
- regulatory burden
- priorities for reform

Key issues when designing a quality assurance system



- Are your policy goals/objectives clear and measurable?
- What are the indicators for measuring:
 - Inputs
 - Processes
 - Outputs
 - Outcomes
- What data is available and required for assessing these indicators?
- What indicators should be prioritised?
- What roles will the different stakeholders play?
- How do you ensure systematic and transparent review and feedback?

