East Asia Summit

TVET Quality Assurance Framework

Andrea Bateman

APEC Integrated Referencing Framework meeting, Manila, 2015
Project background

- In 2010 Australia and the ASEAN Secretariat cooperated to convene two workshops of an East Asia Summit (EAS) Senior Education Officials Taskforce.
- Australia committed to undertake 3 projects including the development of the regional TVET quality assurance framework.
- Project aimed to produce an East Asia Summit Technical and Vocational Education and Training Quality Assurance Framework (EAS TVET QAF).
Participating countries

- Australia, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Korea, Lao PDR, Malaysia, Myanmar, New Zealand, Philippines, Russia, Singapore, Thailand, United States and Vietnam.
Quality assurance

- Is a component of quality management and is ‘focused on providing confidence that quality requirements will be fulfilled’.
Quality assurance

- It ‘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 established by these relevant authorities or bodies to ensure that educational services satisfy customer requirements in a systematic, reliable fashion.’
Elements of quality assurance

- Systems typically quality assure different aspects of the TVET processes. They include:
  - Accreditation 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
Regional quality assurance frameworks

- The key aim of a regional quality assurance framework is to develop mutual understanding amongst member countries. In addition, a regional quality assurance framework acts as:
  - an instrument to promote and monitor the improvement of member countries’ systems of vocational education and training (VET);
  - a reference instrument that outlines benchmarks to help member countries to assess clearly and consistently whether the measures necessary for improving the quality of their VET systems have been implemented and whether they need to be reviewed;
  - a self-assessment instrument that can include internal and external assessment which is can be made public.
Regional frameworks

- European Quality Assurance Reference Framework for VET
- Pacific Register of Qualifications and Standards: quality assurance
- Others:
  - Chiba Principles
  - INQAAHE Good Practice Guidelines
  - ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area
Concept Design

EASTVET QAF

Scope
Governance
Principles
Quality Measures
Quality Standards
Scope

- **Voluntary** - non binding in nature
- **Aspirational** – high standards, aimed at driving continuous improvement
- **Underpinning approach** - include monitoring processes for both agencies and providers, internal and external quality audit/review, and standards and indicators to inform the process.
Purpose

- Enable countries to promote and monitor the improvement of their quality assurance systems;
- Facilitate cooperation and mutual understanding between member countries; and
- Support other initiatives within and across the region that enhance connectivity, integration, education and labour mobility e.g. ASEAN Regional Qualifications Framework.
Underpinning approach

- Includes monitoring processes for both agencies and providers, including internal and external quality audit/review; as well as standards and indicators to inform the process.
- Based on continuous improvement
Principles

- Transparency
- Accountability
- Continuous improvement approach
- Flexibility and Responsiveness
- Comparability
Quality standards

Guideline standards developed for:

- Agencies (often government) with responsibility for quality assurance, and
- Training Providers
Definitions

Within the EAS TVET QAF standards are referred to as:

- **quality standards** – the technical specifications for assuring quality at the agency and provider level (including governance, registration and accreditation);

- **data standards** – the data specifications for data collection and reporting.

- **achievement standards** – statements approved and formalised by a recognised agency or body, which defines the rules to follow in a given context or the results to be achieved. These can take a variety of forms including competency, assessment, educational, occupational or certification standards; or
Underpinning elements

- **Establishment**: focused on providing confidence that quality requirements will be fulfilled

- **Accountability**: focused on confirming that quality requirements are fulfilled

- **Improvement**: focused on confirming performance is continuously improved
Key aspects

1. **Governance** – establishing goals and objectives, implementation, monitoring and evaluation

2. **Registration** – formal acknowledgement that a provider meets relevant standards; under NQFs it is usual for a provider to be registered in order to deliver and assess accredited programs and issue awards.

3. **Accreditation** – official approval of achievement standards (qualifications, units of qualifications) for a particular period of time.

   **Provider standards are an addendum to the framework – advisory only.**
Quality standards: Agency

Registration:

Registration processes include formal acknowledgement by a registering body that a provider meets relevant standards. Under NQFs it is usual for a provider to be registered in order to deliver and assess accredited programs and issue awards.
Quality standards: Agency

- Accreditation:

  - The process of assessment and official approval of achievement standards (i.e. certification standards), including qualification or unit(s) of a qualification, usually for a particular period of time, as being able to meet particular requirements or certification standards defined by an accrediting agency that functions within a quality assurance system.
<table>
<thead>
<tr>
<th>Establishment</th>
<th>Accountability</th>
<th>Improvement</th>
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</thead>
<tbody>
<tr>
<td>Establishment (providing confidence that quality requirements will be fulfilled)</td>
<td>Accountability (confirming that quality requirements are fulfilled)</td>
<td>Improvement (confirming that performance is continuously improved)</td>
</tr>
<tr>
<td><strong>1. Governance</strong></td>
<td></td>
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<tr>
<td>1.1 The Agency has explicit goals and objectives.</td>
<td>1.9 The Agency systematically monitors and reviews its performance to ensure that it continues to meet its goals, objectives and obligations across all of its key functions; and to inform regulatory policy.</td>
<td>1.13 The performance of the Agency is continuously improved in response to research, data collected and outcomes of external quality audit.</td>
</tr>
<tr>
<td>1.2 The Agency’s responsibilities and/or competence, governance and probity arrangements are clearly determined and made public.</td>
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<tr>
<td><strong>2. Registration</strong></td>
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</tr>
<tr>
<td>2.1 An open, transparent and rigorous system is in place to register providers and approve program delivery against quality standards and/or criteria.</td>
<td>2.5 Providers are audited to ensure that they continue to meet the quality standards. 2.6 Data on provider performance and compliance is collected and analysed and used to inform registration policy.</td>
<td>2.8 The registration system is improved in response to data collected on provider performance.</td>
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<tr>
<td>2.2 A public register of approved providers is maintained.</td>
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## Excerpt from Quality Standard - Provider

<table>
<thead>
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<tr>
<td><strong>1. Governance</strong></td>
<td></td>
<td></td>
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<tr>
<td>1.1 Provider goals and objectives are explicit and promote continuous improvement.</td>
<td>1.6 The provider systematically monitors and reviews its quality management system to ensure that it continues to meet the Agency standards for providers and relevant legislation</td>
<td>1.8 Key functions and services are improved in response to self-assessment and continuous improvement outcomes.</td>
</tr>
<tr>
<td>1.2 Provider structure, governance and probity measures meet Agency requirements and relevant legislation.</td>
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<td></td>
</tr>
<tr>
<td><strong>2. Registration</strong></td>
<td></td>
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<tr>
<td>2.1 The provider’s scope of operation is determined in response to stakeholder needs and priorities</td>
<td>2.12 Training Programs are systematically monitored and reviewed so that they can continue to satisfy defined standards and industry and/or community requirements.</td>
<td>2.16 Improvements are made across the scope of the provider’s registration functions, in response to data collected.</td>
</tr>
<tr>
<td>2.2 The provider demonstrates that training and assessment plans are in place to achieve the program outcomes, given the needs of the target group.</td>
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</table>
Quality Measures

- Intended to support the evaluation and continuous improvement processes of agencies and providers.

- Not intended to be exhaustive, rather to provide a range of possible indicators for selection/adaption to meet varying needs, requirements and approaches to quality assurance across EAS countries.
## Organising Framework

<table>
<thead>
<tr>
<th>Themes</th>
<th>Aspects</th>
<th>Output/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.1 Learner Characteristics</td>
<td>1.1 Learning support and resource</td>
<td>0.1 Student Progress and Attainment</td>
</tr>
<tr>
<td>C.2 Learner Pathways</td>
<td>1.2 Program design and curriculum development</td>
<td>0.2 Comparability of standards</td>
</tr>
<tr>
<td>C.3 Recognition of prior learning in all contexts</td>
<td>1.3 Quality of Teaching Staff</td>
<td>0.3 Employability and graduate destinations</td>
</tr>
<tr>
<td>C.4 Provider characteristics</td>
<td></td>
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<tr>
<td>C.5 Labour market influences</td>
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</tbody>
</table>
Quality Measures

Theme 1.1

Quality Indicator 1.1.1

Measure 1.1.1.1

Measure 1.1.1.2

Measure 1.1.1.n

Data Sources

ASPECT

Theme 2.1

Quality Indicator 2.1.1

Measure 2.1.1.1

Measure 2.1.1.2

Measure 2.1.1.n

Data Sources
## Excerpt standard

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Themes</th>
<th>Indicators</th>
<th>Measures</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>C.1 Learner Characteristics</td>
<td>C.1.1 Learner demographic profile</td>
<td>C.1.1.1 Type and range of participants in TVET, e.g. gender, age, ethnicity, education level, first language, employment status, vulnerable and/or other social groups (EQAVET 2010).</td>
<td>• Enrolment data</td>
</tr>
</tbody>
</table>
|                                 | C.5 Labour market influences  | C.1.5 Coherence of supply in relation to demand                   | C.1.5.1 Number and type of strategies to monitor skill shortages, skill gaps and recruitment difficulties to inform TVET program offerings  
C.1.5.2 Match between program offerings and labour market demands.                                                                                                                                     | • Strategies used to monitor labour market influences  
• Labour market data  
• Unemployment rate nationally, regionally and locally  
• TVET program data |
Governance

- There is a role for an agency to oversee:
  - Capacity for guidance and support to countries in referencing to the EAS TVET QAF
  - Mechanism of assessing whether QAF is providing the quality assurance and capacity building function and whether it is fostering a community of practice of quality assurance within the region
  - Management of a website for the promotion of the framework, for the sharing of information and for lodging referencing reports
- Governance arrangements and responsibility for EAS TVET QAF not yet agreed by EAS countries.
Governance options

- Two options have been suggested:
  - Option 1: Set up a standalone agency to carry out the required functions
  - Option 2: Locate the functions in a Secretariat that supports the ASEAN and/or EAS countries,

- Suggestions: ASEAN Secretariat or SEAMEO VOCTECH

- Role of agency:
  - Capacity for guidance and support to countries
  - Mechanism of assessing whether QAF is providing the quality assurance and capacity building function and whether it is fostering a community of practice of quality assurance within the region
  - Management of a website for the promotion of the framework, for the sharing of information and for lodging referencing reports
A key strategy for establishing and **maintaining transparency and mutual understanding** amongst participating countries.

A process that results in the establishment of a relationship between the national quality assurance framework and that of a regional quality assurance framework.

Referencing is most commonly referred to in relation to national qualification frameworks (NQFs) and regional qualifications framework, such as the European Qualifications Framework. A similar processes could be utilised for ensuring comparability of quality assurance systems.
Referencing cont’d

A voluntary approach to include:
- a self referencing model (similar to the EQF model with international representation)

Processes to include:
- Confirmation that the quality assurance system meets the EAS principles
- Confirmation that the accrediting and registering agencies meet agreed quality principles and broad standards
- A single report that is approved by major stakeholders and made public
- International experts. It is proposed that each country’s referencing panel include at least one international representative, plus an additional observer from one of the other EAS countries
- Use of a self assessment tool to inform and support the referencing process.
Referencing cont’d

- The referencing process could be undertaken:
  - as a stand alone quality assurance process, or
  - included within a broader referencing process between National Qualifications Framework to a regional framework e.g. ASEAN regional qualifications framework requires referencing to principles as well the NQF – but does not at this stage clearly specify that the referencing will be undertaken against agreed agency standards.
Perceived benefits

- Facilitating the sharing of good practice
- Providing for concrete means to support an evaluation and quality improvement culture at all levels
- Supporting and promoting lifelong learning
- Contributing to evidence based policy and practice.
Support documents

- Framework is supported by:
  - A self assessment tool
  - Action plan template
Preliminary benchmarking across EAS Countries

- Completed benchmarking of EAS TVET QAF to national quality assurance frameworks/systems:
  - Cambodia
  - India
  - Laos
  - Malaysia
  - The Philippines

- Benchmarking being progressed during 2015:
  - Indonesia
  - Myanmar
  - Thailand
  - Vietnam