Research Framework (draft)

Quality Assurance of Certification in TVET
Expert Meeting
8-9 October 2015, Bangkok
Background

• 3rd International Congress on TVET (Shanghai, 2012)
  ▫ **recommendation**: international guidelines on quality assurance for the recognition of qualifications based on learning outcomes

• Asia-Pacific region:
  With **greater socio-economic integration**, need for mutual recognition of qualifications, including TVET certificates, and their quality assurance
Objectives

• help understand the main characteristics of quality assurance of certifications systems in the region,

• answer the question how reforms of qualification systems and the shifting focus on learning outcomes influence the quality assurance arrangements of certification in TVET,

• identify potential and challenges of implementing effective quality assurance mechanisms,

• present different policy options,

• develop recommendations that can help improve the effectiveness of quality assurance in TVET systems in the region,

• enhance research capacity, and

• strengthen regional co-operation.
## Scope and definitions – TVET

<table>
<thead>
<tr>
<th>Institution based training</th>
<th>Provided by the formal education system</th>
<th>Provided outside the formal education system</th>
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<tbody>
<tr>
<td></td>
<td>Under the supervision of the ministry of education</td>
<td>Outside the supervision of the ministry of education</td>
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<tr>
<td>Workplace-based training</td>
<td>Pre-employment training</td>
<td>Modern apprenticeship</td>
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<td>Traditional apprenticeship</td>
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<td>In-service training</td>
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<td></td>
<td>Combination of multiple types of training (e.g. sandwich programmes, dual systems)</td>
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Source: Inter-Agency Working Group on TVET indicators 2014
Scope and definitions - Qualification process

1. Learning
the basis of qualification,
an individual’s learning could be gained through a formal curriculum or through experiences in
settings such as work or personal and social activities;
learning might take the form of knowledge, skills or wider competences such as personal and social
competences;

2. Assessment
judgement of an individual’s knowledge, skills and wider
competences against criteria such as learning outcomes or standard of competence;

Scope and definitions - Qualification process (cont.)

3. Validation
confirmation that the outcomes of assessment of an individual’s learning meet predetermined criteria (standards) and that a valid assessment procedure was followed. This means that the outcomes have been quality assured and can be trusted;

4. Certification
a record of the individual’s learning has been validated;
the certificate usually issued by a body which has public trust and competence, confers official recognition of an individual’s value in the labour market and in further education and training;

5. Recognition
follows the previous four stages;
it is seen in the raised self-esteem of individuals and when third parties use the qualified status of an individual to offer progress into a new job, higher pay and/or increased social status.

National reports

- **Length**: 25-30 pages (excluding annexes)

- **Data/information sources**:  
  - Ministries of labour and education;  
  - employer organisations;  
  - trade unions and employee representatives;  
  - vocational training institutions;  
  - bodies responsible for developing training regulations;  
  - private and public enterprises that provide work-based learning opportunities; and  
  - researchers and research organisations with a focus upon quality assurance of certifications.
Sections

1. National context;
2. Nature and extent of TVET learning
3. Policies, institutional arrangements and legislation/regulations related to quality assurance of certifications
4. Forms of assessment that underpin certifications arrangements
5. Employer, employee and civil society organisations involvement
6. Capacities to support quality assurance of certifications
7. Funding quality assurance of certifications
8. Evidence, data and research
9. Conclusions and ways forward

Annex: methodology, detailed statistical tables, national regulations and legislation, etc.
Section 1: The national context

- Demography
- Economy
- Labour Market
- Education and training
- Culture and society
Section 2: Nature and extent of TVET learning

- Provide **best available information about the extent of participation in TVET**, in particular according to types, models and characteristics of TVET programmes that exist in your country
Section 3: Policies, institutional arrangements and legislation/regulations related to quality assurance of certifications

- Describe any national legislation or regulations that relate to quality assurance of certifications.
Section 4: Forms of assessment that underpin certifications arrangements

• Examine assessment in TVET in more detail. Assessment in TVET is highly diverse, and the different forms naturally can carry, and be supported by, different forms of quality assurance.
Section 5: Employer, employee and civil society organisations involvement

- Provide information about the extent and nature of employer and employee organisations and their roles in quality assurance of certifications.
Section 6: Capacities to support quality assurance of certifications

- Describe the available capacities to support quality assurance of certifications.
Section 7: Funding quality assurance of certifications

- Describe the **ways in which quality assurance of certification is funded in your country**, as well as the **level of funds** spent.
Section 8: Evidence, data and research

- Describe the **type of evidence and research** that is available to assist in evaluating quality assurance of certifications systems
Section 9: Conclusions and ways forward

- Assessment of the strengths and weaknesses;
- **Opportunities** available for improving the present system as well as the barriers to extending and improving it;
- QA for **regional developments** and how it should be adapted to respond;
- Suggestions and proposals for improving quality assurance of certifications, including its relationship to and links with NQFs and the overall TVET system
# Research timeline

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Task to be completed</th>
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<tr>
<td><strong>2015</strong></td>
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<tr>
<td>8-9 Oct</td>
<td>1st Expert Meeting, Bangkok</td>
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<td>Discuss QA of TVET certification in your country; and Provide comments on research framework;</td>
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<tr>
<td>31-Oct</td>
<td>UNESCO to share finalised research framework;</td>
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<tr>
<td>1-Nov</td>
<td>Start country research;</td>
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<td><strong>2016</strong></td>
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<tr>
<td>31-Jan</td>
<td>Submit first draft of country research to UNESCO;</td>
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<tr>
<td>29-Feb</td>
<td>UNESCO to provide comments on first draft;</td>
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<tr>
<td>1-Mar</td>
<td>Start incorporating comments received from UNESCO into country research;</td>
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<tr>
<td>30-Apr</td>
<td>Submit final draft of country research to UNESCO;</td>
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<tr>
<td>30-June</td>
<td>UNESCO to share draft guidelines on QA of TVET certification;</td>
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<tr>
<td><strong>July</strong></td>
<td>2nd Expert Meeting (date, location TBC)</td>
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<td>Present findings from country research; and Provide comments on draft guidelines;</td>
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<tr>
<td>31-Aug</td>
<td>UNESCO to finalise and share guidelines;</td>
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<tr>
<td>31-Aug</td>
<td>Submit expression of interest for country support to UNESCO, if applicable.</td>
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Contact details

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Research Assistant
b.trzmiel@unesco.org