

**Joint Seminar of the Cluster of Knowledge on Vocational
Education and Training and South East Europe Regional VET
Network (SEEVET-Net)**

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**VET Quality Assurance Framework in Georgia
including Work Based Learning
Georgia**

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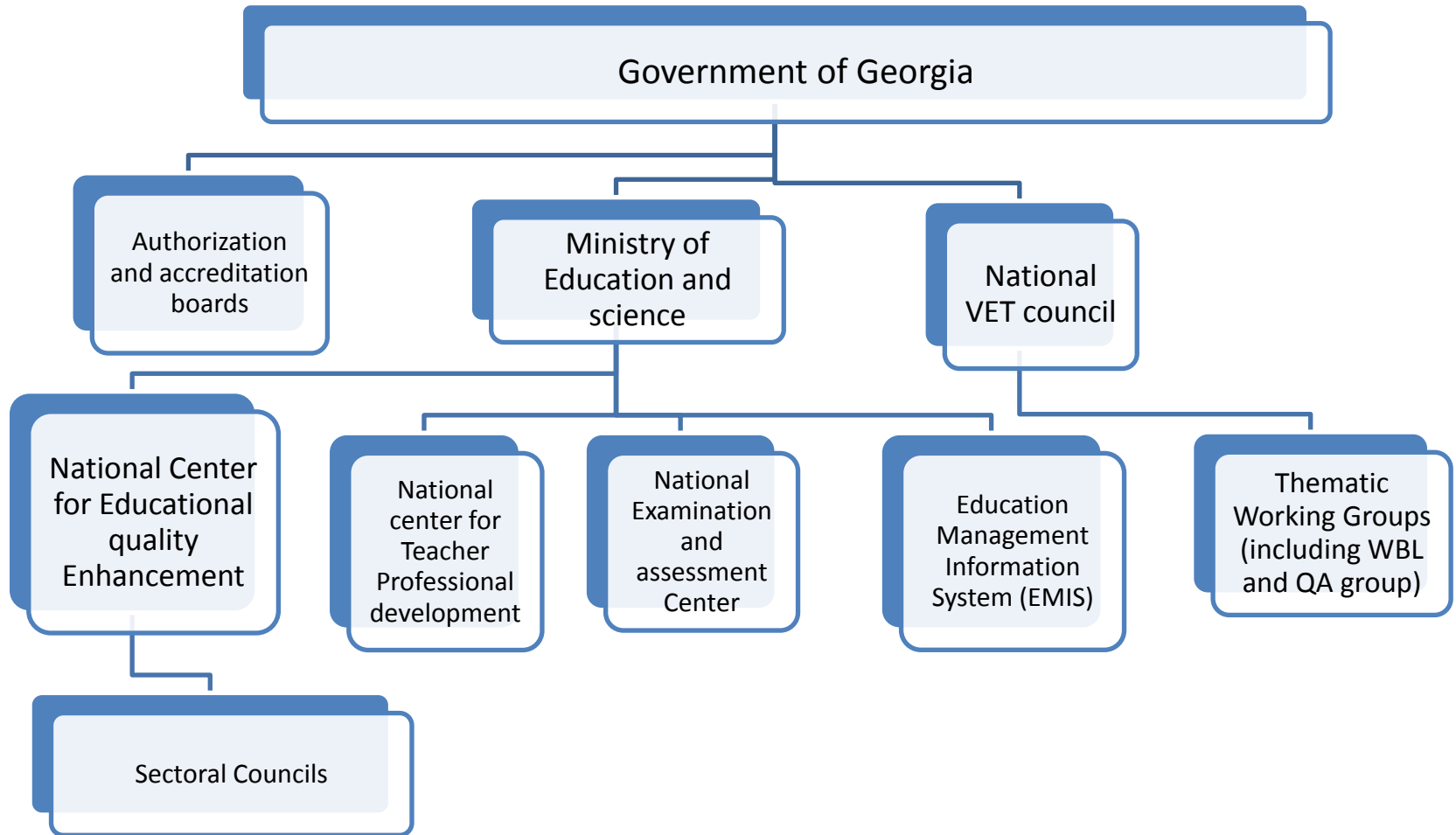
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT of GEORGIA

OVERVIEW – STAGES OF QA POLICY DEVELOPMENTS AND CHANGING OF CONCEPTS AND INSTITUTIONS

Quality Assurance in TVET is based on the following main legal and strategic documents:

- “Vocational Education Concept Paper” (2005);
- Law of Georgia “About General Education” (2005);
- Law of Georgia “About Vocational Education” (2007; amendments in 2010);
- Provision “About National VET Council” (2009);
- Law “About Education Quality Enhancement” (2010);
- National Qualifications Framework (2010), an integral part of which is the Professional (i.e. Vocational) Qualifications Framework;
- Order “About Conditions and Rules for Approving Informal Vocational Education” (2011);
- 2009-2012 Medium Term Strategy of VET Reform;
- VET Development Strategy 2013-2020 and Action Plan 2013 -17.

The main bodies involved in VET Quality Assurance



Support from international organisations and projects

- **EU**
- **MCC**
- **UNDP**
- **GIZ**
- **ETF**

Quality Assurance Instruments

- Authorization
- Program Accreditation
- Self-assessment

Authorization of VET Providers

Authorization is the instrument for external evaluation of the compatibility of an institution with defined standards based on the external evaluation of self-evaluation reports prepared by the institution. Authorization is obligatory for all types of educational institutions in order to carry out educational activities and to issue an educational document approved by the state.

Accreditation of VET Programs

Accreditation is an external evaluation mechanism, which determines the compatibility of an educational program with defined standards. Accreditation is currently not mandatory for TVET programs.

Self-assessment

Self-assessment is the main internal QA mechanism. There are two types of self-assessment process in TVET in Georgia:

- Self-assessment against the Authorization quality criteria that cover the quality management system of the TVET provider;
- Self-assessment against the Accreditation quality criteria that cover the quality assurance measures for specific modules and qualifications that the TVET provider is accredited to offer;
- During the self-assessment process TVET providers are required to measure their performance against the defined quality criteria. They are required to collect information from learners, staff, and other relevant stakeholders. However, in reality, in most cases the scope to involve them in the process is rather limited.
- All VET providers produce an annual self-assessment report (SAR) based on the criteria of the Quality Standards for Authorization and Accreditation

Improvement of TVET Quality Assurance Framework based on Recommendations of MCA-Georgia

Revise the SAR reporting process to ensure that TVET providers make objective judgements about their performance including the identification of strengths, weaknesses and other aspects of provision in need of improvement;

Develop more effective partnerships between the NCEQE and TVET providers to ensure the provision of structured support and feedback to quality improvement;

Review Authorization criteria to ensure they adequately support all institution-wide quality management systems required for effective TVET delivery and assessment;

Review and/or develop Authorization criteria to ensure adequate program specific management systems and resources are in place for effective delivery and assessment of specific TVET program(s) – including VNFIL and WBL schemes where offered;

Improvement of TVET Quality Assurance Framework (Cont.)

Implement robust systems for internal and external quality assuring assessments for modular TVET qualifications;

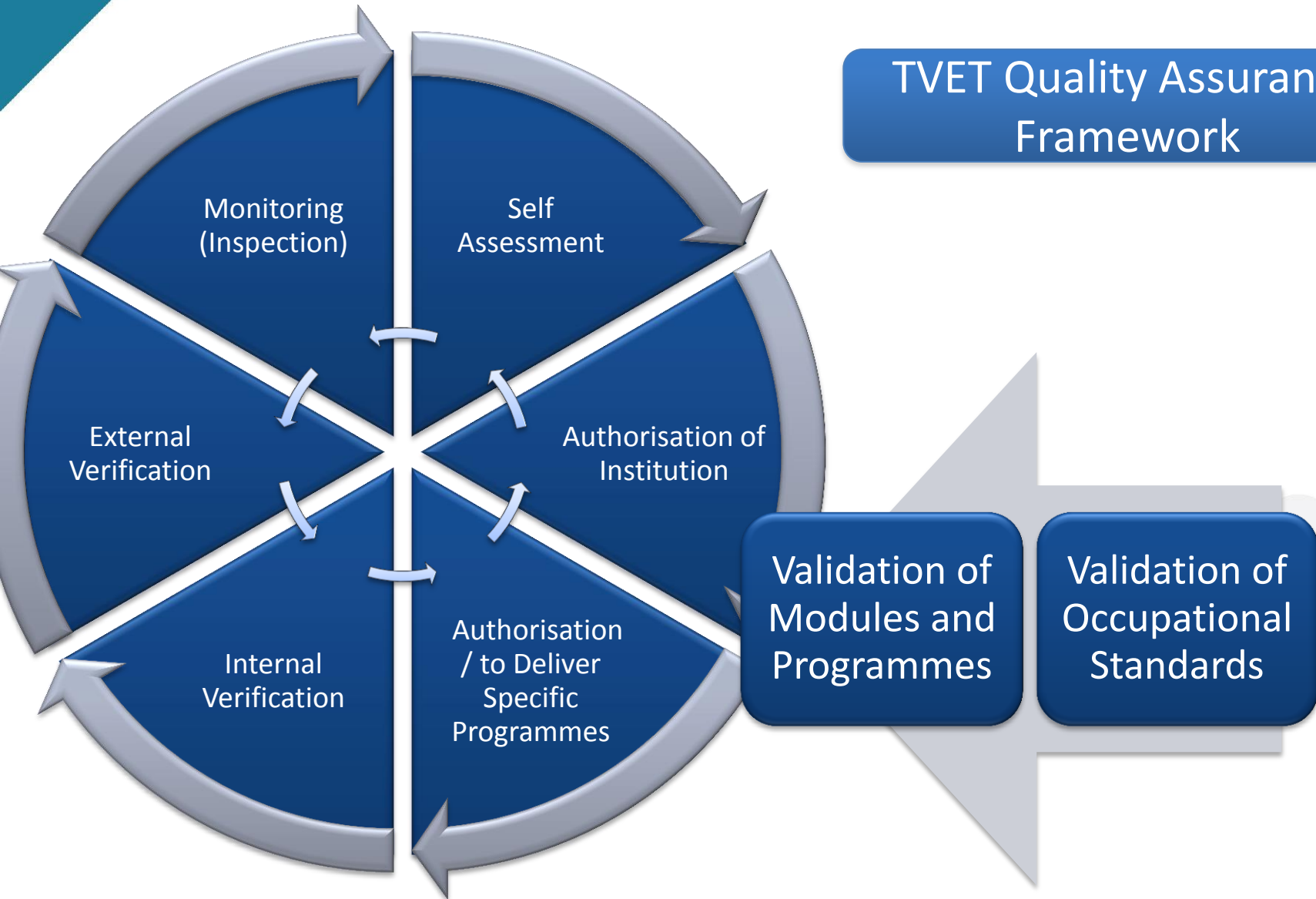
Further develop robust policies and operational procedures for the effective validation of occupational and qualification standards;

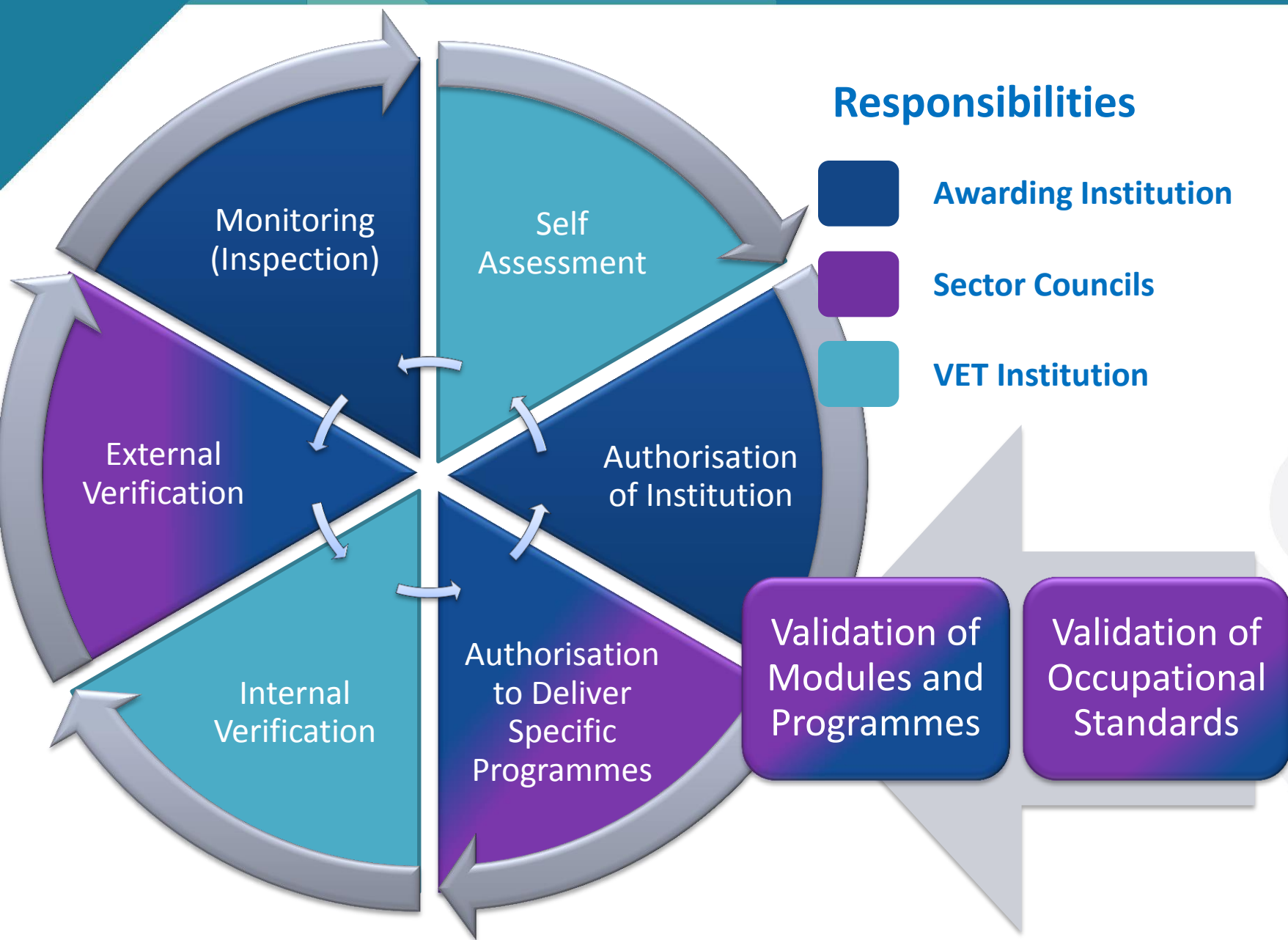
Develop mechanisms providing greater involvement of TVET stakeholders in the development and implementation of the TVET QAF;

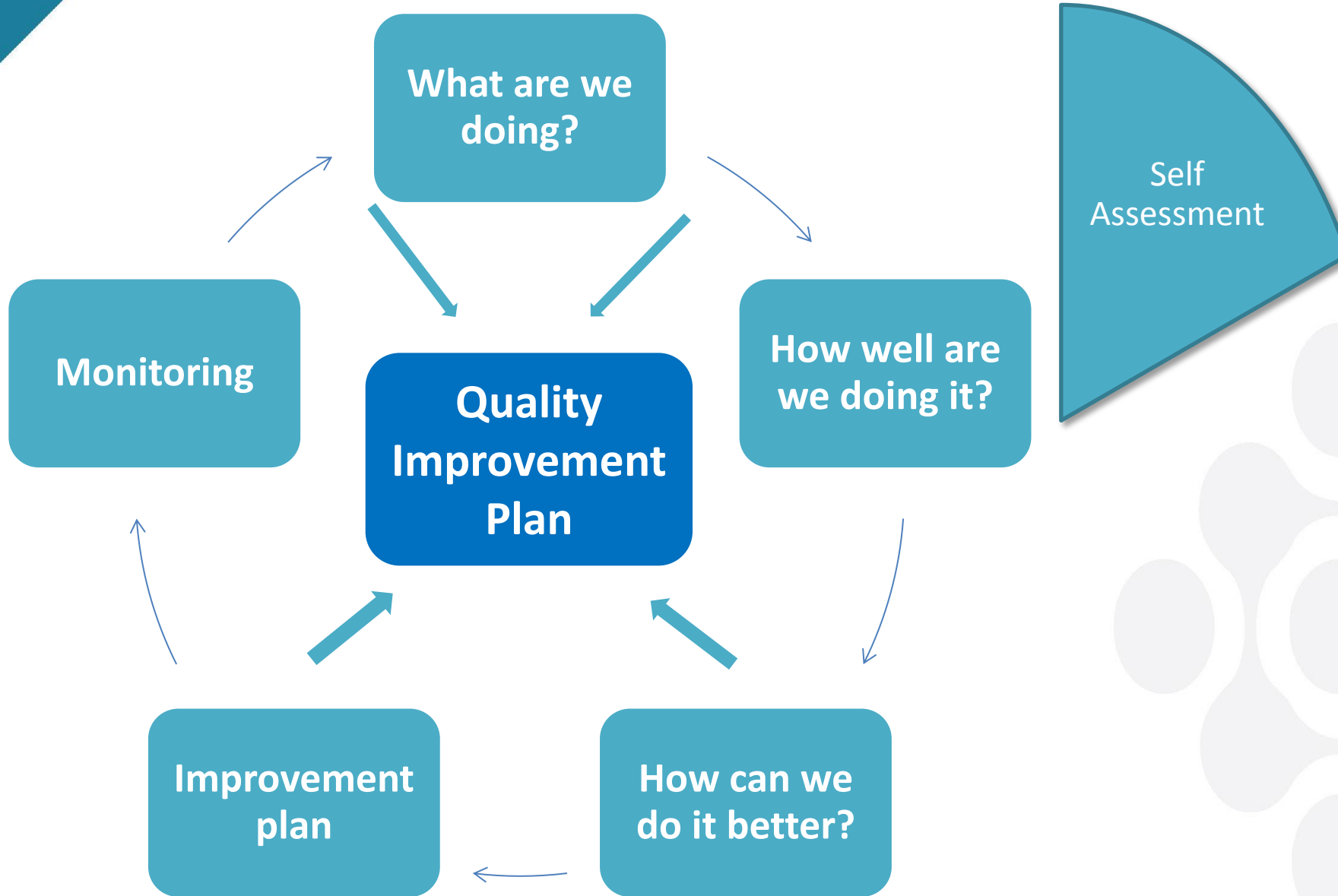
Develop the capacity of stakeholders to ensure effective operation of the QAF

Implement effective data and information management within the TVET QAF

TVET Quality Assurance Framework







'To do' list includes

Self Assessment Guidance

- Supportive, accessible guidance - simplify where possible
- Capacity Building for all involved
- Provision of Benchmarks and Performance Indicators

Self Assessment Report (SAR)

- Participation of all stakeholders in compiling SA report
- Content and coverage of reports
- Feedback on improvement plans

Monitoring (Internal and External)

- Capacity building and support

Self
Assessment

The Process where the **Awarding Institution** ensures that a **VET Institution** has:

- A robust **Quality Management** system that has proven ability to **effectively support** VET programmes

The **Quality management system** should include policies and operational procedures to support:

- Staff** recruitment, deployment and professional development
- Procurement , deployment and maintenance of **resources**
- Student** recruitment, guidance and support
- Communication and Marketing**
- Health and Safety** etc.

Authorisation of Institution

'To do' list includes

Authorisation Criteria

- Extend range and definition
- Include VNFIL criteria
- Harmonize criteria with EU project guidance documents
- Provide Benchmarks and Performance Indicators

Self Assessment Report (SAR)

- Strengthen links between Authorisation process and self evaluation reports

Quality Managers and Authorisation Boards

- Capacity building and support



Authoriza
tion of
Institution

The Process where the **Awarding Institution**, in collaboration with Sector Councils, ensures that a VET Institution has:

- sufficient and appropriate **physical resources**
- sufficient and appropriate **teaching and learning materials**
- sufficient, appropriately qualified/experienced staff (**assessors and internal verifiers**)

.... to **effectively deliver and assess specific VET programme(s)**

Authorizat
ion to
Deliver
Specific
Programm
es

'To do' list includes

Authorisation Criteria

- Range and definition
- Inclusion of VNFIL criteria related to assessment and internal quality assurance
- Harmonize with EU project *Guide to Approval to offer Specific Modular VET Programmes*
- Provision of Benchmarks and Performance Indicators

Authorisation Visits

- Sector specific expertise included in the Authorisation team
- Strengthen links to Self Assessment

Authorisation to Deliver Specific Programmes

The system managed and operated by the VET Institution to ensure that:

- *all* their internal assessments are **valid, reliable** and **practical**
- *all* their assessors are making **consistent** and **accurate** assessment decisions in accordance with defined **performance criteria**

Internal
Verificatio
n

'To do' list includes

Internal Verification System Requirements

- Harmonize proposals with EU project *Guide to Verification for Modular VET Programmes*
- Simplify proposed IV administration requirements – (complexity and number of forms)

IV Training and Recognition

- Capacity building in competence based assessment
- Capacity building in internal verification
- Development of IV 'occupational standards',
- Provision of Assessment and Certification for IVs



Internal
Verification

The Process where the **Awarding Institution**, in collaboration with Sector Councils, ensures that a VET Institution :

- is making **consistent and accurate** assessment decisions in line with the requirements of qualification and the **National Standards**
- has an **internal verification** system that is operating effectively

The EV process also:

- **approves the issue of formal certification** for successful candidates
- provides **guidance and support** for VET Institution staff



External
Verification

'To do' list includes

External Verification System

- Harmonize proposals with EU project *Guide to Verification for Modular VET Programmes*

EV Training and Recognition

- Capacity building in competence based assessment
- Capacity building in external verification
- Development of EV 'occupational standards'
- Provision of Assessment and Certification for EVs



External
Verification

The process where the **Awarding Institution** confirms **continued compliance** with the criteria to be an **Authorised VET Institution**.

The inspection team:

- reviews and **monitors** the institution's **Quality Improvement Plan**
- reviews evidence of **compliance** with Authorisation Criteria
- provides constructive advice to **support** continuous quality improvement



Monitoring
(Inspection)

'To do' list includes

Interpretation of Authorization Criteria

- Capacity building in understanding the revised range and definition of Authorisation Criteria – including new VNFIL related criteria
- Harmonize processes and procedures with EU project guidance documents

Self Assessment Report (SAR)

- Mechanisms to provide feedback and support for SARs from the inspection/monitoring activities

Monitoring
(Inspection)

The Processes of ensuring that:

- **Occupation Standards** accurately reflect current industry practice – and are **'fit-for-purpose'**
- **Module Standards** accurately measure the **standards of competence** defined in the Occupational Standards
- **Modular VET Programmes** form **coherent** groups of Modules that meet the **needs of employers**

Validation of
Modules and
Programmes

Validation of
Occupational
Standards

'To do' list includes

Procedural Guidance

- Harmonize processes and procedures with EU project *Guide to Validation for Modular VET Programmes*

Capacity Building

- Capacity building for Validation Panel members

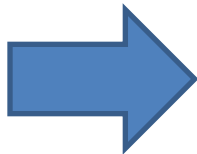
Validation of
Modules and
Programmes

Validation of
Occupational
Standards

QUESTION: Will the Action Plan take us from

**Where
we are
now**

to



TVET Quality Assurance Framework





Thank you !!!