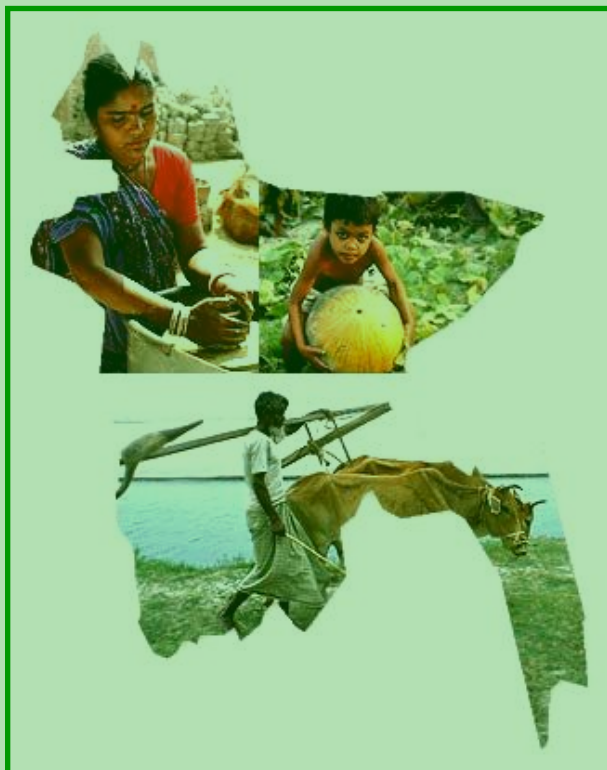


2012



National Skills Quality Assurance System

Government of Bangladesh

1

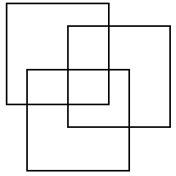
Manual 1: Overview of the
National Skills Quality Assurance
System (NSQAS)



International
Labour
Organization



European Union



Overview of Manuals

1 National Skills Quality Assurance System Manual

Overview of the National Skills Quality Assurance System (NSQAS)



2 National Skills Quality Assurance System Manual

Accreditation of Qualifications and Units of Competency on the National Technical and Vocational Qualifications Framework



3 National Skills Quality Assurance System Manual

Registration of Training Organizations and Accreditation of Learning and Assessment Programs



4 National Skills Quality Assurance System Manual

Quality Assurance of Assessment and Accreditation of Assessment Centres



5 National Skills Quality Assurance System Manual

Quality Assurance of BTEB
The NSQAS External Quality Assurance Agency



NATIONAL SKILLS QUALITY ASSURANCE SYSTEM MANUAL

OVERVIEW OF THE NATIONAL SKILLS QUALITY ASSURANCE SYSTEM (NSQAS)

1

This manual is the first in the series of National Skills Quality Assurance System Manuals.

It describes the National Skills Development System and the main elements of the National Skills Quality Assurance System

2011

Bangladesh Technical Education Board

CONTENTS

PURPOSE OF THIS MANUAL	5
National Skills Quality Assurance System Manuals	5
CHANGING THE SKILLS DEVELOPMENT SYSTEM.....	6
The Problem	6
National Skills Development Policy Establishes New Systems and Requirements	6
Skills Development System Management	7
Quality and Standards	7
The National Skills Development Quality Assurance System	8
National Technical and Vocational Qualifications Framework (NTVQF)	8
Competency Based Training and Assessment	9
Developing Competency Standards and Qualifications	9
Accreditation of Learning and Assessment Programs	10
Certificating Student Achievement	11
APPENDIX 1: National Skill Quality Assurance System	12
APPENDIX 2: National Technical & Vocational Qualifications Framework	13

FIGURES

Figure 1	The combination of BTEB and industry expertise results in clearly defined competencies and qualification	12
Figure 2	Accreditation of Learning and Assessment Programs	13

PURPOSE OF THIS MANUAL

This is the first of a series of manuals that describe the National Skills Quality Assurance System (NSQAS).

This manual provides an introductory overview of the whole National Skills Quality Assurance System. It describes the main components of the National Skills Quality Assurance System. It describes the main organisations involved in the management and operation of the system and outlines the main actions that the organisations undertake.

Specific details of processes, criteria and documentary requirements are found in the other manuals in the series.

National Skills Quality Assurance System Manuals

The series of NSQAS Manuals includes:

1. The National Skills Quality Assurance System Overview;
2. Accreditation of Qualifications and Course Specifications on the NTVQF;
3. Registration of Training Organisations and Accreditation of Learning and Assessment Programs
4. Accreditation of Assessment Centres
5. Quality Assurance of BTEB, the NSQAS External Quality Assurance Agency

CHANGING THE SKILLS DEVELOPMENT SYSTEM

The Problem

The national TVET system has changed. It had problems with the quality of the graduates and with the relevance of their skills and with the range and scope of programs delivered.

Training was not necessarily relevant to the needs of industry and did not respond to industry demands for sufficient numbers of trainees with the right skills. Students often graduated without having the skills, knowledge and attitudes required by employers and necessary for productive activity.

In the past the system focused mainly on formal training institutions and provided less focus on all the other pathways for developing skills (workplace training, apprenticeships, public training institutions, private organisations, community groups and NGO's). As a result the system could not develop the skills of enough people fast enough to meet the needs of local and overseas employers, workers and the community at large.

The changes to the skills development system make it more flexible and responsive to those needs.

National Skills Development Policy Establishes New Systems and Requirements

The National Skills Development Policy improves the development of human resources by establishing an expanded and reformed system of skills development that integrates and applies to the full range of formal and non-formal vocational, technical and skills based education and training for employment and or self-employment and includes:

- a. Pre-employment and livelihood skills training, including TVET, apprenticeships and school based TVET;
- b. Education and training for employed workers, including workplace training; and
- c. Employment oriented and job-related short courses not currently affiliated with BTEB servicing both domestic and international markets.

The objectives of the National Skill Development Policy are to:

- a. State the national reform agenda and strategy for skills development in Bangladesh;
- b. Improve the quality and relevance of skills development in Bangladesh;
- c. Establish more flexible and responsive delivery mechanisms that better service the needs of labour markets, individuals and the community at large;
- d. Improve access to skills development for various groups of citizens including women and people with disabilities, encourage participation in skills development by industry organisations, employers and workers and improve skills acquisition in communities; and
- e. Enable more effective planning, coordination and monitoring of skill development activities by different ministries, donors, industry, and public and private providers.

Skills Development System Management

The National Skills Development Council (NSDC) has been established as the apex body responsible for all government and private sector initiatives related to skills development and training with the powers to execute its role and functions, which are to:

- Develop policies and initiatives in relation to skills development and training.
- Provide advice on upgrading the curricula of training provided by different ministries and training organisations and ensure that they are used to their full capacity.
- Provide guidelines for the development of public private partnerships.
- Work in cooperation with the Board to develop business friendly training programs.
- Ensure training programs offered by public or private service providers are recognised internationally and that the necessary certification process is complied with.
- Work with the Board to introduce sector and trade specific training courses.
- Oversee the creation of a data base on skills development.

Industry Skills Councils (ISC), established by industry groups, will, in association with BTEB, define the units of competency, qualifications and course specifications that will meet the skill needs of their industries.

The Bangladesh Technical Education Board (BTEB) is the regulatory and operational body charged with managing the reformed TVET system and the operation of the NSQAS.

Quality and Standards

The NSQAS defines quality as *fitness for purpose* and *meeting client needs*. This simply means that the graduates of the training organisations, workplace assessment programs, apprenticeship programs and other achievement pathways covered by the National Skills Development System, have the skills, knowledge and attitudes that meet the needs of industry, employers, and the community.

Quality must be measured by how well the graduates meet those needs. Quality is not measured by the size of the organisation's campus or by the architecture of the buildings or by the history of the organisation. These aspects of an organisation may make the campus pleasant and comfortable but it is the consistent achievement of the required competence by the graduates that is the quality standard.

The required skills, knowledge and attitudes are not fixed for ever but will change over time as new knowledge is developed and skills requirements change. As a result the quality assurance systems must be organized and operated in a way that results in flexibility and continuous improvement.

The NSQAS is designed to be a cycle of continuous improvement (Appendix 1).

The National Skills Development Quality Assurance System

The National Skills Development Policy establishes the NSQAS as one of the main mechanisms to ensure nationally consistent and high quality training and assessment services for all learners trying to achieve nationally recognised skills.

The NSQAS is a comprehensive system that integrates and assures the quality of all the components that produce individuals that are competent in nationally recognised skills. The NSQAS includes the following components:

- a. accreditation of nationally recognised units of competency, qualifications and course specifications;
- b. registration of public and private training providers;
- c. accreditation of learning and assessment programs leading to nationally recognised units of competency and qualifications;
- d. auditing of training providers for compliance against quality standards;
- e. validation of assessment tools against units of competency

National Technical and Vocational Qualifications Framework (NTVQF)

The National Technical and Vocational Qualifications Framework (NTVQF) is the central mechanism designed to:

- a. improve the quality and consistency of nationally recognised qualifications;
- b. introduce consistent naming of credentials for formal and non-formal skills based education and training;
- c. provide formal recognition of workplace skills obtained in both the formal and informal economies;
- d. provide high-quality skill outcomes to maintain individuals' employability and increase their productivity;
- e. improve the alignment of formal and non-formal training programs with industry requirements; and
- f. increase options for students by broadening program and progression pathways; and
- g. support lifelong learning by providing recognised pathways for workers to raise the level of their knowledge and skills throughout their working life, and beyond.

The system of industry competency standards and qualifications means that industry will develop clear descriptions of the skills and knowledge required to perform different tasks in the workplace. The competency standards can be grouped into clusters as nationally recognised qualifications which, when accredited by the BTEB, are placed on the NTVQF at the appropriate level (Appendix 2).

The overlaps and articulations of qualifications will be documented allowing learners to progress without the need to repeat already demonstrated competence.

The units of competency, or competency standards, set the performance criteria that will be assessed for nationally recognised qualifications.

All government agencies that deliver skills training will review their curriculum so it aligns with the new NTVQF. This will ensure that participants in government funded skills development programs have the opportunity to receive nationally recognised qualifications for the part of their program that is based on national industry skill standards.

NGOs and other providers of non-formal skills training, including the Bureau of Non-Formal Education (BNFE), are encouraged to utilise the new standards and support materials so the skills component of their programs can be nationally recognised.

NTVQF qualifications and their component units of competency will be subject to regular review and updating to ensure that the qualifications and units of competence are always consistent with current industry knowledge and work practices.

Competency Based Training and Assessment

The system requires the adoption of Competency Based Training & Assessment (CBT&A). CBT&A shifts training away from the current theory based approaches to an approach to delivery and assessment that emphasizes the achievement and demonstration of practical skills at the standard specified by industry.

The progression of learners through a competency based training program will be determined by whether the student has met the set standards, and not by the time spent in training. Each learner's achievement is measured against job-related competency standards rather than against the achievement of other learners.

The system of industry competency standards and qualifications means that industry will develop clear descriptions of the skills and knowledge required to perform different tasks in the workplace. The competency standards are grouped into clusters as nationally recognised qualifications. These units of competency, or competency standards, set the performance criteria that will be assessed for nationally recognised qualifications.

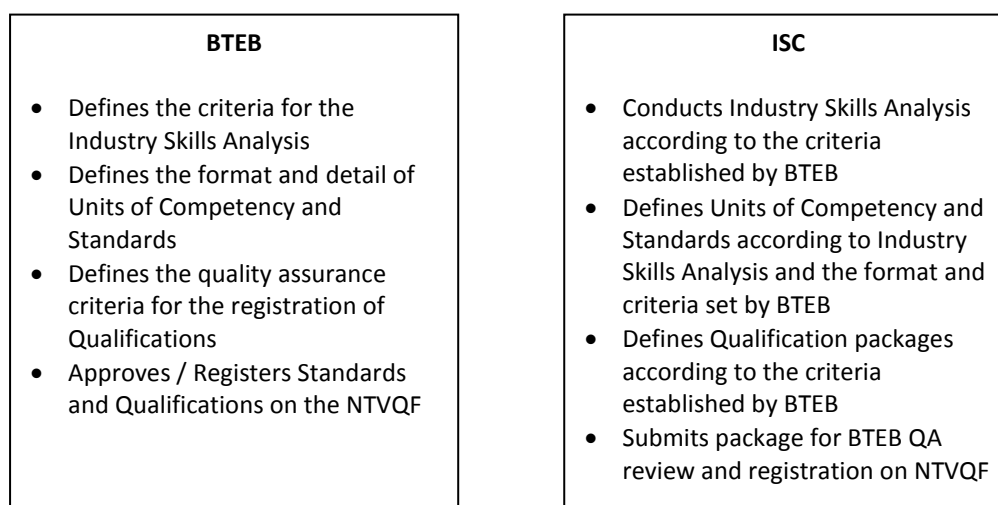
Developing Competency Standards and Qualifications

BTEB has the responsibility of making sure that the NSQAS operates. As a result BTEB defines the quality assurance processes and criteria for each component of the system and ensures that the processes operate efficiently and effectively.

BTEB defines the skills analysis that Industry Skills Committees need to conduct to initiate the development of units of competence and qualifications. BTEB also defines the acceptable format and components of units of competence and the criteria that need to be met for units of competence and qualifications to be registered on the NTVQF.

Industry defines the skills standards that are needed. The various ISC's are responsible for conducting the sector skills analysis. The units of competency are defined by the Technical Sub-Committees (TSC) of the ISC. The ISC and TSC also cluster the unit standards into qualifications.

Figure 1: The combination of BTEB and industry expertise results in clearly defined competencies and qualifications



Accreditation of Learning and Assessment Programs

Training organisations, both public and private, will not automatically be able to issue the new competency based qualifications endorsed by industry as they will be required to have demonstrate they have the capacity to provide competency based training programs that are well organized and appropriately resourced.

Delivery of learning and assessment programs will be through registered training organisations and assessment centres that are accredited to deliver specific named courses or provide assessment services for specified units of competence and qualifications.

BTEB defines the processes and criteria for the registration of training organisations. BTEB, or a delegated agency conducts the quality assurance evaluation of the training organisation and subsequently registers the organisation.

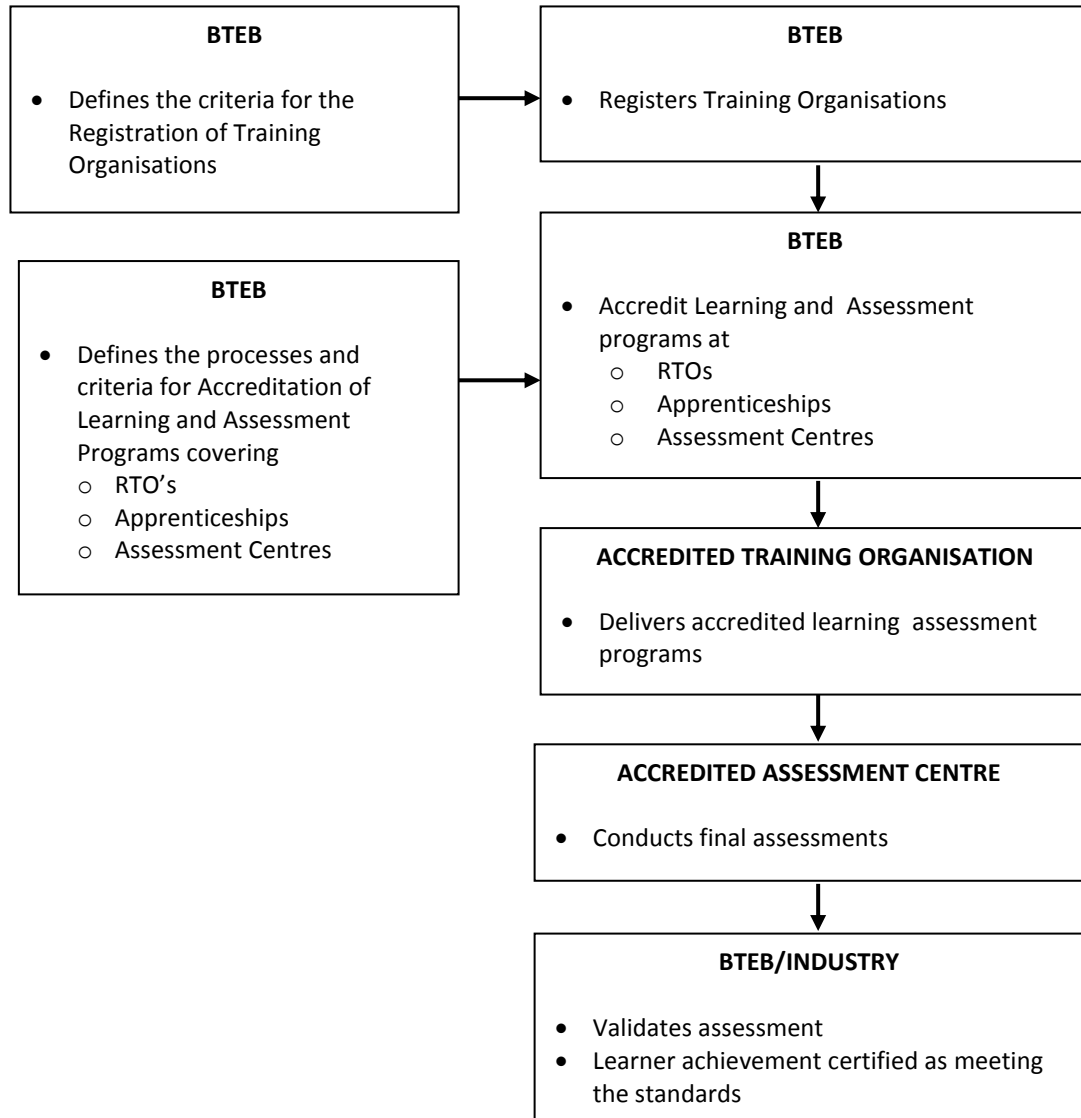
BTEB defines the processes and criteria for the accreditation of learning and / or assessment programs that lead to units of competence and qualifications that are registered on the NTVQF.

While the initial registration of Training Organisations may be conducted by BTEB the accreditation of organisations to deliver learning and / or assessment programs for particular units of competency or qualifications will be conducted by an accreditation panel made up of a BTEB officer plus a representative(s) of the relevant industry(s)

Registration and accreditation may be granted to any public or private training provider, assessment centre, apprenticeship provider, community based training organisation or enterprise that is delivering training and/or assessment services that lead to nationally recognised units of competence and qualifications provided they meet the registration and accreditation quality standards set out in this set of manuals.

Providers of assessment services in work places or for Recognition of Prior Learning and / or Recognition of Current Competencies (RPL/RCC) will also have to demonstrate their capacity to provide assessment services that are valid, authentic, current, sufficient and reliable.

Figure 2: Accreditation of Learning and Assessment Programs



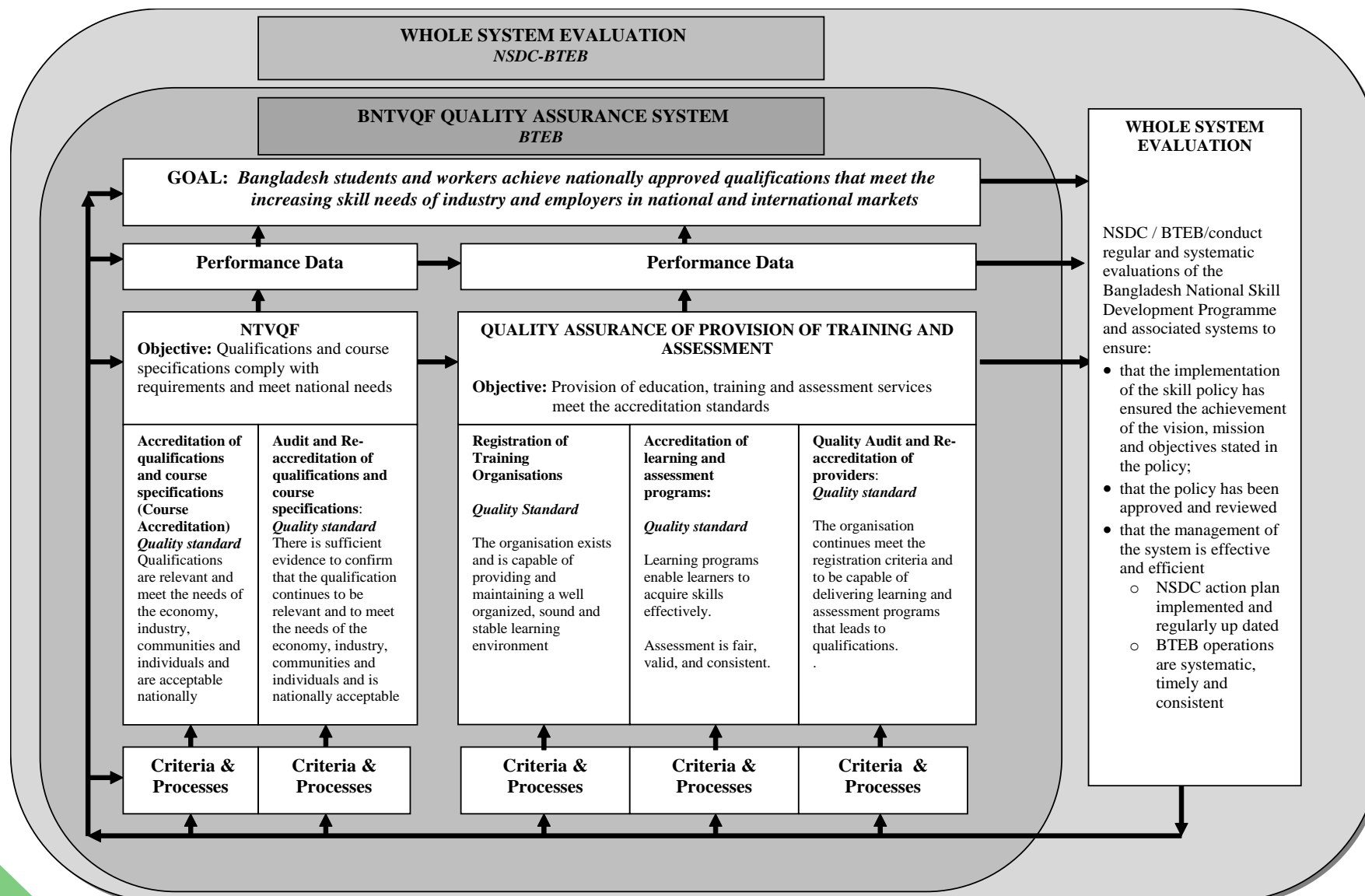
Certificating Student Achievement

BTEB will maintain a central database of the achievement of all learners and will issue Qualification certificates and records of achievement to students upon completion of the required units of competence.

Only achievement gained by learners in learning and assessment programs or through RPL/RCC programs accredited by BTEB will be recognised by BTEB.

BTEB will promote the value and credibility of the achievement of learners through the National Skills Development System.

APPENDIX 1: NATIONAL SKILL QUALITY ASSURANCE SYSTEM



APPENDIX 2: NATIONAL TECHNICAL & VOCATIONAL QUALIFICATIONS FRAMEWORK

NTVQF Levels	Pre-Vocation Education	Vocational Education	Technical Education	Job Classification
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocation Trainee



National Skills Quality Assurance System