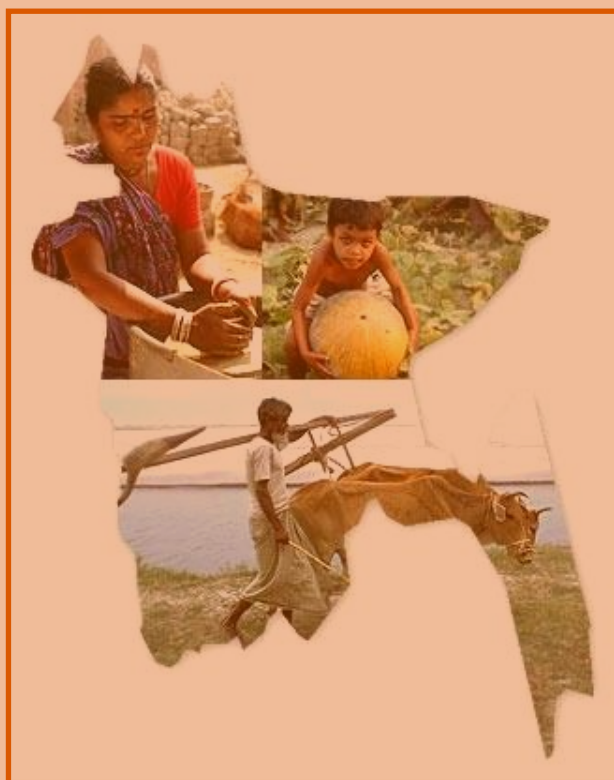**2012**

National Skills Quality Assurance System

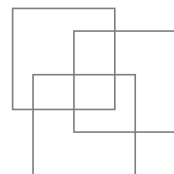# Government of Bangladesh

5

Manual 5: Quality Assurance of BTEB
The NSQAS External Quality Assurance Agency

ILO
International Labour Organization

European Union

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

2

NATIONAL SKILLS QUALITY ASSURANCE SYSTEM MANUAL

QUALITY ASSURANCE OF BTEB

THE NSQAS EXTERNAL QUALITY ASSURANCE AGENCY

5

This document sets out the quality assurance processes and criteria for the review of the quality assurance system operated by BTEB, the external quality assurance agency in the NTVQF National Quality Assurance Agency

2011
Bangladesh Technical Education Board

CONTENTS

FIGURES

PURPOSE OF THIS MANUAL

This is the fifth manual in a series that focuses on the systems that provide assurance to the operation of the National Skills Quality Assurance System.

This manual details the criteria for BTEB to be recognised by international peer organisations as a well organised and credible national external quality assurance agency.

Specific details of other 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 NQAS External Quality Assurance Agency

PART 1: INTRODUCTION AND EXPLANATION

1 BACKGROUND

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.

Through the Bangladesh Skills Development Policy and the TVET Act (2011), the Government of Bangladesh has established a new system that is intended to be more responsive to skill demand. Industry will lead the process of defining the required competency standards and qualifications. Training organisations, apprenticeship programs and work place assessors will respond to the defined standards by providing learning and assessment programs that lead to those defined competencies.

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 national qualifications which, when accredited by the BTEB, are placed on the NTQVF at the appropriate level.

2 QUALITY ASSURANCE

Quality

The NQAS 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.

As a consequence, the skills development system must be responsive to the present and future industry need.

It is widely recognised that skill needs in the labour market need to be more clearly and precisely defined so that delivery and assessment arrangements can give greater emphasis to practical skills. Definition of skills based on rigorous analysis of industry and job skills will achieve that end.
The Bangladesh Skills Development Policy mandates the implementation of competency based training and assessment (CBT&A) system to ensure that individuals actually achieve the industry skills.

CBT&A shifts training away from traditional theory based approaches to an approach to delivery and assessment that emphasises the achievement and demonstration of practical skills required to perform at a specified standard demanded by industry.
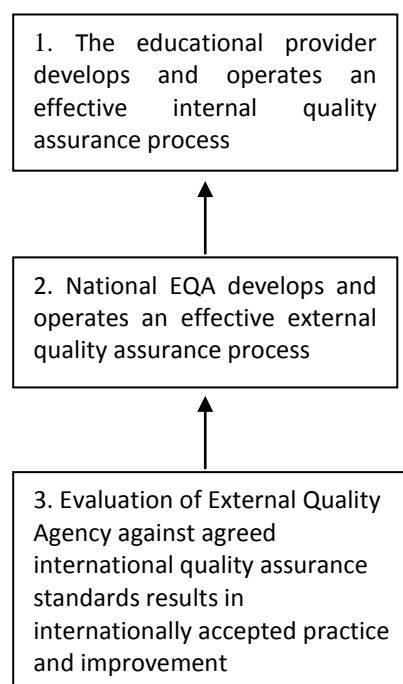
3 OPERATION OF THE NTVQF NATIONAL QUALITY ASSURANCE SYSTEM

International best practice accepts that it is desirable for national educational quality assurance systems to contain three levels:

i. Internal quality assurance system and evaluation by the training provider – This level has the most immediate impact on the learner and requires a reliable internal system of quality assurance (transparency, generally accepted procedures) that should concentrate on study programs and subject levels, quality of staff, facilities and learning experience etc.

ii. National system of external evaluation and accreditation – This level provides national assurance of quality across the system and is accomplished by the independent national (regional or international) accreditation agency according to procedures and standards advertised by that agency.

iii. Evaluation and accreditation of the national accreditation agency by an international association of peers according to generally accepted criteria and principles. This provides a national audit and enhances international credibility.

Each of these levels interrelate

Figure 2: Interrelationship of Quality Assurance Levels

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┌─────────────────────────────┐
│ 1. The educational provider │
│ develops and operates an    │
│ effective internal quality  │
│ assurance process           │
└─────────────────────────────┘
              ↑
┌─────────────────────────────┐
│ 2. National EQA develops and│
│ operates an effective       │
│ external quality assurance  │
│ process                     │
└─────────────────────────────┘
              ↑
┌─────────────────────────────┐
│ 3. Evaluation of External   │
│ Quality Agency against      │
│ agreed international quality │
│ assurance standards results │
│ in internationally accepted │
│ practice and improvement    │
└─────────────────────────────┘
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The first level of the system, the internal quality assurance systems of providers, is assured by the external evaluations of providers by BTEB as the national external quality assurance agency.

The second level of the system is assured by BTEB developing and operating its own coherent quality assurance system to underpin the NTVQF which is then assessed by another body.

There are international associations of organisations that are peers of BTEB. These associations audit each others systems. Public confidence and international creditability will be enhanced by BTEB joining such an international association of peer organisations and inviting regular external evaluation of the operation of the NTVQF and related systems to ensure international recognition. The evaluation will signal the compliance by BTEB with accepted international criteria established by credible and relevant bodies for the accreditation of national external quality agencies.

The evaluation reports will be considered BTEB and corrective action should be taken.

APPENDIX 1: QUALITY CRITERIA OF THE INTERNATIONL NETWORK OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

Quality Assurance Criteria

QUALITY ASSURANCE STANDARDS	SOURCES OF EVIDENCE	
1. The Mission statement The EQA Agency has a written mission statement or set of objectives that takes into account the cultural and historical context of the agency. The statement makes clear that external quality assurance is a major activity of the agency, and that there exists a systematic approach to achieving the mission or objectives. There is evidence that the mission statement is translated into a clear policy or management plan.	*Examples of sources of evidence:* • Mission statement. • Policy/strategy of the agency. • Management plan. • Legislation.	
2. The relation between the EQA Agency and the education institutions The EQA Agency: • Recognises that quality and quality assurance are primarily the responsibility of the education institutions themselves. • Respects the autonomy, identity and integrity of the institution. • Applies standards, which have been subject to consultation with stakeholders. • Aims to contribute to both quality improvement and accountability.	*Examples of sources of evidence:* • Policies/manuals. • Feedback from institutions and other stakeholders. • Reports from external reviews of the EQA Agency. • EQA Agency self reviews.	
3. Decision-making The EQA Agency carries out its evaluations in relation both to the higher education institution's own self-assessment and to external reference points. An EQA agency is independent to the extent that it has autonomous responsibility for its operations and that the judgments made in its reports cannot be influenced by third parties. The agency evinces independent, impartial, rigorous, thorough, fair and consistent decision-making. The agency makes consistent decisions, even if the judgements are formed by different groups, panels, teams or committees.	*Examples of sources of evidence:* • Manuals including instructions for experts. • Criteria for the selection, appointment and training of experts. • Legal frameworks, procedures, forms, documents, e.g. Codes of Ethics used to avoid conflicts of interest. • Assessment frameworks and criteria.	
4. The external committee Where the EQA Agency uses external panels, teams or	*Examples of sources of evidence:* • Procedures for nomination and	

committees to carry out the evaluations, the system clearly ensures that:
  − The composition of the committee is in accordance with the guidelines applied by the EQA Agency and adequate to the tasks to be accomplished.
  − There are no conflicts of interest.
  − The committee is instructed clearly about the task.
  − The committee acts independently when making its judgements, conclusions or recommendations.
  •
	appointment of experts, including the criteria applied.
	• Methods of and material used for briefing and training of experts.
	• Description of division of labour between the agency staff and the external panel/team/committee.	

5. The Public Face In its work, the EQA Agency informs and responds to the public in accordance with the legislation or cultural context relating to the agency. This includes making public and explicit its documentation e.g. policies, procedures and criteria. The agency also demonstrates public accountability by reporting openly on its review decisions and making the outcomes of the evaluation public in a way appropriate to the relevant country legislation and the type of review undertaken. The content of the public report may differ depending on the cultural context and will also depend on the requirements set for accountability.	*Examples of sources of evidence:* • URL address to EQA Agency website and short summary of the types of information provided here. • List of publications. • Press releases. • Other ways and means of informing the public e.g. email service, Newsletter.	
6. Documentation The EQA Agency has clear documentation concerning the self-evaluation and the external evaluation and: • The documentation concerning the self-evaluation indicates to the institutions of higher education the purposes, procedures and expectations of content in connection with the self-evaluation process. The documentation should distinguish clearly between recommendations and requirements. • The documentation for external evaluation sets out the matters covered in these Guidelines of Good Practice, such as the standards used, the decision criteria, the assessment methods, the reporting format etc. If the external evaluation leads to an accreditation, the accreditation framework and standards are public and	*Examples of sources of evidence:* • Manuals or guidelines including instructions for experts and/or institutions. • Protocols. • Evaluation frameworks. • Proof of adherence to internationally accepted guidelines and conventions.	○

the criteria for accreditation clearly formulated. The rules leading to an accreditation decision are transparent, public and guarantee equality of treatment. • The documents indicate clearly what the EQA Agency expects from the institution. Those expectations are appropriate for an institution of HE or its core activities. • The documents for EQA present clearly that the framework will assure that each institution or part of it (e.g. subject area) will be evaluated in an equivalent way, even if the external review panels are different.		
7. Resources The EQA Agency has adequate and accessible resources, both human and financial, to be able to organise and run the process of external evaluation, in an effective and efficient manner in accordance with the mission statement and the chosen methodological approach and with appropriate provision for development.	*Examples of sources of evidence:* • Budget. • Accounts. • Activities, tasks, workloads. • Fee structure. • Fees for experts. • Average cost of external review. • Human resources profile. (Board, or equivalent/external committee members/staff in terms of numbers and qualifications.)	
8. System of Appeal The EQA Agency has an appropriate method for appeals against its decisions.	*Examples of sources of evidence:* • Policy and procedures of appeal. • Statistics over a five-year period, including e.g. the number of appeals, number of appeals granted and denied.	
9. Quality Assurance of the EQA Agency **The EQA Agency has a system of continuous quality assurance of its own activities, emphasising** flexibility (in response to the	*Examples of sources of evidence:* • Quality assurance	

changing nature of higher education) and quality improvements. The agency carries out self-review of its activities, e.g. based on data collected and analysis, including consideration of its own effects and value. The agency is subject to external reviews at regular intervals, and there is evidence that the results are used.	policy/system/activities/plan. • Former self reviews. • Reports from external reviews. • Examples of follow-up activities to the continuous quality assurance activities. • Internal feedback (Board or equivalent/external committee/staff). • External feedback from institutions or other stakeholders	
10. Collaboration with other agencies As far as possible, the EQA Agency collaborates with other EQA Agencies, eg. about the exchange of good practice, review decisions, providers of transnational education, joint projects, staff exchanges.	*Examples of sources of evidence:* • Account of meetings and visits to and from other agencies. • Staff exchanges. • Written contact between agencies on the solution of specific issues. • Participation in projects, conferences and workshops. • Membership of networks/organisations.	