

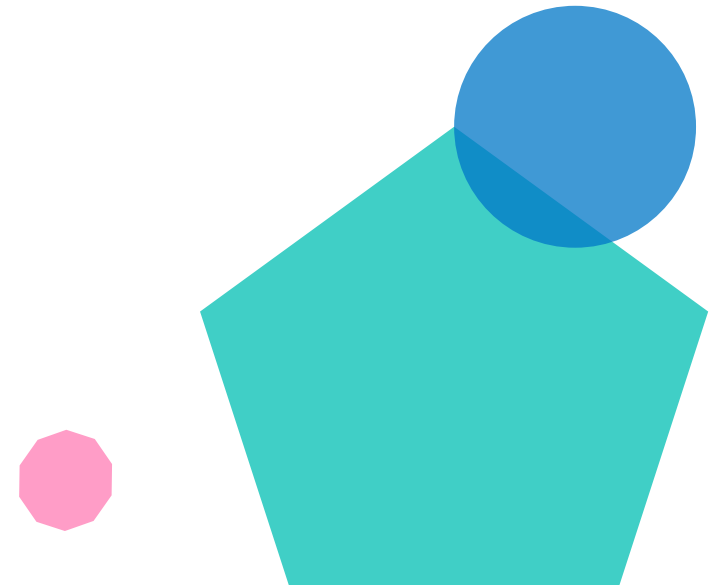
**Quality assurance in  
vocational education:  
Meeting the 21<sup>st</sup> century  
needs from U.K Awarding  
Organisation perspective**

Date: 21<sup>st</sup> February 2017



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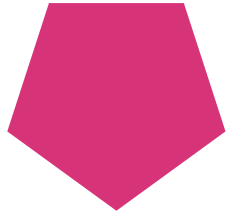




# Introduction

# Introduction

- ◆ Vocational education is undergoing significant structural, organisational and funding changes to be more responsive to the emerging demands for skills
- ◆ With the growing momentum and interest in bringing about changes into vocational education, 'quantity' is currently regarded as more important than 'quality' of vocational education
- ◆ However, the overall quality of vocational education is critical to the current vision for the future of Malaysia.



The key word is 'Quality'

# Something to ponder

**“Budget 2016 allocated RM 4.8 billion to 545 TVET institutions – is this enough?”**

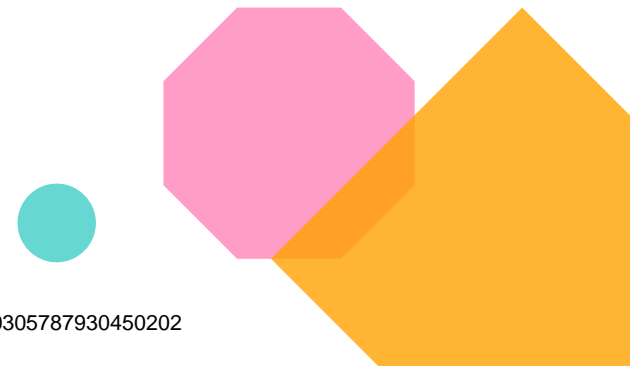
**Statistic:** Unemployment, youth total (% of total labor force ages 15-24)

Countries	1991	2014
Cambodia	1.20%	0.90%
Laos	4.80%	3.40%
Vietnam	5.00%	6.30%
Malaysia	9.10%	6.70%
Myanmar	9.40%	9.50%
Singapore	7.30%	9.60%
Thailand	12.30%	11.10%
Brunei	12.30%	11.10%
Philippines	17.30%	16.40%
Indonesia	17.60%	21.80%



# The key word is 'Quality'

- What is quality?
- How can a vision and a mission for excellence and quality be established?
- Who are the customers?
- What are their quality expectations?
- What will satisfy them?
- How do we satisfy them?
- How are we to measure their satisfaction?
- Who is responsible for quality?



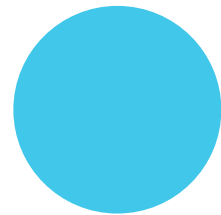


Why quality learning?



# Why quality learning?

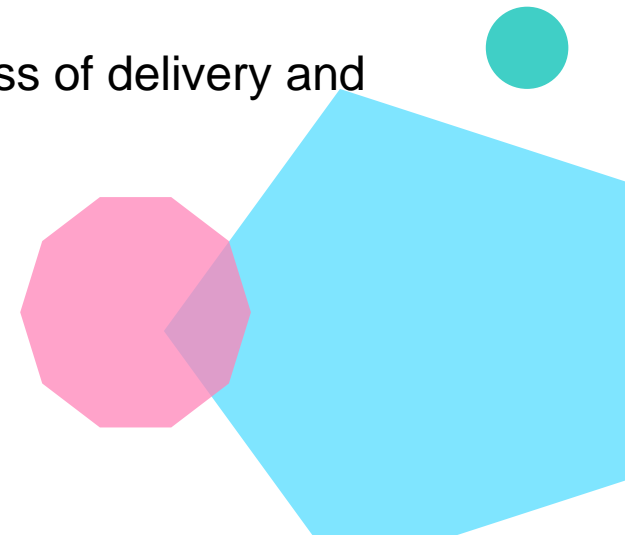


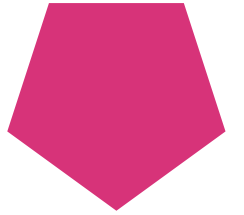


# Quality in education management

# Quality in education management

- **Quality assurance** is the prevention of quality problems through planned and systematic activities including the establishment of a good quality-management system and the assessment of its adequacy, the audit of the operation of the system, and the review of the system itself.
- The vocational education system already has an established organisational structure and functional frameworks.
- However, it must identify and overcome existing **internal inefficiencies** in the process of delivery and accreditation of courses.

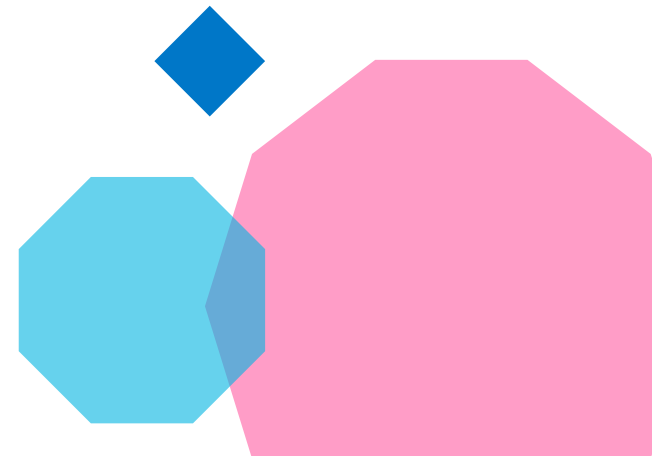




Quality education provider

# Quality education provider

- In every vocational education system in U.K it is acknowledged that quality is important.
- Without mentioning any names, some providers are achieving the **quality initiatives** better than others.
- One size does not fit all, it is imperative to develop a **customised quality assurance process** that is relevant and feasible for the specific conditions found in each organisation.



# Testimonial

**Commenting on Government's Industrial Strategy announced by UK Prime Minister Theresa May on 27 January 2017, Chris Jones, Chief Executive of the City & Guilds Group said:**

“Placing skills at the heart of the industrial strategy can only be a good thing for our economy, and there are certain measures in today’s industrial strategy that are especially welcome, including Government taking on board our thoughts regarding Ucas-style for technical education. But the Government must tread carefully. At the moment, we are at the risk of initiative overload, what with the apprenticeship levy and the 3m target, the Technical & FE Bill and the Area-Based reviews, among others. And the Government has a tendency to ignore past mistakes in policymaking by rushing policies through or not giving them time to embed.”





# Conclusion

# Conclusion

- develop a vision and mission specifically for quality
- establish management commitment
- establish standards for quality performance
- choose strategies for implementation
- Invest and educate the workforce
- audit the process and progress
- audit the results and make continuous improvement





Thank you

Q&A

