

# Quality Assurance Framework for Competency-based Assessment

SINGAPORE  
POLYTECHNIC



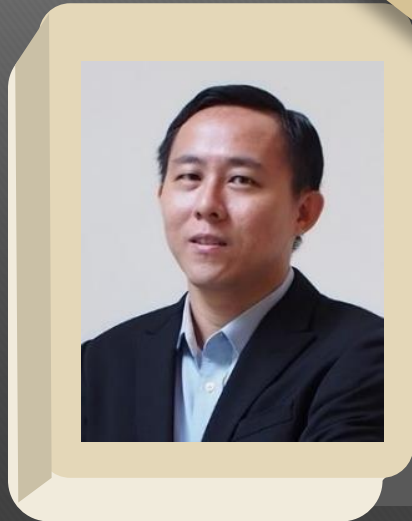
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## Thomas YEO

- More than 15 years of experience in the continuing education and training (CET) sector
- Expertise in national qualifications framework and quality assurance system development and implementation
- Formerly Assistant Director in the Singapore Workforce Development Agency (WDA), responsible for the formulation of the Singapore Workforce Skills Qualifications (WSQ) system policies, and quality of training providers and adult educators in various industries
- Principal TVET and HRD Consultant at CET Global Pte Ltd; Master Trainer with the Institute for Adult Learning; and Associate Director CET Office, SHRM College





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- **Quality control** - product oriented; detection and elimination of components or final products that are not up to standard.



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- **Quality assurance** - process oriented; focuses on producing defect- and fault-free products.



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- **Total quality management** - incorporates quality assurance; creating a quality culture; create customer satisfaction.



# Why Quality Assurance in TVET?



**Importance**

- Supporting the:
  - skill needs of industry, career and employment needs of workers
  - country's achievement of social and economic purposes
- Ensures:
  - TVET provision meets the skill and education needs of industry and individuals in changing national and globalised economies

# Stakeholders in TVET



Workers



The community at  
large



Job seekers and  
trainees



The government



Employers



ASEAN countries

Bullet with  
Specifics



# Quality Areas in TVET or National Qualifications Framework



Competency  
Standards



Training  
Organisations



Qualifications



Trainers and  
Assessors



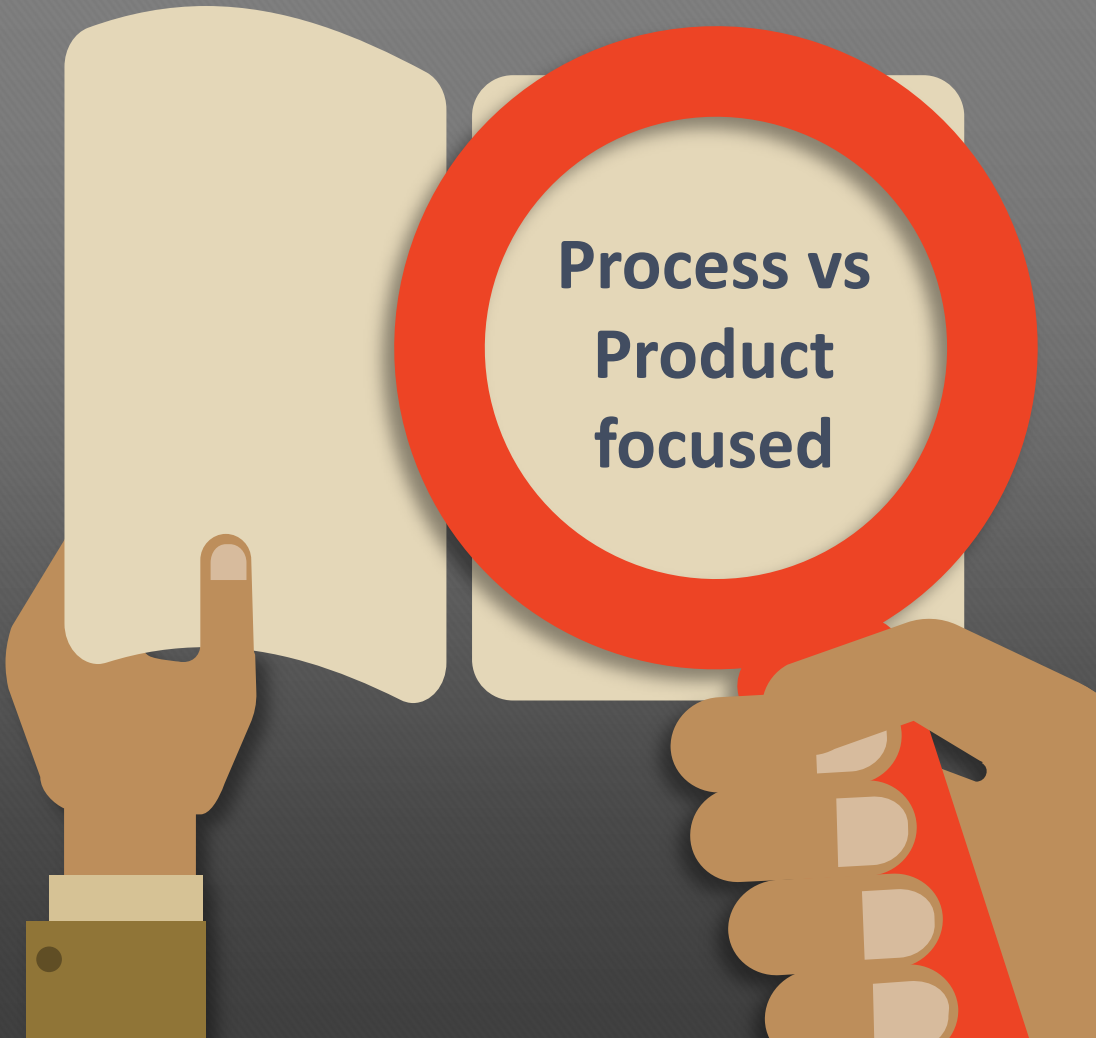
Employment  
Services



Funding

Bullet with  
Specifics





## Process vs Product focused

- Process focused:
  - TVET process of design, development and implementation
- Product focused:
  - TVET products (e.g. competency standards, materials, assessment plans, qualifications etc) meet the marks of accreditation or quality criteria



# Focus Areas

- Competency Standards
- Qualifications
- Training Materials
- Training Organisations
- Training Delivery and Assessment



# QA of Competency Standards



## Process-focused

Conduct of  
Role/Job-Task-  
Analysis

Involvement of key  
stakeholders in  
development

Benchmarking best  
practices

Validation with  
industry

## Competency Standards



## Product-focused

At which NQF or  
occupation level?

A Mega task or  
Micro Task?

Level of taxonomy, for  
Cognitive, Affective and  
Psychomotor Domain

Assessable  
performance  
requirements

## Process-focused

Conduct of needs assessment

How are skills sets identified?

What are the design parameters?

Validation with industry

## Qualifications



## Product-focused

At which NQF or occupation level?

Who is it for and entry requirements?

Graduate profile or outcomes aligned with skills sets composition

Curriculum vs modular implementation

# QA of Training Materials



## Process-focused

Conduct of learner and learning needs assessment

Is course developer pedagogy qualified and/or with industry experience?

Contextualisation to meet organisation, industry and legal requirements

Validation with stakeholders

## Training Materials



## Product-focused

Covers all the performance criteria and essential knowledge in the competency standards

Pedagogy is adult-learning focused

Sufficient time for hands-on practice by individual

Assessment design meets Principles of Assessment and Rules of Evidence

# QA of Training Organisations



## Process-focused

Procedures / SOPs  
on learner  
registration, support

Procedures / SOPs to  
develop training /  
assessment  
materials

Procedures / SOPs to  
recruit, develop and  
deploy Trainers

Procedures / SOPs to  
monitor output and  
outcomes of training

## Training Organisations



## Product-focused

Facilities, venue,  
equipment, training  
resources

Credentials of  
Trainers and  
Assessors

Key personnel roles  
and responsibilities

Financial  
statements

# QA of Training Delivery and Assessment



## Process-focused

On-site observations  
of Trainer and  
Assessors

Pedagogy is adult-  
learning focused

Sufficient time for  
hands-on practice  
by individual

Assessment conduct  
meets Principles of  
Assessment and  
Rules of Evidence

## Training Delivery and Assessment



## Product-focused

Covers all the  
performance criteria and  
essential knowledge in  
the competency  
standards

Training is delivered  
in accordance to  
delivery plan

Assessment is  
conducted in  
accordance to  
assessment plan

Assessment outcomes  
meet Principles of  
Assessment and Rules  
of Evidence





## Trainers and Assessors

- Recognised trainer qualifications or certifications
- Relevant work experiences
- Relevant vocational or technical qualifications
- Possess relevant professional licenses



# Quality Assurance Challenges



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- Recognition of Prior Learning

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- Similar competency standards from different organisations



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- Recognition of other qualifications for credit exemptions/ articulation purposes



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- Currency of skillsets



# Singapore Examples



3-Stage accreditation of training organisations

Regulation on the issuance of certificates

Certification / Qualification of trainers, e.g. WSQ DACE and ACTA

National certification of career coaches / counsellors and advisers







# Thank You



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