

## Quality for innovation

### Quality Approaches and Human Resources in VET and HE

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#### WG 2: Institutional Approaches to Quality Issues

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#### Background:

Quality in and of education and training institutions is among the priorities of all Central Asian countries. Assuring the quality and relevance of education and training is both important and challenging in a context where society and the labour market undergo constant and speedy change. And if learning does not lead to satisfactory outcomes everyone loses out: learners and their families, the world of work and society at large.

The subject is not a new one and both the policy and the institution level have always been concerned with it. However, over recent years there have been numerous new developments in this field, while the concept of quality in education and training is understood to cover different things, by different stakeholders.

Working group 2 will in particular explore quality and quality assurance at institution/provider level.

#### Objectives of the working group:

Participants of this working group

- will have the opportunity to look at how quality is defined in their education laws and what this means for the institutional (provider) level.
- Will share their experiences with quality assurance at institution level, sharing and examining both good practices and possibly failures related to the topic.
- will explore what could be appropriate ways and mechanisms to ensure quality at institution level
- will explore and agree on indicators which could be used for quality assessment at institution level
- will formulate proposals to support policy development in relation to quality assurance

#### Questions to be discussed:

##### 1. What is quality understood to be at training/education institution level

How do you define quality in your institution?

What do current laws/rules on quality mean at the level of the education institution? Which mechanisms are in place to verify and assure quality?

What indicators are being used at the moment to define whether teaching institutions provide quality education. Are these the appropriate ones, or should others or additional ones be defined?

##### 2. Quality assurance tools at institution level

Which quality assurance tools are currently being used by teaching and training institutions?

Which approaches exist to self-assessment and which for external assessment?

Which is the value of self-assessment and what of external assessment? Do these lead to changes in your institution?

Is there any role for the world of work/employers to take part in quality assessment? What are the experiences in this respect?

### **3. Capacity development and tools required for quality assurance at institution level**

What kind of knowledge and capacities are required at institution level, to implement quality assurance on a daily basis?

What kind of capacity building and tools are currently available? What needs to be developed?

What are the main fields in which policies should be further developed?

### **4. Policies on quality at institution level**

What key factors need to be taken into account in the development of policies for quality at institution level? What in this respect is the role of education and training providers and what is the role of the Ministry?

What are the barriers for implementing of policies on quality at institution level?

What are the key messages for policy development?

### **5. Regional cooperation**

What should be done next at national/regional level?

How can regional cooperation under the CAEP platform support the realisation of these key messages?