Technical and Vocational Education and Training Institute
Department of Vocational Pedagogy

Course Title: Managing Intuitional Supervision and Quality Assurance
Course Code: VPD 502; **Cr. hr**s. 3
Prerequisite (s): None

Course Description

This course is designed so as to help graduates acquire knowledge and skills to observe, analyze, and evaluate institutional and instructional processes. This helps them work towards the improvement of teaching, learning, and to the better functioning of training institutions. It also helps them how and why to assure quality in TVET. Furthermore, it helps students work towards quality learning-teaching and management in TVET. To this end, the course gives emphasis on the supervision of institution and instruction; the need to do it; the how of it; and challenges that may encounter in the process as a baseline input for observation. Moreover, the course focuses on the nature of quality assurance and quality management mechanisms.

Course Objectives

At the end of this course, students will be able to

- define basic concepts of the course in their own words
- prepare checklist for institutional and instructional supervision
- conduct institutional and classroom observations while the learning-teaching process is on progress
- prepare report on institutional and instructional supervision practices
- discuss issues on quality assurance and quality management
- prepare guidelines for quality assurance
- analyze the implications of institutional and instructional supervision to quality assurance
- discuss the relationships of institutional and instructional supervision, quality assurance, and quality management

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Modes of Course Delivery

- Group work
- Presentation
- Discussion
- Polished lecture (explaining, question and answer)

Modes of Assessment

- Two term papers with presentations (25%=15 group paper + 10% individual presentation for each)
- Mid sem. Exam.= 20%
- Final exam. = 30 %

1. Institutional Supervision

Supervision in institutes/schools is an elusive but fascinating activity, and, much confusion and misapprehension surround the word 'supervision' itself. Evaluation, rating, assessment, and appraisal are all used to describe what supervisors do, yet none accurately reflects the process of supervision of instruction/institute. In fact, such terms are in large part a source of suspicion, fear, and misunderstanding among teachers and employees. Unfortunately, supervision also has its roots in the industrial literature of bureaucracy. Close supervision was a classic response to production and control problems; it was management's attempt to manipulate and control subordinates. It should not be surprising, then, that a good many of teachers/employees view supervisors as simply another layer in the bureaucratic structure designed to watch and control their actions.

In contrast to the industrial notion of overseeing, directing, and controlling workers; supervision in institutes can be considered as a collaborative effort. Supervision of instruction/institute as a whole is the set of activities designed to improve the learning-teaching process/institutional practices. Thus the purpose of supervision is neither to make judgments about the competence of teachers/workers nor to control them but rather to work cooperatively with them. The positions can be taken as basis of a theory and practice of supervision whose purpose is to improve instruction/the institute/the school.

- The only one who can improve instruction is the teacher
- Teachers need the freedom to develop their own unique teaching styles
- Any changes in teaching behaviors require social support as well ass professional and intellectual stimulation
- A consistent pattern of close supervision and coercion seems unlikely to succeed in improving teaching/the institute/the school

1.1. The Nature and Scope of Institutional Supervision

Institutional requirements change, managements tasks vary, but the nature and scope of supervision remain basically the same. Increased production/quality of instruction remains the supervisor's major responsibility to management. Management's

confidence in the supervisor is upheld by the supervisor's attitude of putting his/her responsibilities to the institute always ahead of his/her personal desires. The supervisor invariably performs his/her supervisory and managerial tasks with considerable determination, loyalty, and courage. The outcome of such performance determines his/her success or failure as a manager of his/her work group.

As supervision develops into a vital arm of both management and labor over a long period of time, people began to define it in various ways. This variety in concept stems from the fact that supervision could be better explained by action rather than by words. Mostly individuals of practical views, run their organization/institute in accordance with their personal experiences, developing their own particular management skills. They apply their experiences to give meaning and content to their supervisory work. In this manner, they consider themselves realists. Hence, the reality of their situation in the administrative structure of the institute becomes a farce.

Since there are many definitions of supervision, its concept is not fully embraced by people within the institution. Two definitions, however, are worth considering. First, supervision can be defined as 'the function of leading, coordinating, and directing the work of others to accomplish designated objectives'. This definition implies that supervision requires cooperative effort. It calls for the complimentary, and mutually supportive involvement of both the supervisor and the subordinates. The supervisor cannot do everything by him/herself. He/she needs all the help he/she could get from the people of the institute. Second, supervision can be defined as 'a major activating function which insures that plans are understood and are being followed'.

Which of the two views is more realistic? In both definitions, the supervisor is an institutional person. He/she has to face a lot of personal and institutional problems. It is necessary that he/she understands the plans of management and the aspirations of his/her people. He/she must make certain that he/she has solid and reasonable ground before taking any personal action. Whatever problem the supervisor may face, he/she must have answer. He/she must have a solution to every problem confronting him/her. The success of an institute depends on the loyal, intelligent, responsible people working in that institute. Hence, it is important that the supervisor encourage his/her

subordinates to contribute their best efforts towards the success of such an institution. Such participation relies on the proper motivation, firm commitment and inspired creativity of the supervisor. Responding appropriately to the supervisor's direction, the subordinates develop immense pride in their work and accomplishments.

Supervision is also viewed as working with people and as the initial contact between management and the workers. This contact between management and the workers is made possible by the supervisor, who serves as the intermediary between the workers and management. This allows him/her to occupy the first step of the management ladder. It becomes apparent, therefore, that supervision is essentially a management function-the function of the first line-management where trust and accountability are characteristics of the position. The effectiveness of supervision, however, is determined by many factors such as the following.

- Individual differences in management ability
- Effectiveness of institutional communication
- Effectiveness of formal control exercised over operations
- Institutional philosophy on centralization versus decentralization of authority

Basics of Supervision

- See that the organization is meeting its' goals.
- Ensuring that employees are performing their jobs so they will contribute a share of the accomplishment of goals.
- Focus on daily problems and goals.

Management Skills of Supervisors

- Technical Skills
- Human Relation Skills
- Conceptual Skills
- Decision Making Skills

General Functions of the Supervisor

- Planning
- Organizing

- Staffing
- Leading
- Controlling

Relationships among the Functions

- Each function depends on the preceding function.
- Most time is spent leading and controlling for the Supervisor.
- Many of these functions are being dealt with simultaneously.

Becoming a Supervisor

- Most start out working in the department they now supervise.
- Technical skills are important for the first level supervisor.
- Usually a person who has a superior grasp of the technical skills.
- It may be a seniority issues.
- Good work habits and leadership skills.
- Marks a big change in a person's work life
- It changes the personal relationships with subordinates.
- May lead to anxiety as you wonder whether you are qualified for the position.

1.2. Purposes of Institutional supervision

The purpose of school/institutional supervision is the promotion and development of favorable setting for teaching and learning which eventually lead to the improvement of the society. However, the primary responsibility of school supervisors is to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations. The ultimate aim is to improve the overall efficiency and raise the academic standards of the institutions. Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving them be they individual or group problems. Teachers should be guided to

- improve teaching methods and techniques,
- utilize newly discovered principles of group dynamics,
- provide for individual differences, locate

- utilize community resources and evaluate their teaching competence

The purpose of supervision according to the Universal Basic Education (UBE) programs manual (2002) cited in Chike-Okoli (2006) can be classified into teacher improvement purposes which are geared towards:

- ensuring that teachers do their work affectively
- ensuring that new teachers receive training to enable them function effectively on the job
- providing professional information to teachers
- guiding teachers to the sources of instructional materials
- providing technical assistance to teacher when required
- ensuring that discipline is maintained
- maintaining high morale among the teachers
- suggesting ways of improving teacher performance
- providing opportunities to discover teachers with special abilities or qualities

The non-teachers improvement purpose are not directly concerned with the teachers but also guide the supervisors in ensuring the supply of teaching materials to the school, ensuring that the quality of instruction is maintained in the school, providing an opportunity to assess the moral tone of the school and providing feedback to education planners on the need for curriculum improvements. Bello (2001) identified the following purposes of school supervision.

- To ensure that public or even private funds are spent efficiently on the school system.
- To approve schools for recognized public examinations such as School Certificate Examination, National Examination
- For approval and sometimes for the payment of Grants-in Aid to private and voluntary Agency schools
- To carry out special investigations on disciplinary, financial or educational problems.
- To serve as a link between the teachers on the field and the ministry of education in the center.

- For better school administration and organization
- For the approval of opening of new schools.
- Cost-Benefit Analysis: Education is a big business, which cost government and even individuals a lot of money.
- The other purpose of school supervision according to Obadara (2006) include, administrative role, educational or formative role and supportive role

1.3. The Basic Principles of Institutional Supervision

The basic principles of educational supervision include the following:

Purposiveness-the need for a set purpose makes it mandatory for the agents concerned with the exercise to determine at the beginning of a teaching program what is to be considered “poor” or “excellent”. This will enhance objectivity and productivity.

Plan-supervision of instruction must be planned. The supervisor should know how, when, what and where to launch his/her activities.

Diversity-supervisor should give room for the diversification of supervision. He/she should allow for intelligent creativity since too much control or coercion could lead to formalism and resentment and may create confusion.

Dialectical Relation-supervision should be cyclic in nature. It should provide a feedback both to the teachers as well as to the supervisor. The democratic and cooperative nature of supervision should be geared towards making the teacher become cognizant of the need for improvement.

Code of Conduct-supervisor should ensure that he/she appears decent, responsible and respectable that he/she is punctual to school arriving in time, take part in the morning assembly, that he/she introduces himself/herself to the school head explaining the purpose of his/her visit, and that he concentrates on the particular aspect of the school he/she intends to inspect thus avoiding the tradition to cover too wide ground in a day.

Principles of Safe and Healthy Environment-the school environment should be conducive for effective teaching-learning activities. The supervisor could do a lot to

make the office, school compound a happy place for both teachers and students if he/she sets the right tone by creating a healthy environment.

Principle of Adequate Information for Employees-a newly recruited staff needs to know the history, objectives, roles, operation and career policies of the organization as contained in the organization's handbook. He/she should have access to the annual report and condition of service. The supervisor should tell the new staff his/her specific schedule of duties, level of authority and his/her immediate supervisor. He/she needs to be adequately informed about when, where and how he/she gets paid, the resumption and closing hours of work, the break period, annual leave, casual leave etc.

Principle of Guidance-the supervisor owes it a duty to guide job incumbents on how, what, where and when to carry out their duties. This is ensured through close monitoring and supervision. Personality improvement is important in an organization because it seems to reflect the image of the organization for which they work.

Principle of Effort Recognition and Reward-recognition and reward for good work done when carried out promptly and publicly serves as morale booster for other staff. According to Opinmi (2011), the following are some ways in which the supervisor could acknowledge the good work of his/her staff:

- Prompt acknowledgement and recognition of job in the presence of others
- Follow up with a formal letter of commendation and making sure that the letter gets into his/her personal file
- Giving a certificate of merit to such a staff
- Giving a bonus of cash reward
- Giving some incremental credits in the salary
- Recommendation for promotion to the next grade level.

Principle of Constructive Criticism-the main task of the supervisor is to motivate his/her staff to operate at their fullest possible capacity. Criticism should be done constructively and privately while good work should be recognized. Poor work deserves some attention as well.

Principle of Liberality-opportunities should be created for subordinates to aspire to leadership position. In fact, subordinates should see themselves as supervisors-in-training. At times, responsibilities should be delegated to ensure sense of responsibilities and belonging on the parts of the subordinates.

Principle of Encouragement-*t*he supervisor owes it a duty to encourage the staff to thirst for new knowledge and continue to search for new ways of carrying our duties. This is because it has a multiplier effect on both the supervisor and the organization. Education is lifelong to enable the staff solve new problems. This is done through reading, discussion with senior colleagues, seminars, workshops, trainings, re-training programs etc.

Principle of Networking-a good supervisor develops team spirit and networks with other supervisors or senior officers within or outside the organization to tap from their wealth of experience. This will help him/her to perform better.

Principle of Objectivity-both internal and external supervisors should be objective in their sense of judgment and decision making process. Objectivity will endear them to their subordinates.

Principle of Tack-diplomacy is needed in dealing with subordinates and super ordinates. Open confrontation which may degenerate into act of insubordination should be avoided as much as possible.

Other Basic Principles of Supervision Include the Following

- Supervision is cooperative and team service
- Supervision should be adopted to meet the individual needs of school personnel
- Supervision should help clarify educational objectives, goals and should enlighten on the implications of such goals and objectives
- Supervision should assist in the organization and proper administration of co-curricular activities for students
- The responsibility of improving the program for school supervision rests with the teacher for his/her classroom and with school head for his//her school

- There should be adequate provision for supervision in the annual budget
- Long-term and short-term planning for supervision is essential
- Supervision should help interpret and put into practice the latest findings of educational research
- The effectiveness of the program of supervision should be evaluated by both participants and outsiders
- Supervision should encourage professional growth of the staff
- Supervision of instruction should create a safe and healthy working environment
- Supervision should develop teacher initiatives, discretion and resourcefulness
- Supervision should provide for a continuous program of evaluation and improvement in all methods used in the school organization
- Supervision should necessitate pre-panning, observation and follow up meetings
- Supervision should be concerned with the needs of the teachers, students and the school community
- Supervision should be friendly and challenging.

1.4.

A supervisor is no ordinary worker. He/she is recruited from the rank of the most reliable individuals in the institute and occupies the position known as ‘manager of personnel’. As a manager, the supervisor is endowed not only with a higher degree of responsibility but also with discretionary powers. Hence, his/her responsibility and authority includes coordinating all the resources of his/her workgroup to achieve a set goal. He/she also has to organize, direct, motivate and communicate, control and evaluate, and develop the people in his/her workgroup. A supervisor, in reality is more than a manager. He/she is the institute person responsible for the conduct of others in the achievement of a particular task; the maintenance of quality standards; the protection and care of materials; and the services to be rendered to those under his/her control. The supervisor is an integral part of management and he/she has the following duties and responsibilities.

- Quality and quantity production
- Dependability

- Fairness in treating workers and the institute
- Ability to handle persons/workers
- Knowledge of the machine/work with which workers work
- Knowledge of how instruct workers
- A knowledge of planning
- A knowledge of methods of working
- A healthy attitude towards his/her job, workers and the institute
- Good leadership
- Community activity
- Ability to keep workers satisfied
- Common sense/imagination
- A willingness to get more training
- Loyalty to workers and to management

Supervisor's responsibilities can also be considered with respect to five directions which enable him/her fill his/her roles effectively.

- **Leader and trainer of his/her employees**-development of employee skills and the motivation for employees to use them will require that a supervisor be persuasive and vigorous/energetic is setting directions.in a nutshell, this is his/her primary responsibility
- **Implementer of ideas**-the supervisor is literally the cutting edge for methods, and improvements generated by him/herself, by the other members of management, or by staff specialists
- **Co-worker with other supervisors**-a supervisor is a member of a peer group, and many of his/her successes or failures depend upon the way in which he/she can influence or is influenced by his/her associates
- **Subordinate to his/her own boss**-not only must a supervisor be able to lead, he/she must know how to follow the directions of those who have a position superior to him/her in the institution

- **Mediator of employee needs**-the supervisor negotiates, at the grievance level, for his/her employees with management and for management with his/her employees' union representatives

Clearly, these roles mean that a supervisor is not only responsible for the development of his/her workers-he/she is also responsible for the maintenance of things, materials and equipment within the institute. It becomes apparent then that the strength of an institution essentially depends on the capacity of its workers. Workers are the greatest natural resources in any organization/institution. Thus the supervisor's contribution in the development of the workers in the organization is considered the most crucial and important function of his/her supervisory leadership. Moreover, supervisors must be prepared for change as fast as their employees do. Accountability is the practice of imposing penalties for failing to adequately carry out responsibilities and provide rewards for meeting expectations.

Power and Authority of Supervisors

- Must have the ability and right to do certain things.
- State your expectations.
- Work towards the group becoming a team.
- Be interested in hearing about work related problems.
- Do not rush to make changes.
- Build support for change by introducing it gradually.

Proper Supervisory Attitudes

- The primary responsibility of a supervisor is to create or facilitate the creation of a climate where people are willing to cooperate to meet organizational objectives and serve personal needs.
- Supervisor should decide controversial issues on the bases of facts and controversial issues on circumstances. Matters concerning employees should be decided on merit and not on personal sympathies of a particular employee or group.

- Supervisors should accept higher level management and staff decisions and directives as sincere expression of what should be done to meet organizational objectives.
- Personal feeling about organizational policies, higher management and staff decisions are to remain private. They should not be discussed openly with employees, even though employees may be questioning a policy you do not personally agree with. Supervisors should discuss their disagreements privately with higher management or staff personnel.
- Supervisors must earn the respect, trust and confidence of their employees
- Supervisors must give credit to employees who do a good job. Recognition, praise and promotion should be given an objective bases related to job responsibility and the accomplishment of organizational objectives.
- Supervisors are responsible for the overall performance of their groups. The final responsibility for output rests with the supervisor.
- Supervisors must be objective and fair in judging the actions of employees. Objectivity and fairness must be considered with a view to the value systems of supervisors', organization and employees.
- When an employee requires counseling and or disciplinary action supervisors, must accept the responsibility, that corrective action has the objective of rehabilitating rather than punishing the offender
- Supervisors should allow employees to have as much authority over their work as possible. Organizational, technical, safety, legal and human factors must be considered in determining how much attitude employees can be allowed without impeding production requirements.
- Supervisors must ensure that employees' rights are respected.
- Supervisors are leaders and are responsible for setting good examples for others to adopt and follow. Supervisors must display high degree of moral integrity and must communicate to employees the idea: 'do as I do', which is the same as 'what I say'.

- Supervisors are responsible for facilitating employees' personal and professional growth, on the job. Training and development are described and essential to meet human and organizational needs.
- Whenever people work together, conflict is inevitable. So, supervisors are responsible for channeling conflict into beneficial rather than destructive results.
- Supervisors must be prepared to support employees in situations where employees are right. They in return also respect a supervisor who takes personal risk and stand up for them.
- Supervisors must be prepared to keep their words to employees. He/she must have the quality of being trusted by others.
- Supervisors must maintain a work climate where employees can express their feelings and concerns openly without fear of intimidation or reprisal.

In short, for school supervisor to be effective, they should be empowered by law and educational authority to perform the following duties:

- Helping the teacher to identify new skills e.g. microteaching, which enables a teacher to get immediate feedback.
- Good leadership style are displayed by supervisors because they help to tackle and solve problems whenever they arise, rather than finding who is at fault or who is right.
- Deciding to cooperate with staff and students in order to locate materials to implement new skills.
- Reinforcement of groups or individuals who are making attempt to contribute towards achieving the objectives of instruction in the school setting.
- Reporting back accurately to the boss and concerned ministry or establishment communication factors.
- Meeting with staff frequently to overcome their problems and plan for action. This will create an easy and businesslike atmosphere for work.

Qualities of a Successful Supervisor

- Bring a positive attitude to the workplace.

- Be loyal to the organization. Listen to employees and discuss problems, but they must be clear that you are loyal to the organization.
- Fairness. Do not be perceived as playing favorites.
- Develop good communication skills. Your time will not shift from task to people orientation.
- Be able to delegate and give up control.
- You must want the job!!! You must accept the challenge and seize the opportunity for success.

1.5. Types of Institutional Supervision

The following are the types of educational supervision

Full Supervision-this is an external inspection carried out by a group of inspectors from the Ministry or other bodies to examine subjects taught in a school, scheme of work, lesson notes, classroom management and other physical facilities. This enables supervisors to make observations, corrections and make necessary and professional recommendations for the betterment of the educational system.

Emergency Supervision-this refers to the kind of inspection carried out as a result of crisis in a school setting. The supervisors are led by senior officers with instruction to find out and investigate the remote and immediate causes of certain problem or crises in a school, for instance, riots, strikes or conflicts.

Sample and Survey Visit-this is supervision meant to survey an aspect of educational performance in the schools, for instance student attitude to the teaching of science, social sciences or commercial/arts related subjects, teacher use of instructional materials etc.

Clinical Supervision-this is the type of supervision in which supervisors meet with the teaching staff with the aim of developing their professionalism and instructional method.

Routine supervision-this is the periodic visitation of schools by a supervisor or a group of supervisors to a school in order to ascertain progress and achievement or problems and difficulties in given areas and schools.

Investigative Supervision-this type of visit is usually carried out with the sole purpose of addressing a particular problem in the school. It could be the problem of discipline, fraud or theft of the school property.

Special Visit-this type of visit deals with special cases which are also specific in nature. The visit may be for the purpose of inspecting some subject areas such as English Language, Mathematics, Physics, Chemistry and Biology; or Geography, Economics, or Civic Education.

Pre-opening of School Visits-these visits are made to a location of a newly established school that is seeking for approval to provide educational services. The essence is to ensure that the school satisfies the stipulated guidelines and requirements, such as the availability of enough space, classroom sizes, staff strength with appropriate teaching qualifications; infrastructure; washrooms, water supply etc. The visit is necessary for granting approval by the Ministry of Education, particularly a private educational institution.

Assessment Visit-this type of visit lasts longer than a routine visit. This visit involves looking into the various school activities and how these activities are organized and carried out.

Follow-up Visit-this takes place after a full inspection would have been carried out in school during the visit. The inspectors keep record of relevant action taken by the school authority with reference to the recommendations that were made or the full scale visit as contained in the inspectors' report. The inspectors assessed the extent to which the action taken by the school had achieved their desired results. Also, suggestions could be made where necessary for the primary purpose of improving the school and student learning outcomes.

Classification of School Supervision

School supervision can be classified as follows

Instructional Supervision-this borders on the activities which are carried out with the purpose of making the teaching and learning activities better and more result oriented for the learners.

Administrative Supervision-this deals with the mobilization and motivation of the staff in the school towards effective performance of their duties and responsibilities.

1.6. Task Areas of Institutional Supervision

The following are the task areas of supervision

Developing Curriculum-this has to do with the designing or redesigning of that which is to be taught, by whom, when, where, how and in what pattern. Developing curriculum guides, establishing standards, planning instructional units and instituting a new course and examples of this task area.

Organizing for Instruction-this is the making of an arrangement whereby student-teacher space and materials are related, to time and instructional objectives in coordinated and efficient ways. Grouping of students, planning class schedules, assuring spaces, allocating time for instruction, scheduling, planning events and making arrangements for reaching teams are examples of endeavor associated with this task.

Providing Staff-*t*his has to do with assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. Other associated task areas here are recruiting, screening, selecting, assigning and staff transfer.

Providing Facilities-this deals with the designing or re-designing and equipping facilities for instruction. The space development and equipment specification are included in these task areas.

Providing Materials-this borders on selecting and obtaining appropriate materials for use in implementing curricular design for previewing, evaluating designing and otherwise finding ways to provide appropriate materials are included in this task area.

Arranging for In-service Education-this involves planning and implementing learning experience that will improve the performance of staff in instruction-related ways. Other sub task areas are workshop, consultations, field trips, training and retraining sessions as well as formal education.

Staff Members Orientation-this is providing staff members with basic information necessary to carry out assigned responsibilities. This includes getting new members acquainted with facilities, staff and community, but it also involves keeping staff informed of organizational development.

Relating Special Students Service-this means arranging for careful coordination of services to students to ensure optimum support for the teaching-learning process. This involves developing policies, assigning priorities and defining relationship among service personnel to maximize relationships between services offered and instructional goals of the school.

Developing Public Relation-this means providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction and learning.

Evaluating Instruction-this means planning, organizing and implementing procedures for data gathering, analysis interpretation and decision making for improvement of instruction.

2. The Nature of Instructional Supervision

There seems to be confusion in the meaning of supervision and inspection. Hence, there is the need to clarify these concepts.

To inspect means to investigate, find fault, ascertain that all is in line with expected standards. It also means to examine a thing carefully or critically. It could also mean to examine officially on visit to make sure that rules and standards are being observed.

On the other hand, according to Igwe (2001), to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for the purposes of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge and experiences to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools.

Furthermore, supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence people. Such interactions are greatly influenced by a predetermined program of instruction. In this regard, and according to Netzer and Kerey (1971), the systematization of the interaction of those responsible for operating within the structure of administration is called supervision. Thus, the supervisor is expected in the course of his/her duty, to initiate several activities that will lead to a successful merging of these two contexts in order to achieve harmony and satisfaction.

2.1. Purposes of Instructional Supervision

Many scholars like William H. Burton and B.M. Harris as cited in (Million, 2010) identified three main tasks of supervision; Instructional improvement, professional development and curriculum development.

Instruction Improvement

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000; Glickman, 1998; Sergiovanni and Starratt, 1998). That is, quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement.

The ultimate goal of supervisors should be to enable teachers to be self-directed (Glickman et al., 1997). Organizational leaders should work to establish a culture that values professional and collegial interactions among participants (like team planning, sharing, evaluating, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. There exist many different avenues for providing direct assistance to teachers for the improvement of instruction. According to Zepeda and Ponticell (1998), teachers' perceptions of supervision were positive when supervision was viewed as coaching. They reported the value of coaching as such: What was coaching?

- The supervisor worked alongside the teacher, providing assistance while the teacher addressed his/her classroom concerns.

- The supervisor took an interest in the teacher's accomplishments during the process of change and improvement.
- The supervisor provided evidence of success together with guidance to enable the teacher to build upon success.
- The supervisor was invested in the individual teacher's success.
- The supervisor was responsive to the individual teacher's needs and recognized that the supervisor's interactions with the teacher influenced the teacher's success.

Coaching in its purest form is composed of planning, observing instruction, and reflecting the basic phases of all instructional supervisory models. One can glean that the goal of coaching is to assist teachers in becoming more resourceful, informed, and skillful professionals. Another scholar stated that, "Skillful cognitive coaches apply specific strategies to enhance another person perceptions, decisions, and intellectual functions. Changing these inner thought processes is a prerequisite to improving overt behaviors that, in turn, enhance student learning".

A supervisor is responsible to identity the training needs of the teachers and organize in-service programs in the form of workshop, seminars, conference, staff meeting, intra school and inter school visits and other services so as to realize effective staff professional development and supervision manual (MOE,1994). According to (Sergiovanni and Starratt, 1998) stated, "since teachers often will not know-how to do what needs to be done, it is important for a supervisors to identify their needs and then to in-service them in the some ways". According to Travers (1995), the name of training is proposed to be as staff development, which primarily aim to increase the knowledge and skills of teachers and staff members and thereby increase the potential of the school to attain its goals and objectives. On the other hand, staff development programs must be predicted on the beliefs that; the school system delivers quality education through quality of its staff and teacher in a continuous learning process. What is more, (Travers, 1995) lists benefits that staff development programs can offer to the teacher, which are as follows;

- to update skills and knowledge in a subject area
- to keep abreast of societal demands

- to become acquainted with research on new methods of teaching
- to become equipped with the advances in instructional materials and equipment

For instruction to improve, staff development self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to (Zepeda, 1997) supervision is “linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development. According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Glickman *et al*., 1997). Furthermore, to accomplish the instructional improvement, the instructional supervisors must be able to plan and deliver effective staff development programs. The supervisor needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills. Further, teachers need the verbal support and physical attendance at sessions by the supervisors to verify their commitment. Teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Collaboration of teachers and supervisors will enhance the staff development program and lead to improved student learning. Staff development programs need to be comprehensive and continuous programs that are carefully designed for personal and organizational growth.

Time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities. Teachers need to engage, both individually and in group, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way they will better understand the learning and development process given their teaching contexts and students. The wide variety of supervisory techniques described, supervisors should match appropriate supervisory approaches to teachers’ level of development needs.

The activities should be founded upon strong theoretical, conceptual, or research bases. The information must be related to practice with ample opportunities provided for modeling and coaching. Professional training sessions developed for teachers must be consistent with adult learning theory. A well-planned and administered SD program may be one of the most critical factors in the improvement of instruction and subsequently in the increase in student learning are carefully designed for personal and organizational growth.

Taking this reality in mind, there is almost an agreement among those researchers and educators that SD is a main component of the supervisory practices. The instructional supervisor's guide represents the view of instructional supervision, state that; "developing teachers' educational competences" is the main aims of supervision. According to, (MoE, 2008) SD lists as one of the major functions of instructional supervision. Accordingly, any experience that enlarges teachers' knowledge, skills, appreciation and understanding of his/her work falls under the domain of staff development

In general, at school level teaching staff development should meet the need of both the individual teacher and the educational system. Staff development at school level is highly important. The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

Curriculum Development

Curriculum development and improvement is another function of school supervisions. Having this in mind, (Beach and Reinhartz, 2000), stated that the field of curriculum/ instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to "look" at, to supervise, how it is being delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides. Another scholar, suggested by becoming stakeholder in the curriculum development process, teachers begin to be recognized as it one of the vital

ingredients of the instructional life of schools and individual classroom. Supervisor's role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role. Thus, instructional supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented, by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process.

In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general and in specific curriculum matters in particular.

2.2. Principles of Instructional Supervision

Instructional supervision is concerned with the total improvement of teaching and learning situation. In line with this, it has the following principles:

- there should be short-term, medium-term and long-term planning for supervision
- supervision is a sub-system of school organization, all teachers have a right and the need for supervision
- supervision should be conducted regularly to meet the individual needs of the teachers and other personnel
- supervision should help to clarify educational objectives and goals for the principal and the teachers
- supervision should assist in the organization and implementation of curriculum programs for the learners
- supervision from within and outside the school complement each other and are both necessary

In general, since supervision is a process which is concerned with the improvement of instruction, it needs to be strengthened at school level, should provide equal

opportunities to support all teachers, it should be conducted frequently to maximize teachers' competence and also should be a collaborative activity. The basic principles of educational supervision, according to the (MoE, 1987 E.C:10-15) are summarized as follows.

Supervision is cooperative

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

Supervision is creative

Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

Supervision should be democratic

Freedom should be given for every member to try and give his/her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

Supervision is attitudinal

To create favorable environment, the supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

Supervision is evaluative and planned activity

Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, and from school administrators to get information and should observe situations in the school.

2.3. Approaches to Instructional Supervision

Authors in the field identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision, self-help-explorative and creative supervision (MoE, 1987 E.C). These models are discussed as follows.

In **directive supervision**, the supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the classroom. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

In **alternative supervision**, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method used by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivates the teacher to consider other alternatives (MoE, 1987).

In **collaborative supervision**, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important.

In **non-directive supervision**, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self-defending by teachers. While using this method for inexperienced teachers, care should be taken (MoE, 1987 E.C).

In **self-help-explorative supervision**, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher.

The **creative supervision approach** believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields (MoE, 1987 E.C).

2.4. Skills in Instructional Supervision

A lot of professional skills are required for supervision in schools/TVET. According to Olowoye (1989), these skills can be classified into eight major groups as stated below.

- **Pedagogical Skills**-these include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes, lesson plans and units etc.
- **Evaluation Skills**-these include questioning, continuous assessment and examination skills.
- **Disciplinary Skills**-these include class control, punishment, use of rules and regulations and maintenance of order.
- **Motivational Skills**-issues bordering on rewards and reinforcement are emphasized.
- **Reportorial Skills**-documentation of report card, class register, log book, attendance book etc.
- **Managerial Skills**-these are skills on time management, good use of teaching aids/learning materials, difficult situation, and students' behavior.
- **Interactive Skills**-creation of rapport, teacher's personality and general characteristics, cooperation etc.
- **Analytical Skills-**possession of mathematical ability, statistical computation and interpretation of data etc.
- **Conceptual Ability**-the supervisor should have the conceptual ability to think about what the work entails and how people will behave. This relates to understanding of the job requirement, people and work environment
- **The Supervisor Interpersonal Skill**-he/she needs to be able to understand relationship between people, their individual needs, perceptions, attitudes and behaviors. The individual differences of these various interpersonal skills should be noted
- **Effective Communication Skill**-the ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness.
- **Control-**supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times. People deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved.

The importance of acquiring these skills cannot be left to chance or

What to Supervise

Effective intra-school supervision (supervision within a school) is based on identifying certain criteria areas that if well supervised, would help improve the quality of TVET. Afolabi and Loto (2008) identified, among others, the following areas.

- **The Nature of Lesson Plan/Session Plan**

The lesson plan is a reflection of the level of preparedness as well as the effort the teacher made in gathering information for the lesson. So a poorly written lesson plan not only indicates the quality of the teacher, but also the level of commitment to his/her primary task of teaching. The school head (principal)/supervisor must critically examine the following items of the lesson plan.

- The clarity and appropriateness of the learner behavioral objectives
- The relevance and adequacy of the lesson notes
- Selection of appropriate learning-teaching materials
- Selection of appropriate evaluation techniques to determine the extent of realizing the objective effectively.

- **Lesson Presentation**

Teaching is said to be effective if the desired objectives are achieved. The school principal/supervisor, hence, is required to carefully pay attention to the following areas.

- The introduction of the lesson and the teacher's ability to maintain students' attention throughout the duration of the lesson,
- The teacher's voice quality, speech, clarity of expression, intelligibility and appropriateness of language, effective use of learning materials such as audio-visual aids and writing board, etc.,
- Teacher's knowledge of the subject matter in terms of structure and sequence,
- Use of classroom management techniques including skills in affecting student's participation in class activities.

- **Reference Materials**

The use of appropriate reference materials such as textbooks, scheme of work and syllabus cannot be overlooked. The principals/supervisors must look into the following.

- The duration of item or topic

- The relevance and logicality of the materials used,
- The sequence of presentation of contents, etc.,
- Use of current as opposed to obsolete materials.

- **The Relationship between Teacher and Student**

Without doubt, a harmonious interpersonal relationship between teachers and students could stimulate learning and attainment of instructional objectives and thereby educational goals. In this regard, the principal/supervisor must seek for genuine love and concern, positive and acceptable character between and among the teachers and students. His/her ability to accommodate or tolerate and, if possible, lend a helping hand through guidance and counseling services must be considered.

- **Classroom Management**

Effective classroom management facilitates teaching and learning process. The principal/supervisor or other appointed school personnel must be familiar with the following

- Ability to discipline and control students,
- Reward skills to reinforce good performance or conduct,
- Ability to identify cases and causes of students misbehavior,
- Creation of conducive classroom climate,
- Sitting arrangement of students,
- Classroom physical condition

- **Personality of the Teacher**

Teacher's personality includes among things his/her personal traits or characteristics, emotional status, appearance, intelligence, physique, leadership skills, communication skills, etc.

2.5. Qualities of Instructional Supervision

A supervisor in his/her own capacity is regarded as an instructional leader. He/she is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society on which he/she operates. For a supervisor to be successful;

- he/she needs to possess certain qualities that will put him/her over those under his/her supervision
- he/she must be true to his/her own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him/her
- he/she must be strong willed, consistent and fair in his/her dealings with other people
- he/she must be prepared for opposition but should handle opposition without malice
- in the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him/her to work harmoniously
- finally, importantly not the least, the supervisor must be up-to date in his/her knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction (Hammock and Robert 2005)

2.6. Problems in Instructional Supervision

There are several problems, which tend to militate against effective supervision of instruction in TVET Colleges.

Staff Inadequacy: The number of professionally trained supervisors in TVET Colleges is grossly inadequate to meet the needs of an effective and efficient program of supervision. The population of students in the colleges may exceed the stipulated teacher-student ratio that all that most principals/supervisors do in terms of instruction is to ensure that there are enough teachers to be in charge of the classes.

Shortage of External Supervisor or Inspectors: External supervisors and inspectors are usually from Federal TVET Agency and/or Regional TVET Agencies especially assigned (if any) to access the level of compliance of TVET instructional activities with approved government standards (if any). Unfortunately, this category of staff is usually in short supply due to the large number of TVET colleges and teachers and due to shortage of trained TVET supervisors. The consequence of this shortage of supervisory

personnel is that most of the time, a lot of unprofessional practices are carried out in TVET colleges in detriment of TVET students.

Lack of Time: TVET Deans and/or department heads may so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. When principals/supervisors give more time to correspondence with the TVET Agencies, community affairs, parents and a host of other visitors and in the process may neglect their primary duty of overseeing instruction in the schools

Inadequate Basic Instructional Materials: There can be no effective supervision of instruction without instructional materials. Experience has shown that most TVET colleges lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Apart from such cases of nothing to supervise, there may be others where the problems are lack of facilities and materials for the supervisor to use. External supervisors (inspectors) for example, often may not have transport facilities and writing materials to carry out their inspectoral duties.

Lack of Adequate Training and Orientation in Instructional Supervision: Many appointed principals/supervisors may not be given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. They may manage it through for years without understanding what instructional supervision entails and how to do it.

Budget Inadequacy: Lack of funds often may result in Deans and/or head teachers' inability to organize in-house orientation and in-service programs for their staff or travel out to other TVET colleges and resources centers to gain access to new developments in curriculum and instruction that could benefit their institution. Hence, there may be an urgent need for the government to provide adequate funds and the right caliber of personnel for the supervision of instruction.

Teachers Who Resist Supervision-three categories of teachers can be identified the experienced, academically and professionally qualified, the non- professional but academically qualified and unqualified. The existence of unqualified teachers who resist

supervision can constitutes a hindrance to modern and effective supervision of instruction.

Poor Human Relations-this relationship becomes difficult to establish because different kinds of human beings are involved and they also require different supervisory application.

Administrative Problems-in cases when the administration fails to specify the scope of responsibilities and results in structural supervision is expected to bring about in the school.

Poor Communication-many supervisors including the school head and departmental heads do not know how to communicate with their staff. Teachers are sometimes demoralized due to poor communication.

Inconsistent Educational System-the instability caused due to frequent changes in government policies, if any, can affect education of students. Frequent changes in school curriculum and school system by the ministries and schools also affect the overall performance educational system.

Political Instability-frequent change in government, if any, cannot have an organized administrative pattern in its education.

Low Teacher Morale-the seeming shabby treatment the teacher receives from their employers and the apparent frustration resulting from this is another hindrance for effective supervision.

Payment of Teachers-payment of teachers' salaries is seldom regular and promotions are delayed without justification. In a situation where teachers are frustrated and fail to show interest in supervision, the job of a supervisor is made more difficult for the achievement of the objectives of instructional supervision.

2.7. Strategies for Improving Instructional Supervision

Training and retraining of supervisor: The training of new supervisors and the retraining of old ones should be taken seriously. Special training centers where experienced and

practicing supervisors are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of TVET. Hence, supervisors (if any) should be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.

Morale Boosting: Researches are replete with the relationship between motivation and performance of skills. If supervisors are properly motivated with available work materials such as stationery, transportation, conducive working environment and enhanced salaries and allowances the morale of the supervisor cold be boosted thereby affecting the skills.

Employment of supervisors with higher educational qualifications: Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification. According to Okoro (2004), education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.

International and inter-region exchanges: It is suggested that deliberate and government sponsored international and inter-region exchange of supervisory personnel and experiences could boost the skills of supervisors. Countries with similar educational policies could be involved in such exchange programs. The purpose is to ensure cross-fertilization of ideas, and explore way of tackling similar problems or challenges.

Improved Selection Criteria for Supervisors: Supervision is a technical task that requires thorough, firm and objective assessment. Therefore, those who will go for with this responsibility should be carefully selected from among the available TVET personnel in the TVET colleges and/or from TVET Agencies. To this end, A special aptitude test may be administered testing on various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

Disciplinary Action against Unprofessional or Unethical Conduct and/or Performance: In order to improve the skills of TVET supervisors' appropriate sanctions should be leveled against any erring/making mistake or deviant supervisor who tends to undermine the expected standard. A situation whereby mediocrity/unevenness may be exalted/high and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others.

Reward for Performance: Even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills. Therefore, supervisors with excellent performance should be rewarded accordingly in order to maintain, and if possible improve their skills.

Generally, supervisors need to perform and use different techniques so as to make supervision serve its purposes. That is, supervisors/principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers' level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time.

Clinical Supervision

Haileselassie, (1997), quoted clinical supervision refers to face-to-face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. Sergiovanni (1998) expresses clinical supervision as follows

> The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose… The supervisor's job, therefore, is to help the teacher select goals to be improved and

teaching issues to be illustrated and to understand better his/her practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.

Clinical supervision as a process for developing responsible teachers contributes to

- be able to evaluate their own instruction
- accept criticism and use it for change
- head in their own professional growth

Accordingly, Beach and Reinhartz (2000) indicated that "if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)". The focus of clinical supervision is thus on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to Goldhammer (1969), the following five-stage processes in clinical supervision are proposed.

Pre-observation Conference-the pre–observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman *et .al*, 1998). That is, the main objective of pre-observation conference is to establish teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

Classroom Observation-In this stage the supervisor observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/ his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997) agree that the selection of an observation instrument

will help sharpen the teacher's thinking about instruction. Indeed (Goldhammer, 1980) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain firsthand information and experience of the classroom atmosphere.

Analysis of the Observations-As soon as the observation has been conducted, the supervisor organizes his/her observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, 2000 and Zepeda, 2007).

Post-Observation Conference-In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided.

Post Conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his/her role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the

professional practice of teachers so that they can meet the professional standards set by the school community.

Collegial Supervision

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describe cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions. Gebhard, quoting Cogan, states that teaching is mostly a problem- solving process that requires a sharing of ideas between the teacher and the supervisor.

Informal Supervision

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case, (Sergiovanni and Starratt, 2002).

Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period, the teacher and supervisor conduct conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before

setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a “Know-all‟ and the supervisee as a seeker of help. Other researcher, (Fanselow, 1990) starts by exploring a more reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others.

2.8. Reflective Practices in Instructional Supervision

How can I improve my practice?

Reflection is a meaning-making process that moves a teacher from one experience to the next with deeper understanding of its relationship with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.

Reflection is a systematic, rigorous/careful, disciplined way of thinking, with its roots in scientific inquiry. More specifically; Reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess (Moon, 2005). In a professional setting, reflection is:

- deliberate
- purposeful
- structured
- about linking theory and practice
- to do with learning
- about change and development-becoming a reflective teacher

Over time, in education, various writers have suggested why and how teachers might work to improve their own practice. Back in the 1930s, John Dewey (1933) described the difference between impulsive action, routine action and reflective action. The first, Dewey believed, was based on trial and error. The second relied on traditional ways of

operating, sanctioned by authority. Both of these methods he felt were used by practitioners without engaging in much thought about how they were operating. However, Dewey claimed that reflective action arose from the work of educators who were active; who persistently and carefully considered how they practiced and what they were teaching, and was often the result of a need to solve a particular problem.

Reflective thought is a-chain which involves not simply a sequence of ideas but a consequence (Dewey, 1933: 4). Dewey believed that if teachers did not operate reflectively, they risked basing their practice on prejudice and uninformed or outdated thinking. However, if they critically reflected on their practice, this should improve, provided that they used such skills as observation and reasoning, working within a framework of responsibility for their students, open-mindedness to better ways of operating, and passion for their work.

The notion of teachers as reflective practitioners was further developed in reaction to a tendency for research to be done *on*, rather than *by*, teachers. In the early 1970s Stenhouse, at the University of East Anglia, promoted the change from reliance on outside (expert research, Stenhouse et al, 1970; Stenhouse, 1975), a discourse in which teachers were the intended recipients of advice from university-based researchers who wrote papers on what constituted good practice. As Kincheloe (1991) pointed out, this advice was usually ignored by the teachers who perceived it as irrelevant if they were aware of it at all.

Some Tips for Your Reflection

Reflecting on your performance daily is an attribute of a high-performance individual. Reflection is a powerful process in improving one's performance, and like any skill, it can be developed and mastered. It serves as the "mirror" into our past actions. Mindful of the challenges we, as educators, face in preparing our students for 21st century careers, reflective practices are (and will continue to be) an essential ingredient in that preparation.

There are an unlimited number of ways to reflect; some are very structured, while others can be completely unstructured. There are also an unlimited number of settings for self-

reflection. Choose the one that best fits you. Whether structured or unstructured, quiet or noisy, there are five fundamental tenets of effective reflection.

First and foremost, ask yourself poignant questions on what happened today (key questions are documented below). Next, understand how to get to the "aha" moments of enlightenment. Third, inquire of others (students, colleagues, etc) who witnessed your performance. Fourth, **c**omplete honesty in your personal assessment (be uncomfortably truthful) is essential. Finally, keep a journal. It need not be elaborate or extensive. The written word lives on. It provides you an opportunity to reflect on your progress. The questions that will get you started in your personal reflection are:

- Did I accomplish what I wanted to today?
- Was I adequately prepared today to ensure maximum learning/ understanding/ effectiveness?
- What have I done well and what made it so effective?
- What can I do better and what do I need to do to accomplish that?
- What was the most important information/skill that I wanted my students to learn today, this week and is there credible evidence that they learned it?
- What did I learn from my students today, this week?

The power of reflection is a stimulant to improving one's performance. It starts with an honest critique of our own performance and a commitment to continuous improvement. It is the most basic (and perhaps the most effective) form of professional development. In short;

Q…..Question yourself

U…..Understand how to get to your objective ("aha" moments).

I….. Inquire of others (feedback)

C…..Complete honesty, always

K…..Keep a journal (jot down your reflections and responses for future use)

Three Essential Attitudes of Reflective Practitioners

The three essential attitudes or habits of mind first described by Dewey are still considered the foundation of reflective practice. They are: open-mindedness, responsibility, and wholeheartedness.

Open-mindedness is a willingness to consider new evidence as it occurs and to admit the possibility of error. Open-mindedness means being open to other points of view, appreciating that there are many ways to view a particular situation or event, and staying open to changing your own viewpoint. Part of open-mindedness is also letting go of needing to be right or wanting to win. It requires hearing different views as valid ways of thinking, not as threats. Zeichner and Liston (1996) have described open-mindedness as "an active desire to listen to more sides than one, to give full attention to alternative possibilities, and to recognize the possibility of error even in our most dear beliefs." Being open-minded requires the capacity to criticize oneself. Teachers who are unable to acknowledge their errors tend to blame their students for any problems that arise. For example, if 90% of the class fails a test, teachers who are open-minded consider the possibility that the material, method or approach was lacking, rather than accuse students of not studying. Open-minded teachers continually seek new information that might challenge their taken-for-granted assumptions about teaching, thus enabling them to envision a broad range of potential solutions and making it more likely that dilemmas will be resolved.

Responsibility is the careful consideration of the consequences of one's actions, especially as they affect students. For Dewey, reflective thinking leads to responsible action. Responsibility refers to a teacher's willingness to examine all decision making (e.g., decisions about curriculum, instruction, evaluation, organization, management) from a coherent philosophical framework of teaching and learning. Responsibility is the willingness to acknowledge that whatever one chooses to do will impact the lives of students in both foreseen and unforeseen ways. Demonstrating responsibility means owning the many positive and negative ways your actions might influence others, regardless of how things turn out.

Wholeheartedness-Dewey believed that when people are thoroughly interested in a cause, they throw themselves into it with a whole heart. Teachers who are wholehearted approach all situations with the attitude that they can learn something new. The "need-to-know" is the driving force for their learning. Farrell (2004) characterized wholeheartedness as "a commitment to seek every opportunity to learn."

Group Assignment I: 25%

Assuming that you are going to become a supervisor in your area, and then prepare formal report based on the following steps.

1. Prepare checklist useful to supervise a TVET college
2. Prepare checklist useful to observe a teacher while he/she is teaching
3. Based on the above checklist, supervise a TVET college and observe an actual classroom while the teaching-learning process is on progress.

3. The Nature of Quality Assurance

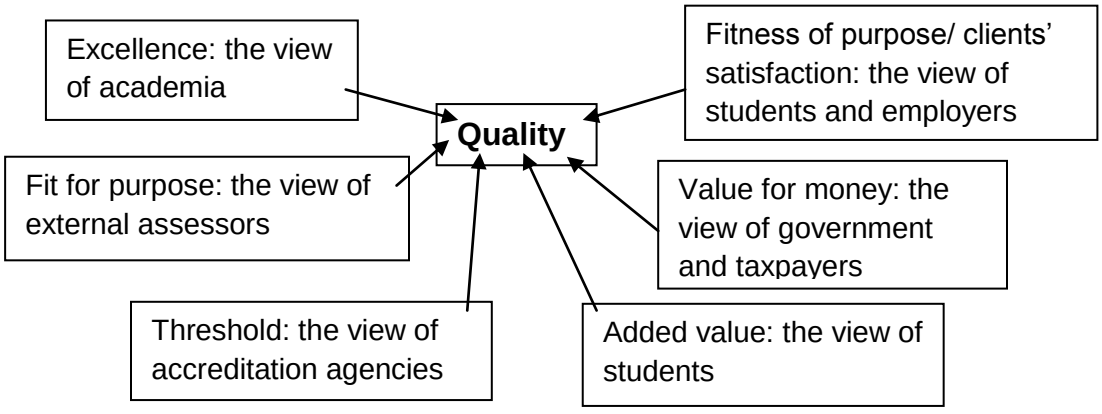
Quality

The word quality is often used without explaining what it is. However, everybody who thinks about quality and quality assurance is faced with a question 'what is quality?' When talking about quality and quality assurance, it is important to speak the same language. We must understand each other and we must have a shared idea about quality and quality assurance. Many discussions on quality start with the following:

> *Quality… you know what it is, yet you don't know what it is. But that's self-contradictory. But some things are better than others, they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes proof! There's nothing to talk about. But if you can't sat what quality is, how do we know what it is, or how do we know that it even exists? If no one knows what it is, then for all practical purposes it doesn't exist at all. But for practical purposes it really does exist. What else are the grades based on? Why else would people pay fortunes for some things and through others in the trash pile? Obviously some things are better than others … but what's the 'betterness'? So round and round you go, spinning mental wheels and nowhere finding any place to get traction. What the hell is quality? What it is?*

In spite of these reflections, many books and articles have been written to try to describe the nature of quality. But quality is like love. Everybody talks about it and everybody knows what he/she is talking about. Everybody knows and feels when there is love. Everybody recognizes it; when we try to define it, we are left standing empty-handed. The same counts for the concept of quality. There is no general consensus on the concept of quality. An absolute definition of quality does not exist because just like beauty, quality is in the eyes of beholder. In the discussion on quality, the following distinctions can be made:

- **Quality as excellence**-in this concept, the emphasis is on high level standards. Being the best, being excellent. We may say that something has quality and something has more quality
- **Quality as fitness for purpose**-with this concept of quality, the basic question is if the institution is able to achieve its formulated goals. It concerns the quality of the processes. This quality concept is improvement-oriented.
- **Quality as a threshold**-in this view, quality is seen as meeting threshold requirements. This quality concept often forms the basis for accreditation decisions.
- **Quality as added value**-this concept emphasizes what happens to the students. Education is about doing something to the student. Quality means the value added to the student during education and training processes. It is the method of formulating learning outcomes and realizing the outcome in the graduates. The basic quality question is 'what has he/she learnt?'
- **Quality as value for money**- this quality concept its focus on efficiency. It measures outputs against inputs. It is often a concept supported by governments. The concept is connected with accountability.
- **Quality as satisfaction of the client**-this quality concept has its focus on 'the student as a consumer', quality is described as 'something has quality when it meets the expectations of the consumer; quality is the satisfaction of the client.



Generally, quality is achieving our goals and aims in an efficient and effective way, assuming that the goals and aims reflect the requirements of our stakeholders in an

adequate way. However, while talking about quality, we have to take into account the following remarks.

- **Quality is not the same as efficiency**-the discussion on quality assessment is often connected with the concept of efficiency (saving money, making more rationale use of public resources) in assessing quality, an important question will be 'do we achieve the required level of quality at an acceptable cost?' An efficiency-oriented approach as such is a good starting point, but the problem is that efficiency is not always defined at acceptable cost, but often as at a minimal cost, and this may threaten quality
- **Quality is context bounded-**when striving for quality, the main question is 'do we offer the stakeholders what we promise to offer'? This means that a starting point for judging the quality of a given phenomenon will be the promises, goals, and the other verdict/result quality or no quality will be based on these same promises. Therefore, quality should be considered with respect to the context.

Criteria and Standards for Quality

Criteria and standards for quality raise questions like 'how do we assess quality? How do we measure the quality of a program or institute/what are the criteria for measuring quality? What are the standards against which quality is assessed? But what is a criterion and what is a standard in education?

Criterion can be defined as a specific aspect taken into consideration to make a judgment about quality. It is a specification of aspect or element against which judgment is made on the quality of something or which is essential for quality achievement. In a program, for instance, learning outcomes or staffing are important criteria we can look for judging the quality of the program.

Standard as a noun is a reference against which other items are made. It is a level that a criterion must reach. Standards are setts of characteristics or qualities that describe the features of a product, produces, service, interface or material.

Criteria can include the following

- Program goals and objectives; expected learning outcomes

- Program content
- Program specification or description
- Program organization
- Didactic concept/learning-teaching strategies
- Student assessment
- Staff quality
- Quality of the support staff
- Student profile
- Student advice/support
- Facilities and infrastructure
- Student evaluation
- Curriculum design and evaluation
- Staff development activities
- Benchmarking/yardstick
- Achievements/graduates
- Satisfaction of stakeholders

Quality Assurance

Quality assurance is an all-embracing term referring to a systematic, on-going and continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of programs, institutions. Quality assurance is defined as “the systematic process of checking to see whether a product or service being developed is meeting specified requirements.” It comprises all those planned and systematic actions (policies, strategies, attitudes, procedures and activities) necessary to provide adequate confidence that quality is being maintained and enhanced and the products and services meet the specified quality standards. In the TVET system, quality assurance refers to a well-documented and administered system of internal and external verification processes which are essential in establishing and maintaining credibility in the TVET system.

Quality assurance involves both input-oriented and process-oriented, and is concerned with how a product or service is produced. To ensure the maintenance of quality in the training system, emphasis shall be placed on the use of:

- Training standards
- Training objectives
- Competencies to be achieved
- Efficient use of resources

Quality assurance in the system therefore enables and facilitates:

- The improvement of the skills of the workforce
- A strengthening of the link between education and work
- Direct input from business on training matters
- Relevance and direct customer-focus in training
- A platform for the provision of certification for workers
- The creation of better business and management practices

Principles on Quality Assurance, QA

- QA is necessary to ensure accountability and improvement of education and training
- QA policies and procedures should cover all levels of education and training systems
- QA should be an integral part of the internal management of education and training institutions
- QA should include regular evaluation of institutions of programs by external monitoring bodies or agencies
- QA external monitoring bodies or agencies should themselves be subject to regular review
- QA should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes.
- QA systems should include:
  - clear and measurable objectives and standards
  - guidelines for implementation, including stakeholder involvement

- appropriate resources
- consistent evaluation methods, associating self-assessment and external review
- feedback mechanisms and procedures for improvement
- widely accessible evaluation results

- QA initiatives at international, regional and national levels should be coordinated in order to ensure overview, coherence, synergy, and system-wide analysis
- QA should be cooperative process across levels, involving all relevant stakeholders within TVET institutions, the region, and across the country
- QA guidelines at the (regional) level may provide reference points for evaluation and peer learning.

3.1. Quality Assurance in TVET

The technological changes happening in the world drives TVET institutions to strive for excellence. They should be globally competitive in order to produce graduates who can compete in the international arena. In order to strengthen the position of TVET in each country, efforts will have to be made in order to standardize the quality of programs and services being offered.

Quality assurance in TVET is the systematic management and assessment procedures adopted by an educational institution or system to monitor performance and to ensure achievement of quality outputs or improved quality. Quality assurance aims to give stakeholders confidence about the management of quality and the outcomes achieved. However, with the rapid expansion in the number of education and training institutions and the advent of new private providers, ensuring quality has to become the major concern.

In order to provide TVET programs that can create an impact in the development of human resources, quality and standards will have to be created. As a result, the goal of each country needs to establish TVET institutions that have innovative programs that can influence the human capital to achieve national, regional and international competitiveness. Quality assurance never the less be emphasized and benchmarking with international standards should be continuously done in order to determine the gaps in the programs offered as well as the institution itself. Institutions need to achieve not

only on institutional, regional and national competitiveness but also to other international TVET institutions.

An essential element of a quality assured TVET system is ensuring that the provision meets the skill and education needs of industry and individuals in changing national and globalized economies. To achieve quality of TVET outcomes there should be:

- a means by which the quality of providers of TVET and of the qualifications issued are assured. The ways in which this will be done may vary with the ways in which TVET is organized and financed
- the provision of sufficient public and private funds
- an organizing structure which may include the use of market competition and/or centralized decision making to promote the efficient use of the funds and to see that they are directed at skill needs and the career needs of individuals
- a good public information system on skill needs, on career paths and on courses and providers so that decisions by authorities or choices by individuals and employers are able to be made effectively
- alignment with current and predicted employment and labor market needs.

3.2. Benefits of Quality Assurance

Quality Assurance has a number of different stakeholders such as the following

For students

- student-centered teaching and learning process;
- equal opportunities;
- good information about educational and training offer;
- responsibility regarding own academic and professional evolution;
- learning programs that meet their expectations (mainly as a result of their active involvement in the self-assessment process at school level);
- increased capacity of employment

For employers

- confidence in the quality of vocational education and training, and in the validity of the professional certificates;

- correlation of the provision of initial vocational training to the demand of the employers;
- adjusting the content of the training provision to the needs of the employers

For TVET providers

- higher legitimacy and acknowledgment;
- confidence in own offer of vocational education and training;
- increased satisfaction of beneficiaries (students, employers, parents);
- higher chances of employment for graduates;
- development of a culture of reflection and of continuous improvement for all staff members;
- responsibility and greater autonomy (by emphasizing the importance of the self-assessment process);
- facilitation of inter institutional cooperation and dissemination of good practice between TVET providers;
- access to information about good practices and experiences of success

For community

- transparency of the TVET programs' quality;
- responsibility of TVET providers as key element in TVET quality assurance;
- supporting the decentralization process in technical and vocational education and training;
- greater public responsibility of TVET providers;
- increasing TVET programs' attractiveness

3.3. Designing Quality Assurance Systems in TVET

Quality can be ascertained internally and/or externally. The procedures of these approaches are summarized in the following paragraphs.

Guidelines for Internal Quality Assurance

Policy and Procedures for Quality Assurance-institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and awards. They should also commit themselves explicitly to the development of a

culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

Formal policies and procedures provide a framework within which institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures. The policy statement is expected to include:

- the relationship between teaching and research in the institution
- the institution's strategy for quality and standards
- the organization of the quality assurance system
- the responsibilities of departments, schools, faculties and other organizational units and individuals for the assurance of quality
- the involvement of students in quality assurance
- the ways in which the policy is implemented, monitored and revised

The realization of the QA policy depends crucially on a commitment at all levels of an institution to ensuring that its programs have clear and explicit intended outcomes; that its staff are ready, willing and able to provide teaching and learner support that will help its students achieve those outcomes; and that there is full, timely and tangible recognition of the contribution to its work by those of its staff who demonstrate particular excellence, expertise and dedication. All institutions should aspire to improve and enhance the education they offer to their students.

Approval, Monitoring and Periodic Review of Programs and Awards-Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards. The confidence of students and other stakeholders in education

is more likely to be established and maintained through effective quality assurance activities which ensure that programs are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency. The quality assurance of programs and awards are expected to include:

- development and publication of explicit intended learning outcomes
- careful attention to curriculum and program design and content
- specific needs of different modes of delivery (e.g. full time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional)
- availability of appropriate learning resources
- formal program approval procedures by a body other than that teaching the program;
- monitoring of the progress and achievements of students
- regular periodic reviews of programs (including external panel members);
- regular feedback from employers, labor market representatives and other relevant organizations
- participation of students in quality assurance activities

Assessment of Students-students should be assessed using published criteria, regulations and procedures which are applied consistently. The assessment of students is one of the most important elements of education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists about testing and examination processes. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support. Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other program objective
- be appropriate for their purpose, whether diagnostic, formative or summative
- have clear and published criteria for marking

- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification
- where possible, not rely on the judgments of single examiners
- take account of all the possible consequences of examination regulations
- have clear regulations covering student absence, illness and other mitigating circumstances
- ensure that assessments are conducted securely in accordance with the institution's stated procedures
- be subject to administrative verification checks to ensure the accuracy of the procedures

In addition, students should be clearly informed about the assessment strategy being used for their program, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

Quality Assurance of Teaching Staff-institutions should have ways of satisfying themselves that staff involved with the teaching of students is qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

Teachers are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

Learning Resources and Student Support-institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each program offered. In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counselors, and other advisers. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

Information Systems-institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs of study and other activities. Institutional self-knowledge is the starting point for effective quality assurance. It is important that institutions have the means of collecting and analyzing information about their own activities. Without this they will not know what is working well and what needs attention, or the results of innovatory practices. The quality-related information systems required by individual institutions will depend to some extent on local circumstances, but it is at least expected to cover:

- student progression and success rates
- employability of graduates
- students' satisfaction with their programs;
- effectiveness of teachers
- profile of the student population
- learning resources available and their costs
- the institution's own key performance indicators

There is also value in institutions comparing themselves with other similar organizations within their range and beyond. This allows them to extend the range of their self-knowledge and to access possible ways of improving their own performance.

Public Information-institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programs and awards they are offering. In fulfillment of their public role, education institutions have a

responsibility to provide information about the programs they are offering, the intended learning outcomes of these, the qualifications they award, the teaching, learning and assessment procedures used, and the learning opportunities available to their students. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity. The institution should verify that it meets its own expectations in respect of impartiality and objectivity.

Guidelines for External Quality Assurance

Use of Internal Quality Assurance Procedures-external quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described herein above. The standards for internal quality assurance contained in in the above part provide a valuable basis for the external quality assessment process. It is important that the institutions' own internal policies and procedures are carefully evaluated in the course of external procedures, to determine the extent to which the standards are being met. If education institutions are to be able to demonstrate the effectiveness of their own internal quality assurance processes, and if those processes properly assure quality and standards, then external processes might be less intensive than otherwise.

Development of External Quality Assurance Processes-the aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including education institutions) and should be published with a description of the procedures to be used. In order to ensure clarity of purpose and transparency of procedures, external quality assurance methods should be designed and developed through a process involving key stakeholders. The procedures that are finally agreed should be published and should contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used. As external quality assurance makes demands on the institutions involved, a preliminary impact assessment should be undertaken to ensure that the procedures to be adopted are appropriate and do not interfere more than necessary with the normal work of the institutions.

Criteria for Decisions-any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently. Formal decisions made by quality assurance agencies have a significant impact on the institutions and programs that are judged. In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner. Conclusions should be based on recorded evidence and agencies should have in place ways of moderating conclusions, if necessary.

Processes Fit for Purpose-all external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them. Quality assurance agencies within the nation/regions can possibly undertake different external processes for different purposes and in different ways. It is of the first importance that agencies should operate procedures which are fit for their own defined and published purposes. Experience has shown, however, that there are some widely-used elements of external review processes which not only help to ensure their validity, reliability and usefulness, but also provide a basis for the national dimension to quality assurance. Amongst these elements the following are particularly noteworthy:

- insistence that the experts undertaking the external quality assurance activity have appropriate skills and are competent to perform their task
- the exercise of care in the selection of experts
- the provision of appropriate briefing or training for experts
- the use of international experts
- participation of students
- ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached
- the use of the self-evaluation/site visit/draft report/published report/follow-up model of review
- recognition of the importance of institutional improvement and enhancement policies as a fundamental element in the assurance of quality

Reporting-reports should be published and should be written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or

recommendations contained in reports should be easy for a reader to find. In order to ensure maximum benefit from external quality assurance processes, it is important that reports should meet the identified needs of the intended readership. Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone.

In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions, commendations, and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions. Key findings, conclusions and recommendations should be easily locatable by readers. Reports should be published in a readily accessible form and there should be opportunities for readers and users of the reports (both within the relevant institution and outside it) to comment on their usefulness.

Follow-up Procedures-quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently. Quality assurance is not principally about individual external scrutiny events: It should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented. This may involve further meetings with institutional or program representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

Periodic Reviews-external quality assurance of institutions and/or programs should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance. Quality assurance is not a static but a dynamic process. It should be continuous and not once in a lifetime. It does not end with the first review or with the completion of the formal follow-up procedure. It has to be periodically renewed. Subsequent external reviews should take into account progress that has been made since the previous event. The process to be used in all

external reviews should be clearly defined by the external quality assurance agency and its demands on institutions should not be greater than are necessary for the achievement of its objectives.

System-wide Analyses-quality assurance agencies should produce from time to time summary reports describing and analyzing the general findings of their reviews, evaluations, assessments etc. All external quality assurance agencies collect a wealth of information about individual programs and/or institutions and this provides material for structured analyses across whole higher education systems. Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work.

3.4. Risk Management in TVET Quality Assurance

Risk management ensures quality of training delivery and assessment at all its approved training centers. Risk management focuses on the following questions:

- What could go wrong?
- What will we do to prevent it?
- What will we do if it happens?

What is Risk Management?

Risk management is the identification, assessment, and prioritization of risks (defined in ISO 31000 as the effect of uncertainty on objectives, whether positive or negative) followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events or to maximize the realization of opportunities.

In ideal risk management, a prioritization process is followed whereby the risks with the greatest loss and the greatest probability of occurring are handled first, and risks with lower probability of occurrence and lower loss are handled in descending order. In practice, the process can be very difficult, and balancing between risks with a high

probability of occurrence but lower loss versus a risk with high loss but lower probability of occurrence can often be mishandled.

Risk management focuses on knowing and understanding what could cause harm to your institute and preparing to deal with it.

Principles of Risk Management

The International Organization for Standardization (ISO) identifies the principles listed below as important. Risk Management should do the following:

- create value
- be an integral part of organizational processes
- be part of decision making
- explicitly address uncertainty
- be systematic and structured
- be based on the best available information
- be tailored to suit the organization's needs
- take human factors into account
- be transparent , inclusive and dynamic
- be capable of continual improvement and enhancement

Critical steps in the Risk Management process

- Establishing the context
- Identification of potential risks
- Assessment of risks
- Identifying ways to reduce these risks
- Responding to the risks
- On-going review

Establishing the Context for Risk Assessment

The context for risk assessment involves the assessment of learners and the issue of certification by the concerned TVET institute under conditions in which trained and certified assessors conduct an evaluation of the competence of learners after they have undergone a period of training based on a set of standards approved by the TVET

agencies, or performed the tasks on-the-job in the case of assessment of prior learning. The main risk is, therefore, certifying an individual who does not actually meet the performance standard (the major risk), or, conversely, not certifying an individual who actually meets the performance standard. Thus, the major risk which is certifying an individual who does not actually meet the performance standards, may lead to the losing of institutional credibility in the eyes of employers who encounter certified individuals who do not perform to the standard claimed by the certification

Identification of Potential Risk

There are risks throughout the training system being established in any given institution. Risk identification can begin with the source of the problem or the problem itself. While the risk management strategy focuses on the assessment of learners benefitting from the services of the institute, the section below identifies risks associated with other aspects of the system as well as assessment of learners. Some of the important risks are outlined below

Risks in Standards Development

- Standard is not accurate
- Standard is not complete
- Standard is not relevant to industry needs
- Insufficient input from employers
- Insufficient input from subject matter specialists
- Standard is poorly written
- Standard is not adequately vetted

Risks in Approval of Training Centers

- Changes to approved facilities, equipment, personnel
- Auditor lacks sufficient understanding of the standards
- Auditor does not focus on the range of variables: facilities, equipment, personnel
- Bribery/corruption
- Conflict of interest-the person making recommendations is associated with the provider in a way that may influence the recommendation, either positively or negatively

Risks in the Training Process

- Unqualified instructor
- Instructor is not competent in the units being taught
- Instructor is not competent in instructional/TVET methodology
- Inexperienced or new instructor
- Instructor does not know/understand the standard
- Poor or inadequate instructional supervision
- Inappropriate or insufficient equipment and supplies for conducting training
- Insufficient time devoted to acquiring the skills, knowledge and attitudes required by the standards
  - Theory
  - Practical
  - Critical Employability Skills
  - Assignments

Risks in Assessment

This involves consideration of the potential impact if quality training and assessment services and outcomes are not delivered and the likelihood that this will occur, to determine a risk rating for the applicant or Approved Training Centre. Some of these risks are:

Assessor Risks

- New assessor, inexperienced assessor
- Improperly trained assessor
- Assessor does not know the standards
- Poorly planned assessment
- Poorly conducted assessment
- Poorly reviewed assessment
- Faulty assessment instruments
- Incorrect choice of assessment methods
- Inappropriate setting to conduct assessment
- Bribery and biasness

- Assessment does not match the material covered during training

Learner Risks

- Cheating
- Bribery (money, sexual favors)
- False identity

Administrative Risks

- Improper recording
- Sloppy recording leading to inaccuracy
- Late recording leading to inaccuracy
- Inadequate security of assessment materials, stealing of assessment materials
- Inadequate security and tampering of learner records

Assessment Instrument Risks

- Validity
- Reliability
- Fairness

Risks of Verification Processes

- Sample is too small
- Sample is not representative
- Procedure is not thorough

Risks of Certification Process

- Incomplete records, e.g. missing units
- Inadequate verification of assessment results, e.g. missing units overlooked

Other Risks

- Other risks indicators include:
- Governance risks
- Financial risks
- Supplementary risks

Governance risk indicators

Governance risks focus on ensuring that an TVET institutions have appropriate management structures in place to deliver quality training and assessment. These risks are relatively more serious when accountability is absent, decision-making is discretionary and transparency is lacking.

Governance risk indicators are indicators of the likelihood that quality training and assessment services and outcomes will not be achieved. These indicators are:

- quality of business planning
- transparency of management structure
- skills and expertise of senior management

Some examples of governance risks are:

- lack of well-defined procedure and regulation thus providing opportunities for corruption
- manipulation of learner's data especially assessment results
- poor financial management capacity
- inadequate monitoring systems
- lack of enforcement of professional conduct for administrative staff
- persistent absence of instructors from their workplace thus reducing the learners' opportunities

Financial risk indicators

These contribute to the risk rating for the TVET institute. Financial risk indicators focus on the financial viability of the institute and its ability to provide the required resources for delivery of quality training and assessment services and outcomes. These can give an indication to the institute of the likelihood of the institute is not delivering quality training and assessment services and not achieving the desired outcomes. Financial risk indicators are:

- liquidity risk
- financing risk (including debt to asset ratio)
- revenue, project and cash flow risks
- contingencies

Supplementary risk indicators

These reflect the operating context of each TVET institute. Supplementary risks indicators may include:

- scope of the registration application
- delivery of training which leads to certification
- mode of delivery
- compliance with and value of government training contracts (where applicable)
- partnering or subcontracting arrangements
- period of last audit

These are indicators of the potential impact if quality training and assessment services and outcomes are not delivered.

Principles of Risk Assessment

Principle 1-Transparency

Risk-management processes are documented and results of quality assurance and quality review activities are reported annually.

Principle 2-Effectiveness

The TVET institutes must ensure that quality assurance and quality review processes support continuous improvement of audit decisions and processes.

Principle 3-Integrity

Data used for risk assessment is based on information provided by the training organization and data gathered by the agency. This data must be valid, sufficient, current and verifiable.

Principle 4-Consistency

The TVET will work to ensure that quality assurance and quality review processes are designed to promote nationally consistent outcomes from audit activities.

Principle 5-Proportionality

The TVET will ensure that quality assurance and quality review process activities are directed to where there is greatest risk to quality outcomes.

Group Assignment II: 25%

1. Decide the status of the institute and the quality of the learning-teaching process based on the result of your group assignment one.
2. Prepare a quality assurance manual for a TVET college

4. The Nature of Quality Management

Quality Management (QM, TQ, or TQM) is "culture change" efforts to position a company for greater customer satisfaction, profitability and competitiveness. That is, quality management is related to matching the organization's input systems, processes and outputs to their purpose.

4.1. Definition of Quality Management

Quality management may be defined as managing the entire organization so that it excels on all dimensions of products and services that are important to the customer. That is, quality management is concerned with,

- meeting customer's requirements
- doing things right the first time; freedom from failure (defects)
- consistency (reduction in variation)
- continuous improvement
- quality in everything we do

Quality management also implies that the mechanisms and procedures by which the validity and reliability of the certified skills or competences are ensured are in place. Validity means that the assessment evaluates, what it aims to assess and reliability means that the assessment based on evidence produces the same result on different occasions with different assessors. Validity and reliability shall ensure the acceptance of the certificate or diploma by individuals.

What is quality management in a TVET context?

In any TVET system there are a range of stakeholders.

- **Students**, who want to know that their qualifications are of good quality, comparable with others from other providers and credible in the marketplace.

- **Funders** (including national governments), who want to ensure they are getting value for the money invested in terms of skilled and employable graduates.
- **Employers**, who want assurance that a qualification means a graduate has the requisite knowledge, skills and attributes to be useful in the workplace.
- **Education providers**, who want to be able to benchmark their programs against other comparable providers and receive funding for their provision
- **Government policy makers** who invest in a TVET system to ensure their country workforce is skilled and can meet the labor requirements for industry and of the international labor market.

In short, a subjective term for which each person has his/her own definition, in technical usage, quality can have two meanings: the characteristics of a product or service that bear on its ability to satisfy stated or implied needs and a product or service free of deficiencies. Hence, a quality management is the organizational structure, processes, procedures and resources needed to implement, maintain and continually improve the management of quality.

Features of Quality Management

Training provider's quality management shall describe all policies and procedures so as to deliver education and learning activities as given below.

Purpose and Goals

The purpose and goals must be clearly defined in a written statement approved by the governing body. The purpose and goals shall relate primarily to education and training processes and shall be measurable. These goals may be the same goals as defined in the strategic plan.

Quality Management

General Requirements

The Following six activities are to be identified, documented and to be implemented.

- Identify the processes needed for the QMS in the organization
- Determine the sequence and interaction of these processes

- Determine the criteria & method needed to ensure that both operation and control of these processes are effective
- Ensure the availability of resources and information needed for these processes including monitoring of processes.
- Monitor measure and analyze the processes.
- Implement actions necessary to achieve planned results and continual improvements of these processes

In short, there shall be evidence of a coherent quality management system which shall

- incorporate organizational structures, responsibilities, procedures and resources for setting and implementing quality policies
- ensure that the training provider has the capability to establish and maintain an environment fit for delivering education and training to specified standards
- ensure that the training provider has adequate and appropriate good governance and management to achieve its goals and objectives

A quality management system is a belief

- in the employee's ability to solve problems
- that people doing the work are best able to improve it
- that everyone is responsible for quality

Elements of Success

- Management Support
- Mission Statement
- Proper Planning
- Customer and Bottom Line Focus
- Measurement
- Empowerment
- Teamwork/Effective Meetings
- Continuous Process Improvement
- Dedicated Resources

To be effective, quality management systems (QM) should be able to meet the needs of all of these different groups at national, regional and provider levels.

Steps to Creating Quality Management System

Clarify Vision, Mission, and Values-employees need to know how and what they do is tied to organizational strategy and objectives which makes it important that all employees understand where the organization is headed (its vision), what it hopes to accomplish (mission), and the operational principles (values) that will steer its priorities and decision making. Having a process to educate employees during new employee orientation and communication process to help ensure that the mission, vision, and values is always in front of the people is a major step

Identify Critical Success Factors (CSF)-critical success factors help an organization focus on those things that help it meet objectives and move a little closer to achieving its mission. These performance-based measures provide a gauge/tool for determining how well the organization is meeting objectives. Some examples of CSF include:

- financial performance
- customer satisfaction
- process improvement
- market share
- employee satisfaction and
- product quality

Develop Measures and Metrics to Track CSF data-once critical success factors are identified, there needs to be measurements put in place to monitor and track progress. This can be done through a reporting process that is used to collect data and share information with senior leaders. For example, if an objective is to increase customer satisfaction, there should be an objective and a measure to demonstrate achievement of the objective.

Identify Key Customer Group-every organization has customers and understanding who the key customer groups are important that products and services can be developed based on customer requirements. The mistake a lot of organizations make is not

acknowledging employees as a key customer group. Example of key customer group can include:

- employees
- customers
- suppliers
- vendors and
- volunteers

Solicit Customer Feedback-the only way to know how well they are meeting customer requirements is by simply asking the question. There should be a structured process to solicit feedback from each customer group in an effort to identify what is important to them. Organizations often make the mistake of thinking they know what is important to customers and ask the wrong survey questions. This type of feedback is obtained through customer focus groups.

Develop Survey Tool-develop a customer satisfaction survey tool that is based on finding out what is important to customers. For example, customers may care more about quality than cost but if you are developing a product and trying to keep the cost down and skimping on the quality, you are creating a product that might not meet the needs of the customer.

Survey Each Customer group-each customer group should have a survey customized to their particular requirements and they should be surveyed to establish baseline data on the customers' perception of current practice. This provides a starting point for improvements and demonstrates progress as improvement plans are implemented.

Develop Improvement Plan-once the baseline is established, you should develop an improvement plan based on customer feedback from each group. Improvement plans should be written in SMART objectives format with assignments to specific staff for follow up. Objectives may include some of the following:

- process improvement initiatives, such as: customer call hold time
- leadership development: walk-the-talk

- management training/development: how to manage employees in a quality environment
- staff training/development: customer service
- performance management: setting expectations, creating job descriptions that support the vision and holding staff accountable

Resurvey-after a period of time (12-18 months), resurvey key customers to see if scores have improved. Customers' needs and expectations is critical to long-term success.

Monitor CSF-it is important to monitor CSF monthly to ensure there is consistent progress towards objectives. This also allows for course/sequence, development correction; should priorities and objectives change during the review period?

Incorporate Satisfaction data into Marketing Plans-once you have achieved some positive results with your satisfaction data, use it as a marketing tool. A lot of successful organizations miss the boat by not letting others know what they do well. Customers want to know how an organization's internal processes work especially if those processes help to deliver an outstanding product or service

Technology-make sure that technology is user-friendly and supports targeted improvements. For example, a website should be easy to navigate as well as easy to find and the content should be easy to understand

Final Thoughts-make sure employees understand the vision as well as their role in supporting it. Look for ways to ensure that all internal processes are standardized and that employees receive the training to understand the standardization. Successful quality initiatives require ongoing senior leadership sponsorship and support through structure, process and staff transitions. Designated resources are also critical in supporting these endeavors.

4.2. Principles of Quality Management

Quality-processes and results-is and will continue to be an essential competitive factor, if not the most decisive one. When it comes to achieving one's own objectives as well

as fulfilling customer requirements, a reliable quality management system is indispensable. The eight principles of quality management reflect the experience of leading top managers. They provide assistance in focusing on objectives, on systematic leadership and on the continual improvement of performance.

I-Customer Focus

Consistent customer focus is the single most essential factor of every business success. Being “Best in Class” means predicting and exceeding customer expectations. The whole company organization needs to be aligned accordingly. In short, the primary focus of QM is to meet customer requirements and to strive to exceed customer expectations.

Rationale

Sustained success is achieved when an organization attracts and retains the confidence of customers and other interested parties. Every aspect of customer interaction provides an opportunity to create more value for the customer. Understanding current and future needs of customers and other interested parties contributes to sustained success of the organization.

Key benefits

- Increased customer value
- Increased customer satisfaction
- Improved customer loyalty
- Enhanced repeat business
- Enhanced reputation of the organization
- Expanded customer base
- Increased revenue and market share

Actions you can take

- Recognize direct and indirect customers as those who receive value from the organization.
- Understand customers’ current and future needs and expectations.
- Link the organization’s objectives to customer needs and expectations.

- Communicate customer needs and expectations throughout the organization.
- Plan, design, develop, produce, deliver and support goods and services to meet customer needs and expectations.
- Measure and monitor customer satisfaction and take appropriate actions.
- Determine and take actions on interested parties' needs and expectations that can affect customer satisfaction.
- Actively manage relationships with customers to achieve sustained success.
- Understood customers' needs throughout the company
- Directly link internal company to customer expectations
- Improve your company's ability to fulfill customer needs in day-to-day activities
- Ensure that your employees have the necessary knowledge and skills to satisfy your customers

II-Leadership

The degree to which the purpose, focus and internal environment of an organization fit together is a question of leadership. Managers create the internal environment in which people develop their skills and apply them for the benefit of the entire organization. Important tools to achieve this are management by example, the consideration of involved stakeholders inside and outside the organization and the development of a clear vision of the organization's future. Leaders at all levels establish unity of purpose and direction and create conditions in which people are engaged in achieving the organization's quality objectives.

Rationale

Creation of unity of purpose and direction and engagement of people enable an organization to align its strategies, policies, processes and resources to achieve its objectives.

Key benefits

- Increased effectiveness and efficiency in meeting the organization's quality objectives
- Better coordination of the organization's processes
- Improved communication between levels and functions of the organization

- Development and improvement of the capability of the organization and its people to deliver desired results

Actions you can take

- Communicate the organization's mission, vision, strategy, policies and processes throughout the organization.
- Create and sustain shared values, fairness and ethical models for behavior at all levels of the organization.
- Establish a culture of trust and integrity.
- Encourage an organization-wide commitment to quality.
- Ensure that leaders at all levels are positive examples to people in the organization.
- Provide people with the required resources, training and authority to act with accountability.
- Inspire, encourage and recognize people's contribution.
- Translate your vision into measurable goals for the organization
- Involve your employees in the realization of your company goals

III-Involvement of People

Competent, empowered and engaged people at all levels throughout the organization are essential to enhance its capability to create and deliver value. Every organization is only as good as its employees. To allow them to apply their abilities and release their potential, it is necessary to involve them in the decision-making process. Doing that requires promoting commitment and problem-solving skills on all levels and to encourage the employees to take the initiative in seeking opportunities for improvement.

Rationale

To manage an organization effectively and efficiently, it is important to involve all people at all levels and to respect them as individuals. Recognition, empowerment and enhancement of competence facilitate the engagement of people in achieving the organization's quality objectives.

Key benefits

- Improved understanding of the organization's quality objectives by people in the organization and increased motivation to achieve them
- Enhanced involvement of people in improvement activities
- Enhanced personal development, initiatives and creativity
- Enhanced people satisfaction
- Enhanced trust and collaboration throughout the organization
- Increased attention to shared values and culture throughout the organization

Actions you can take

- Communicate with people to promote understanding of the importance of their individual contribution.
- Promote collaboration throughout the organization.
- Facilitate open discussion and sharing of knowledge and experience.
- Empower people to determine constraints to performance and to take initiatives without fear.
- Recognize and acknowledge people's contribution, learning and improvement.
- Enable self-evaluation of performance against personal objectives.
- Conduct surveys to assess people's satisfaction, communicate the results, and take appropriate actions.
- Encourage employees to contribute actively to the improvement of your business strategy
- Help employees adopt the organization's goals as their own goals
- Involve employees in decision-making and the improvement of processes
- Ensure that employees are more satisfied with their work and devote their individual development potential to the service of your organization

IV-Process Approach

Results can be achieved more efficiently if necessary activities and resources are bundled and managed as a process. That is, consistent and predictable results are achieved more effectively and efficiently when activities are understood and managed as interrelated processes that function as a coherent system. For this purpose,

individual process steps need to be defined, inputs and outputs determined and the interfaces with the organization‘s function identified. Finally, in order to ensure the smooth running of organizational processes, possible error causes need to be identified and responsibilities determined.

Rationale

The quality management system consists of interrelated processes. Understanding how results are produced by this system enables an organization to optimize the system and its performance.

Key benefits

- Enhanced ability to focus effort on key processes and opportunities for improvement
- Consistent and predictable outcomes through a system of aligned processes
- Optimized performance through effective process management, efficient use of resources, and reduced cross-functional barriers
- Enabling the organization to provide confidence to interested parties as to its consistency, effectiveness and efficiency

Actions you can take

- Define objectives of the system and processes necessary to achieve them.
- Establish authority, responsibility and accountability for managing processes.
- Understand the organization’s capabilities and determine resource constraints prior to action.
- Determine process interdependencies and analyze the effect of modifications to individual processes on the system as a whole.
- Manage processes and their interrelations as a system to achieve the organization’s quality objectives effectively and efficiently.
- Ensure the necessary information is available to operate and improve the processes and to monitor, analyze and evaluate the performance of the overall system.
- Manage risks that can affect outputs of the processes and overall outcomes of the quality management system.

- Ensure achievement of planned results and efficient use of resources
- Take advantage of improvement potentials because you are aware of the essential success factors
- Emphasize on process orientation so as to help you reduce costs and prevent errors
- Take advantage of improvement potential because you are familiar with the essential success factors

V-System Approach to Management

Each organization is a complex entity; that is why it is important to identify, manage and understand individual processes and their interactions within the organizational workflow. This is the only way for organizations to establish objectives effectively and efficiently.

Key Benefits

- Integration and alignment of the processes that will best achieve the desired results
- Ability to focus effort on the key processes
- Providing confidence to interested parties as to the consistency, effectiveness and efficiency of the organization

Actions you can take

- Structure a system to achieve the organization's objectives in the most effective and efficient way
- Understand the interdependencies between the processes of the system
- Structure approaches that harmonize and integrate processes
- Provide a better understanding of the roles and responsibilities necessary for achieving common objectives and thereby reducing cross-functional barriers
- Understand organizational capabilities and establishing resource constraints prior to action
- Target and define how specific activities within a system should operate
- Continually improving the system through measurement and evaluation.

- Develop extensive and ambitious business plans, which combine functional and process aspects
- Ensure that sub-goals of individual processes become aligned with the main goals of your organization
- Monitor the effectiveness of individual processes allows you to better identify error causes and improvement potential
- Coordinate competencies and responsibilities for super-ordinate goals, avoid any overlapping of competencies and stimulate teamwork

VI-Continual Improvement

Successful organizations have an ongoing focus on improvement. “If you cease to improve, you cease to be good.“ Behind this simple statement lies the realization that competence and quality are not static, but dynamic values; that applies to organizations as well as to the people working there. That is why it is important for the success of an organization that continuous improvement of products and systems becomes the ultimate goal of each employee.

Rationale

Improvement is essential for an organization to maintain current levels of performance, to react to changes in its internal and external conditions and to create new opportunities.

Key benefits

- Improved process performance, organizational capabilities and customer satisfaction
- Enhanced focus on root-cause investigation and determination, followed by prevention and corrective actions
- Enhanced ability to anticipate and react to internal and external risks and opportunities
- Enhanced consideration of both incremental and breakthrough improvement
- Improved use of learning for improvement
- Enhanced drive for innovation

Actions you can take

- Promote establishment of improvement objectives at all levels of the organization.
- Educate and train people at all levels on how to apply basic tools and methodologies to achieve improvement objectives.
- Ensure people are competent to successfully promote and complete improvement projects.
- Develop and deploy processes to implement improvement projects throughout the organization.
- Track, review and audit the planning, implementation, completion and results of improvement projects.
- Integrate improvement considerations into the development of new or modified goods, services and processes.
- Recognize and acknowledge improvement.
- Combine continuous improvement and strategic planning for more competitive business plans
- Set realistic, measurable and ambitious goals for improvement and provide any necessary resources
- Encourage employees to become involved in the process of continual improvement
- Recognize that all employees of the organization are capable of improving products, processes and systems

VII-Evidence-Based Decision Making

Efficient decisions are based on the analysis and evaluation of data and information. This in return, is more likely to produce desired results. That is, appropriate decisions, based on experience and entrepreneurial intuition, can only be reached when these data and information are reviewed and verified continuously.

Rationale

Decision making can be a complex process, and it always involves some uncertainty. It often involves multiple types and sources of inputs, as well as their interpretation, which can be subjective. It is important to understand cause-and-effect relationships and

potential unintended consequences. Facts, evidence and data analysis lead to greater objectivity and confidence in decision making.

Key benefits

- Improved decision-making processes
- Improved assessment of process performance and ability to achieve objectives
- Improved operational effectiveness and efficiency
- Increased ability to review, challenge and change opinions and decisions
- Increased ability to demonstrate the effectiveness of past decisions

Actions you can take

- Determine measure and monitor key indicators to demonstrate the organization's performance.
- Make all data needed available to the relevant people.
- Ensure that data and information are sufficiently accurate, reliable and secure.
- Analyze and evaluate data and information using suitable methods.
- Ensure people are competent to analyze and evaluate data as needed.
- Make decisions and take actions b0 0 1 243sJETBT 0 0 1 i

- Encourage and recognize improvements and achievements by suppliers and partners.
- Increase your competitive advantage through the development of strategic partnerships with suppliers
- Develop more ambitious goals by including your suppliers in your planning at an early stage
- Improve relationships with suppliers, you ensure reliability, punctuality and error free compliance of incoming goods
- Develop and strengthen the performance capability of your suppliers through training activities and joint efforts towards continuous improvement

In general, successful application of the eight principles in day-to-day operations requires customized interpretation according to business sector and scope.

4.3. Approaches to Quality Management

Different approaches to implementing quality can be identified. However, compliance and evaluative models of quality assurance are consistent with the objectives of TVET

Compliance Model

The compliance model is an inputs system that is intended to ensure national consistency in the provision and assessment of TVET. It focuses on

- establishing standards and criteria to be applied for registration or licensing or accreditation of standards, qualifications, training providers, assessors and/or courses;
- developing processes for ensuring consistency of assessment both within and between providers, assessors and/or courses;
- developing an internal audit requirement within providers;
- placing a strong emphasis on independent external audit to identify areas of compliance and non-compliance;
- implementing processes to ensure remediation of non-compliance

The model is high cost as it requires strong centralized systems and regular reviews and audit, with follow-up of non compliance performance. There are usually strict rules which make it suitable in countries where there is little tradition of quality assurance within the education sector and/or the general business community. The approach is most suited to countries where any or all of the following conditions apply:

- low or uneven levels of quality provision of TVET;
- lack of consistency between courses and problems with parity of esteem of those courses;
- large numbers of training providers which may operate within agencies with different organizational structures and requirements

Evaluative Model

The evaluative model is used in quality assurance to:

- answer questions about the value that learners gain from their education, the utility of their qualifications and the contribution of these to positive longer term outcomes such as employment, social and economic contribution to society;
- explore qualitative and quantitative evidence of educational outcomes and the key processes which contribute to them;
- enable a participatory approach, using systematic enquiry and specific tools to reach robust/strong judgments

Whilst still including 'front end' registration and accreditation standards and criteria, it focuses on institutions self reviewing against a set of evaluative questions/criteria and taking the necessary steps to improve areas of weakness. External evaluation and review is a systematic process of enquiry, designed to provide independent judgments about an organization's performance and capability in delivering high quality education.

Whilst the evaluative model is considered a superior approach to quality assurance, it is usually adopted after a period where the compliance model has been operating and organizations have become accustomed to the scrutiny it provides.

This approach is most suited to countries where any or all of the following conditions apply:

- a TVET sector that is linked to a national qualifications or skills framework;
- experience with compliance based quality assurance systems;
- strong commitment to quality assurance and continuous improvement within the sector;
- public understanding of the need for quality assurance in TVET systems;

4.4. Quality Management in TVET

Quality of education is the skill of building the abilities of assimilating the knowledge in the area of educational needs and the implementation of this knowledge to creating mechanisms allowing to fulfill expectations of customers and educational services. One should distinguish students, teachers, and employers among the people who are interested in the quality of education.

The series of various factors decide on the quality of a TVET institute. In the view of the general quality definition, it can be initially accepted, that the quality of the educational service is the degree in which it fulfills the growing requirements of surroundings and helps in the students' development, at simultaneous care about the solid development of didactic and scientific personnel. The definition of quality in TVET, In the quality of educational services, has in certain degree the very subjective character and it depends on the relations: service's donor and services' recipient. Because of this, the quality should be estimated both through results from the offered services, and through the process itself which leads to the given result.

The quality of TVET can be perceived through the prism of many components, which together decide on the success in the realization of the proposed educational objectives. It should be taken into account : the quality of the material potential, the quality of the immaterial potential, the process quality and the quality of the results. Additionally, two groups of components-technical and functional will influence on each value. First group decides on what the main recipient of the service receives, the second one on how (in what way, in what conditions, relations) the given service is offered.