



Technical and Vocational Education and Training

NEWSLETTER

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Ministry of Human Resources, Youth and Sports
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TVET System in Maldives is;

Demand Driven: Those who hire the graduates determine how many new employees are needed, in which job clusters they are needed and what skills competencies at agreed standards they will need.

Accessible: TVET is open to all citizens: the technically gifted, school leavers, the unemployed, graduate of the school system, men, women equally and the current work force.

Beneficiary Financed: The TVET system is financed by those that directly benefit from the system. These include the Government for economic growth and social stability, young people and their families for employment opportunities and employers for a skilled workforce and therefore improved productivity.

Quality Assured: All TVET providers must be registered with Government and be committed to the achievement by their graduates of Enterprise set and MAB approved national competency standards.

CONTINUING EDUCATION IN TVET

We learn every day. Every man, woman and child on earth learns some new bit of information, a new way of doing something, an idea, or just some news. We never even think about this accidental process as learning and almost never say to others...“Guess what I learned today?” But continuing education is as much a part of being human as breakfast and as important to our self esteem world view as happiness.

In technical, vocational education and training (TVET), a great deal of continuing education is still very in formal and even accidental. The boy working on the motorbike discovers that if he tightens a nut too much, he strips the thread. The girl working on an aircraft engine (yes.....the girl....) finds that if fasteners are wired, vibration will not loosen them and create a hazard. We do not have community colleges or Tafe, so most on going learning in TVET is a bit haphazard. We need to be much more organized than this accidental finding of facts or gradual building of experience if we want to manage our own economy and change with the world.

When new electronics are developed for engine management, skilled technicians need to go to school to master the new technology.

Learning on the new engine (with the customer watching) is too expensive. When a new refrigeration system is used in fish processing or in resort kitchens...accidental learning may kill someone, so formal continuing education is an absolute requirement. When a new reservation system is set up in a resort or airline or an inventory management system loaded into the computers one weekend by a logistics and supply company, the managers of the system better be ready to handle it or collapse and chaos will result.

In Maldives, continuing education has been a very casual thing because so many new technologies were installed and managed by people from other countries. But our world is changing and as more and more Maldivians move into the workforce in high-tech jobs that constantly change, we need a much more organized system of continuing education to keep up with the world around us and not just hear about tech change, but become a part of it.

In the last year, the department of TVET in Ministry of Human Resources, Youth & Sports has been working hard to develop a new skills training system for the Maldives. The first steps were to begin basic skills training in many atolls

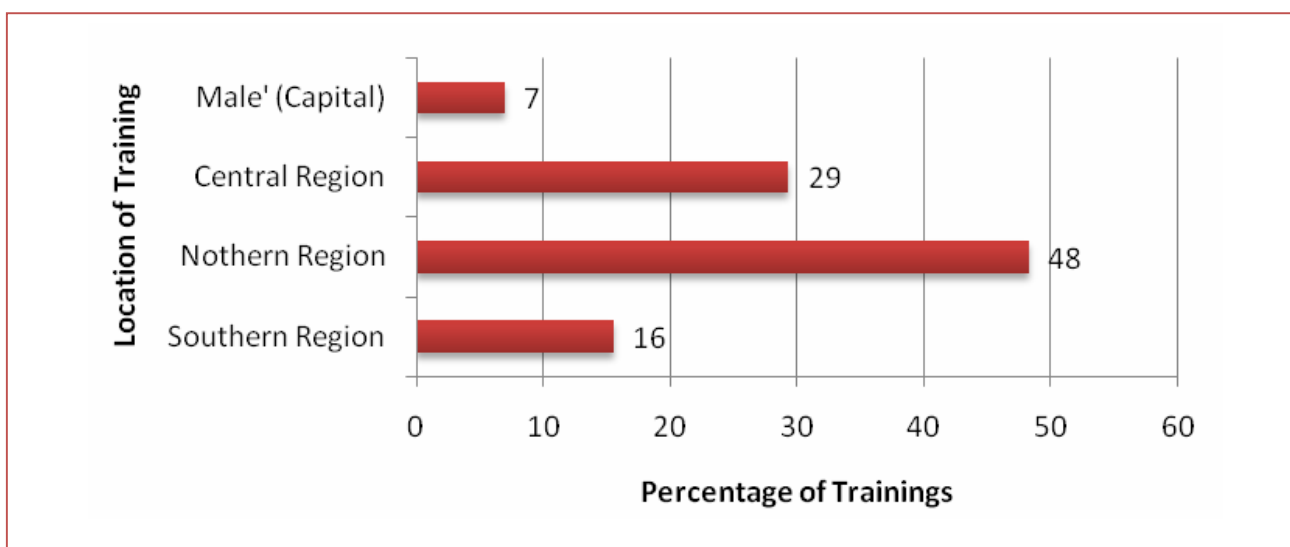
to familiarize more young people with technology as a real career option. Next was to visit schools and train career counselors for schools to let young students see that they had so many choices for the future beyond Government employment or fishing. We've been showing the excitement of repairing an aircraft engine or flying the plane itself...or leading a resort or managing a food processing enterprise or supporting computer systems...all TVET career possibilities. Our students have graduated as master divers, electricians, first and second level resort workers and quality control specialists in food processing. Each month we are offering more courses at an international standard so that Maldivians will be up to speed with the world as technology changes.

The next big challenge is to work with employers to develop a home for life long continuing education in TVET so that after we master new skills and learn new technologies, we can keep up with the changes. There is no easy way. The computer that breaks down in Male' is the same as the broken computer in Sydney and our technician need the same skills and understanding as her Australian colleague. The construction site manager in Laamu needs the same coordination skills as his counterpart in Auckland. We need to move

ahead with a facility to make it possible to not just master new technologies, but to keep up with them as time moves on. It make no sense to build a training center on every Atoll. The equipment is too expensive and often it is difficult to find top rate skills specialists who can go from Island to island. So we need to build on our out-reach programs of introducing young people to tech skills while they are in school or just leaving schools. We need an institution where people from all regions can come together in a residential and affordable way for a week or a month or more, to upgrade their skills and understanding of the technologies they manage, from automotive to water purification, from food processing and refrigeration to construction and communications systems. Continuing education in such a school will be as important in the future for Maldivians as father to son, mother to daughter training has been in the past.

The department of TVET is working with employers across the country to put this new system in place so that in the future, Maldivians will do more and more of the top technology linked jobs and then keep their skills up to date through TVET continuing education, so we can manage our own economy and work any where in the world.

Percentage of Total Training Based on Location of Training



THE MALDIVES NATIONAL QUALIFICATION FRAMEWORK (continuation)

Quality Assurance

Quality assurance is fundamental to all aspects of the Maldives National Qualifications Framework: the determination of the technical and vocational competency standards and qualifications by industry and professional bodies, through the Employment Sector Councils, their delivery to learners on and off the job, student or worker assessment; and the awarding of certificates. Higher education qualifications will match the level descriptors and their associated requirements, outlined in this document.

As existing qualifications are approved or re-approved, they will conform to the updated requirements of the framework so that over time, all qualifications will be consistent with the new national system. For existing technical and vocational qualifications not based on competency standards, there are now additional requirements for recognition through the framework. These qualifications will in all cases be quality assured but for compatibility with the new national system they will be assigned a qualification level consistent with the new descriptors, have their curriculum written broadly in an outcome format and demonstrate industry support. This will enhance student pathways and coherence across all training programmes in the Maldives. These additional requirements will promote opportunities for articulation among qualifications and with qualifications based on competency standards. The Maldives Accreditation Board will include a full listing of all approved programmes on its website, with their level and purpose, for the information of learners and employers.

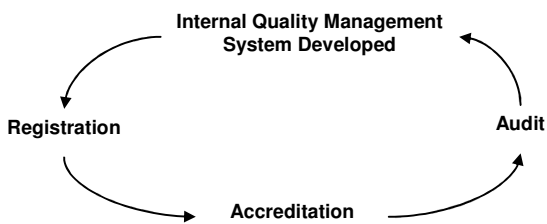
Foreign qualifications delivered in the Maldives will be accommodated within the new framework, and be assigned to an appropriate level.

Since quality control through inspection does not necessarily lead to continuous improvement and requires a large central bureaucracy, a quality assurance model has been adopted based on institutional self-assessment and continuous improvement. Regulatory quality assurance requires that all training agencies and education providers take responsibility themselves for excellent performance. They then need to demonstrate to the regulatory body and to stakeholders that their quality management systems are robust and meet, or exceed, minimum requirements. All training providers will develop their own coherent quality management system of organisational structure, responsibilities, procedures and resources for setting and implementing quality policies. The system ensures that the training provider has the capability to establish and maintain an environment fit for delivering education and training to meet or exceed the specified standards.

As the central agency responsible for quality assurance, the Maldives Accreditation Board has three clusters of activities to support the new national qualifications arrangements where qualifications are delivered through training providers:

- (i) Establishment of a quality management system at the time of registration;
- (ii) Programme accreditation;
- (iii) Ongoing monitoring and institutional quality audit.

Training Provider Quality Assurance



Industry workplace assessors, as well as assessors working to recognise prior learning will undertake their assessments in a quality assured environment established through the MAB and the TVET Section of the Ministry of Human Resources Youth and Sports.

There will be processes to assure the national validity and consistency of assessment for all qualifications.

Certification

Consistent with their commitment to quality, all accredited providers are authorised to award qualifications. Details of all full qualification achievement are remitted to the central MAB database. The MAB will provide a template for the new competency-based technical and vocational certificates and the Certificates of Achievement. This will enhance the national and international mobility of Maldivian citizens and facilitate ready verification of the authenticity of qualifications. Only accredited providers may offer qualifications. The TVET Section will manage the issuing of all certificates awarded following workplace assessment, using the MAB certification template.

Progressive skills acquisition can be recognised through the new system. A worker achieving just some of the units or modules, and not all

the skills specified in a national qualification, will be provided with an official Certificate of Achievement. Employers may find this a useful way to progressively increase the skills of their workforce. Employees and students will be encouraged to move on to complete a full qualification.

Flexible Acquisition of Skills and Knowledge

The establishment of a national technical and vocational qualifications system based on national competency standards makes possible considerable flexibility in worker skills acquisition. Training providers can develop full-time training programmes. They can modularise training and offer part time courses at times to suit workers so that a full qualification is achieved over time.

There can be a mix of training off the job and training in the workplace with assessment results being combined towards a full award. Assessment can be conducted in the workplace. Assessment can recognise prior learning and award competencies without course attendance. Implementation of this maximum flexibility in the Maldives will open learning opportunities to many more workers so that the talents of all citizens can potentially be enhanced in support of national human resources development.

The existence of national competency standards can be a significant aid for the informal sector. With flexible, modular training opportunities and access to recognised assessment, workers in very small enterprises can build up their skill base, no matter how modest. Further skills can be added as needed. "Just-in-time" skills acquisition with valid nationally, and internationally, recognised certification, can give the informal sector the credibility to win contracts and remain viable.

AN INSIGHT INTO COMPETENCY BASED ASSESSMENT

National Competency standards are a fundamental component for the implementation of the national qualification framework and the awarding of nationally recognized certificates and diplomas.

Competency standards specify the skill, knowledge and attitudes applied to a particular trade or occupation. Competency standards also specify the standards of performance of a competent worker and the various contexts in which work may take place. Competency standards provide explicit advice to assessors regarding the skill and knowledge to be demonstrated by candidates seeking formal recognition for competencies acquired either by following training or through work experience. Competency-based assessment is **the gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.**

Trainees are judged to be either Competent or Not Yet Competent. If a person is judged to be "Not Yet Competent", they may be in need of further coaching or learning opportunities, or they may need to produce more evidence of their skills.

When conducting a competency based assessment, the Assessor will work with trainees to collect evidence of trainees work performance using the competency standards as benchmarks. Competency based assessment is generally activity based and practical. However, competence also means that you trainees display an understanding of the knowledge that underpins the performance of the task. By achieving competency against one or several competencies, trainees may be eligible for a qualification or Statement of Attainment.

This competency-based approach removes many of the constraints and assumptions of other assessment systems. Specific learning outcomes are assessed, not broad achievements over a whole course which may be reflected in a single grade. Some performances may be assessed in summative

tests but others may be observed throughout the learning process. Students should have more than one opportunity to show what they can achieve. Workplace, not just classroom, performance can be assessed.

The difference between CBA and normal academic assessment that there is no credit for partial success or failure in CBA but in academic assessment if trainee get 50 out of 100 marks trainee will be pass or will get certificate. Academic assessment is based on marks but in CBA it's competent or not yet competent. In CBA credit is awarded when all the competencies for a course or a unit, have been achieved. When all units have been achieved, the qualification can be awarded. CBA system does not prevent high achievement being identified and top students or trainees being recognized. But in academic assessment trainees can achieve or can be recognised top student or trainees.

Competency-based assessment allows teachers and assessors to consider diverse evidence. Students may have part-time jobs doing the very things which are being assessed in the institution's learning programme. They will be able to provide evidence of their achievement.

Sometimes processes may be just as important as products. The way a learner goes about a process will show if the required knowledge, skills and attitudes are being acquired. These can be observed by the teacher but also shown in a test paper or reported by a witness or supervisor, in a workplace, for example.

Evidence for assessment can come from

- Prior performance: the learner may have previous proven achievement;
- Learning activities set up for the students or workers as part of the learning programme;
- Specially created assessment tasks: these could be at the end of a program or

outside the programme to see if the programme is needed, such as a check to see who in a new class needs keyboard skills or whether skill training is needed for a new worker;

- Work or similar experience: the teacher will need to rely on the judgement of others that specified competencies have been acquired.

Regardless of its source, all evidence must meet the same challenges:

- Is the evidence valid and authentic?
- Is the evidence sufficient?
- Is it a typical performance by the learner?

Assessment is about standards of performance achieved, not how learning has occurred. Assessment may be carried out to recognise prior learning and to give students advanced standing.

Evidence of the progressive acquisition of the competencies required will occur naturally throughout the teaching programme. This naturally occurring evidence can gradually build up a portfolio of authentic data to provide sufficient information for the teacher to make an assessment judgement, perhaps confirmed by a final summative test or observation in the workplace.

Evidence may come from specially created assessment tasks, such as specific questioning, simulated performances or tests. Questioning is often the best way to obtain evidence about knowledge or understanding. A workshop task can simulate workplace performance. Tests can isolate particular aspects of performance and evidence can be collected under controlled conditions.

Some programmes have a work experience component. It is important that the teacher/assessor ensure that the competencies to be acquired or consolidated

are clear to the learner and to the supervisor in the workplace, together with the standards to be achieved. The appropriate quality management of work experience will have been part of the accreditation of the programme to the teaching institution. Trainees can obtain while doing STAR, CITI , or any program by using competency standards.

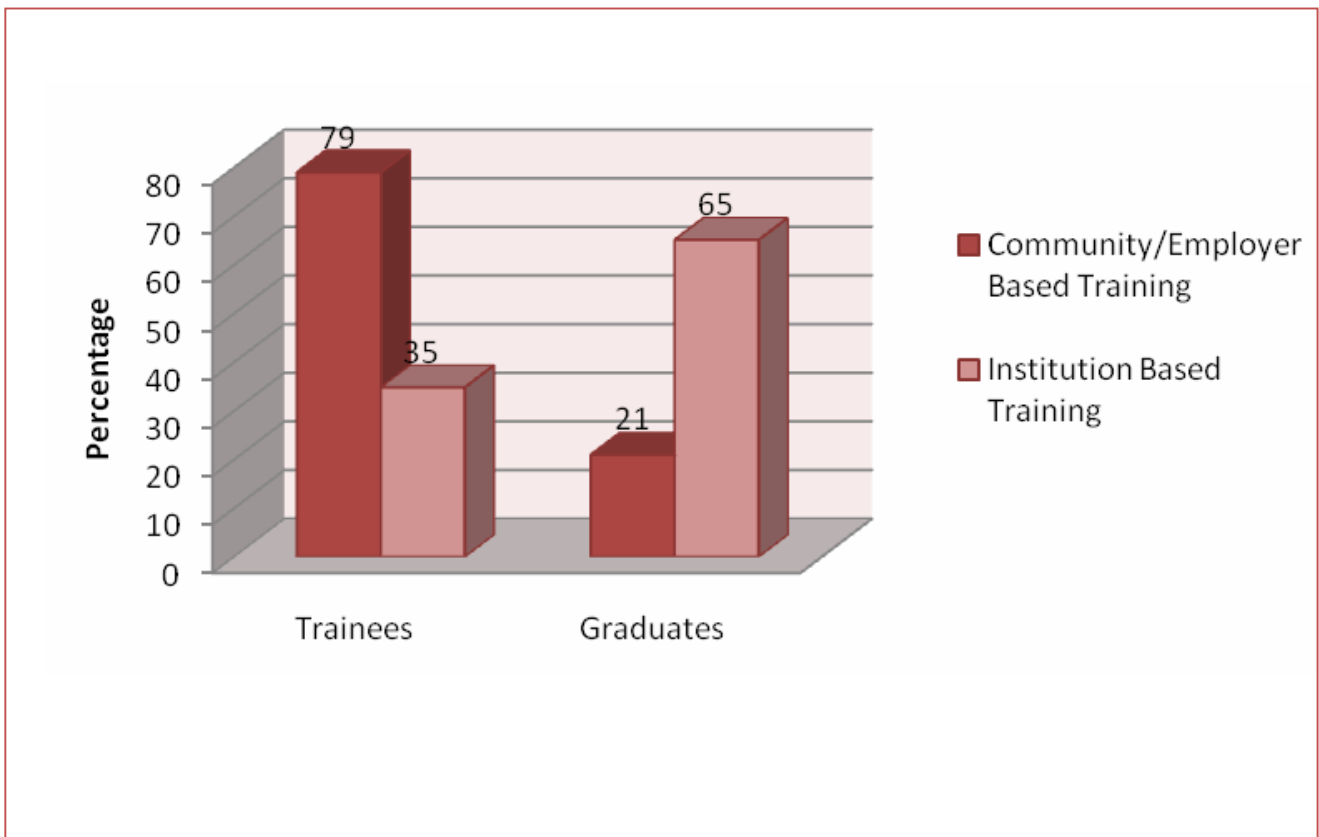
In the workplace, both workers and their supervisors will be aware of the competencies and their performance requirements. Supervisors will be able to monitor progressive skill acquisition and judge worker readiness for formal assessment by workplace assessors.

Table 1 : Differences between Conventional Assessment & CBA

Conventional Assessment	Competency-Based Assessment
Comprehensive/overall assessment	Assessment based on each unit of the module of the subject
Norm-referenced test	Criteria on -referenced test
System Centered	Student Centered
Non-flexible	Flexible
Assessment based on learning (to assess the student at the end of the lesson)	Learning assessment (to assess student continuously to enhance the learning)

A dynamic and innovations will happened hand-in-hand with the changes in globalization and development. The teaching and learning in technical and vocational context requires education that embedded a lifelong learning principle as well as its product. In other words, continuous change and training should be considered in order to produce a competence output that has enough quality to complete in the current labour market as well as future.

Percentage of TVET Trainees & Graduates Based on Type of Training



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