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I have reviewed the options paper you prepared on the quality of teaching in VET covering literature review, overview, framework and evidence and noted that you are request comments on the 4 paper by 4/10/2010.

The 4 papers are repressing the quality of teaching in VET in an excellent way and you may wish to take note of my following observations in brief:

## Terminology

You can also add Instructor, Observer, and Verifier to the term 'teacher' to cover the full range of training, assessment and verification.

## Options for the structure of the VET teaching workforce

1. The role of Verifier is very important in assessment and verification and you may wish to include verifiers in Option 2 to read "distinguishing between workplace trainers, assessors, verifiers and all other VET teachers"
2. In Option 3 "distinguishing between categories of teachers based on their level of responsibility", you need to highlight that Teachers / Instructors / Trainers who have full responsibility for training, assessment and verification would be required to undertake "Train the Trainer", "Train the Assessor" and "Train the Verifier" specialized courses to be qualified and certified Trainers, Assessors and Verifiers.

## Recruiting and retaining teachers

You may wish to elaborate on the distinction between subject and pedagogical knowledge, and industry experience by illustrating the following two routes followed in developing and acquiring the knowledge and experience required for proficiency in teaching:

Route 1: Obtain Subject Qualifications, gain Industry Experience and finally gain Pedagogical Knowledge

**Route 2: Obtain Subject Qualifications, gain Pedagogical Knowledge and finally gain Industry Experience**

## **Continuing VET teacher education qualifications**

**Continuing VET Teachers / Instructors / Trainers should attend a comprehensive training programme covering but not limited to the following:**

- 1. Courses in their specialist area**
- 2. Courses in curriculum development of their subject matter expertise**
- 3. General pedagogic knowledge course**
- 4. Management of VET and VET Institutions (Institutes, Centres and Industrial Schools)**
- 5. Competency Based Education and Training CBET**
- 6. Quality Management of VET and VET Institutions**
- 7. Competency Assurance Management System CAMS**
- 8. “Train the Trainer”, “Train the Assessor” and “Train the Verifier” specialized courses**
- 9. general pedagogic knowledge, curriculum knowledge, knowledge of their specialist area**

## **Questions for consultation**

**In addition to my above comments and to answer the particular questions raised in the papers, I would further comment in general as follows:**

- 1. Quality is considered as a prerequisite for sustainable development in our societies, because it upholds and conveys the conceptions of a sustainable world, by taking into consideration the social, economic and environmental context**
- 2. The quality in continuing VET may be defined as locally relevant but also culturally appropriate and it would be impossible however to discuss quality in continuing TVET without considering the quality of the teaching and training staff involved and considering that the scope of continuing VET, as described today, is to provide education for people to be better individuals, community members, employees and citizens**
- 3. In VET, the interaction which lies between Instructors / Trainers and Trainees and Workers in Industry has an effective role on the quality of TVET and an overall**

improvement in vocational skills for the workers and trainees / students can only be realized if there is an improvement in the VET quality

4. Quality Indicators in this respect should include outcomes that are measurable and encompass awareness, knowledge, skills and attitudes that are linked to the worker / trainees' profile, tasks, roles and practices and should be included in the options paper
5. Definitions of quality must be open to change and evolution, based on information, changing contexts, and new understandings of the nature of the challenges faced by the instructors / trainers / teachers. Research on the quality of VET provided by the Teachers / instructors / Trainers , as well as policy research and assessment of quality of professional practices in the VET field, ranging from national, multinational or comparative to action research at the field level may contribute to this definition
6. In order to assure the Quality and Competence of Teachers / instructors / Trainers, the options paper should clearly identify the different roles and tasks of the Teachers / instructors / Trainers (before, during and after training), the ways that these are assessed and the issues related to the quality of the continuing VET they are providing and their professional development

Best regards.

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