QUALITY MANAGEMENT SYSTEM MANUAL
FOR TVET INSTITUTE

TVET Quality Council
Bhutan Qualifications and Professional
Certifications Authority
Thimphu, Bhutan.

Revised on November 2023

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འབྲུག་ཤེས་ཚད་དང་ཁྱད་རིག་རོ་སྤྱོར་དབང་འཛིན།
ROYAL GOVERNMENT OF BHUTAN
BHUTAN QUALIFICATIONS AND PROFESSIONALS
CERTIFICATION AUTHORITY
THIMPHU: BHUTAN

TVET Quality Council

9th December 2023

Foreword

The Technical and Vocational Education & Training (TVET) as the emerging sector in the country, the Royal Government of Bhutan has placed high priority in producing quality and skilled TVET graduates in the labor market. The TVET Quality Council under Bhutan Qualifications and Professional Certification Authority (BQPCA) has been tasked to assure quality throughout the entire TVET sector in Bhutan. The TVET Quality Council, being the external quality assurance body for all TVET providers, has been assigned quality assurance as one of its core functions. This is achieved through setting mandatory standards, providing guidelines, registering, approval, accrediting and/or licensing all TVET providers, programmes, trainers, assessors, assessment centers, quality auditors and external quality assurance related personnel.

Providing system quality is only possible with all components of quality in place. This is why all TVET providers need quality management system. This manual offer guidelines to TVET providers on their quest to quality in Technical and Vocational Education and Training. This manual for internal quality assurance informs, facilitate and guides training providers on the institutionalization of quality assurance. We hope that this QMS manual will be helpful to all those using it to cope with the challenges of quality TVET provision and meeting the requirements from industry, employers and global competition.

Therefore, we look forward to effective implementation of Quality Management System (QMS)by the TVET Providers and we remain committed to provide guidance and capacity enhancement.

Trashi Delek!

Offtg.Director
BQPCA

Quality Policy

"TVET Training Providers are committed to comply with documented Quality Management System requirements and continuously improve the quality of the training system to respond to emerging national needs".

The manual was revised by the following members:

Date of Revision:17th -20th May 2023

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The manual was validated by the following members:

Date: 27ᵗʰ November -29ᵗʰ November 2023

Venue: Technical Training Institute, Khuruthang, Punakha

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Acronyms and Abbreviations

BQF: Bhutan Qualifications Framework

BQPCA: Bhutan Qualifications and Professional Certification Authority

CA: Continuous Assessment

DWPSD: Department of Workforce Planning and Skills Development

HOD: Head of Department

JWPTI: Jigme Wangchuck Power Training Institute

NCS: National Competency Standards

OJT: On-the-Job Training

PPE: Personal Protective Equipment

QMS: Quality Management System

RMA: Rapid Market Analysis

SQS: Standards and Qualifications Services

TNA: Training Need Analysis

TOR: Terms of Reference

TOT: Training of Trainers

TTI: Technical Training Institute

TTTRC: Technical Trainers Training and Resource Centre

TVET QC: Technical and Vocational Education and Training Quality Council

Introduction

The Quality Management System (QMS) is defined as a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. QMS helps coordinate and direct an organization's activities to meet trainees/clients and regulatory requirements and improve its effectiveness and efficiency on a continuous basis. QMS will enhance efficiency of the institute's operation by optimizing the usage of resources and providing quality training services within the timeframe in great harmonization of policies and practices. It will help institutes to focus on quality standards enabling the graduates to find employment in the labor market that he/she is trained and interested in. Having instituted a QMS system will enable the management to identify areas of improvement and decide directions of improvement in training implementation.

Principles

QMS at the institute will be guided by the following general principles:

1. **Focus on trainees and employers**
TVET provider's success depends on trainee's success and employment of the trainees. It is therefore imperative to understand and identify future & current labor and employment market needs.

2. **Leadership**
The top management establishes the strategic purpose and direction of the TVET provider. It is a task of the leadership to create and maintain the internal environment, in which people can become fully involved in achieving the institution's objectives.

3. **Participation**
The quality of the TVET provider depends on the people at all levels of the institution, their cooperation and full involvement. Participation enables tapping into their abilities and talents for the institution's benefits. When all members of the institution are aware and supporting the institution's vision and mission and quality promise aligned by a truthful and capable leadership, then fundamental preconditions for successful institutions are in place. Quality Management shall be internally driven and not only be enforced through mandate and sanctions. All the members of faculty and administrative staff, including the trainees of the institute, shall be quality conscious and be actively involved in maintaining the QMS.

4. **Continuous Improvement**
The Quality and performance of institute shall be a core objective. Need to identify and apply suitable methods for monitoring quality indicators and other measurements. Quality is a way of life and can be made enjoyable like a hobby. Conditioning yourself to "doing better today than you did yesterday" (the *Kaizen* way) leads you to love and enjoy what you are doing. Adopting and implementing a QMS also leads to similar effect. Its subliminal goal is continuous improvement and one will enjoy doing it when the effect of improvement is experienced on a regular basis.

5. **Process Approach**
The Quality Management System in the institute is about matching the inputs, processes and outputs to ensure efficient operation and effective delivery of training services that meets the expectations of the trainees and satisfaction of the employers. Hence the approach is to develop and maintain a process driven Quality Management System.

6. **Mutually beneficial Cooperation**
A TVET provider, industry and employers are interdependent. Good TVET is in the interest of all stakeholders, including trainees, state and society. The TVET provider needs cooperation with industry as much as the industry needs good TVET.

Implementation and Administration of QMS

The following administrative functions are to be undertaken at the Institute for the Quality Management System to be smoothly implemented and maintained.

1. QMS Coordinator (Head of Institute)

The head of the training provider shall be the overall coordinator for implementing and maintaining the Quality Management System.

2. Internal Quality Auditor

An internal quality auditor shall be appointed by the Institute and shall undergo internal quality auditor training. He/she will be responsible for conducting internal quality audit in the institute to ensure that it conforms to the requirements of the Quality Management System.

3. Quality Assurance Section/Unit:

Quality Assurance Section/Unit shall be established within the institute to oversee the effective implementation of Quality Management System on a regular basis. The Internal Quality Auditor shall be given the full responsibility to look after the section/unit.

4. Management Review Committee

A management review committee shall be established by the institute to review the implementation of QMS, identify issues, and take corrective and preventive actions based on both internal and external quality audit reports. The review committee shall be chaired by the Head of the Institute.

7. Internal Quality Audit

The institute shall conduct internal quality audit of entire QMS processes and take actions based on the findings and observations. Internal Audits or self-evaluations are an integral part for continuous improvement.

8. Trial Audit

After taking corrections and corrective/preventive actions based on the findings of the internal quality audit, the institute shall apply for trial audit to TVET Quality Council, BQPCA. The council shall facilitate to conduct trial audit by involving registered external auditors. The institute shall take corrections and corrective/preventive actions based on the findings of the trial audit.

7. Final Audit

After taking corrections and corrective/preventive actions based on the findings of the trial audit, the institute shall apply to the TVET Quality Council, BQPCA to conduct the final audit for QMS certification. The TVET Quality Council shall facilitate to conduct final audit by involving registered external quality auditors.

8. Awareness Program

In order to continuously improve and ensure effective implementation of QMS by all the trainers and supporting staff, the Head of Institute / internal Quality Auditor shall conduct awareness programme on the following topics:

1. Basic Concept of Quality
2. Purpose and benefits of QMS
3. Quality processes and procedures
4. Roles and responsibilities of each staff

QMS Manual Scope and Application

The QMS manual covers the system and process for all TVET Training Providers for the understanding, establishment, design and institute management in line with external regulatory requirements. The systemic management and operations are covered under five main processes.

1. Quality Assurance Process 1: Planning

2. Quality Assurance Process 2: People

3. Quality Assurance Process 3: Product

4. Quality Assurance Process 4: Place

5. Quality Assurance Process 5: Process

The manual covers the above scope and conforming to the requirements of TVET Quality Assurance System (QAS) of TVET Quality Council, Bhutan Qualifications and Professional Certification Authority (BQPCA).

QUALITY ASSURANCE PROCESS 1: PLANNING	
Objective & Scope:	This process covers the quality indicators of setting institute's vision, mission, quality policy and annual operational plans in consultation with the staff.
Criteria	1.1 Institute Vision, Mission and Objectives 1.2 Institute Quality Policy 1.3 Institute strategic plans 1.4 Annual Operational plans

Criteria 1.1: Institute Vision, Mission and Objectives

Responsibility: Head of Institute

Indicators:

a) Vision and Mission of institute have reflected National priorities and local needs.
b) Vision and Mission are reviewed and evaluated regularly (at least every five years).
c) Vision and Mission are published and known in the institute by every staff and trainees.
d) Objectives of the institute is established.
e) Objectives are regularly reviewed and evaluated (at least annually).

Criteria 1.2: Institute Quality Policy

Responsibility: Head of Institute

Indicators:

a) Quality Policy is well established with clear institutional focus and known to all.
b) Quality policy is reviewed regularly and improved.
c) Quality policy achievement is evaluated against vision and mission.

Criteria 1.3: Institute Strategic plans

Responsibility: Head of Institute

Indicators:

a) The strategic plan is developed in a participatory manner.
b) The strategic plan reflected the needs, potential and aspirations of institute.
c) The strategic plan is annually reviewed and progress is monitored.

Criteria 1.4: Annual Operational plans

Responsibility: Head of Institute

Indicators:

a) The institute has developed annual operational plans in a participatory manner prior to commencement of the academic session.
b) Achievable and measurable targets and indicators are written in the Annual operational plans.
c) Annual operational plans are evaluated at the end of the year.

QUALITY ASSURANCE PROCESS 2: PEOPLE	
Objective & Scope:	This process covers the quality indicators of management staff, teaching staff, trainees support services and hiring/engaging an external subject expert.
Criteria	2.1 Management Staff 2.2 Teaching Staff 2.3 Internal Quality Auditor 2.4 External subject experts

Criteria 2.1: Management staff

Responsibility: Head of Institute, Training Coordinator

Indicators:

a) Vision, Mission, Strategic plan and Operational plan implemented effectively.
b) Performance evaluation system of staff is developed and implemented annually.
c) Organogram is developed and maintained up to date.
d) Job descriptions of the entire employees are developed and maintained up to date.
e) Administrative and academic services managed effectively.
f) Institute rules and regulations and orientation materials are developed and implemented.
g) Grievances redressal mechanism is developed and implemented.
h) Management meeting is planned and conducted as required and minutes of the meeting maintained.
i) Attendance of the trainees are reviewed weekly/monthly and take actions as required.
j) Institute signage/labelling of facilities are installed/displayed.
k) Feedback/complaints are obtained through use of QR code.

Criteria 2.2: Teaching Staff

Responsibility: Head of Institute, Training Coordinator,HOD/Trainer

Indicators:

a) Trainer's competency profile is maintained and Individual Development Plan (IDP)is prepared.
b) All trainers fulfilled the minimum cumulative of six months industry experience in relevant field.
c) Trainers possess one level higher qualification/three years relevant industry experience than the level of courses to be delivered.
d) Trainers are registered and licensed by TVET QC for accredited courses.
e) Trainers have undergone 60 hours of professional development program in a year (in-house/in-country/ex-country/online) / publication annually.
f) Staff to conduct knowledge/experience sharing after availing in-country/ ex-country training.
g) All trainers must produce a minimum of 80% pass results by the trainees in all assessments.

Criteria 2.3: Internal Quality Auditor

Responsibility: Head of Institute, Training Coordinator

Indicators:

a) Internal Quality Auditor is trained and certified by TVET Quality Council.
b) Internal Quality Auditor is responsible for conducting internal QMS audit annually.

c) Internal Quality Auditor is responsible for inviting external quality audits for QMS certification/renewal.

d) Internal Quality Auditor is responsible for follow up actions on the resolutions of management review meeting.

Criteria 2.4: External Subject Expert

Responsibility: Head of Institute, Training Coordinator, HOD/Trainer

Indicators:

a) External subject expert is hired based on industry experience/qualification/technical expertise required.

b) Training effectiveness are measured and assessed based on feedback from the trainees.

c) External subject expert portfolio is maintained.

Quality Assurance Process 3: Product	
Objectives and Scopes	This process covers the quality indicators of curriculum, course diversification planning, labor market skill needs assessment and research and innovation.
Criteria	3.1 Curriculum Development and Revision 3.2 Course diversification and planning 3.3 Research and innovation

Criteria 3.1: Curriculum Development and Revision

Responsibility: Head of Institute, Training Coordinator, HOD/Trainer

Indicators:

3.1.1   Development and validation of curriculum
a) Curriculum for BQF qualifications course is developed based on valid National Competency Standard (NCS).
b) Curriculum for short course is developed based on market needs assessment/demand and validated by TTTRC.
c) Curriculum is developed by a minimum panel member of 7 and maximum of 13 subject experts consisting of both Process and Content expert.
d) Curriculum is validated by another different group of experts with involvement of TVET Quality Council, BQPCA and other relevant stakeholders.
e) Course profile for short course less than one month is developed by the institute and approved by Quality Assurance Services, TVET Quality Council, BQPCA.

3.1.2   Revision and endorsement of Curriculum
a) Curriculum is revised based on validity of curriculum/revised NCS.
b) Revised curriculum is endorsed by TTTRC.
c) Curriculum endorsement certificate is obtained before the commencement of the course.

Criteria 3.2: Course Diversification and Planning

Responsibility: Head of Institute, Training Coordinator, HOD/Trainer

Indicators:
a) Courses are diversified based on demand/labour market research/strategic plan.
b) Skill needs assessment is carried out through TNA/RMA.
c) Course implementation readiness assessment is carried out prior to course registration/accreditation with TVET QC.
d) Course is registered/ accredited with TVET QC prior to implementation.

Criteria 3.3: Research and Innovation

Responsibility: Head of Institute/Training Coordinator/HOD/Trainer

Indicators:

a) Applied/Action Research and innovation activities such as invention/projects and publications are carried out by the trainer/trainees.
b) Research and innovative activities have contributed in the value addition to the society/institute.
c) Innovation/entrepreneurial research is carried out through established unit.

Quality Assurance Process 4: Place	
Objective & Scope	This process covers the quality indicators of infrastructures and facilities for creating enabling and conducive learning environment.
Criteria	4.1 Administrative Facilities 4.2 Authentic and engaging Training and learning facilities 4.3 Trainees support services and facilities 4.4 Security and Safety Facilities

Criteria 4.1: Administrative Facilities

Responsibility: All staff

Indicators:

a) Workstation for management and academic staff are well maintained.
b) Workstations are well set up and equipped with required facilities such as computers/laptop, printers, furniture and internet facilities.
c) Information dissemination board is well displayed.
d) Well-functioning front desk/information desk counter is setup.
e) Waste management facilities are maintained.
f) Common minimum facilities (Internet, recreational, OHS, PWD, etc) are available.

Criteria 4.2: Authentic and engaging Training and Learning Facilities

Responsibility: Head of Institute, Training Coordinator, HOD/Trainer

Indicators:

a) Classroom/Lab is set up with proper facilities including ventilation, heating and cooling system.
b) Tools and equipment are functioning well and properly maintained for safe usage.
c) Training/learning tools and equipment are taken care and stored safely.
d) Training tools and equipment are sufficient in line with industry standards.
e) Learning Management System and e-Portfolio is established (Optional).
f) Teaching and learning aids (Model/Audio/visual/ equipment/charts) are available.
g) Library facility with required learning resources is available.
h) Dynamic and interactive webpage and social media platform are developed.

Criteria 4.3: Trainees support services and facilities

Responsibility: Head of Institute, Training Coordinator, HOD/Trainer

Indicators:

a) Clean and hygienic toilet for male and female with proper water supply is maintained.
b) Safe drinking water facility is available and maintained.
c) Conducive environment with proper green feature is maintained (Optional)
d) Changing room and lockers for trainees if required. (Optional)
e) Career guidance and counselling needs are identified and required services are provided to trainees.
f) Extra-curricular and social activities are planned for the calendar year and implemented.
g) Welfare schemes are developed and implemented.
h) Gender and PWD friendly facilities are installed.

Criteria 4.4: Security and Safety Facilities

Responsibility: Head of institute, Training Coordinator, Trainer/OHS coordinator

Indicators:

a) Functional CCTV is installed in strategic locations. (Optional)
b) Visitor logbook is maintained.
c) 5 S principles are implemented.
d) Personal Protective Equipment (PPE) is available and provided as applicable.
e) Functional fire safety equipment is installed and maintained.
f) Appropriate occupational health and hazard safety signage are displayed.
g) First-Aid facilities are maintained and accessible.
h) Emergency/disaster plans are developed and implemented.
i) Repair and maintenance of buildings, machineries, tools, electrical connections, and other facilities are carried out.

Quality Assurance Process 5: PROCESS

Objective & Scope	This process covers different training delivery plans, monitoring and evaluation, assessment and certification, Institute-industry linkages, administration and management and internal quality audit and improvement.
Criteria	5.1 Training Delivery 5.2 Assessment & Certification 5.3 Monitoring and Evaluation 5.4 Institute- Industry Linkage 5.5 Administration & Management 5.6 Internal Quality Audit & Improvement

Criteria 5.1: Training Delivery

Responsibility: Head of Institute, Training Coordinator, HoD, ILPU coordinator and Trainers

Indicators:
5.1.1 Training delivery plans
a. Training Plan
- Training plan is prepared by trainers in consultation with HoD based on curriculum for the entire course.
- Training plan is approved by the head of the institute before commencement of the course.
- Training plan is prepared as per the training plan format and displayed in a prominent location.
- Training plan is maintained in hardcopy.

b. Weekly/Monthly Plan
- Weekly/monthly plan is prepared by respective trainers based on the training plan.
- Weekly/monthly plan is approved by HOD.
- Weekly/monthly plan is prepared as per the prescribed format.
- Weekly/monthly plan is maintained in hardcopy.

c. Lesson Plan
- Lesson plan is prepared by a concerned trainer in prescribed format and verified by HoD.
- Lesson plan is prepared based on monthly/ weekly plan.
- Lesson plans are maintained in PDF soft copy/google document/QMS System with e-signature and date.

5.1.2 Theory class
- Theory class is conducted based on lesson plan.
- Trainee's log book both for core and academic subjects are maintained.
- Assignments are provided to trainees and assessed.

5.1.3 Practical class
- Practical task sheet is prepared based on weekly/monthly plan.
- Trainee's log book is maintained.
- Competency proficiency/learning outcomes are well defined in the task sheet.
- Assessment of each practical task is carried out and achievement of competency record is maintained.

5.1.4 Project work
- Project work instructions and guidance is prepared by the trainer.
- Project work proposal is prepared by trainees and submitted to trainer for endorsement.
- Project work is presented and assessed by panel of experts/trainers.

5.1.5 On-The-Job-Training (OJT)

- Trainees are attached with relevant industries as per the duration specified in the curriculum.
- OJT monitoring is conducted by management/relevant staff.
- Feedback is collected individually from the trainees.
- Feedback is collected from the industries.
- OJT monitoring report is prepared and action taken based on report.
- OJT report is submitted individually by trainees and assessed by the panel of judges.
- OJT report is endorsed by the head of the institute and maintained either in QMS system or hard copy.

Criteria 5.2: Assessment & Certification

Responsibility: Head of Institute/Training Coordinator/Assessment Coordinator

Indicators:

5.2.1 OJT assessment

- OJT assessment is conducted as per OJT Guidelines.
- OJT report presentation is conducted by trainees upon completion of the OJT.
- Report is evaluated and marks are allocated for Continuous Assessment (CA).

5.2.2 Modular Assessment

- Modular assessment of both theory and practical is conducted after completion of each module.
- Modular assessment format is designed by the trainer and endorsed by HoD.
- Modular competency assessment records are maintained either in QMS system or hard copy.
- Modular assessment chart is prepared and displayed.
- Question bank is developed for all courses.
- Question items are validated by panel of trainers.

5.2.3 Final Assessment for Non-accredited courses

- Final assessment is conducted as per the Institute Assessment Rules and Regulations.
- To be eligible for assessment, trainees must meet 90% attendance requirement for the entire training.
- Results of final assessment is declared and certificate is awarded.

5.2.4 Continuous Assessment

- Continuous assessment is conducted and records are maintained.
- Continuous assessment weightage is defined and allocated for each area of assessment (Project work, assignment, OJT, Practical, Modular Assessment).
- Develop and use continuous assessment tools; Portfolio, Checklist, Rubrics, observation sheet and anecdotal record.
- Continuous assessment result is shared with the trainees through different mediums.

Criteria 5.3: Monitoring & Evaluation

Responsibility: Head of Institute, SOI, Training Coordinator

Indicators:
5.3.1 Internal Monitoring

- Supervision of instruction is carried out by the trained Supervisor of Instruction (SOI) on regular basis/adhoc on the conduct of both theory and practical training.
- Feedback and observations are provided to the trainer and record is maintained.
- Internal monitoring & evaluation report is prepared and discussed for improvement.
- Internal monitoring and evaluation form is developed by head of the institute in consultation with HoD.

Criteria 5.4: Institute-Industry Linkage

Responsibility: Head of Institute, Training Coordinator/HoD/Trainer

Indicators:
5.4.1 Industrial Field visit
- Field visit is conducted in the relevant industries/field.
- Learning objectives are clearly defined.
- Report is prepared individually by the trainees on the lesson learnt from the field visit.
- Report is compiled and analysed by the concerned trainer and valuable points are recorded for future improvement and incorporation.
- Field visit report is assessed and allotted marks.
- Escorts shall prepare report and submit to Head of Institute.

5.4.2 Industrial Linkage
- MoU is signed with relevant industries for partnership.
- Guest lecturers are invited for demonstration and sharing of experiences.
- Awareness/meetings with industry partners are conducted and skills are marketed.

Criteria 5.5: Administration & Management

Responsibility: Head of Institute, Training Coordinator/Admin/Admission committee

Indicators:
5.5.1 Communication

- Relevant information is displayed on information board/disseminated via other means of comminution on timely manner.
- Relevant minutes of the meeting/non-compliance memo/orders are circulated.
- Institute website is updated and details of institute profile is maintained.
- Institute pamphlet/leaflet are designed and circulated either in hard or softcopy.
- Institute Advocacy activity/materials are initiated and conducted.
- Institute rules and regulation are available and communicated.

- Feedback and complaints from parents and external parties are recorded and communicated among all concerned parties.

5.5.2 Documentation

- Filing system with proper labelling/index is maintained and uniformly.
- Documents are maintained in sequential order that are easily accessible and traceable.
- Document archiving mechanism is instituted.

5.5.3 Trainees' registration and selection

- Trainees are registered online in the TVET-MIS.
- Selection and admission committee is instituted with clear ToR.
- Selection and admission criteria are well defined and implemented.

Criteria 5.6: Internal Audit and Improvement

Responsibility: Head of Institute, Training Coordinator/Internal Auditor

Indicators:

5.6.1 Internal Auditing

- Annual internal Audit plan is prepared and implemented.
- Checklist for internal auditing is prepared and implemented.
- Non-conformity report is prepared and submitted for management review.
- Monitoring and follow-up corrective actions are taken as per the minutes of meeting.

5.6.2 Management Review Meeting

- The management review committee is established with clear ToR.
- Management review meeting is conducted as per the agenda submitted by internal auditor.
- Audit memo is issued to concerned staff for corrective actions with agreeable time line.
- Monitoring and follow-up action report is submitted to management.

Sl. No	Quality Assurance Process (QAP)	Criteria	Weightage %
1	Planning	1.1. Institute Vision, Mission and Objectives	20%
		1.2. Institute Quality Policy	20%
		1.3. Institute Strategic Plans	30%
		1.4. Annual Operational Plans	30%
2	People	2.1. Management staff	30%
		2.2. Teaching staff	40%
		2.3. Internal Quality Auditor	20%
		2.4. External Subject Experts	10%
3	Product	3.1. Curriculum Development and Revision	40%
		3.2. Course Diversification and Planning	30%
		3.3. Research and Innovation	30%
4	Place	4.1. Administrative facilities	25%
		4.2. Authentic and engaging Training and learning facilities	40%
		4.3 Trainees Support Services and Facilities	15%
		4.4. Security and Safety Facilities	20%
5	Process	5.1. Training Delivery	40%
		5.2.Assessment & Certification	10%
		5.3. Monitoring and Evaluation	10%
		5.4. Institute- Industry Linkage	15%
		5.5. Administration & Management	10%
		5.6. Internal Quality Audit & Improvement	15%

Note: In each process, institute must secure a minimum of 80% to qualify for QMS certification.

Reference includes:

1. *Lesson plan and Task sheet form to be used from TTTRC*
2. *Other forms to be developed by the institutes*

The End.