▶ Quality Improvement Plan (QIP)

for Bangladesh Sweden Kaptai Polytechnic Institute

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ABBREVIATIONS

BTEB   Bangladesh Technical Education Board

CBT   Competency Based Training

DTE   Directorate of Technical Education

OJT   On the Job Training

QI   Quality Improvement

QIP   Quality Improvement Plan

RPL   Recognition of Prior Learning

TVET   Technical Vocational Education and Training

1.   BACKGROUND INFORMATION

1.1   Introduction

Bangladesh Sweden Kaptai Polytechnic Institute (BSKPI) is located in Kaptai, Rangmati district. It has environmental friendly lab facilities to provide skills training. The institute is providing Diploma Engineering Programmes in Mechanical, Electrical, Civil Technology, Automobile and Computer Application.

This institute has also 3-4 years' experience in conducting short course skills development training programmes.

There are limited numbers of small/medium/large enterprises in the surroundings of Kaptai. Therefore, any dual training system-based training requires exploring outside of Kaptai.

1.2   Functions of the Institute

The main objective of the institute is to conduct diploma level courses. For this, additional functions are to establish linkages for internships for diploma engineering students as well as to provide industry experience to its trainers and instructors.

1.3   Current Governance and Management

The Institute is government funded and hence follows the government rules and procedures for its overall management. The faculty and staff are government recruited.

1.4   Ongoing Training Programs

This institute is conducting Diploma Engineering courses. The institute is implementing the following training programs:

a) Mechanical
b) Electrical
c) Civil Technology (Wood working, Drafting, Mason, Rod Binding and Plumbing)
d) Automobile (Power)
e) Computer Application

This institute has very few internship programme with some carpentry workshops, Karnafully paper mills and few industries in Chittagong.

1.5   Current Facilities

Majority of its facilities are used for diploma engineering programmes. Workshop facilities are mostly equipped with machinery but old hence repair and maintenance including replacement is necessary. The job placement cell is not fully equipped with ICT equipment.

1.6   Teacher and Staff Selection Practice and Their Capacity

Currently this institute is doing few internship programme with some carpentry workshops, Karnafully paper mills and few industries in Chittagong.

1.7   Students Selection

Around 1600 students are enrolled in diploma engineering courses. The selection process is according to prescribed government guidelines. To reach yearly target around 500 graduates for certificate course, the physical facilities seems feasible but government needs to allow them to start training in 2 shifts. The annual diploma-engineering graduates are around 250-300 students.

1.8   Challenges of the Institute

Some of the challenges of the institute identified and observed during field visit and documents reviews in relation to quality training are as follows:
  a) Programmes offered by the institute remain "supply-driven". There exists a disjuncture between expectations of employers and the provision of training.
  b) The obsolete and the lack of adequate workshop facilities, machinery, tools and equipment (including learning resources) etc. helps to compromise the quality of training outcomes.
  c) The negative public perception of TVET makes it difficult to attract and retain qualified TVET trainers/instructors and artisans in addition to frequent transfer. This challenge is made worse by the lack of established standards for trainers/instructors, career pathways and mechanisms for the professional development of trainers/instructors in the case of CBT.
  d) Lack of financial incentives for employers to take trainees on work placements/job attachments.
  e) Lack of performance management systems at systemic, institutional and individual levels.
  f) Lack of measures to reward success and sanction poor performance.
  g) Lack of motivation and commitment resulting in low morale of instructors.
  h) The employment of TVET graduates is compromised by a lack of support services to explore for opportunities.
  i) Lack of adequate guidelines to maintain/upgrade physical facilities, machinery and equipment, etc.
  j) Lack of incentives to encourage employers towards taking in trainees for job attachments.

k) TVET programs are institutionally driven, rather than industry-driven.
l) Lack of industry exposure for TVET trainers/instructors.

1.9   Strategy for Addressing Challenges

The need for quality improvement is very often the subject of discussions at the highest levels of Government to the TVET institution, especially when the credibility, the social recognition and the economic value of TVET training is in question and highly linked to TVET institution's quality assurance system. Several existing challenges shown from institution's profile as well as indicated in section 1.8 prevent the delivery of quality training including the image that the institute delivers the quality skills to students that will be employed after graduation in the market.

Moreover, the TVET environment in Bangladesh is characterized by fragmentation and lack of coordination between the different services delivery systems. This situation also resulted low quality of TVET offers and efforts at TVET institutions. Establishing an institute that could rise to prominence with the reputation and image as the **Model Training Institute** should be able to explicitly address the occupational requirements in all segments of the labor market (paid and self-employment requirements) and target population groups such as gender, PWD, vulnerable and marginalized etc. including environment (greening TVET to benefit the society and industry as well as learners / workers and TVET institutions).

Establishing an MTI that could rise to prominence with the reputation and image is not easy when TVET environment is fragmented especially in coordination of services delivery systems. As a result, there are still areas as below where initiatives have to take place that are key to become a Model Training Institution:
a) Dual training system
b) Greening of TVET institution
c) Gender issues
d) People with disabilities (PwD)
e) Skills for migration
f) Inclusiveness of TVET programs
g) Digital technologies for employment
h) Business incubation
i) Modern career guidance and job placement cell

Therefore, this QIP is the continuous quality improvement tool based on model training institution (MTI) guidelines for addressing institution's TVET quality challenges. The MTI guidelines provide a yardstick to the institution to assess the level of implementation and effectiveness, and they provide a metric for judging progress in the implementation of a quality improvement for TVET training by which they can be recognized as model training institution. It is not expected that the institute will implement all of the quality improvement indicators at once, but rather that they will prioritize and use those needed and that best suit their contexts in phase wise.

2.   ASSESSMENT OF THE INSTITUTE
2.1   Institutional Assessment

The internal institutional assessment entails examining the key factors of the institute. In particular, this analysis will focus in the strengths and weaknesses in governance and management, teaching and learning, human, physical and material resources and other factors, which have a bearing on the performance of the institute in particular in quality improvement.

The analysis of the Institute's internal environment is an important aspect of QIP process. It helps in rising up key issues that must be addressed in the plan. The main factors considered in this appraisal include:
- Governance and management
- Teaching and learning
- Faculty and staff
- Research and development
- Engagement and linkages
- Resources
- Student services

2.1.1   Governance And Management

Institutional goals, mission and objectives are established in accordance with the roles, responsibilities and capabilities of the institution.

Assessment, Key Findings and Action Required

S. No	Indicators	Key findings	Action required
1.	Vision, mission and values are well defined according to time and situation and measureable objectives set	Vision, mission and goal statement exist but actions are not incorporated in plans as the concerned authority BTEB and Ministry of Education guides their activities.	Review and revise vision, mission and goal that should address that it wants to be a model training institution in future and the direction how it will be translated.
2.	Annual plans are aligned to labour market needs.	Annual plans are developed based on rules, regulation and procedures of the government	Capacity and guidelines to prepare annual plans in consultation with stakeholders.
3.	Roles and responsibilities of the institution are clearly identified and available for review of staff students, stakeholder and the community	Noted that roles and responsibilities are not shared to stakeholders	Prepare clear roles and responsibility of management and share to all stakeholders including in website.

S. No	Indicators	Key findings	Action required
4.	The institution capacity assessment is conducted annually	No institution capacity assessed formally.	Guidelines for institution capacity assessment
5.	The capabilities of the institution are clearly understood by management and staff and based on an annul assessment.	Management and staff are not aware of institution capacity	Institution capacity assessment results shared and updated annually.
6.	Concerned authority sanctions the roles and responsibilities of the institution.	No management procedures defined, documented and shared.	Management procedures are clearly defined, documented and observed in the institution

2.1.2 Teaching And Learning

The teaching and learning is of prime importance for quality improvement. In this regard, there is a need to focus on curriculum, learning methods to meet one of the main elements of MTI as well as in achieving the desired outcome.

Assessment, Key Findings and Action Required

S. No	Indicators	Key findings	Action required
1.	Curriculum implemented according to prescribed competencies of the NTVQF	Market driven short CBT courses are not implemented.	A system of CBT based curriculum implementation, review and revision of the curriculum, teaching guides and learning materials is established.
2.	Develops lesson plans that includes the content, methods, activities	All training delivery is according to conventional approach and no common guidelines exist.	Guidelines for training delivery for short CBT courses developed.
3.	The Institute has agreement with the enterprises that it offers at least one intermediate appraisal meeting to monitor progress against the learning objectives.	No such agreements exist and no efforts being made with local industries.	MOUs are signed with enterprises related to training monitoring.
4.	Teaching process is based on sound pedagogical principles	The teaching process is not based on pedagogical principles	Apply pedagogical principles in CBT programmes.

2.1.3 Faculty And Staff

The institution is the part of government organization structure and system; hence all the faculties and staff are recruited and selected by Directorate of Technical Education and Training (DTE). So, it is important that timely recruitment, transfer and professional development etc. are carried out and professionally.

Assessment, Key Findings and Action Required

S. No	Indicators	Key findings	Action required
1.	Teachers and staff roles and responsibilities are clearly defined and understood	Teachers and staff roles are defined but no linked to quality improvement.	Review of roles and responsibilities system.
2.	Professional training and development is carried out to upgrade capacities of teachers and staff to provide high quality training	There are no written criteria for professional development of teachers and staff. In most cases, Directorate of Technical Education (DTE) implements this.	Criteria for professional development of teachers and staff developed and with the active role of the principal in the selection.
3.	All teachers and staff performance are monitored and assessed regularly through performance appraisal and review systems	Current	A system of regular performance monitoring of teacher and staff be introduced and database developed.
4.	Performance evaluation result is presented to the teacher concerned	Currently, the principal is not obliged to share performance result.	Guidelines for face-to-face performance result sharing instituted.

2.1.4 Research And Development

Research and development has a significant role in quality improvement in acquiring new knowledge and information leading them to achieve MTI conditions.

Assessment, Key Findings and Action Required

S. No	Indicators	Key findings	Action required
1.	The TVET institution has effective mechanisms for feedback from stakeholders and industry	During discussion, it was noted that there is no formal mechanisms for feedback from stakeholders and industry.	Mechanism introduced (research unit) for feedback collection and undertaking actions.
2.	Provision of reporting, dissemination, publication, and utilization of institutions success stories, and best practices.	No formal rules or guidelines to motivate teachers for gathering, publication and sharing best practices, success stories.	Guidelines introduced to motivate teachers in R&D so that periodical dissemination, publication of success stories and best

S. No	Indicators	Key findings	Action required
			practices to interested stakeholders, are undertaken.
3.	The TVET institution exchanges with other education and training institutions on new developments, best practices, and cooperation potential	There are no mechanisms and efforts regarding information exchange between institutions.	MOUs signed with employers, industries and other institutions Design develop and implement
4.	Policy on providing incentives to motivate the teaching and non-teaching staff to conduct R&D programs/projects	Found no formal rules and policy to motivate faculty and staff to engage in R & D.	Guidelines developed to engage teachers and staff to research in TVET such as profiling of relevant local industries, local skills requirements, new tools and equipment in the market, etc.

2.1.5 Engagement And Linkages

In general, the gap is wide between knowledge generated from TVET institution and the skills demanded by employers. Thus, collaboration between institutions and industries is important immensely to lead to provision of relevant practical skills for industrialization at local and national level. This demands establishing the extent of collaboration between TVET institution and industry to enhance employability skills.

Assessment, Key Findings and Action Required

S. No	Indicators	Key findings	Action required
1.	Involvement of stakeholders in the development of quality teaching, training, and learning process such as visiting teachers from companies	Stakeholders are rarely involved in teaching, training, and learning process etc. including non-existence of any policy.	Guidelines developed to bring employers and industry players in teaching and training and policy and procedures for promoting Institutional linkages
2.	Information about the current and future needs of relevant stakeholders in TVET	No policy and system in place so far.	Explore to develop a system on information of skills needs such as emerging skills, disappearing skills, skills likely to continue etc. to align / harmonize training programmes.
3.	Work placement arrangements are developed with employers	Limited engagement exist but not fruitful for productive outcomes.	Explore and develop mechanism how employers can be engaged in work placement arrangement.

2.1.6 Resources

Resources are the key ingredients for Institute's quality services delivery. Such can be provision and monitored through structured mechanisms. Therefore, it is one of the main components of quality improvement for TVET institution.

Assessment, Key Findings and Action Required

S. No	Indicators	Key findings	Action required
1.	The facilities comply with all mandatory safety regulations (lock, fire, hazard, emergency exits)	It was observed that no systematic or periodical checks are made regarding compliances.	Structured guidelines for compliance of mandatory safety regulations (lock, fire, hazard, emergency exits).
2.	Guidelines for environmental care and protection program developed	There is no formal policy and plan of action regarding environmental care and protection.	A policy introduced for regular environmental care activities.
3.	Machines and equipment are installed, operated and maintained properly	No visible guidelines identified regarding workshop machines, tools and equipment operation /use	Procedures introduced regarding the operation and use of machines, tools and equipment
4.	Repair and maintenance for equipment, machineries and tools	No visible procedures identified regarding workshop machines, tools and equipment maintenance.	Procedures introduced for repair, rehabilitation and replacement of tools and equipment.

2.1.7 Student Services

There is no quality improvement of an institution unless students have full and complete access to services as skills and knowledge delivery is not sufficient. Therefore, a structured student services are of utmost important for the successful outcome skills training programmes.

Assessment, Key Findings and Action Required

S. No	Indicators	Key findings	Action required
1.	The management information system of the institution includes all necessary information about the trainees to undertake necessary action and activities timely including the tracing of graduates.	No formal and structured information system exist	The institute deserves a well information system to document relevant information both for institute and student's career purpose.
2.	Information about support measures, such as scholarships, bursary, etc. is available	Information provided but gaps exist.	Transparent information sharing is made including in website.

S. No	Indicators	Key findings	Action required
3.	Guidance and counseling services available	Structured guidance and counseling services are not provided including students have reservations in this regard.	A broad guidance and counselling services is introduced covering job placement services such as job placement support, including career counselling, linkage with industries and job fairs etc.
4.	Information about future career build- available	Provided information but not extensively as to the development in the job market	Guidelines on career building information services are introduced.
5.	The TVET institution has adequate staff for student support services	No common benchmark for the manpower to be allocated to student support services to handle complex and time-consuming tasks of communicating and negotiating with industry stakeholders as well as coaching students about job-search.	A Student Support Unit staff policy is introduced and transferred/ recruited accordingly.

3.   SWOT ANALYSIS
3.1   SWOT Analysis of the Institute

The SWOT analysis is a tool for identifying and analyzing the internal and external factors affecting the quality of the institution especially in delivering its intended goals. The SWOT analysis of College will help to develop strategies for QIP.

The institute's internal environment is the governance and management, teaching and learning, faculty and staff, research and development, engagement and linkages, resources and student services. The external factors are the location of the institution, job opportunities for graduates, local industries, the community, and political, economic and technology.

The SWOT analysis will provide strategic options as entry points for quality improvement of the institutions.

SWOT Analysis of BS Kaptai Polytechnic Institute

Strengths	Weaknesses
BSKPI has the following strengths: • A government legal framework that gives mandate to train students • Adequate infrastructures in-terms of buildings, land, workshops, labs, etc. for diploma programmes • A defined government administrative structure. • Availability of teaching and learning resources for diploma courses. • Government support • Stable support from government budget	• Limited experience in conducting CBTA courses • The majority of instructors have limited relevant industry experiences and educational qualification for CBT courses. • Limited efforts in industry partnership, and networks and lack structured guidelines and mechanisms. • Inadequate infrastructure for diversified programmes e.g. CBT. • Limited industry linkages especially with employers. • Old or obsolete or lack of lab and equipment facility for competency based training • Lack of structured procedure for internship programme for current course • Lack of involvement of industry experts in training institute • Ineffective provisions of career guidance and counselling programmes for students. • Ineffective student support unit. • Selection criteria for enrolment are poor.
Opportunity	**Threats**
The following opportunities have been identified: • There are an increasing number of medium and large industries in surrounding districts that needs TVET skills with employment opportunity. • Available youth in the catchment area • There are government policies and strategies that support programs. • BSKPT has capacity to conduct different types of courses needed by industries. • Employment opportunities in Chittagong.	The following challenges (threats) have been observed Competition from other private institutions in the area • Competition from other private colleges • Speed of technological change – slow response of the institute • Dependency on government funding • Limited professional career progression /opportunities for graduates; • BSKPI is hampered by inadequate market linkages and apprenticeships to adapt labour market changes • Competitive quality and innovative training programmes demanded by labour market • No internship market

3.2   Strategic Entry Points

The above SWOT analysis gives a strategic overview of the institution that helps to identify strategic entry points building on the strengths to overcome weakness along with the opportunities, weaknesses and threats.

The following strategic options as entry points have been identified for consideration:

a) Strengthening TVET institution to ensure students from all social groups (e.g. gender, ethnic minority and indigenous people, persons with disabilities, vulnerable and marginalised, migrant workers, etc.) have equal access to inclusive, relevant skills training and meet the needs of industry.
b) Strengthening capacity of private organizations for improved delivery of employment opportunities to different social groups (e.g. gender, ethnic minority and indigenous people, persons with disabilities, etc.)
c) Developing and implementing an institutional policy, strategy, programme, and activities that reflect areas like environment, entrepreneurship and business incubation centers to graduates, dual training system (on the job training, apprenticeship, etc.), modern career guidance and job placement cell, linking vocational training with the enterprises, etc. among others.
d) Strengthening the governance and management focusing on performance capacity and institutional performance through a clear and specific statement of vision, mission, and goals for quality improvement purpose.
e) Improved institution's quality improvement through teaching and learning such as reviewing, revising/updating curriculum and learning materials for CBT based courses.
f) Strengthened capacity of the institution to provide CBT based short programmes to tap opportunities in the local market.
g) Strengthen collaborating with local industries for skills upgrading/updating of teachers to expose them to the latest industrial technology and best practice applied in industries to improve quality of teaching and learning resources.
h) Strengthened applied research and development services to explore linkages with local industries and market changes.
i) Improved institute's infrastructure and facilities.
j) Establish and introduce structure and guidelines for student services to extend information smoothly as well as infrastructure for job placement unit.
k) Design, develop and implement CBT/DTS based short term training and employment created.

4.   QUALITY IMPROVEMENT PLAN (QIP)
4.1   Strategic Goals, Objectives, and Strategies of QIP

4.1.1 Introduction

The above SWOT analysis gives an strategic overview of the institution that helps to identify strategic entry points building on the strengths to overcome weakness along with the opportunities, weaknesses and threats.

The following strategic options as entry points have been identified for consideration:

a) Strengthened the governance and management.
b) Improved institution's teaching and learning such as reviewing, revising/updating curriculum and learning materials for CBT based courses.
c) Improved facilities (tools and equipment) for short term courses
d) Strengthened capacity of the faculty and staff to provide CBT based short programmes.
e) Strengthen collaborating with local industries for skills upgrading/updating.
f) Strengthened applied research and development services to explore linkages with local industries and market changes.
g) Improved institute's infrastructure and facilities.
h) Establish and introduce structure and guidelines for student services to extend information smoothly.

4.1.2 Strategic Goals for the Quality Improvement Plan

Based on the SWOT analysis it has been possible to develop strategic goals of the plan as follows:

4.1.2.1 Strategic Goal One: Strengthened the governance and management

Strategies
a) Review, develop and implement vision, mission and values
b) Review and re-align organisational structure
c) Build capacity for setting performance targets
d) Short training to develop and implement market focused annual plans.
e) Review, develop and implement roles and responsibilities of the institution
f) Build capacity to review, develop and implement the institution capacity
g) Establish mechanism the annual institution capabilities assessment.

4.1.2.2   Strategic Goal Two: Improved institution's teaching and learning

a) Build capacity to review and conduct CBT based curriculum, teaching guides and learning materials.
b) Support to develop and implement guidelines for training delivery for short CBT courses developed.
c) Support to develop and establish enterprises related to training monitoring system
d) Establish institution-wide learning performance and monitoring
e) Review, develop and implement pedagogical principles in CBT programmes.
f) Implement dual training system
g) Review and modernize workshops tools and equipment.

4.1.2.3   Strategic Goal Three: Strengthened capacity of the faculty and staff to provide CBT based short programmes.
a) Ensure to supply of qualified, skilled TVET trainers/ instructors and practitioners adequately.
b) Build capacity of all staff members (teaching and administrative staff) to implement QIP

c) Review, develop and implement criteria for professional development of teachers and staff
d) Review, develop and implement performance monitoring of teacher and staff system
e) Modernize and institute system of performance result sharing.
f) Conduct CBT/ DTS based short term training programs and employment creation

4.1.2.4 Strategic Goal Four: Strengthen collaboration with local industries
a) Review, develop and implement collaboration types, roles, methods and mechanism.
b) Review, develop and implement a coordinated approaches to internship/job attachment
c) Review, develop and implement guidelines for R&D.
d) Review, develop and implement on exchange and cooperation.
e) Review, develop and implement guidelines to engage teachers and staff to research.
f) Review, develop and implement TVET advocacy strategy.

4.1.2.5 Strategic Goal Five: Strengthened applied research and development services to explore linkages with local industries and market changes.
a) Review, develop and implement guidelines to motivate employers and industry players in teaching and training.
b) Review, develop and implement a system on information of future skills needs.
c) Review, develop and implement mechanism to engagement employers in work placement.

4.1.2.6 Strategic Goal Six: Improved institute's infrastructure and facilities.
a) Review and modernize mandatory safety regulations (lock, fire, hazard, emergency exits).
b) Develop and implement environmental care guidelines.
c) Review, develop and implement workshop machines, tools and equipment etc. use procedures.
d) Review, develop and implement repair, rehabilitation and replacement of tools and equipment procedures.

4.1.2.7 Strategic Goal Seven: Establish and introduce structure and guidelines for student services to extend information smoothly.

a) Review, develop and implement information system to document relevant information on student's career.
b) Review, modernize and implement information mechanism on student services.
c) Review, develop and implement guidance and counselling services
d) Review, develop and implement career building information services.
e) Review, develop and modernize student support unit staff policy and capacity.

5.   IMPLEMENTATION OF THE PLAN

Quality Improvement Plan (2019-2022)

Strategic Goal One: Strengthened the governance and management

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget (BDT)
				Year 1	Year 2	Year 3			
1 Governance and management system enhanced	1.1 Review revise and implement mission and vision	1.1.1 A short workshop on vision mission revision	Not updated long time				Revised vision, mission and values in place and use.	Monthly, quarterly and progress reports	
	1.2 Review ongoing annual planning system	1.2.1 Review, update and revise annual planning system in line with QIP	No specific annual plan in use				Revised annual planning system		
	1.3 The TVET institution has a clear and functional management structure and roles and responsibilities are clearly defined.	1.3.1 Review and develop a short training workshop on roles and responsibilities for QIP implementation	No specific guidelines followed				Evidence of training		
	1.4 A Quality Management System is established, and a quality management handbook is produced and available	1.4.1 A short training workshop for quality management system 1.4.2 A quality management handbook will be produced in year 1. 1.4.3 A one day training to implement quality	Policy not in existence				Evidence of training and sue of QMS		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget (BDT)
				Year 1	Year 2	Year 3			
		management handbook							
	1.5 Establish MTI Academic Council	1.5.1 Support to establish / form MTI academic council 1.5.2 Capacity building to MTI Academic Council	Not in place				MTI academic council in place / evidence of training		
	1.6 Develop guidelines on: a) Equity and inclusive (e.g. ethnic minority, vulnerable /marginalized groups) policy b) Gender c) People with disabilities (PWD)	1.6.1 Develop guidelines on: a) Equity and inclusive policy (e.g. ethnic minority, indigenous people, vulnerable & marginalized, etc.) b) Gender c) PWD guidelines development 1.6.2 Support to establish or appoint focal person to ensure gender and PWD inclusion. 1.6.3 Some PWD friendly support activities such as making ramps (one or two) if necessary and PWD signs within the institute.	Not in existence				Evidence of training and mechanism		
						Total			

Strategic Goal Two: Improved institution's teaching and learning

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
2 Improved teaching and learning environment	2.1 Review and conduct CBT based curriculum, teaching guides and learning materials.	2.1.1 A short training on CBT curriculum teaching guides, learning materials etc. development (3 days)	Not in existence				Evidence of training	Monthly, quarterly and progress reports	
	2.2 Review and revise lesson plans development system	2.2.1 A short training to teachers/instructors on CBT based short course lesson plan design and development	Not in existence				Evidence of training		
	2.3 Monitoring mechanism for learning outcomes	2.3.1 Monitoring mechanism for laboratories, workshops, on-the job training, student assessment and staff assessment.	Not in existence				Evidence of mechanism in place		
	2.4 Develop guidelines to conduct regular meetings between the institute/ intern/apprentice and the companies	2.4.1 Guidelines developed and trained to conduct regular meeting with employers	Not in existence				Evidence of guidelines		
	2.5 Support on intermediate appraisal meeting to monitor progress against the learning objectives	2.5.1 Conduct intermediate appraisal meeting to monitor progress intern's learning progress	Not in existence				Evidence of training		
	2.6 Support on teaching process	2.6.1 Support on pedagogical	Not in existence				Evidence of training		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
	(pedagogical principles)	principles to teachers							
	2.7 Build capacity on assessment centers	2.7.1 Support in implementing assessment of students and record keeping	Activities not undertaken				Evidence of training		
						Total			

Strategic Goal Three: Strengthened capacity of the faculty and staff to provide CBT based short programmes.

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
3 Strengthened capacity of the faculty and staff to provide CBT based short programmes.	3.1 Build capacity of all staff members (teaching and administrative staff) to implement QIP	3.1.1 Prepare and institute instructor and staff development guidelines on QIP using a short workshop	Not in existence				Evidence of guidelines	Monthly, quarterly and progress reports	
	3.2 Review, develop and implement criteria for teachers and staff performance monitoring	3.2.1 Support to design and roll out professional teachers and staff performance monitoring	Not in existence				Evidence of training		
	3.3 Build capacity of teachers on innovative training methods	3.3.1 Support to provide on innovative training methods (cooperative,					Evidence of training		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
		stimulating, experience, practice new tools and equipment)							
	3.4 Review, develop and implement roles and responsibilities including performance monitoring of teacher and staff system	3.4.1 Technical assistance to design and implement roles and responsibilities including performance monitoring of teacher and staff system in relation to quality improvement.	Not in existence				Evidence of training		
	3.5 Modernize and institute system of performance result sharing.	3.5.1 Support to design and implement performance result sharing of the institute.	Not in existence				Evidence of training		
	3.6 Conduct CBT/ DTS based short term training programs and employment creation	3.6.1 Conduct target training and support in employment creation	Not available				Evidence of training outputs/employment		
						Total			

Strategic Goal Four: Strengthen collaborating with local industries for skills upgrading/updating

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
4 Strengthen collaborating with local industries for skills upgrading/updating	4.1 Review, develop and implement mechanism for feedback collection.	4.2.1 Support to establish and implement linkage mechanism (unit or advisory committee with company representatives) for feedback collection in areas like curricula, organization of traineeships, collaboration between schools and companies, etc.)	Not in existence				Evidence of linkage mechanism	Monthly, quarterly and progress reports	
	4.3 Review, develop and implement guidelines for R&D.	4.3.1 Support to develop and implement for promoting industry linkages policy and procedures	Not in existence				Evidence of policy and procedures		
	4.4 Review, develop and implement on exchange and cooperation.	4.4.1 Establish two (2) national linkages with similar institutions for quality benchmarking and collaboration. 4.4.2 Organize an open	Not in existence				Evidence of training		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
		day (once a year at least) for companies at the institute to provide insights about school life, training courses, trainees etc. and workplace need.							
	4.5 Review, develop and implement guidelines to engage teachers and staff to research.	4.5.1 Roll out guidelines to engage teachers and staff to research	Not in existence				Evidence of guidelines in place		
	4.6 Improve institute publicity and marketing	4.6.1 Prepare newsletter, and brochures for marketing and publicity to reach out to employers/ industries. 4.6.2 Disseminate information through twitter/ Facebook and other social media.	Not in existence				Evidence of publication of promotional materials		
						Total			

Strategic Goal Five: Strengthened applied research and development services to explore linkages with local industries and market changes.

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
5 Enhance institute's research and development services	5.1 Review, develop and implement a system of regularly updating information on skills development strategies, industry and employment developments, introducing innovations systematically	5.1.1 Technical support develop skills on system of skills development strategies, industry and employment 5.1.2 Help teachers d staffs on how to show unfamiliar parents with the training application / apprenticeship application process the level of support that their child may need in order to submit a competitive application.	Not in existence				Evidence of training	Monthly, quarterly and progress reports	
	5.1 Review, develop and implement a system on effective mechanisms for feedback from stakeholders and industry	5.1.3 Support to establish mechanism for feedback	Not in existence				Evidence of mechanism		
	5.1 Support to teaching staff engagement in	5.1.4 Research and consultancy unit in	Not in existence				• Research and consult		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
	research activities [e.g. action research in the institution and/or Industry, identification of projects in industry, technology packages]	place 5.1.5 Develop and implement research and consultancy promotion policy 5.1.6 Support to conduct research and consultancy in TVET					ancy unit in place • Research and consultancy promotion policy available • Number of Research and consultancy reports		
						Total			

Strategic Goal Six: Improved institute's infrastructure and facilities

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
6 Improved institute's infrastructure and facilities.	6.1 Review and modernize mandatory safety regulations (lock, fire, hazard, emergency exits).	6.1.1 Develop and implement modernized safety regulation	Not in existence				Evidence of training and use	Monthly, quarterly and progress reports	
	6.2 Review, develop and implement environmental care policy.	6.1.2 Support to develop institution's environment guidelines and implement such as introduction of environment signs including for noise pollution, waste management bins, recycling of waste, introduction of guidelines for toilets cleaning, a better understanding of efficient (reduction) use of water and power.	Not in existence				Evidence of policy in use		
	6.3 Review, develop and implement workshop machines, tools and equipment etc. use procedures.	6.1.3 Support in designing, developing and implementing equipment use,	Not in existence				Evidence of guidelines in use		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
		repairs and maintenance of tools and equipment guidelines.							
	6.4 Review, develop and implement repair, rehabilitation and replacement of tools and equipment procedures.	6.1.4 Review and develop repair, rehabilitation & replacement policy / procedures.	Not in existence				Evidence of guidelines in use.		
						Total			

Strategic Goal Seven: Establish and introduce structure and guidelines for student services to extend information smoothly.

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
7 Establish and introduce structure and guidelines for student services to extend information smoothly.	7.1 Promote information system to document relevant information on student's career.	7.1.1 Design student career information system (occupational choices, career enhancement and promotional prospects)	Not in existence				Evidence of training and system in place		
	6.2 Review, modernize and implement information mechanism on	7.1.2 Implement information mechanism on student services	Not in existence				Evidence of mechanism		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe Year 1	Year 2	Year 3	Indicators	Sources of verification	Indicative budget
	student services.	((e.g. communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and digital literacy)							
	6.3 Review, develop and implement guidance and counselling services	7.1.3 Implement guidance and counselling services (career counselling. developing materials for information, guidance and counselling) 7.1.4 Capacity built to unit staff on how to use free platforms and introduce to encourage students to share their on-the-job experiences	Not in existence				Evidence of delivery of services		
	6.4 Review, develop and implement career building information services.	7.1.5 Establish and implement career building information services (CV, job search, employer info, etc.)	Not in existence				Evidence of services delivery		

Objective	Strategies	Activities	Baseline (indicators)	Timeframe			Indicators	Sources of verification	Indicative budget
				Year 1	Year 2	Year 3			
	6.5 Review, develop and modernize student support unit staff policy and capacity.	7.1.6 Assist to modernize student support unit staff (employers networking, job profiling, etc.) 7.1.7 Assist to conduct self assessment of students, job search and guide on career exploration / options. 7.1.8 Help to introduce student referral services	Not in existence				Evidence of training		
	6.6 Review, develop and modernize policing mechanism	6.6.1 Support to review, develop and implement manual to tackle student related problems: policing mechanism, ill-discipline students, absenteeism and dropouts	Not in existence						
						Total			

5.1 Critical Challenges in Implementing QIP

In implementing the QIP (2019/20-2022), the critical challenges that the institute could face include:

a) Inadequacy of human resource capacity.
b) Timely and adequate funding to operationalize the plans.
c) Timely availability of adequate facilities, equipment and infrastructure.

5.2 Risks

Ownership of QIP

5.3 Assumptions

Government (DTE and BTEB) commitments to implement the QIP priorities continue.

6. QIP IMPLEMENTATION STRATEGY

The institute is keen to establish Model Training Institute (MTI) and implement QIP as moving forward. But, it is important to explain what makes a MTI and Why is a MTI different from other Institutes? For this, the institute should focus on a particular field for differential advantages and disseminate stakeholders accordingly.

Therefore, each institute will consider a particular field (or more) to acquire a name and reputation as a Model Training Institute with varying rigor of standards with required infrastructure and services, shared facility space, extra emphasis on quality in the identified field, or above average outcomes, and more. Field of focus could be in any of the areas as below.

a) Greening of TVET institutions

TVET institutions are of vital importance to prepare the workforce to be able to meet the skills requirements of a greening economy and society. For this, TVET institution should move beyond providing technical skills but as a source of inspiration, an innovative and profound training institute by integrating green issues into TVET institute and its programmes systematically both in internal as well as external (particularly enterprises) into the greening process.

For this, the institute could follow a holistic framework that is built upon the dimensions such as green institute, green skills development for green economy, green curriculum, green values and standards, etc. in order to anchor sustainable development principles in the institute.

b) Gender

Even in this growing automated and digital labour market, TVET is considered to be a suitable profession for the male and women are socially discouraged from enrolling for vocational career training opportunities. The TVET Institute can address women's access in TVET and substantive exclusions of women in the economic development programs by promoting gender equality within the institute formally adopting to strengthen female participation in TVET and prohibit discrimination by developing a framework that is making barriers for their participation focusing on areas like socio-cultural barriers and constraints, attitudes and sex stereotyping by parents, access to marketable skills training programs, social safety and security at the institution, social discrimination, early marriage, family restrictions on their education and job choice, gender friendly career counselling and services, physical and sanitary facilities etc.

c) People with Disabilities (PwD)

A disability may be visible, such as seeing a person walking with a cane, or it may be invisible, such as in the case of an intellectual disability. The institute may focus to develop as PwD friendly addressing the main barriers for their inclusion. These may be physical barriers preventing persons with disabilities from getting to and entering the institute, moving around once inside and using the training equipment, procedural barriers embedded in rules and regulations, communication and information barriers such as forms of training, training materials and approaches that are not accessible to people with different kinds of disabilities or attitudinal barriers linked to the negative attitudes and stereotypes amongst staff and other students that often abound.

d) Skills for Migration

The potentiality of migrant workers is huge in Bangladesh but the higher proportion of those are less skilled leading them numerous challenges from unemployment overseas from landing them in 3D (dirty, demeaning, and dangerous) jobs to violations of their human and labour rights. The TVET institute can focus to meet the requirement of the overseas employers; providing better quality courses with internationally recognized accreditation or implementing mutually recognized courses; etc. such as: offering a broader range of traditional and non-traditional skills training programmes that could improve the employability, reviewing programmes and their delivery modes to assess their migration skills friendliness, conducting social marketing and awareness raising for the benefits of skills development for overseas employment, etc.

e) Inclusiveness of TVET Programs

The TVET institution may set forth a range of possible access options and priority actions for access to training addressing the challenges faced based on vulnerability and marginalization from the point of view of employability such as:
a) Providing skills training for improving employment opportunities for poor, vulnerable and marginalized groups (ethnic minorities, disadvantaged, vulnerable and/or marginalized excluded from social, economic and/or educational opportunities, disadvantaged women, especially those heading households, single mother,

widows, victims of domestic and sexual violence etc. disadvantaged youth (including school drop out and former child labour), poor (including people in agriculture, rural and urban poor) through access to skills training or for enterprise development.

b) Empowering vulnerable groups to start or improve their businesses through the new skills acquired.

c) Creating an enabling environment for entrepreneurship through establishment and strengthening of providers of working capital.

f) Digital Technologies for Employment

The TVET institute may focus on digital technology that is creating new occupations and opportunities for digital jobs, information, communication technology (ICT) and IT-enabled services (ITES) opportunities with new types of jobs.

g) Business Incubation

The Institute may promote an incubator to deliver real-world experiential entrepreneurship courses that teach students from all occupations how to apply their subject-matter expertise alongside lean start-up methodologies in customer and product development to create saleable prototypes for market validation.

For this, the incubation should encourage students to utilize the knowledge and skills they have gained to create business startups. It should offer the tools needed to create successful startups, including legal and accounting workshops, networking opportunities, capital funding, and mentorship.

h) Modern Career Guidance And Job Placement Cells

Today, TVET institutions are linked with placement opportunities and hence they are concerned with providing suitable job opportunities to the prospective students. The institute's strength's in understanding the working culture (job market) and student's view of training and placement cell of the institution. In this, the institute can promote and specialize Career Guidance and Placement Cell as the marketing unit of the institute acting as an interface between institute and companies, in maintaining symbiotic, vibrant and purposeful relationship with industries addressing career guidance services delivery such as: adequately resourcing, preparing the unit providing career guidance training to staff, including navigation and understanding of data about labour market demand and supply, students with greater need for career guidance (girls, disadvantaged, marginalized, gender stereotypes, etc.), promoting industrial collaboration, placement assistance, counseling for employment and even self-employment, etc.

i) Linking Vocational Training with the Enterprises

The training institute can support TVET graduates as potential entrepreneur by providing necessity needs to grow a business and create many formal jobs for others by exploring the role that financial services and education can play in helping them make a

successful transition including the following: linking financial support adaptive to the context (person etc); specific circumstances, sufficiently flexible to give diversified financial support linked to the specific needs: e.g. start-up seed capital, loans for companies for growth etc., subsidies for technological development, etc. In particular, some of the areas for support are:

a) Access to formal financial services to TVET graduates and other disadvantaged
b) Demand-driven and tailored TVET graduate and other disadvantaged friendly financial services
c) Additional capacity building for promoting financial services.

7.   SUSTAINABILITY

Designing QIP is a crucial step for transforming TVET institute into MTI. The QIP addresses quality improvement actions that are most appropriate in order to effectively strengthen the TVET institute. The more time and effort goes into planning and designing, the more likely the project is to be successful and sustainable.

This QIP will be sustainable when its **benefits are maintained and scaled up beyond the end of the intervention**. The design phase is a strategic and decisive moment in QIP development. It is therefore crucial to consider whether the choices being made are conducive to effective and lasting change. The main elements to consider for sustainability of QIP are:

a) Continuous involvement of local, private sector and national actors throughout the implementation.
b) Policy support and commitment to the QIP (changes) being proposed.
c) Absorption of new knowledge in institutions such as that new knowledge, skills and procedures are integrated into the existing structures of the institution.
d) Financial viability such as financial provisions is in place to ensure that the QIP outcomes are financially viable beyond its duration.
e) After QIP vision such as whether all partners are closely involved in formulating this vision/strategy and will take over responsibilities at the end of the QIP and how.

8.   MONITORING, EVALUATION AND LEARNING

The QIP puts in place a strategy for tracking implementation of the QIP through monitoring, evaluation and learning. Monitoring, evaluation and learning will be carried out periodically by the institute in particular by a committee formed / appointed for this purpose.

8.1   Monitoring

The monitoring of implementation of QIP will:

a) Determine whether implementation is focused in the fulfilment of the QIP.
b) Review of the implementation process.
c) Facilitate feedback, which is necessary for decision making to the management.
d) Ensure that objectives are being accomplished within the expected timeframe and taking necessary measures for timely implementation.
e) Ensure that activities are carried out as planned, and that any deviations are corrected promptly.

Monitoring will be undertaken based on detailed annual action plan of the institute showing targets and reporting the extent to which the accomplishment of the work plan is achieved using the prescribed formats.

8.2   Evaluation

There will be three types of evaluation of the QIP. The first evaluation using internal evaluators will be conducted in the initial implementation of the plan (progress report by the international consultant). This will be done annually and as well as in the middle (Mid–term). The third evaluation is the done at end of the plan period (three-year). The evaluation reports shall be discussed at all levels.

8.3   Learning

Learning is acquiring new knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information related plan implementation. The major focus of learning is to enhance sustainability of the quality improvements through QIP and for helping staff to collaborate and become innovative in various areas of the institute's quality improvement operations.

Learning will derive much information from monitoring and evaluation reports which will be shared among QIP stakeholders. Through this experiential learning, stakeholders will be able to reflect and generalize, apply and share the learning outcomes.