



Quality Assurance and Quality Enhancement of VPET in VTC

Dr. Albert Cheuk
Director
Quality Assurance
and Learning & Teaching

OPPORTUNITIES • ACTION • SUCCESS

良機 • 實幹 • 成功





- Established in 1982
- 13 Member Institutions
- Professionally train ~ 200,000 students/year
- Vocational and outcome-based approach

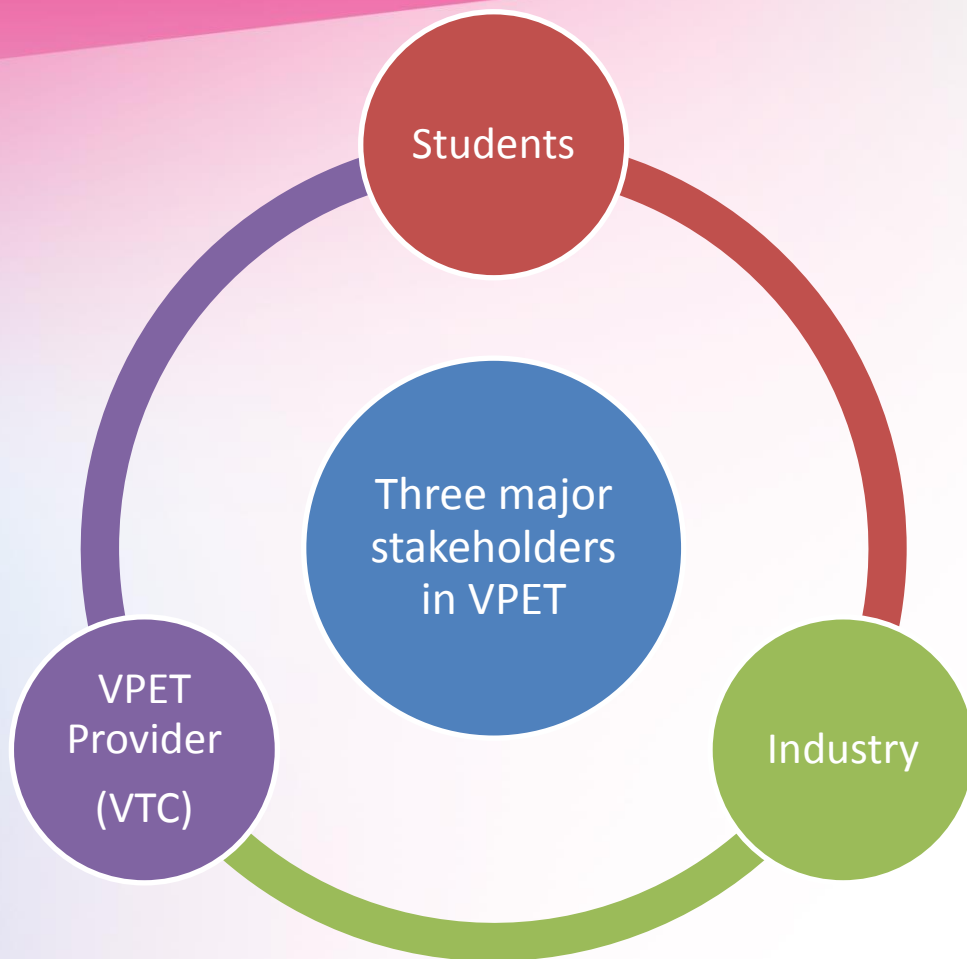
Moving Forward

Past

QC to QA

Present & Future

QE



All in the VTC are involved

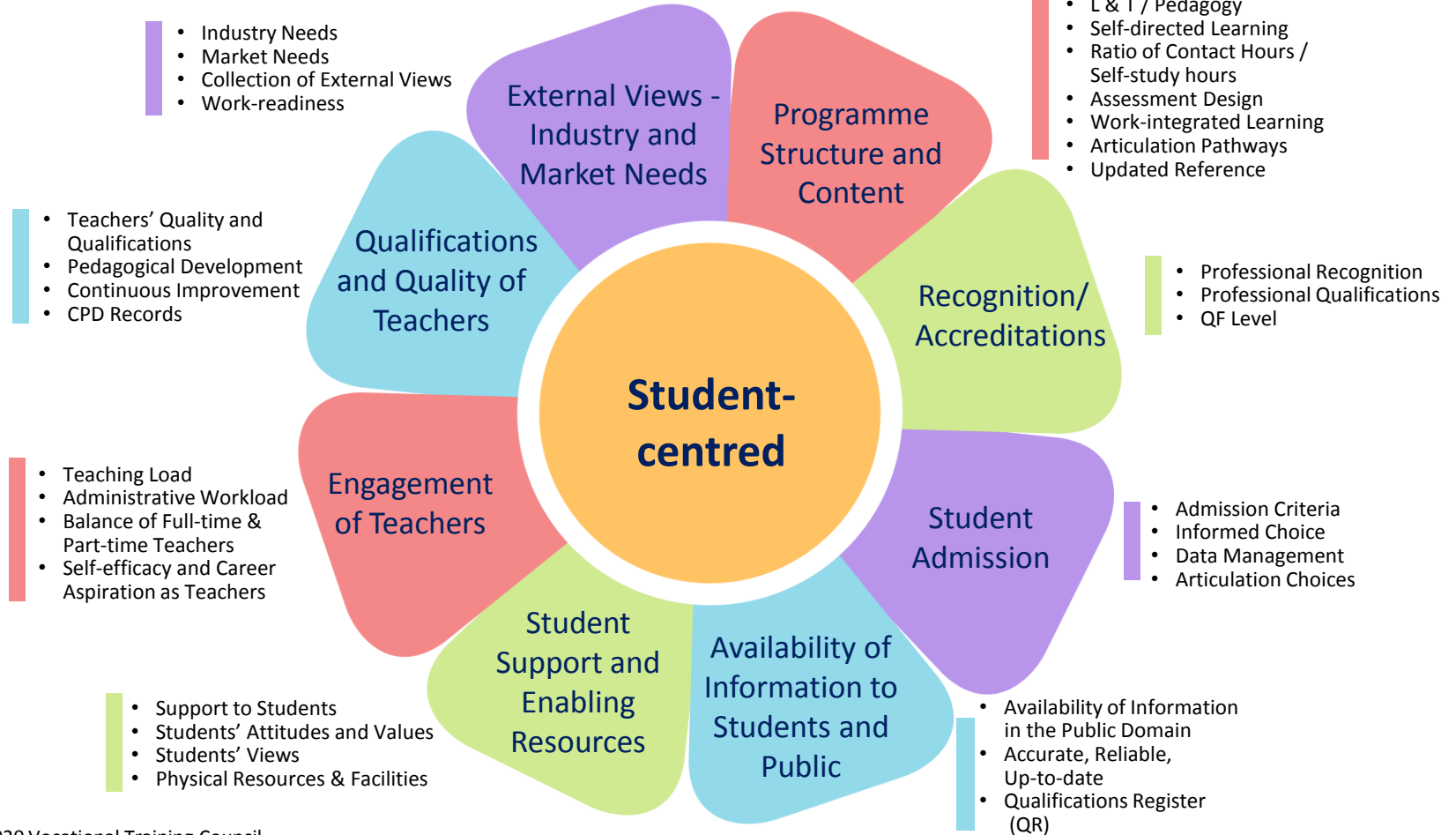
VTC	Identify & Address industry needs and respond to manpower demand
Member Institutions	Continually improve programme curriculum and enhance quality
Individual Teachers	Deliver authentic professional & vocational concepts and skills to students

Embracing a Quality Culture



- Student-centred: VTC and teachers focus on **students' interest**
- Germinate, consolidate & internalise **students' professional ethics and values**
- Impart students with **up-to-date professional and vocational concepts and skills**
- Equip students with problem-solving skills to tackle **real-life problems in the industry**
- Up-to-date pedagogies: learn & assess in **authentic environment in industry**

VTC QE GOLD Standards



Updated Pedagogies – Workplace Learning and Assessment (WLA)



Objectives

- To enhance students' capabilities and readiness for transition from school to work
- To join hands with employers to train and assess students' competencies in an authentic workplace to ensure their performance meet with industry requirements

How to Do It:

- **Trainers, Verifiers and Assessors deployed by the employers**
- **Trainings** for Trainers, Verifiers and Assessors
- Teachers provide **monitoring and student support**

Expected Outcome:

- Students come to learn from the real and personal experiences and being assessed in an authentic workplace
- Students will be work-ready in the industry of their choices

Updated Pedagogies – Project-based Learning (PBL)



PBL is a major learning and teaching strategy for the delivery of skills-based training across subject disciplines of VTC.

Objectives

- Collaborating with industry
- Students learn to solve authentic problems or issues of major concern of the industry
- Cross-discipline learning
- Student-driven learning

How to Do It:

- Teachers collaborate with industry to identify **real-life problems**
- Teachers design a **project** to facilitate the learning
- Teachers facilitated students' **Self-directed learning**

Expected Outcome:

- Teachers understand and appreciate their changing roles to facilitator
- Teachers and students to work together in the learning
- Students can tackle a real-life problem of the industry and present their solutions

Thank You