



**Regional School of Public Administration (Phase 1)**

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## **TIPA QUALITY STANDARDS**

### **INTRODUCTION**

TIPA's Quality Standards have been developed in the framework of EC funded project "Technical Assistance on Training Quality Systems in Albania". The project assisted TIPA in analysing its training cycle management and institutional management processes and in conceptualising and designing the Quality Standards.

### **PURPOSE**

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The Quality Standards support improving the quality in all training cycle management phases as well as in the internal processes of TIPA. The Standards should act as a checklist for TIPA's training staff and as a quality check tool for TIPA's director and middle-level managers.

For TIPA, the Quality Standards

- Serve as a tool to assist self-assessment or internal audit activities in response to the quality requirements;
- Provide self-assessment resources to assist TIPA in using a continuous improvement approach to compliance and organisational internal review.

For external evaluators, the Quality Standards

- Provide a framework for quality evaluation as well as examples of evidence of compliance with the Standards.

### **FORMAT**

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The guide has two sections:

- Section 1 defines the Standards for training cycle management processes as well as for the main institutional management processes. In addition to the standards, it also identifies requirements which TIPA must meet and gives examples of indicators to show TIPA's compliance with the Standards. The examples of indicators are not to be read as a full and comprehensive list of all the indicators that should be met. Both the internal factors and external environment are continuously changing and therefore there are many cases where TIPA, its quality work group and external evaluators can use a more holistic approach to collecting, demonstrating and assessing evidence for compliance.
- Section 2 provides an example of self-assessment report to assist TIPA to carry out self-assessment as well as external evaluators to organize their evaluation process.

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## **SECTION 1. QUALITY STANDARDS**

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### **A. TRAINING PROCESS**

#### **STANDARD 1. TRAINING NEEDS ASSESSMENT**

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##### **1.1. New training programme/course development is based on the analysis of identified training needs.**

The indicators may include carrying out and use of:

- Annual or biannual comprehensive training needs assessments.
- Micro needs assessments, carried out by TIPA's training staff in cooperation with main stakeholders regarding the particular target groups or training fields.
- Existing information sources and less formal analysis.

##### **1.2. Training curricula, where appropriate, are approved by a relevant expert or advisory body.**

The indicators may include creating and working with:

- Specific training field or target group related "Expert groups".
- Advisory groups consisting of human resource managers of the line ministries and state agencies as well as representatives of local self-governments.
- Special work-groups created by DoPA for particular assignments.

#### **STANDARD 2. TRAINING DESIGN AND DELIVERY**

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##### **2.1. Training curricula relates directly to the results of training needs analysis.**

The indicator may include the following:

- Learning objectives and expected outcomes are clearly stated in ToR and training curricula.
- Training methodology is appropriate to the target group and establishes a good balance between theory and practice, including a range of participative activities such as case studies, tests and exercises, role plays, games and simulations.
- Training materials are clear, correct, easy to use and support the achieving of learning objectives.

##### **2.2. Training is delivered by experienced and credible trainers, knowledgeable and skilled in both the subject matter and in training delivery methods.**

The indicator may include the following:

- The standards for the qualifications of TIPA's staff and trainers are clearly set in the job descriptions and ToRs.
- Trainers are selected in competitive bases through announcement and selection on objective criteria.
- Trainer provides the training materials in compliance with ToR.
- Trainer has cooperates closely with training manager and representative(s) of beneficiary during every training delivery procedure.
- Trainer is able to respond to the questions of participants.
- Trainer is able to lead the participants towards the solutions of different situations relevant to the participants.
- Trainer is able to instruct participants on how to access sources of information and others' experience.

### **2.3. Training is delivered on time and in appropriate logistic and environmental conditions that helps learning by participants.**

The indicator may include the following:

- No relevant delays occur on starting and/or following the pre-established agenda of training without a reasonable cause.
- Any modification of the agenda is done in consultation and/or with consent of participants, training manager of TIPA and if possible with the representative of the beneficiary.
- Training materials are sufficient in quantity and appropriately formatted in hard and soft copies at any time.
- Training rooms are appropriate for training (light, no rumours, appropriate temperature, comfortable chairs and tables etc) and easily accessible by the participants.
- Training is based on the use of appropriate training equipment both in quantity and in quality.

## **STANDARD 3. TRAINING EVALUATION**

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### **3.1. Training programmes and courses are effectively evaluated.**

The indicators include:

- Immediate reaction is always evaluated using the standardized feedback questionnaires.
- Learning is assessed wherever feasible during or at the end of the training event using exercises, tests, action plans, etc.
- Impact on the participants' performance and organizational impact are assessed in selected cases as agreed with client organizations.

### **3.2. Evaluation data are used for continuous improvement of training; success stories and lessons learnt are shared between the TIPA's staff and main stakeholders.**

The indicators include:

- Regular holding of internal TIPA training staff meetings on training quality to share information gathered from the evaluation exercises as well as to identify further improvement needs.
- Follow-up activities with the client organisations (such as client report back meetings, regular client information days, etc.) are organised regularly.

## **B. ORGANISATION AND MANAGEMENT**

### **STANDARD 4. THE COMPETENCE OF TIPA'S STAFF**

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#### **4.1. Each member of TIPA's staff who is involved in training or support service is competent for the functions he/she performs.**

The indicators include:

- TIPA develops and implements effective personnel procedures for the recruitment, induction, and ongoing development of each staff member who is involved in training or support service and encourages and provides opportunities for their professional development.
- TIPA carries out regular performance appraisals.
- The induction program and materials for new staff are available and contain information relevant to their job and functions. It may consist of:
  - Induction information package;
  - In-service training;
  - Coaching by experienced staff members.

## **STANDARD 5. PLANNING**

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### **5.1. TIPA has a written planning framework for its business that is consistent with its scope and scale of operations and defines its mission, goals and objectives as well as the ways to achieve them.**

- The indicators may include developing and implementing:
  - Strategic business plan determining the goals and objectives of TIPA.
  - Operational plans identifying the activities and the means of achieving strategic goals (incl. calendar training plans) as well as timeframe.
  - Marketing promotion strategies which identify measures to promote the activities of TIPA and maintain the relationships with client groups and other stakeholders.
  - Review and update process for the plans.

## **STANDARD 6. MARKETING**

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### **6.1. Promotional activities are used to effectively communicate information on TIPA's activities and available training, promote TIPA's imago as well as stimulate training demand among the client organizations and civil servants.**

The indicators include:

- Publishing TIPA's brochure and training catalogue, posters, leaflets.
- Organising regular client days to introduce new training programmes.
- Holding regular meetings with the heads of personnel and other HRM staff of the ministries, agencies and local self-governments.
- Active use of TIPA's website.

## **STANDARD 7. PROCESSES**

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### **7.1. TIPA has procedures in place for ensuring quality training and institutional process. All policies and procedures are circulated, understood and implemented consistently throughout the TIPA**

The indicators include:

- Written policies and procedures that ensure the quality of training and institutional process are consistent with a TIPA's scope and scale of operations. The policies and procedures cover following:
  - training process management;
  - staff recruitment, induction, and ongoing development;
  - financial management;
  - customer complaints;
  - administrative and records management;
  - continuous improvement.
- Existing internal management documents (incl. internal instructions, minutes of meetings, staff induction processes and other written materials that illustrate the policies and procedures are referred to and followed).

## **STANDARD 8. COMPLIANCE WITH ALBANIAN LEGISLATION AND REGULATORY REQUIREMENTS**

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### **8.1. TIPA ensures that its policies and procedures meet the requirements of Albanian legislation which are relevant to the TIPA's operations and that staff are provided with information about legislation that affects their duties.**

The indicators include:

- Policies and procedures developed and implemented that identify and/or guide the way TIPA operates and show compliance with legislation.
- Staff induction materials designed that explain the rights and responsibilities of TIPA's staff, trainers, and clients.
- Document/manual/website/ available to all staff members and clients with information that explains admission and recruitment processes, enrolling, delivery and evaluation practices, grievance procedures, as well as fees and charges when applicable.

## **STANDARD 9. FINANCIAL MANAGEMENT**

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### **9.1. TIPA has effective financial management procedures in place and a person designated who has defined responsibility and authority to ensure that TIPA complies with public financial management policies, rules and regulations.**

The indicators include:

- A job description outlines the roles and responsibilities of the abovementioned person, as well as defines required skills, experience and capabilities to fulfil the responsibilities.
- Reports, internal audit reports and other documentation that show compliance with the financial management policies, rules and regulations.
- External audit is carried out regularly.

## **10. ADMINISTRATIVE AND RECORD MANAGEMENT**

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### **10.1. TIPA has procedures in place to assure the integrity and accuracy of records.**

**The indicators include, but are not limited to:**

- Secure storage, including backup of electronic records.
- Retention and archiving of all records consistent with contractual and legal requirements.
- Safeguarding any confidential information obtained by TIPA and individuals or organisations acting on its behalf.

## **C. APPLYING THE QUALITY STANDARDS**

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- TIPA's director must designate a person who has defined responsibility and authority to ensure that TIPA complies with the Quality Standards across all of its operations and in all of its training and other activities.
- The heads of the centres must ensure the TIPA's compliance with these standards in the everyday operations. The Director must review the compliance with the standards at least biannually.
- TIPA must conduct an annual self-assessment across all of its operations relating to its compliance with these standards and the policies and procedures mentioned in standards. The results of the self-assessment must be recorded and summary of the assessment results must be presented in the annual business report.
- It is recommendable to carry out also periodical external assessments.

**Examples of evidence of compliance:**

- Annual reports and other reports.
- Training needs assessment reports.
- Training evaluation reports.
- Policy documents and procedure manuals.
- Contract documents.
- Self-assessment reports.
- External audit/evaluation reports.
- Records of interviews with clients.
- Results of client surveys.
- TIPA website.

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