



# Quality and responsiveness: the Australian experience

**Ms. Peta Furnell**

Group Manager | Skills Market Group

ADB, Manila, 1-2 Dec 2015

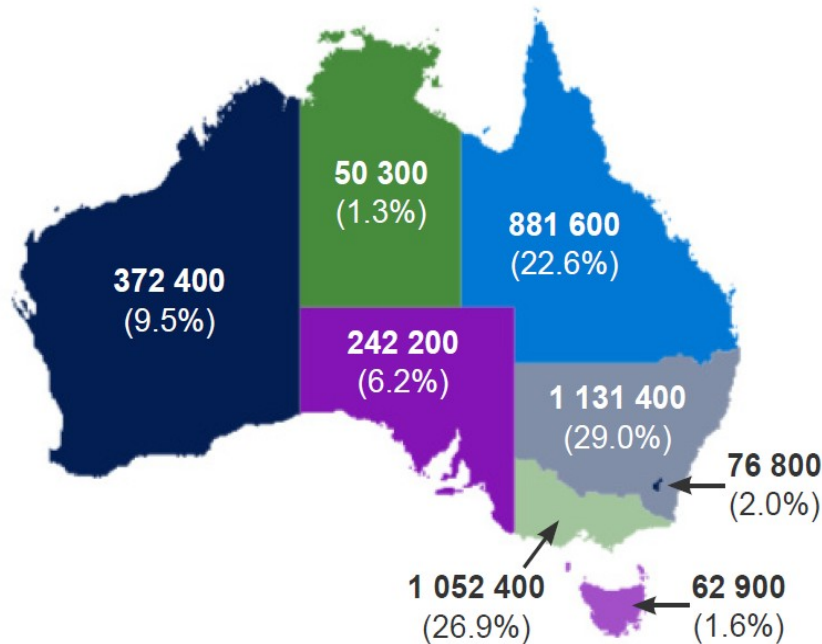
This is not an ADB material. The views expressed in this document are the views of the author/s and/or their organizations and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy and/or completeness of the material's contents, and accepts no responsibility for any direct or indirect consequence of their use or reliance, whether wholly or partially. Please feel free to contact the authors directly should you have queries.

Current Priorities in  
**Technical and Vocational Education and Training**



# Australia has a mature vocational education and training (VET) system

## Number of students by location of training delivery



## Features:

- Strong industry engagement
- Nationally agreed and consistent standards for Registered Training Organization (RTOs)
- Nationally agreed competency based qualifications defined by industry
- Educational pathways and flexible delivery options
- Federal, State and private fee for service funding
- National data collection including student outcomes

Source: NCVET total VET Activity 2014 Report, November 2015



# Underpinning foundations are fundamental

## Three Quality Assurance

### National standards

- Standards for training organisations to be registered (RTOs)
- National Training Packages
- Course accreditation
- Data provision and performance indicators for government

### National framework for qualifications

#### *Australian Qualifications Framework (AQF)*

- Links schools, VET and higher education

### National VET regulator

#### *Australian Skills Quality Authority (ASQA)*

- Registers and monitors RTOs against national standards

#### Some state regulators:

- Victoria and WA



# Applying quality principles at the regional level to improve skills recognition

- More effective skills recognition (within and between economies) will support economic growth and employment
- Skills referencing frameworks are instruments to:
  - improve mutual understanding and build confidence in skills recognition
  - facilitate referencing and recognition of skills between and within systems
  - promote and monitor the improvement of education and training systems – ensuring an



# Benchmarking and developing occupational standards



occupational standards developed for 5 occupations:

- i. store person
- ii. logistics officer
- iii. freight forwarder
- iv. logistics supervisor
- v. supply chain manager

## Partnering with:

- **China-** MOHRSS, China Federation of Logistics and Purchasing
- **Indonesia-** BNSP, Indonesian Logistics and Forwarder Association
- **The Philippines-** TESDA, Supply Chain Management Association of the Philippines
- **Vietnam-** GDVT, Vietnam Logistics Association
- **Australia-** Department of Education and Training,



# Vision for an Integrated Referencing Framework

← **Relevance**

**Level** →

← **Quality**



# International Training and Assessment Courses

- International collaboration between industry, government and training providers to address regional challenges
- International Training & Assessment Courses adapted from Australian industry standards to address regional challenges
- Pilot program - Australian providers partnering with Indian industry stakeholders



## International Training & Assessment Courses

*A unique training product for the international context*

### What are the International Training & Assessment Courses?

Across the Asia-Pacific region there is a strong demand for upskilling in the area of training and assessment. For instance, right now in India there is a need for an additional 70,000 technical vocational education and training (TVET) trainers and assessors. As many countries attempt to increase their skill levels, the demand for well trained trainers and assessors grows.

The International Training & Assessment Courses (ITAC) are a set of internationally-relevant courses developed by the Australian Government, in partnership with industry, to help meet the global demand for skilled trainers and assessors.

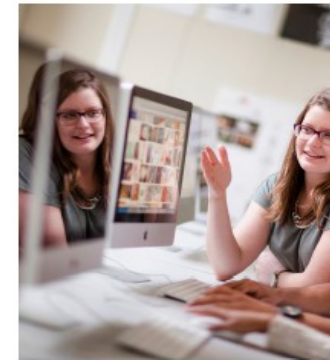
The three ITAC courses fulfil different training and assessment needs. The *TVET Trainer Course* and *TVET Assessor Course* provide participants with a vocational background skills to train or assess learners in their industry of expertise.

The *TVET Advanced Trainer and Assessor Course* provides participants skills to take a leadership role within a training organisation, enterprise or industry.

### How will these courses be delivered?

The ITAC pilot programme will see courses delivered offshore by registered Australian training providers, in partnership with local Indian training providers, Indian state governments, or private employers.

Versatile in design, the courses have been developed for delivery across a wide range of skill sectors. Additionally, training providers have the flexibility to deliver the courses to learners using a range of delivery methods, such as online



International TP Chisholm Institute ATA

All participants who successfully complete an ITA will be awarded a completion certificate carrying the Australia Future Unlimited brand. The Australian Government will work with national governments relevant organisations to ensure that ITAC is recognised internationally.

As a set of Australian-developed courses, the ITA supported by Australian Government licensing or assurance processes.



# Thank You

---

**Ms. Peta Furnell**

