Quality assuring TVET certifications

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Quality Assurance of Certification in TVET, 8-9 October, UNESCO-Bangkok and OVEC
A snapshot of international developments: some common themes
What is quality?

• Quality is a measure of excellence

• Manufacturing: no defects, consistency with desired standards, meets customer needs

• Health: level of excellence in care: safe, effective, person-centred, timely, efficient, equitable

• Education and training: degree of excellence of teaching, learning and assessment and learner attainment of qualifications and skills that are valued in the labour market or for further education, satisfaction with training

• Government: ability of providers to meet accountability requirements, and regulatory standards
Why focus on quality?

• Variety of options for achieving qualifications has led to uncertainty about integrity of qualifications awarded

• Reassure consumers of learning that qualifications and skills gained will be valued in labour market

• Reassure employers of the value of a qualification

• Give credit for qualifications gained in other systems, including international

• Increase transparency, portability and mutual recognition of qualifications across jurisdictional borders, including international

• Address proliferation of qualifications
How we use quality certifications

- Individuals: navigate labour markets
- Employers: make recruitment and remuneration decisions
- Governments: measure level of system outputs and outcomes against desired benchmarks
- Training Providers: measure outputs and quality of institutional performance
- International providers: equivalence of overseas qualifications with domestic qualifications
- Regulatory bodies: award licences to practice
How we ensure quality of certifications: complementary fronts

- Qualification frameworks and systems
- Qualification development and review: Labour market relevance and credibility
- Industry involvement
- Competent trainers and assessors
- Valid and reliable assessments
- Effective and efficient quality assurance and regulatory frameworks, including formal systems of inspection
Clearly articulated and accepted frameworks

- Hierarchical national and regional qualification frameworks: levels and descriptors
- Progressively more complex learning outcomes (generally skills, knowledge, and personal competencies or attributes) with increasing qualification level
- High level descriptors about what a graduate is expected to know or do
- Details: in educational standards, occupational standards, national core curricula
- Credit accumulation or credit points systems based on hours typically required for the completion of qualifications (1 credit point = 10 hours of learning)
Involving multiple stakeholders

- Governments and delegated authorities
- Industry stakeholders (employer groups, enterprises, unions)
- Social and professional groups (academics, professions, community and students)
- Labour market analysis units or their equivalents
- Approved awarding bodies
- Knowledgeable and skilled technical writers
Removing or retiring qualifications

- Issue for systems with proliferating qualifications
- New Zealand and United Kingdom
- Zero or very low uptake over two years
- Issues for stakeholders: industry evaluations of which qualifications are not required
Ongoing Qualifications Review: New Zealand

- Mandatory review date every 5 years
- NZQA initiate review if qualification has not been used in two years
Recruiting and developing quality trainers and assessors

**European Union: Bruges Communiqué:** need to invest in initial and continuing training of teachers, trainers, mentors and counsellors

**New Zealand Qualification Authority:** Standards for competent, appropriately experienced and qualified teachers, and effective assessment and moderation processes

**Ofsted Inspections:** Evaluations of quality of teaching and assessment

**Australia:** Discussion papers on need for quality of initial teacher training, continuing professional development, educational qualifications, registration of teachers and trainers, professional association
International approaches to QA: emerging themes

• Education, skills and qualifications to improve local and national economic competitiveness

• Internal quality assurance arrangements to be combined with external regulation

• Standards or criteria for registration or accreditation of providers cover broadly similar areas

• Intensity of effort for gaining and retaining accreditation status varies

• Focus on objective measures of performance, including views of users and stakeholders

• User pays for accreditation services

• Risk-based assessment to reduce regulatory burden
Australian Skills Quality Authority: Compliance Pyramid

**Compliance posture**

- Willing and able to run a good training business delivering quality outcomes. Always meet their obligations.
- Prepared to run a good training business, and strive to deliver quality education outcomes, but sometimes fail to meet their obligations in some areas.
- Do not fully understand or accept their obligations, and often fail to meet them.
- Deliberately ‘game’ the system to maximise profit at the expense of quality training outcomes.

**Compliance strategy and response**

- Make it easy to comply. Minimise compliance costs (e.g. approvals without audit, delegations).
- Provide appropriate information and education. Remove privileges of registration if compliance is trending in the wrong direction (e.g. amend scope, issue directions).
- Deter by detection, and taking appropriate action:
  - infringement notices
  - enforcable undertakings
  - remove privileges of registration (e.g. cancellation, suspension, amendment.)
- Detect and bring to account.

**Risk**

- High risk
- Lowest risk
Reducing regulatory burden

- Practical solution to reducing regulatory burden for regulator and regulated
- Concentrates resources where most needed
- Needs sufficient information to calculate high and low risk ratings
- Risk ratings applied to timing, frequency and nature of external reviews
- A variety of approaches
Rating risks

Accrediting Commission of Career Schools and Colleges

- Volume of funding – more funds = higher risk
- Number of programs - higher numbers of programs = greater risk
- Complex grants – more complexity (consortia) = greater risk
- History of audit results – more negative findings = greater risk
- Prior audit responses – history of uncorrected actions = greater risk

UK Quality Assurance Agency

- Decreasing regulation for high performing institutions
- Increasing regulation for poor performers
Quality comes at a cost

- Principle of user pays, especially for private providers
- Provisional, initial accreditation, renewal continuing registration
- Costs for auditor site visits (accommodation, per diem and travel)
- Costs for variations in volume of qualifications, adding different locations
- Costs for warnings, grievances and complaints
ASQA’s vision is that students, employers and governments have full confidence in the quality of vocational education and training outcomes delivered by Australian registered training organisations.

We value independence, transparency, collaboration, resilience, intelligence, courage and respect.
The VET Quality Training Framework

- Standards for Registered Training Organisations 2015
- Australian Qualifications Framework
- Fit and Proper Person Requirements (part of the standards 2015)
- Financial Viability and Risk Assessment Requirements
- Data Provision Requirements (about business and operations)

(Victoria and Western Australia: Australian Quality Training Framework)
The Australian Quality Training Framework 2010 (Western Australia & Victoria)

- Essential conditions and standards for initial registration
- Essential conditions and standards for continuing registration for existing RTOs
- AQTF 2007 Standards for State and Territory Registering Bodies
- Quality Indicators: Learner Engagement, Employer Satisfaction and Competency Completion.
- Excellence criteria: voluntary, gold, silver
Expansion of training providers: needs increased focus on quality
Percentage of students by provider 2005–14

Source: NCVER VET Provider Collection, Students and Courses 2013-2014
An evolving story 1993-2007
An evolving story 2007-2015
Standards for registered training organisations (2015)

National Regulator Standards

**Standard 1:** The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

**Standard 2:** The operations of the RTO are quality assured.

**Standard 3:** The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records

**Standard 4:** Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients

**Standard 5:** Each learner is properly informed and protected

**Standard 6:** Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively

**Standard 7:** The RTO has effective governance and administration arrangements in place

**Standard 8:** The RTO cooperates with the VET Regulator and is legally compliant at all times

Strengths and challenges

**Strengths**

- system of standards, documentation and external audits
- compliance and continuous improvement focus
- protection of interests of consumers and clients (domestic and international students)
- system is committed to quality
- ensuring access for all groups
- using evidence to improve the system
- risk-based approach

**Challenges**

- Existence of two standards
- balancing prescription and flexibility
- promoting professional development of teachers and trainers
- improving validation and moderation of assessments
- promoting leadership development for managers
- achieving a fair fee structure
- responding to critics
Using data to inform quality

- System outputs
- System outcomes
- Outcomes for individuals
- Outcomes for employers
ASQA: activity data

2011-2013: 4003 providers out of the 4,800 providers nationwide are National VET Regulator RTOs

13484 applications received
  – 5.2%: for new providers
  – 10.3% for continuing their registration
  – 83.3% for changing scope of registration
  – 1.7% for withdrawing their registrations

2011-2013: just 3.9% of the 11693 applications that were received and completed were refused

91 applications for renewal were refused

165 existing RTOs cancelled or suspended

Source: Chris Robinson, Chief Commissioner for ASQA, Presentation to ASQA & Skills Tasmania, Devonport, Launceston & Hobart
Measuring system outputs publically funded training: enrolments

Source: NCVER National VET Provider Collection, Students and Courses, 2014
Measuring outputs: What were they studying?

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate IV</th>
<th>Diploma or higher</th>
<th>Non AQF qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>100 200</td>
<td>277 300</td>
<td>314 300</td>
<td>244 300</td>
<td>172 900</td>
</tr>
<tr>
<td>2014</td>
<td>82 300</td>
<td>247 100</td>
<td>303 500</td>
<td>258 800</td>
<td>154 100</td>
</tr>
</tbody>
</table>

Source: NCVER National VET Provider Collection, Students and Courses, 2014
Measuring outcomes: Qualifications completed

Total AQF program completions

- 562,200 Qualifications completed in 2013
- 3.5% from 2012
- 582,500 Qualifications completed in 2012
- 12.2% from 2011

Source: NCVER National VET Provider Collection, Students and Courses, 2014
Measuring outcomes by qualification completed

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Employed after training</th>
<th>Difference in proportion employed from before training to after</th>
<th>Employed or in further study</th>
<th>Fully or partly achieved their main reason for doing the training</th>
<th>Satisfied with the overall quality of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma or higher</td>
<td>84.2</td>
<td>3.1</td>
<td>92.3</td>
<td>82.5</td>
<td>85.4</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>82.3</td>
<td>1.2</td>
<td>91.3</td>
<td>84.1</td>
<td>87.4</td>
</tr>
<tr>
<td>Certificate III</td>
<td>79.3</td>
<td>9.2</td>
<td>87.9</td>
<td>84.6</td>
<td>88</td>
</tr>
<tr>
<td>Certificate II</td>
<td>60.4</td>
<td>12.3</td>
<td>78.3</td>
<td>74.2</td>
<td>89.5</td>
</tr>
<tr>
<td>Certificate I</td>
<td>55.1</td>
<td>10.9</td>
<td>76.7</td>
<td>78.3</td>
<td>88.6</td>
</tr>
</tbody>
</table>

Source: NCVER National VET Provider Collection, Students Outcomes Survey, 2014
Measuring outcomes: Satisfaction of graduates and module completers with training 2012, 2013

<table>
<thead>
<tr>
<th></th>
<th>Graduates</th>
<th></th>
<th>Module completers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Satisfaction with teaching</td>
<td>91.5</td>
<td>90.1</td>
<td>89.2</td>
<td>89.8</td>
</tr>
<tr>
<td>Satisfaction with assessment</td>
<td>90.2</td>
<td>89</td>
<td>85.3</td>
<td>86.1</td>
</tr>
<tr>
<td>Satisfaction with generic skills</td>
<td>78.4</td>
<td>77.0</td>
<td>65.8</td>
<td>66.1</td>
</tr>
<tr>
<td>experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied with overall quality of training</td>
<td>89.1</td>
<td>87.3</td>
<td>85.2</td>
<td>85.6</td>
</tr>
</tbody>
</table>

Source: NCVER Students Outcomes Survey, 2013
Measuring outcomes: Employer satisfaction with training, 2011, 2013

<table>
<thead>
<tr>
<th>Employers satisfied with:</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocational qualifications as a job requirement</td>
<td>84.6</td>
<td>78.3</td>
</tr>
<tr>
<td>apprenticeships and traineeships</td>
<td>82.9</td>
<td>78.8</td>
</tr>
<tr>
<td>nationally recognised training</td>
<td>89.2</td>
<td>83.1</td>
</tr>
<tr>
<td>unaccredited training</td>
<td>96.2</td>
<td>90.3</td>
</tr>
</tbody>
</table>

Source: NCVER, Survey of Employer Use and Views, 2013
Measuring outcomes six months after training

Source: NCVER, Students Outcomes Survey, 2014
Measuring benefits of training outcomes

Source: NCVER, Students Outcomes Survey, 2014
Measuring destination outcomes: further education

Source: NCVER, Students Outcomes Survey, 2014
Completion rates for trade apprentices over time

Bednarz A 2014 Understanding the non-completion of apprentices, NCVER, Adelaide
Insights

- Average income of graduates over 50,000
- Great majority of graduates satisfied with training
- Employers relatively satisfied with training of employers
- Students moving into employment and further studies
- Students finding training to be related to their jobs
- Students believe they benefit from training
- Impact on outcomes by qualification levels
- Around half of trade apprentices complete their contracts
In conclusion: quality happens on complementary fronts

- Industry responsiveness
- Labour market relevance and credibility
- Accessible and flexible provision
- Adequate and appropriate facilities and resources
- Competent trainers and assessors
- Valid and reliable assessment, including external assessment
- Effective and efficient quality assurance and regulatory frameworks, including formal systems of inspection