



BỘ LAO ĐỘNG - THƯƠNG BINH VÀ XÃ HỘI
TỔNG CỤC GIÁO DỤC NGHỀ NGHIỆP
DIRECTORATE OF VOCATIONAL EDUCATION AND TRAINING

Quality Assurance at a VET College

An LSDPN Online Session

15/8/2023

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Aus4Skills is an Aus4Vietnam Investment, managed by Tetra Tech International Development Pty Ltd, on behalf of the Australian Government.


Supplementary Papers

This session draws upon concepts raised in the following Aus4Skills Concept Papers

- Managing Quality- a Training Provider Perspective by Dr Greg McMillan
- Industry Engagement Framework: College Perspective by Dr Greg McMillan



Key Takeaways

- Quality Assurance is both a **philosophy** and a process
 - Without any formal standards, a focus for a college should still be creating and delivering programs that meet
 - Student needs
 - Needs of industry
 - Measured by (for example)
 - Graduation rates, employment rates
 - Student satisfaction, employer satisfaction
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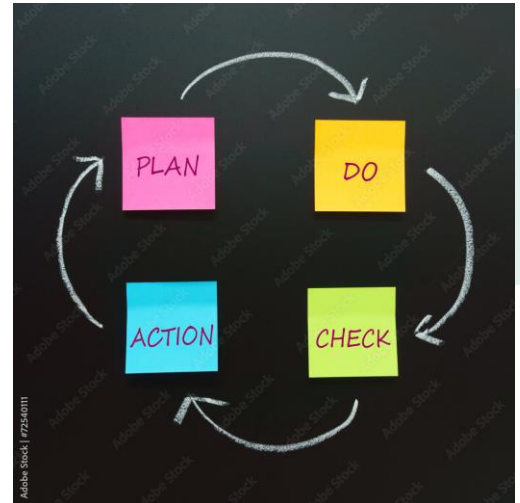
What is the primary goal/meaning of quality assurance at a VET college?

- Are you meeting the needs of
 - Students employment and career pathways
 - Industry and employers with qualified and skilled graduates
 - Government policy and agenda for social and economic priorities
- Do you have a reason to exist as a College?



What is the primary goal/meaning of quality assurance at a VET college?

- If the Sector has formal standards then this must be incorporated into the College Quality Assurance activities
- There are many ways to describe Quality Assurance.
- One commonly accepted approach is



- I often hear people say – but our college, sector etc is different to others
- Yes you have to contextualise your quality to your college and your industry sectors
- However, whether you are delivering Logistics, Business, Hospitality or any other programs the philosophy, process and documentations will be (should be) the same or very similar




What are the standards and criteria for quality assurance at a VET College?

In Australia


- Standards for Registered Training Organisations 2015
 - Training and Assessment standards
 - Obligations to learners and clients standards
 - Governance and administration standards



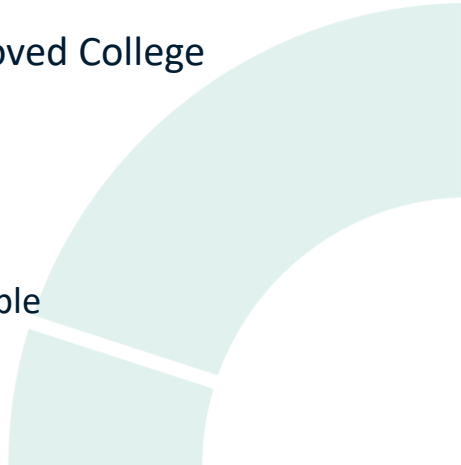
How does quality assurance fit in program and curriculum development?

- What is the purpose of the program?
 - Who are you delivering to?
 - What resources, facilities and staff do you need?
 - How will you measure 'success'?
 - The use of a Training and Assessment Strategy document will assist you.
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How does quality assurance fit in skills development?

- Are you delivering an 'approved' course or are developing your own course
 - What knowledges and skills are required
 - What evidence will you collect to 'assess' students
 - Are there specific assessment conditions that must be included
 - How do you know the program training and assessment meets industry needs
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How does quality assurance translate to recognition of equivalent qualifications/certificates, especially for people who are trained on-the-job?

- Quality Assurance provides an opportunity for consistency in standards across different organisations
 - ISO9001 is a good international example
 - In VET, if a qualification is issued by an approved College delivering approved qualification this builds
 - Confidence in the college and sector
 - Confidence in graduates who are employable
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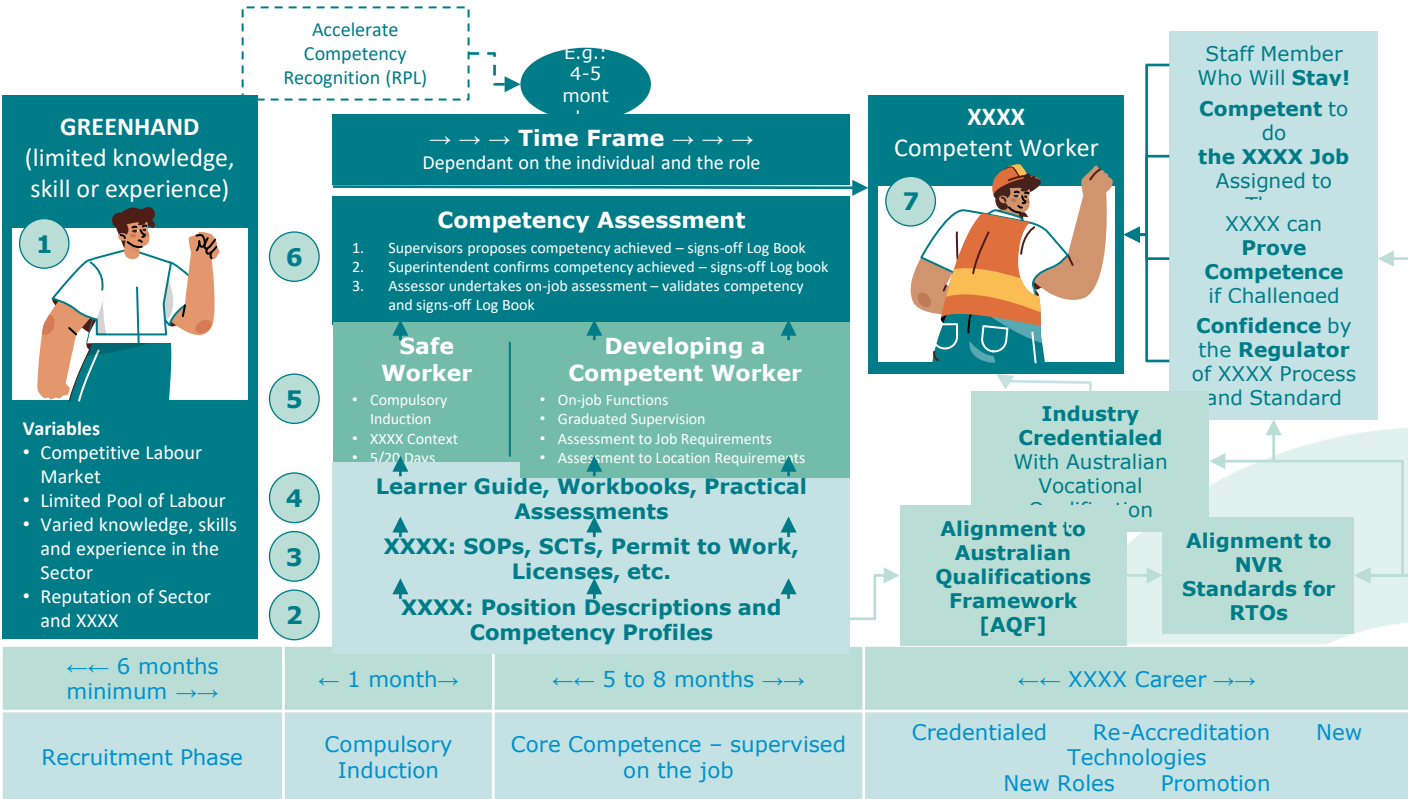
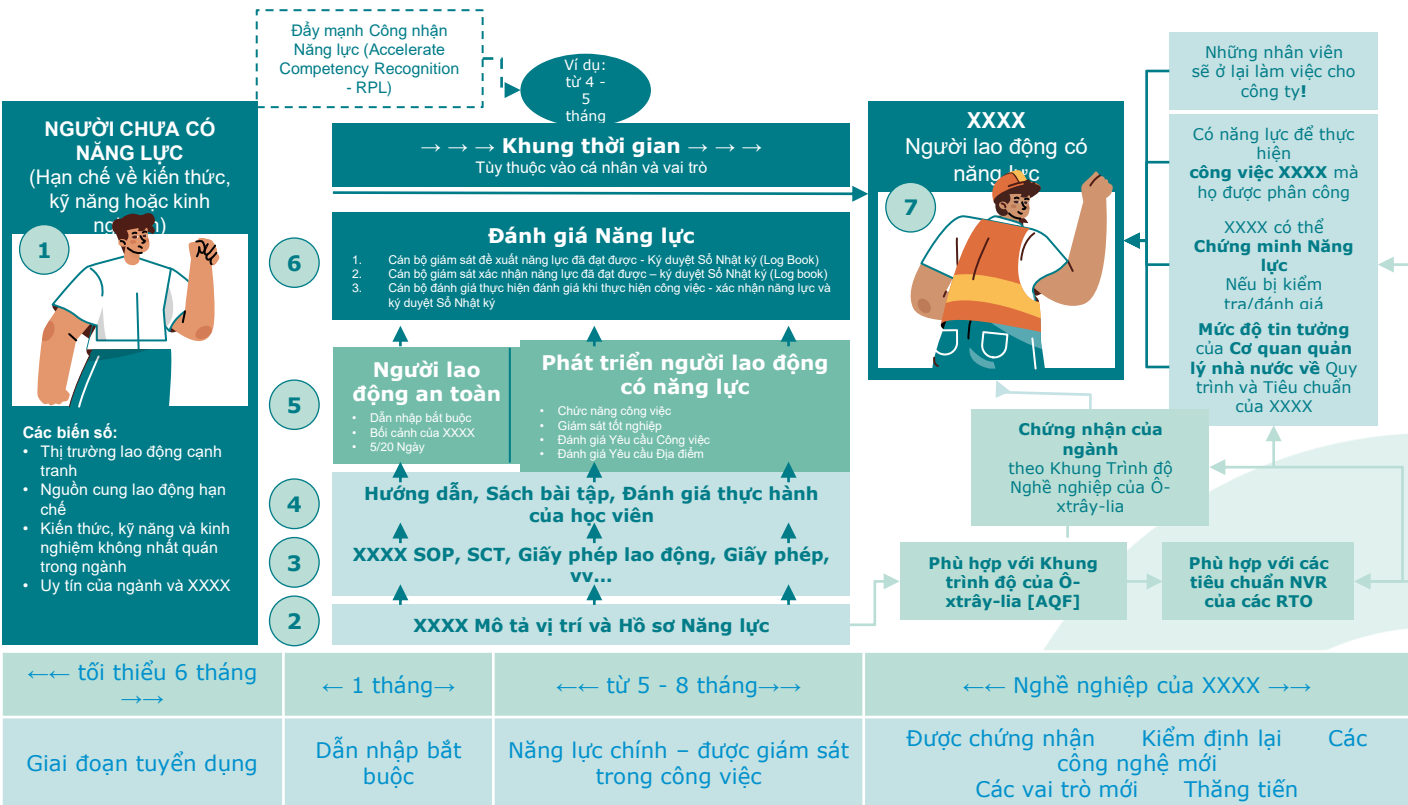
- It does not matter how the qualification is attained
 - At College
 - On the job
 - Recognition of Prior Learning
 - Recognition of Current Competence
 - Note: a qualification does not negate the need or importance of developing on-the-job experiences
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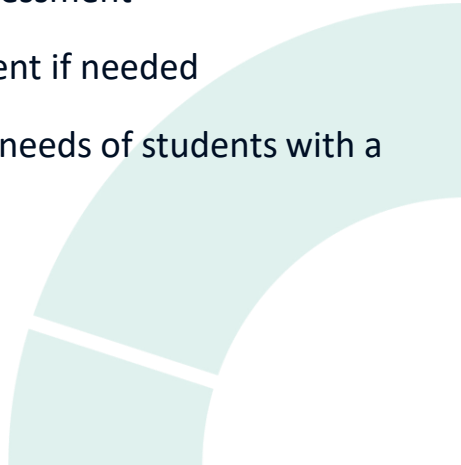
Diagram: What is a competent worker by Dr Greg McMillan



Sơ đồ: Mô tả về người lao động có năng lực của TS. Greg McMillan



People with a Disability

- Students with disability should have the same educational opportunities as students without disability
 - A Quality Assurance process will ensure that people with disabilities are
 - Included in opportunities for training and assessment
 - Reasonable adjustments is made to assessment if needed
 - Resources and facilities are able to meet the needs of students with a disability
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- Quality Assurance will not solve all issues and problems for students with a disability
- It does provide
 - A philosophical approach
 - A process approach
 - A Plan, Do, Check, Act framework



QA Process at a College

- Identify the Standards that you are judged against
- Develop policies and procedures
- Develop other quality tools
 - Training and assessment strategies
 - Self-assessment
- Establish an internal audit schedule
- Check performance – improve as required



Sample One- QM Domestic Policies, Forms and Reports Version and Application April 2021

Sample Two TAS - Diploma of Sport International

Sample Three form - self-assessment tool





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Thank you for your time

Q and A