

THE NEW DEAL: ISC ROLE IN QUALITY TRAINING AND ASSESSMENT

Prepared for
Service Skills Australia by

ratio



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Stakeholders Report

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Executive summary

Service Skills Australia (SSA) is investigating industry concerns about the quality of training and assessment within the national VET system. Through its Environmental Scan 2009, SSA was advised by industry and regulators to become more involved in the implementation of nationally recognised training to ensure the effectiveness and quality of training and assessment.

Three main areas have been identified as key priorities to examine:

- The ISC and industries' role in quality training and assessment.
- Effective workforce development of trainers and assessors who work in the service industries.
- Effectively and transparently recognising high quality training products, services and support materials.

Ratio Pty Ltd was contracted to undertake the first project exploring SSA and industries' role in quality training and assessment.

The aim of this project was to explore how SSA can contribute to the provision of quality training and assessment. Specifically, what practical strategies and tools might be developed to promote high quality outcomes of training and assessment within the vocational education and training (VET) system?

Through a combination of desk research and consultations with key stakeholders the consultants explored the issue and have recommended solutions.

The research revealed that there is a high level of support for the VET system, the pathways it offers and Training Packages. SSA is very well regarded by all stakeholders and there is strong support for a more active role in the implementation of Training Packages as well as its having a stronger presence within the VET system.

However, the research also revealed a level of dissatisfaction among stakeholders. There is a strong view that industry has been marginalised within the system and that the outcomes of training and assessment are below the desired quality.

In short key concerns were:

- the needs of industry are being sacrificed to the needs of bureaucracy
- industry input is decreasing and the presence of industry within the system is becoming marginal
- VET practitioners lack sufficient skills, both industry and training/assessment
- there are inadequacies in the auditing processes which result in a failure to address poor performers among providers
- there are dramatic inconsistencies in outcomes of training and assessment between providers.

Ideas generated to address these issues which would result in greater industry engagement and ownership of the whole training and assessment process fell into five main areas: workforce development, auditing and regulation, provider recognition and information, VET workforce capacity building and a continued focus on developing high quality resources both to support Training Package implementation and to explain the VET system to industry.

There is a sense of urgency among industry because it recognises that well trained employees and managers are the bedrock of prosperity in the industry, and that this is an issue that can be successfully addressed if there is a will. Therefore, the consultations endorsed SSA's strengthened role in order to:

- engage industry throughout the cycle of training policy, from planning through implementation to continuous improvement
- provide VET system users with clear advice about training providers to both improve decision making processes and also to motivate providers to improve their practice
- provide tools for capacity building within VET to improve the quality of training design, training implementation and assessment
- provide tools for RTOs, state and territory industry training advisory bodies (ITABs) and other agencies to use with industry organisations for workforce development so that training is part of an integrated approach to human resource development for organisations.

Because some of these functions are quite new, SSA may need to make some structural changes in order to effectively implement new ideas.

A. Project background

Services Skills Australia (SSA) is seeking concrete strategies to address the issues which have been raised over time and with increasing urgency by the industries which they represent in relation to the quality of training and assessment delivery within the VET system.

The industry led training system has been in place for at least 15 years and over that time much has been done in an effort to continuously improve the quality of training and assessment practice, in response to stakeholder concerns. Arguably, many of these interventions have served to strengthen the regulatory framework, without necessarily improving the quality, and in the opinion of some they have actually resulted in a decline in quality.

In addition, there has been a wealth of research into training quality issues, however, it is also perceived to have had little impact on the quality of training delivery at the provider level.

This project has been commissioned by the Board of SSA to explore how it, as a lead body representing industry in the sector, can contribute to the provision of consistent quality training and assessment outcomes.

With ongoing government investment in and commitment to the VET sector it is a critical time for SSA to establish its role and position as a leading advocate for quality training and assessment across all of its sectors.

A.1 Project aims and outcomes

The aim of this project was to explore policies, practices, programs and services which SSA could implement to improve the national training system and to better satisfy the needs of both industry and the workforce.

The main outcomes of this project were to:

- identify key issues and concerns relating to quality training and assessment within the service industries
- identify quality training and assessment practices within the service industries
- identify strategies that SSA could implement to improve the quality of training and assessment within the service industries.

B. Project methodology

B.1 Project establishment

The initial stage of this project involved meeting with the Project Manager to clarify the project requirements and outcomes, identify timelines and milestones, develop a project plan and gather all relevant policy and strategic documents.

B.1.1 Outcomes

The project team met with representatives from SSA and the Board to gather relevant information and to clarify the background and context of this project.

A detailed project plan was developed and forwarded to the SSA Project Manager.

In order to understand government policy and strategic directions for the VET sector a wide range of policy documents and research papers were identified and reviewed.

Stage One was successfully completed in January 2009.

B.2 Research and consultations

This stage of the project involved identifying all key stakeholders to be consulted, reviewing relevant research and identifying research questions and strategies. Meetings and interviews were also scheduled for the next stage of the project.

B.2.1 Outcomes

Key stakeholders and target groups were identified by the SSA Project Manager and forwarded to the consultants. The consultation list is provided as Attachment A.

Research of the current Australian VET sector and international methodologies was undertaken to identify best practice models and key issues around quality training and assessment.

The research identified significant changes within the national VET system, due to the change of government, COAG processes and the changing relationship between the commonwealth and state and territory governments. The ISCs now have a strengthened role in identifying training needs in industry, reporting on environmental scans and contributing to workforce development.

A number of issues emerged relating to the quality of training and assessment. These included:

- skill levels of trainers and assessors
- inconsistency in training delivery and assessment outcomes
- declining industry engagement and a resulting frustration
- lack of collaboration between industry and RTOs
- balancing industry needs with VET requirements
- inconsistency in auditing arrangements.

In order to identify the key issues relating to quality training and assessment a range of questions were designed for the consultations. They sought to gather information on the key strengths and weaknesses of the VET sector, identify the characteristics of quality systems and to identify ideas for SSA to consider in order to improve the quality of training and assessment within the service industries. The consultation questions are provided as Attachment B.

All stakeholders were contacted and face to face meetings and telephone interviews were organised for the next stage of the project.

Stage Two of this project was successfully completed and a progress report prepared and forwarded to the SSA Project Manager on 20 February 2009.

B.3 Consultations and workshop

This stage of the project involved interviewing the stakeholders identified and conducting a half day workshop with SSA staff to review the consultation outcomes.

B.3.1 Outcomes

Face to face and telephone interviews were conducted throughout this stage of the project. Although all stakeholders were contacted not all were available for consultation.

The findings of the consultations are outlined in detail in the following section.

A half day workshop was organised and delivered to SSA staff and other interested parties. The aims of the workshop were to present the findings from the research and consultations and to discuss options and directions for SSA.

C. Key issues and concerns

C.1 Overview

The national VET system is highly valued by all stakeholders and there is a passion and will to 'get it right'. However, it is a complex policy area that includes a broad range of interests, backgrounds, experiences and cultures.

The VET system is notionally an industry driven system. However 'industry' is an all encompassing term, which refers to employers, unions, large and small businesses, government agencies and private organisations. It also includes many industry sectors with different drivers, cultures and practices. In addition, there are multiple government policy areas with a stake in the system, such as the school sector, the higher education sector, the vocational sector, the workplace relations sector, the trade sector and the welfare sector. It is managed by a coalition between the Commonwealth and state and territory governments.

As a consequence VET has many drivers and many masters. It needs to balance and reconcile what can often seem to be opposing forces.

Competing drivers within the VET system		
flexibility in outcomes for individual enterprises	↔	consistency of assessment outcomes
industry specific skills	↔	broad cross-industry skills
industry specific requirements	↔	national framework requirements
practitioners with VET skills	↔	practitioners with industry skills
the business needs of the workplace	↔	the funding and resource constraints of the RTO
assessment for business needs	↔	assessment for school/higher education pathways
competency-based training	↔	time-based quality indicators
context specific assessment	↔	centralised assessment
Training Packages for workforce development	↔	Training Packages for compliance
students in employment	↔	students in transition/unemployed

These opposing forces make VET unique and vital, but they also create tensions and divisions. Many of these issues are being addressed at a national level in order to find models which reconcile these dichotomies. The national work provides a context for this project and it is timely for SSA to take action within its field of influence.

C.2 Research context

There is a momentum for change and a number of significant statements and reports are emerging on the policy direction of the National Training System. These include the Bradley Review into Higher Education¹, Minister Gillard's statements at the Big Skills Conference², the research work coming from the National Quality Council (NQC) and Skills Australia, *Foundations for the Future*, Position Paper³. A full bibliography of research used in the context of this project is contained in Attachment C of this report.

In moving forward to provide more and higher skills to meet the demands of a changing economy certain themes are emerging which provide an important context for the work commissioned by SSA.

These themes are:

- a greater focus on workforce development strategies which view skills training as part of an integrated, personalised response to employer needs
- a more comprehensive and streamlined approach to strategic industry advice to government
- an improved model for Training Packages
- a training model which is based on user demand rather than government supply
- a more coordinated national approach to regulation which promotes quality and innovation and in which there are real consequences for poor performers
- further enhancing industry engagement and ownership of the system
- new models of assessment
- further development of a seamless education and training sector
- the continued development of a system which incorporates strong public providers and a vibrant commercial provider sector.

C.3 Perceptions of the VET system

The national framework, Training Package concept, skills recognition processes, industry engagement, enterprises and partnerships and the link between career development and qualifications are all highly regarded.

As in the literature reviewed, consultations with stakeholders presented a consistent view of the VET system which is that it is generally valued but highly flawed. The details are discussed below.

C.3.1 The VET framework

There was consensus that the very existence of the VET system is positive; it is perceived to be valuable and each sector of the service industries wants to participate, although they may do so in different ways.

¹ Department of Education, Employment and Workplace Relations, 2008, *Review of Australian Higher Education*, Commonwealth of Australia

² Gillard J, 2009, Big Skills Conference, Speech, Darling Harbour, Sydney, 5 March

³ Skills Australia, 2009, *Foundations for the Future*, Position Paper

The Australian VET system is said to have a very good reputation internationally and according to some, who have firsthand experience of other systems, delivers relatively high quality outcomes.

It was widely acknowledged that VET provides the framework for pathways in education and career progression through work. Those industry sectors in which there are not strong career pathways valued the role VET could play in creating and/or supporting them.

Those industries in which there is a well defined structure value the support provided by the VET sector. There is also a strong will to continue the development of seamless links between school, VET and higher education.

However, there was also acknowledgement that there are systemic difficulties which need resolution if training and assessment delivery is to meet the challenges of the future.

The VET system is a fragmented mess of both state and federal systems. These bodies rarely communicate with each other. The result is inconsistencies in policies, funding, assessment requirements etc which make the delivery of a nationally consistent program impossible. (Interviewee)

The feedback focused on the complexity of the VET system and the number of sub-systems and bureaucracy, inconsistent training delivery and assessment outcomes, the lack of information about training and providers and the increasing alienation of industry. There is a growing lack of faith in the outcomes of the system and a sense that there is an enormous amount of effort expended by a huge number of people with very little to show for it.

The VET system was initially set up to achieve consistent assessment outcomes via flexible learning pathways. Training Packages and the Australian Quality Training Framework (AQTF) are the cornerstones of the system, which are meant to enable such flexibility.

However, there is a sense that the balance has tipped in favour of trying to achieve consistency across industries and states, at the expense of the needs of specific industries and the workplace. Industries which see the benefit of being part of the national VET system, such as sport, fear that they will lose control of their well established training mechanisms, if they sign on to the formal training system.

C.3.2 Training Packages

Training Packages have become the accepted currency of the VET system, and are well supported. While they were seen as a valuable and useful framework, there were various suggestions on how they could be improved. However, the suggestions were not consistent. Some wanted more detail, others less detail and others wanted different detail.

For those who understand the nature and purpose of Training Packages, units of competency and qualifications, the flexibility they offer in terms of being able to customise training for different contexts and workplaces, was highly regarded. However, others felt that they are too flexible and open to interpretation which creates inconsistencies in qualification outcomes across different applications. This view has led to increasing the amount of information contained in Training Packages. This has resulted in Training Packages being described as 'bloated' and more and more generic. Again the balance is perceived to have tipped away from industry.

C.3.3 Implementation of Training Packages

There is significant variation in the implementation of Training Packages between states and territories. While there was some recognition that states and territories need to be able to meet their own needs in terms of implementation and that for the most part everything which is being done is well intentioned, the impact on the training system is significant and can't be ignored. Specific examples were cited.

- A national company wanting to access User Choice funding to train existing employees needing to go through multiple applications because the state guidelines differ. The result is not to use it at all.
- A national retail company engaged two trainees from different sides of the border for employment in a border town. As well as differences in funding models, the duration of the traineeship is one year in one state and two years in the other. So to achieve the same qualification in the one organisation there were two entirely different employment contracts, one half as long as the other.
- An RTO which needed to go through 16 audits to be able to operate nationally and across the various training and education areas identified on the scope.

However, it is not just between states and territories that the inconsistencies exist. It is acknowledged that there are significant variations in the delivery of the same qualification between neighbouring providers. While flexibility is a good thing and providers need to be able to customise delivery to meet student, community or enterprise needs, the dramatic variations in durations, assessment approaches, equipment and facilities, outcomes and delivery styles seem hard to justify, and ultimately undermine the reputation of the qualification system.

C.3.4 Industry engagement

SSA is well recognised for actively engaging industry in the development of Training Packages, with many sectors feeling very engaged and valuing the opportunity to assist in defining industry outcomes required. However, it was felt that industry engagement was confined to Training Package development and content and not to implementation and monitoring of training and assessment. In fact it was reported that the most input industry now has is through the development and wording of Training Packages.

There is a perception by those who have seen the system grow of a shift from a time that industry actively drove the system, particularly in the services area. Previously, mechanisms existed for individual sectors to monitor the quality of assessors, through assessor networks, panels and moderation, and more recently into recognition of quality among providers with the Star Rating System. Feedback suggested that industry input is diminishing and that some sectors and businesses, particularly small enterprises are not fully engaged, and are even 'walking away'.

There was consensus that 'industry input ceases at endorsement'. Once Training Packages are endorsed, or to some, even before they are endorsed, there is a feeling that they are handed over to bureaucracy for implementation and control is lost.

This would be acceptable if the result was high quality training and assessment. But the frustration is that the system is in general not delivering what industry wants.

C.3.5 Provider quality audits and regulation

The VET regulatory system is seen to be compliance driven, focused on indicators of quality that are not necessarily appropriate, overly bureaucratic and yet 'toothless'. People can point to explicit examples of poor quality, but the regulators report that are under resourced to adequately address the volume of poor performance reported by industry. The well known high quality providers endure the same scrutiny as the equally well known poor quality providers and there appear to be few consequences for non-compliance.

The states have failed to weed out poor RTOs – they audit good RTOs for their own scorecards. (Interviewee)

Those consulted could point to examples of RTOs delivering a Certificate III in seven days, when the average duration might be 200 hours. Another example of poor practice often cited is that of the training kitchen for cookery which falls well below the standards required of a commercial kitchen, in terms of facilities and equipment.

Other problems identified by industry include:

- the compliance process appears to prohibit the development of innovative approaches to training delivery
- the audit process is too generic. It does not sufficiently recognise the specific needs of different industries
- the focus of the audit is too much on inputs not outputs
- many auditors do not have up to date or any industry knowledge
- auditors are not sufficiently competent in auditing skills
- the system is heavy handed, treating good performing RTOs in the same manner as questionable RTOs
- the emphasis in the audit process is on the inputs rather than evidence or ongoing monitoring
- the compliance process does not enhance quality or motivate providers to improve the quality of their practices
- continuous improvement processes are swamping auditors.

Regulators would say that:

- Training Packages are so flexible that you can drive a truck through them
- The RTOs do not take a standardised approach in responding to audit feedback. Quality systems expect training providers to build their capacity and capability on an ongoing basis

There are also differences in the guidelines provided by the different regulatory bodies, which is another driver of inconsistency. What's acceptable and compliant in one state is not in another, for example the length of time records need to be maintained. Auditors have had to manage quality problems as they arise in their own jurisdiction, but it has led to a jumble of audit regulations which vary from state to state.

The three quality indicators of the AQTF are based on:

- student satisfaction
- employer satisfaction
- completion rates.

While these were seen as important indicators, reporting against these criteria from RTOs has been inconsistent and the data is difficult to access and confirm.

Once again the tension between the needs of the states and the needs of industry and of the individual RTO is resulting in a failure to meet the needs of any of them.

C.3.6 Skills and knowledge of trainers and assessors

Of concern to stakeholders was the level of skills and experience of trainers and assessors. While many trainers and assessors are very engaged and passionate about vocational training and assessment there is still concern that some do not have the necessary industry skills and experience to effectively deliver industry outcomes.

There is a fundamental issue about whether trainers should be highly qualified VET practitioners with industry knowledge or highly experienced industry practitioners with VET knowledge.

This has resulted in a Certificate IV which satisfies neither. While some believed the qualification was insufficiently rigorous and comprehensive, others felt it was too academic and not able to meet the needs of those training and assessing in industry. The conclusion is perhaps that a one size fits all qualification for VET professionals is not useful and that there needs to be room to cater to a range of contexts in which VET professionals and industry trainers work.

There is also a concern that maintaining currency of industry skills is a challenge for RTOs. Some employers noted that trainers are insecure about their industry skills and knowledge and in seeking help from the employer, confidence is eroded.

D. A vision of quality

When asked about quality, respondents variously described the competence of the students who graduate, the quality of the interaction of the provider with the industry, workplace or the community, the range of services available from a particular provider, and the responsiveness of the system as a whole.

D.1 A quality system

There was consensus among stakeholders in the service industries about what a quality system looks like. They identified:

- industry ownership at all stages from planning to implementation
- accommodations for specific industry requirements within Training Packages
- nationally consistent durations, costs and competency outcomes
- nationally consistent procedures for compliance
- quality systems and/or provider recognition systems implemented to motivate RTOs to improve practice as well as to comply with regulations
- a regulatory system which is able to sanction poor provider practice and performance
- flexibility in implementation of training to allow providers to meet the needs of employers or other stakeholders
- real time quality data on the use of the system
- access to high quality VET research
- quality well matched partnerships and collaborations between stakeholders
- engendering respect for qualifications and the pursuit of ongoing training and education
- user friendly information to help users navigate the system
- provider recognition to inform user choice and acknowledge good practice, as well as to motivate providers to strive for excellence.

D.2 Quality delivery and assessment

There was general agreement about what quality looked like in terms of delivery and assessment. Interviewees identified:

- work/job ready employees
- capacity to train and assess students on the job to individual workplace standards
- highly skilled and engaging trainers and assessors
- access to affordable and efficient skill recognition processes
- collaborative partnerships between providers and workplaces
- alignment of learning to enterprise business needs
- access to up-to-date industry standard equipment and facilities
- trainers with recent knowledge/experience in industry
- seamless progression through and across education and training sectors.

D.2.1 Partnerships and enterprise RTOs

The quality characteristics described above were in many respects evident in the partnerships and enterprise RTOs consulted.

In the partnerships, the RTO was able to align the training to the enterprise business needs, to help plan for growth and to provide the basis of succession planning, which is consistent with the drive to integrate training with the broader workforce development orientation. They could also provide skill recognition to make the training exercise more efficient and to motivate the student.

Long term partnerships can overcome the tensions between the needs of the enterprise as opposed to the needs of quality training and assessment.

Enterprise RTOs are also often good examples of the system working well. They naturally align the training to their own needs and in general trainers have a good balance of industry and VET practitioner skills. There appears to be a much higher level of student retention in enterprise RTOs and completion rates are reportedly also much higher across the board.

Critics may argue that enterprise RTOs provide too narrow a qualification which may not meet the needs of, for example, higher education articulation. Once again it is a matter of achieving a balance between the needs of different masters.

D.2.2 Skill recognition

The capacity to recognise skills and learning acquired in other contexts was seen as a critically important principle of the VET system. It is both motivating for students and for employers. However, there was agreement that in most cases the system was not working as well as it should be. It was noted that for most RTOs there is little incentive to offer credit via recognition, that the recognition system was often over engineered for fear of not complying and that for most students 'it's easier to just do the training'.

Recognition in the enterprise RTOs consulted works well, largely because they are motivated to give credit and reduce the training time for students, and the process of collecting relevant evidence is logistically easier.

E. Strategies to improve the quality of training and assessment

In the light of the issues and concerns discussed above, respondents were asked what SSA should do to contribute to a quality system as described.

The conclusions are discussed below under the following headings:

- E.1 Expanding the role and structure of SSA

The expanded role is further clarified under the headings:

- E.2 SSA's role in auditing processes
- E.3 SSA's role in provider recognition
- E.4 SSA's role in enhancing VET practitioner capability
- E.5 SSA's role in workforce development and information
- E.6 SSA's role in developing support resources.

E.1 Expanding the role and structure of Service Skills Australia

SSA is one of 11 Industry Skills Councils (ISCs) funded by the Department of Education, Employment and Workplace Relations (DEEWR) to support skills development for the service industries. Skills development is supported by:

- providing industry intelligence and advice to Skills Australia, government and enterprises on workforce development and skills needs
- actively supporting the development, implementation and continuous improvement of high quality training and workforce development products and services, including Training Packages
- providing independent skills and training advice to enterprises, including matching identified training needs with appropriate training solutions
- working with enterprises, employment services, training providers and government to allocate training places.

ISCs were established as a means of ensuring strong industry engagement in the VET system. It is a critical underpinning of the system and is highly valued by all of those who were interviewed.

Comments about the role of the ISC included:

They have an advocacy role. They should be marketing the training system to industry.

ISCs need to have more influence. The role needs strengthening.

ISCs should provide leadership which includes benchmarking, access to quality research and best practice tools for RTOs to use with clients.

SSA has been extremely helpful in getting people to wade through the system.

There was a strong view that industry ownership had diminished within the system and should be strengthened and broadened through an expanded role of the ISC.

Specifically, the stakeholders believe that the SSA could and should:

- actively facilitate greater industry engagement/ownership at all stages of the process from the development of Training Packages, through endorsement, implementation, auditing and ongoing monitoring of RTOs
- advocate to government on behalf of the service industries so that industry has an influence on top level policy decisions
- provide strategies in conjunction with state and territory governments to develop the capacity of the VET workforce
- work with RTOs to develop workforce development strategies and tools to assist enterprises maximise the effectiveness of their training and link it to their business needs
- market and promote training and education to the industry
- provide access to relevant research and data.

It was noted that while SSA covers so many different industry sectors it is important that each industry sector is managed by someone who has relevant and up-to-date industry knowledge. This was seen as being important to assist in expanding the role of the ISC and being an agent of industry engagement and input.

It was suggested that the ISCs could be a more useful resource to RTOs. Some interviewees noted that ISCs have little or no mandate to talk to RTOs. Yet RTOs are well placed to be a conduit of information from the ISC and is also a resource for workforce development activities if required.

Recommendation 1:

That the structure of SSA be reviewed to accommodate an expanded role in the area of Training Package implementation

It is recommended the structure of SSA be reviewed to accommodate a role which focuses on the implementation of Training Packages and workforce development strategies in order to address the concerns articulated in this report relating to industry engagement and the quality of training and assessment.

SSA has to date been primarily responsible for the front end of the training process, that is, scoping, planning and developing Training Packages. Depending on the structure, a separate function or arm would allow SSA to take on new responsibilities without compromising the existing roles of industry advocacy and representation. Importantly it would publicly focus attention, concentration and branding on the new activities.

Implementation roles would include:

- participation in audits
- technical advice to auditors
- spot checks on RTOs
- provider information and recognition of provider quality
- workforce development strategies
- VET practitioner quality
- quality Training Package implementation
- marketing and promotion of the VET system to industry.

SSA has built up a reputation as the voice of industry, a representative and advocacy role, which is extremely important to retain. The Training Package implementation arm would have responsibilities in auditing and recognising providers, maintaining the professional competence of industry assessors and trainers and providing strategies for workforce development.

The degree of separation between the roles would need to be investigated to ensure that there is no conflict which would lead to an erosion of trust within industry or the VET sector.

E.2 SSA's role in auditing processes

Auditing is the process of ensuring RTOs provide high quality training and assessment outcomes by complying with national standards. While the auditing process was seen as important to ensuring quality a number of issues around the current auditing system were identified which included:

- lack of consistency in requirements and outcomes between states and territories
- over emphasis on compliance rather than quality in the auditing system
- lack of industry expertise in auditors.

It is recognised that states and territories need to be able to meet their own needs in terms of training delivery and assessment, however, there are significant variations in how units of competency and qualifications are implemented.

There was agreement that a consistent national approach and guidelines for the implementation of Training Packages was needed.

While the AQTF quality indicators were seen as important indicators for quality training and assessment, reporting from RTOs is inconsistent and difficult to access and confirm.

The Excellence Criteria of the AQTF appear to go some distance in encouraging RTOs to continue improving the quality of their training and assessment. However, there are concerns that they are too generic, that quality needs to be highly customised to individual RTO performance indicators, that they don't have industry partners joint support, and that the data on completion rates is not available, and where it is available, not necessarily accurate.

Another issue is that the audit processes often do not address the specific needs of the industry and that many audits do not include industry experienced auditors. However, the auditing bodies are increasingly using industry technical advisors, such as the Pink Slip system in NSW, and this is improving the quality and credibility of the system.

It was generally agreed that one of the most effective strategies for enhancing quality was to specify a more active industry role in auditing and continuous improvement of RTOs. It was felt that this would be motivating for RTOs and create the necessary sense of ownership for industry.

However, industry input must be compatible with existing regulatory requirements. Therefore, the industry input can add value to the regulatory and compliance process rather than run it or replace it. There were several suggestions of how this might be achieved, which are not mutually exclusive.

E.2.1 Industry experts/advisers for audits

There was a great deal of support for industry through SSA participating in the audit process. This is already a practice in many jurisdictions including South Australia, Victoria, through NARA and through the Pink Slip system in New South Wales.

SSA could nominate, train and quality assure a pool of technical advisors for industry who could be used to advise and assist in the audit process. It is unlikely that they would conduct a whole audit, although they would need to be trained in auditing skills. They would also need have relevant and up-to-date industry experience but also a good understanding of training and assessment. Industry advisors could assist regulators translate Training Package requirements into specific and practical advice about quality requirements for specific Training Packages thereby reasserting individual industry needs within the national framework. Rather than auditing the business and general education capacity of the RTO, industry advisors would provide input into the technical aspects of training delivery and assessment.

There were some issues which would need to be explored further, for example:

- finding a sufficient number of people with current sector specific skills which can be maintained over time
- avoiding conflict of interest between panel members and industry colleagues
- maintaining high ethical standards in audit practice
- balancing workloads for panel members.

On the other hand, there were perceived to be great benefits in that industry advisors would motivate and advise RTOs in meaningful ways, would create closer relationships between Training Package development and implementation, would help regulators make decisions about provider capacity and would create a better balance between the demands of the system and the specific requirements of the industry. Overall it was felt it would help to create more confidence in the audit system.

E.2.2 Provider spot checks

It was reported that poor practitioners are well known within the industry but that the current regulatory framework appears powerless to 'weed them out' or to motivate them to improve. A spot check system built on the principles of the tax audit or random breath testing was recommended and generally supported.

The system could be random and could also respond to evidence of poor practice. It would start with a 'soft touch' investigation and then drill down further as judged appropriate by the technical advisors.

The spot check system would need to work with the regulatory systems, not in opposition to them.

There would also need to be consequences of poor practice, such as fines or suspensions.

Recommendation 2:

That SSA retain technical industry advisors for use in the audit process and spot check

It is recommended that SSA employ and maintain a team of technical advisors for each industry sector. The advisors would be retained as part of SSA. Technical advisors would be required to provide evidence of appropriate and up-to-date industry experience and qualifications. They would need to declare conflicts of interest and sign on to an ethical code to minimise conflict of interest possibilities. The technical advisors may be full time employees, part time or under contract depending on the work load requirements and availability of appropriate industry people.

Technical advisors would be trained in auditing and would be available to participate in audits across jurisdictions, both state and territory, NARA and CRICHOs. They would also provide advice and assistance to other auditors as required in the general auditing process, for example, providing assistance in translating Training Package specifications into practical situations.

In consultation with the state and territory regulators, technical advisors would be utilised to undertake spot checks of RTOs as a way of identifying issues that may need to be addressed prior to the auditing process, and also as a means of responding to complaints about provider quality. This would assist RTOs better understand industry and auditing requirements and ensure high quality outcomes.

Technical advisors could also assist with Training Package implementation workshops and other professional development activities for providers around training implementation.

E.3 SSA's role in provider recognition and information

Auditing is a system which ensures compliance to basic requirements. However, a gap appears to exist in terms of recognising those providers who are excellent. While the Excellence Framework has been implemented to address this, there are some concerns as discussed earlier, that is, that the criteria address excellence in general terms, rather than the terms valued by specific industries.

Two areas of concern in relation to up-to-date and relevant information about providers were identified:

- the lack of transparency relating to data about training enrolments, completions and successes
- the lack of general information available about providers in terms of their staff, relationships with the workplace, training methodologies and skills recognition processes.

It seems logical that individual industries would provide this information on behalf of RTOs and also recognise quality providers thereby driving an excellence culture within their industry.

E.3.1 Data

To date the National Training System has focused more on development of information for whole of system accountability purposes, at the national and jurisdictional levels, but less on the transparency of data at the provider level.⁴

The poor availability of data was a source of frustration at a number of levels. National enterprises found it difficult to tally completion rates even within their own organisation across different states or different providers, and regulators find it hard to check actual completions against capacity.

This lack of transparency of data makes it very difficult to make comparisons between providers for the purposes of choosing a provider or from the regulator's perspective.

There is evidence of this being addressed with Victoria leading the way in terms of providing good accessible provider information by means of the online Qualifications Navigator and also by upgrading the register of accredited courses and providers.

E.3.2 Provider information

While most of the enterprises interviewed were happy with the training provided either through their enterprise RTO or through a partner RTO, there was a perception and some examples of poor practice in some RTOs. Complaints included:

- poor recruitment of students. Often the drivers of recruitment are 'bums on seats', or economics, rather than student interest and/or suitability for the occupation
- lack of communication/alignment between workplaces and providers resulting in a mismatch between training and work experience
- skills recognition processes which either do not exist or are inadequate

⁴ Skills Australia, 2009, *Foundations for the Future*, Position Paper

- lack of up-to-date relevant industry skills in the trainer and therefore in the training and assessment
- poor training and assessment skills in the trainer
- insufficient opportunities for learning on the job
- below industry standard equipment and facilities.

It must be remembered that providers have to balance a number of considerations, for example, their own resource constraints, the needs of different student populations, the need to comply with regulatory requirements and the need to provide higher education articulation. There are also the needs of students in transition who want to progress into another career and are gaining the qualifications for entry, and do not have access to a workplace.

The issue would seem to be therefore finding a quality provider who is able to meet the specific needs of the enterprise and/or the student within a specific context. Providers tend to have special focus areas, for example, larger public providers tend to offer most of the lower level and unemployment programs, some of the private colleges cater to the needs of higher level qualifications. There are also specialist industry trainers who provide customised services to specific client organisations.

While there are examples of poor quality, it seems the majority of providers are doing a good job but that they may have different strengths. There is little or no information available to differentiate providers so that education and training consumers can make informed decisions about which provider to choose to cater to their particular needs.

The TAFE Directors Association in its submission to the Bradley review has provided the beginnings of a categorisation system for the Australian Tertiary Education and Training System which divides providers into the following categories:

- comprehensive universities
- specialist universities, other higher education institutes
- public sector: TAFE degree offering, TAFE institutes
- public sector: ACE provider
- school based RTO
- private RTO
- degree offering, private RTO/enterprise RTO.

Providing information about providers which gives the consumer a fair indication of the strengths would go some way in better matching the needs of users with the strengths of providers.

There was a great deal of support for some form of provider recognition system which it was believed would:

- motivate providers to improve their practice
- provide information for industry about providers available
- provide information for students to help inform their choice of provider.

A number of systems were suggested.

E.3.3 A Star Rating System

The Institute of Trades Skills Excellence has an established system of providing a star rating for providers. Some providers who have been through the system found it a very useful exercise and one which was highly motivating for staff. It also builds on current audit arrangements. Each industry develops a set of criteria against which an RTO or section of an RTO is evaluated.

However, some respondents felt that this type of system is not practical as ongoing monitoring can be difficult. Training provider excellence is often contingent upon the quality of staff and there is typically a high turnover. This would mean that it would be necessary to monitor the rating each time a staff member left. It was also seen as expensive for all RTOs and potentially onerous for large RTOs who might have up to seventy sections all requiring a separate audit.

Star Rating Systems are used widely and successfully in the service industries, in restaurants, hotels, tourism agencies and so on. However, most are structured against the services, facilities and, most particularly, the expense. An individual may select a 3-star hotel to save money, in the knowledge that the room will be clean, if basic.

This would not apply to a provider. It is doubtful that an employer or student would select a low star training provider to save money, if they did not achieve a reputable qualification or appropriate skills, had to train in below standard facilities, or have poorly qualified trainers.

E.3.4 Excellence awards

Another approach which is used by some of the other ISCs is excellence awards, for example Provider of the Year. Recognising high quality providers was seen as a valuable method for promoting best practice outcomes.

An event such as this could attract sponsorship from industry representatives and further create a sense of industry ownership. If it were across the sectors, it may be a useful tool for encouraging collaboration among the various enterprises and industry bodies within SSA.

Alternatively, SSA may be able to negotiate with industry bodies to include a category in their awards evening for industry training providers.

E.3.5 RTO matching service

Part of the challenge for enterprises is to find an RTO which provides the specific services that they seek. As the workforce development concept develops, this will be even more pressing.

It was suggested that SSA in collaboration with ACPET or other partners could provide a matching service for users. It would require RTOs to provide their information against specified criteria and SSA would respond to requests by providing a selection of providers capable of meeting the specific needs of the enterprise. This could involve RTOs paying to be on a database of providers.

E.3.6 Online user rating system

There are a number of online user rating systems which could be used as a model for providers and users. The provider would complete details about their services online and a space included for user comments. This provides instant feedback, is low cost and it is also in keeping with new uses of technology, particularly for students. Comments would need to be monitored to ensure the system is not corrupted.

RTOs would provide information determined to be critical and be responsible for updating as required. The information might include:

- qualifications on scope
- characteristics of training in each qualification, including duration
- costs
- student enrolments
- student completions
- work-based training practice
- assessment practices.

Recommendation 3:

That SSA set up a provider information and recognition system

It is recommended that SSA develop an online provider database to be utilised by consumers to assist users of the system, both employers and students, to make informed choices about providers.

The system would provide comprehensive information about the provider as well as comments about users' experience and quality outcomes.

RTOs would be invited to upload their details which would allow them to identify their strengths, their specialties, their record and their future. A field would require providers to identify enrolments, student-teacher ratios and completion rates.

The database would allow space for users to provide comments and feedback on the provider. This could either be an open forum for users to record their experiences, or alternatively, specific criteria could be developed by which users rate the provider. For example, quality indicators could be identified by industry such as the use of up-to-date equipment and facilities.

Industry criteria, similar to those used by the Star Rating System could be utilised to establish a matching service. This would enable users to identify providers that meet their specific industry needs.

E.4 SSA's role in VET practitioner capability

The consultations among stakeholders in this project confirmed that ongoing professional development of VET practitioners is an area of concern and that it is highly appropriate for the ISC to be involved in a solution.

There was a great deal of concern by stakeholders relating to the level of skills and experience of trainers and assessors within the service industries.

This related to VET practitioners in schools, RTOs and also in the workplace. The concern relates to prerequisite qualifications for trainers and assessors, ongoing professional development in VET skills and knowledge, and also to the level and relevance of industry skills.

The industry can prescribe skills and experience of assessors as part of the Training Package process. They should also be able to maximise quality of delivery and assessment through ongoing professional development.

It was argued that there is little point in having a quality system without the mechanisms to improve quality where deficiencies are identified. Many of the skills required by VET professionals and workplace VET practitioners are high level and need ongoing training and development.

There is research at the cross-industry level into establishing a form of learning framework for VET professionals to provide the ongoing professional development.

It would seem appropriate for each ISC to work with the overarching national entity to provide such professional development to a national standard. This would create ownership and confidence in the trainers and assessors. It would also ensure that VET professionals continue to identify with their industry while developing their VET skills.

ISCs are an appropriate body to provide this service and a number of strategies were recommended.

E.4.1 Industry assessor network

Industry trainers and assessors could sign up to a network which would provide skills and knowledge to train and assess within a specific Training Package. For example, the assessor network could trial assessment tools, engage in moderation activities, explore new assessment or training methodologies and develop resources. There have been a number of successful models which could be used to develop this idea including the Australian Hospitality Review Panel (AHRP), the National Assessors and Workplace Trainers Body (NAWTB) Assessor Networks and Reframing the Future.

This was also seen as a useful mechanism that workplaces could utilise to engage assessors to assess in industry.

A report commissioned by the NQC5 on the quality of assessment practices identified that the Certificate IV in Training and Assessment is a base level qualification and that training and assessment professionals need access to ongoing training and development. Therefore, any industry specific initiatives around professional development of VET practitioners would need to balance generic training skills and specific industry skills, and be compatible with cross-industry initiatives in this area.

⁵ National Quality Council, 2008, *Issues and Options Paper on the Quality of Assessment Practices*.

E.4.2 Ongoing professional development linked to AQTF

Part of the industry specifications could include requirements for ongoing professional development as is current practice among many professionals. As long as it was consistent with the national requirements for training and assessment there may be a case for requiring additional professional development to keep up to date with current industry and/or VET requirements. This could be provided by the assessor network mentioned above.

However, it would need to ensure that any requirements for ongoing professional development do not create barriers for assessors, beyond the requirement of the current training and assessment qualification.

E.4.3 Training Package implementation workshops

There was a great deal of support from the State and Territory Training Authorities (STAs) for ISCs to provide Training Package implementation workshops. Reportedly when they have been available they have been very successful, well attended and have had a positive impact on quality.

The workshops should cover all the information relevant to implementing a new Training Package and allow for open discussion and questions and answers. They should provide guidance on innovative delivery strategies, aligning to workplace practices, approaches to assessment and skill recognition, specifications for equipment and facilities and so on.

Recommendation 4:

That SSA establish a service industry Assessor Network to enhance VET practitioner capability

It is recommended that SSA establish an industry assessor network. This network would provide the opportunity for both VET and industry assessors to network, participate in moderation activities, trial assessment resources and maintain current industry and VET knowledge and skills. This would be an important mechanism to re-establish the importance of industry assessments and recognise industry assessors as contributing to workforce development.

The assessor network would provide evidence of ongoing professional development and continuous improvement within the AQTF.

It would need to be compatible with an across industry assessor learning framework as is currently being explored by the NQC.

E.5 SSA's role in workforce development and information

Workforce development is about improving the productivity of Australia's workforce and increasing participation in the workforce. It is about training people to perform at work as well as increasing their skills for ongoing workforce development.

Aligning training to the business needs of industry is a way to make the VET system both attractive and relevant to employers and participants. This is also beneficial to providers because it increases their understanding of business needs. Most importantly a workforce development approach to training creates healthier and more productive partnerships between providers and industry.

However, for this approach to work there are two key enablers.

1. Providers must have the knowhow and the tools to work out and implement workforce development strategies.
2. Workplace personnel must have the skills and knowhow to work with providers and with workforce development. These skills will include coaching, mentoring, workplace assessment, and so on.

The service industries employs over three million employees, therefore, it is impractical for SSA to take on the role of workforce development consultants. However, they can have a role to drive it through the RTOs, the state and territory ITABs and through consultants, and in so doing influence the behaviour of those bodies in relation to industry needs.

A number of strategies were recommended.

E.5.1 Resources and tools for workforce development and VET system marketing through RTOs to industry

SSA should provide advice to RTOs and in some cases state and territory ITABs to assist them meet the needs of enterprises in terms of workforce development. Ideas around the types of resources will be comprehensively explored in another project as part of The New Deal.

However some suggestions included:

- tools for recruiting students/trainees/apprentices
- succession planning advice for organisations
- training needs analysis tools for organisations
- case studies of growth strategies
- skills for managers in facilitating training, assessment, and so on
- innovation tools for organisations.

Providing RTOs with strategies and tools to engage with industry was seen as an important part of improving quality in training and assessment for the service industries.

E.5.2 Marketing strategies to promote VET to industry

While SSA is perceived to represent industry well there were suggestions about practical ways to enhance the industry focus of the ISC including:

- being seen to be part of the industry by holding meetings in industry, for example, in a restaurant or hotel rather than in an office
- being part of industry events even those outside the direct training area
- developing clear and accessible VET information to assist industry interpret the VET system. By unpacking and explaining the system in easy to understand and accessible language industry would gain a common understanding of the system, its purpose and its value.

Recommendation 5:

That SSA develops and implements a workforce development and information strategy

It is recommended that SSA develop a strategy to promote training to industry as part of an integrated approach to workforce development. The issues for employers in the service industries involve growth strategies, attraction and retention of employees, career development structures, succession planning and innovation. Training is a critical part of the business needs of the organisation and cannot be viewed in isolation.

SSA can become a key driver of a workforce development strategy through developing the tools which providers, state and territory ITABs and consultants can use. These tools might include:

- training needs analysis tools
- mentoring and coaching strategies
- innovation tools and strategies
- leadership training
- succession planning advice.

A major benefit of such an approach is to forge healthy and productive long term relationships between providers and industries.

It is also important that SSA become an advocate of the VET system to industry. While they already play a strong role in this area, it is recommended that the marketing and information role be enhanced through collaborative events and the development of high quality marketing and information materials.

E.6 SSA's role in training and assessment support resources

While Training Packages specify the skills and knowledge required to perform effectively in the workplace it was felt that they were largely designed to cater to those in work, and not necessarily the best tool for other types of learners. It was generally agreed that strategies and resources were needed to make Training Packages more applicable in different contexts.

This view was supported by those who felt that the complexity of the skills required to interpret and use Training Packages to construct quality training for different contexts had not been recognised and were underdeveloped among VET practitioners.

In addition, there was a view that the application of Training Packages as compliance documents had made them harder to use as documents for training development and workforce development, and were becoming less effective for both purposes.

While highly valued as a framework for industry training it was suggested that Training Packages needed more enablers to support implementation, such as guidance material, training plans, and additional resources to assist providers, auditors, trainers and assessors to implement them in a consistent manner.

E.6.1 Industry guidelines for delivery of Training Packages

SSA produces User Guides which have been very well received. They can be a tool for both auditors and providers to assist in interpreting Training Packages.

Industry guidelines specify requirements for delivery and assessment of qualifications within Training Packages. These guidelines address:

- minimum assessment and learning requirements to achieve qualifications
- required assessor/trainer qualifications and experiences above and beyond those required by regulation
- professional development requirements for trainers and assessors
- requirements around work placement and/or experience
- guidelines for selection and recruitment of students
- minimum equipment and facilities requirements for delivery
- minimum recommended duration for delivery of units and/or qualifications.

While there has been an argument that nominal durations and learning hours are not compatible within a competency based system, the wild variations in delivery times, seen as a key indicator of poor quality, requires some action from industry.

The states fund against hours, most using the Victorian purchasing guides as the standard. While there are systems which fund on outcomes, when interrogated, average learning hours remain a key consideration of what a learning outcome is worth.

There is usually a consensus about how long it reasonably takes for an average learner to achieve competency in a particular unit. If it is an industry lead system then industry should have an input into it.

E.6.2 Information resources about the system and funding

There was a universal view that the system seems needlessly complex, that there are too many bodies involved and that the policy and language related to VET is 'intimidating' particularly for industry people. There is also a strong perception that industry is walking away because 'it's all too difficult'.

The VET sector has, over the past few years, undergone significant changes and many felt that it is very difficult to keep up with what those changes are. There is no recorded history of the changes and industry find it very difficult to describe how the system works and what the responsibilities are of the different bodies who have a role.

In practical terms, employers find it hard to access funds, to work out how to employ a trainee, or to find a suitable RTO.

RTOs reported that there were similar difficulties in keeping up with changes to Training Packages, or to regulatory requirements.

Students have difficulty in navigating the system as well, with one employer reporting that a student needed to complete 45 forms to complete a qualification.

Although formal training is generally perceived to be a good thing, an added bonus for employees and a way of attracting and retaining employees, the most potent reason for those enterprises and industries interviewed for engaging in the formal training system is the funding incentives.

However, the user choice funding for existing employees was reported to be 'too much trouble' with guidelines being inconsistent from state to state and requiring a lot of bureaucracy to apply.

There was a need for practical, accessible information for consumers to explain the system.

Recommendation 6:

That SSA develop additional resources to support Training Package delivery and assessment and assist consumers navigate the VET system

It is recommended that as part of enhancing Training Package implementation SSA continue to produce Industry User guides, which include information about expected durations of qualifications and/or units of competency. These should be produced for all Training Packages and be made available to all states and territories, NARA, RTOs and other industry stakeholders.

It is recommended that SSA continue to develop and maintain other relevant resources to enable high quality training and assessment in a range of applications.

These resources would give VET practitioners practical tools and guidelines to improve their day-to-day training and assessment practice.

Training Package support materials should focus on strategies to enable flexibility while ensuring consistency, particularly of assessment outcomes. These would include:

- training programs which provide detailed guidelines for delivery in specific contexts
- high quality learning resource materials
- high quality assessment materials
- guidelines for customising training
- tools for engaging with workplace VET practitioners.
- RTO self-assessment tools to assist in auditing requirements.

The VET system is swamped with jargon and acronyms that are constantly changing. The consultation identified a strong need for easy to access, user friendly information to assist industry, employers and learners interpret and understand the VET system. A range of simple, good quality VET information would help unpack the language of VET, and make it less intimidating for users.

Attachment A – Consultation list

Contact	Title	Company
Bill Healey	Director National Affairs	Australian Hotels Association
Shayne Leslie	Member Services Officer	Clubs NSW Australia
David Gigg	Group Learning and Development Manager	Compass Group
John Sweetman	Manager Hospitality, Tourism & Leisure	John Sweetman and Associates Pty Ltd
Jenny Lambert	Chief Executive Officer	National Tourism Alliance
Craig Buller	Manager, Organisation Development	Qantas Airways Limited
John Hart	Chief Executive Officer	Restaurant and Catering Australia
Therese Bryant	National Women's Officer	Shop, Distributive and Allied Employees Association
Richard Wallis	Employee Relations Manager	Yum Restaurants International
Debbie Kemp	Chief Executive Officer	NSW Sports Federation Inc.
Julie Sarll	Chair	Verve Knowledge and Skills
Peter Burns	Chief Executive Officer	YMCA Victoria
Justin Scarr	Chief Operating Officer	Royal Life Saving Society of Australia
Ian Blandthorn	National Assistant Secretary	Shop, Distributive and Allied Employees Association
Michael Russell	National Training Manager	Master Grocers' Association of Victoria Limited
Vanessa Porter	National People Resources Manager	McDonalds Australia Ltd
Steve Mason	National President	Parks and Leisure Australia
Pam Christie	Institute Director	TAFE NSW
Craig Robertson	Acting Group Manager, tertiary Skills and productivity group	DEEWR
Claire Field	General Manager, NARA	TVET
Andrew Smith	National Executive Officer	ACPET
Sue Freeman	Director	First Impressions Resources College
Luke Behncke	Manager Training Packages	Skills Victoria
Gary O'Riordan	Deputy Managing Director	Australian Tourism Export Council
Troy Burton	National Assistant Secretary	LHMU

Contact	Title	Company
Olivia Wirth	Executive Director	Tourism and Transport Forum Australia Ltd
Gary Black	Director Corporate Affairs	NRA
Sue Bond	Manager Training and Human Resources	The Pharmacy Guild of Australia
Stephen Borg	Human Resources Manager	Woolworth's Limited
Fiona Heslop	Honorary Secretary	Professional Hairdressers Association NSW PHA
James Stevens	Founder and Chief Executive Officer	Roses Only
Katrina Boulton	Regional Human Resources Manager	David Jones Ltd
Geoff Turner	Executive Officer	Recreation training Queensland
Deb Daly	Institute Director	TAFE Qld, Gold Coast
Luke Ellis	Education and training manager	Australian Rugby League Development
Nadine Cohen	General manager Sport services	Australian Sports Commission
Graham Oades	Executive Officer	Service Skills SA
Bill Galvin	Executive Director, Tour Hosp Catering Institute	Tourism Training Australia
Arthur Blewitt	Chief Executive Officer	Agri-Food Industry Skills Council
Bob Paton	Chief Executive Officer	Manufacturing Skills Australia
Elizabeth Owers	Principal Policy Officer	SA Department of Further Education Employment Science Technology
Jeannie Cotterell	Manager, Training Support Section, Training and Tertiary Education	ACT Department of Education and Training
Sue Beitz	Head of Secretariat	Skills Australia
Suzi Hewlett	Branch manager	DEEWR
Geoff Gwilym	Chief Executive Officer	Transport and Logistics ISC
Clare Dallat	Director of Programs and Risk management	The Outdoor Education Group, V
Julie Johnstone	Director	Warwick personal Training and Pilates Studio
Rob Stowell	Director	Learning Australia

Attachment B – Consultation questions

1. What are the main weaknesses of the VET System?
2. What are the main strengths of the VET system?
3. How would you define quality in training and assessment?
4. If you could change one thing to improve the quality of training and assessment in the services industries what would it be? How would this make an impact?
5. How would you like to see SSA contribute to quality training and assessment?

For non-users of the system

1. Why do you not access the current VET system?
2. In, what ways do you consider your organisation/enterprise contributing to quality training and assessment?

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