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Shifting the Dial from Compliance to Quality: Enabling a culture of Lifelong Learning

ASEAN TVET Council Regional Policy Dialogue

“Reskilling and Upskilling in ASEAN”

28 – 29 Feb 2024 in Bali, Indonesia and Video conference

Plenary Session 4: Building a lifelong learning culture in ASEAN

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TAFE NSW Overview

450,000+
Enrolments



160+
Campuses

25,000
Employer connections



1200
Courses & degrees

TAFE NSW Vision

- *TAFE NSW's vision is to be the **leading provider of life-long learning**, meeting the evolving needs of industry and learners in communities across NSW.*
- *TAFE NSW is committed to helping grow the state's economy, transforming lives, and making communities a better place to live and work.*
- *As the state's comprehensive public training provider, TAFE NSW plays an important role in delivering future-focused, responsive, and flexible skills education to the people of NSW, regardless of who they are, or where they live.*

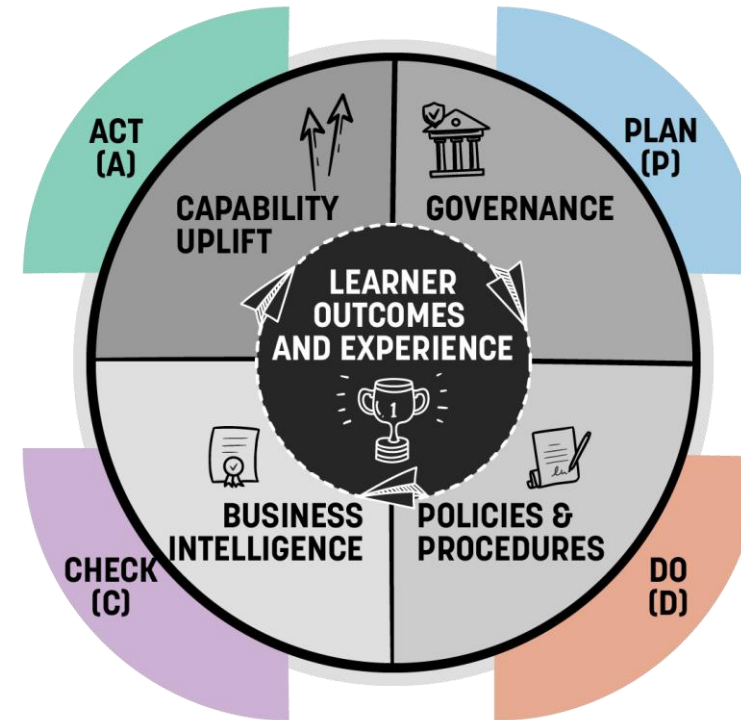
We will achieve our vision by:

1. Accelerating skills in priority areas
2. Ensuring educational quality
3. Delivering exceptional learner experiences
4. Partnering for greater educational and social impact

Goal 2: Ensuring educational quality



Education Quality Framework



Self-Assurance Model

Quality areas



Learning and
assessment



Learner
support



Workforce



Engagement



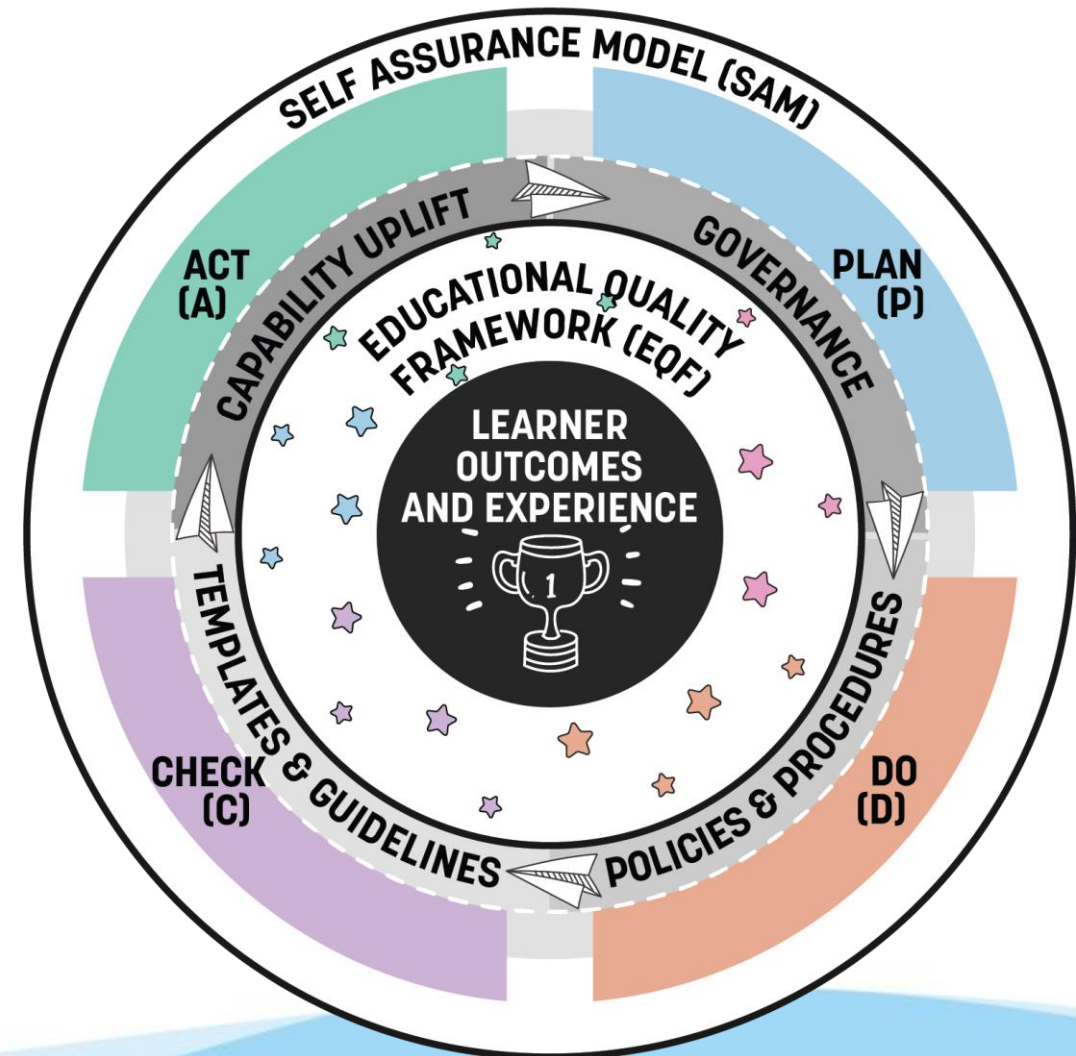
Self-
governance



Educational Quality Framework Principles	Draft Revised RTO Standards 2023	HESF 2021
1.1a TAFE NSW effectively engages industries, employers and communities to understand current needs, informing the design and delivery of relevant quality courses.	1.2 The RTO engages effectively with industry, employer and community representatives to ensure learners attain relevant skills and knowledge. (see clauses 1.2a, 1.2b, 1.2c for further details)	1.4 Learning Outcomes and Assessment (see clauses 1.4.1, 1.4.2 for further details) 3.1 course Design (see clause 3.1.4 for further details)
1.1b TAFE NSW designs and delivers and reviews well-structured, engaging, flexible and customisable courses.	1.1 The training delivered is engaging and well-structured and enables learners to attain skills and knowledge consistent with the training product. (see clauses 1.1a, 1.1b, 1.1c for further details) 1.2 The RTO engages effectively with industry, employer and community representatives to ensure learners attain relevant skills and knowledge. (see clauses 1.2a for further details)	1.4 Learning Outcomes and Assessment (see clauses 1.4.1, 1.4.2, 1.4.4 for further details) 3.1 Course Design (see clauses 3.1.1, 3.1.2, 3.1.3, 3.1.4 for further details)
1.1c TAFE NSW designs and delivers courses that support and accommodate the diversity of learners.	1.1 The training delivered is engaging and well-structured and enables learners to attain skills and knowledge consistent with the training product. (see clauses 1.1c, 1.1d for further details)	2.2 Diversity and Equity (see clause 2.2.1 for further details) 3.1 Course Design (see clause 3.1.3 for further details)
1.1d TAFE NSW champions work integrated learning opportunities.	1.1 The training delivered is engaging and well-structured and enables learners to attain skills and knowledge consistent with the training product. (see clause 1.1e for further details)	5.4 Delivery with Other Parties (see clauses 5.4.1, 5.4.2 for further details)
1.2a TAFE NSW has an efficient and effective assessment system to create fair, flexible, valid and reliable methods of assessment.	1.3 The assessment system is fit-for-purpose and consistent with the training product. (see clauses 1.3a, 1.3b for further details) 1.4 The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of learner competency. (see clauses 1.4a, 1.4b for further details)	1.4 Learning Outcomes and Assessment (see clauses 1.4.3, 1.4.5, 1.4.6 for further details)
1.2b TAFE NSW has a systematic approach to monitoring and improving assessment design and practice.	1.3 The assessment system is fit-for-purpose and consistent with the training product. (see clauses 1.3a, 1.3c for further details) 1.5 The assessment system is quality assured by appropriately skilled and credentialed people through a regular process of validating assessment practices and judgements. (see clauses 1.5a, 1.5b, 1.5c, 1.5d, 1.5e, 1.5f, 1.5g for further details)	5.3 Monitoring, Review and Improvement (see clauses 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7 for further details)
1.2c TAFE NSW promotes academic integrity to support quality assessment practices.	1.4 The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of learner competency. (see clauses 1.4b for further details)	5.2 Academic Research Integrity (see clauses 5.2.1, 5.2.2, 5.2.3, 5.2.4 for further details)

Self-assurance model

- **Governance:** self-regulate through setting clear objectives and KPIs, competent decision making, oversight of quality assurance and defining accountability
- **Policies and Procedures:** self-guidance through establishing systematic processes, providing accessible tools, templates and guidelines
- **Business Intelligence:** self-evaluate through regularly conducting evidence-based audits, performing detailed analysis of feedback and data, and initiating external benchmarking
- **Capability Uplift:** self-improvement by upskilling of staff as well as improving systems and processes



QUALITY METRICS AND INDICATORS

DATA INFORMED DECISION MAKING



Quality Reviews



Internal Audit



External Audit



Benchmarking



**Sector-wide Data
(NCVER, QILT)**



**Internal Data
(Customer Voice)**



**Teacher
Feedback**



**Report a
Problem Matrices**

Quality Metric Rating	Quality Metric Criteria	Evidence of Performance for Assessing Quality Metric
ACTIVE DEVELOPMENT (1 – At Risk & Significant Improvement Required)	Quality processes and/or practices are in development and/or pilot phase prior to implementation.	Evidence may include but not limited to: <ul style="list-style-type: none"> •Planning documents indicating action items, tasks, priorities, clear objectives/outcomes and timeframes •Draft policy or procedures for review and consultation •Establishing a stakeholder consultation process •Establishing working groups or teams for pilot programs •Any other evidence that demonstrates active development or testing to improve existing processes/practices
IMPLEMENTATION & MONITORING (2 – Working Toward Quality Outcomes)	Quality processes and/or practices are currently being implemented and/or are actively being monitored for progress.	Evidence may include but not limited to: <ul style="list-style-type: none"> •Implementation plan showing completed action items and tasks measuring the objectives/outcomes within the set timeframe •Policy or procedures have been through governance approval and are being implemented/monitored for progress •Discussion/meeting papers showing stakeholder consultation process and that results have been implemented or being monitored for progress •Functioning working groups or teams for implementing the approved pilot program/s •Any other evidence that demonstrates ongoing implementation or active monitoring to improve existing processes/practices i.e. governance reporting
MEETING INSTITUTIONAL QUALITY OUTCOMES (3 – Has Achieved Quality Outcomes)	Quality processes and/or practices have systematically been implemented and meet Institutional quality outcomes.	Evidence may include but not limited to: <ul style="list-style-type: none"> •The plan has been systematically implemented and the completed action items and tasks demonstrate the quality processes and/or practices have been achieved. •Policy or procedures have been implemented or are monitored for progress and are meeting Institutional quality outcomes •Discussion/meeting papers showing stakeholder consultation processes and results show that it is meeting or contributes to the Institutional quality outcomes •Implemented approved pilot program/s and results show that this is meeting or contributes to the Institutional quality outcomes •Any other evidence that demonstrates processes/practices achieve the intended objectives and contribute to Institutional quality outcomes i.e. self-assessment/internal audit

SAM assessment tool

<u>No</u>	<u>Quality Principle</u>	<u>Governance</u>	<u>Policies & Procedures</u>	<u>Business Intelligence</u>	<u>Capability Uplift</u>	<u>Self-Assurance Rating</u>	Continuous Improvement <i>[N.B. note actions required to address highlighted risks]</i>
						ACTIVE DEVELOPMENT	
						IMPLEMENTATION & MONITORING	
						MEETING INSTITUTIONAL QUALITY OUTCOMES	

Lessons learned

Simplicity

Clarity – governance
structure – ToRs

PDCA cycle

Continuous
improvement cycle

Positive attitude to
finding risks/
problems, learn from
mistakes /errors

Compliance =
minimum
requirements

Self-assurance =
Quality outcomes