

Participant Manual

Technical and Vocational Education and Training (TVET) Self-Assessment Workshop

Enhancing Skills for Sustainable Development

A workshop to assist participants in analysing the stages of development in their Technical and Vocational Education and Training system

Commonwealth Secretariat



The Commonwealth

Participant Manual

Technical and Vocational Education and Training (TVET) Self-Assessment Workshop

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Printed and published by the Commonwealth Secretariat.

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Foreword

Sustainable Development Goal 4 (SDG4) embodies an ambitious and transformative agenda. Within this, Technical and Vocational Education and Training (TVET) has been given greater prominence as a means to equip youths and adults with relevant skills for employment, decent jobs and entrepreneurship. A specialised agency of the United Nations, the United Nations Educational, Scientific and Cultural Organisation (UNESCO), notes that rising youth unemployment is a challenge for both developed and developing countries, and that an estimated 73 million youth worldwide are currently unemployed¹. A well-functioning TVET system can play an essential role in reducing access barriers to the world of work and ensuring that skills gained are recognised and certified².

The Commonwealth Secretariat continues to advocate for our member countries to reform their respective TVET systems. Over recent years, the Health and Education Unit of the Secretariat has released the following publications to advance member countries' understanding of this critical area often regarded as low in importance. These publications include:

- i. Mapping Sector Skills Development across the Commonwealth: Analysis, Lessons and Recommendations (2016)
- ii. Analysis of Technical, Vocational Education and Training Systems in Five Commonwealth Countries (2013)

The development of the TVET Self-Assessment Toolkit is another reflection of the Secretariat's continued support to member countries in this area. The Toolkit is accompanied by a participant's manual, facilitator guide, a communication strategy and short video clips. Through a facilitated workshop format, participants utilising these resources will have the opportunity to explore in detail six identified features of an effective TVET system: governance; employer engagement; occupational standards; qualifications framework; quality institutions; and delivery and assessment, and assess how well their TVET systems are performing under these areas.

It is hoped that this Toolkit, which has been piloted in Fiji and Jamaica, will serve as a useful method for member countries to review, compare or strengthen their TVET systems in line with the relevant targets articulated under the SDGs.

I wish to express immense gratitude to all those who have contributed to the development of this Toolkit. Your time and effort is greatly appreciated.

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Deputy Secretary-General (Political)
Commonwealth Secretariat

Notes

- 1 UNESCO-UNEVOC. Strategy for Technical and Vocational Education and Training. 2016.
Retrieved from: <http://unesdoc.unesco.org/images/0024/002452/245239e.pdf>
- 2 ibid

Acknowledgements

The recommendation for the development of a Technical and Vocational Education and Training (TVET) Self-Assessment Toolkit emanated from the Roundtable on TVET held at the headquarters of the Commonwealth Secretariat in 2013. We wish to thank enormously all of our partners who attended this important roundtable and supported the need for an evidence-based method that would allow member countries to assess their TVET systems: the Association of Colleges UK, the British Council, the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA), the Commonwealth of Learning (COL), the Department for International Development (DFID), the International Labour Organization (ILO), TAFE Directors Australia (TDA), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the University of Nottingham, and delegates from Bangladesh, Jamaica and Papua New Guinea.

The Secretariat also wishes to extend profound gratitude to Mr Peter Holden, former Director at TAFE Directors Australia (TDA), for his work on the development of this Toolkit. The Toolkit was developed in 2016 and subsequently updated in 2017 to reflect recent developments in the TVET sector.

We also wish to express deep appreciation to Ms Alumeci Tuisawau, Director, Technology and Employment Skills, Ministry of Education, Heritage and Arts, Fiji Islands, and Dr Marcia Rowe-Amonde, Senior Director, TVET Development and Support Systems, The Human Employment and Resource Training (HEART) Trust, National Training Agency, Jamaica, for leading the piloting of the Toolkit in their respective countries. The feedback provided was positive and outlined many useful recommendations.

Finally, gratitude is expressed to Mr Nasir Kazmi, Education Adviser, for leading and providing technical input to the development process for this important Toolkit and Mr Atiba Johnson, Assistant Programme Officer, for assisting in the refinement of the supporting materials that accompany the Toolkit.



1. Introduction

1.1 Overview of the toolkit

This *Participant Manual* aims to support a workshop which analyses a specific technical and vocational education and training (TVET) system. The manual can also be used to self-assess your TVET system.

This manual is part of a comprehensive toolkit which includes the following:

1. **TVET Assessment Framework video**

A set of seven short video clips which describe the key features of the TVET Assessment Framework and provide guidance on how to use the model to self-assess a TVET system.

2. ***Participant Manual*** (this document)

The manual includes:

- the rationale and methodology used to develop the TVET Assessment Framework;
- detailed descriptions of the six key features;
- detailed explanations of the five stages of development;
- a copy of the workshop presentation slides;
- a web link to the original research report;
- a template for recording scores during the workshop; and
- a sample template of the Excel spreadsheet for entering scores and producing the spider web graph.

3. ***Facilitator Guide for the TVET Self-Assessment Workshop***

The guide includes:

- facilitator guidelines for running the workshop;
- draft workshop agenda for a one-day workshop with options to extend to two days; and
- presentation slides in Word document format.

Electronic copies of the presentation slides, video clips and excel spreadsheet are available through the Commonwealth Secretariat.

1.2 Objectives of the workshop

Through formal presentations, group discussion and activities, participants will be able to:

1. Identify the key features of a strong and effective TVET system and the different stages of development for each feature
2. Assess the strengths and weaknesses of the current TVET system in their country
3. Recommend priorities for the future development of the TVET system

1.3 Development of the framework

The manual and the workshop use a *TVET Assessment Framework*, developed by the Commonwealth Secretariat.

The framework is a tool designed to assist countries to identify and assess the development of their technical and vocational education and training (TVET) system. It is unique, as it is designed to inform governments and policy-makers and assess where the key gaps are in their policies and delivery mechanisms.

While the framework and the accompanying tools are most suited for use by governments and industry at the national level, they can also assist at the provincial or state level and, to a lesser extent, educational institutions at the local level.

Based on the findings of the research six key features were identified as being intrinsic to an effective TVET system. These are: governance, industry/ employer engagement, occupational standards, qualifications framework, quality institutions, and delivery and assessment. These six features were categorised into five stages of development and given a nominal rating. The combined rating across the six features and development stage provides an overall profile of the country's TVET system and identifies the areas where gaps exist.

The taxonomy provides a five-level classification for each of the elements. The assessment tool produces a rating of between one and five for the six key features, identified as being necessary for an effective TVET system. The rating is evidence-based, but is not meant to be definitive. Ideally the tool will encourage further discussion and analysis and assist in policy development and the prioritisation of funding and resource allocations. It is intended to provide a snapshot of the sector's strengths and weaknesses in a given country. The information/evidence generated is then plotted on a matrix that can be used for planning or comparative analysis by policy-makers.

The TVET Assessment Framework was originally developed in 2011 in the context of a recovering global economy, where limited resources posed significant challenges for countries in meeting the education and skills development needs of their young people.

Initiatives undertaken then in support of the Millennium Development Goals (MDGs) by countries around the world resulted in notable increases in enrolment rates at the primary and secondary education levels (Commonwealth Secretariat 2013, 9). However, high drop-out rates at the secondary and higher secondary levels were resulting in a broad gap in transition from secondary to any form of formal post-secondary education and/or training. In many Commonwealth countries, the combination of limited resources and a relatively large young population meant that developing human capital was becoming an imperative for policy-makers (Ibid).

At the time, Commonwealth countries constituted approximately 2 billion people, of which 1 billion were below the age of 25 years, with a significant proportion of these being adolescents (ibid). Of these 1 billion, only 10–15 per cent of students enrolled in primary education progressed to formal post-secondary education (university education or any type of formal TVET programme), which represented a significant and untapped potential for economic development (ibid).

In this context, TVET is an important option for citizens, specifically young people, in acquiring skills for employability, enabling them to contribute towards the economic development of their respective countries.

1.4 Rationale

One of the key outcomes of the 2011 research was the need for a TVET Assessment Framework that could be used by member countries to evaluate the level of their TVET system and to facilitate policy formulation. The TVET framework would allow member countries to review and evaluate the effectiveness of their TVET system, and would include policy, governance and delivery modalities using six key elements based on established standards. The framework would also include a taxonomy scale of development to guide countries in analysing and assessing the features, level of development and effective operationalisation of their system.

Following the release of the United Nations' 2030 Sustainable Development Goals (SDGs) in early 2016 (United Nations n.d.), the framework now assumes even greater importance. An effective TVET system can make a major contribution to all 17 SDGs, but in particular Goal #4: **'Ensuring inclusive and quality education for all and promoting lifelong learning'**. Figure 1.1 provides a graphical depiction of the 17 SDGs.



Figure 1.1 Summary of the 17 SDGs

Within Goal #4, there are ten specific targets which include the following direct references to technical and vocational education and training:

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries,

small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

- By 2030, substantially increase the supply of qualified teachers, including through international co-operation for teacher training in developing countries, especially least developed countries and small island developing states.

UNESCO's Strategy for TVET (2016–2021) (UNESCO 2016) supports the efforts of member states to enhance the relevance of their TVET systems and to equip all youth and adults with skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development as a whole. It has three priority areas (ibid.):

1. Fostering youth employment and entrepreneurship
2. Promoting equity and gender equality
3. Facilitating the transition to green economies and sustainable societies



2. The TVET Assessment Framework

The framework is structured around six key features which determine the level of development of a TVET system. A taxonomy identifies specific indicators across five levels and is used to analyse the level of development for each of the features, along with evidence of existing processes and strategies for improvement.

2.1 Stages of development

The development of the TVET Assessment Framework involved two stages:

1. The first stage focused on demographics, structure of the overall education sector, and a review of TVET policy and initiatives in selected countries.
2. The second stage involved expansion of the framework to include key elements within each feature and the types of evidence which indicated the level of development.

In the development of the framework, several constructs were reviewed, analysed and expanded as to their relevance, applicability and transferability:

- Definition of TVET
- Features of an effective TVET system
- Taxonomy of TVET development

These constructs are explained in detail in the following sections.

2.2 Definition of TVET

2.2.1 Important terms

In some countries, TVET encompasses technical vocational education and training in schools, technical colleges, polytechnics, universities and industry-based enterprises, and may also include both public and private providers and public-private partnerships. For the purposes of this research, the following definition has been applied:

Formal versus non-formal and informal learning

While non-formal and informal learning is often a key feature of skills development in many countries, the research focused on formal learning within an institutional framework. According to the Australian Government's *Standards*

for *VET Accredited Courses* (2013), formal learning refers to learning that takes place through a structured programme of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree).

However, research found that for many people, non-formal and informal learning processes are often the only way in which they gain work skills. Non-formal learning takes place through structured learning programmes, but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programmes) (ibid).

Informal learning is gained through experience in work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative or voluntary work experience (ibid).

An effective TVET system has the capability to recognise and accredit the knowledge and skills learners have gained through non-formal and informal learning through formal recognition processes.

2.2.2 Alternate definitions

The definition of TVET also draws on the following alternative definitions:

UNESCO

Education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained. (E.g. Ministry of Education, employers' associations, etc.) (UNESCO 1997, cited in Commonwealth Secretariat 2013, 16).

International Labour Organization (ILO)

The ILO expands this definition to cover the sequence of life stages from basic education which lays 'the foundation for employability' to training that provides core work skills, general knowledge, and industry-based and professional competencies for work. There is a strong emphasis on lifelong learning that maintains individuals' skills and competencies as work, technology and skill requirements change' The ILO further articulates the role of TVET in promoting the transfer of activities from the informal to the formal economy as:

... broadening access to basic education, supporting formal means of developing skills, and combining vocational and entrepreneurship training to facilitate the formalisation of small enterprises (ILO 2011, 4).

The Australian National Training Authority (ANTA)

Vocational education and training (VET) provides skills and knowledge for work, enhances employability and assists learning throughout life. In Australia, its foundation was laid in the mid-to-late nineteenth century, when mechanics' institutes, schools of mines and technical and working men's colleges were established to develop the skills of Australia's working population (ANTA 2004, cited in Commonwealth Secretariat 2013, 14).

The British Council

In the UK, vocational education and training includes commercial, technical and professional development as well as transferable personal skills. And in our system, nothing stays still for long. That's because the skills needed by the economy are constantly evolving in line with global trends and technological advances. So the system ensures we can be responsive to these needs within a quality framework which ensures that standards are kept consistently high (British Council 2013: cited in Commonwealth Secretariat 2013, 14).

2.3 Six Key Features of an Effective TVET System

The TVET Assessment Framework provides a baseline for assessing features of a TVET system. The framework comprises **six key features** of a strong and effective TVET system.

The framework has drawn extensively on many well-established TVET systems, primarily those within highly developed economies. However, the framework has been designed to be relevant and applicable to a diverse range of TVET systems across several countries. Key features and measures of the framework have purposefully been created to be as generic as possible to avoid the imposition of cultural or social constructs.

The six features are represented in Figure 2.1 and are explained in detail in the following section.

2.3.1 Governance

The first feature of a TVET system is effective governance. The key elements of governance include:

- *Defined roles and responsibilities*
- *Policies and funding for skills development*
- *Access and equity policies*



Figure 2.1 Six features of an effective TVET system

Defined roles and responsibilities

At the core of governance is a commitment from the national and/or regional government, industry and education institutions to take ownership of TVET. The existence of national frameworks for interaction, co-operation and co-ordination among these stakeholders is essential to ensure consistency across the TVET system.

TVET reform *‘will only be successful and sustainable if policy development, formulation and implementation are firmly based on broad ownership and fit within existing institutional contexts’* (Grootings 2007, 29).

Apart from the involvement of governmental ministries and agencies in TVET, non-governmental stakeholders, such as private training providers, employers, the workforce and their respective organisations have a crucial role to play. However, each player must have a clear and defined role in the governance of the system.

The Torino Declaration (ETF 2011) supports the ideas of multilevel governance through dialogue between education, business and society, and strengthened accountability and national ownership.

Policies and funding for skills development

A targeted ‘national skills development policy’ that is adequately funded, will help to ensure that TVET efforts are linked to critical national skills and development needs, as well as to gains in productivity and employment outcomes.

Rapidly growing technological developments and innovation, along with changes in labour market and skills demands, have altered the TVET landscape. For an effectively performing TVET system, it is critical to have policies that support TVET to adapt and remain relevant to these changing needs.

Additionally, at the Partnership for Action on Green Economy (PAGE) Ministerial Conference held on 27–28 March 2017, Dr Shyamal Majumdar, Head of UNESCO-UNEVOC [International Centre for Technical and Vocational Education and Training], highlighted the need for the right adaptation strategies to address unknown and obvious skill shortages. Dr Majumdar further highlighted that countries need to have the right balance of policy, financial and technical inputs to fast-track education and training

responses. Such responses must emanate from building the capacities of institutions and training providers, national policy coherence and collaboration among global players, private sector, civil society and communities (UNESCO-UNEVOC n.d.).

A national skills development policy needs to be strongly connected to a national occupation list¹ and must aim to build *'solid bridges between the world of learning and the world of work'* (ILO 2011, 2). These links are closely tied to the economic, labour market and social policy agendas, such as those focused on industrial, investment, trade and technology, and regional or local development.

According to the ILO, countries with successful skills development policies/strategies have targeted the following objectives:

1. A match between skill supply and demand (relevance and quality)
2. Connections between training institutions with employers
3. Equality of opportunity in access to TVET and employment across all sectors of society
4. Shifting workers from declining or low-productivity activities and sectors into expanding and higher-productivity activities and sectors, and assisting them and enterprises to adapt and innovate
5. Building and sustaining competencies for future labour market needs, such as innovation, technological change, economic diversification and competitiveness (ILO 2011, 17–18).

The key role of a national skills development policy is to articulate a strong vision and sustainable outcomes for TVET, with mechanisms for continuous and systematic renewal to meet these objectives. This should be widely distributed to raise the public profile of TVET and advocate for its important role in promoting economic prosperity and social cohesion (UNESCO 2012, 3).

Access and equity policies

Vocational skills development is often considered to be an effective strategy to empower marginalised groups in a society by increasing their employability (UNEVOC 2010). The International Labour Organization notes that as part of a national skills development policy, strategies to improve participation in TVET by disadvantaged learners are critical in improving productivity and economic growth (ILO 2011, 7).

Disadvantaged learners include those *'with disabilities, marginalised and rural populations, migrants and those in situations affected by conflict and disaster'* (UNESCO 2012: 3). Additionally, improving women's access and participation in TVET is another area of concern that must be urgently addressed. Unfortunately, access to skills training for these groups is still limited and must be rectified within the context of new global goals, particularly those that

speak to SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 5 (Achieve gender equality and empower all women and girls).

Policy-makers should refrain from viewing TVET as the ‘poor relative’ of higher education and acknowledge the key role of TVET in integrating young people into the labour market by providing access to the skills and competences essential for innovation and entrepreneurship (CEDEFOP 2013).

2.3.2 Employer engagement²

The second feature of a TVET system is effective engagement between the TVET sector and employers. This includes small, medium and large enterprises; public and private companies; employer and employee associations; and government and not-for-profit community institutions. In many countries and within specific regional areas, the government is often the largest employer and must take an active role in ensuring that that TVET system meets its needs.

There are four key areas for employer engagement:

- *Determining skill priorities*
- *Curriculum development*
- *Workforce training*
- *Support for the TVET sector*

Determining skill priorities

The role of employers is critical to ensuring TVET systems meet skills at the national, state (or regional) and local levels (ETF 2013, 1) Employer input in determining skill priorities is fundamental to keeping ‘training relevant’ and ensuring institutional and financial arrangements build solid bridges between the world of learning and the world of work (ILO 2011).

This increases the likelihood that workers will learn the ‘right’ skills required by the labour market, enterprises and workplaces and avoid skill shortages across economic sectors and industries.

The UNESCO Shanghai Consensus (2012, 3) recommends that TVET frameworks should include incentive mechanisms that promote active involvement of all relevant stakeholders in planning, governance, curriculum, qualifications development and assessment, as well as school-enterprise co-operation and workplace learning.

Furthermore, the impact of climate change and ambitions for transitioning to green economies and climate-resilient societies, which UNESCO-UNEVOC estimates could generate 15 to 60 million additional jobs globally over the next two decades and lift tens of millions of workers out of poverty (UNESCO-UNEVOC n.d.), along with increased realisation of the need to strengthen entrepreneurship training to reduce youth unemployment, have made the task for determining precise skills priorities more critical than ever before.

Curriculum development

Further to the identification of skills priorities, engagement by employers is required for the development and delivery of TVET training to ensure that content and teaching practices meet the needs of enterprises (ILO 2011, iv; UNESCO 2012, 2; CEDEFOP 2013, 21; and ETF 2011, 1).

Arrangements to facilitate this engagement can be formalised at the national level through the establishment of industry reference groups (Australia) or sector skills councils (UK), which have the responsibility to develop and maintain TVET curriculum in consultation with representation from relevant sectors.

Engagement by employers in the provision of local courses can be achieved through representation on the governing bodies of TVET institutions, through small industry advisory boards for specific courses, through regular consultations and taskforces with industry, and by involving industry specialists in course delivery.

The ILO (2011,16) cites improved co-ordination between prospective employers and TVET institutions at the local level, particularly in high-growth industries, as essential to avoiding skill shortages, along with increased public provision of training and greater participation by students in workplace learning.

Workforce training

Integrating learning with work is fundamental to effective TVET training programmes. This integration ensures students can apply their skills and knowledge in real work situations and are work-ready when they graduate. The maturity of a TVET system depends on the extent to which training is based in the workplace, so learning can occur through work in addition to training in TVET institutions.

A mature and effective TVET system has evidence of partnerships for workforce training, where customised training strategies are developed by enterprises in collaboration with their TVET training partners. These strategies address specific workforce capability needs and ensure training provision is incorporated into business operations. Training is adapted to suit the enterprise and workers and can incorporate work-based delivery, training rooms onsite, offsite classrooms and trade workshops, and online training.

Enterprise/TVET training partnerships also benefit TVET institutions through opportunities for teachers and trainers to keep abreast of changing industry knowledge and skills.

There is also the opportunity for enterprises to be registered as TVET institutions, so that training provision is managed and delivered within the business operation.

Support for the TVET sector

Employer involvement in TVET can take many other forms, including:

- provision of paid or unpaid work placements or work experience for students who are studying in TVET institutions and participating in apprenticeship and other trainee programmes;
- support for TVET through direct funding or indirect funding, such as student scholarships and awards and donation of equipment and other resources;
- work opportunities for TVET teachers and trainers engaging in return-to-industry programmes and sponsorship agreements;
- joint research and innovation initiatives with TVET intuitions; and
- pathways into job opportunities for students after graduation.

2.3.3 Occupational standards

The third feature of a strong TVET system is the development and maintenance of occupational standards. An occupational standard is defined as the knowledge, skills and attitude required to perform a specific task or role in the workplace. The focus of the standard is on demonstrating a specific occupational outcome, according to assessment criteria, and is focused on the outcomes of learning.

Key elements of occupational standards include:

- *Competency-based curriculum*
- *Recognition of existing skills and knowledge*

Competency-based curriculum

A competency-based curriculum is made up of work tasks that are expressed through a series of occupational standards.

A competency-based curriculum helps to ensure the relevance of training and a match between skills provision and the needs of enterprises, and by enabling the system to:

...codify, standardize, assess and certify skills so that levels of competence can be easily recognized by social partners in different labour sectors across national, regional or international labour markets (ILO 2011, 19).

Occupational standards by themselves do not form a curriculum or syllabus. TVET organisations must develop their own teaching and assessment programmes, based on the standards which enable students to demonstrate competence. These organisations can draw on a range of resources, some of which are officially ‘approved’ by training authorities, and can deliver the training in a variety of ways – including face to face, self-paced, online or by distance, in the workplace, or a combination of some or all of these, as long as they meet the criteria specified in the standards.

An alternative to developing specific occupational standards is the creation of occupational profiles. These profiles focus more on the capabilities required of the employees, rather than on a defined and limited set of standards. Combined with specific standards for the production, installation and maintenance of particular products or services, such profiles are more adaptable to the changing nature of work and employment.

Recognition of existing skills and knowledge

A ‘recognition of prior learning’ (RPL) process enables students to have their previous knowledge and experience (both formal and informal) assessed against occupational standards or profiles and then officially recognised.

This means that an experienced but self-taught builder, for example, may complete a diploma-level qualification in significantly less time than it takes someone with no experience or knowledge.

2.3.4 Qualifications framework

The fourth feature of a strong TVET system is an effective national qualifications framework. Key elements of a qualifications framework include:

- *Framework*
- *Recognition and articulation*

Framework

A qualifications framework describes the range and levels of qualifications within the TVET sector, as well as their relationship to school and higher education qualifications.

The Australian Qualifications Framework describes ten levels of post-secondary education, although some components of Certificate I and II qualifications are often delivered in schools as part of a Vocational Education and Training in Schools (VETiS) initiative. In Australia's case, all VET sector qualifications are nationally accredited and described in a competency-based framework. To deliver a VET-sector qualification, a training organisation must gain official approval and become a registered training organisation (RTO).

Recognition and articulation

Recognition and articulation arrangements represent an approach to educational pathways for seamless transition from primary to higher education.

TVET and skills development should not be considered as independent and isolated from the other parts of the education system. Articulation between general education and TVET/skills development is a prerequisite for the learner to move both horizontally and vertically within the education and training system during learning and working and throughout life.

National qualifications frameworks that are currently emerging in several countries are a tangible response to this need.

A national qualifications framework should also provide for recognition of international qualifications.

The UNESCO Shanghai Consensus (2012) promotes the idea of lifelong learning, which involves the acknowledgement of prior learning and the transferability of qualifications from one system to another. It states that the '*accumulation and transfer of individual learning, recognition and validation of qualifications, including at the international level*' facilitate the progression of learners from TVET to higher education as part of lifelong learning strategies.

2.3.5 Quality institutions

The fifth feature of a TVET system is quality institutions. International experience shows that gains in productivity, employment and development are directly linked to the quality and relevance of TVET training institutions (ILO 2011, 18).

Key elements of quality institutions include:

- *National standards*
- *Registration process*
- *Data collection and analysis*

National standards

Quality training institutions are maintained through the implementation and regulation of institutional standards. National institutional standards are particularly important for those institutions that wish to deliver nationally approved qualifications and access government funding.

Institutional standards cover the essential requirements for initial registration and continuing registration of training institutions that are required to collect and report their performance to a quality authority.

In Australia, for example, training institutions are assessed and monitored against three quality indicators:

- learner engagement: a student survey that assesses the extent to which learners engage in learning activities, their perceptions of the quality of training and the support they receive;
- employer satisfaction: a survey of employers to obtain feedback on the quality of skills development training, including its relevance to work and further training; and
- competency completion: which captures the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year by each training institution.

Registration

A registration and approval process for TVET institutions needs to be transparent and applicable to all training organisations that wish to deliver nationally approved qualifications and/or gain government funding.

It should be noted that there are some training institutions/organisations which may not wish to obtain registration or government funding. However, there is potential risk for these organisations if the government requires the sector to be accredited or licensed.

For example, in Australia there are RTOs that choose not to seek registration or gain government funding for their operations, and rely on reputation alone for their 'fee-for-service' courses. These courses cannot be marketed or branded as Australian qualifications.

The regulation of training organisations is based on assuring the quality of the training and encouraging continuous improvement.

Data collection and analysis

Data capture and analysis is essential for monitoring the performance of the TVET sector, for matching skills demand with supply, for identifying gaps in quality, and for identifying the type and range of training being provided.

Additionally, to ensure greater gender balance within the TVET system and increased focus to disadvantaged groups (in terms of gender, disability, rural/urban location, age, socioeconomic status, minority groups and other disadvantaged populations), there must be a commitment to the increased collection of disaggregated data that can lead to more effective evidence-based policy-making.

Information systems are required to generate, analyse and disseminate reliable information and to channel this information to stakeholders, such as training institutions and employment services that link TVET with work to enable them to adapt training provision to changing demand.

By using up-to-date information, those working in education and training can assess the match between the skills they are teaching and those in demand in the workplace. When that information is put at the disposal of young people and workers by employment and vocational guidance services, it can help them to make better-informed choices about education and training (ILO 2011, 5).

CEDEFOP (2013) reiterates the importance of efficient mechanisms to promote feedback between TVET systems and their labour markets to determine whether findings from research and forecasting are considered in TVET reforms.

Recommended areas for policy-makers include: ensuring existing feedback mechanisms are adequate; ensuring the flow of information is not hampered by time-consuming consultations; and clear roles for TVET institutions in terms of information, consultation and decision-making (ibid, 15).

2.3.6 Delivery and assessment

The sixth feature of a TVET system is delivery and assessment, key elements of which include:

- *Teachers/trainers*
- *Flexible delivery*
- *Student support services*
- *Teaching and assessment guidelines*
- *Validation and moderation processes*

Teachers/trainers

The quality of vocational teacher education is recognised as a major contributor to levels of education and skills in the workforce and the productivity and well-being of societies (Schröder 2013, 11).

Vocational education system development must recruit experienced vocational personnel with high qualifications and principal values. It is essential therefore to turn vocational teachers and vocational education personnel collectively, into change agents, into those who take an active role in the design of their work and in so doing take on an active role in society (ibid).

Effective policies are required at the national, regional and local levels to develop teaching and learning practices that improve quality and ensure equity in TVET. This feature may also include standards for teaching; mandated qualifications and career pathways for teachers; structured continuing professional development opportunities (including return to industry and teacher exchange programmes); workforce development strategies and plans; structured moderation and validation activities; and incentives and support systems for teachers.

Flexible delivery

Flexible course delivery involves a range of delivery modes, which when combined with traditional classroom-based delivery, offer the student a variety of options in when, where and how they undertake their course. Flexible delivery may include part-time and full-time delivery options, delivery in the workplace, online delivery and may combine both individual and group learning.

Student support services

The provision of student support services enhances the student experience. Student support services are services offered to student outside of the teaching and learning environments and may include counselling, support for students with disabilities, academic support and career guidance.

Assessment guidelines

Assessment guidelines are an important component of teaching and learning. Guidelines should address the range of assessment methods available to teachers/instructors, i.e. formative and summative assessment. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Alternatively, the goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard of benchmark (Carnegie Mellon University, n.d.). This

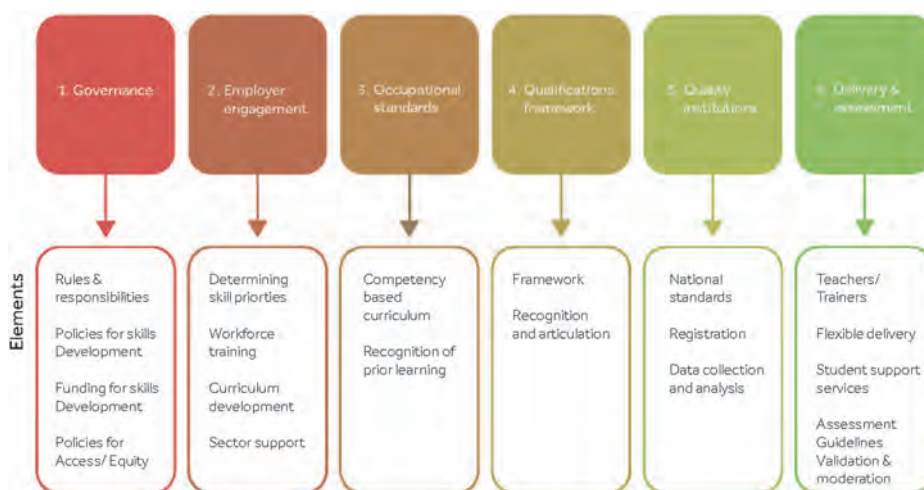


Figure 2.2 Complete TVET system

would allow for teachers/instructors to make decisions and provide feedback to learners as a means of improving learners' understanding and performance.

Processes include: devising assessment tasks; writing criteria sheets based on learning outcomes; assessing students' achievement on those assessment tasks; providing feedback to students; and determining grades.

Validation and moderation processes

Validation and moderation processes ensure that the assessment of students' work is reliable and fair. It refers to an assessment quality review process that is co-ordinated, ideally by an external body that has the authority to review and moderate an institute's assessment processes and outcomes. The external body has overarching authority to make recommendations for changes and is responsible for monitoring whether such changes have been implemented (NSSC 2010).

Given the six features of an effective TVET system presented earlier and their respective elements, Figure 2.2 provides a depiction of the complete TVET system.

2.4 Five Levels of Development

Five levels of development are applied to the six features of the TVET Assessment Framework. Each level builds on the previous stage, where Level 1 indicates that the feature does not exist and Level 5 represents a well-established feature with review and improvement processes in place – as outlined in Figure 2.3.

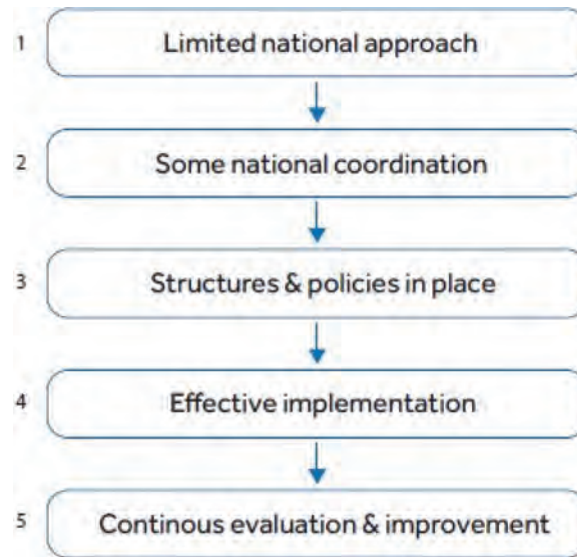


Figure 2.3 The five levels of development

- Level 1** Indicates there is no evidence of the TVET feature under consideration.
- Level 2** Indicates there is some evidence of the feature under consideration, which may be localised at an individual institution or regional level.
- Level 3** Indicates that the feature under consideration exists at the national level, but there are weak connections and inconsistent implementation.
- Level 4** Indicates the feature has been implemented at the national level, with established lines of communication and engagement by stakeholders where required.
- Level 5** Indicates that the feature has been implemented nationally, with established lines of communication and engagement by all stakeholders. There is also in place a systematic process of review and evaluation and the results of such reviews are used to continually improve the responsiveness and effectiveness of the TVET system.

Notes

- 1 A national occupation list captures data about occupations in a country to determine skill priorities and skilled visa and other migration programmes. Australia uses the ANZSCO system as the standard to collect, publish and analyze occupation statistics across government agencies. For further information see: <http://www.immi.gov.au/employers/anzsco/index.htm> (accessed May 2017).

- 2 In the original research report commissioned by the Commonwealth Secretariat in 2011, the second key feature was named 'industry engagement'. This has now been changed to 'employer engagement' to more accurately reflect the broad range of employers, which include public and private businesses, government and non-government agencies, and community and not-for-profit organisations.

3. Handouts

3.1 Handout #1 – Rating sheets for self-assessment

Governance

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.1 Roles and responsibilities	There is no evidence of defined roles and responsibilities for TVET.	There is evidence of defined roles and responsibilities for TVET at regional and/or local levels.	There is evidence of defined roles and responsibilities for TVET at a national level, but with weak structures and functions, and little interaction between key stakeholders.	There is evidence of well-defined roles and responsibilities for TVET at a national level with established mechanisms for stakeholder involvement.	There is evidence of a 'whole of government' approach to TVET with defined roles and responsibilities for all stakeholders
value 20%	4%	8%	12%	16%	20%
1.2 Policies for Skills Development	There is no evidence of national skills development policies/strategies.	There is evidence of skills development policies and/or strategies at regional or local levels.	There is evidence of skills development policies and/or strategies which are distributed across government ministries, but not nationally coordinated.	There is evidence of national skills development policies and/or strategies with clear lines of communication, and with input from key stakeholders.	There is evidence of nationally endorsed skills development policies and/or strategies which are linked to labour market and other relevant policies, and are subject to a continuous improvement cycle.
value 30%	6%	12%	18%	24%	30%

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.3 Funding for Skills development	There is no evidence of government TVET funding. Funding may be through donor agencies & private investment.	There is evidence of limited government funding for TVET at local or regional levels.	There is evidence of national government funding for TVET but no evidence of alignment with national economic and social priorities.	There is evidence of national government funding for TVET that is aligned with national economic and social priorities.	There is evidence of established national funding frameworks for TVET with multiple funding sources and evaluation of return on investment in line with other policies.
value 30%	6%	12%	18%	24%	30%
1.4 Policies for Access and Equity	There is no evidence of government policies and/ or strategies to increase participation in TVET.	There is evidence of these equity policies and/or strategies at local/regional levels.	There is evidence of these equity policies and/or strategies at local/regional levels, with some level of allocated funding attached.	There is evidence of national equity policies and/or strategies, with allocated funding.	There is evidence of national equity policies and targeted government strategies/ initiatives, which are subject to a continuous improvement cycle.
value 20%	4%	8%	12%	16%	20%
Add up your % to find your score	Your score is _ %				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

Employer engagement

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
2.1 Determining skill priorities	There is no evidence of employer engagement with government in determining skills priorities.	There is evidence of sporadic or informal employer engagement with government in determining skills priorities.	There is evidence of formal employer engagement with government in determining skill priorities.	There is evidence of the contribution of formal employer bodies to national TVET policy development, including the greening of TVET, through engagement with small, medium and large business.	There is evidence of ongoing consultation between employer bodies, enterprises and government to determine and review national skill priorities, policies & occupational lists.
value 40%	8%	16%	24%	32%	40%
2.2 Workforce training	There is no evidence of training delivered to workers in the workplace and/or at TVET institutions.	There is evidence of informal workplace training delivered to workers.	There is evidence of formal cooperation with one or several relevant employment sectors and TVET institutions to deliver relevant and recognised training in the workplace and/or at TVET institutions.	There is evidence of national skills development policies and/or strategies with clear lines of communication, and with input from key stake-holders.	There is evidence of strong partnerships between governments, employers and TVET institutions for the development and delivery of ongoing workforce development strategies.
value 20%	4%	8%	12%	16%	20%
2.3 Curriculum Development	There is no evidence of employer contribution to the development of TVET curriculum.	There is evidence of limited employer contribution to the development of TVET curriculum.	There is evidence of broad employer provision of financial and other support for the TVET sector.	There is evidence of extensive employer provision of financial and other support for the TVET sector.	There is evidence of systemic employer provision by financial and other support for the TVET sector, both locally and nationally.
value 20%	4%	8%	12%	16%	20%

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
2.4 Support for TVET Sector	There is no evidence of provision of financial or other support by employers for the TVET sector.	There is evidence of limited employer provision of support through work placements equipment donation or sponsorships.	There is evidence of broad employer provision of financial and other support for the TVET sector.	There is evidence of extensive employer provision of financial and other support for the TVET sector.	There is evidence of systemic employer provision by financial and other support for the TVET sector, both locally and nationally
value 20%	4%	8%	12%	16%	20%
Add up your % to find your score	Your score is _%				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

Occupational standards

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
3.1 Competency based curriculum	TVET curriculum is based on academic achievement and time served and not on relevant job competencies.	TVET curriculum is based on academic achievement but describes some outcomes linked to job readiness.	TVET curriculum is based on demonstration of the knowledge, skills and attitudes required at work.	TVET curriculum is based on nationally endorsed occupational standards that reflect job readiness in a range of industries.	TVET curriculum is based on nationally endorsed work standards that reflect skill needs across all industries and is subject to ongoing review.
value 60%	12%	24%	36%	48%	60%
3.2 Recognition of existing skills and knowledge	There is no evidence of structures or processes to recognise existing skills and knowledge.	There is evidence of limited recognition structures and processes in place at institution level.	There is evidence of structures and processes at institution level to recognise existing skills and knowledge, but limited implementation.	There is evidence of a nationally coordinated approach to recognition of existing skills and knowledge which is being readily accessed by students that is being accessed by students.	There is evidence of a nationally coordinated approach to recognising existing skills and knowledge which is being readily accessed by students and is subject to a continuous improvement cycle.
value 40%	6%	12%	18%	24%	40%
Add up your % to find your score	Your score is_%				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

Qualifications framework

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
4.1 Framework	Individual TVET institutions have their own qualifications and certification process.	There is evidence of a TVET qualification framework but it is not mapped to other educational sectors, or national occupational lists.	There is evidence of a TVET qualification framework between TVET and at least one other educational sector, linked to national occupation lists.	There is evidence of a national qualifications framework from the school sector through to the higher education sector, but it is not mapped with international and regional frameworks.	There is evidence of an integrated, national qualifications framework that is recognised nationally and internationally and is subject to a continuous improvement cycle.
value 50%	10%	20%	30%	40%	50%
4.2 Recognition and Articulation	There is no evidence of recognition of qualifications between TVET institutions or articulation pathways between education sectors.	There is evidence of limited recognition structures and processes in place at institution level.	There is evidence of formal recognition of qualifications and articulation arrangements between education sectors.	There is evidence of national recognition of national qualifications and articulation arrangements from primary through to higher education.	There is evidence of national recognition of national and international TVET qualifications and articulation arrangements from primary to higher education.
value 50%	10%	20%	30%	40%	50%
Add up your % to find your score	10%	20%	30%	40%	50%
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

Quality institutions

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
5.1 National Standards	TVET institutions are not required to operate according to quality standards	There is evidence of TVET institutions creating and adhering to quality standards of their own choosing, but no evidence that they are obliged to do so.	There is evidence of quality standards that are developed for TVET institutions by the Government, but no evidence that these standards are monitored or enforced.	There is evidence of independent quality assurance agencies which exist to monitor and enforce quality standards of TVET institutions and to evaluate them.	There is evidence of an independent quality assurance agency which oversees a self-regulating and risk based system, based on employer and learner feedback.
value 60%	12%	24%	36%	48%	60%
5.2 Registration	There is no evidence of a registration process for TVET institutions to deliver qualifications.	There is evidence of a registration process for government TVET institutions to deliver national qualifications.	There is evidence of a registration process for government and private TVET institutions to deliver national qualifications.	There is evidence of a registration process for all TVET institutions with links to funding agreements.	There is evidence that all TVET institutions are required to register to deliver national qualifications and re-register on a regular basis.
value 20%	4%	8%	12%	16%	20%

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
5.3 Data collection and analysis	There is no evidence that data is collected on the local or national TVET system.	There is evidence that data is collected on the local TVET system, but is not coordinated at a national level.	There is evidence that TVET data is collected in a nationally coordinated approach, but it is not disseminated to stakeholders.	There is evidence that TVET data is gathered and disseminated to stakeholders, but it is not always accurate, reliable or timely.	There is evidence of national systems which collect and disseminate accurate, reliable and timely TVET data.
value 20%	4%	8%	12%	16%	20%
Add up your % to find your score	Your score is _%				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

Delivery and assessment

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
6.1 Teachers/trainers	There is no evidence that teachers/trainers are required to have formal teaching/training qualifications or relevant industry experience.	There is evidence that teachers/trainers are required to have formal teaching/training qualifications but not relevant industry experience.	There is evidence that teachers/trainers are required to have relevant minimum teacher/trainer qualifications and industry experience.	There is evidence that teachers/trainers are required to have teacher/trainer qualifications and relevant industry qualifications and experience.	There is evidence that teachers/trainers are required to have teacher/trainer qualifications, current industry experience and qualifications and undertake continuous professional development.
value 30%	6%	12%	18%	24%	30%
6.2 Flexible delivery	Delivery is classroom based. There is no evidence of other available delivery options.	There is evidence of the availability of part time delivery, but not of other modes of delivery.	There is evidence of the availability of flexible modes of delivery for some courses.	There is evidence of national skills development policies and/or strategies with clear lines of communication, and with input from, key stakeholders.	There is evidence of nationally endorsed skills development policies and/or strategies which are linked to labour market and other relevant policies, and are subject to a continuous improvement cycle.
value 15%	3%	6%	9%	12%	15%
6.3 Student support services	There is no evidence of government TVET funding. Funding may be through donor agencies & private investment.	There is evidence of limited government funding for TVET at local or regional levels.	There is evidence of national government funding for TVET but no evidence of alignment with national economic and social priorities.	There is evidence of national government funding for TVET that is aligned with national economic and social priorities.	There is evidence of established national funding frameworks for TVET with multiple funding sources and evaluation of return on investment in line with other policies.
value 15%	3%	6%	9%	12%	15%

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
6.4 Assessment guidelines	Assessment practices are determined on an individual or institution basis.	There is evidence of guidelines for assessment practices at an institution level.	There is evidence of guidelines for assessment practices at a national level, but these guidelines are not widely implemented.	There is evidence of nationally endorsed guidelines for assessment practices as well as evidence of their implementation in all training institutions.	There is evidence of nationally endorsed guidelines, implementation and review processes.
value 20%	4%	8%	12%	16%	20%
6.5 Validation and moderation processes	There is no evidence of learning and assessment strategies being validated or moderated.	There is evidence of assessments being moderated at an institution level.	There is evidence of processes in place between local institutions to validate and moderate learning and assessment strategies.	There is evidence of processes in place between institutions nationally to validate and moderate learning and assessment strategies.	There is evidence of processes in place between institutions nationally and internationally to validate, moderate and review learning and assessment strategies.
value 20%	4%	8%	12%	16%	20%
Add up your % to find your score	4%	8%	12%	16%	20%
Divide this number by 20 to determine your level	YOU'RE AT LEVEL				

User guide

You can use this framework to identify your TVET system's current level of development. Your rating for each of the levels should be based on achievements and clear evidence.

Step 1: Refer to the table below for a useful definition of each level, then read through each level and each element.

Step 2: Select the level most appropriate to your TVET system.

Step 3: Highlight this level and take note of the associated percentage value. *Repeat this step for each sub-point within each stage.*

Step 4: Add up your percentages for each sub-point to determine your score (as a percentage).

Step 5: Divide this number by 20. This will reveal your level. *Repeat this step for each stage.*

Step 6: Plot your level on the radar (spider web) diagram, using the separate spreadsheet.

An example of how to complete the ratings is provided in the case study on the following pages.

Definition table

Each stage builds on the previous stage, leading to Level 5 where continuous review and improvement is in place.

Stage	Definition
1	Indicates there is no evidence of the TVET feature under consideration.
2	Indicates there is some evidence of the feature under consideration, which may be localised at an individual institution or regional level.
3	Indicates that the feature under consideration exists at the national level, but there are weak connections and inconsistent implementation.
4	Indicates the feature has been implemented at the national level, with established lines of communication and engagement by stakeholders where required.
5	Indicates that the feature has been implemented nationally, with established lines of communication and engagement by all stakeholders. There is also in place a systematic process of review and evaluation, and the results of such reviews are used to continually improve the responsiveness and effectiveness of the TVET system.

Example of a country profile for governance

Governance

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.1 Roles and responsibilities	There is no evidence of defined roles and responsibilities for TVET	There is evidence of defined roles and responsibilities for TVET at regional and/or local levels.	There is evidence of defined roles and responsibilities for TVET at a national level, but with weak structures and functions, and little interaction between key stakeholders.	There is evidence of well-defined roles and responsibilities for TVET at a national level with established mechanisms for stakeholder involvement.	There is evidence of a 'whole of government' approach to TVET with defined roles and responsibilities for all stakeholders
value 20%	4%	8%	12%	16%	20%
1.2 Policies for Skills Development	There is no evidence of national skills development policies / strategies.	There is evidence of limited recognition structures and processes in place at institution level.	There is evidence of skills development policies and/or strategies which are distributed across government ministries, but not nationally coordinated.	There is evidence of national skills development policies and/or strategies with clear lines of communication, and with input from, key stakeholders.	There is evidence of nationally endorsed skills development policies and/or strategies which are linked to labour market and other relevant policies, and are subject to a continuous improvement cycle.
value 30%	6%	12%	18%	24%	40%
1.3 Policies for Access and Equity	There is no evidence of government policies and/or strategies to increase participation in TVET	There is evidence of these equity policies and/or strategies at local/regional levels.	There is evidence of these equity policies and/or strategies at local/regional levels, with some level of allocated funding attached.	There is evidence of national equity policies and/or strategies, with allocated funding.	There is evidence of national equity policies and targeted government strategies/initiatives, which are subject to a continuous improvement cycle.
value 20%	4%	8%	12%	16%	20%
1.4 Funding for Skills Development	There is no evidence of government TVET funding. Funding may be through donor agencies & private investment.	There is evidence of limited government funding for TVET at local or regional levels.	There is evidence of national government funding for TVET but no evidence of alignment with national economic and social priorities.	There is evidence of national government funding for TVET that is aligned with national economic and social priorities.	There is evidence of national equity policies and targeted government strategies/initiatives, which are subject to a continuous improvement cycle.
value 30%	6%	12%	18%	24%	30%

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
Add up your % to find your score	Your score is 62%				
Divide this number by 20 to determine your level	YOU'RE AT LEVEL 3.1				

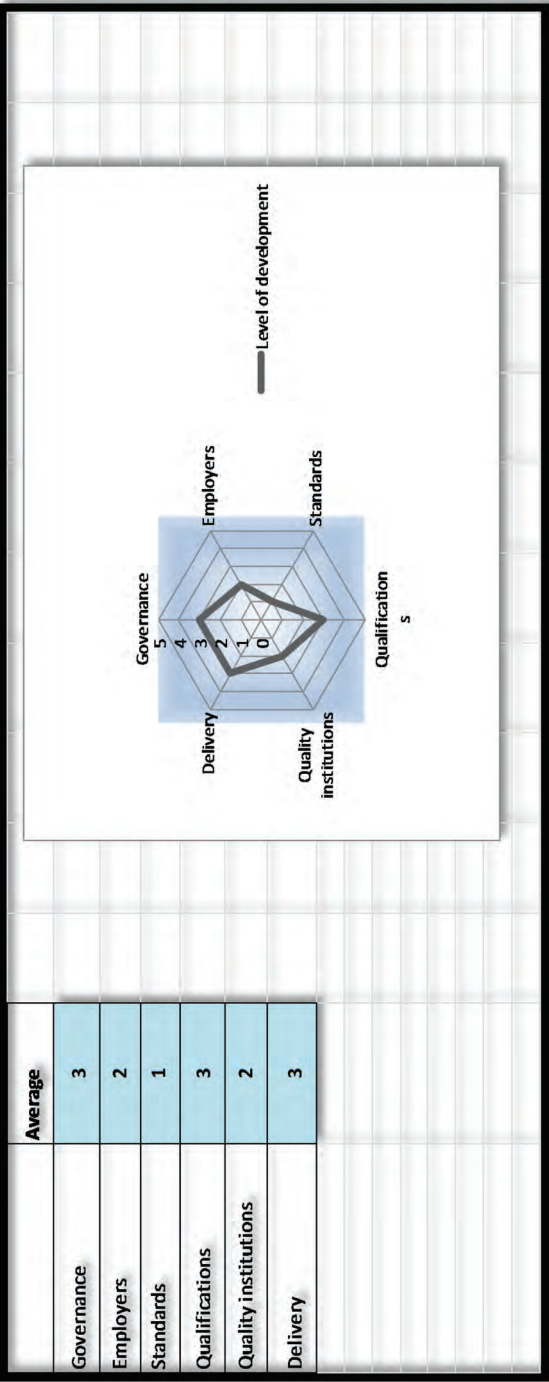
3.2 Handout #2 – Self-assessment rating record sheet

Group number or participant name _____

KEY FEATURE	RATING LEVEL
Governance	
Employer engagement	
Occupational standards	
Qualifications framework	
Quality institutions	
Delivery & assessment	

Sample results graph

To create your own spider web graph (see page 37), open the Excel spreadsheet in your toolkit and enter your average scores in the table. The graph will automatically update the results to show where you have assessed the levels of development for each of the six key features.



3.3 Handout #3 – TVET self-assessment workshop evaluation

TVET self-assessment workshop evaluation

For each item identified below, circle the number to the right that best fits your judgment of its quality. Use the rating scale to select the quality number.

Name :
Position :
Organisation :

WORKSHOP EVALUTION	Scale				
	Poor			Excellent	
BEFORE THE WORKSHOP Did you have access to the videos and the participant's manual before the workshop? YES / NO					
1. If yes, please rate the value of the videos	1	2	3	4	5
2. If yes, please rate the value of the participant manual	1	2	3	4	5
DURING THE WORKSHOP Please rate each of these topics and activities based on how relevant and useful they were.					
3. Background to the self-assessment framework	1	2	3	4	5
4. Definition of TVET	1	2	3	4	5
5. Six key features of a strong TVET system	1	2	3	4	5
6. Stages of development	1	2	3	4	5
7. Group or Self-assessment activity	1	2	3	4	5
8. Results and analysis of the group or self-assessments	1	2	3	4	5
OVERALL RATING OF THE WORKSHOP 9. Please give an overall rating for the workshop					

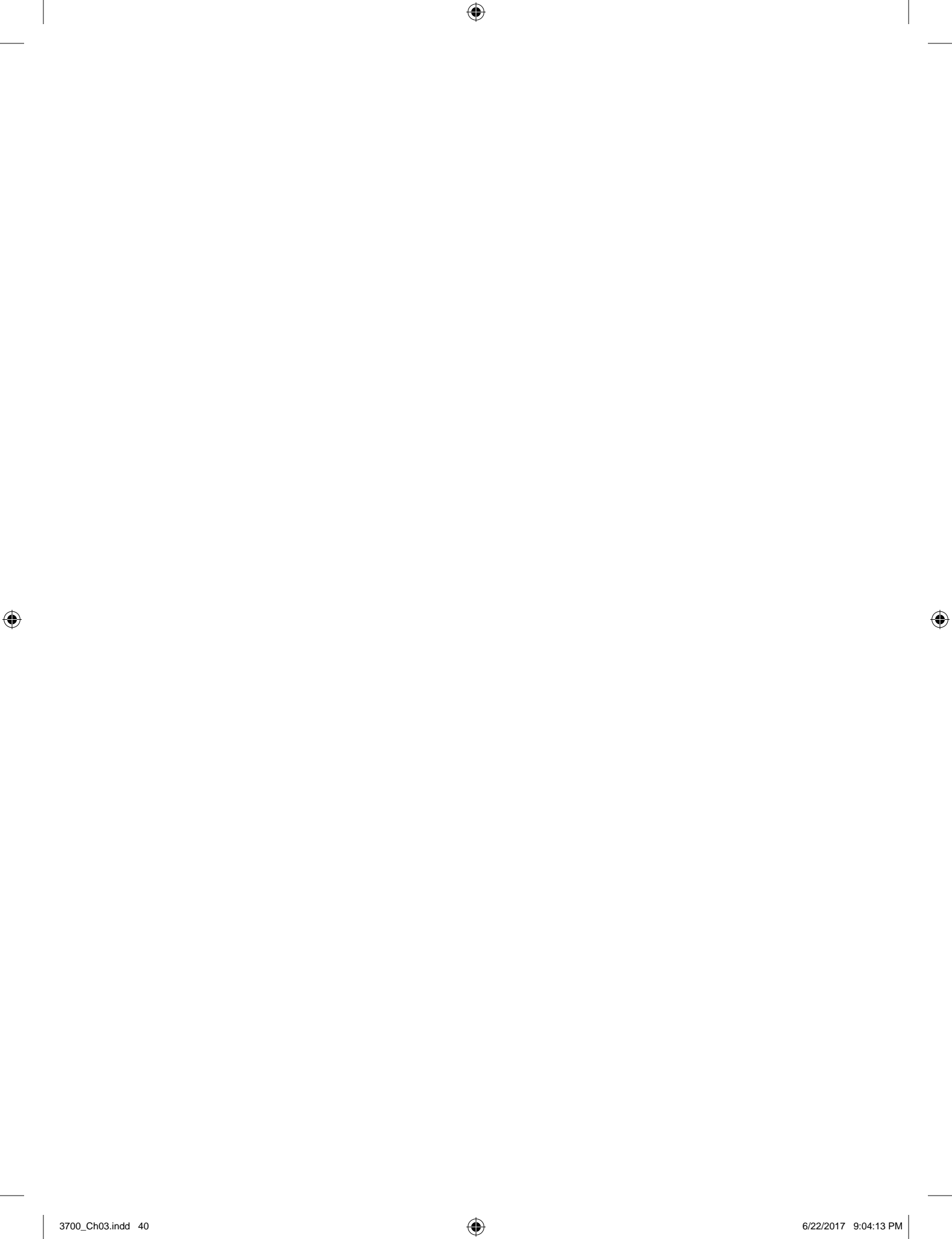
Additional comments

To help us improve the resources and activities used during this workshop, please provide any additional comments or suggestions:

Video Clips	
Participant manual	
Presentation slides	
Length and timing of the session	
Workshop activities	
Any other suggestions or comments	

**PLEASE RETURN THIS COMPLETED EVALUATION TO THE ORGANISERS
BEFORE YOU LEAVE**

THANK YOU ☺



4. Presentation Slides: Workshop Facilitator



Workshop agenda

8:30 – 9:00	Registration
9:00 – 9:15	Welcome
9:15 – 10:30	Development of the self-assessment tool
10:30 – 10:40	Defining TVET
10:40 – 13:00	The TVET framework <ul style="list-style-type: none"> - Six key features - Five stages of development
13:00 – 13:45	Lunch break



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Workshop agenda

13:45 – 14:00	Review of first session
14:00 – 15:00	Rating each key feature
15:00 – 15:30	Tea break
15:30 – 16:30	Results of the self-assessment
16:30 – 17:00	Summary and workshop evaluation



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Background to the framework

- Commissioned by the Commonwealth Secretariat in 2011: *Analyse the current status of TVET systems in five Commonwealth countries and identify priorities for future development*
- Further refinements through additional research, workshops and piloting of the model between 2012 and 2015




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Background to the framework

- Identified as a valuable resource to support the United Nations 2030 Sustainable Development Goals, especially Goal #4:

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'



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The purpose of the framework

- To encourage discussion among key decision-makers
- To identify strengths and weaknesses in your current TVET system
- To identify priorities for further development

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Who should use it?

- Government officials and policy-makers
- Public and private employer and employee associations
- Public and private education and community institutions

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Definition of TVET

The TVET sector is defined as:

‘the policies, programmes and institutions dedicated to providing formal education, training and assessment for skills required in the workplace’

Refer to the *Participants Manual* for a more detailed explanation of this definition.



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Key features of a strong TVET system



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1. Governance

- A ‘whole of government’ approach to defining roles and responsibilities for all stakeholders in the TVET system
- Policies and initiatives which promote and support access and equity for all
- Policies which meet both current and future skill needs of the country
- National funding frameworks which draw on multiple funding sources, match skill needs and priorities, and are subject to constant monitoring and evaluation



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2.
Employer
engagement

- Direct employer engagement with setting skill priorities
- Partnerships between public and private employers, employee associations and training institutions in providing workforce training
- Direct engagement by employers in the development, validation and evaluation of TVET curriculum
- Financial and in-kind support for the TVET sector at both the national and local levels




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3.
Occupational
standards

- Curriculum based on nationally endorsed standards which align to current and future occupational profiles. These standards are under regular review and revision.
- A nationally co-ordinated approach to recognising the existing skills and knowledge of students. This recognition may lead to the faster completion of a qualification or enrolment in a higher-level qualification.




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4.
Qualifications
framework

- An integrated and nationally approved framework which links TVET qualifications to other education sectors and their qualifications. This framework is also recognised internationally and subject to regular review.
- Formal pathways between school achievement, TVET study and higher education study.



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5. Quality institutions

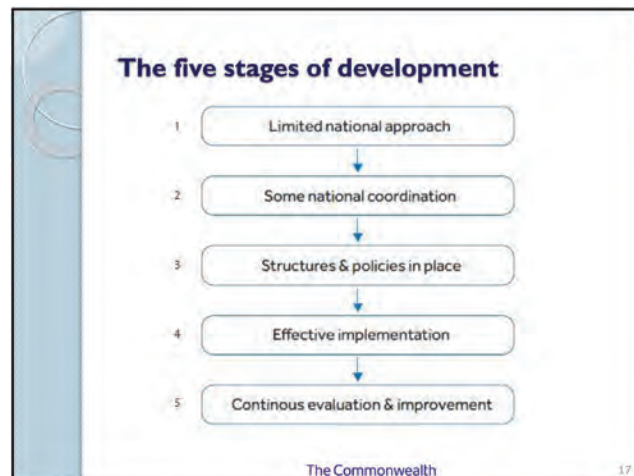
- A nationally approved set of standards for TVET institutions which award qualifications and can gain government funding. Monitored by a quality assurance agency.
- Registration includes the levels of qualification institutions can issue and the range of courses they can offer.
- A national system for collecting and analysing data on TVET provision.

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6. Delivery & assessment

- Mandatory qualifications for TVET teachers, including subject expertise and relevant industry experience
- Different study options for students to suit their preferred learning styles and their personal situation
- A wide range of services to support students with their learning
- Assessment guidelines for every course
- Regular sessions for teachers to jointly moderate their assessments and for employers to validate such assessments


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Sample rating sheet

Occupational standards


Elements	Level 1	Level 2	Level 3	Level 4	Level 5
S1 Competency based knowledge The person understands the nature, scope and limits of the competency and its application in the workplace.	The person understands the nature, scope and limits of the competency and its application in the workplace.	The person understands the nature, scope and limits of the competency and its application in the workplace.	The person understands the nature, scope and limits of the competency and its application in the workplace.	The person understands the nature, scope and limits of the competency and its application in the workplace.	The person understands the nature, scope and limits of the competency and its application in the workplace.
Value 50%	12%	24%	36%	48%	60%
S2 Recognition of existing skills and knowledge The person is able to identify the skills and knowledge required for the competency and its application in the workplace.	The person is able to identify the skills and knowledge required for the competency and its application in the workplace.	The person is able to identify the skills and knowledge required for the competency and its application in the workplace.	The person is able to identify the skills and knowledge required for the competency and its application in the workplace.	The person is able to identify the skills and knowledge required for the competency and its application in the workplace.	The person is able to identify the skills and knowledge required for the competency and its application in the workplace.
Value 40%	6%	12%	18%	24%	30%
Add up your % to find your score	Your score is %				
Divide this number by 20 to determine your level	YOUR LEVEL				


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Calculating a rating


1. Circle the appropriate level on the rating sheets for each of the elements within a key feature
2. Add up the percentages you have given for each element
3. Divide this number by 20 and round up your result to one decimal place (e.g. 3.4)
4. This now gives you a rating score for this key feature on a scale of 1 to 5
5. Repeat this procedure for all six key features and enter your final scores on the rating record sheet


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The results of the assessments

- Overall averages for each key feature
- Variations in the range of scores


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Next steps – adapting the model

- The elements for each key feature have been given a default percentage
- You can change these percentages to reflect your own priorities
- The percentages for each level of development should remain the same



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Next steps – setting priorities

- Which of the six key features are less developed?
- What actions or strategies can be put in place to improve these features?
- What is achievable in the short, medium and long term?
- Who should take responsibility for planning and implementing these changes?



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Please complete the workshop evaluation
before you leave

Thank you for your participation 😊

For more information please contact:
<contact details for facilitator or
relevant official and department>

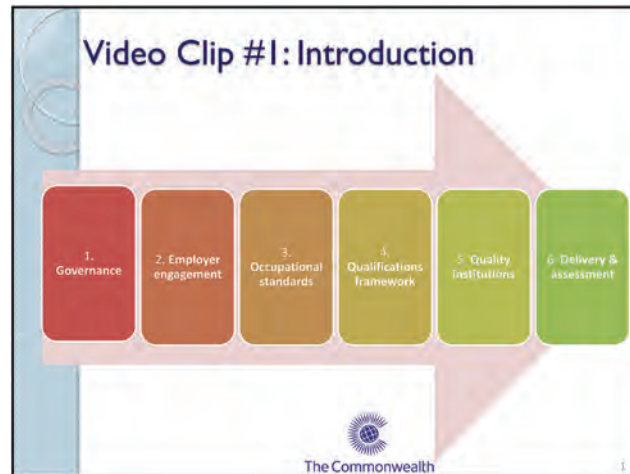


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5. Presentation Slides from Video Clips

Video Clip #1: Introduction



Aims and objectives

1. Identify the key features of a strong TVET system and the different stages of development for each feature – the *TVET Assessment Framework*
2. Assess the strengths and weaknesses of the current TVET system in your country
3. Recommend priorities for the future development of your TVET system

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Background to the framework

- Commissioned by the Commonwealth Secretariat in 2011: *Analyse the current status of TVET systems in five Commonwealth countries and identify priorities for future development*
- Further refinements in 2016 through additional research, workshops and piloting of the model between 2012 and 2015



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3

Background to the framework

- Identified as a valuable resource to support the United Nations 2030 Sustainable Development Goals, especially Goal #4:

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'



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The self-assessment toolkit

- Seven short video clips
- Participant Manual*
- Facilitator Guide*

Support material also includes access to the original research report.

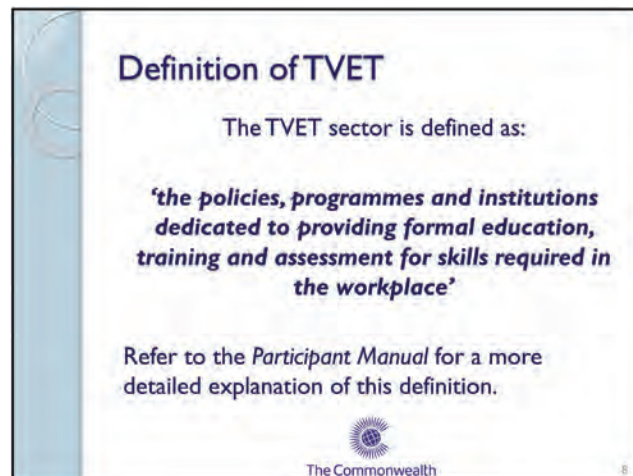


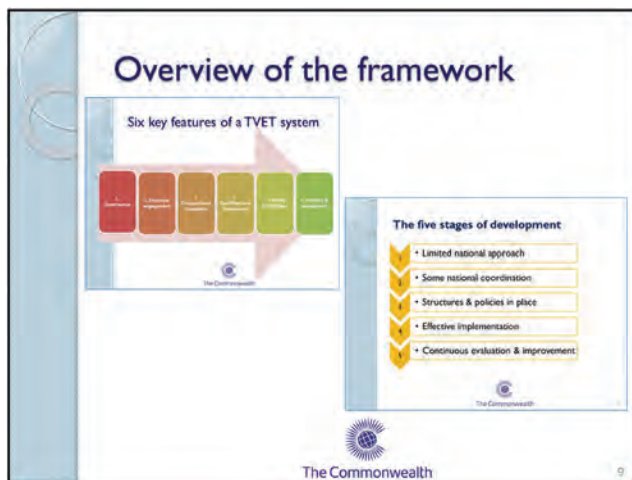
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Video Clip #2: Overview of the TVET framework





Rating each element

Governance

Elements	Level 1	Level 2	Level 3	Level 4	Level 5
1.1 Roles and responsibilities	There is no evidence of defined roles and responsibilities for TVET.	There is evidence of defined roles and responsibilities for TVET at a national level, but with weak structures and functions, and little interaction between key stakeholders.	There is evidence of well-defined roles and responsibilities for TVET at a national level with established mechanisms for stakeholder involvement.	There is evidence of a 'whole of government' approach to TVET with defined roles and responsibilities for all stakeholders.	There is evidence of a 'whole of government' approach to TVET with defined roles and responsibilities for all stakeholders.
1.2 Policies for Skills Development	There is no evidence of national skills development policies / strategies.	There is evidence of skills development policies and/or strategies at regional or local levels.	There is evidence of skills development policies and/or strategies which are distributed across government ministries, but not nationally coordinated.	There is evidence of national skills development policies and/or strategies which are clear lines of communication, and with input from, key stakeholders.	There is evidence of nationally endorsed skills development policies and/or strategies which are linked to labour market and other relevant policies, and are subject to a continuous improvement cycle.
1.4 Funding for Skills Development	There is no evidence of government TVET funding. Funding may be through donor agencies or private investment.	There is evidence of limited government funding for TVET at local or regional levels.	There is evidence of national government funding for TVET but no evidence of alignment with national economic and social priorities.	There is evidence of national government funding for TVET that is aligned with national economic and social priorities.	There is evidence of established national funding frameworks for TVET with multiple funding sources and evaluation of return on investment in line with other policies.
Value 20%	4 %	8 %	12 %	24 %	36 %

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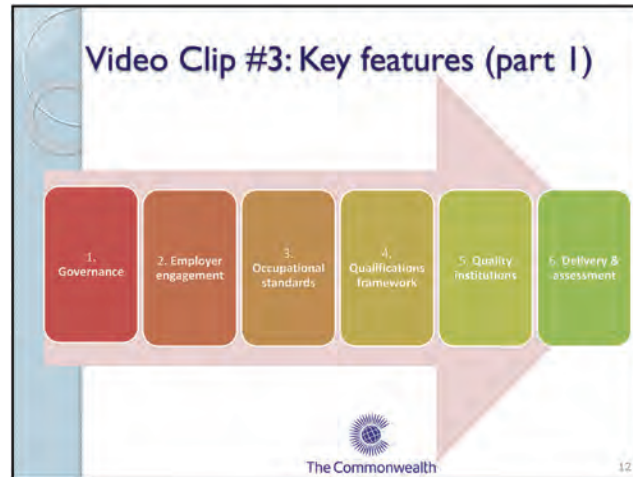
Viewing the results

	Group 1	Group 2	Group 3	Group 4	Group 5	Average score
Leadership						
Policy & Implementation						
Quality Standards						
Quality Improvement						
Results & Assessment						

	Average	Score	High
Leadership	4	8	12
Policy & Implementation	4	8	12
Quality Standards	4	8	12
Quality Improvement	4	8	12
Results & Assessment	4	8	12

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Video Clip #3: Key Features of the Framework (part 1)



1. Governance

'Whole of government' approach with policies and actions which support:

- Sustainable development
- Access & equity for all
- Current and future skill needs of the country

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2. Employer engagement

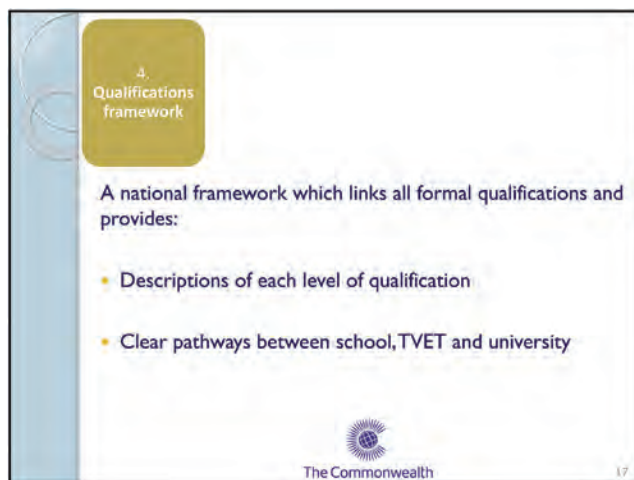
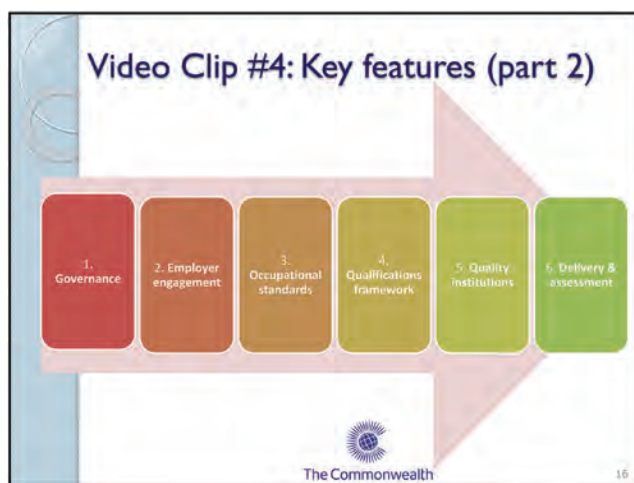
Partnerships with public and private employers which support:

- Setting priorities for skills development
- Providing workforce and workplace training
- Developing, validating and evaluating TVET curriculum
- Providing financial and in-kind support for the TVET sector

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Video Clip #4: Key Features of the Framework (part 2)



5. Quality institutions

A national approach to maintaining and improving the quality of TVET, including:

- A national set of standards for those who wish to award qualifications and can gain government funding
- A registration process which approves the level and type of qualifications to be delivered
- Regular monitoring and evaluation
- A national system for collecting and analysing data on TVET provision

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6. Delivery & assessment

- Mandatory qualifications for TVET teachers, including subject expertise and relevant industry experience
- Different study options for students to suit their preferred learning styles and their personal situation
- A wide range of services to support students with their learning
- Assessment guidelines for every course
- Regular sessions for teachers to jointly moderate their assessments and for employers to validate such assessments

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Video Clip #5: The five levels of development

Video Clip #5: Levels of development

1. Governance

2. Employer engagement

3. Occupational standards

4. Qualifications framework

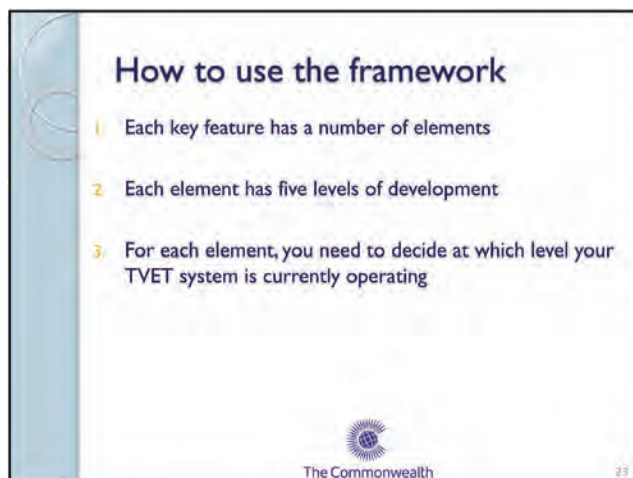
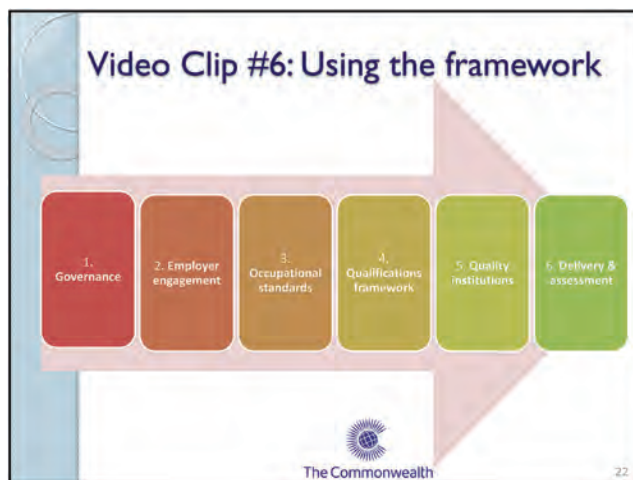
5. Quality institutions

6. Delivery & assessment

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Video Clip #6: How to use the Framework



Sample rating sheet

Occupational Standards

Element	Level 1	Level 2	Level 3	Level 4	Level 5
1.1 Completing the assessment	TYET curriculum is based on students' achievement and time served and not on relevant job components.	TYET curriculum is based on students' achievement that describes some outcomes linked to job readiness.	TYET curriculum is based on description of the knowledge, skills and attitudes required in work.	TYET curriculum is based on nationally endorsed occupational standards that reflect job readiness in a range of industries.	TYET curriculum is based on nationally endorsed work standards that reflect all needs across all industries and is subject to ongoing review.
1.2 Recognition of existing skills and knowledge	12.5% There is no evidence of structures for assessing or recognising existing skills and knowledge.	24% There is evidence of limited recognition structures and processes in place at institution level.	36% There is evidence of structures and processes at institution level to recognise existing skills and knowledge, but limited implementation.	48% There is evidence of a nationally coordinated approach to the recognition of existing skills and knowledge that is being accessed by students.	60% There is evidence of a nationally coordinated approach to recognising existing skills and knowledge which is being readily accessed by students and is subject to a continuous improvement cycle.
2.1 Add up the results for each element	12.5%	24%	36%	48%	60%
3.1 Divide the number by 20 and round up your result to one decimal place	0.6	1.2	1.8	2.4	3.0
4.1 This now gives you a rating score for this key feature on a scale of 1 to 5	1	2	3	4	5
5.1 Repeat this procedure for all six key features and enter your final scores on the rating record sheet	Your score is 3.4				
YOU'RE AT LEVEL					

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Calculating a rating

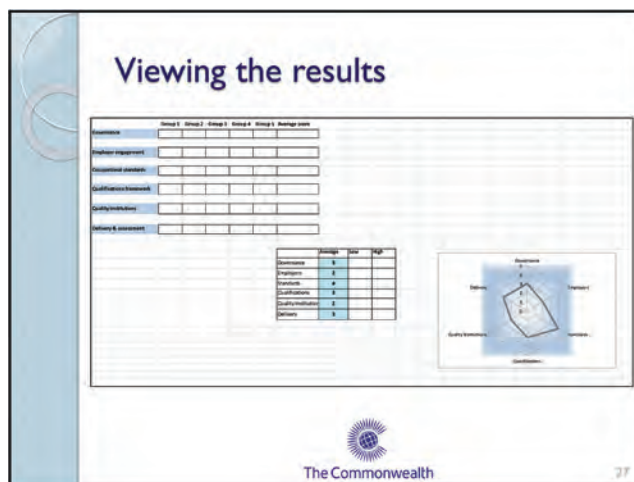
1. Circle the appropriate level on the rating sheets for each of the elements within a key feature
2. Add up the percentages you have given for each element
3. Divide this number by 20 and round up your result to one decimal place (e.g. 3.4)
4. This now gives you a rating score for this key feature on a scale of 1 to 5
5. Repeat this procedure for all six key features and enter your final scores on the rating record sheet

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The results of the assessments

- Overall averages for each key feature
- Variations in the range of scores

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Video Clip #7: The next steps



- ### Next steps – adapting the model
- The elements for each key feature have been given a default percentage
 - You can change these percentages to reflect your own priorities
 - The percentages for each level of development should remain the same
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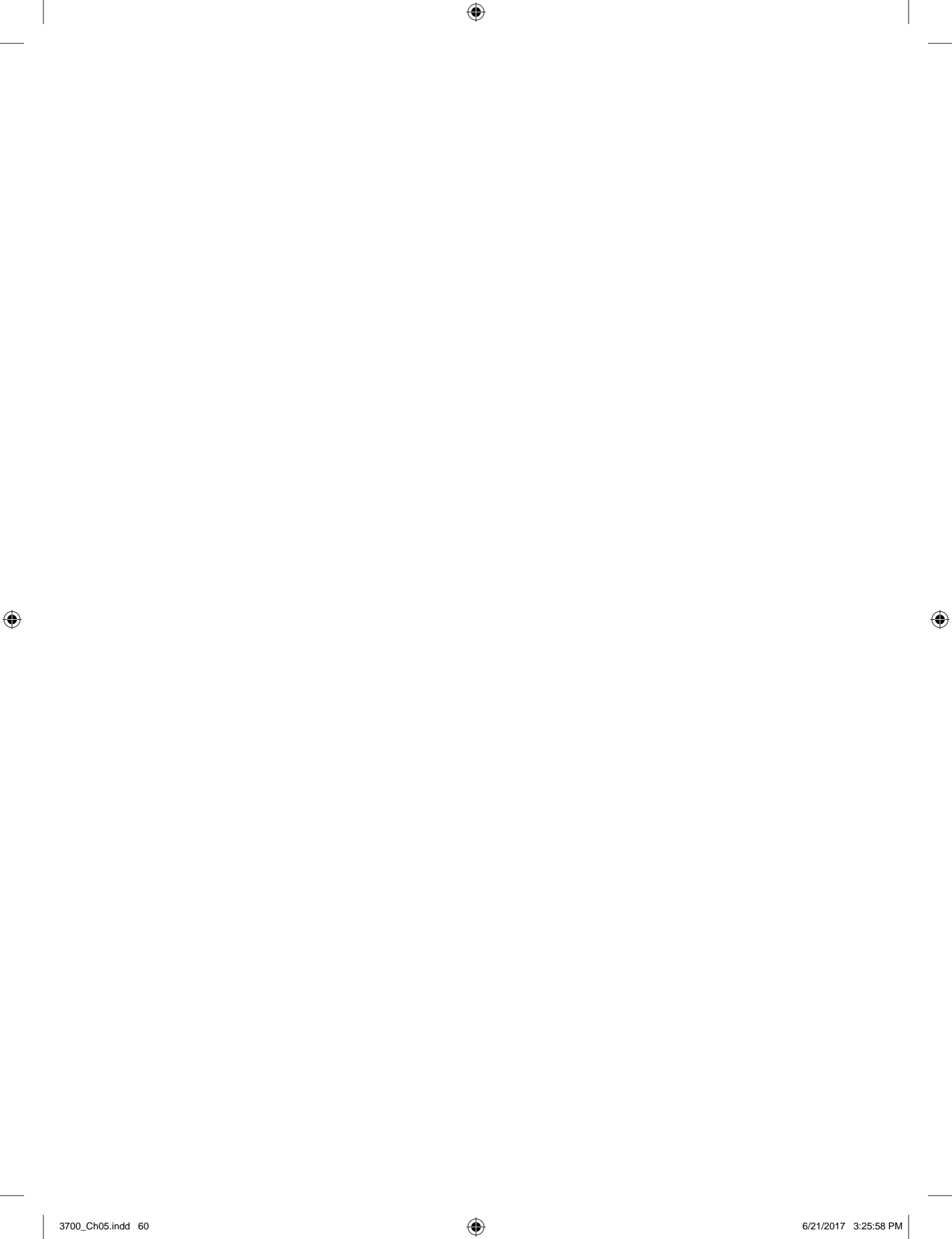
Next steps – setting priorities

- Which of the six key features are less developed?
- What actions or strategies can be put in place to improve these features?
- What is achievable in the short, medium and long term?
- Who should take responsibility for planning and implementing these changes?



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