

**16<sup>TH</sup> EXECUTIVE DEVELOPMENT PROGRAMME  
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**Quality Assurance in TVET in  
Brunei Darussalam :  
Standards for Registered Training  
Organisations**



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## 1.0 Executive Summary

Excellence in Technical and Vocational Education and Training TVET is very important and timely as the government is moving forward in achieving *Wawasan Brunei 2035*. A vibrant, relevant and efficient TVET system is an integral part of Brunei's social, economic and sustainable development. We are developing competitive and self-reliant skilled workforce for the industries and community development. TVET institutions offer courses in vocational and technical education and training that are skills oriented and can contribute to the growth of industries in both the government and private sectors.

In view of TVET institutions as the potential contributors to the economy of the country, a minimum standard for the training providers need to be upheld. The government also needs to ensure that the expected standards in TVET are maintained. In order to ensure that such standards are upheld by the training providers, there are many factors to be addressed which mainly include:

- administration and management of educational institutions
- improving infrastructure
- updating tools and equipment
- employment of competent teaching and management staff, and
- designing relevant training programmes.

To achieve and maintain quality education and training as mentioned above, there is a need to establish a coherent registration system for training providers for tertiary education and training through a central Quality Assurance (QA) Agency. The system should ensure the development of operational institutional quality management system focusing on continuous improvement. Registration of training providers is just one part of the quality assurance framework which also comprises accreditation of programmes and quality audit to make a whole complete cycle of quality assurance. The training providers need to understand the expectations of QA agency. Hence, clear and concise standards are necessary. Well-established and well-defined standards will persuade any training provider to maintain effective TVET system.

The introduction of TVET system in Brunei Darussalam presented in the next chapter is followed by a description of the current problems with regards to registration of training providers. Various countries' policies on quality assurance for TVET systems, especially with regard to the registration of RTO, are also presented. The proposed standards for registration of RTOs in Brunei Darussalam are presented at the end. These standards relate to the following 10 key areas:

- i) Open, transparent and rigorous systems for quality education and training.
- ii) Effective financial management procedures.
- iii) Effective administrative and records management procedures.
- iv) Access and equity and client service.
- v) Competence of RTO staff.
- vi) RTO assessments.
- vii) Learning and assessment strategies.
- viii) Issuing BDTVEC qualifications and Achievement Transcript.
- ~~ix) Use of national logos~~
- x) Ethical marketing and advertising

## 2.0 Introduction

Brunei Darussalam is accelerating its economic diversification in order to achieve *Wawasan Brunei 2035*. With the globalisation of industries and economies, there is a need to ensure sufficient supply of quality and relevant skills in order to attract investment. The workers need to have both general and more defined skill sets and also the capacity to adapt these skill sets in the face of new industrial demands.

TVET is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development. A quality TVET system plays an essential role in promoting a country's economic growth and contributing to poverty reduction as well as ensuring the social and economic inclusion of marginalised communities. TVET system will prepare for future work force and strengthen mobility of skilled labour between occupations and across the border. Hence, the development of occupational standards, qualifications framework and formalisation of quality assurance standards are our national agenda.

The Brunei Darussalam Technical and Vocational Education Council (BDTVEC) were established in May 1991. It is the national awarding body for vocational and technical qualifications in Brunei Darussalam. BDTVEC is an autonomous government agency charged with the overall responsibility of **Coordinating, Regulating, Financing, Providing and Promoting** TVET. It is acting as a regulator for quality and standards in TVET.

One of the main roles of BDTVEC in regulating TVET in the country is through registration and accreditation of programmes. As for government funded vocational and technical institutions (known as VTIs in this context), their registration is by decree. There are eight VTIs in which seven (MTSSR<sup>1</sup>, MKJB<sup>2</sup>, SVN<sup>3</sup>, SVSB<sup>4</sup>, PLM<sup>5</sup>, SP<sup>6</sup>, SVW<sup>7</sup>) of them are under the administrative authority of Department of

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<sup>1</sup> Maktab Teknik Sultan Saiful Rijal

<sup>2</sup> Maktab Kejuruteraan Jefri Bolkiah

<sup>3</sup> Sekolah Vokasional Nakhoda Ragam

<sup>4</sup> Sekolah Vokasional Sultan Bolkiah

<sup>5</sup> Pusat Latihan Mekanik

Technical Education (DTE) of the Ministry of Education and NTTS<sup>8</sup> is under the administrative authority of the Ministry of Defence. Currently, there are six BDTVEC RTOs which are KIGS<sup>9</sup>, CCCT<sup>10</sup>, MIC<sup>11</sup> (Gadong), MIC (Jerudong), KI<sup>12</sup> (BSB) and KI (KB).

A private training provider wishing to offer BDTVEC programmes must first be registered with *Bahagian Pendidikan Swasta* (BPS) of the Ministry of Education in accordance with the Education Order 2003: Education Regulations 2004 (Education Order 2003). In addition to the above BPS registration, the training provider is required to apply to BDTVEC for registration as BDTVEC RTO. The registration of private schools and tertiary institutions with BPS is to be renewed annually whereas the renewal of registration and accreditation with BDTVEC RTO is carried out every three (3) years.

All VTIs and BDTVEC RTOs are required to apply for accreditation to offer programmes leading to the award of BDTVEC qualifications. These applications are processed by BDTVEC Secretariat. The Brunei Darussalam National Accreditation Council (BDNAC) is charged with the responsibility for accrediting programmes leading to the award of international (e.g. NCC and BTEC) and locally developed qualifications (e.g. workforce entry-level qualifications offered by Youth Development Centre of the Ministry of Culture, Youth and Sports). Both BDTVEC and BDNAC monitor the tertiary institutional performance with regard to their respective accredited programmes. The BPS monitors the performance of the private schools.

Eight national strategies are being implemented in Brunei in order to achieve *Wawasan Brunei 2035*. Amongst them is the **education strategy that will prepare our youths for employment and achievement in a world that is increasingly competitive and knowledge-based**. In the Outline of Strategies and Policies for

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<sup>6</sup> Sekolah Perdagangan

<sup>7</sup> Sekolah Vokasional Wasan

<sup>8</sup> Sekolah Latihan Tentera Laut

<sup>9</sup> Kolej Pengajian Siswazah Antarabangsa

<sup>10</sup> Cosmopolitan College of Commerce & Technology

<sup>11</sup> Micronet International College

<sup>12</sup> KEMUDA Institute

Development (OSPD) for education, eight (8) policy directions have been identified. One of them is **“having first class secondary and tertiary education including vocational schools that produce experts, professional and technicians required in commerce and industry”**. This has further been emphasised by His Majesty’s Titah in conjunction to the New Year 2013 **“..... In this regard, it is also appropriate for the Ministry of Education to ensure that this education can contribute to the requirements of industries and employment for locals...”**

According to Jan-Erik Hunn, Managing Director of Accenture plc, Brunei might be affected by the global trends where there was global competition for skilled labour and the volatility of younger generation workforce (Brunei Times 24 April 2014). He cited undersupplied of qualified engineers, health and ICT professional and mismatch of skills workforce worldwide. In Malaysia, there was shortage of 700,000 skilled workers in manufacturing, agriculture and construction industries as cited by Rozilini M Fernandez-Chung (2013). In Brunei, we are no exception. There are skills shortages and yet still we have 14,461 (aged 18 - 60) locals who are unemployed (January Data 2014). There was a projected 3,000 job opportunity every year in oil and gas industry (refer to Energy white paper). DTE 10 - year Strategic Plan (2008 – 2017), it is estimated that student admission into TVET system would be 4,000 – 5,000 annually. According to the data collected by Department of Schools, Ministry of Education, less than 30% of Upper Secondary cohort is eligible for Post – Secondary ‘A’ level education every year. Hence, the remaining 70% needs to be absorbed into the TVET system for further education and training.

The current low capacity in VTIs is unable to cope with the increasing number of applicants due to the limited number of places available for each programme. The average ratio of the admission to the VTIs is 1:4 i.e. 4 applicants for each place available (DTE 10-year Strategic Plan). In addition, aging physical infrastructure and shortage of instructors in various fields have added to the problems. Hence, several private higher institutions (IPST) have been registered and accredited to offer BDTVEC programmes. With the introduction of *Skim Biasiswa Pendidikan Teknikal dan Vokasional* (BPTV Scheme) and *Skim Pembangunan Keupayaan Sumber Tenaga di Sektor Swasta* (PSTS Scheme) in private sector by His Majesty Government in 2011, this has caused unexpected influx of students into the TVET

systems and clearly reflected the expansion of TVET in Brunei. To date, the total number of BDTVEC enrollment is 24,204 (2005 – 2013) of which the BDTVEC RTO enrollment comprising 4,250 (17.6%). The total awardees for BPTV Scheme since 2011 is 6,781 (September 2011 – March 2014).

There is a need to broaden the training capacity in order to meet the industry demand workforce. Other than formal learning, there is also a need to recognize non-formal and informal learning which are taking place. There is also a possibility that schools which are not registered to provide TVET in their own right may have partnership with RTO to offer TVET in School programmes. This will provide opportunity for senior students (year 11-12) to choose vocational training options which count toward both their senior Certificate of Education and a TVET qualification. Other than that, vocational schools may also offer community courses or any other technical courses to address the increasing market demand for technical education.

Hence, quality standards for registration need to be established and formalised as part of quality assurance framework in order to ensure continuous quality TVET systems. Before we can carry out quality audit, the RTOs need to understand our expectations. Hence clear and concise standards are necessary. This paper focuses on quality assurance of training providers and setting the standards for BDTVEC RTOs. Certain measures of registration provide a means where by the quality of training providers of TVET and the qualifications awarded by them are assured. The standards for registration as an RTO should be developed as the initial stage so that the providers are well informed in advance of the TVET policy in ensuring quality in education and training. This will eventually ease the process of accreditation and quality auditing at the later stage of the quality assurance cycle.



### 3.0 Current Practice for Registration of BDTVEC RTOs

Currently, a training provider needs to be registered as an institution with the BPS, Ministry of Education then to seek approval as BDTVEC RTO with BDTVEC. The registration requirements of BPS focus on the legal and financial status of the applicant, premises and facilities, staff qualifications, the proposed programmes and fees. These could be strengthened to cover such areas as the educational mission of the new institution, its teaching and learning strategies, staff development, student support, assessment and reporting as suggested by David Lythe (the consultant for drafting the National Qualification Framework).

The BDTVEC has its own RTO approval requirements before proceeding with programme accreditation. Following RTO approval and programme accreditation, the BDTVEC informally monitors (and moderates via external moderators) the operation of the programme, and requires the submission of an annual report. There is an overlapping process of registration (BPS) and approval of RTO (BDTVEC). This has caused unnecessary delay, confusion and increase cost. There is a need to merge both processes so that there is no duplication of work and provide a coherent registration system of RTO for tertiary education and training. The system should ensure the development of operational institutional quality management system focusing on continuous improvement.

Currently, there is also no approved documented set of quality standards with regard to registration of RTO. BPS and BDTVEC register training providers based on their own set criteria. Generally the terms and conditions before approval ensure that the institution:

- i) Has provide justification for the need of the programme;
- ii) Has premises suitable for carrying out technical and vocational education and training;
- iii) Is equipped with sufficient facilities for such training to be run;
- iv) Has a sufficient number of qualified teachers and instructors;
- v) Is willing and able to abide by regulations issued by BPS and BDTVEC from time to time;
- vi) Follows admission policies acceptable by BPS and BDTVEC.

Currently the registered training providers lack the accountability and responsibility to improve the quality of TVET. Lack of an open, transparent and rigorous system to register training providers and approve program delivery against quality standards for registration may be the cause. In addition, systematic monitoring and reviewing of providers' registration and performance are crucial in order to ensure compliance of registration policy which influences the quality of teaching and learning.

Recently, BDTVEC Secretariat had administered a survey to all BDTVEC RTOs. The survey analysis showed that only 74% of the student population found the school administration helpful; 69% were happy with their timetable; 63% said their classes had ever been cancelled but only 40% of them said replacements were given. With regard to instructors' punctuality for classes, only 89% said their instructors were punctual. The teachers' survey analysis had also showed that only 79% said their college administration helpful; 42% had been assigned with administrative duties on top of their teaching load; 45% of the teachers admit that their classes had ever been cancelled and 87% of them had given replacements (this contradicts with students' feedback). With regard to teaching workload, 56% of the instructors were having more than 20 hours of teaching load per week with 23% of them exceeding 25 hours per week. The instructors were concerned that their teaching schedule was tight giving them not enough time for preparing lessons, assessments, marking and communicating with the students. Some staff found it too exhausting especially for those who also had to do administrative duties

JPKE had also conducted a similar survey in October 2013 to evaluate the quality of private higher education institute (2011-2013 intakes) under BPTV Scheme. In the survey analysis, 46% of the students indicate that they faced difficulties with their studies with 60% claimed the reading materials, text books and references provided by their lecturer in the library were not enough. On average, only 66% of the students were satisfied with the administration and management of the institution. Some of the reasons provided were:

- i. non-conducive building & surrounding;
- ii. inadequate and out dated facilities;
- iii. insufficient number of lecturers;

- iv. no attention given to students' complaints (refer Appendix B for JPKE Survey Analysis Details).

The above analysis indicates some concerns with regards to the operation and management in the school systems. There is an urgent need to strengthen quality control and quality assurance in order to ensure quality and reliable TVET systems.

#### 4.0 International Best Practices for Registration of RTOs

In view of the increasing demand for quality workforce and to promote common trust, transparency and recognition of competences and qualifications; quality and quality assurance should be the policy priority for TVET systems in Brunei Darussalam. The industries will benefit from enhanced work of skilled workers which ultimately contribute to the economic growth of Brunei Darussalam.

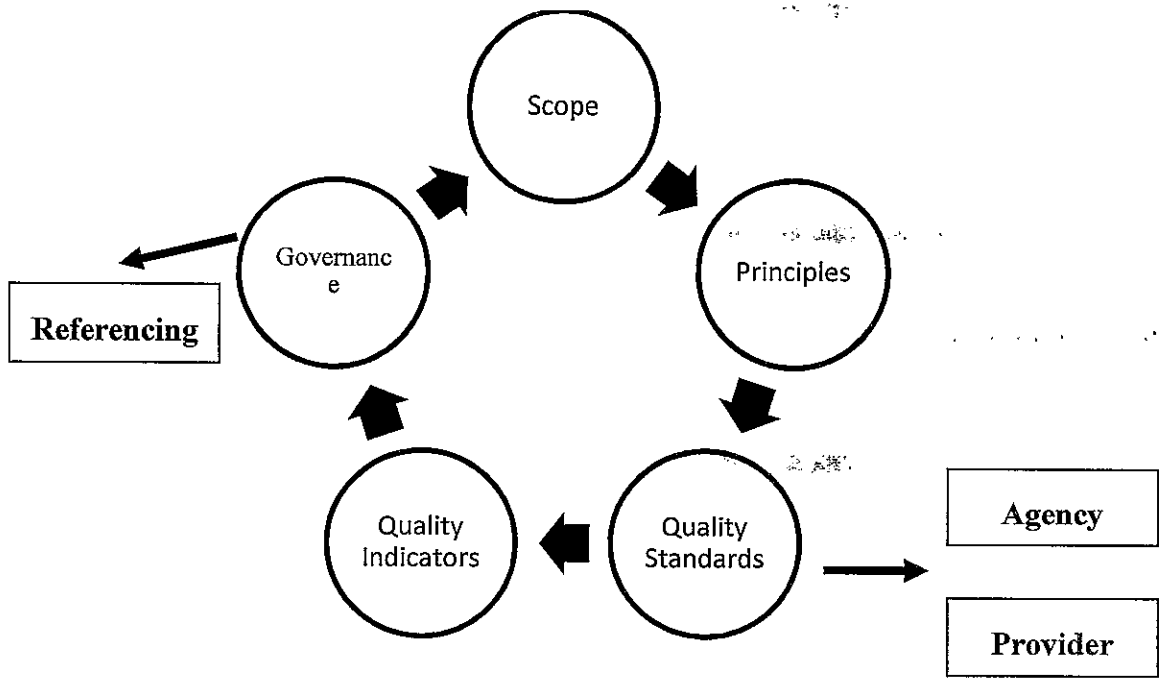
Quality Assurance is referred as:-

**“... planned and systematic processes that provide confidence in educational services provided by training providers under the remit of relevant authorities or bodies”**

**“Is a component of quality management and is focused on providing confidence that quality requirements will be fulfilled”**

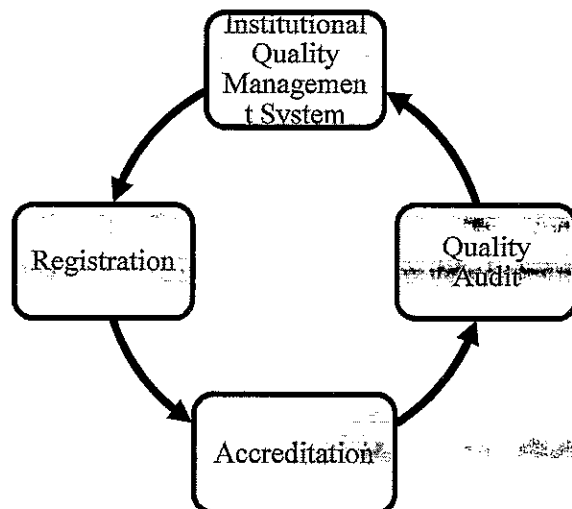
by Andres Bateman in her paper “Transnational Framework”

There are several approaches to implementing quality. Many countries use either the compliance model or the evaluative model of quality assurance together with awards e.g. Baldrige Award and international standards e.g. ISO9001-2008. Several Quality Frameworks have also been developed nationally, regionally and internationally such as the ASEAN Quality Assurance Framework, the Australia Quality Training Framework, the East Asia Quality Framework and the European Quality Assurance Framework. Recently, Asia and Europe have jointly developing a platform for Cross Border Quality Assurance Network for Higher Education. The East Asia Summit Technical and Vocational Education and Training Quality Assurance Framework (EAS TVET QAF) has been developed recently (Bateman et al 2012) with 5 main key principles i.e. transparency, accountability, continuous improvement approach, flexibility & responsiveness and comparability which are based on the interrelated components as shown in Figure 1: The Concept Design of the EAS TVET QAF : Component Relationships



**Figure 1: The Concept Design of the EAS TVET QAF: Component Relationships**

Quality assurance systems should have the balance among compliance, context, input process and output based. It should be viewed as a cyclical process with ‘continuous improvement’ as the key associated principle. Figure 2 showed the cyclical cycle of quality assurance.



**Figure 2: Quality Assurance of Education and Training**

As suggested, there is a need to develop the quality in the context of an operational institutional quality management system focusing on continuous improvement. There are several measures that can be used to evaluate the quality of TVET outcomes among which are:-

- i) A measure for quality providers
- ii) Accreditation of programmes and qualifications
- ii) Provision of sufficient funds
- iv) An organisational structure that promote efficient use of fund
- v) Accountability and transparency
- vi) Good public information system on skill needs, on career paths and on courses and providers so that authorities and individual can make effective decisions and choices respectively.
- vii) A National Qualifications Framework
- viii) Alignment with current and predicted employment and labour market needs.

All providers of post-secondary education and training services should meet the minimum standard to achieve **registration** so as to enter the post-secondary education and training market. Currently the registration requirements of private higher institution (IPST) under the Department of School focus on the legal and financial status of the applicant, premises and facilities, staff qualifications, the proposed programmes and fees. This is basically the compliance approach where the providers fill in the forms and are inspected. These could be strengthened to cover such areas as the educational mission of the new institution, its teaching and learning strategies, staff development, student support, assessment and reporting as suggested by David Lythe, the consultant for drafting the National Qualification Framework. There is a need to develop in the context of an operational institutional quality management system focusing on continuous improvement.

There is a need for the provider to be properly established and organized with the explicit intention of offering education and training services. At the programme **accreditation** (permission to offer programme) stage, the provider must be able to deliver a satisfactory level of quality in its education and training programmes. The standards required for curriculum, staffing, student services, facilities and equipment will need to be compliant by the providers. Overall, the providers must have a

coherent institutional **quality management system** at the time of registration to ensure the continued relevance, appropriateness and effectiveness of the education and training services provided. Once registered and accredited, the providers would undergo regular self monitoring and external quality audit to ensure that they are maintaining and enhancing standards through continuous improvement. This would challenge the providers to take charge of their own progressive improvement and the regulatory body would just focus on quality audit and support for that progression to excellence.

In Singapore, any training organisation that wishes to offer Workforce Skills Qualification (WSQ) courses must meet the accreditation criteria established by the Singapore Workforce Development Agency (WDA). Under WDA, there are 3 categories of Approved Training Organisation (ATO) namely Public ATO, Public and In-house ATO or In-house ATO. These ATOs may provide training and assessment or assessment-only services for both local and foreign workers. Overall, the WDA role includes approval of training providers; course accreditation, establishing benchmark standards for trainers, assessors and curriculum developers; Continuous Improvement Reviews (CIRs) of training providers; policy guidelines, advice and support for training providers and; security systems and careful management of the issuance of WSQ credentials. There are some similarities with the current BDTVEC system except that BDTVEC emphasis more on pre-employment education and training while WDA emphasis is on continuing education and training. In addition, the ATOs are subjected to annual review audits that look into 4 main areas namely i) internal quality assurance system of course design, development and delivery; ii) adult educator management system; iii) outcome evaluation system and iv) administrative system. This is to determine if they can continue their status as WSQ training providers.

In Australia, the TVET system is governed by the National Skills Framework which make up of three components namely i) the VET Quality Framework, ii) the Australia Qualifications Framework (AQF) and iii) Training Packages. To become an RTO, the training providers will seek registration through the Australia Skills Quality Authority (ASQA) or state-based registration bodies in some jurisdictions. The ASQA was established as a national regulator under the National Vocational Education and

Training Regulator Act 2011. It regulates courses and training providers to ensure nationally approved quality standards are met. The functions of ASQA include i) registering training providers as RTO, ii) Registering organisations as CRICOS providers (register of institutions and courses for overseas students), iii) accrediting VET courses and iv) ensuring that organisations comply with the conditions and standards for registration, including by carrying out compliance audits. There are two standards being developed and used by ASQA namely the Standards for NVR RTOs and Standards for VET accredited courses. The standards provide as an instrument in protecting the interests of all students undertaking VET. They also guide nationally consistent, high-quality training and assessment services in the VET system. With the application of a uniform VET Quality Framework and uniform accreditation mechanisms, industries and community will have greater confidence in the quality and consistency of nationally recognized VET qualifications in addition to greater confidence in the skills and abilities of VET graduates.

In Brunei, the registration requirements of private higher institution with the Private School Section and/or BDTVEC, Ministry of Education, focus generally on the legal and financial status of the applicant, premises and facilities, staff qualifications, the proposed programmes and fees. These could be strengthened to cover such areas as the educational mission of the new institution, its teaching and learning strategies, staff development, student support, assessment and reporting as suggested by David Lythe (the consultant for drafting the National Qualification Framework). In view of low level of quality provision of current TVET system, lack of consistency between courses and problems with parity of esteem of those courses, a compliance model approach of Quality Management is highly recommended (Bowen-Clewley et al). Basically, the compliance model focuses on the following areas:

- i) establishing standards and criteria for training providers, competency standards, qualifications, assessors, and courses;
- ii) developing processes for ensuring consistency of assessment;
- iii) developing an internal audit requirements within providers;
- iv) Placing a strong emphasis on independent external audit to identify area of compliance and non-compliance;
- v) Implementing processes to ensure remediation of non-compliance.



There is a need to develop National Quality Assurance Framework in order to bring benefits such as improved effectiveness, transparency and confidence in TVET provision within and across countries. We need to consolidate efforts across different departments of the government under one Authority so that the TVET on the whole would be better coordinated and there is a concerted strategy to achieve the TVET outcomes desired.

Brunei has just recently developed the Brunei Qualifications Framework (BQF) under the leadership of Brunei National Accreditation Council (BDNAC). Therefore, the development of National Quality Assurance Framework is another possibility. Brunei is a small country with a population of less than 400,000; hence a centralized authority to control and manage the operation is more feasible. The decisions made in relation to TVET will be more centralized and will have national effect. This will ensure mutual recognition and mutual acceptance nationally, regionally and internationally. The research found that countries with a centralized TVET quality assurance agency were much better organized from a quality point of view compared to those with multiple agencies and complex systems (Bowen-Clewley et al).

## 5.0 Proposed Standards for Registration of RTOs in Brunei Darussalam

In view of the current practice for registration of RTOs and the problems involved therein, we need to learn from the international best practices such as Singapore and Australia. The author has derived the following standards for registration of RTOs based on the adoption and adaption of the Australia Standards for NVR RTO and the East Asia Summit Vocational Education and Training Quality Assurance Framework. It is expected that the outcomes of the standards will help to address some of the issues and to ensure that the RTOs have at least the minimum standards to enter the post-secondary education and training market. Our ultimate goal is to improve the quality of TVET systems in the country. These standards will provide well-defined and structured documents for internal institutional audit and external quality audit to ensure the RTOs continue to meet the quality standards.

The proposed standards are categorised into ten (10) key areas given as follows: (refer Appendix A for details)

- i) **Systems of quality education and training.** The RTO must have in place an open, transparent and rigorous system to plan for and provide quality education and training across all its operations. The RTO must be a legally established organization with effective management team to achieve its goals and objectives. They must have the premises, facilities, equipment, educational resources and competent staff. This will ensure that the RTOs have the commitment to deliver services to customers at the high and consistent standards that the customer and the community demand. They should also have in place a system to recognise learner's prior learning in all contexts including formal, non-formal and informal learning. The RTOs should regularly conduct internal institutional audit to ensure compliance with the standards.
- ii) **Effective financial management procedures.** The RTOs must have sound financial health and have effective financial management procedures in place. This ensures the RTOs have made their own investment as stakeholders in building a quality and viable training market.

- iii) **Effective administrative and records management procedures.** The RTO must have in place an effective administrative and records management procedures. This ensures accurate and up-to-date records of data on matters relating to its stakeholders and maintaining its accountability towards them.
- iv) **Access and equity and client service.** The RTO must apply access and equity principles and provide clear, accurate and sufficient information, advice and support services to enable its clients to make an informed decision regarding their participation in training and assessment.
- v) **Competence staff.** The RTO must have competent staff in teaching, training, assessment and providing client service. The RTO must make a commitment to invest in training of teachers and at the same time recruiting and retaining high quality teaching staff.
- vi) **RTO assessment.** The RTO must be able to provide flexible training and assessment to meet the needs of learners and industry and meet the standards specified in the endorsed programme guides. The RTO must have fair, valid and effective systems for assessing learners against the programme outcomes.
- vii) **Learning and assessment strategies.** The RTO must be able to identify, negotiate, plan and implement a range of and appropriate learning and assessment strategies to meet the needs of its learners. They must be able to demonstrate that the training and assessment plans are in place to achieve the programme outcomes. The training programmes are systematically monitored and reviewed to ensure continuously meeting the defined standards and industry requirements.
- viii) **Issuing BDTVEC qualifications and Achievement Transcript.** The RTO must have a system in place for accurately reporting learner achievement. This provides a means that the BDTVEC qualifications are assured.

- ix) **Use of national logos.** The RTO must comply with the requirements for the use of national logos. The national logos will provide confidence to the stakeholders that the quality of the RTO as training provider is assured.
- x) **Ethical marketing and advertising.** The RTO's marketing and advertising of training and assessment products and services should be ethical. Prior written permission must be obtained from the relevant authority.

With the above established standards, it is expected that a transparent system will be in place to ensure consistent registration decisions, sanctions, conditions and rewards to training providers. The providers are also audited to ensure that they continue to meet the quality standards.

Besides developing the standards, the registration fees should also be revised. The RTOs should be charged according to the scope of their registration (with those delivering more qualifications paying higher costs), rather than a fixed fee for all RTOs as is currently the practice. Fees should also include quality audit service. It is proposed that the audit will be conducted within the first year of registration. It is also proposed a consistent system of re-registration and annual fees (for 5 years period) is introduced. The RTO will pay a one off 'entry' fee (initial fee for registration) and then an annual fee to meet the costs of maintaining registration. The revision of fees structure requires deeper thought and further exploration with other best practices.

## 6.0 Conclusions and Recommendations

Quality assurance guarantees that a product or service will satisfy customer's needs effectively. QA in TVET will help to ensure TVET graduates receive the education and training they need and satisfy the needs of their employers accordingly. To achieve this end, a centralized QA Agency at the national level is the need of the time. Such an agency can set guidelines and standards for RTOs to follow.

The presence of clearly marked standards and benchmarking will help RTOs know the criteria for registration and to monitor their quality themselves which should be the ultimate goal of a QA system. Thus, they can eventually take up the responsibility for quality education at the institution level. With this system in place, we can streamline the accountability process and create transparency for the RTOs.

In the light of above discussion, the following steps are imperative for assuring quality in TVET in Brunei Darussalam:

- i) Establishing a centralized body for QA in TVET at the national level;
- ii) Defining and establishing Standards for Registration of RTOs;
- iii) Defining and establishing Standards for Accreditation of TVET programmes;
- iv) Developing User Guides with QA indicators for the RTOs; and
- v) Developing well-defined and structured documents for Internal and External Quality Auditing of RTOs.
- vi) Revision of registration fees structure.

It is only through a firm commitment towards excellence, integrity and partnership that we can bring quality to our TVET system with greater access.

## **Appendix A: Standards for Registration of BDTVEC RTOs in Brunei Darussalam**

### **1.0 Open, transparent and rigorous systems for quality education and training**

The RTO has systems in place to plan for and provide quality education and training across all its operations.

- i) The RTO or its governing body is a legally established and enduring body.
- ii) The RTO's name is appropriate and does not mislead learners about the nature of the organisation.
- iii) The RTO has a clear statement of its educational purposes and objectives which uphold Malay Islamic Monarchy beliefs, principles and values.
- iv) The RTO has adequate and appropriate governance and management to achieve its goals and objectives.
- v) The RTO must designate a person who has direct access to the RTO's Chief Executive on matters related to its compliance to the Standards for RTO and the policies and procedures.
- vi) The RTO must keep written policies and procedures related to its quality management system and ensure the policies and procedures are circulated, understood and implemented consistency throughout the RTO.
- vii) The RTO must integrate into its policies and procedures any Brunei Government legislation and regulatory requirements related to its scale of operation.
- viii) The RTO must have a coherent organisational structure and terms of reference that show the lines of authority in the RTO, the responsibilities and allocation of functions. It also sets out the roles and responsibilities of each member of staff.
- ix) The RTO must conduct self-review and internal audit of its compliance with the Standards for RTO and policies and procedures as mentioned above at least once a year.
- x) The RTO must document and implement policies and procedures for dealing with complaints, grievances and appeals.

- xi) The RTO must document and implement procedures to identify and manage risks concerned with compliance with the Standards
- xii) The RTO must collect and analyse stakeholder and client feedback and satisfaction data on the services it provides for review.
- xiii) The RTO must develop and implement procedures in identifying any opportunities for continuous improvement of its systems.
- xiv) The RTO must provide for examination of documentation and reasonable access to all areas, records and staff as required by the registering body for the purpose of quality audit.

## 2.0 Effective financial management procedures

The RTO has sound financial health and effective financial management procedures in place.

- i) The RTO designate a person who has direct access to the RTO's Chief Executive on matters relating to its financial management policies.
- ii) The RTO must document good accounting/financial practices and records
- iii) The RTO must document and implement systems to protect fees paid in advance and must have fair and reasonable refund policies.

## 3.0 Effective administrative and records management procedures

The RTO has effective administrative and records management procedures in place.

- i) The RTO must document and implement procedures for ensuring the integrity, accuracy and currency of all records on matters relating to its stakeholders and scope of its registration.
- ii) The RTO must develop and implement version control procedures for managing materials that relate to its scope of registration including its accredited course/programme documents

#### 4.0 Access and equity and client service

The RTO applies access and equity principles and provides timely and appropriate information, advice and support services which assist clients to identify and make an informed decision to achieve their desired outcomes.

- i) The RTO must document open and transparent policies and procedures related to access and equity principles.
- ii) The RTO must disseminate adequate and appropriate information to each client, prior to enrollment, about each of the following:
  - a) selection, enrollment and induction
  - b) course information
  - c) fees and charges, including refund policy, exemptions, bursaries and scholarship scheme (where applicable)
  - d) pre-entry assessment (language, literacy and numeracy assessment where necessary)
  - e) client support including any support for disabilities
  - f) flexible and fair learning and assessment procedures
  - g) welfare and guidance services
  - h) appeals, complaints and grievance procedures
  - i) disciplinary procedures
  - j) staff responsibilities
  - k) recognition of Prior Learning (RPL) arrangements

#### 5.0 The competence of RTO staff

The RTO must have staff that is competent in teaching, training, assessment or client service:

- i) The RTO must document and implement procedures for staff recruitment, induction, mentoring and ongoing personal development of all staff members in order to achieve RTO goals and objectives.
- ii) The RTO must ensure that training is delivered by a person who has relevant vocational competencies one level higher than the level he/she intended to deliver.



## 6.0 RTO assessments

The RTO's assessment must meet the requirements of the endorsed components of Programme/Unit Guides and the outcomes specified in accredited courses/programme within the scope of its registration.

- i) The RTO must ensure that assessments comply with the Assessment Scheme included in the applicable nationally endorsed Programme/Unit Guides or the assessment requirements specified in the accredited courses/programme.
- ii) The RTO must comply with the principles of validity, reliability, fairness and flexibility.
- iii) The RTO must provide sufficient information of the context and purpose of the assessment and the assessment process.
- iv) The RTO must focus on the application of knowledge and skill to the performance standard or competency required in the workplace performance.
- v) The RTO must provide adequate and appropriate feedback to the student/trainee about the outcomes of the assessment process and guidance for future improvement.
- vi) The RTO must document Recognised Prior Learning (RPL) procedures and ensure RPL is offered to all applicants on enrollment (where necessary).

## 7.0 Learning and assessment strategies

The RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients.

- i) The RTO must adequately and appropriately designs, develops and systematically reviews its educational and training programmes consistent with its goals and objectives.
- ii) The RTO must manage the quality of delivery of education and training programmes in all modes of delivery.
- iii) The RTO must document and implement internal verification procedures and comply with the external moderation where applicable.

- iv) Where assessment or training is conducted in the workplace, the RTO negotiates the delivery and assessment strategy with the employer and learners; works with the employer to integrate any on-the-job training and assessment; and schedules workplace visits to monitor and review the training and assessment.
- v) The RTO must develop, document, implement and monitor individual training plans with regards to Apprenticeship Training.
- vi) The RTO must have adequate and appropriate physical and learning resources to achieve its goals and objectives.
- vii) The RTO must allow access to the staff, all the necessary facilities, equipment, educational resources required to provide the training and/or assessment services.

#### 8.0 Issuing BDTVEC qualifications and Achievement Transcript

The RTO issues BDTVEC qualifications and Achievement Transcript that meet the requirements of the BDTVEC Policy and Procedures and accredited programmes within the scope of its registration.

- The RTO must adequately and appropriately reports on learner achievement.
- The RTO must only issue, record and report BDTVEC qualifications and Achievement Transcript that are within its scope of registration.

#### 9.0 Use of national logos

The RTO complies with the requirements for the use of national logos.

- The RTO must use the BDTVEC logo only in accordance with the BDTVEC's condition of use.
- Use any of the following statements in advertisements only in respect of training and assessment within its scope of registration:
  - 'BDTVEC Recognized Training'; and/or
  - 'Registered by BDTVEC to issue the following qualifications....'

## 10.0 Ethical marketing and advertising

The RTO's marketing and advertising of training and assessment products and services is ethical.

- The RTO must seek prior written permission from any person or organisation for use of any marketing or advertising material which refer to that person or organisation.
- The RTO marketing materials must be accurate and approved by a duly authorized RTO's member of staff
- The RTO must advertise BDTVEC qualifications or any other training/assessment services as accredited by BDTVEC and are included in its scope of registration.
- The RTO must accurately present the information to prospective clients the training/assessment product and services that lead to BDTVEC qualifications and ensure that the advertised outcomes are consistent with these qualifications.

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