THAILAND PROFESSIONAL QUALIFICATION INSTITUTE

(Public Organization)

Overview of Tourism in Thailand

Overview of Tourism in Thailand

- Ministry of Tourism and Sports
- Ministry of Labor
- Thailand Professional Qualification Institute

- Tourism Council of Thailand

- Office of Vocational Education Commission, MoE
- Office of Higher Education Commission, MoE

TPQI

1. Ministry of Tourism and Sports

Roles of the Ministry

1) Set policy and strategic plan for development in all levels that is in line with national development

2) Promote, support, develop, and encourage implementation of tourism, sports, and recreation policy.

3) Efficiently integrate and manage, encourage participation from all sectors in the development of tourism, sports, and recreation of the country, as well as set a guideline for resource allocation to support all sections to ensure efficiency.

4) Develop infrastructure, as well as supporting factors in terms of tourism, sports, and recreation to ensure international quality and standard.

5) Develop management system, information system, and personnel in tourism, sports, and recreation to ensure competency.

Department of Tourism

The priority role and responsibility are;

- Encouraging and supporting a tourism business and services, tourism sites, a guide and tour guide business, including a standardization on tourism industry, a tourism security and

- Giving a permission for a foreigner to make a movie in Thailand that will get along well with a law and policy of national tourism, of guide and tour guide business, and of a movie and video on demand, especially on relating to make a movie in the kingdom.

Ministry of Labor

1.Prepare and develop skilled labor in accordance with international standards by supporting and developing National Skill standards, training package and assessment.

2. Support potential labor force and entrepreneurs to compete in the global market.

2.3 Promote participation of public and private sector in developing labor workforce and create a network of skill development.

Tourism Council of Thailand

The roles of Tourism Council of Thailand are;

- Develop cooperation network of the tourism operators in all sectors

- Promote cooperation between public and private sectors

- Emphasize aggressive marketing both for foreign and local tourists

- Promote cultural tourism as national agenda by promoting Thais and

- Promote good qualify products and services.

TPQI

Objectives

- Developing professional qualifications system

- Supporting industries in setting competency/occupational standards

- Accrediting and monitoring Assessment Centers

- Awarding professional qualifications

- Developing a comprehensive professional qualifications database

- Collaborating with education institutions, training institutions, enterprises, government and non-government agencies to promote competency standards and professional qualifications system

Professional Qualification Framework

| PQF	NQF	AQRF
Professional Qualification Level 8	Lev.8	**Lev.8**
Professional Qualification Level 7	Lev.7	Lev.7
Professional Qualification Level 6	Lev.6	Lev.6
Professional Qualification Level 5	Lev.5	Lev.5
Professional Qualification Level 4	Lev.4	Lev.4
Professional Qualification Level 3	Lev.3	Lev.3
Professional Qualification Level 2	Lev.2	Lev.2
Professional Qualification Level 1	Lev.1	Lev.1

Professional Qualifications System
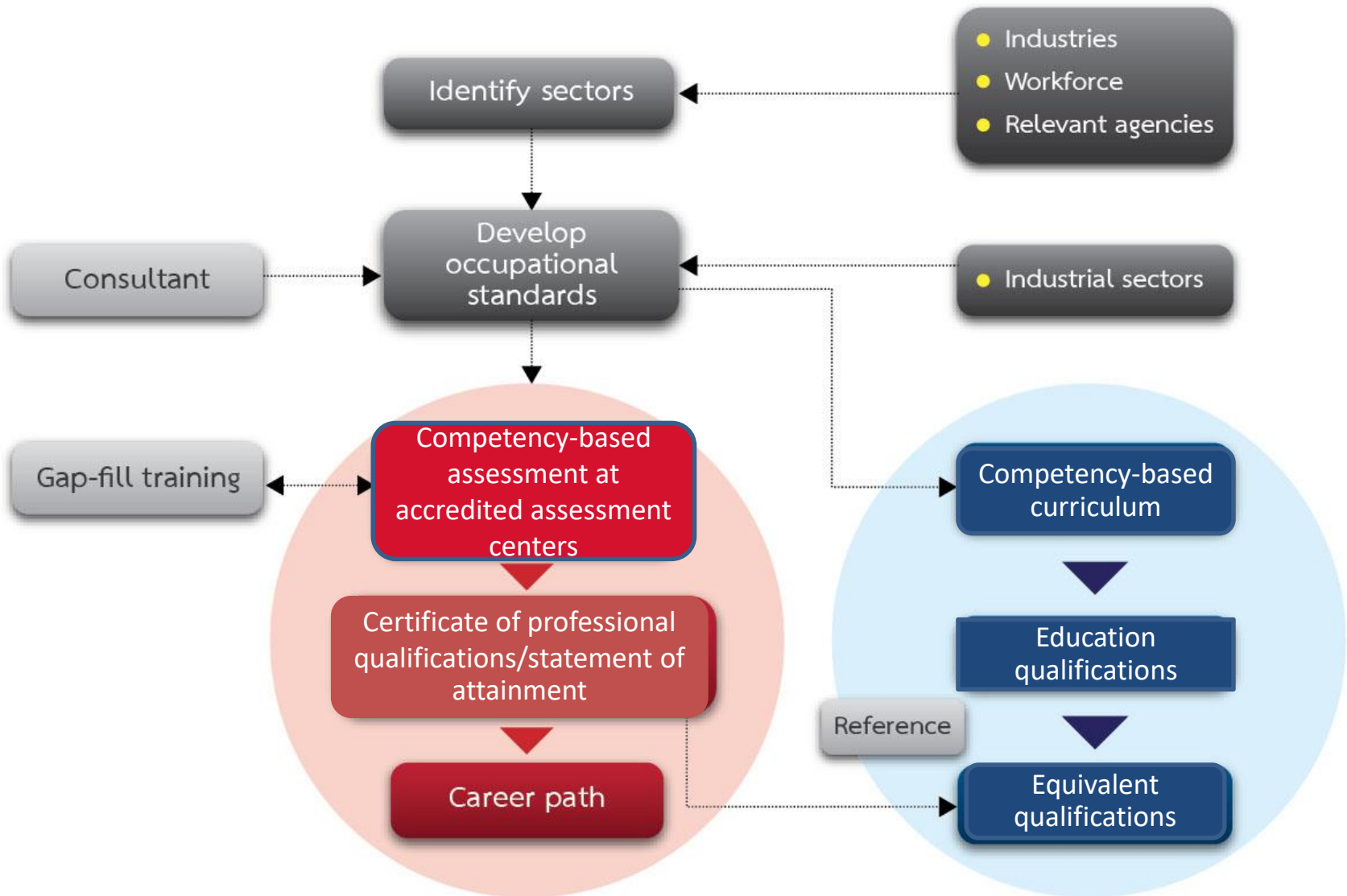
Occupational standards (72 sectors)

- Develops competency standards for sectors that are vital to economic growth and that employ a large number of workforce.

- Works with industries to set competency standards with the help of academics to research industries, synthesize opinions of industries' representatives, and put them in template requirements.

- Completed standards for 55 areas. The goal is to set standards for 72 sectors (more than 500 occupations).

Completed Occupational Standards

1. Petroleum and petrochemical
2. ICT
3. Logistics
4. Die and Mold production
5. Property management
6. Real estate
7. Mechatronics
8. Tire Rubber
9. Handicrafts
10. Calibration
11. Publishing
12. Welding
13. Printing
14. Cookery
15. Thai Chefs
16. Photography
17. Florist
18. Tailoring
19. High speed train and rail
20. Aviation
21. Ceramics
22. Hotel & Tourism
23. Tour Guide
24. Hair dresser
25. Construction
26. Spa
27. Economic Crop
28. Aquaculture
29. Elderly care
30. Child Care
31. Cab driver
32. Auto service
33. Human Resources Mgt
34. Coach driver
35. Domestic worker
36. Dairy processing
37. Fashion Design
38. Construction Project Manager

Currently Working on Occupational Standards

1. ICT II
2. Mold II
3. Auto services II
4. Petroleum-Petrochemical II
5. Ceramics
6. Logistics II
7. Printing II
8. Plastic
9. Waste management
10. Renewable energy
11. Non Destructive Test (NDT)
12. Product design
13. Biomedical technology
14. Security business
15. Sport scientist
16. In company trainer
17. English ,Chinese and Vietnam teacher
18. Hospitality and Tourism
19. Book Keeper
20. Educational Leader
21. Sound technology
22. Urban planning
23. Air craft maintenance
24. Health service assistance (dental and nursing)
25. Water Supply Business
26. Security Guard
27. Post services
28. Food processing (fish & seafood)
29. Fishery (machine, Equipment and navigation
30. Sugar refinery
31. Property Management II
32. Digital Literacy
33. English teacher
34. Economics crop II (Rubber)
35. Economics crop II (Palm)
36. Vegetable Fruits Processing
37. Mechatronics 2
38. Automotive Part
39. Medical Herbs Production
40. TVET management
41. Robotics Industry

Hospitality & Tourism Occupational Standards

1. House Keeping: 92 UOC / PQ Level 1 to 6

2. Front Office: 107 UOC/ PQ Level 1 to 6

3. Food & Beverage: 86 UOC/ PQ Level 1 to 6

4. Chef 108 UOC/ PQ Level 1 to 6

5. Pastry Chef 107 UOC/ PQ Level 1 to 6

1. Travel Agency 85 UOC/ PQ Level 1 to 6

2. Tour Operator 56 UOC/ PQ Level 1 to 6

Assessment Centers

Assessment Centers (158 ACs)

- TPQI, together with industry experts, evaluated the facilities, personnel, and equipment of potential assessment centers against ISO standards.

- As of now, TPQI has accredited 158 assessment centers for 38 industries.

- Since December 2014, around 32,000 people were assessed.

- Assessors with at least 5 years of experiences in the fields are trained by TPQI in ISO 17024 (organization auditing) and in assessment materials.

- Examiners are trained and meet TPQI's Standard

Assessment Centers of Hospitality and Tourism

Thai Airways Catering Department	Thai Chef	123
	Pastry Chef	
Rajamangala Thanyaburi	Guide	18
Payap University	Guide	21
	Travel Consultants	
	Reservation and Ticketing	
Regent Cha-am Hospitality School	Housekeeper	44
	Food and Beverage Service	
	Front Office	
	Pastry Chef	
Ubonratchathani Technical College	Housekeeper	
	Food and Beverage Service	
	Front Office	
College of Business Administration and Tourism	Guide	

MOU with Tourism Council of Thailand

TPQI has signed the Memorandum of Understanding (MOU) on Tourism Cooperation with Tourism Council of Thailand dated 29 August 2017. The objectives are;

- Review the occupational standard
- Encourage the professional qualification system in Hospitality and Tourism
- Be accredited as an assessment center of TPQI.

MRA on Tourism Professionals and TPQI's Standards

MRA on Tourism Professionals

The Government of Thailand has completed its internal requirements and procedures to join other ASEAN Member States in signing the ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals, which is one of the key ASEAN tourism initiatives to support the establishment of ASEAN Economic Community 2015.

MRA on Tourism Professionals

The purposes of this MRA mechanism are to facilitate mobility of tourism professionals within ASEAN based on tourism competency qualification/certificate, and at the same time, improve the quality of services delivered by tourism professionals.

There are **32 job titles** covered under this MRA, ranging from housekeeping, front office, food and beverages services, and food production for hotel division, to travel agencies and tour operator for travel division.

Appointment of Directors under MRA

The Cabinet resolved on 22nd October 2016 to appoint;

- **Tourism Professional Certification Board (TPCB)**
- **National Tourism Professional Board (NTPB)**

Unit of Competence for 5 occupations

Competencies	FP-Dessert	FP-Meat	FO	FB	HK
Core Competencies	12	12	12	12	12
English Literacy	10	10	10	10	10
Management and Leadership	5	5	4	5	4
Financial Management	7	7	6	7	6
General Management	11	11	11	11	11
Human Development	9	9	8	9	8
Resource Management	11	11	11	11	12
Customer Service and Marketing	11	11	12	11	11
Reception	1	1	11	1	1
Safety	1	1	10	2	10
Banquet	7	7			
Food Service	9	19			
Bakery	11	2			
Core Competencies for Dinning	4	4		4	
Food and Beverage Service				16	
Housekeeping					7
Total	109	110	95	99	92

TPQI vs MRA

(Housekeeper)

MRA	91	Competencies
TPQI	92	Competencies

Additional competency is;

1. Plan and manage sustainable operations.

MRA   95   Competencies

TPQI   107   Competencies

Additional competencies are;

File No.	UNIT NAME	Front Office
14	Receive and resolve customer complaints	Add
99	Lead and manage people	Add
151	Follow safety and security procedures	Add
220	Interpret financial statements and reports	Add
221	Maintain a secure financial accounting system	Add
222	Manage contractual agreements/commitments	Add
223	Manage and control operational costs	Add
225	Analyse competency requirements	Add
236	Read and write English at a basic operational level	Add
237	Use English at a supervisory level	Add
238	Read and write English at a supervisory level	Add
243	Plan and manage sustainable operations	Add

THANK YOU

Australian Government

Department of Education and Training

The Role of Government in Australia's Vocational Education and Training System

Joanna Wood
Education Counsellor
Vietnam, Thailand
March 2018

Australia has a well established and dynamic vocational education & training system

Number of students by location of training delivery

Northern Territory
44,000

Overseas
32,300

Western Australia
373,300

Queensland
966,100

Total VET students
4,207,700

New South Wales
1,299,600

South Australia 236,900

Victoria 968,200

Australian Capital Territory 74,800

Other Australian Territories or unknown location 148,700

Tasmania 63,900
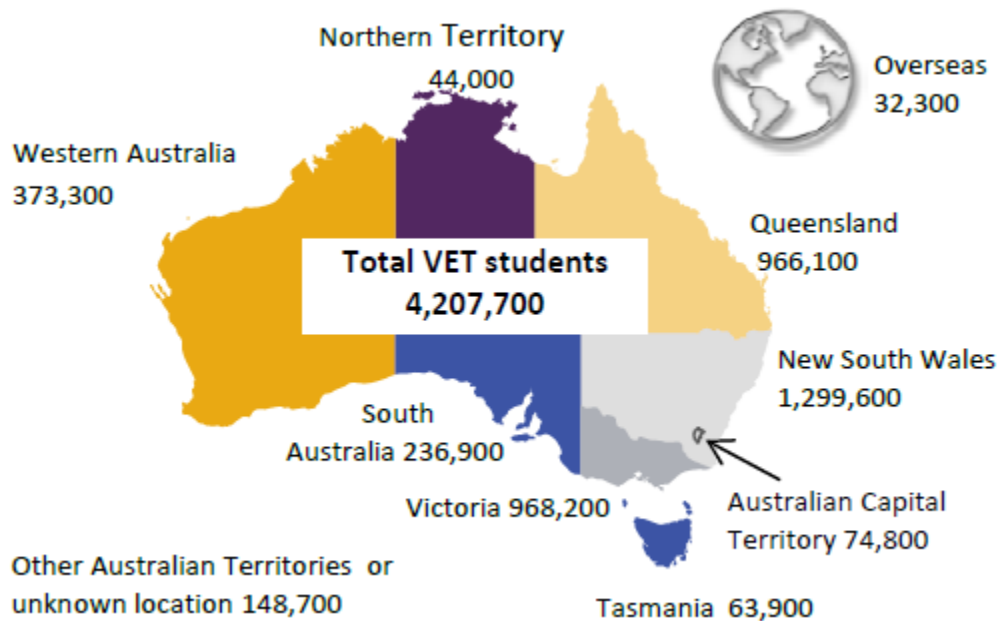
Features

- Strong **industry** engagement
- **Nationally agreed and consistent standards** for training providers
- Nationally agreed **competency based qualifications** defined by industry
- **Educational pathways**: School, VET, Higher Education
- High **employment** rates for graduates

A Brief History of Australia's VET system…

1974 – National VET system – Federal and State Governments

1992 – Competency based training introduced

1993 – Australian Qualifications Framework

1994 – Australian Training Awards

1997 – Training Packages Endorsed

1998 – User choice for VET provision

2001 – AQTF – Quality Assurance & standards

2003 – Industry Skills Councils

2011 – National VET Regulator – ASQA

2014 – Unique Student Identifier number

2015 – Total VET data reporting public/private providers

2016 - ISCs updated with IRFC/SSOS

Delivered across a range of providers

VET Delivery

4.2 million students
31% over 40 years
(Only 7% across OECD)

30 million subject enrolments

820.2 million delivery hours

Number of training providers delivering accredited training to students (%)

1.8%

1% (mixed)

2.5%

4.5%

3.3%

4.5 million students

20.7%

66.9%

	# providers
Private provider	3,099
TAFE	53
School	442
Community education	468
Enterprise	207
University	15
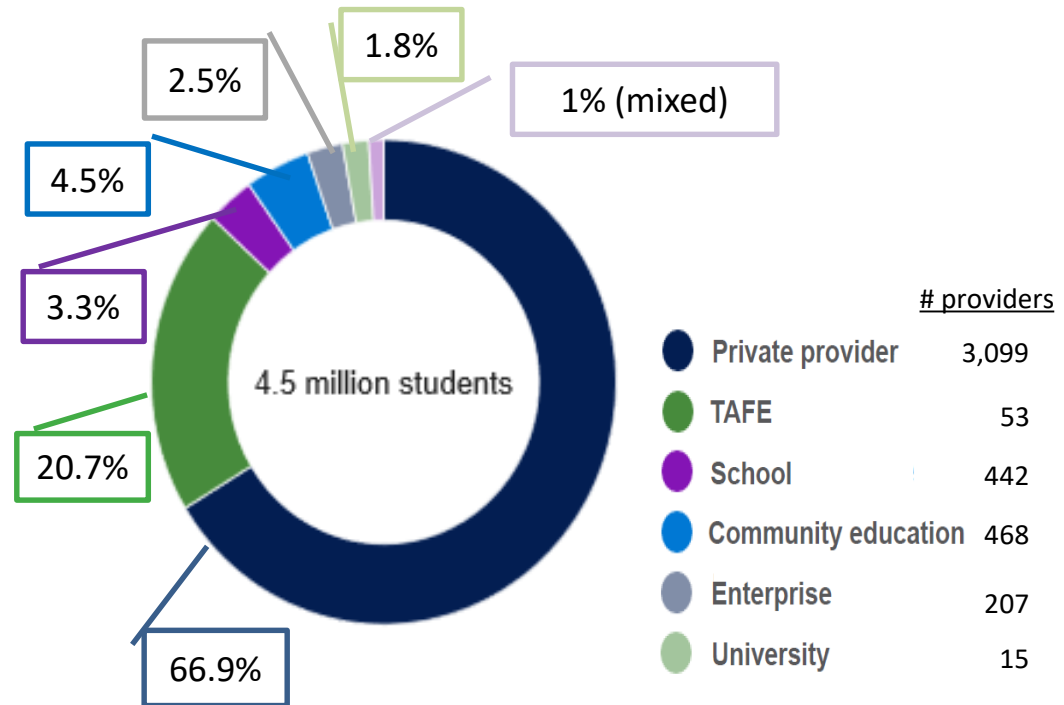
Governance of Australia's Vocational Education and Training System

1. **Policy, Strategy Research & Data**

2. **Regulation, Design & Quality**

3. **Funding** AUD $8.2bn

4. **Training Delivery**
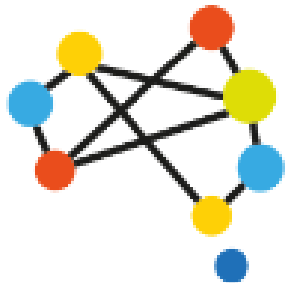
Australian Industry and Skills Committee
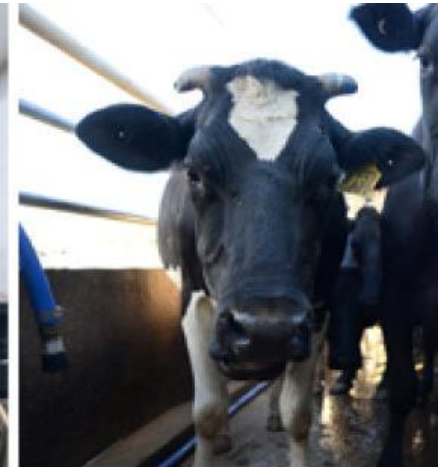
Commonwealth 2017-18 VET Funding Overview

To States
$1.85 billion

Skilling Australians Fund
$350 million

National Agreement on Skills and Workforce Development
$1.5 billion

State and Territory administered market

Commonwealth	$1.8B
State and territory	$3.0B (est)
Total govt funding	**$4.8B (est)**

Direct programs
$1.22 billion

Industry Competitiveness	**$16M**
Industry Skills Fund	$15M
National Workforce Development Fund*	$1M
Skills Development	**$712M**
Australian Apprentice Incentives	$392M
Apprenticeships Support Network	$189M
Trade Support Loans (expense comp.)	$69M
Access To Training	**$404M**
Adult Migrant English Program	$300M
Skills for Education and Employment	$104M
Support for the National Training System	**$88M**
National Training System COPE	$35M
Industry Workforce Training	$50M

*closed program

Financial Assistance
$2.2 billion
(unpublished)

**VET FEE-HELP
VET Student Loans**
$2.04 billion
(unpublished)

Trade Support Loans
$163 million

Other funding

Training purchased by other portfolios
Self-education tax deductions
Income support payments

Sources:
2017-18 MYEFO
NCVER, Financial Information 2016
VFH/VSL unpublished Dept estimates

Raising the Status of vocational education and training

The Integrated Resort: The Crown Melbourne Story
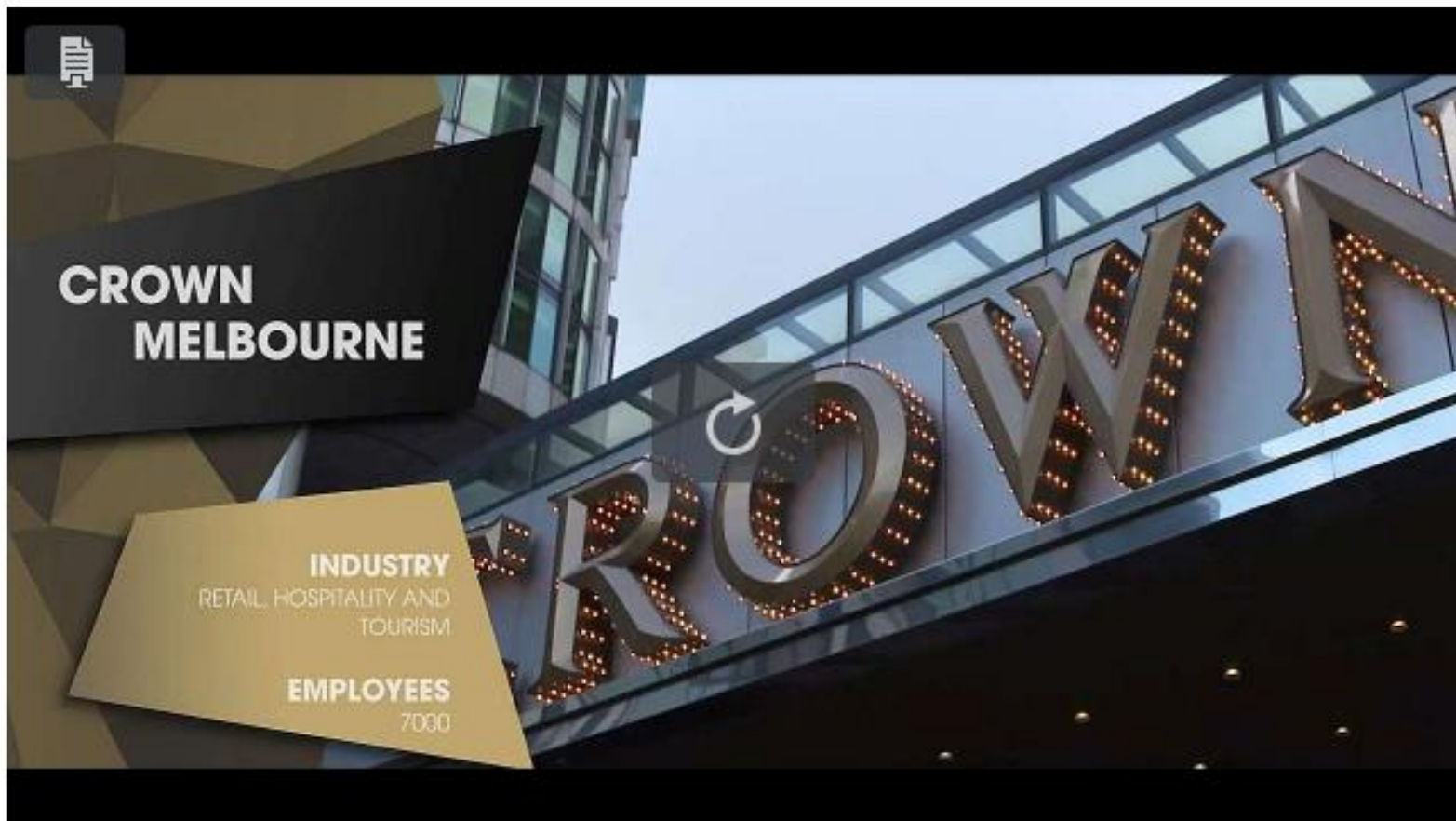
Case Study: India

Sector Skills Councils collaboration with Dept. of Education and Training, Industry and Training Sector

2010 – New CEO NSDC visits Australia

2011 – *Australia India Education Council: Skills Working Group* established brings together government, industry and peak bodies from Australia and India (**SECRET OF SUCCESS**)

2012 – Australia mentors new SSC CEOs: Retail, Telecommunications, IT, Agriculture, Healthcare

2012, 2013, 2014 and 2017 – Australia India Skills Conference attracting over 1,200 delegates

2014-16: Train the Trainer and Assessor courses developed, piloted and co-branded by both Governments

2017: India now has 38 Sector Skills Councils bringing together Industry small and large with Government

2017: Train the Trainer Courses launched by the Australian and India Education and Training Ministers
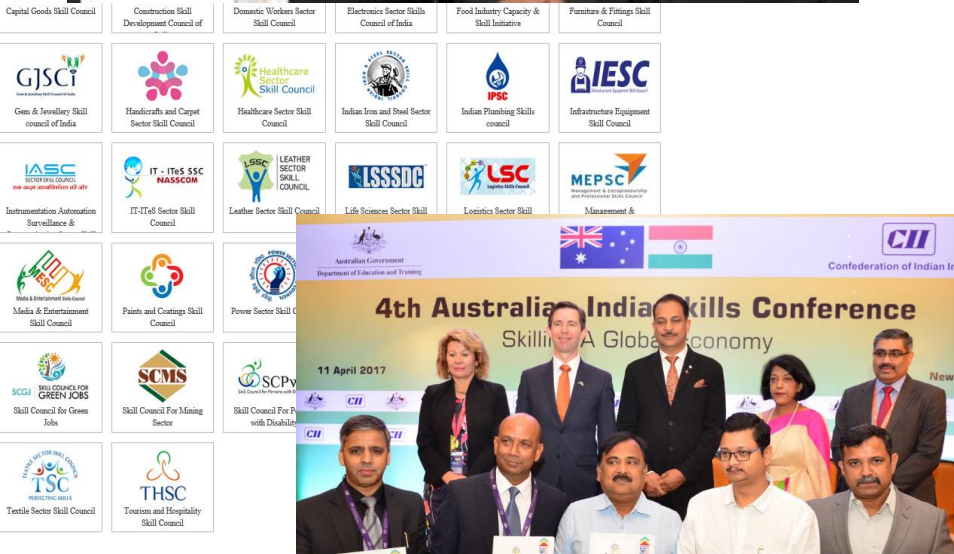
Tourism Industry collaboration Australia; Thailand and Vietnam

Collaboration across
policy/industry/implementation

- **Government**:
    - Department of Foreign Affairs and Trade
    - Department of Education and Training

- **Industry:** HTN

- **Sector Skills Organisation**: Skills IQ

Thank You

Further information

W: **www.education.gov.au/international-skills-engagement**

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Role of Industry

Yasmin King - CEO, SkillsIQ

Michael Bennett - CEO, Hospitality Training Network

SKILLS**IQ**
CAPABLE PEOPLE MAKE CLEVER BUSINESS

Overview

SKILLSIQ

The most successful products have users of those products input into their designs

JaredChan 2015

Introduction - SkillsIQ

➢ We are a not-for-profit, independent Skills Service Organisation (SSO)

➢ As an SSO, SkillsIQ is funded by the Department of Education and Training to support 18 Industry Reference Committees (IRCs) in the people-facing industries

➢ These Industry Reference Committees are collectively responsible for overseeing the development and review of ten training packages serving the skills needs of almost 50 per cent of the Australian workforce.

Who are the users of TVET?

➢Industry

    - Key user

    - Must be involved in development

➢Important to codify industry involvement

➢Industry at the centre

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Why do we need industry involved?

> To develop training that meets industry needs

> Ensure skills meet current and future job role demands

> Encourage investment in take-up of training

A skilled workforce

Economic growth

Societal benefits

Prosperity

How do we involve industry in Australia

Minister

Australian Industry Reference Committee (AISC)

Industry Stakeholders

Industry Reference Committees (IRCs)

Training Providers
- Implement the outcomes of training package development

Skills Service Organisation (SS0)
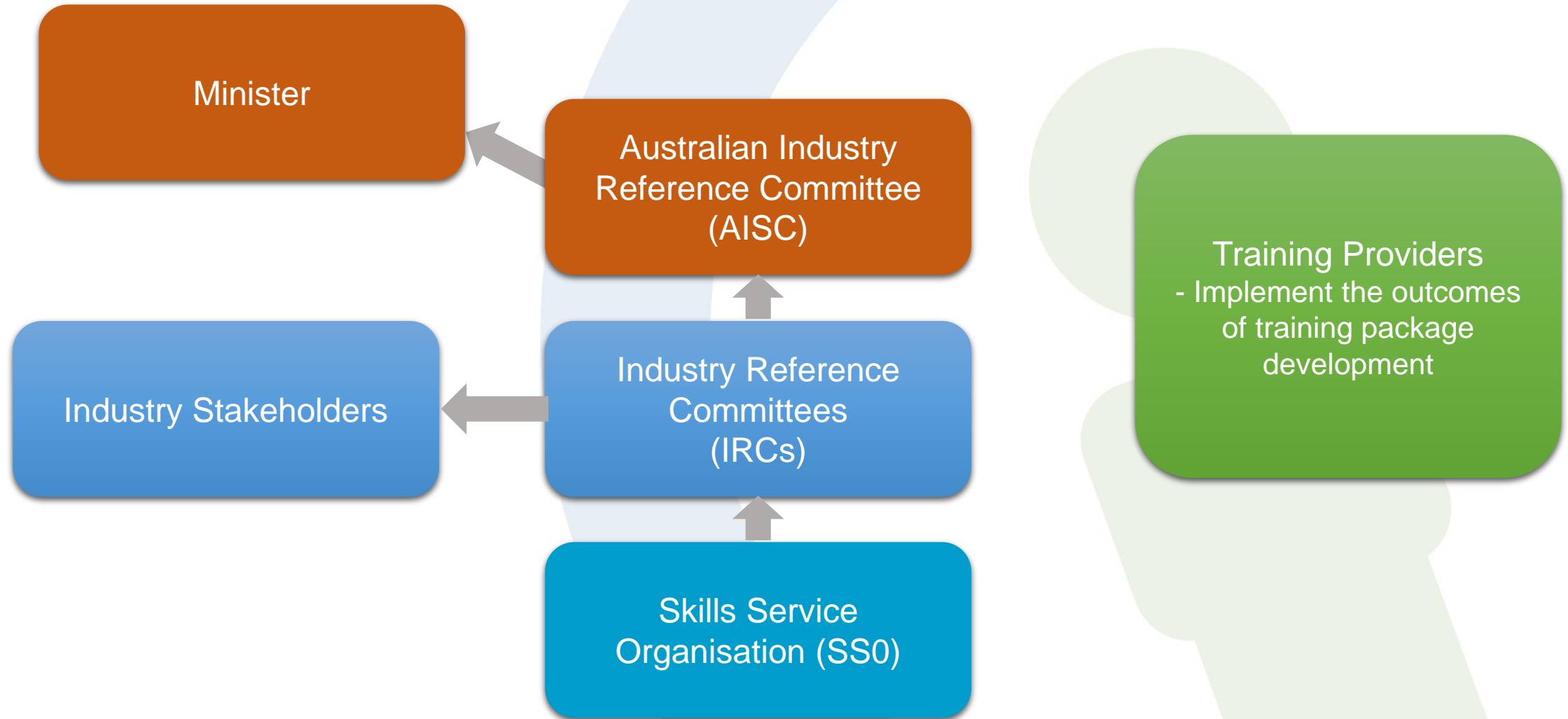
Industry Reference Committees

➢ Made up of people with experience, skills and knowledge of industry sectors

➢ Work to Government Framework

➢ Tripartite – employers, employee associations and industry associations

➢ Reflect the nature of industry – large, medium and small based, regional and industry subsectors

➢ Know what industry needs but don't understand the language of TVET

Skills Service Organisation (SSO)

➢Funded by Government

➢Appointed via competitive tender

➢Support Industry Reference Committees

➢Consult with industry stakeholders

➢Develop training package standards

Translate industry needs into the language of education

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Why are standards important?

STANDARDS

Association of Southeast Asian Nations (ASEAN)

Jurisdictional

Skills Board / Industry Reference Committees Advises on Curriculum

Training Providers Implement

Qualified Workers

Standards provide:

- Consistency
- Quality benchmarks
- Portability/Transferability
- Confidence

SKILLSIQ

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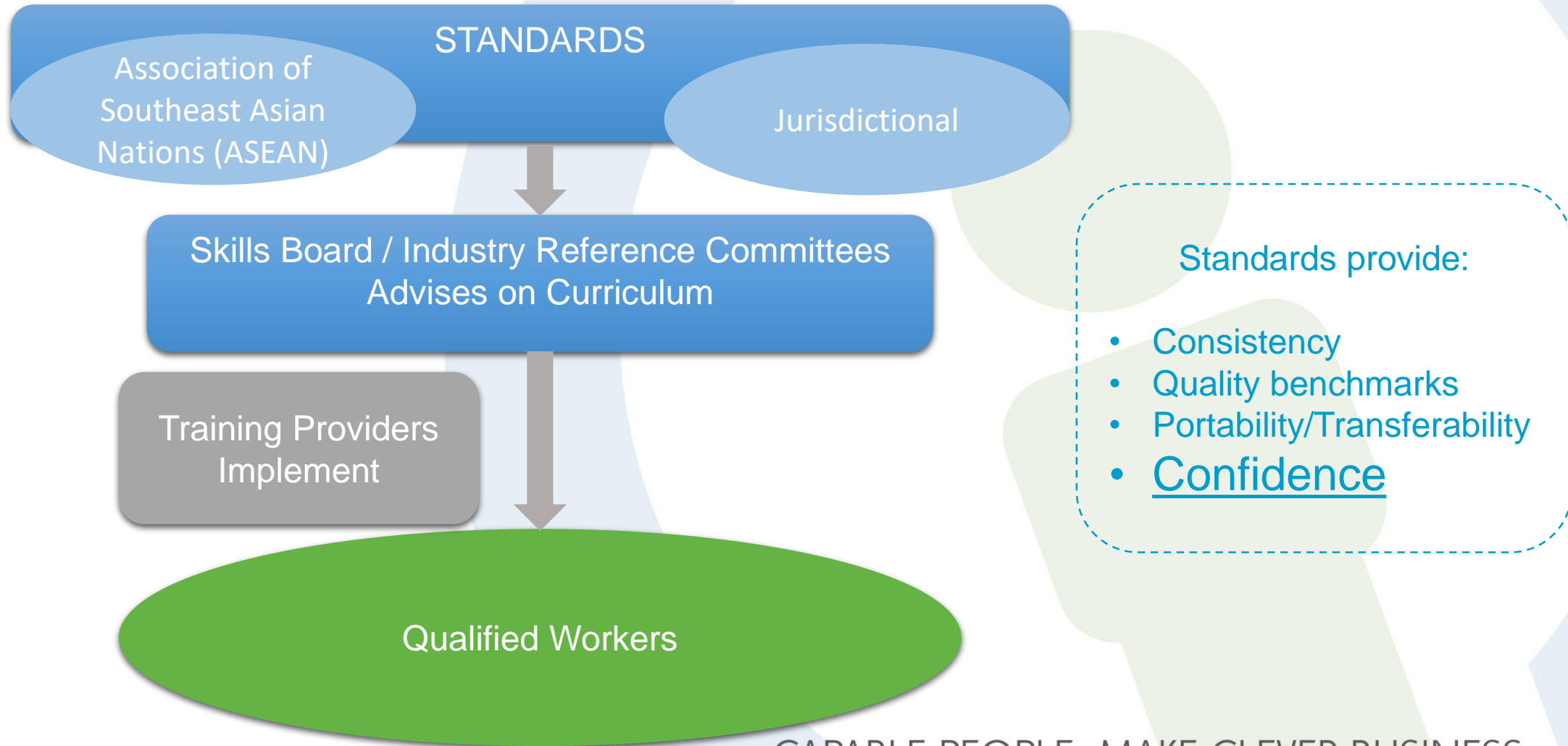
Benefits of standard development

INDUSTRY

- Increase understanding of skills
- Identify potential employees
- Benchmarking
- Improve status and standard of work.

GOVERMENT

- Productive workforce
- Economic development
- Labour mobility
- Assess skills of incoming migrants
- Policy reform.

TRAINING PROVIDERS

- Develop relevant courses
- Provide quality outcomes
- Consistency.

INDIVIDUALS

- Formal skills recognition
- Career pathway
- Transferability
- Enriching skills.

QUESTIONS?

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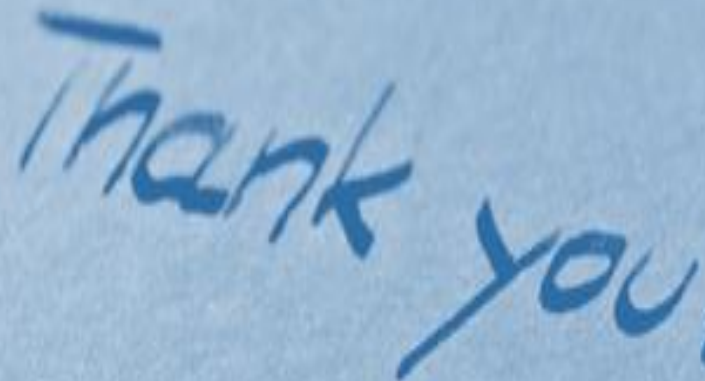
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SKILLSIQ

How to undertake an Industry Skills Audit

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Overview

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What is an Industry Skills Audit?

IDENTIFY → RECOMMEND

IDENTIFY

- trends in industry
- future workforce growth
- current skills needs
- future skills needs
- gaps

RECOMMEND

- solutions

Benefits of Industry Skills Audits

➤ Future facing

➤ Brings TVET and industry closer

➤ Creates link between trends and workforce needs

➤ Provides evidence-base to Government for:
- Policy making
- Funding decisions

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Industry Skills Audit process

Identify industry/sectors → **Desktop research** - What already exists? → **Determine key themes** → **Public consultation**

Drafting and confirmation → **Submit to government** - Input into skills policy and funding → **Circulate in industry** -Capacity and knowledge building

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Consultation – how and who

HOW

➢ Focus groups and interviews

➢ Workshops

➢ Webinars

➢ Online survey

➢ Industry Reference Committees (IRCs) and industry representatives meetings

WHO

➢ Industry/employers

➢ Training providers

➢ Regulators

➢ Government

➢ Employees

Coverage involves city, regional and rural areas

QUESTIONS?

Contact us

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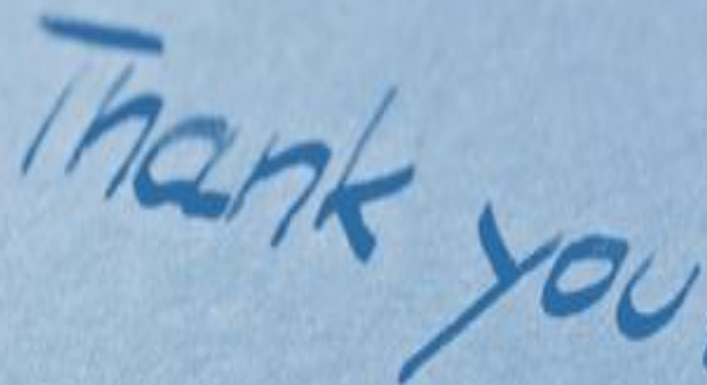
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Ensuring Industry Relevant Training Delivery

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Overview

SKILLSIQ

Why does industry train people?

➢ more skilled workers = more profit

➢ staff retention

build organisational culture

➢"employer of choice" status

build a quality brand.

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Ensuring industry relevance

➢ industry-led standard development
➢ industry validation of training plans
➢ choice of electives to meet job role requirements
➢ industry validation of resources
➢ trainers with current industry experience.

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Ways to involve industry

- ➢ work placements
- ➢ guest speakers
- ➢ site visits
- ➢ mentoring
- ➢ apprenticeships / traineeships / internships.

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Industry involvement in assessment

- ➢ industry validation of assessment tasks
- ➢ third-party evidence
- ➢ workplace assessment
- ➢ log books/supervision.

Balance

➢ industry's core business is NOT training

➢ must be able to depend on training providers to deliver quality

➢ a good partnership provides WIN-WIN!

QUESTIONS?

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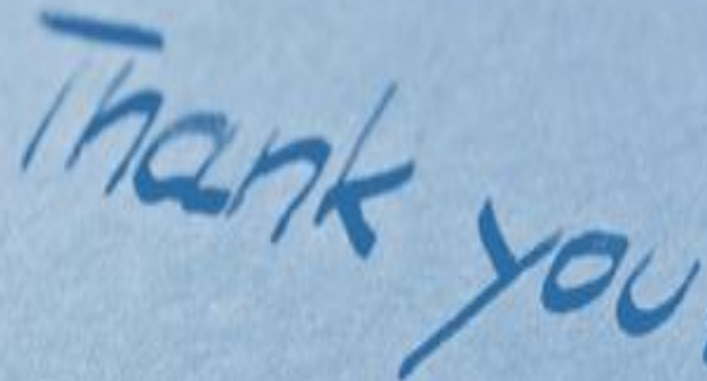
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