The Australian vocational education and training system

Juanita Caddy
Commonwealth Department of Education and Training
Australia

Australia's Vocational Education and Training System

Key features

- Partnership between Australian Government, state and territory governments and industry

- Nationally agreed, competency based qualifications

- Strong industry engagement

- Mature quality assurance and regulatory frameworks

- Supports on-the-job skills training, recognition of prior learning and articulation between education sectors (incl. from HE to VET)

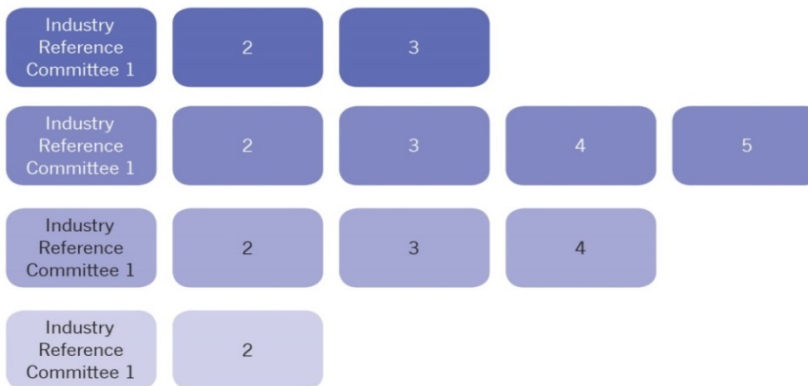# VET Governance Framework

GOVERNANCE RELATED BODIES - JUNE 2015
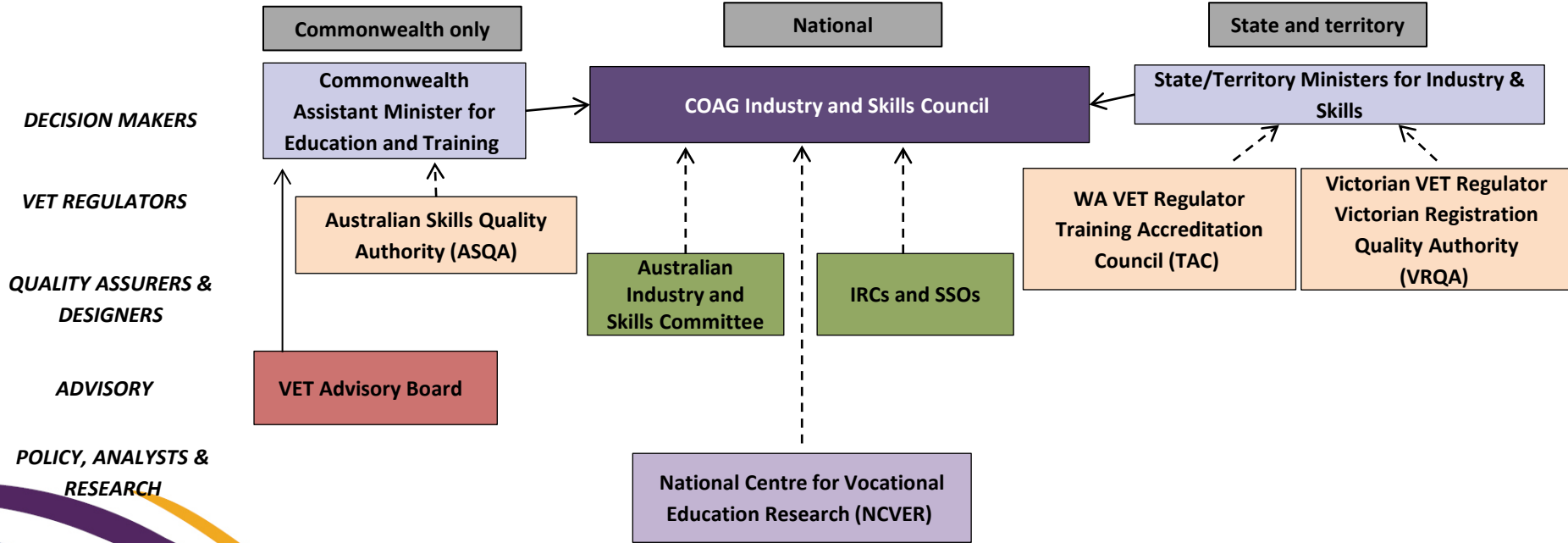
Key actors-national industry engagement

Australian Industry and Skills Committee

- Advise on VET quality instruments (Provider Standards and Training Package Standards)
- Endorse qualifications
- Provide industry input to guide VET research
- Provide industry input to ministerial council

- Assess business cases from IRCs for training product review
- Allocate work to SSOs and quality assure results
- Consider need for additional materials to support training products (eg companion volumes)
- Assign new IRCs or re-assign IRC

*Training Products = training packages and qualifications

Industry Reference Committee 1	2	3		
Industry Reference Committee 1	2	3	4	5
Industry Reference Committee 1	2	3	4	
Industry Reference Committee 1	2			

^ Each box represents different clusters of industries

Skills Service Organisation *Professional Board*

Skills Service Organisation *Professional Board*

Skills Service Organisation *Professional Board*

Skills Service Organisation *Professional Board*

Skills Service Organisations are not limited to 4

Industry Engagement
- Gather industry intelligence to inform training product review
- Training product development oversight
- Other support to VET sector

Enabling Services
- Committee management
- Technical specifications for training product development
- Co-ordination services to support the work of IRCs

Existing IRC may seek to change SSO on performance grounds or to align skills with other sectors

New industry sector can apply for coverage by an SSO

Quality & Regulation Frameworks

National standards

-Suite of Standards for:
- Regulators
- Training providers (RTOs)
- Qualifications (training packages and accredited courses)

- National register of training-training.gov.au
- Data collection - AVETMISS standard)
- Unique Student Identifier

National framework of qualifications

- Australian Qualifications Framework (AQF)
- Training Packages
- Accredited Courses
- Skill Sets

National VET regulator

- Australian Skills Quality Authority (ASQA) –including for international delivery
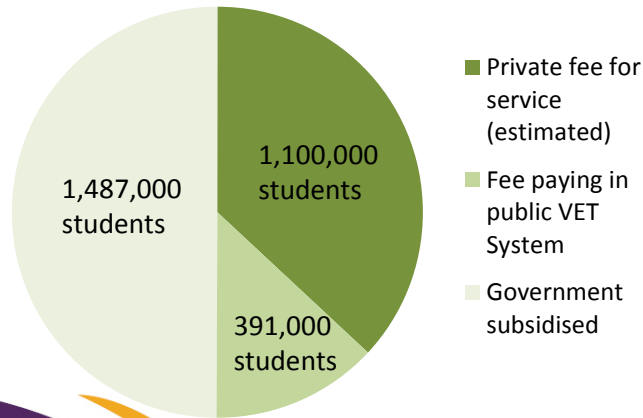
Some state regulators:

- Victorian Regulations and Qualifications Authority
- WA Training Accreditation Council

Registered Training Organisations

- RTOs are recognised providers of quality-assured and nationally recognised training.

- They must deliver training and issue qualifications to meet quality standards and regulator requirements

- Over 4,500 RTOs are registered to operate within the training system:

  - 54 TAFE colleges - owned by state/territory governments

  - Balance are privately owned or enterprise RTOs

- Many RTOs also deliver training outside Australia

Serving 3 million students per annum

VET students by funding source (2013)

- Private fee for service (estimated) — 1,100,000 students
- Fee paying in public VET System — 391,000 students
- Government subsidised — 1,487,000 students

Management & commerce 19.1%

Engineering & related technologies 17.5%

Society & culture 14.7%

Mixed field programmes 12.3%

Food, hospitality & personal services 9.0%

Students by field of study (NCVER 2013)

Provider type and subsidised funding

RTOs by type

Private	TAFE	Other

1090
54
3442
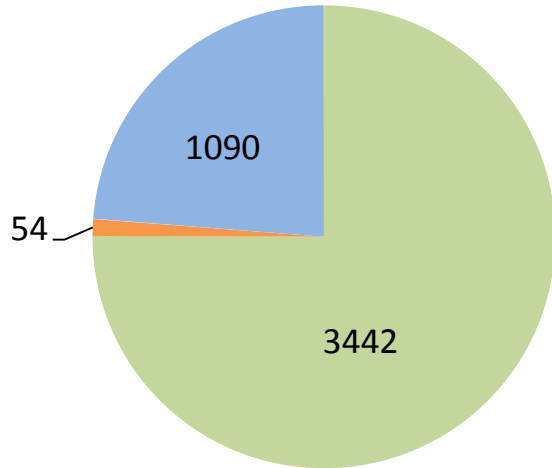
Subsided students by RTO type

30%
16%
53%
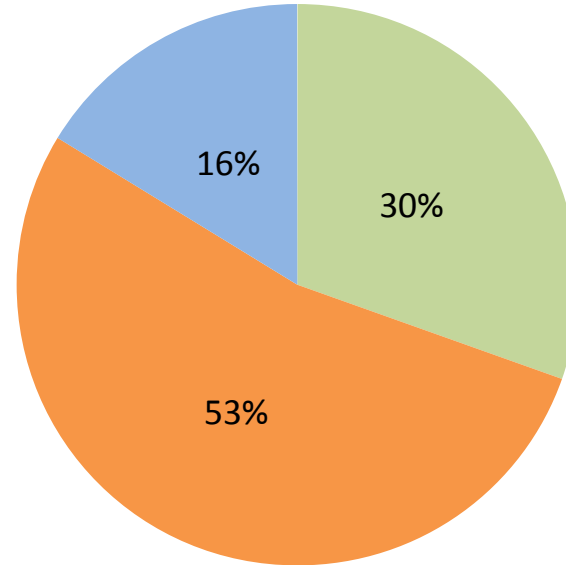
Private	TAFE	Other

Supporting life-long learning
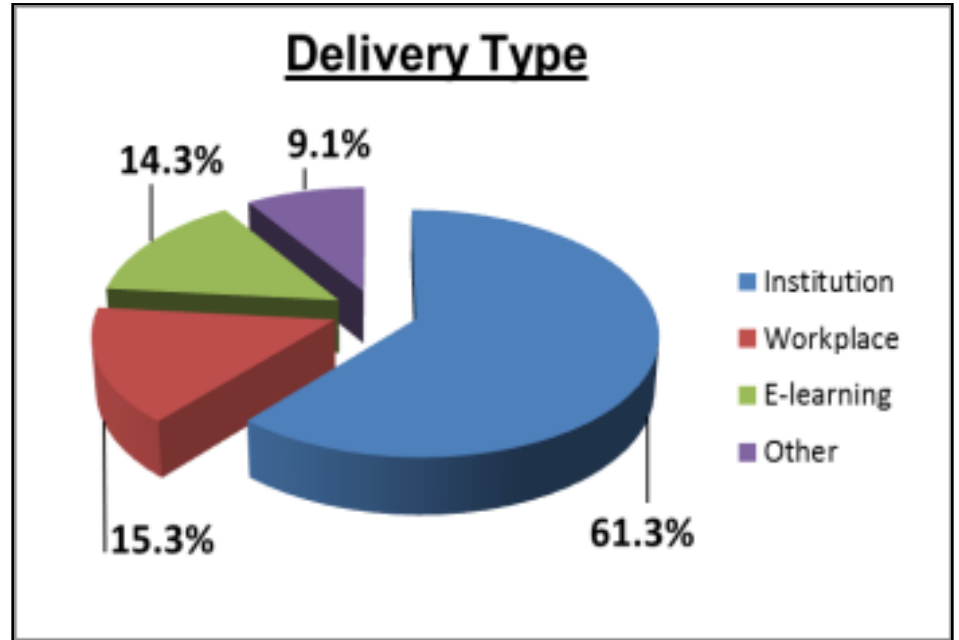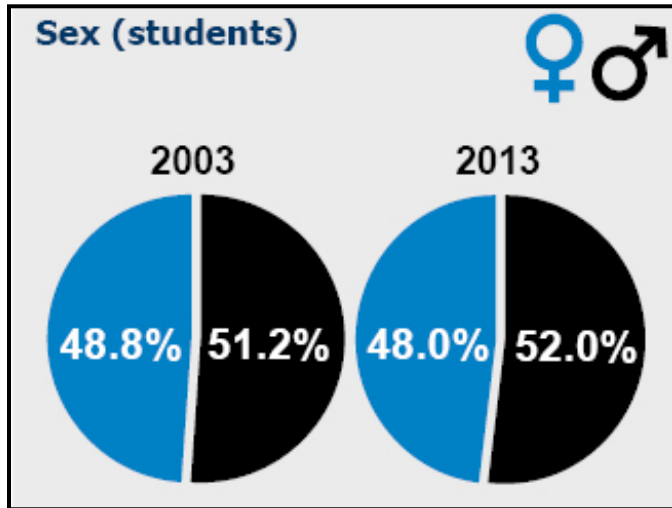
The Australian Qualifications Framework

- National framework
- Ten levels covering all education sectors
- Seven levels apply to VET:
  - Certificate I-V
  - Diploma/Advanced Diploma
  - Graduate Certificate & Diploma

Nationally Recognised Qualifications

- Training packages 'house' nationally agreed and endorsed qualifications developed in consultation with industry stakeholders

- Qualifications comprise units of competency packaged and aligned to an AQF level.

- In June 2015, there were 67 training packages containing over 17,000 units of competency 'packaged' into approximately 1,600 qualifications

- There are also approximately 1300 accredited courses, designed to fill gaps in the coverage of training packages

Qualification Design Principles

- Training package qualifications must:

  - reflect **identified workforce outcomes**

  - support national (and international) **portability** of skills including reflecting **licensing and regulatory** requirements

  - reflect **national agreement** about the core transferable skills and core job-specific skills required for job roles

  - be **flexible** enough to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces

  - **facilitate recognition** of an individual's skills and competencies and support movement between education sectors

  - **support interpretation** by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Continuous improvement cycle of qualifications

STEP 1 — Industry Intelligence

| Gather intelligence for Environmental Scan | → | Validate intelligence to ensure it is reflective of industry-wide concerns | → | Produce **Environmental Scan** (annual requirement) |

Timeframe: 3-6 months

STEP 2 — Identify TP development

| Analyse intelligence to identify required TP changes |
| Analyse items from TP Issues Register |

Seek advice from sector committees, selected to provide a broad range of industry perspectives (e.g. industry associations, enterprises, unions)

Committee membership may be open or closed

A Project Plan may also be produced to scope specific TP changes

Produce **Continuous Improvement Plan** (annual requirement)

Timeframe: 2-3 months

STEPS 3 & 4 — Validate and Write

| Validate proposed changes with broad range of stakeholders | Consultation process may be TP or sector specific or generic | Synthesise feedback and write changes to TP | Facilitation and writing may be outsourced or done in-house | Communicate TP changes and seek further validation from relevant stakeholders | Finalise changes to **Training Package** |

Timeframe: 2 months – 5 years

STEP 5 — Endorsement

| Assemble supporting documents and evidence for endorsement | → | Submit to Endorsing Body | → | Receive endorsement | → | Publish TP on National Register |

Timeframe: 1-2 months

STEP 6 — Implementation

Promote TP through industry partners (e.g. ITABs, industry bodies)

Develop/update support material and host events to equip RTOs and industry (e.g. facilitator workshops, assessment guides) — Support may be customised or generic, provided for free or at a price

Provide advice and information to various stakeholders (e.g. RTOs, ASQA, STAs, students)

Timeframe: On-going

Gather general industry intelligence and training package feedback (continuous)

From occupational standard to training program

Review of training packages & accredited courses