



# AUS4SKILLS

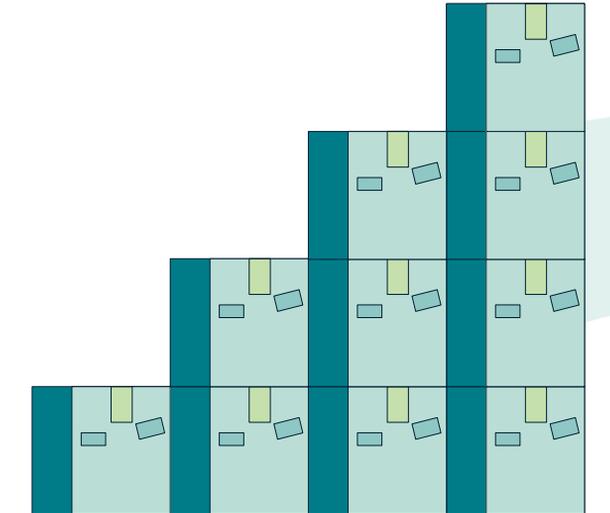
## Australian Qualifications Framework and industry engagement in VET

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# Technology, education and innovation

- Uptake of technology
  - Growth of e-commerce and social media
- Education and training a long term investment
  - Increased education/training + technology = increased productivity and innovation
- Critical balance between policy, enabling systems and professional capacity of teachers

# Australian VET – an overview

- Regulated under National Vocational Educational and Training Regulator Act 2011 by Australian Skills Quality Authority (ASQA)
  - registers training organisations
  - accredits courses (most are Training Packages)
- Each state and territory government has a training authority
  - allocates funds
  - accredits some specialist courses

# Australian VET – 2018 review

- To enhance status and effectiveness of VET
- Key outcomes
  - Relevant labour market information
  - Improve quality, accessibility and relevance of VET
  - Effectively align skills needs with VET
  - Establishment of National Skills Commission (NSC)
- Growing focus on quality controls and outcomes while meeting industry and legislative standards

# Australian Qualifications Framework (AQF)

- Policy for regulated qualifications
  - learning outcomes for each AQF level and type
  - specifications for accreditation and development
  - requirements for issuing AQF qualifications
  - qualification linkages and student pathways
  - requirements for the addition or removal of qualification types
- 10 levels, from certificates to doctoral degrees
  - VET – levels 1 to 8
  - HE – levels 5 to 10

# Strengths of AQF

- Pathways through formal qualifications
- Accommodate diversity of education and training
- Support contemporary, relevant and nationally consistent qualification outcomes
- Support lifelong learning, RPL
- Complement regulatory and quality assurance arrangements (ASQA and TEQSA)
- Alignment with international qualifications frameworks

# Policy development process

- Australian Institute of Public Affairs (“... *evidence-based policy decisions by all tiers of government...*”)
- Process
  - Consult and establish need
  - Set objectives
  - Identify options
  - Consider mechanisms and alternatives
  - Design pathway
  - Consult again
  - Publish proposal
  - Introduce legislation
  - Communicate decision

# Preparing for the unexpected

- Drivers of change
- Understanding of operating environment
- Understanding of future risk
- Developing readiness
  - recognition of low probability high impact scenarios
  - motivation for changing needs
  - provide value in change
  - agile operations, business continuity
  - taking intelligent risks

# Provider challenges

- Not always consistent
- Develop a clear engagement strategy
- Understand reason for strategy
  - validation of training and assessment?
  - support for tendering?
  - industry placement arrangements?
  - future student employment?
  - increase student enrolment?
- Clear responsibility and leadership
- Staff know and support the strategy

## Potential Tensions between Training Providers and an Enterprise

| Training Provider Focus  |   |   |
|--|---|---|
| National Training Package<br>(accredited curriculum)<br><br>Qualifications and Units of Competence<br>(Australian context) |   | Training Provider may be able to manage or respond to these elements, but this is the area where there is significant risk to any arrangement |
| <b>Disconnect</b>  | <b>Match in what the Provider can provide and what Enterprises need</b>                   | <b>Disconnect</b>   |
| Accredited Competencies not required by the Enterprise, but they can 'add value'   | <b>Enterprise Competency Needs</b>  | Organisation Competencies Required to undertake specific roles outside of any Accredited Qualification  |
|  | <b>Enterprise Need</b><br>Standard Operating Procedures and Critical Skills and Knowledge |   |

# Provider – Enterprise Models (Australian Context)

|                       |   |  |  |
|-----------------------|---|--|--|
| <p><b>Model A</b></p> | <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>Identifies need for Training</li> <li>Supports individual attendance at Provider by employees OR</li> <li>Contracts with Providers for a range training assessment</li> </ul> | <p><b>Provider</b></p> <ul style="list-style-type: none"> <li>Controls timing of training</li> <li>Controls context of training</li> <li>Controls quality of training</li> <li>Accesses full funding from Government (if any)</li> </ul> | <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Provider specialist at providing training and assessment (core business)</li> <li>Expertise in meeting any compliance standards</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Enterprise has less control over timing and quality of training</li> <li>Difficulty for Provider to provide ‘context’</li> </ul> |
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| <p><b>Model B</b></p> | <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>Establishes in-house Training Unit with Trainers and Assessors for core Enterprise Training</li> <li>Partners with Provider to Access government /funds and specialist training</li> </ul> | <p><b>Provider</b></p> <ul style="list-style-type: none"> <li>Controls timing and quality of training done outside of Enterprise in-house Trainers</li> <li>Provides Co-Provider to Enterprise for in-house</li> </ul> | <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Enterprise has greater control over timing, quality and contextualised training</li> <li>Enterprise may have access to government funds to off-set cost of training</li> <li>Provider holds requirements to meet quality compliance standards</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Still requires a Third Party Provider for Qualification compliance</li> </ul> |
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| <p><b>Model C</b></p> | <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>Aligns roles to skill standards / accredited qualifications</li> <li>Requires Provider as Q.A. Assurer Only</li> </ul> | <p><b>Provider</b></p> <ul style="list-style-type: none"> <li>Provider as quality assurer</li> </ul> | <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Enterprise has total control over full range of training and assessment activities</li> <li>Full access to government funds to off-set training</li> <li>Enterprise contracts with Providers</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Ongoing cost of Q.A. Assurance through Provider (controllable through contract arrangements)</li> <li>Will still need some partner Providers for specialist areas</li> </ul> |
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| <p><b>Model D</b></p> | <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>Establishes as an Enterprise Provider (applies for registration)</li> </ul> | <p><b>Provider</b></p> <ul style="list-style-type: none"> <li>No involvement</li> </ul> | <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Enterprise has total control over full range of training and assessment activities</li> <li>Full access to government funds to off-set training</li> <li>Potential to revenue generate from other Enterprise Divisions or industry wide training</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Full responsibility for quality compliance</li> <li>May still need some partner RTOs for specialist areas</li> </ul> |
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