

VET: securing skills for growth

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The report

Getting over middle child status - *what is the concept?*

Keeping TAFE the VET centrepiece – *who provides the backbone?*

Securing workforce skills – *challenges of the future?*

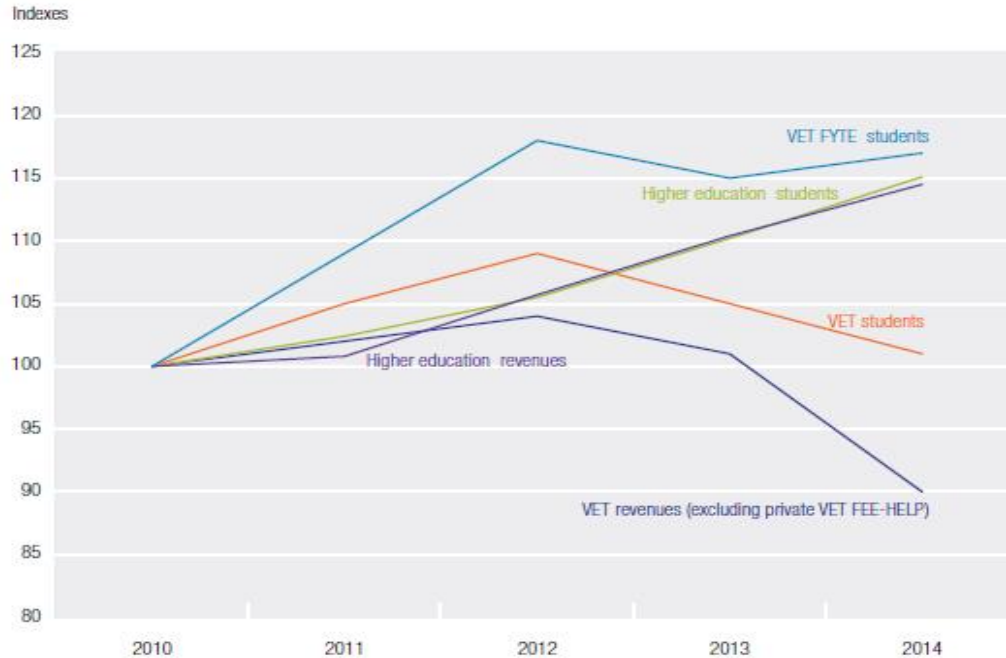
Vocational learning in schools – *how much can be done in schools?*

The role of industry in VET – *what will employers pay for?*

VET: finance and quality – *how have we messed it up?*

The depressing part

VET AND HIGHER EDUCATION STUDENTS AND REVENUES



FYTE = full year
training
equivalents

Core concerns

Getting over middle child status

- *What is the concept?*
- *Is it (a) a pathway to HE (b) A training delivery mechanism (c) Retraining vehicle (d) a pathway from school?*

Keeping TAFE the VET centrepiece

- *What is the role of public provider in a mixed system?*
- *Fix market failures or provide a backbone?*

Securing workforce skills

- *Confusion between levels of government responsibility*
- *Reduced industry drive for consistency, relevance*

Cross-cutting issues

VET in schools

- *Rigid, low-level, neither integrated with work or academic streams*
- *Reduce content and develop capabilities*

VET and future skills

- *Institutional flexibility : large number of providers*
- *High levels of satisfaction (on both sides)*
- *Individual flexibility: life long learning, critical thinking, team work*

What will employers pay for

- *Employers pay for much training – they want immediate value*
- *Why is engagement less than in many other countries?*

Recommendations

Enact a new VET agreement

- *Review VET*
- *Clarify and narrow the role of VET*

Rethink the VET qualifications

- *Shift from narrow vocations to broader streams*
- *Focus on employability, work with industry*

Tighten oversight

- *Audit the system using a risk-based methodology*
- *Make a lot more information available*

Insist on quality

- *Focus more on proper training of VET teachers*

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