

# TAFE and Community Colleges: A shared vision for VET in Australia?

*André Diez de Auz*  
Director, Policy and Research



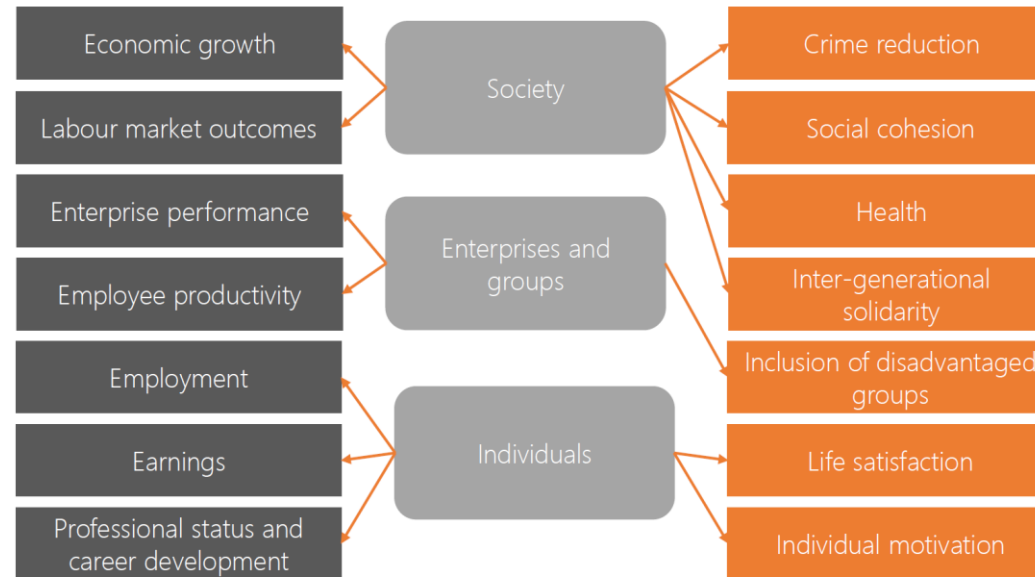
**TAFE  
DIRECTORS  
AUSTRALIA**

# Why VET?



# VET is an investment in Australia's future

Market benefits



Non-market benefits

Adapted from CEDEFOP



**TAFEs and  
community colleges  
share a vision and  
mission**



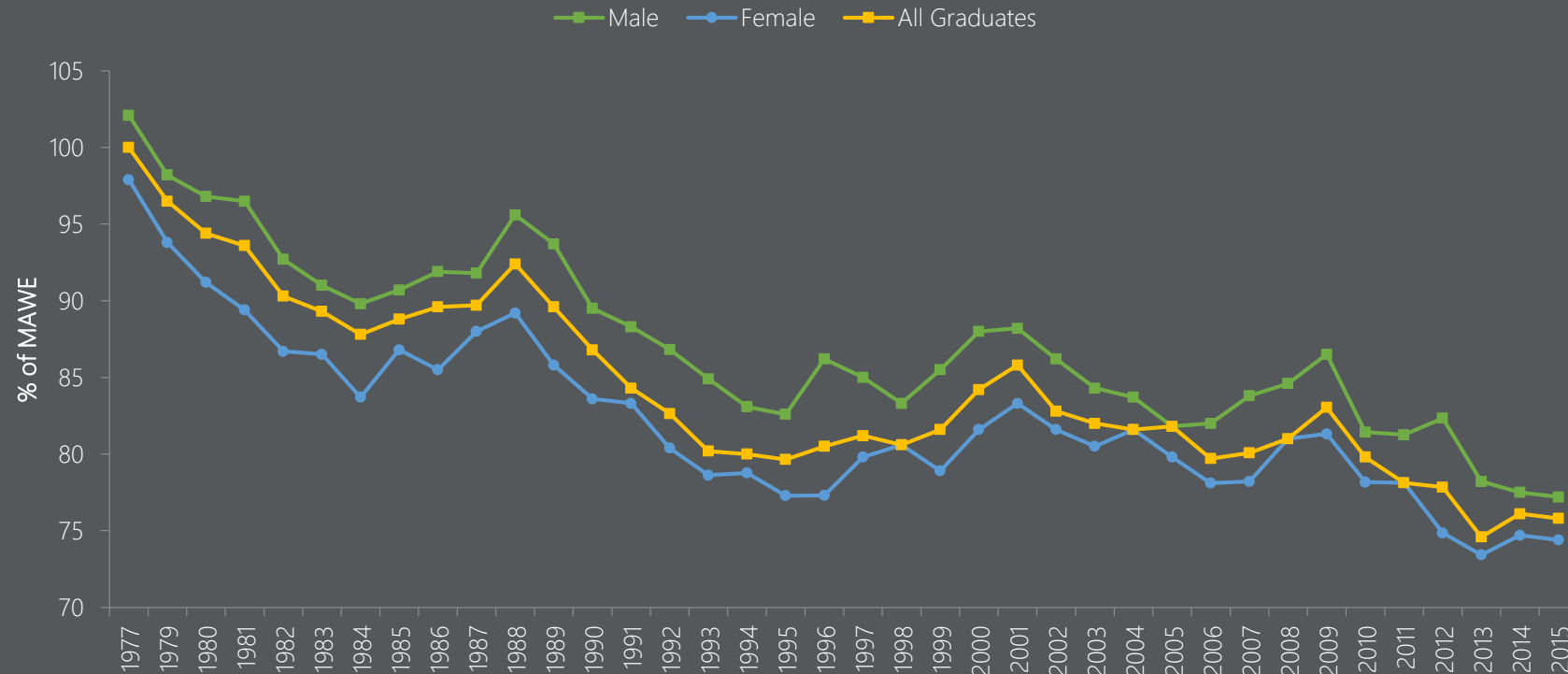
**...but there are  
important differences  
between us.**



**VET is crucial for jobs  
and innovation in  
Australia**



# The relative value of university degrees is in decline

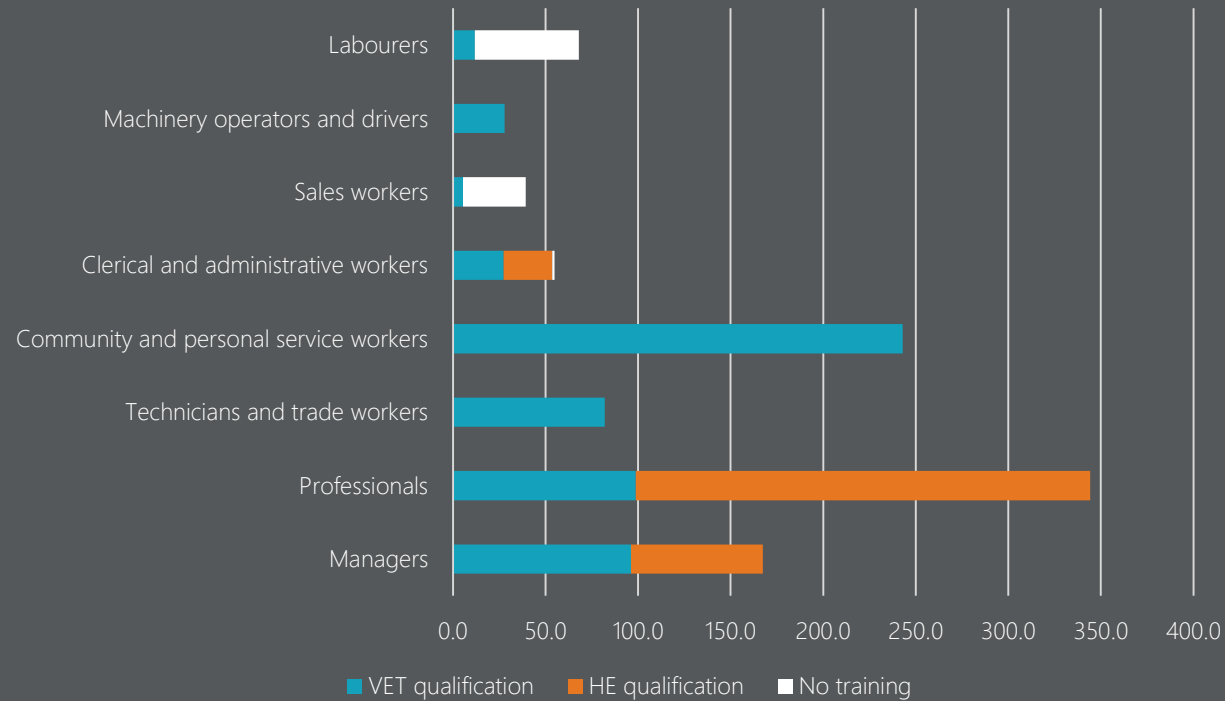


Source: Graduate Careers Australia

Median starting salaries in first, full time employment, relative to the annual rate of male average weekly earnings (1977-2015)



# Projected employer demand for vocational skills is high



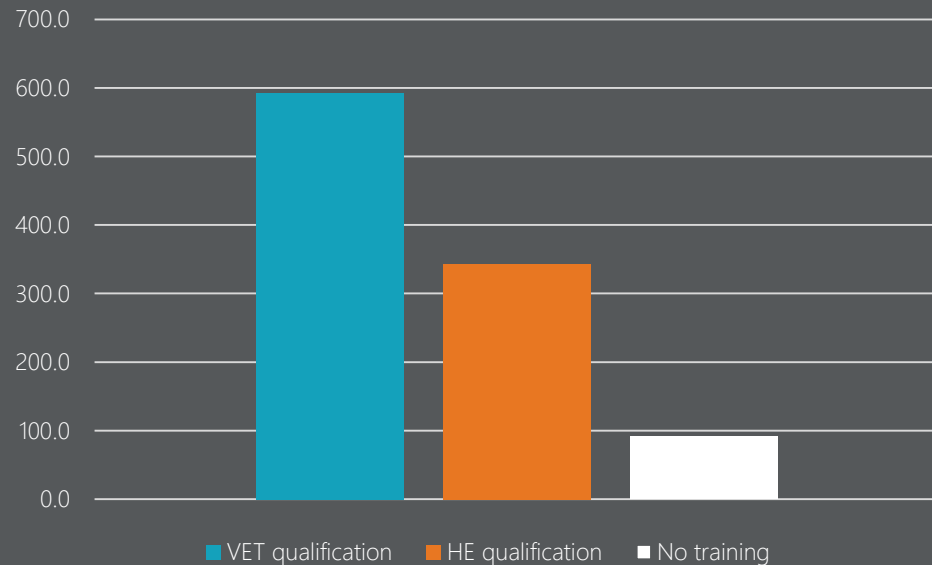
Source: Labour Market Information Portal

Occupational projections to 2022 ('000s)

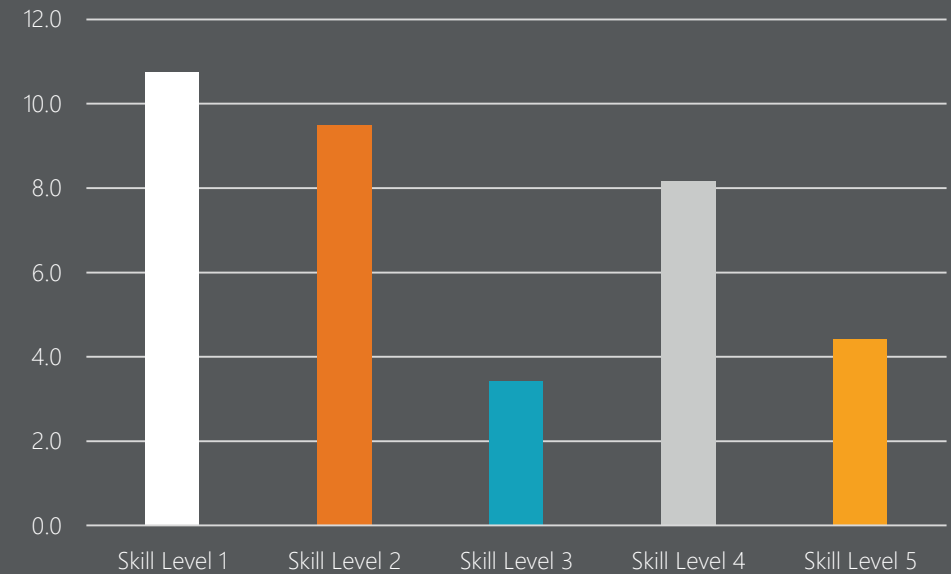




# There is a priority for VET qualifications



Projected job growth by qualification type ('000s) to 2022



Projected job growth by skill level (%) to 2022

Source: Labour Market Information Portal



**What is TDA's vision  
for the future of VET?**



**Differentiate  
between initial and  
continuing VET**



# Implications

Ability to differentiate  
between skills  
sets/micro-credentials  
and full qualifications

Allow for a more holistic  
and deeper learning for  
full qualifications

Better ability for  
governments to  
determine what to fund



**Broader initial VET  
qualifications based  
on learner  
capabilities**





## What do these 'capabilities' look like?

"(Essential) employability  
skills"?

"21<sup>st</sup> Century skills"?

Whatever we call them, they  
are increasingly in demand.  
And the calls are getting  
louder



# A taxonomy of skills for the workplace based on the notion of *Fachkompetenz*





## Implications

Renewed focus on curriculum design and development

Emphasis on learner development





**Training products  
that support  
learners' personal  
and professional  
journeys**





## **Broader implications for training products**

Better links with local employers  
(not peak bodies)

System design and  
implementation

Capacity building and reform



# Broader implications for qualifications

VET qualifications that articulate  
learning, not occupational  
outcomes

Defining outcomes in terms of  
knowledge, skills, application,  
breadth and depth

VET qualifications that empower  
individuals to negotiate the  
uncertain labour market of the  
future



**A regulatory  
framework that  
supports trusted  
providers**







## Implications

Tailored curriculum

Local responsiveness

Trust in quality providers



**Initial and continuing VET**

**Broader initial qualifications**

# **Summary**

**Revised training products**

**Smarter regulation**





# Questions

[adiezdeaux@tda.edu.au](mailto:adiezdeaux@tda.edu.au)  
[www.tda.edu.au](http://www.tda.edu.au)

