

Navigating the Sea of Reviews

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Craig Robertson, CEO TAFE Directors Australia

Whitehouse to Wisconsin

How VET responds: *a historical policy perspective*

Robin Ryan, NCVET 2011

- ... it is worth bearing in mind Weick's (1976) concept of loosely coupled systems in education.
 - Weick's theory was advanced to explain the disconnect between management and outcomes in individual higher education institutions:
 - it must apply with much greater intensity in the Australian VET system which operates in a system of executive federalism, with a very long string of steps between policy authorisation at COAG or a ministerial council and eventual implementation at a training site and in the individual transaction between instructor and student.
- In evaluating the likely trajectory of VET innovations, it is worth bearing in mind the subtitle of the Pressman and Wildavsky's classic work on policy implementation: *How great expectations in Washington are dashed in Oakland; or, why it's amazing that federal programs work at all.*

The Sea of Reviews

Vocational Education and Training

- Joyce – Strengthening Skills
- Budget – *Delivering skills for today and tomorrow*
- VET Roadmap
- Review of National Agreement of Skills and Workforce Development

Post-school education

- AQF Review Report – released in October 2019
- Higher Education Provider Category Standards Review – released October 2019
- Post school pathways – submissions due December 2019
- Victorian Government reviews – VET and pathways, and Adult and Community Education

The Joyce inspired tide

Domain	Initiative
National	<p>National Skills Commission</p> <ul style="list-style-type: none">• Skills demand• National subsidy rates
	<p>Skill Organisation Pilots (Mining; digital; human services/allied health)</p> <ul style="list-style-type: none">• Giving industry the levers for their skills development<ul style="list-style-type: none">• Courseware• Endorsing providers• Apprenticeship support• But with• Conflicts of interests dealt with and financial contribution
Commonwealth	<ul style="list-style-type: none">• National Careers Institute and Ambassador• Apprenticeship incentives reform• MySkills enhancement
COAG	<ul style="list-style-type: none">• VET Reform Roadmap (Skills ministers)<ul style="list-style-type: none">• Student centred• National Agreement on Skills and Workforce Development (by Productivity Commission and Heads of Treasury)

The AQF Review

Models for reform released in October

- Streamlined
 - 8 levels
 - Qualification types students facing
 - Focused on Learning Outcomes
 - 8 cogent levels of knowledge
 - Broadband skills progression
 - Broadband progression of application of skills and knowledge
- Micro-credentials to be assigned to level and quality assured

Next steps

- Consultation on models and refinement
- Development and deployment

Review of Higher Education Provider Category Standards

- Higher education focused
- While not funding related it is interpreted in those terms
- Streamlined categories

Provider Categories	Attributes
Australian University	Teaching and research remains defining feature, but recommends benchmarking research efforts
Overseas University in Australia	Overseas owned, with permission to operate in Australia
National Institute of Higher Education	Of higher order significance, including nationally
Institute of Higher Education	Other higher education providers

- But highlights a need for new professional learning to support emerging support and care roles

Post-school pathways review

- Arose from Gonski II report which recommended review of senior secondary
- States and territories balked at “review” of Year 12 certification, so pathways review resulted
- Context therefore:
 - Make sure school is successful for all and prepares ALL for the future
 - Transition strategies
 - Optimising outcomes for ALL senior school students
 - An eye to impact of automation on future opportunities
- Unadventurous and unremarkable, at this point

So what?

- Symptomatic of concern within electorate and across politics of the state of post-school options
- Genuine concern about the state of VET against Universities

But underpinned by

- Stagnant wage growth
- Lag in productivity
- Increasing global trade pressures
- Uncertainty from digital disruption

What matters?

Revisioning the education and training options for all Australians

1. Generating fulfilment and agency in individuals, starting at school
2. Bringing productivity to industry through enterprise and leadership
3. Growing community cohesion and connections

Through:

1. Pursuing the AQF Review
2. Picking up the pointers from Coaldrake
3. Articulating a wholesome purpose and focus of VET (alongside VET Roadmap and guided by Joyce, in part)
 - Let's look to Victoria for a student centred approach
4. Bring transparency to post-school achievements through Skills Commissioner
5. Bring schools into the agenda
6. Set structures to suit purpose, not protecting interests through structures

How should we navigate?

The questions to ask

- How does this improve student agency?
- How is a learning focus returned to VET, possibly through the proposed AQF models
- How do proposals best guard against an uncertain future, and not entrench old thinking?
- How does this help bring trust back to providers to educate?
- How are accountabilities and responsibilities made clear?



Thank you

