



Australia's Vocational & Technical Education System

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THIS PRESENTATION

- Why has Australia developed a strong vocational and technical education (VTE) system?
- How does the VTE system work?
- Who are its students and whom does it serve?
- The links between secondary education and vocational training



Why has Australia developed such a strong Vocational and Technical Education (VTE) system?

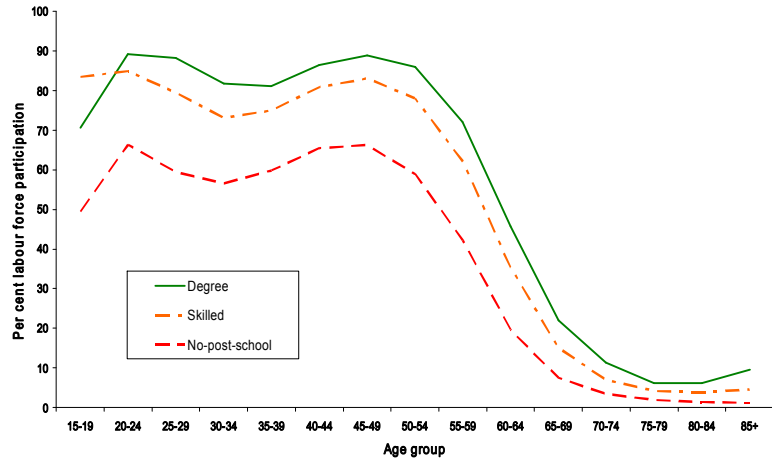


There are a range of reasons ...

- Provide high skilled labour for a developed economy
- University qualifications do not meet the needs of all industries
- Reduce youth unemployment
- Re-training and up-skilling
- Re-entry to the labour market

Having a post-school qualification makes a significant difference

Labour force participation by age and highest educational attainment



More jobs may need VTE skills than university qualifications

Qualification	Current profile of population	Potential pathway for jobs
	% of 15-64 population	% of employment
University	16.4	21.7
VTE	30.0	62.8
No tertiary	53.6	15.5



The vocational and technical education system



Australia is a federation . .

of 6 States and 2 Territories:

- States and Territories are responsible for education and training



The Australian Government has national leadership on VTE policy

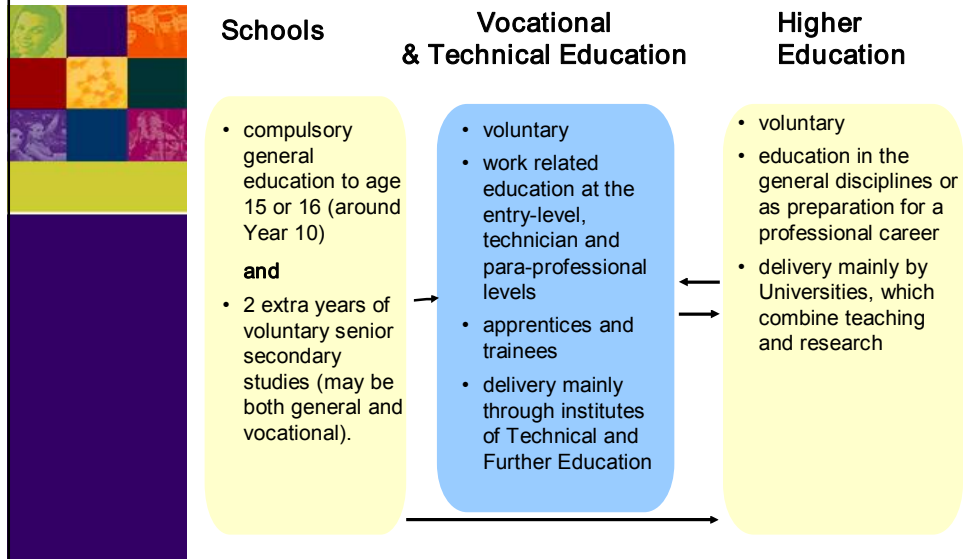
It also provides:

- One third funding for the public sector
- Funding for specific programs
 - in particular apprenticeships

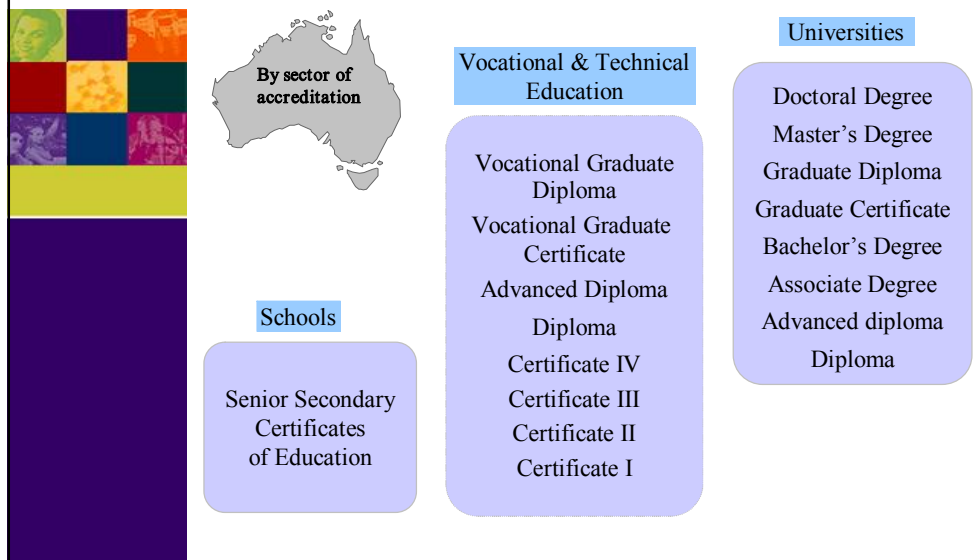
States and Territories “own” most of the VTE system

- provide around two-thirds of the funding
- are responsible for regulating the sector
- administer their own training systems
- are the ‘owners’ of public Technical and Further Education (TAFE) institutes

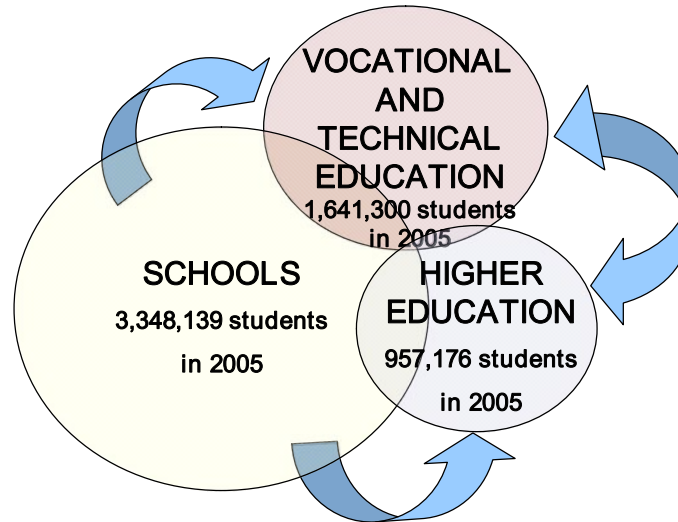
VTE has strong links with the other education sectors



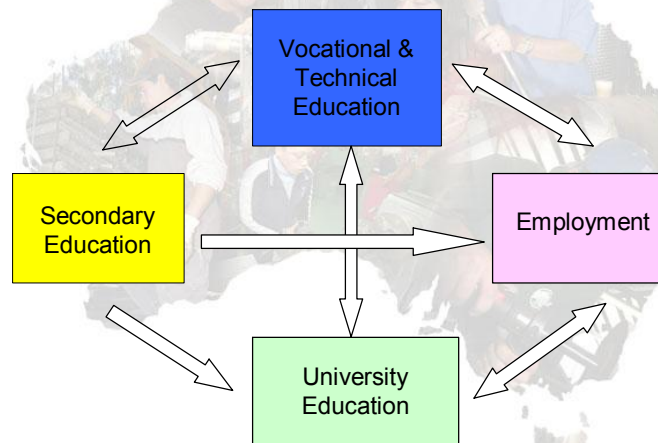
A national recognition framework links qualifications between the sectors



VTE is the largest post-school sector



VTE is an important pathway between education and employment in Australia





Australia's VTE system has a number of key features

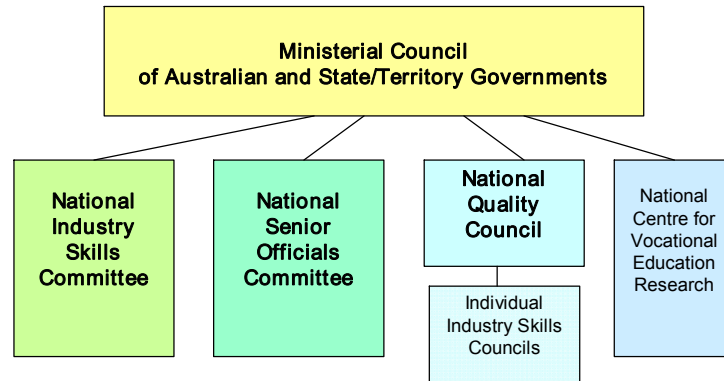
- A national system
- Employer/industry led
- Pathways available
- Flexible and modular
- Competency, not time, based
- Focus on apprenticeships
- All ages benefit



Australian Apprenticeships are a feature of the VTE system

- Open to all age groups
- Full or part-time employment
- On or off the job training or both
- Nationally recognised qualification
- Incentives and tax advantages for employers
- Traditional trades and beyond

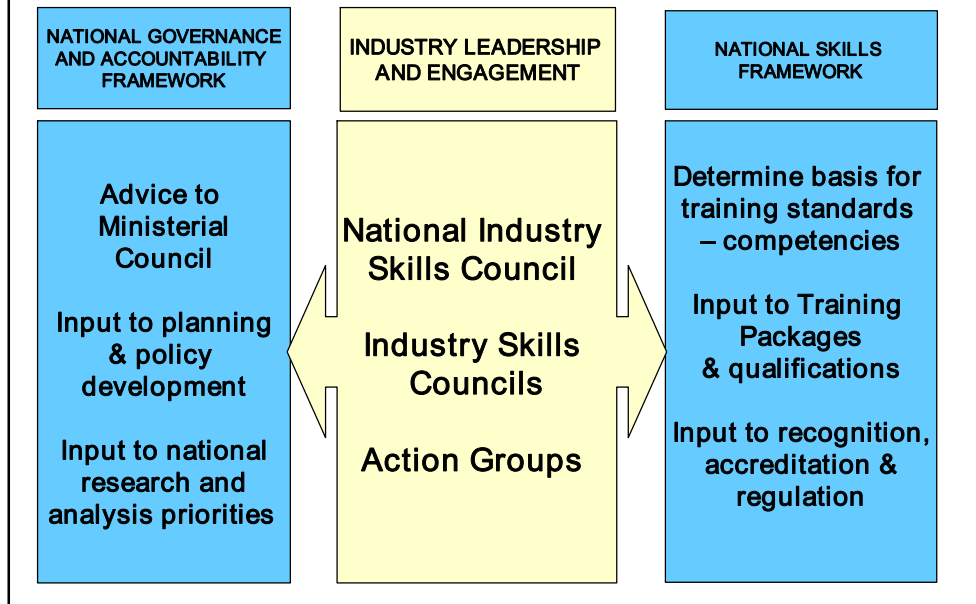
The national governance and accountability framework to ensure quality plus competition



National consistency in quality and training products

- National quality assurance and recognition arrangements
 - Australian Quality Training Framework
- National training products
 - Training Packages
 - accredited courses

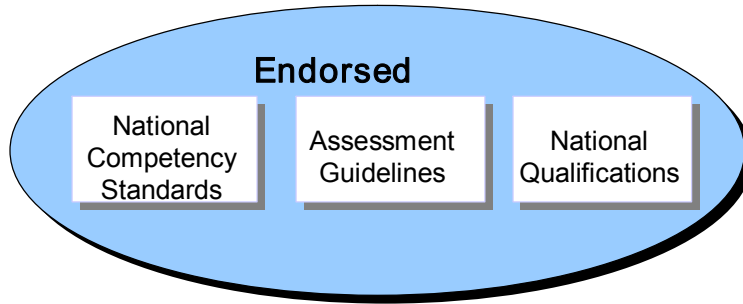
Industry/ employers play a key role



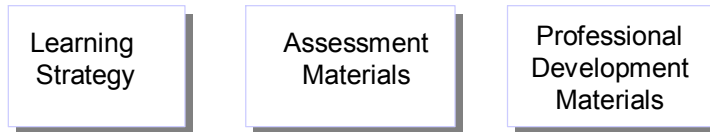
Training is Competency Based

- Time based training \neq competency level attained
- Training Packages
 - 75 Training Packages nationally
 - cover 80% of the workforce
 - outcomes determined by industry

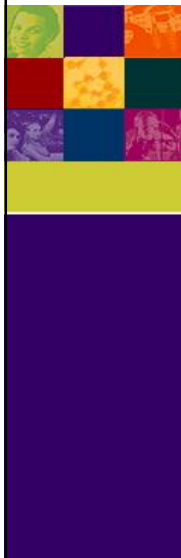
Training Packages are the foundation of the system



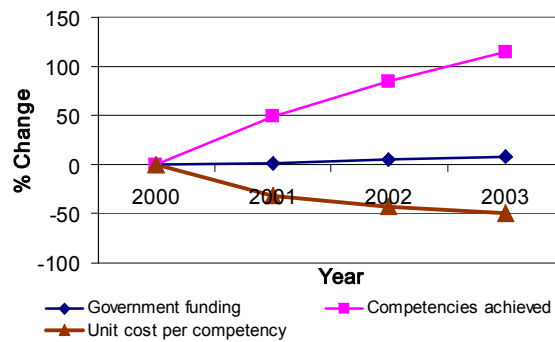
Training Package Support Materials



Australia's VTE system performs well



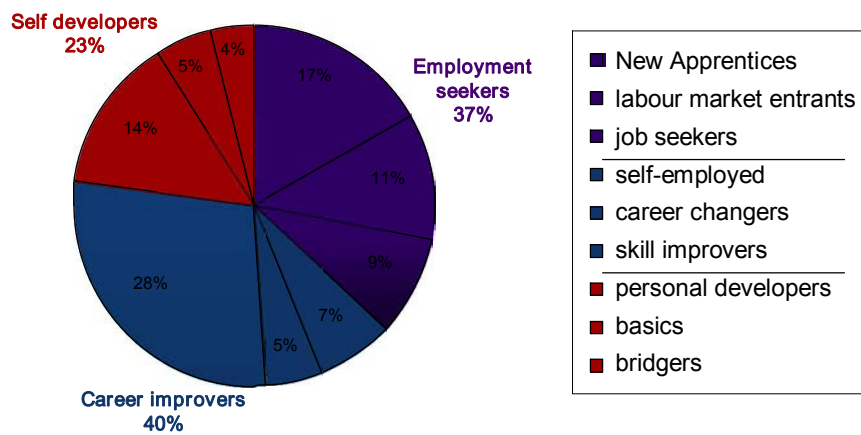
Selected VET Sector Efficiency Measures





VTE Students

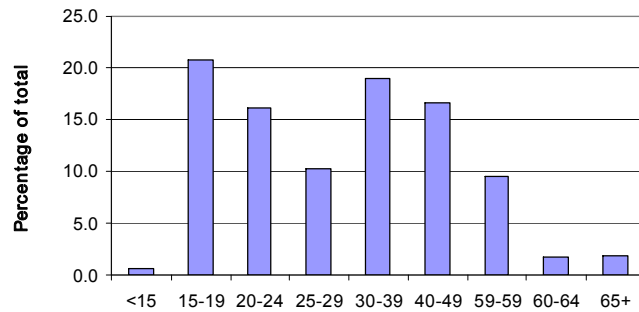
Students choose VTE for a variety of reasons



People of all ages participate



VET Engagement by Age Group 2003



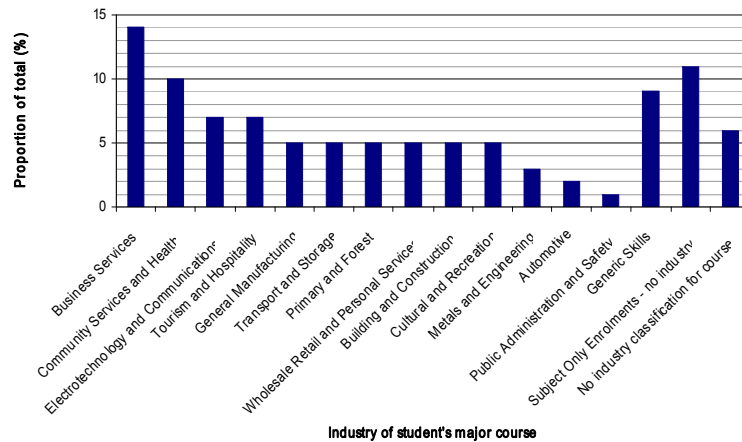
Students learn and train in many locations



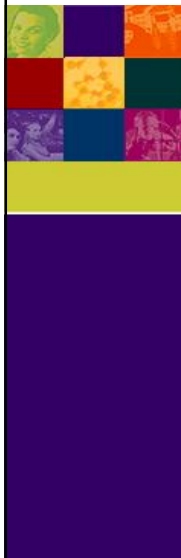
- TAFE and other Government providers
- Commercial training providers
- Adult and community education organisations
- Enterprises
- Secondary schools



... across a range of industries



VTE students are diverse



- 1.64 million students undertook training in 2005 = 11.4% of working age population
- 50% undertook short, focussed programs
- 89.4% undertook p/t training
- 389,000 Australian Apprentices
- 4% of total Overseas Students
- 211,828 students undertook VTE in Schools in 2004





Links between secondary schools and vocational and technical training



Many reasons for offering VTE in secondary schools . .

- Make school more attractive for the 70% of students who will not go on immediately to university.
 - strong commitment to general education in schools
 - balance this with more employment-related curriculum
- Support disengaged young people and those at risk of leaving early
- need for alternative pathways between school and employment
- meet specific industry needs in key locations

Three ways to study VTE subjects in secondary school

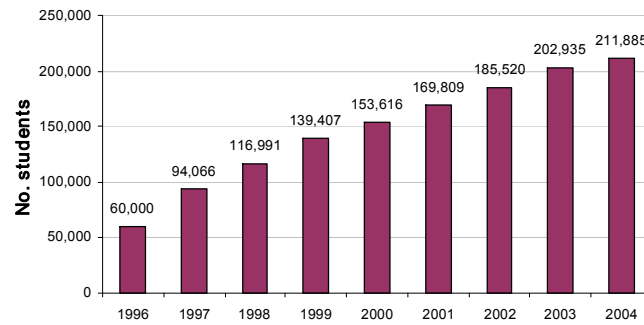
- VTE in Schools
- School-based Australian Apprenticeships
- Australian Technical Colleges

What is VTE in Schools?

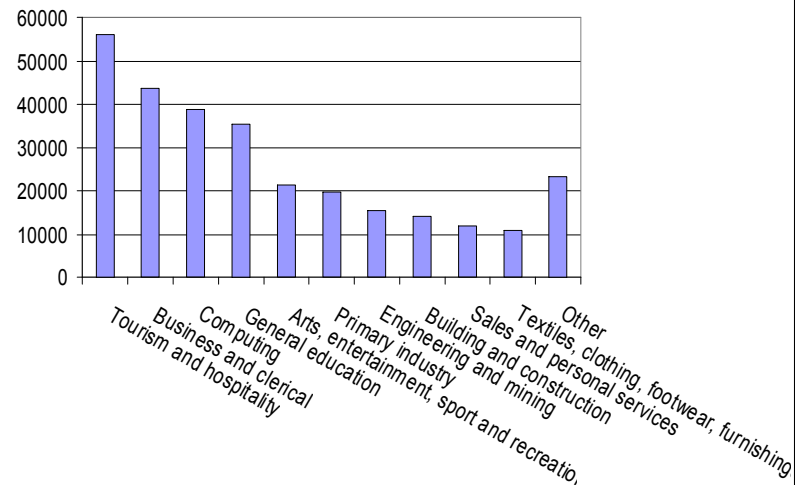
- programs undertaken by school students as part of the senior secondary certificate
- provide credit towards a nationally recognised VTE qualification
- training that reflects specific industry competency standards
- delivered by a Registered Training Organisation

There is significant involvement

- 49 per cent of school students
- Across 95 per cent of schools



Students encounter a range of industry training





School-Based Australian Apprenticeships incorporate employment

- Based on a formal arrangement with an employer
- Opportunity to gain a recognised VTE qualification in conjunction with completing a senior secondary certificate.
- Participating as a full-time student and a part-time employee.



Australian Technical Colleges

- 24 regions across Australia
- School-based Australian Apprenticeships
 - metal and engineering, automotive, building and construction, electro-technology, commercial cookery
- Industry governing body



ATCs - all around Australia



Australia's VTE system is delivering good results

- Better system and student outcomes
- Improved options for students
- High satisfaction rates
- Increased competition
- International interest

But more to do:

- Increased flexibility
- More higher-level courses and students
- Processes simplified and streamlined



Central principles to continuing reform:

- Industry and business needs must drive training policies, priorities and delivery
- All working-age people must have opportunities to gain a range of skills
- The system must be as streamlined as possible consistent with effective quality assurance



Thank you

