



Australia's national strategy for vocational education and training 2004-2010

shaping  
our future

Australia's National Strategy  
for vocational education  
and training 2004-2010



Australian National Training Authority  
AMP Place, 10 Eagle Street  
Brisbane Q 4000  
GPO Box 3120 Brisbane Q 4001  
Telephone: (07) 3246 2300  
Fax: (07) 3246 2490  
Home page: [www.anta.gov.au](http://www.anta.gov.au)

ISBN 1877057401

Plain text version of this document is available at  
[www.anta.gov.au/dapStrategy.asp](http://www.anta.gov.au/dapStrategy.asp)

shaping our future

## VET works for Australian businesses

making businesses internationally competitive

## VET works for people

giving Australians world-class skills and knowledge

## VET works for communities

building inclusive and sustainable communities

vision  
2004–2010

# four objectives for 2004–2010

- 1 Industry will have a highly skilled workforce to support strong performance in the global economy.
- 2 Employers and individuals will be at the centre of vocational education and training.
- 3 Communities and regions will be strengthened economically and socially through learning and employment.
- 4 Indigenous Australians will have skills for viable jobs and their learning culture will be shared.

## the purpose of VET – vocational education and training

Vocational education and training provides skills and knowledge for work, enhances employability and assists learning throughout life.

Our clients value:

- clear links between learning, skills development and employment
- nationally recognised skills standards, defined by industry, covering most occupations, and providing the basis for training and assessment
- nationally recognised qualifications
- customised products and services to meet particular client needs
- active measures to address barriers to learning
- rigorous quality assurance arrangements applied through nationally agreed arrangements
- funding allocated transparently and linked to areas of need
- a strong and vibrant national market of training providers, to give clients more choice
- pathways to and from vocational education and training, schools, universities and adult and community education.

# australia's national strategy for vocational education and training

## **Key players in vocational education and training...**

Industry, through employer and worker representatives and businesses, leads key aspects of vocational education and training. Industry defines the skills that people need for work, and advises about the products and services it requires.

Industry also promotes how businesses and employees can undertake vocational education and training at work and outside work, and the benefits of doing so.

Training providers (Registered Training Organisations) are the frontline of vocational education and training. They translate the needs articulated by industry into quality, client-focussed training and assessment.

Clients of vocational education and training are the users of the services. They encompass businesses, small and large, full-time and part-time students, apprentices, trainees and people who work, are preparing for work and looking for work.

Training brokers and facilitators are intermediaries between vocational education and training and employment. Brokers and facilitators help clients navigate and transact with vocational education and training, facilitating the flow of people from training and assessment to work, and vice versa. In the apprenticeships arena, for example, group training organisations are important intermediaries. Many training providers also have a brokerage arm.

This national strategy is a commitment by the Australian, State and Territory Governments and the Australian National Training Authority to continue to work in partnership with industry, providers and other stakeholders to develop vocational education and training. The strategy will apply from 2004 to 2010 and builds upon the achievements of the two previous national strategies.

More than one in eight working-age Australians is now enrolled in vocational education and training, and many more people are involved as employers, providers and client representatives. Vocational education and training is a vast activity involving a rich, dynamic and diverse range of individuals and organisations. For the first time, this strategy has been developed by, for and with these individuals and organisations. The experiences, views and sentiments of thousands of Australians have contributed to the development of this strategy.

This unprecedented level of consultation and collaboration with those involved with vocational education and training sets a new standard for inclusion and involvement, and one that will be continued as the strategy is implemented. The wealth of material from research and consultations is a valuable resource for implementation.

The national strategy sets a vision, four objectives and 12 strategies for vocational education and training at the national level until the end of the decade. An action plan will be developed to implement it. Each year, the partners to the strategy will plan for and report on progress in achieving specific priorities based on the national strategy and its action plan. The action plan will be monitored and evaluated throughout its life, to maintain its currency and relevance over the seven years.

# australia's national strategy for vocational education and training

This national strategy for vocational education and training is more far-reaching than the previous two strategies.

- It's longer. The strategy covers seven years, offering long-term objectives and strategies. It also provides for the review, updating and adaptation of strategy implementation through its action plan.
- It's broader. The strategy does not apply just to education and training, but to employment, regional development, environmental sustainability, innovation, social inclusion and other portfolios. Vocational education and training cannot achieve the outcomes on its own. This strategy provides an important point of reference for any manner of partnerships and agreements between spheres of government, non government and private organisations to plan and provide vocational education and training.
- It's more clearly focused on clients, and aims to make vocational education and training fully client-driven. It will enable vocational education and training to better respond to the multiple and diverse needs of businesses, individuals, and communities and will provide the basis for innovation and more customised services and products in the context of a rapidly changing world.
- It's inclusive. People facing barriers to learning due to disability, age, gender, cultural difference, language, literacy, numeracy, cost, unemployment, imprisonment or isolation have particular needs, which vary from person to person. This strategy builds equity into the core business of vocational education and training.

The strategy is underpinned by detailed analysis of the most recent literature about our economy, our society and innovations in skills and learning. Relevant State, Territory and Australian Government policies have also been examined to create synergies and opportunities for coordinated action. Key information from the consultations and research are available at [www.anta.gov.au/dapStrategy.asp](http://www.anta.gov.au/dapStrategy.asp).

# developing Australia's skills and knowledge

## Vocational education and training: boosting Australia's success

### **Vocational education and training helps Australia's businesses and communities...**

The Australian Red Cross Blood Service has developed an Enterprise Training Package to suit its highly regulated operational environments and its organisational values. This has been nationally endorsed.

With 145,000 employees, Woolworths Limited uses competency based training to provide transparent and achievable career paths at all levels of the organisation through a variety of approaches to meet its specific business needs.

The Australian Broadcasting Corporation as an enterprise Registered Training Organisation uses Training Packages to train its staff leading to nationally recognised qualifications and practical skills in both technical areas of broadcasting and also in more generic team leadership.

Sydney Opera House recognises the competency of its existing workers and is able to award nationally recognised qualifications in Entertainment.

The Traditional Credit Union Limited partners with a private Registered Training Organisation to provide training and real employment opportunities with career pathways for Indigenous people in remote areas delivering financial services to their own communities.

Young people in NSW undertake school-based New Apprenticeships through a partnership between a school, a TAFE and Toyota, and have a place in the workforce as soon as they leave school.

In the 1990s, Australia's average economic growth of nearly 4% well exceeded the average growth of 2.2% of the member countries of the OECD. This resulted from strong domestic growth and expanding exports of goods and services.

The start of this period of growth coincided with a huge expansion in participation in education and training in Australia, and with a landmark decision in 1992 by Australian governments to work together on a nationally coordinated approach to vocational education and training, and to firmly establish industry leadership for key aspects of that system.

Vocational education and training has played an important role in Australia's outstanding economic performance, by greatly increasing the skill of workers. Higher skill levels contribute to improved productivity by raising workers' output and increasing the rate of innovation<sup>1</sup>. Leading businesses in Australia are also increasingly using skills development as part of progressive approaches to human resources and community involvement.

The Australian approach to vocational education and training is now recognised as among the best and most innovative in the world.

### **The case to invest more in skills**

Increasing labour market participation has been identified by the **Australian Government** Treasury and industry as one of Australia's key economic challenges. As the 'baby-boom' generation reaches the traditional retirement age, Australia will need as many older people working as want to, and workforce productivity across the board will need to increase to minimise pressure on GDP. We will need to change thinking to balance the focus on training young people for work with the retraining needs of existing and older workers. During the life of this strategy, the importance of 'lifelong learning' will well and truly be established.

# developing Australia's skills

## Employment patterns are changing...

The typical worker's career path is becoming less linear and increasingly complex. As the knowledge economy evolves, some people change jobs by choice, and others by necessity.

More and more people have non-standard employment: in the last ten years, the number of people employed part-time, casually or on contract increased by over 50%, while full-time employment increased just 11%<sup>2</sup>. Standard (permanent full-time) employment now accounts for only half the employed workforce.

Occupations are changing dramatically, too. Over half the 9.2 million jobs done by Australians today did not exist in 1965; and an estimated 1.5 million new jobs will appear in the decade ahead<sup>3</sup>.

The Australian, State and Territory Governments currently spend around \$3.8 billion a year on vocational education and training<sup>4</sup> and businesses a similar amount on training<sup>5</sup>. Individuals also make contributions to their learning. With lifelong learning becoming a reality there is a strong case to increase this investment.

Such a major investment calls for careful and coordinated planning, based on an understanding of the major forces shaping the economy and society. These forces include the developing knowledge-based economy, the growing services sector, and accelerating exposure to global competition. The phenomena underlying these forces is the growing significance of knowledge and the ability to handle new literacy demands; innovation and the ability to develop and apply new technologies; as well as the relatively decreasing significance of land, manual labour and resources to economic growth.

In 2001, the number of white collar jobs in Australia overtook the number of blue collar jobs, and this trend is expected to continue. Legal, accounting, finance, marketing, property and business services jobs are expected to exceed the average rate of job growth nationally. The number of community services and leisure-related jobs will grow strongly<sup>6</sup> and volunteering is also on the increase<sup>7</sup>.

Manufacturing industries will face strong international competition and are expected to employ a smaller percentage of all workers. The number of jobs in construction, agriculture and mining is also expected to fall<sup>8</sup>.

2 ABS (2002) Australian Social Trends 2002 Cat no 4120.0

3 Ruthven, P (2001) "Working Progress" The Bulletin 23 October 2001

4 Australian National Training Authority (2003) Annual National Report of the Australian Vocational Education and Training System 2002 (Volume 3)

5 ABS (2003) Employer Training Expenditure and Practices: Australia 2001/2002 indicates that industry is contributing \$3.6b per year to training and that 60% of businesses that train make some use of nationally recognised training

6 Access Economics (2003) Future Demand for Vocational Education and Training

7 ABS (2002) Australian Social Trends 2002 Cat no 4120.0

8 Access Economics (2003) Future Demand for Vocational Education and Training

# and knowledge

## **We are benefiting from diversity ...**

The importance of diversity to Australia's social and economic development is increasingly understood. As diverse groups of people participate fully in work and social life, the nation's human resources are more fully used and the creativity and innovation that results from people of different backgrounds coming together boosts the economy and results in a more cohesive society.

Australia is more ethnically diverse than ever before. More people with a disability are actively seeking work. The voices of Indigenous people, young people, women, people from diverse cultures and people with a disability among others are being heard and their skill needs increasingly identified and addressed.

These factors are causing a seachange in skill requirements, as demand for the traditional skills required to work the land, to work manually and to extract resources is overshadowed by demands for skills to create, organise and apply knowledge - and to work with others to do so.

The directions of change are fundamental and pervasive but not all groups and regions will be affected in the same way. For example while there is a clear trend to higher skill occupations there is also evidence of the persistence of a group of low skill occupations. And some people find transitions to work more challenging, particularly young people leaving school. Many need help in acquiring the information, skills and support needed to negotiate the transition to adult life and to make informed life decisions<sup>9</sup>. There is also a risk that some communities could find themselves marginalised by shifts in industry, unable to share equally in the benefits. Indigenous communities are particularly at risk.

The future success of individuals, communities, regions and the nation will increasingly depend on high-level knowledge and skills that are transferable between industries. High-quality, accessible and innovative vocational education and training has never been more important. The capacity of individuals to work effectively and safely and engage with society, the competitiveness of industry, the adaptability of communities, regions and the nation – will all depend on Australia's education and training capacity.

Vocational education and training is well placed to meet these challenges. Industry leadership ensures that skills are linked with jobs and that products and services change as industry innovates and new occupations and skills emerge. Vocational education and training in Australia strongly emphasises quality in training and assessment, and portability of skills between occupations, industries and locations. The booming market of learners is serviced by education and training professionals working in a strong, responsive and increasingly diverse range of providers.

# developing Australia's skills

## Stocktake

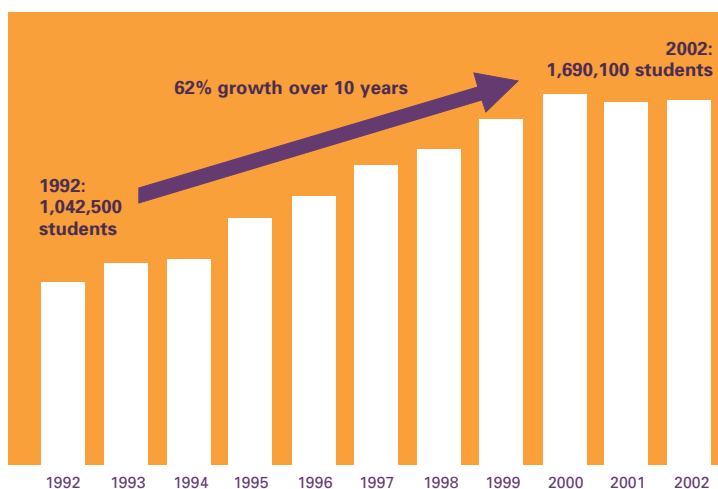
Vocational education and training in Australia has come a long way in the last decade. We need to build on these achievements and fully deliver on the commitments we have made. And we also need to gear up for the rapidly changing world of work.

Vocational education and training must speed up its response to social and economic change, and make sure the supply of skills in regions around Australia keeps up with demand.

An effective response to new and growing demand requires a clear assessment of progress to date. What follows is a stocktake of what has been achieved and what needs to be done.

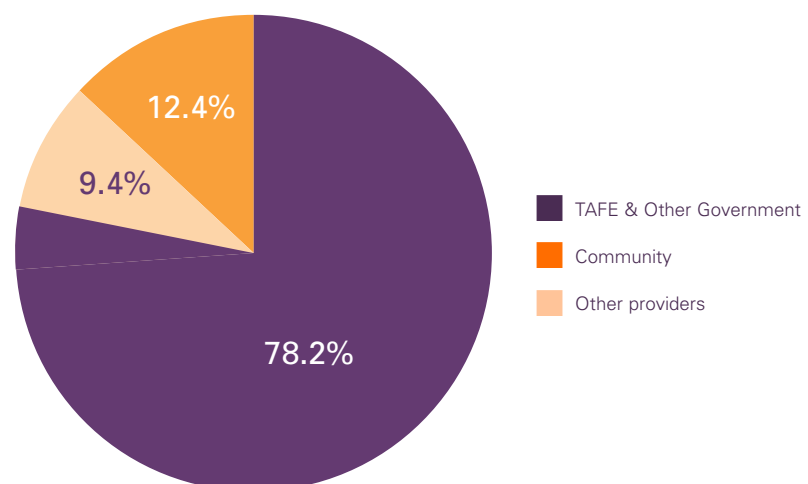
### What has been achieved...

- In the last decade, enrolments in vocational education and training have taken off. In 1992, just over one million Australians were enrolled in vocational education and training. By 2002, 1.7 million people were enrolled in the publicly funded system<sup>10</sup>. More than one in eight working-age Australians were doing vocational education and training, and three quarters of these were enrolled in TAFE. There was also particularly striking growth in vocational education and training in schools: around 40% of year 11 and 12 students now do vocational education and training as part of their schooling.



# and knowledge

- The proportion of the population doing vocational education and training has also increased, as has the national stock of vocational education and training skills.
- The proportion of Australian employers that provide or support training for their employees increased from 61% in 1996 to 81% in 2002. This implies that more and more employers see value in what training has to offer their businesses.
- The value of the public investment in vocational education and training has grown. Efficiency levels increased by 14% in the five years to 2002.
- Competency standards in Training Packages now cover most skills and knowledge needed for work, and Training Packages are being recognised as a broader human resources tool to drive company performance. The Australian approach is both being implemented and used for benchmarking around the world.
- The number and variety of pathways into vocational education and training has increased, especially for young people through New Apprenticeships and vocational education and training in schools. Adult and community education provides a pathway for many people, particularly people in regional and remote communities, people requiring language, literacy and numeracy skills and other people with barriers to learning.
- The training market is now more open, and public funds go to a more diverse spread of Registered Training Organisations. The large majority of publicly funded students attend TAFE.



# developing Australia's skills

## The vocational education and training frontline ...

Australia has a dynamic and diverse market of over 4,000 training organisations registered nationally. Registered Training Organisations range from small businesses offering courses in a specialised area, to community-based learning organisations, to multi-campus TAFEs. They may offer brokerage services, or partner with organisations that do. They include schools and adult and community education centres, and some are joining with other education and training providers to form total 'learning centres'.

A strong market of providers with a variety of motivations is important in ensuring that clients have choice. Collaboration between providers is also important to provide cost-effective solutions, and more and more instances of collaboration are appearing.

Education and training professionals have an important role to play in shaping future policy, especially around teaching, learning and assessment.

TAFE is a central plank of the national provider network. TAFEs have multiple missions and different ways of operating. TAFEs are well placed to work with businesses to support their workforces, to give individuals skills for work and a quality learning experience and to provide local responses to community needs. TAFEs of the future will face additional change as the training market evolves.

- Employer and student satisfaction is high. In 2001, 84% of employers were satisfied with the quality of graduates, and in 2002, 78% of graduates achieved their main reason for enrolling in their course.
- System innovation has increased returns on investment in training, and this should continue in the future.

## What still needs to be done...

- Although unmet demand has fallen, persistent skill and labour shortages remain in some industries, particularly in the traditional trades.
- The Australian Quality Training Framework was adopted in 2001 to enhance quality and client confidence in the vocational education and training system. It will be underpinned by the implementation of nationally consistent legislation during 2004.
- The importance and flexibility of Training Packages has not always been effectively communicated to clients or providers.
- Clients still see vocational education and training as complex, and this denies them the ability to make informed choices about the 'what, where, when and how' of training. There is room for improvement in client satisfaction.
- The availability and quality of vocational education and training in schools varies between and within States and Territories, and it is still concentrated in only a few industries.
- There is untapped potential for the use of flexible and technology-assisted learning and the use of e-business for system transactions.

# and knowledge

- Concerted action to improve access, participation and outcomes for equity groups is still needed. Access for, and participation by, Indigenous people has improved, but outcomes are still well below those of other graduates. People with a disability are significantly underrepresented in the national system, and their training is not leading to jobs often enough. Employment outcomes have improved for people from rural and remote areas but have declined for students of non-English speaking background. Women are still overrepresented in certain fields and underrepresented in others, and get less-well-paid work after training than do men.
- Recognition of prior learning (also called recognition of current competence) is not yet well used as a pathway to a qualification and further training.
- Pathways between education and training sectors have improved but barriers still exist, particularly between vocational education and training and universities.

# four objectives for 2004

## 1 Industry will have a highly skilled workforce to support strong performance in the global economy

Australia's workforce will have a global outlook, a learning culture and strong technical and employability skills. Industry leadership will be stronger and advice about future demand will be sharper and more robust. The investment by government, businesses and individuals will be used to best advantage to meet this demand. Employers and workers will be more involved in influencing policy and defining competencies for the work of the future. Providers will work in partnership with industry to increase productivity and innovation. Australia will be known for setting a global standard in skills and learning and will have a sizeable share of the international training market.

## 2 Employers and individuals will be at the centre of vocational education and training

Vocational education and training will have a client-driven culture. Small, medium and large businesses, and people of all ages and backgrounds, will have easy access to products and services that are increasingly customised to their particular needs. They will know what they can expect from vocational education and training, what it offers them, and how to use its pathways. Clients will be enticed to learn throughout life and will know that their skills and qualifications are accepted by all parties across Australia. Diversity will be valued and supported, and products and services will be designed to suit all learners. There will be a stronger focus on existing workers and on people affected by shifts in industry and occupational demand.

shaping our future

vision 2004—

### 3 Communities and regions will be strengthened economically and socially through learning and employment

Integrated learning and employment solutions will support regional economic, social, cultural and environmental development and sustainability. Vocational education and training will stimulate interest in learning. It will strengthen the capacity of TAFE and other providers and brokers to partner with local government and non-government agencies, businesses and industry clusters. It will encourage local planning and innovation and help communities deal with change and take advantage of opportunities for growth.

### 4 Indigenous Australians will have skills for viable jobs and their learning culture will be shared

Vocational education and training will help increase employment and business development opportunities for Indigenous people and communities, providing a foundation for greater economic independence. Vocational education and training will be enriched through an exchange of learning culture. Indigenous people will be enabled to create and adapt vocational education and training products and services in order to exercise their rights to positive learning environments for their communities.

# strategies to achieve the vision

To implement this national strategy's vision, and to achieve the four objectives, vocational education and training will focus on 12 specific strategies that are listed on the next three pages.

The 12 strategies address:

- **servicing**  
the needs of businesses, individuals and communities, flexibly and inclusively
- **building**  
the capability and capacity of public and private Registered Training Organisations
- **improving**  
the quality, accessibility, responsiveness and reliability of vocational education and training across Australia.

The dot points that follow each strategy are subsets of the strategy. These are expressed as outcome statements. An action plan will be written to specify how the strategies will be implemented, and how the outcomes will be achieved.

## servicing

### **1. Increase participation and achievement, particularly by existing workers**

- Adults, through lifelong learning, continuously upgrade their skills to meet current and future work requirements.
- People have their prior learning/current competence recognised and recorded nationally.
- Workers in part-time, casual, contract and occasional employment have equal opportunities for learning.

### **2. Help clients navigate and interact with vocational education and training**

- Clients, particularly youth in transition and small businesses, find vocational education and training more understandable and enjoy easier access to information, career development, navigation and brokerage services.
- Communities engage in partnerships with vocational education and training to meet their local economic development needs.

### **3. Improve the value, brand, language and image of vocational education and training and public recognition of its employment outcomes**

- Clients (particularly small businesses), the broader community (particularly parents) and other education and training sectors strongly value vocational education and training and its outcomes.

### **4. Take positive steps to achieve equality of participation and achievement**

- A whole-of-life approach to disability issues (initiated in 2000 in the *Bridging Pathways* blueprint) is implemented.
- A whole-of-life approach to Indigenous issues (initiated in 2000 in the *Partners in a Learning Culture* blueprint) is implemented.
- The learning needs of people who face barriers due to age, gender, cultural difference, language, literacy, numeracy, cost, unemployment, imprisonment or isolation are addressed through an integrated diversity management approach.

# strategies to achieve the vision

## building

### **5. Make a sustained investment in TAFE and other Registered Training Organisations**

- The vocational education and training workforce has the capacity and the skills to provide high quality, client-focussed, flexible learning and assessment, in partnership with businesses and other organisations.
- Registered Training Organisations have the support services, technology, buildings and business systems to provide high quality, client-focussed products and services.

### **6. Enable training providers and brokers to partner with industry to drive innovation**

- Research and development generates new knowledge and skills, and new ways to apply them.
- Training drives innovation in the workplace.
- Registered Training Organisations and brokers improve the performance of businesses through working with supply chains, skill eco-systems, industry clusters, research centres and global networks.

### **7. Implement flexible funding models and planning and accountability approaches**

- Funding, planning and accountability frameworks stimulate interest in priority areas and encourage innovation, local community responses, whole-of-government partnerships, 'just in time' training, and flexible responses to learner needs.
- Funding, planning and accountability frameworks foster a strong and diverse market of Registered Training Organisations that offer clients choice and make the most of the value of investments by governments, businesses and individuals.

### **8. Develop a sustainable mix of funding**

- Investment by all parties increases to meet future skill requirements.
- A higher proportion of employer and individual investment in learning is in nationally recognised vocational education and training.
- Training infrastructure is used collaboratively and innovatively.

## improving

### **9. Strengthen industry's role in anticipating skill requirements and developing products and services to meet them**

- Industry provides comprehensive advice, informed by cutting-edge research, about current, emerging and future industry and occupational skill needs.
- Skill standards and other products reflect emerging skill sets as well as employability, language, literacy, numeracy and cross-cultural skills.
- Products and services are developed and refined quickly to respond to industry's changing needs.

### **10. Make learning pathways seamless**

- Partnerships between vocational education and training and schools, universities and adult and community education organisations join up education and training pathways.
- Partnerships with other sectors, particularly regional development, Indigenous and community services, help improve learning pathways.
- Coordinated policies improve pathways to employment by integrating industrial relations, licencing, safety and training.

### **11. Improve quality and consistency**

- Quality assurance arrangements are streamlined and extended.
- Employers and individuals have greater confidence in the quality and consistency of vocational education and training and its qualifications.
- More effective use of research informs policy, planning and standards development.

### **12. Facilitate access to international markets**

- Vocational education and training exports increase, on-shore and off-shore.
- Vocational education and training standards are more harmonised with international standards.

# implementation

This national strategy is a commitment by the Australian Government, State and Territory Governments and the Australian National Training Authority to continue to work in partnership with industry, providers and other stakeholders to develop the national vocational education and training system. The strategy will apply from 2004 to 2010.

In 2004, the partners will develop for endorsement by the ANTA Ministerial Council an action plan for implementing each of the 12 strategies. This action plan will set out how the outcomes of each strategy will be achieved. It will shape planning, priority setting and resource allocation arrangements.

Each year, the ANTA Ministerial Council will consider a progress report on the implementation of the action plan and will determine changes to the action plan as appropriate.

## Action plan principles

1. The action plan will identify what is to be done to pursue each of the 12 strategies, responsibilities for actions and timelines for their implementation.
2. The action plan will contain short, medium and long-term actions. The short term focus will be on building capacity and responsiveness, better defining the needs of client segments, testing different approaches to achieving objectives and developing tools to continue making vocational education and training more client-driven. The medium term will see phased implementation of new policies and processes and increased engagement with clients. The long-term aims for a fully client-driven national vocational education and training system.
3. The action plan will be based on improved market segmentation, to much better understand the characteristics, preferences and motivations of different groups of clients, and to provide for their needs.
4. The action plan will include a change management approach, to ensure stakeholders understand and are committed to the actions that will implement the strategies.
5. The action plan will be monitored and evaluated, to assess whether or not actions are achieving the outcomes for each strategy.
6. The action plan will be revised to take account of evaluations, so that it evolves in line with prevailing circumstances and maintains its currency and relevance.

# measuring progress

Progress towards the realisation of the national strategy will be monitored at a number of levels.

Firstly, a suite of Key Performance Measures for vocational education and training<sup>11</sup> has been established for the period to 2010. These are listed overleaf.

These measures, which are few in number and strategic in their orientation, are broadly aligned with the four objectives of the national strategy. They provide for top-level, time-series monitoring of the 'strategic health' of the vocational education and training system. These measures will be reported upon each year in the Annual National Report of the Australian Vocational Education and Training system.

A range of supporting measures will also be used to complement the Key Performance Measures in monitoring progress.

These measures will provide specific information that is directly relevant to understanding the progress made towards the 12 strategies in the national strategy. The measures, and their data sources, will be listed in the national strategy action plan. They will indicate how we are progressing with:

- **servicing** the needs of businesses, individuals and communities, flexibly and inclusively
- **building** the capability and capacity of public and private Registered Training Organisations
- **improving** the quality, accessibility, responsiveness and reliability of vocational education and training across Australia.

This will include, for example, data on access, participation and outcomes for individual client segments, including those who have particular needs.

These measures will be reported periodically throughout the life of the national strategy. It is envisaged that a benchmarking report will be published in 2004, followed by a progress report in 2008 and a final evaluation report in 2011.

---

<sup>11</sup> All references to 'vocational education and training' mean 'nationally recognised vocational education and training'. The scope of nationally recognised vocational education and training includes only those training products that are either endorsed by the National Training Quality Council (Training Package competency standards and qualifications) or accredited by State/Territory Registering/Course Accrediting Bodies (national courses and modules).

# key performance measures

## Key Performance Measures for vocational education and training<sup>12</sup>

### **1. The level of student participation and achievement in vocational education and training.**

The number of Australians who do vocational education and training each year and the number of qualifications, competencies and modules they attain (including through recognition processes)<sup>13</sup>.

### **2. The level of student employment outcomes and benefits after training and their satisfaction with their training program.**

The proportion of Australian vocational education and training students who improve their employment circumstances or continue on to further study, after completing training, or who perceive they have gained benefits from completing their training<sup>14</sup>.

The proportion of Australian vocational education and training students who are satisfied with their vocational education and training program.

### **3. The level of employer adoption of, and satisfaction with, vocational education and training in meeting the skill needs of their workforce.**

The proportion of Australian employers who are aware of, and who have adopted vocational education and training to meet the skill needs of their workforce.

The proportion of Australian employers who are satisfied with vocational education and training in meeting the skill needs of their workforce.

### **4. The extent to which Indigenous Australians engage with and achieve positive outcomes from vocational education and training.**

The number of Indigenous Australians who do vocational education and training each year and the number of qualifications, competencies and modules they attain.

The proportion of Indigenous vocational education and training students who improve their employment circumstances or continue on to further study, after completing training, or who perceive that they have gained benefits from completing their training.

The proportion of the vocational education and training workforce who identify as Indigenous.

### **5. The level of community awareness and engagement with vocational education and training to assist with economic and social development.**

*The specific measures require further development.*

### **6. The efficiency of Australia's vocational education and training system.**

Government recurrent expenditure per publicly funded vocational education and training output.

*Other efficiency measures relating to capital and/or total vocational education and training expenditure to be developed.*

<sup>12</sup> These Key Performance Measures are agreed in principle subject to completion of a Key Performance Measure implementation plan, at which time this national strategy document will be updated.

<sup>13</sup> To include analysis by gender, age, people with a disability and people from a non-English speaking background.

<sup>14</sup> To include analysis by gender, age, people with a disability and people from a non-English speaking background.

# national strategy consultations

## **Interviews with key leaders**

Interviews were held with industry, community and vocational education and training leaders. Leaders gave their views on a vision, future directions and priorities for vocational education and training to the end of the decade.

## **Focus groups**

People from all walks of life joined in focus groups which explored their hopes and aspirations for the future, particularly their future work and learning. Employers, small, medium and large, individuals and providers put forward views. Special focus groups were held with young people, parents, people on low incomes and individuals and employers situated on the urban fringe.

## **Regional forums**

Community consultations were held in 25 cities and towns across Australia. These consultations were open to the public and attracted 2,500 participants.

The consultations were held in Adelaide, Albany, Alice Springs, Bendigo, Brisbane, Burnie, Canberra, Darwin, Dubbo, Geraldton, Hobart, Kalgoorlie, Katherine, Longreach, Melbourne, Mt Gambier, Newcastle, Parramatta, Perth, Port Augusta, Sydney, Townsville, Traralgon, Tweed Heads and Wodonga.

## **Public submissions**

One hundred and twenty public submissions were received from a wide range of clients and stakeholders: training providers, employers, individuals, unions, non-government organisations, researchers, consultants, employment and training brokers and government departments.

## **Targeted consultations**

About one hundred targeted consultations and roundtable discussions took place to capture the perspectives of particular organisations, or to provide a forum for debate around key issues for the strategy.

## **National forum**

A national forum was held with leaders from industry, business, community and education and training, and with students, to capture feedback on a close-to-final draft of the strategy and gauge support and commitment to it, before the ANTA Board finalised a draft strategy for the consideration of the ANTA Ministerial Council.

# glossary

## **ANTA Ministerial Council**

a body comprising the **Australian Government**, State and Territory Ministers responsible for vocational education and training, which decides national policy, objectives and priorities for vocational education and training.

## **Competency standard/skill standard**

an industry-determined specification of performance which sets out the skills, knowledge and their application required to operate effectively in the workplace.

## **Employability skill**

a skill which is not specific to work in a particular occupation or industry, but is important for work, education and life generally, e.g. communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence, and analytical skills.

## **Key Performance Measure**

one of a set of measures used to monitor the efficiency or effectiveness of a system, which are also used to demonstrate accountability and to identify areas for improvement.

## **Learning pathway**

a path or sequence of learning or experience that can be followed to attain competencies or qualifications.

## **Lifelong learning**

the process of acquiring knowledge or skills throughout life via education, training, work and general life experiences

## **Recognition of prior learning/current competencies**

the acknowledgement of competencies currently held by a person, acquired through training, work or life experience which may be used to grant status or credit in a subject or module and/or to recognise a person's current competencies.

## **Skill ecosystem**

clusters of high, intermediate and low level skills in a particular region or industry.

## **Training Package**

an integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries.

# key literature

- ABS (2002) Australian Social Trends 2002 Cat no 4120.0.
- ABS (2003) Employer Training Expenditure and Practices: Australia 2001/2002 Cat No 6362.0.
- Access Economics (2003) Future Demand for Vocational Education and Training.
- ANOP (2002) Initial Scoping Interviews with 10 Industry Leaders for National Strategy for VET 2004–2010, ANTA, Brisbane.
- Australian Capital Territory (ACT) (2003) Building Canberra's economy.
- Australian National Training Authority (2000), Bridging Pathways: a blueprint for implementation 2000–2005, ANTA, Brisbane.
- Australian National Training Authority (2000), Partners in a learning culture: a blueprint for implementation 2000–2005, ANTA, Brisbane.
- Australian National Training Authority (2002) Environmental Scan for the National Strategy for Vocational Education and Training 2004–2010 ANTA, Brisbane.
- Australian National Training Authority (2003) Analysis of State/Territory Strategic Plans and Policy Statements ANTA, Brisbane.
- Australian National Training Authority (2003) Annual National Report of the Australian Vocational Education and Training System 2002 (Volume 3).
- Ball, K. and John, D. (2002), Issues affecting skill demand and supply in Australia's education and training sector, NCVER, Adelaide.
- Commonwealth of Australia (2001), Backing Australia's Ability, AGPS, Canberra.
- Commonwealth of Australia (2001) Australians Working Together: helping people to move forward.
- Commonwealth of Australia (2002) Employability Skills for the Future, prepared by Australian Chamber of Commerce and Industry and Business Council of Australia.
- Commonwealth of Australia (2002) Intergenerational report, Budget Papers May 2002.
- Commonwealth of Australia (2002) Varieties of learning – the interface between higher education and vocational education and training.
- Council of Australian Governments (COAG) (2001) Reconciliation report reconciliation framework: report on progress in 2001.
- Cully, M (2002), Pathways to knowledge of work, NCVER, Adelaide.
- Grant, P (2002) Report on Consultations with Seven Community Leaders September 2002, ANTA, Brisbane.
- ILO (2002) Learning and Training for Work in the Knowledge Society, International Labour Office, Geneva.
- Kearns, P. (2002), Are two worlds colliding? The provision of training and learning services for small business, NCVER, Adelaide.
- Kosky L (2002) Knowledge & skills for the innovation economy, Ministerial statement on education and training.
- KPA Consulting (2002) Report of Consultations with Chairs/Deputy Chairs of State and Territory Training Boards October 2002, ANTA, Brisbane.
- MCEETYA Ministerial Sub-committee on Young People's Transitions (2002) Stepping Forward - improving pathways for all young people.

# key literature

- NCVER (2002), Issues affecting skill demand and supply in Australia's education and training sector, Adelaide.
- NCVER (2003) Meta Analysis of Key Issues for the National Strategy.
- NCVER (2003) Students and Courses 2002: At a Glance.
- New South Wales Department of Education and Training (2000), VET strategic plan 2000–04.
- Noonan, P. (2001), Critical success factors for TAFE, Centre for the Economics of Education and Training (CEET), Monash University, Melbourne.
- Northern Territory Department of Education and Training (2002), Ministerial Statement on Education and Training 2002.
- OECD (2001) Education policy analysis: education and skills, OECD, Paris.
- OECD (2001), The wellbeing of nations: the role of human and social capital, OECD, Paris.
- OVAL Research (2003) An Industry-led System, reports 1–7, University of Technology Sydney.
- Phillips Curran (2002) ANTA Chief Executive Officers' Committee Members' Perspectives on Vision Future Directions and Priorities for VET for 2004–2010, ANTA, Brisbane.
- Phillips Group (2002) Summary report of 26 regional forums on the national strategy for VET 2004–2010, ANTA, Brisbane.
- Productivity Commission (2002) Skill and Australia's Productivity Surge.
- Quay Connection (2003) Report from focus group research December 2002, ANTA, Brisbane.
- Quay Connection (2003) Report on additional focus group research in regional communities, ANTA, Brisbane.
- Quay Connection (2003) Report on additional focus group research on the urban fringe, ANTA, Brisbane.
- Quay Connection (2003) Young People with a disability, ANTA, Brisbane.
- Qld Department of Education and Training (2002) Skilling Queensland VET policy.
- Ruthven, P (2001) "Working Progress" The Bulletin 23 October 2001.
- Schofield, K. (2002), A new balance: investing in public infrastructure to sustain Victoria's training and skills development system, Office of Training and Tertiary Education, Melbourne.
- Selby Smith, C. et al. (2001), The economics of vocational education and training in Australia: CEET's stocktake, NCVER, Adelaide.
- South Australia Department of Education Training and Employment (2002), VET strategic plan 2003.
- Tasmanian Department of Education (2002) Vocational education and training strategy 2003.
- Volkoff, V., Golding, B. and Jenkin, J. (1999), The vocational essence of ACE: the delivery of VET programs by community education providers, NCVER, Adelaide.
- Western Australian Department of Training (2002) Training sector Review.





[www.anta.gov.au](http://www.anta.gov.au)



AUSTRALIAN  
NATIONAL TRAINING  
AUTHORITY