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"Training directions"

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A I T E A
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 1991

TRAINING DIRECTIONS
FILE 91/35

The national training reform agenda is complex and multi-faceted. The Finn Review is one part of this particular agenda aimed at reshaping post-compulsory education in Australia and setting **national participation targets** (main implications for schools and TAFE; 2nd order effect on universities).

Buzz words:

- . Award Restructuring
- . Competencies/Competency Standards Bodies
- . Modular Training
- . Multiskilling
- . Career Path
- . Recognition of Prior Learning
- . Performance Standards
- . Accreditation/Certification
- . National Training Board (NTB)
- . Credit Transfer
- . Mutual Recognition
- . MOVEET
- . Industrial Parties

MOVEET is likely to approve four interlocking processes for the recognition and training viz

- . Accreditation of courses
- . Recognition of training providers
- . Credit transfer
- . Recognition of prior learning (RPL)

These processes to be in place from 1.1.92, all focus on competencies.

The "definition" of credential is being examined. The nexus between credentials and courses will be challenged if not broken. The possibility of certifying 'competency profiles' is being considered. Some competencies may be developed through training; others acquired in other ways. Courses need not lead to a credential.

Key issues:

- . Competency profiles and performance standards defined by industrial parties (how to build and measure such profiles)
- . Courses accredited only if written in competency terms (up to Diploma level)
- . Work experiences and life experience to be taken into account and recognised.

There is a proposal that NTB's charter be extended to include the professions. This would mean that the professions would be expected to divide competency standards in accordance with processes and guidelines laid down by the NTB and have them endorsed by the NTB.

In fact, in most professions this work is already under way.

The development of national competency standards in the professions will clearly have implications for course design and the assessment of course outcomes in the universities.

1.4 Health Related Professions—VEETAC and AHMAC Reviews

MOVEET Ministers considered the paper provided by the VEETAC Working Party on Recognition of Overseas Skills and:

- a endorsed and agreed to the course of action proposed and adoption of the principles in the background paper to ensure processes of VEETAC and AHMAC do not overlap; and
- b endorsed the Working Party's Report on the Review of the Australian Dental Examining Council, agreed to its transmission to Health Ministers for their consideration, and agreed to its public release.

6 6 2 RECOGNITION OF TRAINING

MOVEET considered the paper provided by VEETAC and endorsed procedures to meet an implementation date of 1 January 1992 for the National Framework for Recognition of Training.

6 6 3 REPORTS FROM GROUPS ARISING OUT OF THE AEC REVIEW OF YOUNG PEOPLE'S PARTICIPATION IN POST COMPULSORY EDUCATION AND TRAINING

3.1 Report of the Working Group on the Recommendations of the Finn Review

AEC and MOVEET Ministers accepted the advice of the Working Group on the recommendations of the Finn Review of Young People's Participation in Post-compulsory Education and Training.

Preamble

- 1 AEC and MOVEET considered the Report of the Review Committee on Young People's Participation in Post-compulsory Education and Training and agreed:
 - a that Australia, as a nation should be committed to providing for all of its young people a program of education/training which prepares them for life as individuals, citizens and workers now, through the current decade and into the coming century;

- b that it is important to make decisions on the general directions of the Report at this time to support the deliberations of Ministers and Heads of Government in the Special Premiers' Conference context;
- c that a number of major recommendations in the Report require further detailed consideration and recognise that this must be done in consultation with interested groups and the community.

Funding Arrangements

The resolutions which follow are conditional on the establishment of satisfactory funding arrangements for their implementation and are subject to outcomes of the Special Premiers' Conference.

In regard to Targets and Measurements

- 2 Agreed to a new national goal of universal participation in post-compulsory education and training by young people so that, by the year 2001, 95% of 19 year olds have completed Year 12 or an initial post-school qualification or are participating in formally recognised education and training.
- 3 Agreed that, to raise the base skill level of those who currently enter the workforce without any appropriate form of education/training, the following target be established:
 - by 1995 all young people by the age of 18 should have attained sufficient vocational skills to achieve at least a base-level traineeship (or other vocational qualification recognised by the National Training Board (NTB) as Level 1) or be participating in Year 12 or progressing toward a higher level qualification.

(Queensland reserved its position on Recommendation 3 and Tasmania expressed its opposition to the Recommendation.)

- 4 Agreed that, by 2001 almost all people by the age of 20 should have attained at least a higher-level traineeship (or other vocational qualification recognised by the NTB as Level 2) or progress toward a higher level vocational qualification or a post-Year 12 academic qualification.

(Queensland reserved its position on Recommendation 4 and Tasmania expressed its opposition to the Recommendation.)

- 5 Agreed that, in relation to higher levels of qualifications, by the year 2001 at least 60% of people by the age of 22 should have attained at least a vocational certificate (or other vocational qualification recognised by the NTB as Level 3) or progress toward a vocational qualification above Level 3 or a diploma or degree.

(Queensland reserved its position on Recommendation 5 and Tasmania expressed its opposition to the Recommendation.)

- 6 Agreed that the AEC Standing Committee and VEETAC advise the AEC and MOVEET annually on progress against the agreed national targets.

(Queensland reserved its position on Recommendation 6 and Tasmania expressed its opposition to the Recommendation.)

- 7 Agreed that State and Territory education and training authorities formulate strategies that give appropriate expression to the agreed national targets.

- 8 a Agreed that the AEC and MOVEET convene a forum chaired by the Commonwealth representing the AEC Statistics Committee, the Committee on TAFE and Training Statistics, Commonwealth Department of Employment, Education and Training, the Joint Working Group on Higher Education, the Australian Bureau of Statistics, the New Zealand Ministry of Education, the National Training Board and other relevant bodies, to advise on the development and implementation of appropriate statistical systems to measure achievement of the agreed national targets;
- b noted that there may be implications for such statistical systems arising from decisions by the Special Premiers' Conference on monitoring and reporting mechanisms;
- c requested that forum to provide advice on the accuracy and consistency of the statistical basis of the Finn Committee estimates;

The how question

- d agreed that this forum identify options for improving co-ordination of sectoral statistics collections; and
- e requested the forum to provide gender subsets for the data in the Finn Report wherever it is available.

9

- a Endorsed in principle the development of employment-related Key Competencies in post-compulsory education and training for young people and the establishment of agreed national standards for those Key Competencies, subject to further decisions on their content and implementation as the work of the AEC/MOVEET Steering Committee (the 'Mayer Committee') proceeds; and

- 1. lang + communication
- 2. mathematics
- 3. scient. + tech understanding
- 4. cultural understanding
- 5. problem solving
- 6. personal and interpersonal characteristics

- b noted that the Mayer Committee will be reporting to Ministers by the next AEC/MOVEET meeting on the feasibility of developing and implementing the Key Competencies concept and agreed that the relevant recommendations of the Finn Report be considered further in the light of the report of that Committee.

Queensland and Tasmania agreed there is merit in the notion of Key Competencies and are willing to engage in a national process for further exploration and clarification of the nature of Key Competencies, their assessment, their reporting and their effects on the 1-12 curriculum; but expressed reservations regarding possible implications of competency standards including their compatibility with other curriculum structures; and their possible influence on compulsory and post-compulsory sectors of schooling.

10 Agreed that:

- a relevant AEC and MOVEET bodies (including the VEETAC Working Party on TAFE Staff and Related Issues, the Australian Committee on Training Curriculum, the AEC Curriculum and Assessment Committee) and the National Project on the Quality of Teaching and Learning should take into account Ministers' in principle endorsement of the Finn Report in relation to Key Competencies and should develop appropriate links with each other and the Mayer Committee; and

- b the specific tasks required to be undertaken by other AEC and MOVEET bodies in relation to the Key Competencies concept will be decided in the light of progress by the Mayer Committee.
- 11 Noted that, in particular, satisfactory provision for the professional development needs of teachers in both schools and TAFE will be a crucial element of any agreement to implement the Key Competencies concept and that further decisions on the the means of progressing this issue be taken in the light of progress by the Mayer Committee.
- 12 Requested that VEETAC consider the appropriateness and feasibility of:
- the incorporation of the concept of employment-related Key Competencies into vocational education and training for adults, linking, at an appropriate stage with the Mayer Committee; and
 - the establishment of national targets in vocational skills and competencies among adults.

In regard to Provision and Pathways

- 13 a Reaffirmed the high priority of reform of entry-level training arrangements, endorsed the principles set out in recommendation 5.2 of the Finn Report and noted the need for a clear definition of entry-level training be conveyed to the wider community; and
- b noted that:
- the Employment and Skills Formation Council (ESFC) is undertaking wide consultations on structured entry-level training issues;
 - the ESFC's report will be considered by VEETAC/MOVEET in the first half of 1992, with the intention of developing an agreed Commonwealth/State policy on a unified structured entry-level training system; and
 - the issues raised in the Finn Report will be covered in the ESFC's consultations.

- 14 a Endorsed the principle that all students should attend school until at least the end of Year 10 and agreed that State and Territory governments should introduce a compulsory requirement to attend school (unless exempted) to at least the end of Year 10 or the age of 15, whichever is the later;
- b noted that this agreement does not require any State or Territory with a compulsory school leaving age higher than 15 years to lower that age; and
- c noted that New South Wales has a statutory school leaving age of 15.
- 15 a Agreed in principle to the concept of an Education and Training Guarantee, to ensure that all young people in Australia complete two years of formally recognised full-time study or equivalent in post-compulsory education and training, to assist them to achieve nationally agreed competencies; and
- b agreed that the VEETAC Working Party on Training and Labour Market Programs and the AEC Schools Working Party together should develop options for the specification and implementation of the Guarantee, including analysis of costs at the State/Territory level, having regard to relevant decisions taken by Heads of Government in the Special Premiers' Conference. The options are to provide incentives to prevent students leaving school prematurely.
- 16 Agreed to refer the matters in Finn Report recommendations 5.7 and 5.8 to the National Training Board for consideration and requested the NTB to report back by mid-1992.
- 17 a Endorsed the need for effective school/TAFE articulation and credit transfer arrangements and for the dissemination of information about such arrangements to students, parents, teachers and career advisers;
- b agreed that the implementation of such arrangements is a matter for each State and Territory consistent with the nationally agreed framework for the recognition of training; and

- c agreed that the AEC Working Party on the Annual National Report on Schooling should include in the Working Party's next report to the AEC a recommendation on inclusion of an outline of school/TAFE credit transfer and articulation arrangements in each State/Territory in the Annual National Report on Schooling.
- 18 Noted the recent decision by the AVCC to establish a pilot Credit Transfer Agency.
- 19 Recommended that the Commonwealth Minister should ask NBEET, in consultation with the AVCC, to provide advice on the development of competency based approaches to university entry selection and credit transfer, as part of NBEET's ongoing responsibility to report to the Minister on credit transfer arrangements; and requested the Commonwealth Minister to make NBEET's advice available to AEC/MOVEET for consideration and comment.
- 20 Agreed to extend the terms of reference of the VEETAC Working Party on a National Framework for the Recognition of Training in consultation with the schools and higher education sectors to include a review of the system of vocational qualifications and its relationship with school and higher education credentials, taking account of the results of the Working Party's project on 'The National Alignment of Vocational Education and Training Credentials to the Australian Standards Framework'. Roles and Responsibilities for Delivery of Post-Compulsory Education and Training.

In regard to Roles and Responsibilities for Delivery of Post-Compulsory Education and Training

- 21 Endorsed the need for each State and Territory to define clearly:
- the respective responsibilities of schools and TAFE in the provision of education and training for young people in the immediate post-compulsory period; and
 - the inter-relationships expected of schools and TAFE in implementing those responsibilities,

noting the Finn Report's recommendation that States and Territories examine exemplary and innovative delivery models.

- 22 Noted that the Finn Committee was unable to give detailed consideration to the particular needs of rural communities and that NBEET's report 'Toward a National Education and Training Strategy for Rural Australians' is being considered separately by Ministers.
- 23 Agreed that States and Territories should consider a range of education and training delivery options to provide appropriate learning environments and institutional settings which recognise the different needs of students in the immediate post-compulsory years relative to younger students.
- 24
- a Agreed that TAFE's principal role is the provision of high quality education and training relevant to industry needs and standards, while noting that it also has a role in the provision of education and training for groups disadvantaged in the labour market and for adults seeking to upgrade basic education or develop additional skills;
 - b asked VEETAC to advise on measures to improve the understanding of vocational education, including TAFE programs, in the community and in schools; and
 - c agreed that Stream 1000 courses should be organised and presented in a way which clearly differentiates them from vocational and foundation courses.
- 25
- a Endorsed the need for strengthening the involvement of industry in all education and training sectors; and
 - b subject to the agreement of the National Industry Education Forum (NIEF), agreed to the establishment of a joint AEC/MOVEET/NIEF Working Group to:
 - advise the AEC, MOVEET and the NIEF on action required to strengthen industry/education links consistent with the directions set out in the Finn Report; and
 - work with the AEC Working Party on Careers Education in relation to the Finn Report's recommendation 8.4 concerning careers education.

- c agreed that the Working Group should report to the AEC, MOVEET and the NIEF no later than May 1992, that membership is to consist of two persons nominated by each of the AEC Standing Committee, VEETAC and the NIEF plus a representative of the Commonwealth to chair the Working Group and that the Working Group should consult with public sector employers.

In regard to Participation In Education and Training by the Disadvantaged

- 26
 - a Agreed that it is important to address the issues raised in the Finn Report relating to young people with disabilities and note that the Mayer Committee will be taking account of these issues in its work on the development of Key Competencies;
 - b noted that the Commonwealth will consult with States and Territories on relevant proposals arising in the work of the Commonwealth's Disability Task Force; and
 - c noted that advice on relevant outcomes from the Disability Task Force will be reported to AEC and MOVEET.
- 27 Noted the Commonwealth's decision to extend the Students at Risk Program to 1992 and that the Commonwealth will consider future funding in the context of an independent evaluation of the program which is being commissioned by DEET.
- 28
 - a Agreed that States and Territories consider the transition and career education needs of students, including the possible need for identified transition co-ordinator and careers adviser positions in schools, in the light of the report of the AEC Working Party on Careers Education and having regard to the availability of relevant State and Commonwealth programs and services such as the Students at Risk Program and Youth Access Centres; and
 - b noted that the Commonwealth will be consulting with the States on piloting transition co-ordinator arrangements under the auspices of the latter two programs.

- 29 Noted that the National Plan of Action for Women in TAFE is expected to assist young women secure more effective participation in TAFE and that the Review of the National Policy on the Education of Girls in schools is expected to bring forward recommendations for ensuring and monitoring equitable participation and attainment for girls in schools.
- 30 Agreed that States and Territories consider identifying separate components in their TAFE equity targets for the participation of disadvantaged young people.
- 31 Noted that the Commonwealth's Austudy Review will be considering TAFE participation issues.
- 32 Noted that low participation in post-compulsory education by young people tends to be concentrated in regional areas where special social and economic factors apply, that the Commonwealth's Youth Access Centres already have a role in co-ordinating youth servicing arrangements at the local level; that several States have also developed initiatives in this area; and that the issue of ongoing co-ordination of youth services is appropriately a matter for Youth and Education and Training and Aboriginal Affairs Ministers.
- 33 Agreed that States and Territories, in consultation with the Commonwealth, as appropriate, consider means of monitoring regional patterns of education and training participation and attainment, especially for 'at risk' groups.

In regard to Careers Education

- 34 While noting that decisions on the choice of careers guidance systems are matters for State/Territory education systems, agreed that the AEC National Database Management Committee review any computerised careers guidance/learning program currently in use or proposed for use (subject to the agreement of the 'owning' system) with a view to assisting systems to decide on the most appropriate computerised packages.
- 35 Endorsed the recommendation that employer expenditure on industrial experience programs for students and teachers be allowed as eligible expenditure under the Training Guarantee; and noted that the Commonwealth is actively considering the options under the Training Guarantee legislation and the need for any amending legislation and will consult with States, Territories and industry in this process.

In regard to Resource Implications

- 36 a Noted that the Commonwealth Minister will give a reference to NBEET to conduct a review of the appropriate balance of growth across the schools, training and higher education sectors that is required to achieve the new agreed national targets for post-compulsory education and training.
- b Agreed that AEC/MOVEET establish a working party, chaired by the Commonwealth, to work with NBEET in the conduct of this review with work to include:
- the process of consultation for the review;
 - receiving progress reports from NBEET; and
 - consideration of the NBEET report and advising AEC/MOVEET on its findings and policy response.
- 37 Agreed that consideration of the recommendation for a national schools infrastructure program be deferred until funding arrangements for schools have been decided by the Special Premiers' Conference.
- 38 Noted that the options set out in the Finn Report on funding arrangements for TAFE will be included in considerations for the Special Premiers' Conference.

3.2 Steering Committee on Key Competencies for Post Compulsory Education

AEC and MOVEET noted the progress report of the Steering Committee on Key Competencies for Post Compulsory Education and endorsed the operating budget of \$250,000 agreed by Committee members which will be funded on the following basis:

Commonwealth	50.00%
New South Wales	17.06%
Victoria	12.75%
Queensland	8.51%
South Australia	4.21%
Western Australia	4.82%
Tasmania	1.33%
Northern Territory	0.48%
Australian Capital Territory	0.84%

AEC and MOVEET resolved to add two teachers to the Committee, one each from the schools and TAFE sectors.

It was noted that the AEC Executive Committee has been given approval to authorise the budget of the Mayer Committee.

3.3 Summary Analysis from the AEC Review Committee on the National Policy for the Education of Girls

AEC and MOVEET considered the paper provided by the AEC Review Committee on the National Policy for the Education of Girls and agreed to:

- a as far as possible, support the principle of gender equity in relation to membership of committees carrying forward the work of the Finn Review;
- b refer to the Mayer Committee for consideration of inclusion amongst the Key Competencies for post compulsory education, as a way of ensuring gender equity in employment opportunities, competencies for all young people relating to family and household management; and
- c request the Mayer Committee to consider gender inclusivity in all areas of Key Competencies.

4 FUNCTIONAL REVIEW OF ROLES AND RESPONSIBILITIES IN TRAINING AND LABOUR MARKET PROGRAMS

In cognate debate on items 4 and 6, AEC and MOVEET

- a noted the substantial progress on the Finn Report recommendations and released its response to that report as detailed in item 3 of these minutes;
- b deferred further consideration of all options for funding including the Commonwealth's preferred option (option 9 (vi) in the agenda paper for item 4 of this meeting);
- c established a Working Party of officials, comprising up to two nominees of each State/Territory and the Commonwealth, and chaired by Dr G Ramsey (NSW):