The creation of a Tertiary Sector

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Tertiary – who needs it?
Education Pathways aren’t Straightforward!

The participants in an NCVER study:

- Recorded 165 moves in learning between them
- 75 percent of participants recorded three or more moves
- The highest number of an individual’s moves was seven
- 60 per cent of learning moves involved moves to different education fields
- 64 per cent of inter-sectoral moves were from VET to higher education
- Intra-sectoral moves were highest within VET
## Changes in the Labour Market

### Table 11.5: Changes in labour force status, prime-age population, 2002–2007 (%)

<table>
<thead>
<tr>
<th>Labour force status in 2002</th>
<th>Employed full-time</th>
<th>Employed part-time</th>
<th>Unemployed</th>
<th>Not in the labour force</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed full-time</td>
<td>90.2</td>
<td>5.7</td>
<td>1.2</td>
<td>2.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>53.8</td>
<td>28.2</td>
<td>*6.0</td>
<td>*12.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>55.6</td>
<td>*7.0</td>
<td>*12.2</td>
<td>*25.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Not in the labour force</td>
<td>23.9</td>
<td>*10.3</td>
<td>*5.1</td>
<td>60.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>81.3</td>
<td>7.7</td>
<td>2.3</td>
<td>8.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed full-time</td>
<td>70.9</td>
<td>19.0</td>
<td>*0.8</td>
<td>9.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>31.4</td>
<td>55.8</td>
<td>*2.1</td>
<td>10.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>30.5</td>
<td>22.0</td>
<td>*12.2</td>
<td>35.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Not in the labour force</td>
<td>13.2</td>
<td>30.5</td>
<td>4.1</td>
<td>52.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>41.3</td>
<td>33.4</td>
<td>2.5</td>
<td>22.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Notes:* Population weighted results. * Estimate not reliable. Percentages may not add up to 100 due to rounding.

Source: Household Income and Labour Dynamics in Australia (HILDA) Volume 5, 2010
A Post-Bradley Landscape

“the move to a mass higher education system together with the growth of a credentials-driven employment environment has seen a blurring of the boundaries between the two sectors.”

Source: Professor Denise Bradley, AC, Review of Australian Higher Education
So, what exactly is “Tertiary”? 
"When I use a word," Humpty Dumpty said in a rather scornful tone, "it means just what I choose it to mean — neither more nor less."

"The question is," said Alice, "whether you can make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be master — that's all."
A UNESCO Definition

“Any education entered after successful completion of secondary education, which may include vocational post-secondary education (leading to a certificate) and higher education (leading to a degree), even though the designation is often used synonymously with higher education”.

Source: Campbell, C and Rozsnyai, C, 2002, Quality Assurance and Development of Course Programmes, UNESCO
Towards an Australian Definition

• “all Victorian universities, the 1,300 providers registered to deliver VET, and the 350 publicly-owned adult and community education providers.” Source: Report Advising on the development of the Victorian Tertiary Education Plan (the Kwong Lee Dow Report)

• “all vocational qualifications should be included in the definition of tertiary education.” Source: Francesca Beddie, NCVER

• TDA and UA propose that tertiary is only diploma and above.
ACPET and the new tertiary sector...

University of Canberra/ACPET memorandum of understanding

Credit Transfer project - ACPET/University of Southern Queensland/Queensland Government

Howarth Survey – Private bigger than Public?
The Australian Government

Australian Government working view:

• The VET and Higher Education sectors together form a “tertiary sector”;

• Diversity is encouraged within each sector and across both public and private providers; and
The Australian Government

Australian Government working view (continued):

“...we need the two systems to work together to produce integrated responses to national needs in knowledge, skill development and social inclusion ... two systems, one shared vision...”

Source: Julia Gillard, Minister for Education, Employment and Workplace Relations, Media Interview, March 2009
Puzzling out a Tertiary Sector

TDA / UA

South Australia Review

LH Martin Institute

Bradley Review

Go 8

Skills Vic/Kwong Lee Dow

UC – Stephen Parker
So what has been happening?
MCTEE

A “joined up” Ministerial Council: the Ministerial Council for Tertiary Education and Employment (MCTEE) to ensure that future planning and decision-making takes into consideration the issues that span the two sectors.
Australian Qualifications Framework

Review of the AQF to improve flexibility and movements between VET and higher education.

The AQF Council “Pathways Project” to improve the articulation and connectivity between the sectors.
Quality Assurance

Strengthening the Australian Quality Training Framework

• Strengthened conditions and standards for registration of new providers entering the market and continuing registration of ongoing providers have been introduced.

• Only training providers likely to deliver quality outcomes will be admitted to the VET market; and only training providers that deliver to required standards are permitted to continue in operation.
Skills Australia

Expanded role of Skills Australia - skills forecasting activities not constrained by artificial boundaries relating to whether a worker was educated and trained by vocational or higher education providers.
ACPET’s Future Role

Given the activities of governments in Australia, where will this position the VET sector and ACPET in the future?