A Guide for
TAFE Board Directors

VICTORIAN
TAFE
ASSOCIATION

The peak body for Victoria's **TAFE** network

Message from the Victorian TAFE Association Chair

Following feedback from members about knowledge and information sharing for Board directors, the Victorian TAFE Association has prepared the following guide to assist Directors in seeking the information they need to allow them to fulfil their tasks as a director.

The complexities of TAFE and the VET sector are significant – which is borne out in the length of the index to the guide! It is sometimes very difficult for long standing directors, let alone those who have recently commenced in the role, to fully grasp matters like the legislative framework that we operate under, the funding model, the obligations of TAFE institutes, the services that we provide, our stakeholders, etc., and of course, the ever present acronyms.
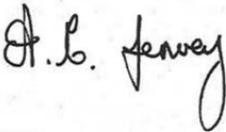
I have served on various Boards for many years now, and wish that a tool like this had been available to me, especially when commencing in a new tenure, to help me navigate the "uniqueness" of each sector that I have been involved in.

I think you will find this guide very comprehensive, a lot of thought and effort has gone into its planning and its review. There are handy links inserted throughout, which further adds to its value.

It is a "live" document, so will remain current and up to date for your continued use.

I wish to thank everyone involved, and they include those who suggested that such a resource would be useful, those who have worked so hard to put it together (with special mention to Arnaldo Barone who has had a leading hand), those who reviewed it and offered suggestions, and finally to the whole Victorian TAFE Association team for their input and support.

I commend it to you. As time progresses, we would love your feedback as to its content, its ease of use, and its overall usefulness as a resource.

Allison Jenvey
Chair, Victorian TAFE Association Board

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Chapter 1
Foreword

1.1. Introducing this guide

This foreword provides an introduction to this *Guide for TAFE Board Directors*, but there is also a useful table of contents and an index to help you to access the information you need quickly. The guide is a living, breathing **online document** which the VTA will update as new information becomes available or relevant issues for Directors emerge.

The topics the guide covers are broad, and they need to be given the wide-ranging roles and missions of the VET sector in general and TAFEs in particular. The Guide also aims to be informative to Board chairs and directors, given that one of their most important roles is to exercise due care, diligence and skill in making decisions. Doing this means making reasonable enquiries to inform decisions as well as understanding the financial, strategic and other implications and impacts of the decisions Boards reach.

This means that Boards need to:
- Know about the legal, legislative and workplace relations arrangements affecting TAFE Institutes
- Gather good data and information, analyse and use it well and tap into other useful information sources
- Know who the stakeholders are: listen to them and learn from them
- Understand the VET system, where it sits, what it does and how their TAFE operates.

A couple of other things are important too: knowing about the VET 'market' in general and, in particular, about the roles TAFE and other institutions play in Australia's important international education market.

Let's look at each of these aspects in turn before considering:
- What is VET's and TAFE's role is within Australian education? And
- What are some of the key issues confronting Victorian TAFE right now?

Know about the legal, legislative and workplace relations arrangements affecting TAFE Institutes
Board Directors need information to help them do their job effectively. This information includes the legal framework and legislation under which VET operates at both the Commonwealth and state levels as well the individual constitutions of each Victorian TAFE Institute. It is also important that Boards be aware of the workplace relations arrangements TAFE Institutes operate under, including the employment agreements and workplace relations bodies that affect their Institute. The effective implementation of the new Victorian TAFE Teaching Staff Agreement 2018 is a particularly important focus at present.

Equally important are the good governance and other guidelines relevant to the Boards of public entities such as TAFEs. These guidelines are underpinned by VET regulation and compliance requirements, again operating at both state and Commonwealth levels. Of particular relevance to TAFEs are two federal regulatory bodies: the Australian Skills and Quality Authority (ASQA) for VET related qualifications and, in the case of TAFEs that operate in the higher education space, the Tertiary Education and Quality Standards Agency

(TEQSA). TAFEs are also required to submit data to the National Centre for Vocational Education Research.

Gather good data and information, analyse and use it well and tap into other useful information sources
The importance of paying attention to both regulatory requirements and gathering and making effective use of data and other information by Boards cannot be overemphasised. The well-known issues encountered by TAFE in South Australia (TAFE SA) when it failed an ASQA audit potentially provide some stark lessons for TAFE Boards here in Victoria,[1] and we will return to these later.

High quality data and information are important tools in the armoury of TAFE's Boards and their institute's management, though – and the guide provides information on a range of data and information sources Boards can draw upon. The sources of information can be enhanced by looking at the information gathered and held by relevant research bodies and Victorian TAFE's networks. Boards may also wish to make use of their expertise from time to time, or gather their own data and information to inform their decision making.

Know who the stakeholders are: listen to them and learn from them
Board Directors represent a number of the industry and community stakeholders in the Victorian and national VET systems. But it is also important to be aware of those most closely concerned with the work of VET providers themselves, including those focused on TAFE, private and adult and community education. It is also worth being aware of similar stakeholder bodies operating in other countries, such as the UK, US and Canada. Long experience tells us that their issues are often very similar to our own and therefore there is much we can learn from them – as they learn from us.

Understand the VET system, where it sits, what it does and how its providers operate
The Australian VET system has a long history. It is large, complex and industry led. There are a number of different provider types, and the Guide is especially concerned with those that are Registered Training Organisations (RTOs). RTOs include TAFEs, dual sector universities (of which there are four in Victoria), private providers, adult and community providers – including Learn Locals, industry associations and enterprise training providers. Schools may also offer VET programs in their own right or in association with external RTOs, especially TAFEs.

The sector's education and training is underpinned by a series of nationally endorsed Training Packages. Training Packages have been in place since the mid-1990s and have been reviewed on a number of occasions. While there is strong support for them – particularly from industry, they have their detractors too. TAFEs and other providers can have difficulty in interpreting and using them. They can be administratively complex for TAFEs too, particularly because of the large number of qualifications TAFEs generally have on their scope of registration. Staying on top of, and reacting to, changes to Training Packages on an Institute's scope of registration can be challenging for both your Institute's teaching and quality assurance staff.

Training Packages and Accredited Courses have a range of qualifications at different levels within Australia's national Qualifications Framework: the Australian Qualifications Framework

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[1] And we will return to the lessons TAFE SA learnt later in this Foreword as they are potentially very relevant to Board Directors in Victoria. But you may find a report on TAFE SA's issues by its reviewers, Terry Moran and Kim Bannikoff, useful reading

or AQF. The AQF is presently under review, so the Guide will be updated when the nature of the changes to it are known. The review's website can be accessed here.

The VET training market and international education

The marketisation of VET began in earnest in Victoria around 2009 and continued through until 2015. It aimed to increase the numbers undertaking VET courses significantly. It did this successfully, but there were unintended and undesirable consequences too. Some, for example economist Phil Toner, have argued that marketisation of an 'experienced good' such as vocational education can be problematic. And this proved to be so.[2]

The initiative allowed unethical providers into the training market and, as a consequence, challenged the viability of TAFEs and ethical private providers alike. Following a review by Bruce Mackenzie and Neil Coulson, which included an issues paper and a final report, changes were made. Funding have been provided by the Victorian Government to support and revitalise TAFEs. This included re-opening campuses and upgrading infrastructure and facilities.

New VET policy initiatives have outlined in the most recent Victorian budgets.[3] They have focused on Free TAFE (providing free places in a range of priority qualifications for eligible students) and other initiatives such as 'Future Industries' and 'Skills and Jobs'. There will also be a focus on higher apprenticeships, particularly directed at Victoria's Big Build projects and in the social services sector.

Victoria has a very large share of the international student market nationally. In VET, TAFE in Victoria is not the largest player in this market in the state; private providers are. Nevertheless, understanding the market for VET courses offered onshore or offshore is important to ensure quality of offerings and a high level of student satisfaction. Key to understanding this market are the Education Services for Overseas Students (ESOS) Act and regulations, codes of practice and how providers are registered through the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) to deliver education and training to overseas students. Understanding the applicable visa systems and how they work is also important.

1.2. What Victoria's TAFE institutes are about

Vocational education and training (VET) in Australia includes the formal, non-formal and informal learning to prepare people for the world of work. VET is part of the tertiary education sector and is seen by governments, society and industry bodies alike as being important to help sustain, develop and grow the Australian economy. But that is not its only role.

VET occupies the territory between compulsory schooling and professional education, and has been called the 'middle child' of Australian education. Unfortunately, it is caught between the powerful voices of school- and university-based education and offerings in all three sectors overlap and, potentially, compete.

TAFE Boards are important advocates for their individual institutions and, collectively, can help raise the status of TAFE by helping to promote a greater parity of esteem with the other

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[2] You can access a recent paper by Phil Toner on this issue here. Guthrie and his colleagues also highlighted the impact of marketisation on Victorian service skills courses offered in the VET sector.
[3] See articles in VDC News summarising the last two Victorian budgets here (2019-20) and here (2018-19).

part of the tertiary education sector: universities. This requires some new thinking about the nature of tertiary education.[4]

However, the VET sector is complex, with large numbers of students and providers, diverse purposes and a great many sites of delivery. Its wide-ranging roles are not well understood by many of its stakeholders. Indeed, government policymakers, politicians and their advisors and other influential stakeholders often have had little direct experience of it. They comprehend traditional 'missions' such as apprenticeships, but their understanding of its other, broader roles remains more elusive.

TAFE has a long and distinguished history in Australian education.[5] It provides training to a wide range of industries and occupations at the sub-professional level that are in major need of workers. Indeed, many of the occupations in skill shortage at present require TAFE education and training. TAFE institutes play a vital role in both preparing Australians to enter the workforce and upskilling them to transition between industries to exploit new employment opportunities. It also plays a critical role in helping Australia increase workforce participation, productivity, skills and social inclusion.

TAFEs help their students gain the skills, knowledge and personal attributes they need to enter the workforce for the first time, re-enter the workforce, train or re-train for a new job or broaden or upgrade their skills.[6] TAFEs need to do this by offering the best possible teaching and assessment that delivers quality outcomes for students, employers and Victoria's communities and industries more generally. So good quality assurance is very important.

They also have to support their diverse body of students on their learning journey as many have challenges in learning – with poor levels of literacy and numeracy, are disadvantaged or have disabilities. An article in VDC News looked at this issue. It highlighted four lessons for institutions:
    Lesson 1: The whole institution needs to commit
    Lesson 2: The institution needs to build strong external relationships
    Lesson 3: Support needs to be customized to ensure success, and
    Lesson 4: Collaboration is the key.

Importantly, therefore, TAFE institutes provide opportunities for the development of second-chance education as well as post-secondary initial training, and further skills development for those well established in their careers. This charter is wider than that for the other major sectors of Australia's education system, with TAFE's roles encompassing workforce training and development on the one hand and the promotion of access, social justice and equality on the other. To fulfil all these roles effectively TAFEs and their staffs need to be innovative. And to be innovative they need high quality, supportive leadership from the top down.

TAFEs must operate efficiently and sustainably within their budget constraints. However, TAFEs must also balance their commercial imperatives with their role as a body working for

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[4] However, there have been a number of recent papers and reports suggesting that a rethink of tertiary education is needed. These have been summarised a series of articles in the VET Development Centre's Newsletter (VDC News). The first is by KPMG, another is from the Business Council of Australia and a final one comes from the Mitchell Institute at Victoria University.
[5] Materials related to the history of VET in general, and TAFE in particular, can be found here. In particular, there is Gillian Goozee's History of TAFE, updated last in 2001.
[6] To get to know what VET involves better, use the VET Knowledge Bank maintained by VOCED Plus.

the broader 'public good'. This latter role may be difficult to sustain if purely hard economic logic is applied, and this means that a TAFE's Board, leadership and staff all play an important role in helping getting this balance right.

Finally, the size of TAFE institutes and the diversity of the industry sectors, qualifications and other programs they offer challenges them in ways that private and other providers are not. Someone characterised TAFEs as the 'department stores' of VET. Private and community education providers are more 'boutique', because of their smaller size and more limited range of offerings. This has two consequences for TAFEs: first, the quality of what they do will undoubtedly vary across teaching areas and departments, so really good monitoring systems are needed to identify success as well as where issues need to be addressed and improvements made. Good data and information are the key here. Second, Boards and Institute leadership need to be tolerant of the fact that no one-size-fits-all approach to fulfilling a diverse set of missions will work. Rather, a tolerance of diversity is needed to ensure that the way each area operates is 'fit-for-purpose'.

At the end of the day, though, TAFEs need to be demand-driven, customer-focused, flexible, innovative and responsive.

1.3. Key issues facing TAFE institutes and their Boards (and how this guide will help you)

Some time ago, the Australian National Training Authority (ANTA)[7] funded a consortium of researchers to examine the issues affecting the capability of VET's providers. One paper focused specifically on TAFE. The lessons learnt then (2010) are probably still applicable today. The paper had three simple messages. One was that building capability requires a strategic focus. This involves the vision, strategy and approaches to operating being shared and understood across all organisational levels. The second is that building organisational capability demands close alignment of individual development with organisational vision, strategy and business goals. Capable TAFE institutions create organisational climates that encourage innovation and foster individual/team autonomy and responsibility. The third is that organisational capability and flexibility is needed and that over-regulation at the institutional level and beyond can adversely affect that.

The key issues the authors of the paper identified were the:
- context in which TAFE providers operate—including the policy, governance and regulatory framework
- funding arrangements
- organisational structures and operating processes at institute level
- quality of leadership and management—in particular the role of middle managers
- workforce issues, including demographics, conceptions of career, human resource management, industrial relations and workforce development.

Many of these issues are picked up below.

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[7] ANTA was a Commonwealth Government authority established in 1992 to create a nationally consistent Vocational Education and Training sector, including by ensuring greater recognition of training and qualifications offered across jurisdictions. ANTA achieved this by introducing a series of standards and programs that enabled graduates to take their qualifications across jurisdictional lines. For more on ANTA, visit here.

High quality institutional leadership and Board governance

The [report] by Terry Moran and Kim Bannikoff[8] on TAFE SA is of relevance to TAFE Boards in Victoria. Moran and Bannikoff noted a range of issues in TAFE SA; in particular the absence of strategy that charts a course for the institution, its place in VET, and its service to students, industry and communities. Another issue was the centralisation of decision-making and resources, where a better proposed approach they proposed was shifting authority and accountability for delivery to educational leaders at the campus or business unit level. However, there was a need for innovative educational leadership at all levels. They advocated leadership and management approaches that "empower staff to take initiative and innovate within an accountable organisational culture." Teamwork also needs to be part of this culture.

While the above may not be issues with TAFEs in Victoria, they are timely reminders of areas that require continual focus and attention from Boards and institute leaders.[9] In part, these foci can also be addressed by surveys of organisational health, aimed at 'feeling the vibe' within the institution overall, and within its individual business units.

It's important to remember that leadership is a broad term. There are those who, by their classification, are the leaders - the CEOs, senior executive and other managers - but there will be other 'leaders' in the organisation that need to be nurtured. It is a concept of 'shared leadership'.

CEOs and their senior team play a pivotal role in shaping the culture and 'mood' of the organisation. They need to be able to communicate a vision for the institute, build a successful team around them and inspire staff to commit to making any needed changes. So effective change management strategies and skills are essential. Also, if responsibility for leadership is shared across all levels of the organisation, typically through the application of quite participative and collaborative models of leading, there is a better chance of changes actually happening!

Advocating for the value of TAFE

For some time now, there has been a mood for a more aligned and streamlined governance model for an integrated tertiary sector. This view was touted both by the [Bradley Review of Tertiary Education] in 2008 and through a series of position papers developed by Skills Australia around 2008-9.[10] It is gathering favour with industry representative groups as well, who do not necessarily believe that universities can deliver them graduates with the capabilities and knowledge they need.

However, one significant issue is the parity of esteem in which TAFE and the broader VET sector is held.[11] In part, the issue is their relative lack of status in comparison with universities. Schools, teachers, careers advisors and parents often see TAFE and VET as second best. At worst, TAFE and VET is seen the place where the 'dummies' go that might

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[8] Terry Moran was the first head of the Australian National Training Authority (ANTA) and subsequently the Secretary of The Department Prime Minister and Cabinet. Kim Bannikoff is a former senior official at ANTA and a CEO in the both the Victorian and Queensland VET systems.

[9] [Victor Callan and his colleagues] investigated the approaches needed to sustain and build the management and leadership capability of VET providers in 2007.

[10] See [Skills Australia 2008], *Future governance arrangements for the National Training System*, Skills Australia, Canberra and [Skills Australia 2009], *Foundations for the future: Proposals for future governance, architecture and market design of the National Training System*: Final position paper, Skills Australia, Canberra

[11] For more information on the parity of esteem issue see [Focus on parity of esteem] on the VOCED Plus database.

not cut it at university. On the other, there is a lack of understanding about the very broad and important roles TAFE and VET play in society.

Many VET-based occupations require significant knowledge and other skills, but this is not necessarily recognised well in countries like Australia. We do not have the 'parity of esteem' between the 'technical' and the 'academic' streams of education found in many European countries (such as Germany, Austria, Switzerland and countries in Northern Europe).

An important role for Board members is to work within their communities and more broadly with local industry and employers to raise the status of TAFE and be critical informants about, and advocates for, the sector.

Fostering collaboration and benchmarking between Victoria's TAFE Institutes

While there have been may advantages in maintaining separate TAFE institutes and dual sector institutions in Victoria,[12] as distinct from having a single TAFE entity as in most other states and territories, one of the persistent issues is ensuring that there is sufficient collaboration between the Victoria's public providers.

Traditionally, they have tended to see each other as competitors, but with the development of VET markets the real competition are the private providers. This is particularly so in the discipline areas in which private providers are significant, and even dominant (These areas include management, social services and international education).

One of VTA's real strengths is to provide the opportunity to develop networks and communities of practice aimed at addressing issues of common interest and improving practice. This has the potential to be expanded.

Gathering and using data and information to advise Board and Institute decision making

Moran and Bannikoff's report on TAFE SA remind us of "the criticality high quality data analytics and information – specifically including robust financial performance and activity-based data – to inform evidence-based execution of fit-for-purpose strategic and resource management."

Making effective use of student[13] and survey data collected at state or national level (as well as that collected by their institute in some cases) is also important. These data, used effectively, can help detect any variance in the nature and quality of student experiences and outcomes overall and within operational units of the institution. It can also be valuable for gathering feedback from other 'clients' serviced by the institution.

Moran and Bannikoff also noted the need for effective and meaningful performance measures as a basis for accountability

However, and as is often the case, externally imposed requirements for funding accountability and regulatory compliance are significant factors which drive an institute's processes and systems for monitoring and evaluating its efficiency and effectiveness. The key point, though, is that the Board and leadership team have data and other information

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[12] For more information on this issue, see a paper prepared for the VTA by Ruth Schubert and Leo Goedegebuure and entitled *The Strengths and Benefits of the Victorian TAFE Model* here
[13] For example, the student data collected using the AVETMISS standard

that provides a sound base which enables them to make informed decisions as well as manage and run the institute effectively.

Maintaining and enhancing Institutional quality

The recent review of TAFE SA highlighted issues in the development and maintenance of quality systems. While this might have been considered a problem that TAFE SA alone had, a better view might be 'there but for the grace of God go we' unless a TAFE's Board, leaders and managers are diligent.

An article in VDC News in 2018 highlighted some of the lessons learnt from TAFE SA's issue arising from their ASQA audit. These include:
- Not losing site of the importance of quality as an end and as a means
- Making sure that both strategic plans and organisational management are sound, including ensuring that there is a high level of professionalism and a good, strong organisational culture, and finally
- Having an effective internal audit process and taking notice of it. This means taking any audits and suggested rectifications seriously.

Developing the capabilities of Institute staff

One of the most important assets of any TAFE institute, if not the most important, are its staff. It is TAFE's teachers who are front and centre in delivery to students, so it is little wonder that most attention is devoted to them in the vocational workforce literature. In Victoria there is now a new industrial award under which they work, and it has significant implications for the nature of their work, the qualifications they hold and their access to ongoing professional development.

However, it's important to remember that TAFE's teachers need to be complemented and ably supported by other staff too, so that an institute's students and other clients receive the best possible quality of service.

Teachers' 'capabilities' includes their personal qualities, their industry currency and ability to teach and assess effectively. So, qualifications are important, and the Victorian TAFE industrial award has 'upped the game' significantly by requiring the majority of TAFE's teachers to have qualifications at diploma level or higher.

The availability and quality of ongoing professional development is another significant issue, particularly for an institution's part-time and casual teaching workforce.

The history of teacher education and other issues in professional development have an extensive literature.[14] From this literature, critical issues in capability development include the:
- quality of staff induction
- availability of mentoring or 'coaching' support, particularly for teachers in early and mid-career. A further issue is the extent to which current senior TAFE staff in individual institutions have the necessary qualifications or, indeed, the capabilities and capacity to provide effective mentoring and other PD support - even though it is part of their roles and duties
- availability of suitable programs to deliver teaching qualifications above the diploma level – and this may be a chance for TAFEs in Victoria to step up, develop and

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[14] We have highlighted a recent one published by L H Martin on how VET teacher education can be improved. This references much of the other major recent literature on the topic.

deliver such a program collectively or in collaboration with one or more higher education institutions

- provision of professional development programs for TAFE staff at the institute level and TAFE-wide. This requires that a range of comprehensive and high-quality professional development experiences and opportunities be accessible to TAFE Institutes as well as their teaching teams, individual teachers, managers and leaders,[15] and finally
- development of institutional cultures and practices that enable both quality staff development and effective human resource management.

Developing Institutional management approaches that foster research, flexibility, responsiveness and innovation

One of the key skills for TAFE teachers emphasised in the new industrial agreement are research skills. VTA is presently producing a guide to support teachers in developing and using research skills. This includes using 'research', broadly conceived, to enhance their practice and maintain their vocational currency. VTA maintains a 'research gateway'. It has also produced a discussion paper on applied research and innovation, and what this means for TAFEs.

Flexibility, responsiveness and innovation are issues for TAFEs, however. A paper by Ann Jones for LH Martin and entitled "Vocational education and training for the 21st century" not only provides some historical context but also argues that there is a diminished capacity for innovation in VET. Simply put, it is not seen as being a part of the innovation and R & D mix, but it should be. Many other countries have scaled up their vocational education sectors to underpin the delivery of technologically advanced products and services and are scaling up their vocational education curriculum and sectors accordingly. Canada is one country we could learn a lot from. But in Australia we are not doing all we could on this front, mainly due to a lack of mandate and resources. In addition, flexibility is an issue because there is a "limited capability to foresee and respond quickly to disruptive changes in the nature of work and workforce" and an inattention to 21st century capabilities[16] (including Industry 4.0) and core skills.

Ensuring adequate support services for students

Because TAFEs often cater for a diverse student demographic (which is also much more diverse than that of most universities), it is important that TAFE institutes have adequate support services available to support students with learning difficulties, or suffering some other form of disadvantage.

When funding and budgets are tight, these services can be one of the first casualties as they may not be seen as 'core business'. In reality they are, particularly because one of the student groups that TAFE services is providing 'second chance' educational opportunities.

Another of the articles in the LH Martin series of papers is entitled "Viewed from the margins: navigating disadvantage and VET". In it they draw two major conclusions. The first is understanding and supporting the needs of learners. This requires coordinated vocational education and service delivery models being created that meet the students' learning and broader needs. They believe "this could be achieved by linking those learners experiencing severe hardship with health services, community supports and employers." For this to

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[15] And this is where the VET Development Centre should have a vital role to play.

[16] These include digital literacy and human skills, see five VDC News articles on these issues with links to other more substantial documents and reports within them here, here, here, here and here.

succeed, they suggest, "advisory and enrolment regimes must be overhauled so that they are concerned as much with needs assessments as with boosting student numbers."

Their second conclusion is that: 'It takes a community ...' They suggest TAFEs are well placed to foster collaboration between themselves and other agencies and services that advise and facilitate for the disadvantaged learner. For example, this might involve establishing 'hubs of interaction and exchange' between, say, secondary schools, jobactive providers and sundry support services to assist those that are marginalised to navigate towards and through the sector better. Good, clear pathways are vital.

VOCED Plus has developed a 'podlet' on the issue of disadvantage that provides insights on that issue. There is also another related 'podlet' focused on disability, one on Indigenous issues and another 'podlet' on language, literacy and numeracy. This latter is an important one because these are the fundamental skills that help enable effective learning.

Finally, TAFEs service the needs of migrants and asylum seekers and the skills they may need to begin life in a new country, particularly one which is culturally and linguistically different from their own. The 'podlet' on that issue can be found here.

Funding
At present the bulk of funds to Victorian TAFE institutes come from the state government. This funding helps to provide formal training programs, although from time to time there have been proposals for VET to become federally funded, like universities. Funding models arising from 'marketisation' with individuals deciding when, where and how they would get their funded training made things very complicated for TAFEs. It was hard to do any long-term strategic planning under such arrangements.

In comparison with schools and universities, it is fair to say that VET funding has always erred on the side of the 'cheap and cheerful' and a 'do more with less' philosophy. Indeed, those who monitor such things have found that while university and school funding has increased, VET funding levels have dropped in real terms[17]. In fact, the way TAFEs are funded very much affects the extent to which institutes can actually be the flexible, innovative and responsive organisations referred to in the policy rhetoric.

Indeed, some have described VET policy development, rightly or wrongly, as "arbitrary, poorly developed and badly implemented". Whatever the truth - or not - of this, policy implementation invariably has implications for funding approaches and availability[18].

In 2018 VET funding expert Gerald Burke prepared a paper[19] which was published by LH Martin. In it he noted that levels of funding were adversely affecting the quality of provision. NCVER also publishes VET financial and funding data annually.[20]

1.4. Other useful resources
When Board Directors come to read many documents, they can find VET language and acronyms confusing. It is hard enough for those actually working in the sector! A useful resource is the 'Glossary of Terms' maintained through the VOCED database. This will help

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[17] See Professor Peter Noonan's 2016 paper on VET funding, published by Victoria University's Mitchell Institute

[18] While not necessarily agreeing with this statement on the quality of VET policy development statement one of the papers in a series published last year by the L H Martin institute at Melbourne University has looked at issues with the development and implementation of VET policy. Entitled "VET policy: processes, stakeholders and issues", it can be accessed here

[19] You can access this paper here.

[20] This funding and finance data collection from NCVER can be accessed here

Directors if and when they come across terms they don't know or understand. VOCED also contains a number of other useful resources, including:

- A knowledge bank covering VET governance, policy initiatives, its history and landmark documents related to the sector and its development
- Timelines for the sector
- A 'Podnetwork' covering a wide variety of topics, including apprenticeships and traineeships, career developments and transitions, foundation skills, pathways, student outcomes, teaching and learning, youth and providers. There are also a series of "podlets".
- NCVER's statistical collections, and
- A series of special collections, many of which are archived historical resources from a range of agencies and initiatives. It includes what they have entitled: "Australian key documents".

This guide contains many useful links that will help too.

There are many organisations with interests in vocational education. These are spelt out in chapters 2, 3 and 12 of this guide, but many of them - and others - can also be accessed here.

Chapter 2
Legal

2.1. Introduction

This chapter lays out the legal framework that applies to TAFE institutions and dual sector universities. The chapter provides information on:

- Legislation, both Victorian and Commonwealth
- TAFE Constitutions
- Standards and other instruments

2.2. Legislation

2.2.1. Victorian Legislation

Education and Training Reform Act 2006

The Education and Training Reform Act (ETRA) 2006 is an omnibus Victorian act that details the operation of Victoria's education sector, including school education, higher education, vocational education and adult and further education. It also establishes the Victorian Curriculum and Assessment Authority (VCAA), the Adult, Community and Further Education (ACFE) Board and the Victorian Registration and Qualifications Authority (VRQA).

Division 2 of the act, commencing with section 3.1.11, includes provisions to establish the standalone TAFE institutes, their boards, the appointment of the Chief Executive Officer and related to accountabilities. It also outlines the powers of the Minister for Training and Skills. Specifically, the Act:

- provides the Minister for Training and Skills with the authority to establish or amalgamate TAFE institutes
- outlines the functions and powers of TAFE institute boards
- outlines the power of the Minister for Training and Skills in relation to TAFE institutes.

The board of a TAFE institute is accountable to the Minister for Training and Skills for the effective and efficient governance of the institute, including the discharge of its statutory functions, and for the educational and financial performance of the institute.

The Act was amended in 2015 to reform the governance arrangements for TAFE institutes by:

- restoring the CEO and elected staff position/s to TAFE boards
- restoring the Chair to a position that is elected by the board
- requiring each TAFE board to comprise between 10 and 15 members, made up of Ministerial appointed directors, co-opted directors, the CEO and a staff elected director.

Sections 3.1.13 and 3.1.15 set out the functions and accountability of a TAFE institute board:

- to ensure the efficient and effective operation of the institute, and to be accountable to the Minister for Training and Skills for the discharge of the institute's statutory functions and financial performance.
- to prepare and submit to the Minister for Training and Skills for acceptance, a strategic plan for the operation of the institute and to advise the Minister for Training

and Skills if the board wishes to exercise its functions in a manner inconsistent with the strategic plan.

- to ensure that the institute operates in accordance with its strategic plan and statement of corporate intent.
- to ensure that the institute operates subject to any economic and social objectives established by the Victorian Government.
- to keep full and complete books and accounts of all money received and paid by the board and maintain a continuous audit of the income and expenditure of the institute.

The full Act can be obtained by visiting www.legislation.vic.gov.au and following the appropriate links.

Dual sector universities: foundation (or establishing) acts

The four dual sector universities (Federation University Australia, RMIT University, Swinburne University of Technology and Victoria University) are established not through the Education and Training Reform Act 2006 (ETRA) but through individual establishment or foundational acts of the Victorian Parliament. These include:

- Swinburne University of Technology Act 2010
- Victoria University Act 2010
- Royal Melbourne Institute of Technology Act 2010
- Federation University Australia Act 2010

These Acts can be obtained by visiting www.legislation.vic.gov.au and following the appropriate links.

Public Administration Act 2004

The Public Administration Act 2004 establishes the framework for good governance in the Victorian public sector and for public administration generally in Victoria.

TAFE institutes are considered to be public entities under Division 2 and 3 of Part 5 of the Act.

In general terms, Division 2 of Part 5 of the Act sets out the governance principles that apply to public entities, which includes a TAFE institute board, with separate provisions relating to duties of directors, duties of the chairperson and duties of the public entity.

The full Act can be obtained by visiting www.legislation.vic.gov.au and following the appropriate links.

Financial Management Act 1994

TAFE Institutes are subject to the Financial Management Act 1994.

The purpose of this Act is to:

- improve the financial administration of the public sector
- ensure the accountability of the public sector
- provide for annual reporting to the Parliament by departments and public sector bodies.

The Act empowers the Minister for Finance to make Directions and delegate his/her powers to another person employed in the administration of the Act. This delegation is made by the Minister for Finance to the Secretary of the Department of Treasury and Finance.

TAFE Institutes must fulfil a list of requirements including keeping proper financial accounts, risk management, audit requirements, financial reporting, annual reporting to Parliament and responding to Ministerial requests for information.

In addition to matters in the Financial Management Act, the Minister for Finance has issued a number of Standing Directions applicable across the Victorian public sector, including TAFE institutes.

The full Act can be obtained by visiting www.legislation.vic.gov.au and following the appropriate links.

Audit Act 1994

The Audit Act 1994 provides for the establishment of the Auditor General and the audit of public accounts. It provides the Auditor General with the authority to:

- Conduct annual financial statement audits of public sector agencies, including TAFE institutes
- Undertake performance audits within public sector department and agencies which encompass assessments of the economy, efficiency and effectiveness of the management of public resources by the government or individual government agencies
- Examine the use of public grants received by both private and public sector organisations
- Determine the efficiency, effectiveness and economy of the services or functions that are delivered through contracts with private or not-for-profit providers
- Utilise the Victorian Auditor General's Office as the organisational and resourcing avenue available to the Auditor General to assist in the discharge of the position's legislative functions
- Access a broad range of documents under Section 11 of the Act.

The full Act can be obtained by visiting www.legislation.vic.gov.au and following the appropriate links.

2.2.2. Commonwealth Legislation

Corporations Act 2001

The Corporations Act 2001 is an Act of the Commonwealth Parliament. It provides the legal and regulatory framework for companies and other business entities, including those who run them. It sets out general responsibilities and requirements, and includes provisions to protect owners and stakeholders from behaviour by those with control over a company (such as directors or CEOs).

Due to its Commonwealth origin it is the overarching Act with respect to matters of governance. All Victorian legislation and instruments are crafted in a manner that is congruent with the provisions of this Act.

The full Act can be accessed here.

Higher Education Support Act 2003

The Higher Education Support Act 2003 provides the basis for the Commonwealth to give financial support to higher education and certain vocational education and training activities through grants and other payments. These payments are made in two key ways, either directly to higher education providers, or through financial assistance to students (usually in the form of loans).

The full Act can be accessed by visiting here.

Education Services for Overseas Students Act 2000

The Education Services for Overseas Students Act 2000 (ESOS Act) is the act that governs the education and training of international students. The objective of this legislation is to:

- provide tuition assurance, and refunds, for overseas students for courses for which they have paid.
- protect and enhance Australia's reputation for quality education and training services.
- complement Australia's migration laws by ensuring providers collect and report information relevant to the administration of laws relating to student visas.

The full Act can be accessed here.

Fair Work Act

The Commonwealth Fair Work Act 2009 is the primary piece of legislation governing Australia's workplaces. It provides the power for the establishment of the Fair Work Commission (FWC) and the Fair Work Ombudsman.

All TAFE workplace agreements and subsequent responsibilities are established through the authority of this Act.

The full Act can be obtained here.

National Vocational Education and Training Regulator Act 2011

This Act provides the authority for the establishment of the Australian Skills Quality Authority (ASQA), the national regulator for the vocational education and training sector.

The Act also provides the head of power for the development of related regulatory instruments, such as the Standards for Registered Training Organisations.

The Act can be accessed here.

Tertiary Education Quality and Standards Agency Act 2011

The Tertiary Education Quality and Standards Agency Act 2011 established the eponymous agency and provides for the established of nationally consistent regulation of higher education.

The full Act can be accessed here.

2.3. TAFE Constitutions

Each of the 12 standalone TAFE institutes is governed by its own constitution. TAFE constitutions are substantially identical, having been updated in April 2016 to reflect changes in governance arrangements for TAFE institutes.

TAFE constitutions impose obligations additional to those imposed on TAFE boards by the Public Administration Act 2004 and the Education and Training Reform Act 2006. These additional obligations include:

- deciding on the process for electing a chair and electing one of its members as chair.
- deciding on the process for the election of the staff elected director.
- the requirement to provide assistance to and information required by the Minister for Training and Skills, or the Secretary or Deputy Secretary of the Department of Education and Training.
- the need to notify the Minister for Training and Skills of vacancies on the board
- the need to notify the Minister for Training and Skills when a director or chairperson is absent or unable to perform his or her duties for 10 consecutive meetings
- the requirement to meet at intervals prescribed in the Constitution of the respective TAFE institute and keep minutes of meetings and records of decisions
- the requirement to appoint a board secretary who is an executive member (other than the Chief Executive Officer) of the institute or who is qualified to be a company secretary under the Corporations Act 2001 (Commonwealth).

TAFE constitutions can be accessed by visiting here.

2.4. Standards and other instruments

2.4.1. Victorian instruments

Ministerial Directions

The Minister for Training and Skills may issue Directions under Section 3.3.11 (3) of the Education and Training Reform Act 2006 to clarify the management, reporting and other responsibilities of TAFE institute boards, and to give directions about employment of staff, the charging of fees, or other specific matters. Current Ministerial Directions include:

- Direction to TAFE Institutes on the Employment of Staff
- Direction to TAFE Institutes - Higher Education Courses in TAFE

The Ministerial Directions are available here.

Executive Memoranda

Executive Memoranda may also be issued to support the Directions. Current Executive Memoranda include:

- Executive Memorandum 2011 – 06 – Moratorium on Acquisition of Private Providers
- Executive Memorandum 2011 – 05 – Tuition Fee Youth Concession for 2011

Directors' Code of Conduct

In 2006, the Public Sector Standards Commissioner (now the Victorian Public Sector Commissioner) issued a binding Code of Conduct for Victorian public entity board members. As TAFE institutes are public entities, this document is also relevant to TAFE institute board directors.

In summary, the Code requires that Directors should:

- Act with honesty and integrity: be open and transparent in your dealings; use power responsibly; do not place yourself in a position of conflict of interest.
- Act in good faith in the best interests of the public entity: demonstrate accountability for your actions; accept responsibility for your decisions; do not engage in activities that may bring you or the public entity into disrepute.

- Act fairly and impartially: avoid bias, discrimination or self-interest; do not use your position as a director to seek an undue advantage for yourself, family members or associates, or to cause detriment to the public entity.
- Act in a financially responsible manner: understand financial reports, audit reports and other financial material that comes before the board; actively inquire into this material.
- Exercise due care, diligence and skill: make reasonable enquiries; understand the financial, strategic and other implications of decisions.
- Use information appropriately: ensure information gained as a director is only applied to proper purposes and is kept confidential.
- Comply with the establishing legislation, or its equivalent, for your public entity: act within the powers and for the functions set out in your public entity's establishing legislation and/or ministerial charter.

Further information is available here.

Premier's Circular on Good Board Governance
In 2015, the Premier released a Circular on good board governance.

The Circular outlines the minimum standards of good governance that all Victorian Government boards are expected to meet in relation to:
- recruitment and selection of board members: recruitment must be merit based, fair, open and diverse
- appointment and remuneration of board members: the appointment and remuneration of board members should be consistent with the Appointment and Remuneration Guidelines
- the induction of members: the requirement that all new members receive full induction to the board.

The Premier's Circular can be accessed here.

Appointment and Remuneration Guidelines
The Appointment and Remuneration Guidelines outline the standard processes and principles for the appointment and remuneration of board members of TAFE institutes. TAFE boards are required to comply with these Guidelines when:
- co-opting members to the board
- determining whether board members are eligible for remuneration.

These Guidelines can be accessed here.

Strategic Planning Guidelines
The Strategic Planning Guidelines give direction and advice to TAFE institutes on the content, process, endorsement and key dates associated with monitoring and reporting obligations to the Minister for Training and Skills and the Victorian Department of Education and Training.

Amongst other things, the Guidelines require the board of a TAFE institute to:
- have a current strategic plan
- prepare and submit an annual statement of corporate intent
- prepare a business plan
- prepare annual reports

- prepare an annual return to the [Department of Education and Training](#)
- prepare and keep up to date a compliance plan, and set out and apply adequate measures to ensure compliance with relevant ministerial and government directions and guidelines.

The Guidelines can be accessed [here](#).

Commercial Guidelines
The Commercial Guidelines provide a set of principles and outline the process for the development and conduct of commercial activities by TAFE institutes.

The Commercial Guidelines must be complied with. The Commercial Guidelines can be accessed [here](#).

Guidelines about Fees
Training providers must charge fees for Government-subsidised training in accordance with the Guidelines about Fees (published on the [Department of Education and Training](#) website).

For example, before students enrol in a course, they Guidelines require that students expect to be told:
- what they will have to pay, itemised as a list
- about any concessions that may apply and what evidence they need to receive a concession
- about any conditions that may apply to refunds.

Training providers are able to set fees at a level that they believe the quality, cost and reputation of their training warrants.

The 2019 Guidelines can be accessed by clicking [here](#).

Standing Directions under the Financial Management Act
The Standing Directions 2018 under the Financial Management Act 1994 and the Standing Direction Instructions 2018 set the standard for financial management by Victorian Government agencies.

These documents include provisions to ensure stronger accountability of public sector agency boards (including TAFE boards), Chief Executive Officers (CEOs) and Chief Financial Officers (CFOs). They also specify controls to guard against fraud and corruption.

These two documents can be accessed [here](#).

Child Safe Standards
The Child Safe Standards are compulsory minimum standards (seven in total) for all organisations that provide services to children. The aim of the Standards is to ensure organisations are prepared to protect children from abuse and neglect.

These Standards apply to TAFE institutes since they provide education and training to young Victorians, and because many TAFE courses involve working with young children.

The Standards are made pursuant to the Child Safety and Wellbeing Act 2005, which was amended in 2015 to introduce Standards that would apply to *all* organisations involved in child related work in Victoria.

The Victorian Department of Education and Training and the Victorian Registration and Qualifications Authority (VRQA) have developed a suite of resources to assist with the implementation of each Standard, written ostensibly for the school sector but with some practical use for TAFE institute.

Further information on the Standards are available here.

2.4.2. Commonwealth instruments

Australian Skills Quality Authority: Standards for RTOs
The Standards for Registered Training Organisations (RTOs) 2015 are made under the provisions of the National Vocational Education and Training Regulator Act 2011. They are also a part of the VET Quality Framework.

There are eight standards in total, concerned with matters such as:
- Training and assessment strategies and practices
- Quality assurance
- Alignment with the Australian Qualifications Framework (AQF)
- Enrolment practices

The full Standards document can be accessed here.

A guide to the Standards can be accessed here.

Vocational Education and Training (VET) Quality Framework
The Vocational Education and Training (VET) Quality Framework aims to achieve greater national consistency in the way registered training organisations (RTOs) are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VET Quality Framework comprises:
- The Standards for Registered Training Organisations (RTOs) 2015
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements
- the Australian Qualifications Framework (AQF).

Higher Education Standards Framework
The Higher Education Standards Framework 2017 is the basis for the regulation of higher education providers and courses by the Tertiary Education Quality and Standards Agency (TEQSA).

It replaced the Higher Education Standards Framework 2011 in January 2017 and outlines key aspects of TEQSA's approach to regulation. The Framework is made up of standards that have a student focus across seven domains, including:
1. Student Participation and Attainment
2. Learning Environment
3. Teaching

4. Research and Research Training
5. Institutional Quality Assurance
6. Governance and Accountability
7. Representation, Information and Information Management

The Framework also include Criteria for Higher Education Providers. These include:
- Criteria for Classification of Higher Education Provider Categories, also known as the Provider Category Standards, which outline different types of higher education providers (including universities). These are currently under review.
- Criteria for seeking authority for self-accreditation of courses of study, which gives providers approved by the Tertiary Education Quality and Standards Agency (TEQSA) to establish and accredit courses independently. The reader should note that universities have this as an automatic right by virtue of Section 45(1) of the Tertiary Education and Quality Standards Agency Act 2011.

The Framework can be accessed here.

National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students

The National Code is a legislative instrument made under the Education Services for Overseas Students Act 2000. It sets out nationally consistent standards to support education and training providers to deliver quality education and training to overseas students.

The National Code 2018 commenced on 1 January 2018. Education providers must comply with the National Code to maintain their registration to provide education services to overseas students.

Visit here for further information.

National VET Provider Collection Data Requirements Policy

The National VET Provider Collection Data Requirements Policy outlines the requirements for all registered training organisations (RTOs) to report their nationally recognised training to the National VET Provider Collection. This Collection is managed by the National Centre for Vocational Education Research (NCVER).

The Policy can be accessed by visiting here.

National Code of Practice for Providers of Education and Training to Overseas Students 2007

The National Code of Practice for Providers of Education and Training to Overseas Students 2007 sets nationally consistent standards and procedures for registered training organisations and for persons who deliver education services on behalf of registered providers.

The Code is made up of 11 standards, including those related to marketing information and practices, education agents and overseas student support services.

The full Code can be accessed here.

Chapter 3
VET Regulation and Compliance

3.1. Introduction

This chapter lays out the regulation and compliance bodies that operate in the VET sector and provide oversight to TAFE institutes and dual sector universities. The chapter provides information on:

- Victorian bodies
- Commonwealth bodies
- Council of Australian Government bodies

3.2. Victorian bodies

Minister for Training and Skills

Victoria's TAFE institutes are subject to oversight by the Minister for Training and Skills, who establishes and maintains controls to ensure Victoria's TAFEs act in a proper manner and in accordance with the Government's TAFE policy objectives.

TAFE institutes boards are accountable to the Minister for Training and Skills for their actions and must inform the Minister (and the Department, see next section) of known major risks, their likelihood of occurrence, and their implications.

The Minster for Training and Skills is accountable to the Victorian Parliament for the performance and actions of all TAFEs and for the exercise of his/her legislated powers.

Victorian Department of Education and Training

The Victorian Department of Education and Training has broad responsibility over education policy coordination, delivery and implementation. It has responsibility for the following areas:
- Early childhood development
- Primary education
- Secondary education
- Vocational education and training
- Higher education
- Provider registration and qualifications

The Department of Education and Training is the principal source of advice on portfolio matters to the Minister for Training and Skills (including on the performance of and emerging risks associated with TAFE institutes) and assists with liaison between TAFE institutes, the Minister for Training and Skills and other agencies of government (including the central agencies of the Department of Premier and Cabinet (DPC) and the Department of Treasury and Finance (DTF)).

The bulk of TAFE interactions with the Department occurs with the Higher Education and Skills Group (see next section). However, some TAFE activities fall within the purview of other areas (for example, TAFE institutes are providers of education and training to approximately 6,000 senior secondary school students).

Visit www.education.vic.gov.au for further information.

Higher Education and Skills Group (HESG), Victorian Department of Education and Training

The Higher Education and Skills Group (HESG) facilitates participation and achievement in senior secondary and tertiary education and training by supporting partnerships between training providers, employers and the community and advising on public funding and regulation.

HESG manages the Government-funded training market, public provider governance and accountability, and the apprenticeship system. HESG includes the TAFE and Participation Division.

HESG[21] responsibilities include:
- Market design, including information to the sector and encouraging participation in training.
- Governance of TAFEs and universities.
- TAFE performance and capability improvement.
- Management of VET business systems for compliance.
- Industry engagement, advice and support.
- Regional engagement and partnerships.
- Monitoring of VET sector performance.
- Contract and performance management of registered training organisations (RTOs).

Further information is available here.

Victorian Registration and Qualifications Authority (VRQA)

Victoria's TAFE Institutes are regulated by the Australian Skills Quality Authority (ASQA) for activities that operate across state borders or that involve international students.

However, the Victorian Registration and Qualifications Authority (VRQA) is the responsible regulatory body for vocational education and training that operates in Victoria only or in Victoria and Western Australia only.

The VRQA is an independent statutory authority established by the Education and Training Reform Act 2006. It applies standards to education and training providers and accredits courses and qualifications. The VRQA manages and maintains a register of education and training providers in:
- vocational education and training (VET) (as noted above, this applies to vocational education and training that operates in Victoria only or Victoria and Western Australia only)
- school education
- senior secondary education — both school and non-school
- overseas secondary student exchange programs.

The VRQA registers children for home schooling in Victoria, accredits courses, registers qualifications and investigates complaints against providers.

The VRQA is responsible for the registration of apprentices and trainees, which includes approving apprentice employers.

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[21] A copy of the HESG induction guide can be found here and directory information about its various division is here

Visit www.vrqa.vic.edu.au for further information.

Victorian Curriculum and Assessment Authority (VCAA)

The Victorian Curriculum and Assessment Authority is an independent statutory body established by under the Education and Training Reform Act 2006. It provides curriculum, assessment and reporting functions by developing and implementing:

- the Victorian Early Years Learning and Development Framework (VEYLDF)
- the Victorian Curriculum
- the National Assessment Program – Literacy and Numeracy (NAPLAN)
- the Victorian Certificate of Education (VCE)
- the Victorian Certificate of Applied Learning (VCAL)
- Vocational Education and Training (VET) opportunities for senior secondary students.

Visit www.vcaa.vic.gov.au for further information.

Adult, Community and Further Education (ACFE) Board

The Adult, Community and Further Education (ACFE) Board is a statutory authority created under the Education and Training Reform Act 2006. It oversees the delivery of education and training programs to a broad range of Victorians over compulsory school-leaving age, focusing on those who have had limited prior access to education.

The services overseen by ACFE are delivered by Learn Local providers and two adult education institutions, the Centre for Adult Education and AMES Australia. ACFE is responsible for providing funding to these institutions.

For further information, visit here.

Victorian Skills Commissioner (VSC)

The role of Victorian Skills Commissioner (VSC) was established to advise industry and Victoria's Minister for Training and Skills on how to ensure that Victoria's education and training system meets industry needs. As such, it is not in a strict sense a regulatory or compliance office.

There is useful information on VSC website, including an industry engagement framework and industry advisory groups. The VSC also produces publications that may be relevant.

Further information is available by visiting www.vsc.vic.gov.au

Victorian Cross-Border Commissioner

The Victorian Cross-Border Commissioner plays an active role in helping departments and agencies understand cross-border issues and opportunities, how they impact on border residents and businesses, and in the development of solutions.

The Commissioner raises border issues or opportunities with the Minister for Regional Development and other Ministers (when relevant), as well as with Victorian and interstate government departments or agencies.

A similar position exists in NSW (the NSW Cross-Border Commissioner) and the Victorian Commissioner works closely with his NSW counterpart to strike solution.

For further information, please visit here.

Victorian Public Sector Commission (VPSC)

The Victorian Public Sector Commission (VPSC) is a Victorian Government body established through the Public Administration Act 2004 to:
- Strengthen the efficiency, effectiveness and capability of the public sector
- Maintain the professionalism and integrity of Victoria's public sector.

It is headed by the Victorian Public Sector Commissioner, who is supported by a Deputy Commissioner.

Further information is available by visiting www.vpsc.vic.gov.au

Victorian Auditor General

The Victorian Auditor General is an independent officer of the Victorian Parliament who makes state and local public sector agencies (including TAFE) accountable through an annual program of financial and performance audits. These audits look at:
- the effectiveness and efficiency of government agencies, programs and services
- the quality of resource management by government agencies
- opportunities for improvements in management practices and systems
- the fair presentation of annual financial statements and performance statements
- compliance with legislative and other requirements
- wastage or lack of probity in the management of public resources.

Further information is available from www.audit.vic.gov.au

Independent Broad-based Anti-corruption Commission (IBAC)

The Independent Broad-based Anti-Corruption Commission (IBAC) is the Victorian body accountable to the Victorian Parliament, being responsible for preventing and exposing public sector corruption and police misconduct.

Established under the Independent Broad-based Anti-corruption Commission Act 2011, IBAC has powers to investigate public sector corruption and police misconduct, which may result in:
- criminal proceedings or the referral of matters to the Office of Public Prosecutions
- recommendations aimed at preventing further potential corruption
- the publishing of reports and prevention resources.

A key role of IBAC is the prevention of corruption. This is achieved through the delivery and evaluation of a comprehensive range of prevention initiatives designed to:
- empower individuals to identify and report corruption
- support organisations to build effective corruption and misconduct controls
- strengthen societal norms to create a strong and lasting anti-corruption culture.

IBAC is led by a Commissioner, who like the Auditor General, is an is an independent officer of Parliament.

Further information on IBAC is available by visiting www.ibac.vic.gov.au

3.3. Commonwealth bodies

Commonwealth Department of Education

The Commonwealth Department of Education has responsibility for national policies and programs around childcare; early childhood education, school education, post-school, higher education, international education and academic research. The Department is also responsible for the administration of the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

The functions of the department are broadly classified into the following matters:
- Schools education policy and programs, including vocational education and training in schools.
- Schooling transitions policy and programs, including career pathways.
- Education and training transitions policy and programs.
- Youth affairs and programs, including youth transitions.
- Pre-school education policy and programs.
- Higher education policy, regulation and programs.
- Policy, coordination and support for international education and research engagement.
- Coordination of research policy in relation to universities.
- Creation and development of research infrastructure.
- Research grants and fellowships.
- Skills and vocational education policy regulation and programs.
- Training (including apprenticeships) and training and skills assessment services.
- Foundation skills for adults.
- Adult migrant education.

The Department is responsible for the administration of a number of Acts that are important and relevant to the VET sector, including

- Education Services for Overseas Students Act 2000
- Higher Education Support Act 2003
- National Vocational Education and Training Regulator Act 2011
- Tertiary Education Quality and Standards Agency Act 2011

For further information, visit www.education.gov.au

Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. It is an independent statutory body, established under the provisions of the National Vocational Education and Training Regulator Act 2011 and through the referral of powers to the Commonwealth from most states (except Victoria and Western Australia).

ASQA regulates courses and training providers to ensure nationally approved quality standards are met. Specifically, it regulates:
- vocational education and training providers
- accredited vocational education and training courses
- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) providers including those delivering English Language Intensive Courses to Overseas Students (ELICOS).

As noted above, Victoria and Western Australia have not referred powers. However, ASQA has responsibility for regulating registered training organisations (RTOs) in Victoria and Western Australia where a registered training provider:

- offers courses in any state or territory other than Victoria or Western Australia, including by offering online courses.
- offers courses to overseas students.

Where a course is delivered in Victoria only or Victoria and Western Australia only, and is not delivered to overseas students, then the Victorian Registration and Qualifications Authority (VRQA) is the relevant regulatory body (the Western Australian equivalent is the Training Accreditation Council).

ASQA is overseen by three commissioners, including:

- the Chief Commissioner
- the Deputy Chief Commissioner (who is Commissioner, Risk Intelligence and Regulatory Support)
- the Commissioner, Regulatory Operations.

ASQA also conducts a series of strategic audits or reviews focused on particular program areas and issues, which can be accessed here.

Further information can be obtained by visiting www.asqa.gov.au

Tertiary Education and Quality Standards Agency (TEQSA)

The Tertiary Education Quality and Standards Agency (TEQSA) is the national quality assurance and regulatory agency for higher education. TEQSA is established through the Tertiary Education Quality and Standards Agency Act 2011.

Higher education consists of awards spanning Australian Qualifications Framework (AQF) levels 5-10, which include: diplomas; advanced diplomas; associate degrees; bachelor degrees (including honours); graduate certificates; graduate diplomas; masters degrees; doctoral degrees; and higher doctoral degrees.

Further information on TEQSA can be obtained by visiting www.teqsa.gov.au

Australian Industry Skills Committee (AISC)

The Australian Industry Skills Committee (AISC) gives advice to Commonwealth and State Industry and Skills Ministers on the implementation of national VET policies, and approves nationally recognised training packages for implementation in the VET system.

Further information is available at www.aisc.net.au or by visiting section 6.3.2.

Department of Home Affairs, Immigration and Citizenship

Australia's immigration program is managed by the Immigration and Citizenship Division of the omnibus Department of Home Affairs.

There are a number of governance requirements that are overseen by this Division with respect to international students who wish to study in Australia. This is done through various instruments, including the Simplified Student Visa Framework (SSVF) and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students.

For further information, visit here.

Fair Work Commission (FWC)

The Fair Work Commission (FWC) is the national workplace relations tribunal, established by the Fair Work Act 2009.The Commission has responsibility for administering the provisions of the Fair Work Act. Its powers and functions include:

- dealing with unfair dismissal claims
- dealing with anti-bullying claims
- dealing with general protections and unlawful termination claims
- setting the national minimum wage and minimum wages in modern awards
- making, reviewing and varying modern awards
- assisting the bargaining process for enterprise agreements
- approving, varying and terminating enterprise agreements
- making orders to stop or suspend industrial action
- dealing with disputes brought to the Commission under the dispute resolution procedures of modern awards and enterprise agreements
- determining applications for right of entry permits
- promoting cooperative and productive workplace relations and preventing disputes.

For further information, visit www.fwc.gov.au

Fair Work Ombudsman

The Office of the Fair Work Ombudsman, more commonly known as the Fair Work Ombudsman, is an independent statutory body of the Commonwealth Government that provides free advice and information on workplace relations matters.

The Office investigates workplace complaints and enforces compliance with national workplace laws. It has powers to investigate complaints or suspected contraventions of workplace laws, awards and agreements and the authority to enforce workplace laws through litigation.

Further information can be obtained by visiting www.fairwork.gov.au

Australian Competition and Consumer Commission (ACCC)

The Australian Competition and Consumer Commission is the Commonwealth body with oversight on matters relating to consumer protection.

It has been included in this Guide since students who pursue education and training in TAFE institutes are also 'consumers' of educational services and products. As a consequence, the ACCC has it within its powers the ability to commence proceedings against a training provider.

Visit www.accc.gov.au for further information.

National Centre for Vocational Education Research (NCVER)

The National Centre for Vocational Education Research is the national body responsible for the collection, analysing and management of research and statistics related to vocational education and training (VET).

The NCVER has been placed in this chapter on regulation and compliance bodies by virtue of its roles in collecting and managing statistics. As part of this, Victoria's TAFE institutes are required to provide data to the NCVER on VET related activity.

Further information on the NCVER is available at www.ncver.edu.au or in section 11.2.

3.4. Council of Australian Governments

Council of Australian Governments

The Council of Australian Governments (COAG) is the peak intergovernmental forum in Australia. It was established in 1992 to manage and coordinate matters of national significance. Its members are the Prime Minister, state and territory First Ministers and the President of the Australian Local Government Association (ALGA). The Prime Minister chairs COAG.

COAG is supported by a series of Councils that provide a forum for intergovernmental collaboration and decision-making. The COAG Councils include:
- Federal Financial Relations Council
- Disability Reform Council
- Transport and Infrastructure Council
- Energy Council
- Industry and Skills Council
- Council of Attorneys-General
- Education Council
- Health Council
- Joint Council on Closing the Gap

Visit www.coag.gov.au for further information.

Education Council

The COAG Education Council provides a forum through which strategic policy on school education and early childhood development can be coordinated at the national level, and through which information can be shared and resources used collaboratively towards the achievement of agreed objectives and priorities.

Its membership is made up of state, territory, Australian Government and New Zealand Ministers with portfolio responsibility for school education, early childhood and/or higher education.

The Education Council's origin can be traced to the former Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), which in 2012 was transformed into the Standing Council on School Education and Early Childhood (SCSEEC). The SCSEEC became known as the Education Council in 2014.

Further information, including Terms of Reference, can be obtained here.

Industry and Skills Council

The COAG Industry and Skills Council (CISC) develops and implements policies to make industry competitive, create jobs and attract investment. It is responsible for:
- Industry competitiveness, productivity and labour market pressures.
- Skills development and national training arrangements.

Membership of the COAG Industry and Skills Council comprises ministers from the Commonwealth, states and territories with portfolio responsibility for industry and skills in their jurisdiction. The skills and industry streams of the Council meet separately to allow the respective ministers to focus on sector specific issues.

Further information is available from this link.

Australian Education Senior Officials Committee (AESOC)

The Australian Education Senior Officials Committee (AESOC) is directly responsible to Education Council. It:

- provides policy advice to ministers in areas of national significance
- supervises and coordinates priority work across the Education Council's working group structure
- resolves issues to the extent possible before progressing advice to the Education Council, and
- manages jurisdictional funding contributions for nationally agreed projects and initiatives, through the Education Council Secretariat.

Visit here for further information.

Chapter 4
The Australian Qualifications Framework

4.1. Introduction

The aim of this chapter is to provide a brief overview of the Australian Qualifications Framework.[22] It provides:

- a brief summary
- a list of qualification types
- an outline of qualification type by relevant education sector

4.2. Australian Qualifications Framework (AQF)

Victoria's TAFE institutes and dual sector universities operate under the Australian Qualifications Framework (AQF).

The AQF was first introduced in 1995 and is a single comprehensive national qualifications framework that incorporates quality assured qualifications from each the secondary, vocational education and training and higher education sectors.

The AQF provides the standards for Australian qualifications and outlines the learning outcomes expected for Senior Secondary Certificates of Education and a further ten AQF levels/qualification types.

The AQF was introduced to:

- Ensure nationally consistent qualification outcomes.
- Support the development and maintenance of pathways that enable people to move easily between different education and training sectors.
- Provide a framework for individual progression through education and training.
- Facilitate alignment of Australian education with international qualifications frameworks.

The 10 levels are based on the relative complexity and depth of achievement and the autonomy required of graduates to demonstrate that achievement.

Further information on the AQF can be obtained by visiting www.aqf.edu.au

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[22] The AQF is being reviewed at present. Information about the review (and in due course its outcomes) can be accessed here. The present site contains a discussion paper, supporting research and copies of submissions to the review made by stakeholders.

Australian Qualifications Framework

Certificate I
Certificate II
Certificate III
Certificate IV
Diploma
Advanced Diploma / Associate Degree
Bachelor Degree
Bachelor Honours Degree / Graduate Certificate / Graduate Diploma
Masters Degree
Doctoral Degree

> Senior Secondary Certificate of Education

AQF
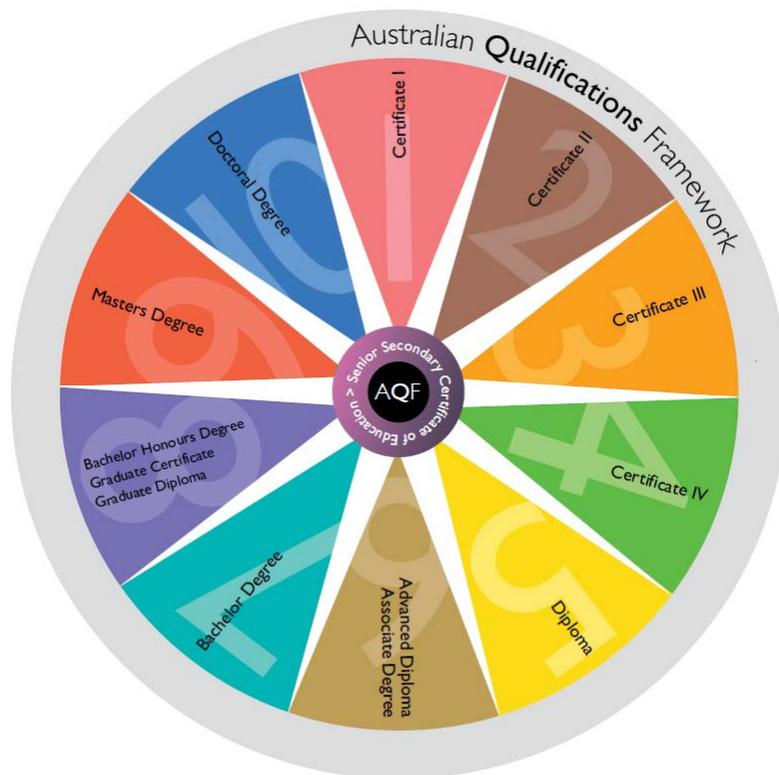
4.3. Qualification Types

The Australian Qualifications Framework (AQF) comprises 10 levels. The levels operate and guide the operation of education in three of Australia's six education sectors,[23] including:

- Senior secondary, which comprises school education at Years 11 and 12
- Higher education, which includes the universities and other higher education providers
- Vocational education and training, which includes (among others) each of Victoria's 12 TAFE institutes and four dual-sector universities.

Each AQF qualification type includes the requirements for AQF qualifications such as:

- the criteria associated with each level
- descriptor associated with each qualification type
- information about the responsibilities of qualification developers, accrediting authorities and issuing organisations.

The AQF levels and a summary is provided at Table 4.1

A complete list and detailed explanation are available by visiting here.

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[23] The remaining sectors includes the Early Childhood Education sector, Primary school sector, and the Non-senior Secondary School sector, (which comprises years 7 to 10)

Table 4.1
Australian Qualification Framework Levels

AQF Level	Summary	Qualification Type
Senior Secondary Certificate	Graduates of a Senior Secondary Certificate of Education will have foundational knowledge across a range of learning areas and some specialist discipline or technical knowledge	VCE VCAL VET in Schools (VETiS)
Level 1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Certificate I
Level 2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Certificate II
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Certificate III
Level 4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Certificate IV
Level 5	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning	Diploma
Level 6	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Advanced Diploma/Associate Degree
Level 7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Bachelor Degree
Level 8	Graduates at this level will have advanced knowledge and skills for professional/highly skilled work and/or further learning	Bachelor Honours Degree Graduate Certificate Graduate Diploma
Level 9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Masters Degree
Level 10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice	Doctoral Degree

4.4. Qualifications Offered by Sector

Table 4.2 shows the levels according to the education sector in which they operate.

Victoria's TAFE institutes mostly offer qualifications and skills training from senior secondary certificates through to Level 5 and 6 of the Australian Qualifications Framework (AQF).

However, five of the 12 standalone TAFE institutes are registered higher education providers,[24] and so offer qualifications at Levels 7, 8 and 9, while the four dual sector universities operate along the entire AQF.

Table 4.2
Australian Qualification Framework
Qualification Levels by Education Sector

Preschool	Primary school	Secondary school	Vocational Education and Training	Higher Education	AQF level
				Doctoral Degree	Level 10
				Masters Degree	Level 9
				Bachelor Honours Degree	Level 8
			Vocational Graduate Diploma	Graduate Diploma	Level 8
			Vocational Graduate Certificate	Graduate Certificate	Level 8
				Bachelor Degree	Level 7
				Associate Degree	Level 6
			Advanced Diploma		Level 6
			Diploma		Level 5
			Certificate IV		Level 4
			Certificate III		Level 3
			Certificate II		Level 2
			Certificate I		Level 1
			Senior Secondary Certificate of Education		

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[24] These five include Box Hill Institute, Chisholm Institute, Holmesglen Institute, Melbourne Polytechnic and William Angliss Institute.

Chapter 5
The Vocational Education and Training Market[25]

5.1. Introduction

The aim of this chapter is to provide an overview of Victoria's vocational education and training sector. The chapter will provide:

- A background to the contestable market
- Victorian Government policies and funding schemes
- Commonwealth Government policies and funding schemes

5.2. The contestable training market

Background

At its core, contestable funding is simply the allocation of public training funding and resources through a competitive market allocation mechanism.

In 1992, a decision was taken to create a national VET system through a cooperative federalist approach. At that point in time, vocational education and training in Australia essentially comprised eight public TAFE systems run by various state and territory governments.

A 'national' VET system was framed to achieve portability of consistent high-quality VET skills in order to improve national productivity and Australia's competitiveness in the global economic marketplace.

National VET reforms have aimed to achieve three essential underpinning and enduring strategic elements:

1. National frameworks for VET products: which ensured national consistency in training that met the needs of industry
2. National standards for providers: which established thresholds to be met to operate and be recognised as a training provider in the national training market
3. Development of a national training market: which aims to ensure that public funding of training is efficient, responsive and meets the needs of stakeholders. A key feature is contestability, otherwise known as the contestable training market.

Contestability for public training funds generally occurs in one of two ways:

1. Through competitive tenders that allows public and private providers to compete for public funding in particular areas
2. Through the implementation of policies to allow for 'user-choice'. At its most basic level, user choice gives eligible users entitlements or 'vouchers' that they can exchange for the receipt of approved training.

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[25] A critique of the training market approach published through the L H Martin Institute at Melbourne University can be found here. Victorian training market reports, prepared by the Government, can be accessed here.

		1992	1996	2000	2010	2015
PRODUCT STANDARDS			Australian Qualifications Framework (AQF)			
		Competency standards	Training packages (with regular improvements to meet industry needs); Training Package Development Handbook			2012 Standards/ policies for training packages
		Accredited courses – gradually decreasing in number and with greater industry focus				
		National register of accredited courses and, from 1996 onwards, training package qualifications				
PROVIDER STANDARDS		NFROT/ARF – a single framework for recognition of VET courses, providers (Registered training organisations (RTOs) and state registering and accrediting authorities/regulators)		Australian Quality Training Framework (AQTF) Standards for RTOs and state registering authorities		2015 Standards for RTOs and registering authorities
		National register of RTOs and the qualifications in their scope				
					2011 National VET regulator (ASQA) with Victoria and WA also maintaining state regulator	
(Publicly funded component)	**TRAINING MARKET DEVELOPMENT**	*Continuing from 1990s* Profile of activity uncontestably funded via contract with public providers	*Continuing from 1994* Portion of funding via competitive tendering	*Continuing from 1997* Portion of funding via user choice for apprentices and trainees	*Continuing from 2009* Portion of funding to enterprises via competitive tendering and first student entitlement schemes	*Continuing from late 2012* Student entitlement to at least a first certificate III level nationally and student loans for diploma and above through VET FEE- HELP
		Multiple roles of government separated – i.e. as VET provider, purchaser and regulator Quality assurance provided via the above two standard elements Improved consumer information on VET to support good decision-making Market design principles to support concerted action				

NFROT = National Framework for the Recognition of Training; ARF = Australian Recognition Framework

Student Training Entitlements

One manifestation of user choice is 'Student Training Entitlements', which extends a right to 'claim' training services. Importantly, where and how this claim could be used was (subject to certain requirements, see Box 5.1) up to and the choice of the user (student), and training providers would compete for users in an open market.

Victoria was the first jurisdiction to introduce Student Training Entitlements in 2009. This was followed in 2012 with the establishment of a national framework for student entitlements in VET (the Student Training Entitlement Agreement) as part of the National Partnership Agreement for Skills Reform of 2012-16 (see Box 5.1). This reform was underpinned by two nationally agreed upon features, including the need to ensure access and equity; and to provide consumers with choice in training provider and course.

Box 5.1 Student Training Entitlement Agreement

Preamble: All jurisdictions are committed to the introduction of a national entitlement to training. The flexibility in the essential criteria for the national training entitlement recognises that jurisdictions are at different starting points and have different reform destinations.

Essential Criteria: The national training entitlement will be an entitlement to access a government subsidised training place to a minimum of the first Certificate III qualification, which: a) is accessible through any registered training organisation (RTO), public or private, which meets state-based criteria for access to the national training entitlement; and b) is available as a minimum to all working age Australians (from post-school to age pension age) without a Certificate III or higher qualification, subject to meeting minimum entry requirements and state based criteria; and c) includes foundation skills or lower qualifications contained within the Certificate III qualification.

The Essential Criteria above are the minimum acceptable. Jurisdictions are encouraged to go beyond the minimum required, where affordable, and may vary other criteria as set out below.

1. Eligibility: The minimum requirement is that the entitlement is available to all working age Australians who do not have a Certificate III level qualification or higher. Jurisdictions have flexibility to go beyond the minimum, for example: to expand the entitlement beyond Certificate III; or to make the entitlement available to people who already have a qualification at Certificate III level or higher. Jurisdictions may also implement strategies to manage the uptake of the entitlement to balance supply and demand within their jurisdiction and budget constraints. Students must meet any eligibility criteria of the relevant Registered Training Organisation (RTO) to enrol in the course or institution of their choice.

2. Field of qualification: Consistent with the overall objective of the entitlement, jurisdictions may respond to jurisdictional priorities including by: determining which courses are subsidised, varying the subsidy levels; number of course places; and marketing particular courses strongly to potential students.

3. Facilitation of student choice: Jurisdictions will make efforts to ensure potential students have access to high quality information about courses and RTOs, to enable students to make informed choices about training.

4. Location: An 'entitlement' does not imply that all courses should be available in all geographic locations. Where necessary, students may need to travel or re-locate within the state to take up a particular course, or study on-line or through a delivery mode other than face-to-face.

5. Cross-border issues: States may develop bilateral jurisdictional arrangements to facilitate cross-border access to the national training entitlement for a student residing in another state.

The reform gave jurisdictions a say in the design and implementation of their student training entitlement programs to allow for the recognition of jurisdictional differences. However, each jurisdiction was required to ensure that a set of agreed upon thresholds was met. These thresholds include the requirements that:

- all working-age Australians (from post-school to age-pension age) be given access to government subsidised training.
- subsidised training be provided to at least a person's first certificate III level qualification.
- training be available from any qualified provider, be it public or private.

The thresholds represent a minimum, and jurisdictions are free to go beyond these. Examples of this include:

- expanding eligibility, so that subsidised places are also provided to who already hold Certificate III qualifications.
- flexibility on the level of subsidy provided and prices charged for training.
- developing criteria and thresholds to be met in order to be registered as an education provider.

5.3. Victorian Government Education and Training Policy

The contestable market in Victoria: Skills First

A note above, Victoria was the first jurisdiction to introduce contestability in the form of user choice (student training entitlement scheme), as one of a number of reforms introduced by the Brumby Government's _Securing Jobs for your Future: Skills for Victoria_ scheme (2009), calling its student entitlement scheme the 'Victorian Training Guarantee' (VTG) (see Box 5.2 for eligibility requirements associated with the Victorian Training Guarantee).

Box 5.2 Victorian Training Guarantee: Eligibility Requirements

To access the Victorian training Guarantee, prospective students had to be:
- an Australian citizen
- an Australian Permanent Resident (holder of a permanent visa)
- a New Zealand citizen

And any of the following:
- under 20 years of age
- seeking to enrol in a Foundation Skills List course (and do not hold a Diploma or above qualification or are receiving core skills training in other sectors)
- seeking to enrol in VCE or VCAL
- seeking to enrol in an apprenticeship
- 20 years and older and 'upskilling' by seeking to enrol in a course at a higher level than your existing qualification.

Students enrolled at a school were unable to receive a government-subsidised training place for a course unless undertaking the course as part of a School-Based Apprenticeship or Traineeship. Such students had access to other forms of Government vocational training supports.

Eligible students could access a maximum of two subsidised courses at the same qualification level in their lifetime, whether or not they completed the courses. However:
- This restriction did not apply to courses on the Foundation Skills List or to students recommencing training in the same qualification (at the same or a different provider).
- Under exceptional circumstances students could apply for an exemption to the rule allowing only two commencements at the same level.

In 2015, following recommendations from the independent _VET Funding Review_ [26] and the Review of Quality Assurance, the Victorian Training Guarantee (VTG) morphed into _Skills First_, which was introduced by the Victorian Government from January 2017.

Skills First maintains contestability, but introduced a series of changes to better focus and manage the training market, including:
- A new funded course list (see Box 5.3) to align training with industry needs and workforce demand.
- Subsidies that reflect the true cost of delivering high quality training.
- Subsidy increases for courses in areas of Government priorities.
- New targeted funding to establish a Workforce Innovation Fund, funding to better enable students in rural and regional Victoria and in specialist areas to access training, and an expansion of the Reconnect Program.
- More stringent quality requirements that training providers must meet to obtain funding contracts.

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[26] For a critique of the VET market approach by Phil Toner published through L H Martin at Melbourne University, please visit here.

Box 5.3 Funded Course List

The Funded Course List consists of:
- all foundation courses
- training that will support the workforces of the NDIS, the Government's response to family violence and the Government's pipeline of infrastructure projects
- training in all of Victoria's priority industry sectors:
  - ➢ medical technology and pharmaceuticals
  - ➢ new energy technology
  - ➢ food and fibre
  - ➢ transport, defence and construction technology
  - ➢ international education
  - ➢ professional services
- The list also includes courses that have strong job outcomes, such as apprenticeships.

Under *Skills First*, subsidised training continues to be available to eligible students only. (see Box 5.4). Training providers are responsible for determining whether a student is eligible for a subsidised place, and at what level.

Box 5.4 Skills First Funding: Student Eligibility Requirements

Generally speaking, to be eligible for Skills First funding, students:
- must be an Australian citizen, an Australian permanent resident, or a New Zealand citizen
- over twenty years of age must do a qualification that is higher than any qualifications they have already completed ('upskilling')
- 'upskilling' requirement does not apply to: people under 20 years; people seeking to enrol in Foundation Skills courses, people seeking to enrol in an Apprenticeship; and people seeking to enrol in VCE/VCAL.

Three controls limit the volume of subsidised training that an individual student can access:
1. Two in a year - A student may make a maximum of two government subsidised commencements in a calendar year
2. Two at a time - A student may be undertaking a maximum of two government subsidised courses at any one time
3. Two at a level in a lifetime - A student may undertake a maximum of two government subsidised commencements at each AQF level across their lifetime.

Free TAFE

Free TAFE is a $172 million program announced as part of the 2018-19 Victorian Government budget to covers tuition fees for priority courses for students who are eligible for government-subsidised training. This includes:
- 30 priority non apprenticeship courses
- 20 Victorian apprenticeship pathway courses (sometimes called pre apprenticeships)

Courses provided through Free TAFE includes those that lead to employment in important areas, such as preventing family violence, the National Disability Industry Scheme or for skills required to deliver infrastructure projects.

Further information on Free TAFE can be obtained by visiting www.freetafe.vic.gov.au

Skills and Jobs in the Education State

Skills and Jobs in the Education State outlines government policies to deploy the Vocational Education and Training sector to increase productivity, create jobs and increase economic growth. Its policies and initiatives are driven by six 'building blocks', including:

1. A clear vision for what Government expects from the VET system.
2. Sustainable funding
3. Strong and sustainable TAFE institutes and Learn Locals
4. Putting the needs of industry, employers and students first
5. A fair and equitable funding system.
6. Placing quality and continuous improvement at the heart of VET.

To read further, visit here.

Workforce Training Innovation Fund (WTIF)

The Workforce Training Innovation Fund (WTIF) was introduced in 2017 as part of the suite of reforms delivered through *Skills First*. The fund provides grants of up to $5 million to support training providers to work with industry and businesses to develop innovative new training programs and approaches.

Funding is available over four categories:

1. New training, products and methods
2. Applied research
3. Workforce training and skills development
4. Priority sectors

Further information is available by visiting here.

Regional and Specialist Training Fund (RSTF)

The Regional and Specialist Training Fund (RSTF) is a targeted funding stream that supports training for specific skills in regional and specialist areas that are not being met by the current training market. The fund has two broad areas that it supports, including:

- Support for employers in regional Victoria
- Support for specialised occupations of economic significance to Victoria.

For more information, visit here.

Future Industries

Future Industries is the Victorian Government program to support emerging industry sectors. This is achieved by investing in eight high-growth industries, supporting the establishment of collaborative networks and building supply chain readiness capabilities.

The program includes investment facilitation activities, grant programs, targeted infrastructure improvements, programs to build workforce skills, and initiatives to foster collaboration. A series of sector strategies have been developed for the eight identified priority industry areas (see Box 5.5).

The priority industry areas provide an indicator of the government's skills and training priorities, a fact made obvious by their being mirrored in the *Skills First* Funded Course List.

[International Education](#) has been identified as one of eight priority areas, giving TAFE a direct role in the realisation of *Future Industries*.

Further information on this program is available [here](#).

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Box 5.5 Future Industries: Priority Areas

- Medical technology and pharmaceuticals
- New energy technology
- Food and fibre
- Transport technologies
- Defence technologies
- Construction technologies
- International education
- Professional services

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International Education: Sector Strategy

The *International Education: Sector Strategy* is part of the *Future Industries* program. It outlines four focus areas and related goals to build Victoria's education sector, including:

Focus 1. Quality, innovation and outstanding student experience in Victoria
Focus 2. Market development and showcasing Victoria to the world
Focus 3. Sustained growth across international education sector
Focus 4. Collaboration and broader benefits of international education.

The full strategy can be accessed by visiting [here](#).

Marrung, Aboriginal Education Plan, 2016-2026

Marrung is the Victorian Government strategy to ensure that all Indigenous Victorians achieve their learning aspirations.

The Plan includes a number of priority areas, including those directly aimed at the TAFE and broader VET sector.

The full plan and other related information can be accessed [here](#).

5.4. Commonwealth Government Education and Training Policy

VET Student Loans

VET Student Loans is the Commonwealth Government program to support eligible students studying certain diploma level and above vocational education and training qualifications by providing income contingent loans, up to a capped amount.

Loans are available only for students who are enrolled at a VET Student Loans approved training provider that is approved to offer the VET Student Loans approved course. VET Student Loans replaced the former VET FEE-HELP scheme.

Courses are approved for a VET Student Loan if they:
- are current (not superseded),
- are on at least two state and territory subsidy lists, or,
- are a science, technology, engineering or mathematics (STEM) course (as defined by the Australian Bureau of Statistics (ABS) and the Office of the Chief Scientist) or,
- tied to licensing requirements for a particular occupation.

Other than for specified exceptions, there are three loan cap bands of $5,171, $10,342 and $15,514 (2019 amounts) which apply irrespective of whether a course is being delivered face-to-face, online, or via mixed delivery modes. Courses in the aviation training package are a specified exemption and are eligible for a loan of up to $77,571 (2019 amount).

A 20 per cent loan fee applies to VET Student Loans for full fee paying/fee for service students

Further information is available [here](#).

Skilling Australians Fund

The aim of the *Skilling Australians Fund* is to fund projects that support apprenticeships, traineeships, and pre- and higher-level apprenticeships and traineeships.

It has been putatively designed to meet identified skills shortages by enabling the training of apprentices, trainees, and pre- and higher apprentices in (among other things) occupations with a reliance on skilled migration. This is because Commonwealth funding is derived from a 'link' between the *Skilling Australians Fund* and charges (nomination training contribution charge) levied on employers who nominate foreign workers under the new Temporary Skill Shortage visa and certain permanent visas.

Commonwealth funding is matched by funding from the states to support new apprenticeships and other employment-related training. These funded projects are managed through a *Skilling Australians Fund National Partnership Agreement* (NPSAF). To date, Victoria has not signed on to this agreement and is not a participating jurisdiction.

Further information on the *Skilling Australians Fund* is available [here](#).

Chapter 6
The VET Training System

6.1. Introduction

The purpose of this chapter is to provide background to the VET training system. It provides:

- Sources of information on the history of the training system
- National training packages
- Accredited courses
- Training Registers

6.2. History of Australia's VET system: Resources

A number of resources provide historical accounts of Australia's TAFE and broader VET sectors, including that in Victoria.

The best historical resources can be accessed through the VOCED research database maintained by the National Centre for Vocational Education and Training Research (NCVER). That collection can be accessed here.

6.3. National Training Packages

6.3.1. Background

The competency-based system

Australia's VET system is an outcomes-based system. Its success or otherwise is measured against its ability to produce graduates who can demonstrate pre-determined outcomes (outputs), which are defined in terms of competencies. It has wide support, but is also not without its critics.

Being outcomes focused, the VET sector's competency-based system is built on an understanding that a learner's rate of progress is determined by his/her demonstrated competency, rather than by how long he/she has spent training. Further, in this system, training providers are given the flexibility to deliver the 'amount of training' that caters specifically to a learner's individual needs. For some learners, this level will be high, while for other, more experienced learners, the level required will be reduced.

By contrast, Australia's higher education and school sectors use a 'curriculum based' approach. Such systems are more 'input' focused, stipulating the knowledge that is to be imparted through a given course of study with (explicit and implicit) requirements that a student demonstrate the development of skills and abilities, such as critical thinking.

A recent critique of the competency-based system can be found here.

What are national training packages?

The VET sector's 'curriculum' is Training Packages.[27]

A Training Package is a set of nationally endorsed standards and qualifications used to specify, recognise and assess the skills and knowledge (the competencies) that people need to perform effectively in a given job or workplace. They detail how units of competency can

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[27] There has been some criticism of Training Packages in both the Joyce Review and the Review of TAFE SA by Moran and Bannikoff. Other work on Training Packages can be found in a report by NCVER and on the Federal Department of Education and Training's website here.

be 'packaged' into nationally recognised qualifications that align to the [Australian Qualifications Framework (AQF)](#).

Training Packages specify the competencies that need to be achieved, but do not prescribe how an individual should be trained, nor the length of time that must be spent on study. Being [output focused](#), Training Packages require training providers to develop and implement teaching strategies and assessment methods to meet the needs, abilities and circumstances of learners.

Each training packages is made up of three components:
i. Units of competency: define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.
ii. Qualifications framework: groups of units of competency ranging from Certificate I to Graduate Diploma level.
iii. Assessment guidelines: the industry's preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted

Training packages must:
- reflect identified workforce outcomes
- support national (and international) portability of skills and competencies, including reflecting licensing and regulatory requirements
- reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry
- be flexible enough to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces
- facilitate recognition of an individual's skills and knowledge, and support movement between the school, vocational education and training (VET), and higher education sectors
- support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Further information is available [here](#).

Industry at the centre
Since at least the 1980s, Australia's VET has focused on meeting the needs of industry, moving away from a "student centred 'culture of access' to the industry- and employer-centred culture of the 'new vocationalism'".[28] As a consequence, Australia's VET sector gives industry the prominent voice in the development of training packages.

The role of industry is to set the standards or competences that are required, and indeed, to determine the need or otherwise of a given [Training Package](#) (that is, is there a workplace need or industry demand for a given set of skills or occupation).

Industry's influence and the centrality of its role has been formalised in the creation of a number of industry-centred bodies that steer the system's development and review and approve the courses (Training Packages) that are made available. In brief, this is done through a number of [Industry Reference Committees (IRCs)](#), each of which is supported by a [Skills Service Organisation (SSO)](#) to help them in their work. IRCs advise the [Australian Industry Skills Committee (AISC)](#) about the skills needs of their industry sector.

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[28] Robin, Ryan (2011), *How VET responds: a historical policy perspective*, accessible [here](#).

Details about this process are outlined below and further details about IRCs and their membership, SSOs and the AISC can be found here.

6.3.2. Key stakeholders in the training package development process

As outlined just above, there are a number of stakeholders who have a direct role in the development and maintenance of Australia's Training Packages. A summary of each is provided below.

Further information on each can be obtained at www.aisc.net.au

A summary of the process is at section 6.3.4

Australian Industry Skills Committee (AISC)

The Australian Industry Skills Committee (AISC) was established by the CISC in May 2015 as the industry-led body that provides advice on the implementation of national VET policies.

The Committee's role is to ensure that the directions taken by the COAG Industry and Skills Council (CISC) are informed by an industry-based perspective focused on the quality and relevance of the national training system. The AISC has authority to approve industry-defined training packages for implementation.

Industry Reference Committees (IRCs)

Industry Reference Committees (IRCs) are the key industry advisory bodies to the AISC.

IRCs are made up of experts in particular industry sectors and play a critical role in identifying and responding to emerging skills and training needs. Through IRCs, industry requirements for skills are considered and defined in training packages. IRCs:
- gather industry intelligence to inform advice on training package development and review
- direct the work of their SSOs to ensure that training packages contain the correct industry content
- provide sign-off for industry skills forecasts, cases for change, cases for endorsement and other submissions for consideration by the AISC
- report to the AISC on the progress of their work
- promote the use of VET in the sectors they represent.

Skills Services Organisations (SSOs)

Skills Service Organisations (SSOs) are funded by the Australian Government to support Industry Reference Committees (IRCs) in their role. SSOs act as independent, professional service organisations and undertake the training package related work commissioned by the AISC, under direction of the relevant IRC. SSOs:
- support IRCs in their engagement with industry/employers/enterprises and other stakeholders to identify the skills required for jobs, and drive the training package development and review process so that skills standards and competencies align with modern work-practices.
- develop compliant training packages that are relevant to a modern Australian economy, are embraced by industry and maximise the potential for individuals to access employment.
- provide technical, operational and secretarial support to IRCs.

6.3.3. Training Package Development

Underpinning principles

The development of Training Packages is underpinned by the following principles:

- open and inclusive industry participation in the development, validation and endorsement of Training Packages.
- strong stakeholder engagement and the opportunity for industry to drive change.
- highly responsive process, capable of meeting industry needs and priorities for new skills.
- clear and transparent arrangements for resolving contentious issues.
- accountability of all stakeholders for the role that they play in the process.

Training Package Development Process

There are two broad stages in the development of training packages: the consultation stage, and a validation stage.
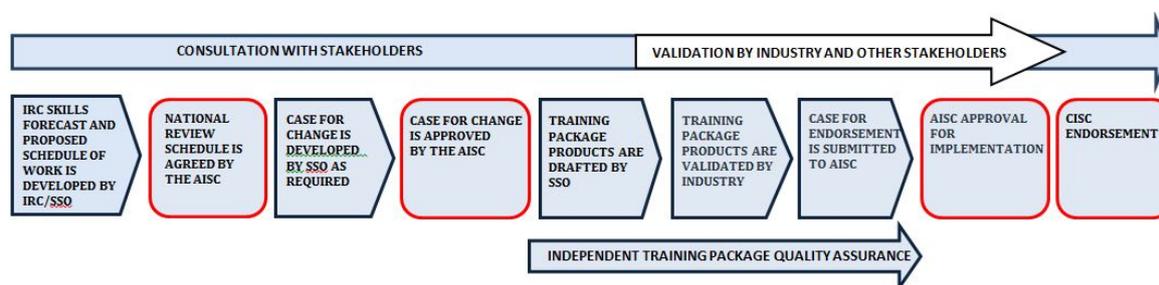
Consultation Stage

During the consultation stage, proposals to change or create a Training Package are suggested to the Australian Industry Skills Committee (AISC). This can occur in a number of ways, including through the work of the IRCs, or by proposals directly from industry.

Generally, a case for change will be required to be submitted to justify the amendment or creation of a training package. But in some cases, the AISC may bypass this requirement where a case for change is clear and the level of industry support for the change is overwhelming.

Validation Stage

During the validation stage, the proposed change is tested and work is undertaken to determine if the proposed training package products meet industry standards and requirements.

If the case is seen to be validated, then the proposed is presented to the AISC for its approval.

Strategic Directives

Strategic directives by the COAG Industry and Skills Council or the AISC may also result in training package development work, with or without a case for change.

6.3.4. Training Package Framework Documents

Training Packages operate under a framework comprising four documents, including the:

i. Standards for Training Packages 2012
ii. Training Package Products Policy

Standards for Training Packages 2012

The Standards for Training Packages is designed to ensure Training Packages are of high quality and meet workforce development needs. The Standards for Training Packages apply to the design and development of Training Packages, and comprise 12 individual standards.

The Standards for Training Packages can be read by visiting here.

Training Package Products Policy

Standard 2 of the Standards for Training Packages requires, by implication, that a Training Package Products Policy be developed, in that it requires that "Training Package developers comply with the [AISC] Training Package Products Policy".

The Policy outlines specific requirements that must be adhered to in the creation of Training Packages, from simple matters like coding and titling requirements, to more detailed requirements that their development meet requirements under Commonwealth anti-discrimination legislation and associated standards and regulations.

The Training Package Product Policy can be accessed by visiting here.

Training Package Development and Endorsement Process Policy

Standard 3 of the Standards for Training Packages requires that training package developers comply with the Training Package Development and Endorsement Process Policy, which outlines the process to be followed in the development or a change in Training Packages. It also outlines the roles of stakeholders and underpinning principles that must be followed in developing or changing Training Packages.

The Training Package Development and Endorsement Process Policy can be accessed here.

Training Product Development Programme Guidelines

The Training Product Development Programme Guidelines provide a framework for the review, update and development of the training products.

The full Guidelines can be accessed here.

6.4. VET Accredited Courses

6.4.1. What are VET accredited courses?

VET accredited courses are those that fulfil a training need that is not met by a Training Package. They can also be used to address skills required for a new or emerging area.

When a course has been accredited, it confirms that the course:
- is nationally recognised.
- meets an established industry, enterprise, educational, legislative or community need.
- provides appropriate competency outcomes and a satisfactory basis for assessment.
- meets national quality assurance requirements.

- is aligned appropriately to the Australian Qualifications Framework and leads to a qualification.

Each accredited course is allocated a national code and is listed on the national register of VET courses.

Unlike Training Packages, which can potentially be delivered by any registered training provider (as long as it is on their approved scope of registration), an accredited course can only be delivered by training providers that:
- own the course or have permission from the course owner to deliver the accredited course, and
- have the accredited course on their VET scope of registration.

6.4.2. How a course is accredited
Courses are accredited following procedures outlined by the relevant regulator.

In most states, this procedure is specified by the Australian Skills Quality Authority (ASQA). In Victoria's case, the ASQA route is supplemented by the ability for accreditation through the Victorian Registration and Qualifications Authority (VRQA). However, this is limited to areas that fall within the VRQA's jurisdiction (see section 3.2 for more on this). All Victorian TAFEs and dual sector institutions are regulated by ASQA.

Further information on the ASQA process for accreditation is available here.

The VRQA process can be accessed by clicking here.

6.4.3. Course accreditation documents
Standards for Course Accreditation 2012
The Standards for Course Accreditation are a legislative instrument created under the authority of the National Vocational Education and Training Regulator Act 2011. This document specifies the requirements for accreditation under the Australian Skills Quality Authority (ASQA).

The Standards also apply to courses that were accredited by state and territory bodies prior to the referral of their VET regulation powers to the Commonwealth, and the states' transition to national arrangements (though, as noted above, Victoria has not fully referred its powers to the Commonwealth).

The full Standards can be accessed here.

Standards for State and Territory Course Accrediting Bodies
Courses accredited under the VRQA are required to meet the standards outlined in the Standards for State and Territory Course Accrediting Bodies (2007).

These standards were developed under the former Australian Quality Training Framework, and focus on national consistency, client service and responsive management systems as well as specifying quality indicators and operating protocols for course accreditation functions.

This document can be accessed here.

6.5. Training Registers and Scope

Approved Training Packages and accredited courses are listed on one of two registers.

6.5.1. National Register

The National Register for Vocational Education and Training (VET) in Australia is an online platform (www.training.gov.au) that is the authoritative source of:

- Nationally Recognised Training (NRT) which consists of:
  - Training Packages
  - Qualifications
  - Units of competency
  - Accredited courses (including courses accredited by the Victorian Registration and Qualifications Authority)
  - Skill sets
- Registered Training Organisations (RTOs) who have the approved scope to deliver nationally recognised training, as required by national and jurisdictional legislation within Australia.

6.5.2. Victorian Register

Victoria's Register, known as the Victorian Skills Gateway, is an online platform (www.skills.vic.gov.au) that lists organisations that are registered to provide training under the Australian Skills Quality Authority (ASQA) or the Victorian Registration and Qualifications Authority (VRQA).

Courses listed in the Victorian Register are either regulated qualifications under the Australian Qualifications Framework (AQF), or short training programs comprising units of competency from regulated qualifications.

6.5.3. Scope of Registration

The Scope of Registration refers to the vocational education and training courses, services, training package qualifications, accredited courses or competencies that a registered training organisation (RTO) is registered and authorised to deliver. This Scope is outlined in the training registers referred to in sections 6.5.1 and 6.5.2.

The scope of registration may be very broad and include many qualifications and courses (such as in TAFE institutes and dual sector universities) or limited to the delivery of a single course or a small number of competencies.

Chapter 7
Registered training organisations (RTOs)

7.1. Introduction
This chapter provides information on Registered Training Organisations, or RTOs. It provides information on:
- Requirements to be an RTO
- Qualificators delivered by RTOS
- The type and number of RTOs

7.2. What are RTOs?
Registered training organisations (RTOs) are training providers that have been registered by Australian Skills Quality Authority (ASQA) or the Victorian Registration and Qualifications Authority (VRQA) to deliver vocational education and training (VET). Only RTOs can:
- deliver nationally recognised courses and accredited Australian Qualifications Framework (AQF) VET qualifications,
- apply for Commonwealth, state or territory funding to deliver vocational education and training.

ASQA is the official (and only) regulatory body for all RTOs in Queensland, South Australia, Tasmania, the Australian Capital Territory, the Northern Territory and New South Wales. However, ASQA shares regulatory responsibility with the VRQA for RTOs located in Victoria and Western Australia.

ASQA is responsible for oversight of Victorian and Western Australian RTOs when a:
- a course is offered (both in-class or online) by a Victorian of Western Australian RTO to students within the ACT, NSW, Northern Territory, Queensland, South Australia and Tasmania, or
- courses are offered by Victorian and Western Australian RTOs to international students who have chosen to study in Australia or on student visas.

When a course is offered in Victoria only or Victoria and Western Australia only, and is not offered to overseas students, the VRQA is the responsible regulatory authority.

All 12 Victorian TAFE Institutes and 4 dual sector universities are regulated by ASQA.

Once registered, an RTO must specify:
i. The training or assessment it intends to deliver.
ii. The fields or industries in which it may deliver training or assessment.
iii. The maximum level of qualifications it may issue.

Further information is available on the ASQA (here) and VRQA (here) websites.

7.3. Qualifications offered by RTOs
Once registered, a registered training organisation can offer qualifications at the following levels on the Australian Qualifications Framework (AQF):
- Certificates I, II, III and IV
- Diploma
- Advanced Diploma
- Vocational Graduation Certificate
- Vocational Graduate Diploma

In addition, five of Victoria's 12 standalone TAFE institutes offer higher education qualifications.[29] The four dual sector institutions in Victoria can offer qualifications across the entire 10 levels of the AQF.

7.4. Student-focused audits

The Australian Skills Quality Authority (ASQA) undertakes regular audits of Registered Training Organisations (RTOs). The audits are student-focused and are organised around five key phases of the student experience—marketing and recruitment; enrolment; support and progression; training and assessment; and completion.

ASQA also undertakes a range of strategic audits and reviews. Their outcomes can be accessed here

Further information on ASQA audits is available here.

7.5. Types of RTOs

There are about six types of RTOs operating in Australia. Some are publicly owned and operated, while others are privately run for-profit organisations.

TAFEs

TAFEs are RTOs that are owned and funded by state and territory governments. There are a number of TAFE models in use in Australia. Most states and territories have centralised TAFE institutes, where formerly independent institutes have been merged into a single institute with multiple campuses that are centrally managed.

Victoria is the stand-out jurisdiction, in that its TAFE sector continues to be made up of independent institutes. Victoria's TAFE sector is also unique in the large presence of dual-sector universities (four in total), that is, universities that have a TAFE division.

TAFE institutes are established through provision in state legislation. In Victoria's case, they are established through the provisions in the Education and Training Reform Act 2006. Dual-sector universities are created through individual university establishment acts (see section 2.2.1).

TAFE institutes are represented by the Victorian TAFE Association (VTA) in Victoria, and by TAFE Directors Australia (TDA) nationally.

Universities

A number of universities are also registered training providers. This is in addition to Victoria's four dual-sector universities.

Private RTOs

Private RTOs are organisations that deliver training series on a for-profit basis. They tend to be smaller organisations than TAFE institutes, and tend to offer training in a more limited number of areas than TAFE (for example, they may focus on the delivery of business training only). They can range from small sole-trader operations run by one person, up to large companies with dozens of employees.

Private RTOs make up the largest number of RTOs (see section 7.6).

Private RTOs are represented by the Independent Tertiary Education Council of Australia (ITECA), which was formerly known as the Australian Council for Private Education and Training (ACPET).

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[29] These five include Box Hill Institute, Chisholm Institute, Holmesglen Institute, Melbourne Polytechnic and William Angliss Institute.

Further information is available at www.iteca.edu.au .

Learn Locals and Adult Community Education Providers

Learn locals are independent not-for-profit organisations that deliver education and training in local and community settings. They are all not-for-profit organisations established to serve the needs of local communities.

Around half of Victoria's Learn Local organisations are RTOs, making them eligible to deliver accredited training and offer qualifications in the same way that TAFEs and private RTOs do. Non-RTO Learn Locals deliver non-accredited (or pre-accredited) programs. These vocational training programs do not lead to a recognised Australian Qualifications Framework (AQF) qualification, but provide a pathway to accredited training or employment.

Community-based Adult Education Providers in Victoria are established through provisions in Part 3.3 of the Education and Training Reform Act 2006. The provisions in that part of the Act establish Victoria's two adult education institutes, which include the Centre for Adult Education and Adult Multicultural Education Service (AMES Australia).

Victoria's Learn Locals are represented by Adult and Community Education Victoria (ACEVic), which can be accessed here.

Further information on Learn Locals is also available at the Youth Central website (here).

Industry Associations

Some industry peak bodies are registered to deliver training. The training is generally in areas of interest or of use to the association's members.

Enterprise Training Providers

Some enterprises and organisations register as RTOs to provide in-house training to their employees or volunteers. This includes both government and non-government enterprises.

Training delivered by enterprises is often managed a training branch, though in some cases the enterprise may have arrangements with other training providers (such as TAFE institutes) to deliver the training in-house.

They are represented by Enterprise Registered Training Organisation Association (ERTOA), whose website can be accessed here.

Schools

Some schools (secondary colleges) are also registered training providers. This includes both state-run (public) secondary schools and private colleges (such as the catholic school sector). Their VET activities tend to be focused on the delivery of VET in Schools, which is vocational education and training (VET) undertaken by school students as part of their senior secondary studies.

7.6. Number of RTOs

There are about 4,200 RTOs operating in Australia. Table 7-1 shows this total by the regulatory body that manages it.

As can be seen, the vast majority of RTOs are registered and overseen by the Australian Skills Quality Authority (ASQA), with a small number being registered with the Victorian Registration and Qualifications Authority (VRQA), or with the Training Accreditation Council in Western Australia.

Table 7-1
Number of Registered Training Organisations by Regulatory Body

Regulator	
Australian Skills Quality Authority	3756

Victorian Registration and Qualifications Authority	214
Training Accreditation Council of Western Australia	205
Other	1
Total	4176

Table 7-2 shows, the lion's share is made up of private providers. Victoria has the third highest number of RTOs and about a quarter of the national total, while Queensland has the largest number of RTOs of any state or territory. The data also show that there are 14 universities that are RTOs in Australia.

Table 7-2
RTO by Type and State/Territory

RTO type	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Total
Community Based Adult Education Provider	10	71	4	34	8	5	93	13	238
Privately Operated Registered Training Organisation	58	939	26	858	144	36	739	328	3128
Enterprise - Government	8	21	4	13	7	5	11	10	79
Enterprise - Non-Government	0	27	1	12	9	1	22	14	86
Equipment and/or Product Manufacturer or Supplier	0	5	0	0	0	0	1	0	6
Enterprise Providers (Total)	8	53	5	25	16	6	34	24	171
Industry Association	5	26	1	27	11	8	45	8	131
Other – Not Elsewhere Classified	1	16	1	4	8	1	4	3	38
Professional Association	2	7	0	2	0	0	9	0	20
School - Catholic	6	8	1	63	0	1	8	1	88
School - Government	5	4	2	196	4	1	23	18	253
School - Independent	0	4	1	40	0	0	24	1	70
Schools (Total)	11	16	4	299	4	2	55	20	411
TAFE Institute, Skills Institute or Polytechnic	1	1	1	2	1	1	12	6	25
University - Government	0	0	1	3	0	1	5	1	11
University - Non-Government Catholic	0	0	0	0	0	0	1	1	2
University - Non-Government Independent	0	1	0	0	0	0	0	0	1
University Providers (Total)	0	1	1	3	0	1	5	1	14

| TOTAL | 96 | 1130 | 43 | 1254 | 192 | 60 | 997 | 404 | 4176 |

Source: training.gov.au, report generated 23 April 2019 and includes RTOs with a current registration.

Chapter 8
International Education

8.1. Introduction
This chapter provides information on international education. It includes information on:
- Onshore and offshore
- the Education Services for Overseas Students (ESOS) Framework
- the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
- Useful international educational bodies
- the Visa system
- Data sources

8.2. Onshore and offshore
International education[30] is delivered in two broad streams, including onshore and offshore.

Offshore education is delivered to students who are studying through an institute's campus located at an overseas location outside of Australia, or through an offshore partner institution (outside of Australia).

By contrast, **onshore education** is delivered to students studying at an institution located within Australia.

Further information on International onshore and offshore education can be obtained by reading Growth and Opportunity in Australian International Education.

8.3. Education Services for Overseas Students (ESOS) Legislative Framework
The Education Services for Overseas Students (ESOS) Framework refers to the framework designed to create a consistent national approach to the provision of education and training services to overseas students. It is made up of four key instruments (outlined below) that set out registration requirements and standards for education and training providers.

Further information on the Framework can be accessed here or here.

Education Services for Overseas Students (ESOS) Act
The Education Services for Overseas Students (ESOS) Act 2000 is Commonwealth legislation that establishes and governs:

- the registration process and obligations of registered international education providers
- tuition protection for students
- enforcement and compliance arrangements

Further details on the Act can be obtained in section 2.2.2, and by visiting here.

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[30] ASQA recently reviewed the provision of international education. Their report can be accessed here.

Education Services for Overseas Students Regulations (ESOS) Regulations 2001

The Education Services for Overseas Students (ESOS) Regulations 2001 are regulations made under the provision of the ESOS Act. The regulations stipulate:

- the information that must be entered on the register about the provider and each course by location
- student details that providers must include on the Provider Registration and International Students Management System (PRISMS), including information about tuition and non-tuition fees
- information about students that providers must provide (in relation to student visa conditions)
- the penalties and infringement notices that will be imposed
- the student records that a provider must keep.

The full Regulations can be accessed here.

National Code of Practice for Providers of Education and Training to Overseas Students 2018

The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) establishes nationally consistent standards and procedures for registered education and training providers and for persons who deliver education services on behalf of registered providers.

The National Code draws its authority from and is made under subsection 33(1) of the Education Services for Overseas Students (ESOS) Act 2000.

The National Code sets out 11 standards covering areas such as marketing information and practices; education agents; student visa requirements; and complaints and appeals processes.

The full National Code can be accessed by visiting here.

Additional instruments

The Education Services for Overseas Students (ESOS) Framework is supported by a number of other documents that set out requirements for education and training providers on a number of sundry matters and determinations.

These additional legislative documents are made under the authority of the Education Services for Overseas Student Act 2000.

The full list of documents can be obtained by visiting here.

8.4. Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)

The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is a national register that lists education and training providers that are eligible to deliver education and training to overseas students; the courses that the eligible provider has been approved to deliver to overseas students; and the locations at which the course can be delivered.

To achieve CRICOS registration, training providers must meet the requirements of the Education Services for Overseas Students (ESOS) Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2007. Providers

delivering [English Language Intensive Courses for Overseas Students (ELICOS)](#) or Foundation Program courses must also meet standards associated with these programs/courses.

The register is managed by the Commonwealth [Department of Education](#). It is open to the public and it can be publicly searched by course or provider name/number.

Further information on CRICOS is available at www.cricos.edu.au

Additional information is available [here](#).

8.5. International Education Bodies

Victorian TAFE International

Victorian TAFE International is a professional network and community of international transnational vocational education and training (VET) practice that comprises the leaders of the international divisions in the Victorian TAFE sector.

The Network comes under the [Victorian TAFE Association (VTA)](#) umbrella and comprises about 100 individual members representing international programs at the 12 standalone TAFE institutes and four TAFE/VET Divisions of the dual sector universities.

VTI focuses on four key areas:
1. Communication between members
2. Professional development activities
3. Links with other international education bodies
4. Research in international education

Further information can be obtained by visiting www.vti.edu.au

International Education Association of Australia (IEAA)

The International Education Association of Australia (IEAA) was established in 2004 to provide support and better engagement for professions, institutions and others who are involved with the delivery of international education. It was established to:
- Serve the professional needs and interests of individuals working in or interested in international education.
- Encourage high quality, informed and ethical professional practice among members, institutions and organisations.
- Promote international education and its benefits with governments, education organisations and within the community.
- Promote Australian education, through and in the interest of members, overseas
- Advance Australia's global reputation and position as a provider of high-quality education.
- Drive new research to highlight emerging trends, inform strategy and policy and enrich Australia's knowledge base.

Further information on the IEAA is available by visiting www.ieaa.org.au

Austrade

Austrade is the Commonwealth Government's Australian Trade and Investment Commission. It is a statutory agency within the Foreign Affairs and Trade portfolio, with offices in overseas embassies and consulates, and representative arrangements in some other locations. Austrade is accountable to the Commonwealth Minister for Trade and Investment.

Its activities include international marketing and promotion of Australian education and training.

Further information can be obtained by visiting www.austrade.gov.au

Global Victoria
Global Victoria is a Victorian Government agency that supports Victorian businesses in their pursuit of global trade opportunities. It also promotes and advocates for Victorian industry through an international network of 22 offices.

Further information is available at www.global.vic.gov.au

8.6. Visas: Simplified Student Visa Framework (SSVF)
The Simplified Student Visa Framework (SSVF) is a paperless visa system that was introduced in 2016 to simplify the process of applying for a student visa. Under this system:
- International students apply for a single Student visa (subclass 500), regardless of their chosen course of study
- Guardians who accompany an international student apply for the Student Guardian visa (subclass 590)
- An online Student Document Checklist Tool allows students to check their financial and English language evidentiary requirements before applying for their visa. It lists all countries and all providers by their trading name and CRICOS code.

Further information is available by visiting here.

8.7. International Education Data Sources

Commonwealth Department of Education and Training – International Student data
The Commonwealth Department of Education and Training provides data on student commencements and year-to-date counts broken down by nationality, sector and state/territory.

Data from this source can be obtained by visiting here.

Student Visa Program – Department of Home Affairs
The Commonwealth Department of Home Affairs provides information on the number of student visas lodged, granted and grant rates by country.

Their data can be accessed here.

National Centre for Vocational Education Research (NCVER) – International Student data
Data on the number of students, program enrolments, subject enrolments broken down by country of delivery, program completions, program completion rates and graduate surveys is available here.

Austrade – International Education data
Data on the number of students, top source countries, enrolments and commencements, and sector breakdown can be obtained from Austrade, here.

Chapter 9
Workplace Relations

9.1. Introduction

This chapter provides information related to workplace relations, including:
- Employment agreements
- Workplace relations bodies
- Useful resources[31]

9.2. Employment agreements

Victorian TAFE Teaching Staff Agreement 2018 (Multi-Enterprise Agreement (MEA))

On 12 October 2018, the Fair Work Commission approved the Victorian TAFE Teaching Staff Agreement 2018 (otherwise known as the Multi-Enterprise Agreement (MEA)). The operative date is 19 October 2018. It is a 4-year Agreement, commencing 19 October 2018 with a nominal expiry date of 11 October 2022.

The parties to this agreement are the 12 standalone TAFE institutes and the Australian Education Union (AEU). The agreement was negotiated between the AEU and the TAFEs, which were represented by the Victorian TAFE Association.

The agreement covers teaching staff employed by Victoria's 12 standalone TAFE institutes. Staff employed at the four dual-sector universities are covered by different agreements (see below).

The new Agreement supersedes and replaces the Victorian TAFE Teaching Staff MEA 2015 and any enterprise agreement or other type of workplace agreement that previously applied to Victorian TAFE Teachers.

The Agreement provides for simplification of work arrangements, allowing for more flexibility for both the employer and employee to readily respond to changing circumstances and to community and industry expectations.

Among its key features are:
- Seven salary increases over the life of Agreement (total of 23.7% increase in salaries).
- Change to Classification Structure.
- Increased ordinary span of hours – Monday to Friday 6.00am to 10.00pm, Saturday 9.00am to 5.00pm.
- Ordinary hours of work are 38 hours per week and 8 hours per day within the ordinary span of hours.
- Teachers are required to attend their work location for up to 30 hours per week, up to 42 weeks per year.
- The removal of scheduled and unscheduled duties.

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[31] Some useful research and other information, although now a bit dated, considers HR practices and approaches to developing a better organisational culture. An NCVER report on the latter topic can be accessed here.

- The removal of time allowances for curriculum and specific time allowances from the teaching load – effectively gaining a genuine 800 hours maximum teaching load.

Further information and the full agreement can be accessed by visiting here, or by visiting www.vta.vic.edu.au and clicking under the 'Employment Relations' tab.

Professional Administrative Clerical Computing and Technical (PACCT) Agreements

Each of Victoria's 12 standalone TAFE institutes has an agreement to cover and manage the employment of arrangements of its non-teaching staff. These staff are known as Professional Administrative Clerical Computing and Technical (PACCT), and their agreements are referred to as PACCT agreements.

The parties to these agreements are the TAFE institutes and the National Tertiary Education Union (NTEU).

Each of the PACCT agreements can be accessed here, or by visiting www.vta.vic.edu.au and clicking on the 'Employment Relations' tab.

Dual sector university agreements

Staff employed by the dual sector universities are covered under separate agreements struck between the individual universities, the Australian Education Union (AEU) and/or the National Tertiary Education Union (NTEU).

These agreements cover working arrangements for both teaching and professional (non-teaching). Staff.

The **Swinburne University of Technology** Agreement can be accessed here. It encompasses staff who operate in both its higher education and VET education divisions, including both teaching and professional staff.

The **RMIT University** agreement can be accessed here. It covers vocational education staff.

Federation University of Australia operates under an agreement first agreed to in 2009 (The Victorian TAFE Teaching Staff Multi-Business Agreement 2009). That agreement can be accessed here.

The **Victoria University Polytechnic** agreement can be accessed here. It covers TAFE teaching staff.

Other agreements

There are two further agreements that are in operation. These include:
  i. The AMES Australia agreement, which can be accessed here. It covers teachers at AMES Australia.
  ii. A special agreement that operates at the Chadstone campus of Holmesglen Institute (which was formerly a campus of TAFE Gippsland, which was formerly known as Federation Training), which covers electrical contractors. It can be accessed here.

Modern awards

Where a workplace agreement is not in place, then the Modern Awards take effect. There are three modern awards relevant to TAFE institutes, including the:

   i. Educational Services (Post-Secondary Education) Award 2010), which can be accessed here.
   ii. Higher Education Industry – Academic Staff – Award 2010, which can be obtained here.
   iii. Higher Education Industry – General Staff – Award 2010, which is accessible here.

9.3. Workplace Relations Bodies

Fair Work Commission

The Fair Work Commission is the national workplace relations tribunal, established by the Fair Work Act 2009.The Commission has responsibility for administering the provisions of the Fair Work Act.

Further information on the Fair Work Commission can be found in section 3.3

Fair Work Ombudsman

The Office of the Fair Work Ombudsman, more commonly known as the Fair Work Ombudsman, is an independent statutory Commonwealth body that provides free advice and information on workplace relations matters and investigates complaints.

Further information on the Fair Work Ombudsman is available in section 3.3.

Industrial Relations Victoria (IRV)

Industrial Relations Victoria (IRV) is the Victorian Government body that oversees the Victorian Government's industrial relations policy and initiatives.

IRV is a division of the Victorian Government Department of Jobs, Precincts and Regions.

Further information is available at by clicking here.

Wage Inspectorate Victoria

Wage Inspectorate Victoria is responsible for education, compliance and enforcement functions relating to Victorian industrial laws, including long service leave and child employment laws. It investigates alleged breaches of these laws with a view to achieving voluntary compliance.

Further information is available here.

Labour Hire Authority

The Labour Hire Authority is responsible for implementing the Labour Hire Licensing Act 2018, which introduced a licensing scheme for providers of labour hire across all industry sectors. The Authority works to protect workers from against exploitation from unlicensed labour hire providers and host employers not engaging licensed providers.

More information is available by visiting www.labourhireauthority.vic.gov.au

Office of Public Sector Executive Remuneration (OPSER)

The Office of Public Sector Executive Remuneration (OPSER) is a business unit within Department of Premier and Cabinet. It is responsible for the administration of executive remuneration, which were previously overseen by the Victorian Public Sector Commission (VPSC).

OPSER oversees the Victorian Government's Public Entity Executive Remuneration Policy (see section 9.4), which replaces the former Government Sector Executive Remuneration Panel (GSERP) Policy (the latter was Administered by the Victorian Public Sector Commission (VPSC)).

Further information is available here.

9.4. Useful resources

Victorian TAFE Association Implementation Guides

The Victorian TAFE Association has developed two guides to aid in the implementation of the Victorian TAFE Teaching Staff Agreement 2018.

There are two guides, depending on the audience. The first is aimed at teachers, while the second is aimed at managers.

The teacher centred guide is available here.

The guide aimed at managers is available only by request to the Victorian TAFE Association.

Australian Education Union (AEU) Implementation Guide

The Australian Education Union (AEU) has prepared an implementation guide to Victorian TAFE Teaching Staff Agreement 2018 for use by AEU members.

The AEU guide is available by visiting here.

A Manual for Best Practice in Employment Relations and OH&S

A Manual for Best Practice in Employment Relations and OH&S is a Victorian TAFE Association document that provides Institute Boards, CEO's, Human Resource staff and line managers with a best practice guidance on contemporary human resources, employee relations/industrial relations, and OH&S practices.

The Manual can currently be accessed by visiting here. However, there are plans to move this to the VTA's HR Portal For access to the Portal resource, please contact the VTA.

Public Entity Executive Remuneration Policy

The Public Entity Executive Remuneration Policy outlines procedures and establishes a framework comprising five principles for remuneration of executives at specified public entities and departments. This includes TAFE institutes.

The policy applies to remuneration of CEOs and employees with significant management responsibility whose total remuneration package (TRP) is equal to or greater than the base of the Victorian Public Service (VPS) executive officer remuneration range.

Further information is available [here](#).

Other VTA resources

The VTA has compiled a series of workplace relations resources and templates for matters related to:

- OHS
- Discipline and termination
- Performance appraisal
- Position descriptions
- Recruitment
- Letters and contracts

These resources can be access through the VTA website, by visiting [here](#). However, there are plans to move these to the VTA's HR Portal. For access to the Portal, please contact the VTA.

HR Managers Network

The [HR Managers Network](#) comprises HR representatives from each of the VTA's member institutes. It tackles and shares information on best-practice in HR management, with a current focus on consistent implementation of the [Victorian TAFE Teaching Staff Agreement 2018](#).

The Network meets monthly to every two months.

Further information is available by contacting the Victorian TAFE Association.

Chapter 10
Data Sources

10.1. Introduction

This chapter provides information on data sources that are useful and have some relevance to the vocational education and training sector.

The list of sources provided here is not exhaustive, but has been curated to provide the main sources of information.

The resources listed in this chapter include:
- The Australian Bureau of Statistics
- The National Centre for Vocational Education Research
- NCVER: VOCSTATS
- NCVER: VOCEDplus
- Commonwealth Department of Education
- Victorian Department of Education and Training
- Victorian Qualifications and Registration Authority
- training.gov.au reports
- Longitudinal Surveys of Australian Youth
- Victorian Public Sector Commission
- Austrade international education and training data
- Australian Education International
- data.gov.au

10.2. Australian Bureau of Statistics (ABS)

The Australian Bureau of Statistics (ABS) produces a number of data sources that are of relevance and interest to TAFE institutes. These include:
- The national census, which is conducted every five years. The census is available here.
- Labour force statistics, which includes data on employed, unemployed and underemployed persons, as well as the participation rate (catalogue number 6202.0)
- Industry related data
- Various education, social and demographic statistics

ABS statistics are provided through a series of collections, or catalogues. These include (each has a link, and the numbers next to the statistical topic or theme represent the catalogue numbers):

1. General
2. Census of Population and Housing
3. Demography
4. Social Statistics
46. Environment
5. National Accounts, International Trade and Finance
6. Labour Statistics and Prices
7. Agriculture
8. Secondary Industry and Distribution
84. Mining
89. Other Agencies' Products

You can access the list of catalogues directly by clicking above, or by visiting here.

Further information is available at www.abs.gov.au

10.3. National Centre for Vocational Education Research (NCVER)

The National Centre for Vocational Education Research (NCVER) is the major source of data on the VET sector. It collects data such as:

- Student outcomes
- Apprentices and training
- Employer views and use of the VET sector
- Students and courses
- Government funded students and courses

This information can be accessed through the NCVER website, here.

10.4. NCVER: VOCSTATS

The NCVER also provides data through VOCSTATS, which provides users with the ability to generate reports and interrogate and analyse data in unique ways. Data available through VOCSTATS includes:

- Apprentices and trainees
- Government-funded students and courses
- Total VET students and courses
- VET student outcomes
- VET in schools
- VET funding

VOCSTATS can only be access by registering and obtain a username and password.

To register, and for further information, please visit here.

10.5. NCVER: VOCEDplus

VOCEDplus is a research database that encompasses vocational education and training (VET), higher education, adult and community education, informal learning, and VET in Schools. It is owned and managed by the NCVER.

It contains over 80,000 English language records from Australian and international sources, many with links to full text documents.

VOCEDplus can be accessed here. Further information is also available in Section 11.2, Chapter 11.

10.6. Commonwealth Department of Education

The Commonwealth Department of Education collects and makes available various forms of data, including:

- Data on higher education students, which is available here.
- Higher education statistics, which focuses on courses provided by providers, student load, income and research activity. This is available here.
- The Department also provides access to data through a higher education Data Cube, which provides users with the ability to interrogate data and run various different types of analyses. The data cube is available here.

10.7. Victorian Department of Education and Training

The Victorian Department of Education and Training collects data on VET, including the Training reports and surveys, which provides information on Victorian training market activity and analysis.

The Department also houses the Funded Course List, which outlines courses that receive government funding (subsidy) and the rates of for non-subsidised courses. The Funded Course list is available here.

Victorian Student Satisfaction Survey data is also available through the department. This survey asks about 180,000 Victorian students about their satisfaction with their training and assessment.

The Department also conducts a Victorian Employers Skills Survey, which gauges the experience of Victorian employers on matters such as recruitment, skills needs and training.

10.8. Victorian Qualifications and Registration Authority (VRQA)

The Victorian Qualifications and Registration Authority (VRQA) produces a series of information sheets that include data on various issues and topics, including Vocational Education and Training in Victoria.

VRQA information sheets are available here.

10.9. training.gov.au reports

The National Register for Vocational Education and Training (VET) in Australia, better known as training.gov.au, makes data available and facilitates the generation of reports on various topics, including:

- Accredited course reports, including their number, list, status and approving regulatory body
- Classification reports, which allows for statistical classification of and interrogation of accredited courses, qualifications and units of competency
- Reports on registered training organisations, including their numbers, scope of training delivery and status
- Taxonomy reports, which provides a list of Training Package by occupation and industry sector
- Reports on Training Packages, which lists units by qualification, skills set of training package.

To generate reports, please click here.

10.10. Longitudinal Surveys of Australian Youth (LSAY)

Longitudinal Surveys of Australian Youth (LSAY) is a study that follows young Australians over 10 years, from their mid-teens to mid-twenties, as they move through school to further study, work and beyond.

The data is made available through the Commonwealth Department of Education, in concert with state and territory governments. It is managed by the National Centre for Vocational Education Research (NCVER).

Further information is available by visiting here.

10.11. Victorian Public Sector Commission (VPSC)

The Victorian Public Sector Commission (VPSC) collects data on the public sector workforce, including the TAFE Sector Data Collection.

The TAFE Sector Data Collection is part of the VPSC's Workforce Data Collection, which comprises (each heading links to information on the collection):
- Health Sector Data Collection
- TAFE Sector Data Collection
- Victorian Public Service Data Collection
- Public Entity Data Collection
- Headcount Data Collection

10.12. Austrade international education and training data

Austrade provides data in relation to international students and international education.

The data is available through a series of 'dashboards', including:
- A market dashboard, which provides data on monthly student enrolment, visa and export data

- A regional dashboard, which breaks data according to state and territory and various other statistical areas
- International student enrolments
- Student visa data
- Education export data

Austrade dashboards and data can be accessed by visiting here.

10.13. Australian Education International

Australian Education International is a Commonwealth Government resource that provides:
- International student data
- Data visualisations
- Research papers
- Offshore education data
- Information on Australian students overseas.

This service can be accessed by visiting here.

10.14. data.gov.au

A useful site for data is www.data.gov.au, which is a central source of open government data, including publicly available data published by federal, state and local government agencies.

The site has over 30,000 publicly available datasets, and in addition to government data houses publicly-funded research data and datasets from private institutions.

Chapter 11
Research Bodies

11.1. Introduction

This chapter provides information on bodies that conduct research into vocational education and training, or that draw together researchers (that is, research networks).

The Chapter provides information on:
- Australian Research Bodies
- International Research Bodies

11.2. Australian Research Bodies

National Centre for Vocational Education Research (NCVER)

The National Centre for Vocational Education Research (NCVER) is a research body jointly owned by the Commonwealth and state and territory governments. The organisation was established in 1980 as the TAFE National Centre for Research and Development, transforming into the NCVER in the early 1990s.

The NCVER is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) in Australia.

NCVER's areas of activity include:
- Undertaking a strategic program of education and training research and collecting and analysing national VET statistics and survey data.
- Collecting and publishing research findings on VET and higher education from Australia and the world.
- Disseminating the results of research and data analysis.
- Building links with similar international organisations.

NCVER is responsible for managing and producing VOCEDplus, which is a free international and searchable research database for tertiary education, especially as it relates to workforce needs, skills development, and social inclusion. It also contains:
- A glossary of VET terms
- A VET knowledge bank including timeline information
- 'Pods' and 'podlets' - a collection of themed pages with links to topic-specific research and resources
- A series of landmark reports on the VET sector
- 'Focus on...' pages on specific topics, and
- A series of special and historical collections

Further information is available at www.ncver.edu.au

VOCEDplus can be accessed at www.voced.edu.au

LH Martin Institute

The LH Martin Institute is an institute located at the University of Melbourne. It was created in 2007, and is named for Leslie Harold Martin, an eminent physicist and educator who was a key adviser to the Menzies Government.

The Institute is interdisciplinary and has as its key objectives:

- to train the next generation of leaders of Australia's tertiary education in the strategic management of their institutions;
- to provide a forum in which public policy makers, public and private sector institutions and national and international experts can explore, assess and anticipate the changing national and international environment in which tertiary education operates; and
- to support educational programs with scholarship and research.

In 2014, the Institute became part of the Melbourne Centre for the Study of Higher Education. It is organisationally part of the Melbourne Graduate School of Education.

Further information on the LH Martin Institute[32] is available here.

Centre for Vocational Education and Policy
The Centre for Vocational Education and Policy is based at the University of Melbourne. It is focused on pathways within upper secondary education and from upper secondary education into higher education, vocational education and training (VET), work-based training and the labour market, both in an international and a comparative context.

The Centre is organisationally part of the Melbourne Graduate School of Education. Its research is focused on:
- the transitions and learning outcomes of disengaged youth at the national and jurisdictional levels; and
- the quality of VET and upper secondary education systems, processes, practices and outcomes.

Further information is available here.

Grattan Institute
The Grattan Institute is a public policy think tank. It was established jointly in 2008 with funding by the Victorian and Commonwealth Governments well as contributions from some corporate donors. It is housed at the University of Melbourne, but it is not a University of Melbourne institute.

Its mission is to promote and provide leadership in policy areas that are vital to shaping Australia's direction as a liberal democracy in a global economy.

The Institute has nine program areas, including education.

Further information on the Institute is available at www.grattan.edu.au

Mitchell Institute
The Mitchell Institute, named for Harold Mitchell, is a public policy focused body, focusing on public policy in the areas of health and education. The Institute was established in 2013 by Victoria University with founding investment from the Harold Mitchell Foundation.

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[32] In 2018 the L H Martin Institute at Melbourne University published a series of papers on the role of TAFE/VET. They cover a variety of very pertinent topics (including CBT, funding, VET teacher education, VET markets, the future of VET, VET policy, VET and disability) and can be accessed here.

The focus of the Mitchell Institute's work is on improving Australia's education and health systems.[33]

Further information on the Institute is available at www.mitchellinstitute.org.au

Victoria Institute
The Victoria Institute is a research centre within Victoria University. Its projects explore alternative ways of offering learning opportunities to students from diverse, disadvantaged and under-represented communities.

Its research program focuses on inclusive education and it clustered around three program areas:
   i.   Educational inclusion of students with chronic illness or disability
   ii. Educational alternatives for learning & wellbeing of marginalised students
   iii. Professional learning for educational inclusion

For more information, please visit here.

Centre for International Research on Education Systems
The Centre for International Research on Education Systems (CIRES) conducts strategic research that identifies how well education systems work, for whom, and how they can be structured to work well for all. It is based at Victoria University.

Further information is available here.

Researching Adult and Vocational Education (RAVE)
Housed at Federation University Australia's School of Education, Researching Adult and Vocational Education (RAVE) is a group of researchers in adult and vocational education based in the School of Education. It is focused on:
- learning by adults (including young adults) in informal and community settings
- learning by adults in community learning organisations
- formal vocational education and training, in institutions such as TAFE colleges and private providers, and also in workplaces
- VET policy and practice

Further information is available here.

Australian Council of Deans of Education Vocational Education Group
The Australian Council of Deans of Education (ACDE) was established in 1991 as the peak association of Faculty Deans and Heads of Schools of Education in Australian universities and other higher education institutions.

The ACDE Vocational Education Group (ACDEVEG) advises the ACDE Board and represents the ACDE on vocational education and training matters.

Further information on the ACDE is available here.

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[33] Some relevant work to Board members and chairs includes: Rethinking and revitalising tertiary education, Participation in tertiary education in Australia, Finding the truth in the apprenticeships debate, Expenditure on education and training 2016, and VET funding,

Further information on the ACVDEG is available here.

Australian Vocational Education and Training Research Association (AVETRA)
The Australian Vocational Education and Training Research Association (AVETRA) is a national network of researchers in vocational education and training (VET).

AVETRA focuses on:
- promoting independent and significant research in VET, with due regard for the intellectual property rights of researchers
- raising the profile of VET research in the academic and training communities
- promoting training in research methods for those working in or with the VET sector
- providing platforms for the dissemination of research findings.

For more information, visit www.avetra.org.au

VET Partitioners Research Network (VPRN)
The VET Practitioners Research Network (VPRN) was established by the Victorian TAFE Association, the International Specialised Skills (ISS) Institute and others to provide an outlet for the dissemination and sharing of research activity that occurs within the VET sector. It enables researchers from Australia and internationally to meet and share their research and provides a platform for discussion on topics of interest to the VET sector.

Membership of the VPRN is free.

For further information, or to join, visit www.vprn.edu.au

Research and Advocacy Committee of the Victorian TAFE Association
The Research and Advocacy Committee is a Committee of the Victorian TAFE Association. It has been created to:
1. provide advice to the VTA and CEO Council on the development of advocacy activities, and to ensure that said activities have a strong and robust evidence base.
2. explore and provide advice on activities to build an applied research culture and showcase applied research and innovation in the TAFE Network, with the aim being to better capture and support applied research as a means to advance the sector.

Further information is available by contacting the Victorian TAFE Association.

11.3. International Research Bodies

TKNIKA
TKNIKA, one of Europe's leading VET promotional organisations, is an institute of innovation created by the Basque Ministry of Education. Its mission is to place Basque Vocational Training at the European forefront by developing innovative projects in the areas of technology, education and management.

A core part of TKNIA's activities is to make research and applied innovation fundamental elements of vocational education and training in the Basque country. The Centre develops innovative projects in the areas of technology, education and management.

For more information, visit www.tknika.eus

German Federal Institute for Vocational Education and Training (BIBB)
Founded in 1970, the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung in German, or BIBB) is recognised as a centre of excellence for vocational

education and training research and for the progressive development of vocational education and training. BIIB conducts research on vocational education and training, develops vocational education and training and serves in an advisory capacity to government.

Further information is available at www.bibb.de

UNEVOC – UNESCO
UNESCO-UNEVOC is an international centre under the auspices of United Nations Educational, Science and Cultural Organization (UNESC). Its aim is to connect UNESCO member states worldwide to develop and strengthen technical and vocational education and training (TVET).

UNEVOC activities operate through a global network of TVET institutions comprising departments of ministries, national TVET bodies, universities, and nationally leading training centres.

Australia has three official UNEVOC centres, located at RMIT University, the National Centre for Vocational Education Research (NCVER) and TAFE Directors Australia (TDA).

Further information is available at www.unevoc.unesco.org

International Labour Organisation (ILO)
The International Labour Organisation (ILO) is a United Nations agency whose mandate is to advance social justice and promote decent work by setting international labour standards.

The ILO produces and manages a series of labour statistics and data bases, which can be accessed here.

11.4. Links to other bodies and resources
Links to other significant international VET research and information sites can be found in the following areas:
- An alphabetical listing of some of the key Australian organisations, resources and research centres operating in the Australian VET sector can be accessed here.
- Information on organisations from around the world that produce research in the areas of vocational and tertiary education and training can be accessed here.
- Key international statistical data and publications and key statistical organisations and resources can be accessed here.

Chapter 12
Important Stakeholders

12.1. Introduction
This chapter provides information on important stakeholders. It includes information on:
- Education and Training stakeholders (non-government)
- Industry and Community stakeholders
- Supranational bodies
- Government stakeholders

12.2. Education and Training Stakeholders

12.2.1. Australian

TAFE Directors Australia (TDA)

Established in 1998, TAFE Directors Australia (TDA) is the peak national body for Australia's publicly owned TAFE institutes, dual sector universities, TAFE, and the Australia-Pacific Technical College (APTC). TDA focuses its advocacy activities at the Commonwealth level. Each Victorian TAFE Association member is also a member of the TDA.

TDA is driven by five strategic objectives, including to:
  i. advance vocational education and training policy in Australia.
  ii. support policy development for improved outcomes for students – domestic and international.
  iii. lead advocacy on funding.
  iv. promote and support TAFE Institutes as the foremost providers of quality skills training in Australia and abroad.
  v. support, expand and, where appropriate, lead international networks and business opportunities for members.

It also has an excellent weekly newsletter.

Further information on TDA is available at www.tda.edu.au

Independent Tertiary Education Council Australia (ITECA)

The Independent Tertiary Education Council Australia (ITECA), formerly known as the Australian Council of Private Education and Training (ACPET), represents and provides support services to private registered training organisations. ITECA operates across each state and territory, and advocates to state, territory and Commonwealth governments on policies that are relevant to the private education and training sector.

Further information is available www.iteca.edu.au

VET Development Centre (VDC)

The VET Development Centre (VDC) was established in 2005 by the Victorian Government as the TAFE Development Centre to promote the development and raise the professional standing of people working in TAFE.

This remit was later widened to the service of the entire VET sector, and with it, the TAFE Development Centre was transformed into the VET Development Centre.

VDC delivers and facilitates Victorian Government funded continuing professional learning and evaluation activities to the Victorian VET workforce. It provides fee-for-service continuing professional learning webinars, workshops, and seminars well as customised consultancy to the VET sector.

It also produces VDC News approximately twice a month on topics of interest to VET staff and other stakeholders. The current issue of the newsletter and archived articles can be accessed here.

Further information is available at www.vdc.edu.au

International Specialised Skills (ISS) Institute

The International Specialised Skills (ISS) Institute was founded by Sir James Gobbo, former Governor of Victoria, to encourage investment in the development of specialised skills.

The ISS Institute operates a series of Fellowship programs to support Australian and international leaders across a cross-section of industries and sectors to undertake applied international research. Australian ISS Institute Fellows travel overseas and, upon their return, disseminate newly acquired knowledge for the advancement of the vocational education and training sector.

Further information on the ISS Institute is available at www.issinstitute.org.au

Victorian Aboriginal Education Association, Inc. (VAEAI)

The Victorian Aboriginal Education Association (VAEAI) was first established in 1976 as the Victorian Aboriginal Education Consultative Group (VAECG). The aim of the VAECG and its VAEAI successor is to increase the presence and voice of Koorie people in education decision making

VAEAI represents the Koorie Community in relation to education policy development and strategic programming at the local, state and national levels.

Further information is available at www.vaeai.org.au

Universities Australia (UA)

Universities Australia (UA) is the peak body representing Australia's universities. Every Australian university is a member of UA, including Victoria's four dual sector universities, these four also being members of the Victorian TAFE Association.

Further information on UA is available by visiting www.universitiesaustralia.edu.au

Group of Eight (Go8)

Established in 1999, the Group of Eight (Go8) represents and comprises Australia's research-intensive universities, including the University of Melbourne, the Australian National University, the University of Sydney, the University of Queensland, the University of Western Australia, the University of Adelaide, Monash University and the University of NSW.

The Go8 seeks to influence the development and delivery of long-term national higher education and research policy for its eight members.

For more information on the Go8, visit www.go8.edu.au

Innovative Research Universities (IRU)

Innovative Research Universities (IRU) is a group of seven universities that came together in 2003. Its members include Charles Darwin University, Flinders University, Griffith University, James Cook University, La Trobe University, Murdoch University and Western Sydney University. The IRU seeks to influence university policy making and political developments for the benefit of its members.

Further information on the IRU is available at www.iru.edu.au

12.2.2. International

World Federation of Colleges and Polytechnics (WFCP)

The World Federation of Colleges and Polytechnics (WFCP) is an international network of colleges, polytechnics, TAFEs and their equivalent. It is also a network of national and regional associations.

WFCP provides leadership in the delivery of workforce education and provides an avenue for its network members to link with one another and with other key stakeholders, such employers, industry, government and funding agencies.

The WFCP hosts the World Congress, which is a conference held every two years to discuss and showcase thinking and activities in vocational education and training.

Further information is available at www.wfcp.org

UK Association of Colleges (AoC)

The UK Association of Colleges (AoC) is a not-for profit organisation established in 1996 by further education colleges in the UK to represent and promote their interests. Further education colleges are TAFE equivalents, providing high-quality technical and professional education and training for young people, adults and employers.

The AoC membership represents 95 per cent of the UK's further education sector.

Further information on the AoC is available by visiting www.aoc.co.uk

Colleges and Institutes Canada (CICan)

Colleges and Institutes Canada (CICan) is the national, voluntary membership body representing Canada's TAFE equivalents, which includes the publicly supported colleges, institutes, cegeps (which are publicly funded pre-university and technical college in the province of Quebec) and polytechnics in Canada and internationally.

Formerly known as the Association of Canadian Community Colleges (ACCC), CICan advocates on behalf of its members and promotes their contributions to Canadian society. CICan seeks to champion member priority interests in the context of Canadian federal

government priorities to ensure that federal policies are beneficia for its members and their students.

Further information on CICan is available at www.collegesinstitutes.ca

American Association of Community Colleges (AACC)

Founded in 1920, the American Association of Community Colleges (AACC) is the primary advocacy organisation for community colleges in the United States, representing nearly 1,200 two-year, associate degree-granting institutions and more than 12 million students.

AACC supports and promotes member colleges through leadership development, policy initiatives, publications, innovative programs, research, and strategic outreach to business and industry and the national news media.

Further information is available at www.aacc.nche.edu

12.3. Industry and Community

12.3.1. Union stakeholders

There are two key union stakeholders for the VET and higher education sectors: the Australian Education Union and the National Tertiary Education Union. However, other unions may also have interest in VET issues from time to time.

Australian Education Union (AEU)

The Australian Education Union (AEU) represents those working in the primary, secondary and the non-university tertiary education sectors. Its members include principals, teachers and allied educators in schools, TAFE institutes, Corrections Education, Adult Migrant Education Services, and early childhood education centres.

The AEU is a nationally organised union with a Federal Office in Melbourne and offices in every state and territory capitals. It also has offices in some regional centres.

The Victorian TAFE Teaching Staff Agreement 2018 is the product of negotiations with the AEU.

Visit www.aeufederal.org.au for further information.

For information on the Victorian branch, visit www.aeuvic.asn.au

National Tertiary Education Union (NTEU)

The National Tertiary Education Union (NTEU) represents those working in the tertiary education sector. Its members include academics, general/professional and research staff in the universities, English Language Intensive Courses for Overseas Students (ELICOS) and Teacher of English to Speakers of Other Languages (TESOL) teachers and those working in research institutes, student unions and university companies.

In Victoria, the NTEU represents general staff who work in TAFE institutes and staff working in Adult and Community Education.

The NTEU is the union that represents [Professional, Administrative, Clerical, Computing and Technical (PACCT)](#) staff working in TAFE institutes, and PACCT workplace agreements are the product of negotiations with the NTEU.

Further information is available at www.nteu.org.au

Australian Council of Trade Unions (ACTU)

The Australian Council of Trade Unions (ACTU) is the peak union body representing almost 2 million Australian workers. It is an affiliation of 46 unions and nine trades and labour councils. The ACTU is a member of the International Trade Union Confederation, which is the world's largest trade union federation.

Further information is available at www.actu.org.au

Victorian Trades Hall Council (VTHC)

The Victorian Trades Hall Council (VTHC) is the peak union body in Victoria. It comprises 60 affiliated trade unions and professional associations, and eight regional Trades and Labour Councils of Victoria.

The Victorian Trades Hall Council is affiliated with the Australian Council of Trade Unions (ACTU).

Further information is available at www.vthc.org.au

12.3.2. Industry stakeholders

Victorian Chamber of Commerce and Industry (VCCI)

The Victorian Chamber of Commerce and Industry (VCCI) is a Victorian-based business peak body, informing and servicing more than 15,000 members, customers and clients.

The VCCI can draw its origins to the Melbourne Chamber of Commerce, which was created in 1851. It was alter known as the State Chamber of Commerce and Industry (Victoria). In 1991, this body merged with the Victorian Employers' Federation. The result of the merger was the Victorian Employers Chamber of Commerce and Industry (VECCI).

It changed its name from VECCI to the VCCI in 2015, to align with the name of the similar body operating at the national level, the Australian Chamber of Commerce and Industry (ACCI).

Further information is available at www.victorianchamber.com.au

Australian Chamber of Commerce and Industry

The Australian Chamber of Commerce and Industry (ACCI) is a business and industry representative network.

Its members include state and territory chambers of commerce (such as the VCCI), national industry associations (such as [CPA](#)) and a council of business leaders from individual enterprises.

Further information is available by visiting www.acci.asn.au

Business Council of Australia (BCA)

The Business Council of Australia (BCA) is an industry peak body whose members include the Chief Executives of about 100 pf Australia's largest corporations.

The BCA was formed in 1983 through the merger of the Business Roundtable (which was an arm of the Committee for Economic Development Australia) and the Australian Industry Development Association.

Further information is available at www.bca.com.au

Australian Industry Group (AiG)

The Australian Industry Group (AiG, or Ai Group), is a peak industry and employers organisation that is the result of a 1998 merger between the Australia Camber of Manufacturers and the Metal Trades Industry Association.

AiG members comprises small, medium and large businesses and include many major Australian and global companies operating in a range of industries.

Further information is available at www.aigroup.com.au

Committee for Economic Development of Australia (CEDA)

Committee for Economic Development of Australia (CEDA) is a non-partisan, non-profit, national, independent, member-based organisation providing leadership and policy advice on the economic and social issues affecting Australia.

Its aim is to promote national economic development in a sustainable and socially balanced way.

CEDA is financed by around 700 members drawn from business, universities, governments and community groups, and by a program of conferences and other events.

Further information on CEDA is available at www.ceda.com.au

12.3.3. Community stakeholders

Victorian Council of Social Services (VCOSS)

The Victorian Council of Social Services (VCOSS) if the peak body for Victoria's social and community sector.

VCOSS works to eliminate poverty and disadvantage and to create a society where all people are supported to thrive. It works to address and raise awareness of the existence, causes and effects of poverty and inequality in Victoria.

Further information is available at www.vcoss.org.au

Australian Council of Social Services (ACOSS)

The Australian Council of Social Services (ACOSS) is the national body that advocates for action to reduce poverty and inequality and is the peak national body for the community services sector in Australia.

Its members include the eight state and territory Councils of Social Service which represent thousands of front-line community agencies (such as VCOSS), national religious and secular welfare agencies and low-income consumer groups.

Further information is available at www.acoss.org.au

WorldSkills

WorldSkills promotes the benefits of and need for skilled professionals through grassroots community projects, skill competitions, and knowledge exchange through international cooperation and development between industry, government, organisations and institutions.

WorldSkills organises the world championships of vocational skills, which is held every two years in different parts of the world.

WorldSkills has 79 member countries and regions, including Australia, most of which organise national skills competitions that help to prepare the workforce and talent of today for the jobs of the future.

Further information on WorldSkills Australia is available at www.worldskills.org.au

For information on the international body, visit www.worldskills.org

WorldSkills Victoria information is available on a portal on the Victorian TAFE Association website. For access to this information, please contact the Victorian TAFE Association.

12.4. Supranational bodies

12.4.1. United Nations Agencies

United Nations Educational, Science and Cultural Organization (UNESCO)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is an agency of the United Nations whose purpose is to contribute to peace and security by promoting international collaboration through educational, scientific, and cultural reforms to increase universal respect for justice, the rule of law, and human rights along with fundamental freedoms proclaimed in the United Nations Charter.

UNESCO operates five major programs, including education, natural sciences, social/human sciences, culture and communication/information

Further information is available at www.unesco.org

UNESCO – UNEVOC

UNESCO-UNEVOC is an international centre under the auspices of UNESCO. Its aim is to connect UNESCO member States worldwide to develop and strengthen technical and vocational education and training (TVET).

Its activities operate through a global network of TVET institutions comprising public sector departments, ministries, national TVET bodies, universities and nationally leading training centres.

Australia has three official UNEVOC centres, located at RMIT University, the National Centre for Vocational Education Research (NCVER) and TAFE Directors Australia.

Further information is available at www.unevoc.unesco.org

International Labour Organisational (ILO)
The International Labour Organization (ILO) is a United Nations agency whose mandate is to advance social justice and promote decent work by setting international labour standards.

The ILO is the only tripartite U.N. agency, having government, employer, and worker representatives

Further information can be obtained at www.ilo.org

12.4.2. Other
Organisation for Economic Cooperation and Development (OECD)
The Organisation for Economic Cooperation and Development is an organisation with 36 member countries, founded in 1961 to stimulate economic progress and world trade.

Its work seeks to shape national and international policies to foster prosperity, equality, opportunity and wellbeing.

The OECD regulatory produces reports and amasses data that are of interest and relevance, including those that provide some means of comparison of activities and progress among member countries.

Further information is available at www.oecd.org

National Centre for Vocational Education Research (NCVER) VOCEDplus
The NCVER's VOCEDplus site provides access to a range of resources, bodies and stakeholders, including many of those mentioned above and in Chapter 13.

12.5. Government stakeholders

Victorian Department of Premier and Cabinet (DPC)
Victoria's Department of Department of Premier and Cabinet is one of two central agencies of the Victorian Government, the other being the Department of Treasury and Finance. Its chief role is as adviser to the Premier and Deputy premier, but it also has advisory responsibilities to a Special Minister of State, seven other ministers (including for Aboriginal Affairs, Equality, Multicultural Affairs, Industrial Relations, Veterans, Youth and Women) and to the wider Cabinet.

DPC leads and coordinates government policy and performance, provides public sector leadership, facilities collaboration across government departments and agencies and leads public sector activities for the implementation and achievement of Victorian Government objectives.

Further information is available at www.dpc.vic.gov.au

Victorian Department of Treasury and Finance (DTF)
The Department of Treasure and Finance (DTF) is one of two central agencies of the Victorian Government the other being the Department of Premier and Cabinet. Its chief role

is as adviser to the Victorian Treasurer and Minister for Finance on their portfolio responsibilities. DTF also supports the Minister for Economic Development and the Assistant Treasurer.

The Department's major role is to provide economic, financial and resource management advice to the Victorian Government and to work with other agencies and departments of government to deliver and implement the Victorian Government's policies. As a central agency of government, DTF provides economic and financial leadership to the Victorian public sector.

Further information is available at www.dtf.vic.gov.au

Victorian Department of Jobs, Precincts and Regions (DJPR)

The Victorian Department of Jobs, Precincts and Regions (DJPR) is the Victorian Government's economic development department, charged with administering programs to improve Victoria's economic performance and growing employment. It administers a number of programs of particular relevance to TAFE, such as the Jobs Victoria Employment Network, and is responsible for policies around Priority Industry areas and international trade.

Further information is available at www.djpr.vic.gov.au

Regional Development Victoria (RDV)

Regional Development Victoria (RDV) is the Victorian Government body responsible for rural and regional economic development. It falls within the auspices of the Victorian Department of Jobs, Precincts and Regions (DJPR).

Its functions are realised through a suite of funding streams, including a $500 million Regional Jobs and Infrastructure Fund.

Further information is available at www.rdv.vic.gov.au

Other Government Stakeholders

There are a number of other important government stakeholders, including:

- Commonwealth Department of Education
- Australian Skills Quality Authority (ASQA)
- Victorian Department of Education and Training (DET)
  - Higher Education and Skills Group
- Victorian Registration and Qualifications Authority (VRQA)
- Tertiary Education Quality and Standards Agency (TEQSA)

Further information on these stakeholders is available by clicking on their name.

Chapter 13
Information sources and updates

13.1. Introduction

This chapter gives information on newsletters, websites and others sources that will enable you to keep abreast of issues. Please note, the aim of this chapter is not to provide sources

of data, but areas where Directors can keep up-to-date on issues and current events. Data sources are available in Chapter 10.

The chapter provides this information according the creator of the information source, including:
- Education bodies
- Industry and peak bodies
- Government sources

13.2. Education bodies

TAFE Directors Australia (TDA): Newsletter

TAFE Directors Australia (TDA) produces a weekly newsletter that provides updates on issues of national importance to the TAFE, VET and wider education sector.

You can register to receive the newsletter as a weekly email, which will provide you with news, event updates and alerts about new content.

For further information and to register, click here.

Independent Tertiary Education Council of Australia (ITECA): News and Media updates

The Independent Tertiary Education Council of Australia (ITECA), formerly known as the Australian Council of Private Education and Training (ACEPT), produces a weekly newsletter providing updates focusing on issues of relevance to private training providers.

Please visit here to access their news. You can also access ITECA media releases from this page.

Apprentice Employment Network (AEN)

The Apprentice Employment Network (AEN) is the peak industry body representing not for profit group training organisations across Victoria.

The AEN produces a monthly newsletter. To access this newsletter, please click here.

Victorian TAFE Association (VTA): Daily News Updates

The Victorian TAFE Association (VTA) provides a daily news update. The update is focused mostly on Victoria, but also captures news of interest emanating from national and international news sources. Subscribers to this list are also provided VTA media releases.

Please contact enquiries@vta.edu.au to be added to the daily news update distribution list.

Victorian TAFE Association (VTA): Training Modules for Directors

The Victorian TAFE Association (VTA) website houses a series of modules designed to provide governance training for TAFE Institute board directors. The six modules are focused on different director types and issues, and includes:
1. Good governance principles in TAFE, which is a webinar delivered by the Australian institute of Company Directors (AICD). It provides generic governance information of relevance to all directors.

2. VET and TAFE Governance, which comprises a series of videos with information provided by key governance stakeholders
3. Vocational Education and Training in Victoria, which provides a series of documents providing information on various issues of relevance to TAFE
4. The Role of the TAFE CEO as a Board Director, which is an AICD webinar that is focused on the role of the CEO/Managing Director
5. The Role of the TAFE Chair, another AICD webinar, aimed at Board Chairs
6. Staff on TAFE Boards, which is designed to provide information to staff elected directors.

The modules were developed following the 2015 changes to the Education and Training Reform Act 2006, which reformed the governance arrangements of Victoria's TAFE Institutes.

For further information and to access the modules, please visit here.

National Centre for Vocational Education Research (NCVER): News

The National Centre for Vocational Education Research (NCVER) produces three newsletters, including:

- NCVER News: provides fortnightly updates of NCVER's latest research and statistical releases and events
- Data Support Bulletin, which gives quarterly updates about the Australian Vocational Education and Training Management Information Statistical Standard) AVETMISS and related services
- VOCEDplus News: provides quarterly updates with latest news on VOCEDplus, which is NCVER's international tertiary education research database

The NCVER also provides the option to subscribe to media releases and research and data notifications.

For further information and to register to receive these newsletters and other released, please click here.

Universities Australia (UA): Information services

Universities Australia (UA) is the peak body for Australia's university sector, and includes among its members Victoria's four dual sector universities.

The UA website provides access to media releases, opinion pieces and speeches.

You can also access *Higher Edition*, which is an online publication that houses articles penned by authors from the university sector.

To access these resources, please click here.

Group of Eight (Go8): Quarterly newsletter

The Group of Eight (Go8) comprises Australia's research-intensive universities, which includes the University of Melbourne, the Australian National University, the University of Sydney, the University of Queensland, the University of Western Australia, the University of Adelaide, Monash University and the University of NSW.

The Go8 produces a quarterly newsletter, which can be accessed here.

Innovative Research Universities (IRU): News subscription service
The Innovative Research Universities (IRU) is a coalition of seven universities, including Charles Darwin University, Flinders University, Griffith University, James Cook University, La Trobe University, Murdoch University and Western Sydney University.

The IRU provides a news subscription service, which can be accessed and subscribed to by clicking here.

13.3. Industry peak bodies

Business Council of Australia (BCA): Newsroom
The Business Council of Australia (BCA) has a newsroom that provides information and updates, including:
- Media releases
- Submissions
- Transcripts
- Speeches
- Option articles
- Reports and papers

The newsroom can be accessed here.

Committee for Economic Development Australia (CEDA): News services
The Committee for Economic Development of Australia (CEDA) enables users to subscribe to receive information on various activities, including:
- Monthly news
- State monthly updates
- Research
- Events

To subscribe, please visit here.

Australian Industry Group (AiG): Media Centre
The Australian Industry Group (AiG) hosts a Media Centre that provides updated on AiG media releases, submissions, reports, speeches and transcripts and twitter feed.

AiG offer the option of registering to receive updates as they occur.

To access this information and to subscribe, please visit here.

13.4. Government

Australian Skills Quality Authority (ASQA): Newsletter
The Australian Skills Quality Authority (ASQA) provides a newsletter that provides updates on policy and regulatory decision, among other things.

To subscribe to receive this newsletter, please visit here.

Tertiary Education Quality and Standards Agency (TEQSA): Updates

The [Tertiary Education Quality and Standards Agency (TEQSA)](#) allows subscribers to receive updates, inlaying news on publications, news items and media releases.

To access this service, please click [here](#).

Victorian Registration and Qualifications Authority (VRQA): e-news

The [Victorian Registration and Qualifications Authority (VRQA)](#) produces a newsletter known as "e-news", which provides update on VRQA matters as well as other items of interest and relevance to VET and the wider education sector.

To register for e-news, please visit [here](#).

Victorian Skills Commissioner (VSC): Media Centre

The [Victorian Skills Commissioner (VSC)](#) Media Centre provides regular updates on VSC activities and other matters of interest to the VET and wider education sector. It includes news, media releases and videos.

The media centre can be accessed by visiting [here](#).

Victorian Government Media Releases

Victorian Government Media Releases are available by visiting [here](#).

The website enables users to subscribe in order to receive automatic updates when a release is made. Subscriptions can be tailored to meet user requirements, interests and needs.

Commonwealth Government Media Releases

Commonwealth Government Media Releases can be accessed by visiting [here](#).

The website enables users to subscribe in order to receive automatic updates when a release is made. Subscriptions can be tailored to meet user requirements, interests and needs.

Fair Work Commission (FWC): News and media services

The [Fair Work Commission (FWC)](#) provides a news and media services, that includes:
- Latest news
- Media releases
- Speeches
- And a news archive

To access this service, please visit [here](#).

Fair Work Ombudsman: Newsletter

The [Fair Work Ombudsman](#) provides a newsletter that provides information on:
- pay and award updates
- upcoming key dates
- any important changes in your industry

- workplace myths
- helpful tips for your business.

To access and subscribe to this services, and to access other information (such as speeches and media releases), please visit [here](#).

Chapter 14
Victorian TAFE's networks

14.1. Introduction
This chapter provides information on Networks.

The Networks include those:
- managed by the Victorian TAFE Association (VTA)
- self-managed networks

14.2. Victorian TAFE Association (VTA) Managed Networks
The VTA manages the following networks, and links to each are provided below:
- Association Council
- Board Chairs Forum
- CEO Council
- Community and Industry Engagement Network
- Copyright Liaison Officers Network
- Education Leaders Network
- HR Managers Network
- Marketing Managers Network
- Regional TAFE Collaboration Project Control Group
- Research and Advocacy Committee
- Victorian TAFE Association (VTA) Board
- Victorian TAFE International Forum
- WorldSkills Australia Victoria Steering Committee

Association Council
Association Council includes representatives from all VTA member organisations/institutes and is made up of principal and associate members represented by institute CEOs and Board Chairs (or nominees). They are empowered to vote on behalf of the member organisations, with one vote per member organisation.

Association Council formally delegates responsibilities for particular tasks to the Board and CEO Council.

For further information, please contact Andrew Williamson.

Board Chairs Forum
The Board Chairs Forum provides advice on policy formulation and on the development of the strategic direction of the VTA. The Forum promotes networking and information sharing among Board Chairs. It meets at least three times per annum.

The Forum consists of all TAFE Board Chairs.

Further information is available from Andrew Williamson.

CEO Council

CEO Council is made up of the CEOs from each of the Victorian TAFE Association 16 members institutes.

CEO Council provides advice on policy formulation and in the development of the strategic direction of the Victorian TAFE Association. It works to consider strategies to build the capabilities of members and to influence public policy debate.

CEO Council meets at least ten times per annum.

For further information, contact Andrew Williamson or Arnaldo Barone.

Community and Industry Engagement Network

The Community and Industry Engagement Network was formed in 2009, having been originally known as the Business Development Managers Network. It is made up of staff with business and community development responsibilities, coupled with organisational decision-making authority, and business development contract management staff.

It focuses on:
- sharing implicit and explicit knowledge relating to areas of common interest for public TAFE and adult community providers.
- exploring opportunities for innovation.
- Identifying business development skills sets to enhance ongoing workforce development for TAFE staff.
- Providing professional development for business development staff.
- Strengthening partnerships in a competitive environment.
- Encouraging collaboration between public and adult community providers.

Further information is available here.

Copyright Liaison Officers Network

The Copyright Liaison Officer Network was formed in 2005, with members from all 12 stand-alone TAFE institutes. The purpose of the Network is to
- Share implicit and explicit knowledge relating to areas of common interest.
- Explore opportunities for innovation in matters related to the management of copyright materials.
- Provide strategic advice to the VTA on matters related to the Agreement between 12 TAFEs and Copyright Agency (CA).
- Implement and monitor systems and processes affecting the CA Agreement.
- Evaluate the outcomes of the Victorian TAFE Monitoring System and institute appropriate improvements to organisational practices.

Further information is available here.

Educational Leaders Network (ELN)

The Educational Leaders Network (ELN) is made up of those with responsibility for the education delivery at each VTA member organisation, such as Directors of Learning and Teaching or equivalent. Its focus is on providing:

- Advice and guidance to the CEO Council on matters regarding the educational policy landscape and strategy.
- A forum for informed discussion on improving educational excellence and work force development.
- Opportunities for the sharing of implicit and explicit knowledge relating to areas of common interest.
- Influencing and informing policy decisions.
- A forum for the exploration of opportunities for proactive, collaborative research, activities and partnerships.
- Opportunities for jointly sharing, review and development of strategies to improve outcomes for public TAFE providers and learners.

Further information is available by contacting Arnaldo Barone.

HR Managers Network
The HR Managers Network comprises HR Managers from each of the VTA's member institutes.

It is focused on matters related to HR, including (but not limited to) staff capability building and developing common approached to enterprise agreement implementation.

Further information is available by contacting Sharon Junker.

Marketing Managers Network
The Marketing Managers Network is made up of the Directors of Marketing (or equivalent) from each of the VTA's members institutes. Its aim is to form a professional network for Marketing Managers representing the interests of public providers of VET in Victoria.

The Network provides:
- A forum for informed discussion.
- Opportunities for the sharing of implicit and explicit knowledge and experiences relating to areas of common interest.
- A forum for the exploration of opportunities for proactive, collaborative research and activities.
- A forum for mutual support in areas relevant to management of marketing.

Further information is available by contacting Arnaldo Barone.

Regional TAFE Collaboration Project Control Group
The Regional TAFE Collaboration Project Control Group is a grouping made up of each of the CEOs of the regional (non-metropolitan) VTA member organisations.

The Group convenes monthly (usually on the day preceding CEO Council) to provide oversight over specific projects and to provide a forum for the discussion and sharing of ideas and issues with specific regional relevance.

Further information is available by contacting Andrew Williamson.

Research and Advocacy Committee

The Research and Advocacy Committee grew out of the former Research and Advocacy Standing Committee, which was a standing committee of CEO Council. That committee was reformed and grew to invite representatives from each VTA member to participate.

The Committee works support two key functions:
1. To provide advice to the VTA and CEO Council into the development of advocacy activities, and to ensure that said activities have a strong and robust evidence base.
2. To explore and provide advice on activities to build applied research culture and showcase applied research and innovation in the TAFE Network, with the aim being to better capture and support applied research as a means to advance the sector.

Further information is available by contacting [Arnaldo Barone](#).

Victorian TAFE Association (VTA) Board

The Victorian TAFE Association Board, formerly known as Executive Committee and Administrative Committee, is responsible to Association Council for oversight of operations of the Association and provides direction to the Executive Director.

The VTA Board determines the structure and roles of the VTA secretariat and has oversight of the appointment of staff.

Board members are elected by the Association Council, and is made up of five members including:

- a Chair of an institute Board
- one Non-Executive institute Board member
- three CEOs.

The VTA Board Treasurer is nominated from among the Board.

The Board meets at least six times per year.

The Board may delegate responsibility for particular tasks to the CEO Council, particularly with respect to the functions of Standing Committees.

Further information is available by contacting [Andrew Williamson](#).

Victorian TAFE International Forum

The Victorian TAFE International Forum is a community of practice for VET managers who work in international education.

Membership is drawn from each of the VTA's members institutes.

For further information, please contact the [Director of Victorian TAFE International](#).

WorldSkills Victoria Steering Committee

The WorldSkills Victoria Steering Committee will be responsible for the development and implementation of WorldSkills activities in Victoria and to encourage involvement of regional, Victorian, and national organisations. It includes representatives drawn from Victoria's eight regional WorldSkills Committees, the Victorian TAFE Association, and the Independent Tertiary Education Council of Australia.

This Committee's functions include:

- Providing strategic direction, guidance and support to regional WorldSkills Committees
- Ensuring all activities are consistent with WorldSkills Australia's overall strategy and vision
- Coordinating WorldSkills activities in the state of Victoria
- Promoting WorldSkills within Victoria
- Organising and hosting competitions for Victoria
- Recommending WorldSkills Fundraising activities for Victoria

For further information, contact Mick Prato.

14.3. Self-Managed Networks

The Victorian TAFE Association maintains a registry of self-managed networks and communities of practice that operate and convene to fostering and share ideas and to promote innovation, solutions and initiatives.

The full registry includes approximately 30 different networks and communities of practice.

The full list can be obtained by visiting the VTA website, here. Contacts details for each network are also provide through this resource.

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