PRODUCTIVITY COMMISSION- Assessment of VET reforms and transition initiatives

The Government has asked the Productivity Commission to report on:

1. The impacts of VET reforms on productivity and workforce participation
2. Initiatives that support young people and disadvantaged groups to make a successful transition from school to further education, training or employment.

The report is to be based on activity and achievements since the COAG meeting held in March 2008.

TDA Submission to the Productivity Commission

TAFE Directors Australia intends to make a submission to the Productivity Commission, but we need your assistance.

Since the submission is due with the Productivity Commission on 19 October, it would be appreciated if you could provide some preliminary information by Wednesday 28 September, prior to the Productivity Commission Roundtable at which TDA will be represented on 29 September, with a more detailed response by cob 11 October

COAG Reform agenda

COAG agreed at its March 2008 meeting aimed to boost productivity, increase workforce participation and mobility and contribute to the broader goals of improving social inclusion (especially for indigenous Australians).

VET reform objectives:

• All working aged Australians to have the opportunity to develop the skills and qualifications needed via a responsive training system for a modern labour market
• Individuals to be assisted to overcome barriers to education, employment and training
• Australian businesses to develop implement and harness the skills and abilities of the workforce

VET reforms – Specified outcomes

• Gaps in foundations skills of workforce remedied
• Working age population to have skills and capabilities for a modern labour market
• Supply of skills provided by the national training system responds to meeting changing labour market demands
• Skills are used effectively to increase labour market efficiency, productivity, innovation and ensure increased use of human capital.

Transition initiatives –Specified outcome

Young people and disadvantaged groups make a successful transition from school to work or further study.

COAG targets:

• Halve the proportion of Australians without qualifications at Certificate III level or above by 2020
• Double the number of higher level (diploma and advanced diploma qualification) completions by 2020
TDA member response

VET Reforms

Initially it would be good if you could indicate, by 28 September, if your institution has any information, data, analysis or case studies that can be made available to TDA that would enable TDA to show the Productivity Commission that TAFE Institutes have made real achievements, in relation to the VET reforms, over the past three years, or if you have such information gathered over the past three years that shows or illustrates factors that have inhibited your endeavours.

For example such information might include:

- Data and analysis that shows increased/decreased provision of foundations skills
- Graduate destination surveys that show that students are using skills gained at your institute to gain employment or increase their employment roles or, indeed not gaining employment related to their skills or qualifications.
- Data and analysis that shows that over the past three years there has been a changing enrolment pattern of students into qualifications and skill sets that meet local or national skills needs.
- Case studies of employers that show that skills provided by TAFE institutes have been used effectively to increase labour market efficiency and productivity.
- Data and analysis that shows that federal and/or state funding or policy arrangements have inhibited or prevented your endeavours

A more detailed response to this issue can then be provided to TDA by 11 October.

Transition of young people and disadvantaged groups from school to work or further study

Similarly it would be appreciated if initially you could indicate, by 28 September, if your institution has any information, data, analysis or case studies that can be made available to TDA that would enable TDA to show the Productivity Commission that TAFE Institutes have made real achievements, in relation to the Transition of young people and disadvantaged groups from school to work or further study, over the past three years, or if you have such information gathered over the past three years that show or illustrate factors that have inhibited your endeavours.

For example such information might include:

- Case studies of successful school to TAFE/Work transitions
- Case studies on collaborative school/TAFE arrangements
- Data and analysis that shows changing enrolment patterns across your institution of young people and disadvantaged groups
- Data and analysis that shows how federal and/or state funding or policy arrangements have inhibited or prevented your endeavours

It would be appreciated if a more detailed response to these issues could then be provided to TDA by Tuesday 11 October.