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Industry brief
TAE

May 2016

Defining the sector

Training Package name:

Training & Education (code TAE)

Industry name:

Vocational education and training sector, within the education and training industry (also includes primary and high school education, university, private tuition etc).

Training Package includes:

- 6 qualifications
- 54 native and 10 imported UoCs
- 9 skill sets

Recent updates:

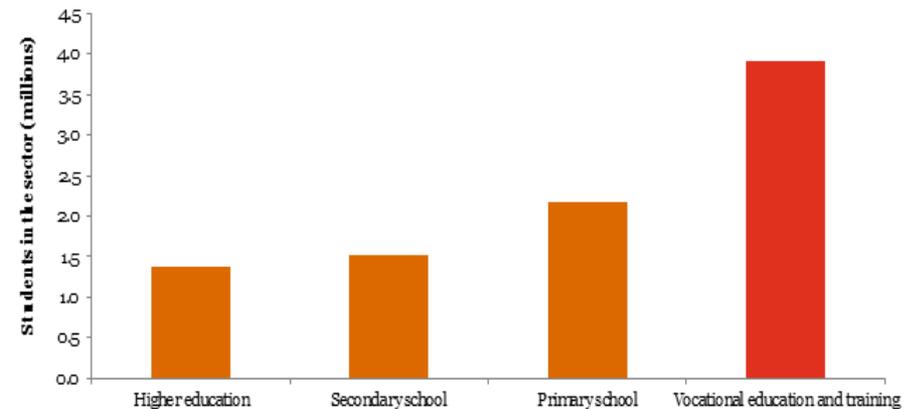
The Training and Education Training Package was updated to TAE v2.0 on 6 April 2016. Important changes to note:

- Two core UoCs (were previously electives) were added to TAE40116 Certificate IV in Training and Assessment. The performance requirements for these UoCs were also updated (e.g. requirement that students demonstrate performance in a 'real assessment environment').
- New core UoC (LLN) added to TAE50116 Diploma of Vocational Education and Training.
- New TAESS00010 Advanced Assessor Skill Set.
- Updated performance requirements for TALDEL401 Plan organise and deliver group based learning (e.g. demonstrate 'at least two consecutive sessions of 40 minutes duration, that follow one of the learning program designs, to a group of at least eight individuals')

Occupations in vocational education and training served by Training Package:

- **Practitioner** - delivers learning materials and assesses learner competency within a RTO. Practitioners include trainers and assessors, TAFE teachers, and adult numeracy and literacy teachers. There were approximately 29,600 qualified practitioners in 2015.
- **Enterprise trainer and assessor** - teaches learners 'on the job', assessing competency and providing feedback in a workplace setting.
- **Manager or director of a RTO** - handles the administration and staff of a RTO, plans course offerings and delivery, engages with industry and other stakeholders, and ensures the organisation is compliant with regulations.

Number of students by education and training sector in 2014 (millions)



Sector wide trends

1. Vocational education reform

Job demand:

- VET reform has resulted in tighter regulations, especially regarding funding, which have reduced the profitability of RTO operations, reducing job demand across the VET workforce. With many VET reform initiatives still underway, this trend is expected to continue in the medium term. In particular, proposed changes in the *Quality of assessment in vocational education and training - discussion paper* are likely to influence the type and quantity of jobs demanded in the sector.

Skills needs:

- Practitioners must ensure their assessment skills keep in line with regulatory standards.
- Managers and directors must be equipped to understand and implement regulatory changes.

3. International learner growth

Job demand:

- Strong growth in international learner numbers will increase job demand across the VET workforce, especially for TESOL practitioners and international education specialists.

Skills needs:

- International learners will drive increased interest for the skills demanded in their home countries. Therefore the ability to deliver high quality and internationally recognised training will be paramount.
- Practitioners will also need skills to deliver courses offshore, such as cultural awareness and understanding of different policy and cultural settings

2. Structural changes in the Australian economy

Job demand:

- Structural change will drive increased demand for practitioners delivering training in growth industries (e.g. health care, tourism), and will reduce demand for qualifications related to industries in decline (e.g. mining, manufacturing).
- Labour market change often coincides with slow wage growth. Australians will demand VET qualifications (likely diploma or higher) to 'upskill', allowing them to remain employable and potentially reach higher wages. This will increase demand for practitioners delivering those qualifications.

Skills needs:

- Practitioners need to be equipped to teach 'employability skills' applicable to all industries, such as strong communication and digital fluency, as well as industry specific skills.

4. Digital change

Job demand:

- Growth in the ICT industry will drive demand for practitioners delivering science, maths, engineering and technology related content.

Skills needs:

- Digital change will not only necessitate that practitioners are digitally fluent, but that they can teach digital skills as part of industry specific training.
- Practitioners will also need good numeracy and computational skills, as these provide a foundation for the attainment of digital fluency and other STEM skills.
- Delivery through e-learning is another important aspect of digital change.

Priority skill needs

These skills were identified following feedback from the Education Industry Reference Committee, consultations with industry and our analysis of trends affecting the sector.

Skill	Rationale
Teaching	Quality teaching will underpin the success of the VET system. Teaching skills encompass the ability to deliver content, assess the competency of learners and provide feedback. Content delivery is becoming increasingly complex for practitioners, who have to teach using a variety of mediums (classroom, workplace, online) and to a variety of learners (international, low socioeconomic, disabled). Assessment is equally important to the production of high quality graduates. The assessment of learners in VET is currently under review following a number of ASQA audits and other reviews that identified systemic issues with the assessment of VET learners, allowing inadequately skilled workers to 'slip through the cracks'.
Delivery through e-learning	Online and flexible learning will continue to be central to the delivery of vocational education, especially for Australians looking for flexible study options to reskill or upskill in this economic environment. Competencies needed to effectively deliver e-learning include being familiar and comfortable with the internet and technology (including management of online content) and promotion of an online learning community.
Workforce development	Professional development is a core component of workforce development and will be critical to maintaining quality of teaching and assessment in the VET sector. Professional development includes maintaining up to date knowledge and industry relevance of the workforce, as well as supporting workers to shape a career pathway in VET. Senior and experienced workers, often in collaboration with professional development experts, need the skills to facilitate workforce development and support their staff in shaping and moving through their career pathway.
Regulation	The rapid pace of regulatory change in the VET sector has required RTOs to direct resources towards understanding regulatory change, or risk non-compliance. All VET professionals must have a strong understanding of regulations and how to ensure their RTO remains compliant.

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