Queensland Government Response to the
Queensland Post-secondary Education and Training Review
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In July 2010, the Queensland Government commissioned an independent review of Queensland’s tertiary education and training system to help identify the priorities for future tertiary education and training reform following the completion of the Queensland Skills Plan and to prepare the system for the next cycle of strong economic growth.

The Report on the Queensland Post-secondary Education and Training Review was supportive of Queensland’s tertiary education and training system and found that the vocational education and training (VET) system and TAFE institutes have performed well, particularly in terms of successful students.

The Report identifies new national, state and regional challenges and recommends a range of strategies for stakeholder engagement and cooperative action including partnerships with industry and the Commonwealth Government to improve access, participation and outcomes. The Report provides 14 recommendations including an overarching recommendation to develop a new strategy and plan for Queensland’s tertiary education and training system.

The recommendations seek to address Queensland’s relatively low levels of literacy and numeracy; declining participation rates in post-secondary education and training; potential for unbalanced growth between VET and higher education; high student attrition rates; satisfaction with broader VET delivery; and the work readiness of graduates.

The Queensland Government supports and will immediately implement, eight recommendations relating to building aspiration for post-secondary education, workforce literacy, regional services, industry engagement and the VET investment framework (Appendix A).

In the review process, the recommendations were discussed with industry, universities and registered training organisations during consultations conducted as part of developing the Queensland Post-secondary Education and Training Review Report. The recommendations include developing regional plans and strategies to increase tertiary education and training participation and attainment, new programs and qualifications with strong literacy and numeracy requirements, and the development of a revised VET funding framework better aligned to industry and student needs.

The Bligh Government recognises that tertiary education and training is a shared responsibility between the State and Commonwealth Governments and industry and the recommendations of the Queensland Post-secondary Education and Training Review have implications for all of these parties.

At present, the State Government is the major funder of the public VET system in Queensland and the Commonwealth Government is the major funder of universities. Industry makes an invaluable contribution to skills and workforce development through direct support of fees and through on-the-job training costs. Industry also partners with education and training providers to offer employment and training for apprentices and trainees, work placements for students, and graduate development programs for newly qualified employees.

The Queensland Government supports, and with the Department of Education and Training as the lead agency, will immediately commence work to implement the overarching recommendation relating to a new strategy for Queensland’s tertiary education and training system in partnership with stakeholders including industry, VET providers and higher education institutions. The Queensland Government recognises that the development
of new policy and implementation of VET reform is timely in the broader context of new Commonwealth skills investment and national reform.

To this end, the Government will establish a Ministerial Taskforce to provide advice to the Minister for Employment, Skills and Mining in 2012 on the best approach to continue work on transforming TAFE Queensland in line with the Report’s overarching recommendations and new directions for the national and Queensland tertiary and vocational education and training systems. (Appendix B).

For the remaining recommendations, specific agreement with and action by other parties including industry and the Commonwealth Government are required. These recommendations will be advanced through negotiation with the relevant parties and the establishment of future plans and agreements for workforce and skills development.

Queensland Government response to specific recommendations

Overarching Recommendation: That the Queensland Government develop and issue a policy statement on post-secondary (or tertiary) education based on the outcomes of consideration of the Queensland Post-secondary Education and Training Review with the following objectives:

a. Building aspiration among younger cohorts to participate in post-secondary education and training.

b. Ensuring that the ageing labour force is able to be re-trained and thereby sustain growing participation rates for these age groups, especially amongst low-skilled workers.

c. Boosting participation and attainment levels in rural and regional Queensland and for Indigenous communities and individuals.

d. Ensuring that industry and the post-secondary system work together to provide workforce skills development and improve skills utilisation.

e. Increasing public and private sources of revenue through an appropriate investment framework to fund future participation in and improvements to the post-secondary education and training system, and

f. A three-year transformation of TAFE Queensland based on the principle that TAFE’s future lies in being the dominant and preferred provider in a growing training market with diverse revenue sources.

That the Queensland Government implements a performance measurement framework to measure progress against the policy statement.

Response

Supported

Comments

The Queensland Government is committed to achieving the Toward Q2: Tomorrow’s Queensland Smart target to deliver a world-class education and training system that will have three out of four Queenslanders holding trade, training or tertiary qualifications by 2020.

Since 2006, the Queensland Government’s Queensland Skills Plan has led initiatives to improve the capacity of training providers to deliver training that meets market demand; to build the effectiveness and efficiency of the vocational education and training (VET) system; to improve the quality and quantum of trade training; and increase the skills profile of the Queensland workforce.
Under the *Queensland Skills Plan*, students’ retention, pass and completion rates have improved and now a larger proportion of students are participating in higher level VET qualifications than the national average.

In May 2011, Skills Australia released *Skills for Prosperity, a roadmap for vocational education and training* as a comprehensive strategy to inform how the national vocational education and training sector is developed, organised and financed. The *Queensland Post-secondary Education and Training Review* recommendations broadly align with many of the future directions promoted by Skills Australia creating a unique opportunity for Queensland to set a new direction for its tertiary education and training system.

The Queensland Government will develop and release a strategy that will provide a five year plan for the next stage of reforms. In light of the challenges identified in the Report, the focus must be to widen access to tertiary education and training for disadvantaged groups and Queenslanders living in regional communities and to improve pathways to qualifications. The new plan will build on the Queensland Government’s recent establishment of Skills Queensland to boost industry ownership of workforce and skills development.

A three year transformation of TAFE Queensland will be a complex and multi-faceted change process requiring specialist expertise and resources to clearly establish the role and future directions of Queensland TAFE institutes in a diverse and more competitive tertiary education and training sector. This recommendation will be referred to a Ministerial Taskforce that will be established to provide advice to the Minister for Employment, Skills and Mining on the best approach to transform the public provider over the next three years in line with new directions for the Queensland tertiary education and training system.

**Recommendation 1:** That the Queensland Government adopt the following measures to strengthen participation in the post-secondary education and training system:

- a. Continue to improve school outcomes, and help to increase aspiration for post-secondary education and training among groups with low rates of participation.
- b. Develop regional plans and strategies to increase post-secondary participation and attainment in rural and regional areas.
- c. Facilitate and support TAFE/university partnerships.
- d. Support improved pathways between VET and higher education, coordinate networks of post-secondary institutions, and consider structural proposals (including agreement to the proposed dual sector institution in Central Queensland, subject to financial viability and an appropriate governance structure).
- e. Negotiate with the Commonwealth to extend employer incentives to formal cadetships and internships in higher level VET qualifications, and in higher education (see Recommendation 7).
- f. Provide support and incentives for government employees to enrol in and complete higher level qualifications, including postgraduate coursework and research qualifications, and
- g. Provide support for submissions to the Education Investment Fund (EIF), and where appropriate, consider funding for the VET component of dual sector proposals.

**Response**

Supported
Comments

The proposed measures are consistent with, and build on, current strategies to meet the Toward Q2 Smart qualifications target.

Aspirations for post-secondary education are especially critical in a demand-led system. For a range of reasons, not least the challenges presented by geography, Australia and Queensland have relatively low tertiary attainment levels. Implementing this recommendation requires long-term commitment and needs to be informed by international and domestic research in this area.

Queensland has many diverse pathways for young people finishing school and those seeking to enter the workforce to gain the skills and qualifications they need. Recent analysis has shown that there is capacity within the system to increase the number of students taking advantage of these pathways. Therefore, the Queensland Government will consider how to best increase the utilisation of Queensland’s diverse pathway opportunities for people seeking to engage in further study, training or employment as part of developing new policy directions for the system.

As part of developing any new strategies, the Government will consider new ways of promoting integrated service delivery planning across the tertiary and training sector and with other education services, including schools.

The Queensland Government supports increasing linkages between higher education and vocational education and training where this will improve alignment with the labour market and better enable students to participate and attain qualifications. This includes consideration of significant structural reforms such as the proposed dual sector university in Central Queensland.

In recognition of the need to stimulate aspirations for tertiary education and training, the Minister for Employment, Skills and Mining and the Minister for Education and Industrial Relations have committed to working with eight leading universities to raise aspirations for, and widen tertiary participation. The *Widening Tertiary Participation in Queensland: a coordinated approach* Memorandum of Understanding, includes specific actions to ensure that school students are supported in making decisions about tertiary education options, pathways and possibilities.

Recommendation 2: That the Queensland Government:

a. request the Queensland skills commission to monitor participation and attainment rates in, and outcomes from, post-secondary education, across AQF (Australian Qualification Framework) levels, across regions and across socio-economic groups, and

b. establish a Tertiary Education Research and Planning Unit to provide integrated analysis (contextualised for the roles and purposes of the post-secondary education and training system) on participation rates, demographic trends and labour market analysis.

Recommendation 3: That the Queensland Government, in consultation with universities, TAFE institutes and local communities, set specific goals and targets for post-secondary participation and attainment in each of the non-metropolitan regions of the Department of Education and Training. Further, in cooperation with the Commonwealth, the Queensland Government develop post-secondary education and training plans for each of these regions, encompassing:
a. transitions from secondary school to post-secondary education and training  
b. TAFE/university partnerships  
c. assistance to develop, an advocacy for, submissions to Regional Priorities Round of the Education Investment Fund, and  
d. specific strategies for Indigenous learners and Indigenous communities.

Recommendation 4: That the Queensland skills commission, in cooperation with industry and professional bodies, leads a continuing program of research into skills shortages and the factors leading to them, and develops integrated strategies to address them. Research should analyse and seek to describe and explain the nature of skills shortages, and identify those that have critical impacts on the state. This analytical work could be undertaken by the proposed Tertiary Education Research and Planning Unit.

Recommendation 5: Government policies and funding to address skill shortages should be targeted to address the factors leading to skills shortages, which may include:

a. increased supply of graduates  
b. better targeting of incentives to individuals and enterprises, in consultation with the Commonwealth  
c. working with industries and companies to improve workforce attraction and retention, and to improve skills utilisation  
d. improved service provision in regions experiencing workforce and population growth, and skills shortages  
e. increased skilled migration, and  
f. skills required to facilitate sustainable development and the shift to a low carbon economy.

Response  
Supported  

Comments  
The Queensland Government has established the Queensland skills commission, known as Skills Queensland, to better align Queensland’s training system with the needs of employers and industry to address future skills needs across the state. Skills Queensland builds on the Queensland Government’s commitment to work in partnership with industry, training providers, unions and the community to create one of the most flexible, modern and innovative training systems in Australia.

Skills Queensland functions include:  
– advising the Minister on the direction of the skills system and workforce development, employment programs, and skilled migration  
– engaging with industry  
– planning state wide training investment  
– providing for strategic investment in training, and  
– informing the public about matters relating to its functions.

To support the planning functions of Skills Queensland, the Department of Education and Training (the Department) has demonstrated capacity to collect and analyse data on the labour market and post-secondary education participation. The capabilities of Skills Queensland and the Department can readily be drawn together to form the proposed Tertiary Education Research and Planning Unit to support research into the cause of skill shortages and development of strategies to address them.
Skills Queensland will combine the findings from its new program of research with industry intelligence and support from the Tertiary Education Research and Planning Unit to provide advice to Government about emerging needs of industry and strategies to better position Queensland to address future skills needs. In preparing advice for Government, Skills Queensland will consider the strategies identified in the Queensland Post-secondary Education and Training Review Report and the Department of Education and Training and Skills Queensland will establish a memorandum of agreement to support the planning functions of the commission.

To drive improvements in regional planning and delivery of tertiary education and training service delivery, as suggested in recommendation 1, the Department of Education and Training will create mechanisms to better engage and consult with local communities, including local Indigenous communities, on educational issues and set regional goals and targets for tertiary education and training. Regional advisory mechanisms will work across the full spectrum of publicly funded education services from early childhood education, through schooling to tertiary education and training and will guide submissions, supported by the Queensland Government to the Education Investment Fund.

Recommendation 6: That the Queensland Government:

a. continue to support apprenticeship reform initiatives of the Trade Training Taskforce, the COAG Apprenticeship Reform Taskforce, and future advice from the Commonwealth Government’s Apprenticeships for the 21st Century expert panel
b. support cooperative industry initiatives aimed at boosting apprenticeship intakes and completion rates, and
c. negotiate with the Commonwealth to refocus the traineeship system on its original purpose of providing structured entry-level training for young people and new entrants to the workforce.

Response
Supported in principle

Comments
As a result of the work commenced under the Queensland Skills Plan, the Queensland Government was able to respond quickly to impacts of the global financial crisis by working with industry to deliver the apprentice and trainee safety net package via the Trade Training Taskforce. This safety net package included redirection of $20 million to support a range of strategies focussed on:
– maintaining apprentice commencement levels
– early intervention to retain apprentices
– assisting apprentices who have been cancelled, and
– upskilling recently completed apprentices.

The Council of Australian Governments was firmly supportive of these initiatives and supported their extension nationally.

Decisions about the focus of traineeships need to be considered on an industry by industry basis. While the Government accepts the principal focus of traineeships should be to support skills development for entrants to the workforce, it contends that existing worker traineeships also play an important role in addressing skill shortages and improving skills utilisation in the workforce.
Consideration will be given to the level of funding provided to existing workers as part of any new investment framework and in the implementation of any entitlement model in Queensland (a proposal put later in recommendation 13 and also recently in Skills Australia’s *Skills for Prosperity* and the Federal Government’s 2011-12 Budget.)

**Recommendation 7:** That the Queensland Government consider a cooperative venture with Queensland education and training providers, industry bodies and government agencies to improve and broker partnerships between post-secondary education and training providers and workplaces through:

a. increased and improved work placements for vocational and professional qualifications, and

b. cadetships in diploma, advanced diploma and undergraduate degrees (including dual sector qualifications) by extending state and Commonwealth support for apprenticeships, and expanding the role of Group Training Organisations.

**Response**

Supported in principle

**Comments**

Existing vocational placement schemes support VET-in-schools and structured training arrangements such as apprenticeships and traineeships. Many undergraduate vocational programs also include practical training. With industry support it is timely to consider the extension of work placement schemes to a wider range of para-professional and professional occupations, with guidance to the Government from Skills Queensland.

The Government will also consider and consult on the best ways to streamline programs and resources from all levels of government and industry to expand opportunities for work placements and cadetships for higher level qualifications.

**Recommendation 8:** That the Queensland Government, in cooperation with the Commonwealth, adopts the following measures to improve literacy and numeracy levels in the adult population:

a. Develop and self-accredit new programs and qualifications (for example, Foundation Vocational Programs or Certificates of Applied Learning) with strong literacy and numeracy requirements and pathways to higher level qualifications.

b. Ensure that learners with literacy and numeracy needs can access specialist support.

c. Provide formal recognition for adult and community education (ACE) providers, and target funding where ACE can assist hard-to-reach learners, and

d. Maximise access by Queensland providers to new Commonwealth adult and workplace literacy initiatives.

**Response**

Supported in principle

**Comments**

The recommendation reinforces and builds on the directions set out in the Queensland Government’s Adult and Community Education (ACE) statement and action plan. The Queensland Government recognises that reaching more communities and disengaged
learners is critical to improving Queensland’s skill profile and sustaining workforce participation rates.

Significant national work is underway regarding the appropriate place for foundation skills within industry training packages. In particular, the findings from the Ministerial Council for Tertiary Education and Employment’s National Quality Council report *VET Products for the 21st Century* will need to be considered prior to developing further products to avoid duplication. Other proposals for foundation/vocational products including the Commonwealth Government’s new National Training Cadetship Scheme may also impact on implementation of this recommendation.

A scan of current language, literacy and numeracy support will be undertaken to understand the extent of provision, need and gaps in this area to inform development of future directions for the tertiary education and training system in Queensland. The scan will include consideration of existing Commonwealth Government funding provided through the Language, Literacy and Numeracy Program and Adult Migrant English Programs that were extended in the 2011-12 Federal Budget.

**Recommendation 9:** That the Queensland Training and Employment Recognition Council commence a pilot of independent, cross-RTO (registered training organisation) assessment moderation and validation, with outcomes to be used as primary evidence of compliance with AQTF (Australian Quality Training Framework) standards for delivery and assessment and pending the outcome of this pilot that the Queensland Government pursue a national agreement on a revised assessment and quality assurance model to provide for validation and moderation by external bodies.

**Response**

Supported

**Comments**

The Queensland Government will pilot an independent, cross-RTO moderation and validation process as a way of demonstrating compliance with the Australian Quality Training Framework standards. The pilot will build on Queensland’s strong assessment and moderation culture in the senior schooling system where Queensland is a national leader in moderation techniques that improve the quality and validity of assessment practices, and Queensland’s leading role in the development of Recognition of Prior Learning in the VET sector.

The Queensland Government has agreed in principle that a new national VET regulator supported by a national standards council will take over responsibility for the regulation of vocational education and training. The Department of Education and Training will support the new national standards council through the Minister responsible for vocational education and training in Queensland.

Improving industry and community confidence in VET qualifications will also be an important component in driving educational aspirations as the return on qualification investment becomes apparent.

**Recommendation 10:** That the 10 per cent policy be strengthened to:

a. clarify whether existing workers already undertaking structured training, or only new workers entering training, are counted towards a firm’s 10 per cent target

b. require that contract compliance plans include information on specific outcomes to be achieved from the application of the policy, and for the program to be independently monitored throughout the project and on project completion.
Response
Supported

Comments
The Queensland Government will work with Skills Queensland and industry to clarify the requirements of the 10 per cent in training policy in line with the Queensland Post-secondary Education and Training Review Report recommendations.

Recommendation 11: That Queensland Government clarify the funding framework for VET-in-schools, based on the principle that each school meets the cost of all QCE (Queensland Certificate of Education) subjects, such that VET funding is used only to meet the additional costs of VET subjects above the average costs of other QCE subjects.

Response
Supported in principle

Comments
The Queensland Government agrees that greater clarity in funding support for VET-in-schools is desirable. Funding arrangements for VET-in-schools will be considered by Skills Queensland in the implementation of recommendation 13.

Recommendation 12: That the Queensland Government initiate consideration by Ministerial Council for Tertiary Education and Employment (MCTEE) and COAG, or a bilateral agreement between Queensland and the Commonwealth, of an agreed funding framework between the Commonwealth and State Government across the post-secondary education sector, encompassing:
   a. agreed eligibility criteria for access by individuals to an initial post-secondary qualification
   b. a new National Partnership Agreement for VET funding including relative roles and contributions by the Commonwealth and states
   c. joint and/or coordinated funding to support structured pathways and student movement across the post-secondary education system
   d. funding loadings or performance payments consistent with the new equity funding framework to operate in higher education
   e. a state based fund for employer-based nationally recognised training based on financial contributions by employers and Government funded through redirection of funding for employer incentives for existing worker traineeships and state funding (see recommendation 13).

Response
Supported in principle

Comments
The recommendation builds on existing National Partnership Agreements and is similar to arrangements agreed in Victoria and South Australia.
In terms of an education and training entitlement, through the National Partnership for Youth Attainment and Transitions both the Commonwealth and Queensland Governments have agreed to:

- increase participation by young Queenslanders in education and training
- achieve a Year 12 or equivalent attainment rate of 92.5 per cent by 2015
- provide an education or training entitlement to young Queenslanders aged 15-24, under which, subject to admission requirements and availability, 15 to 19-year-olds who are not at school are entitled to a government-subsidised training place
- 20 to 24-year-old students are entitled to a government-subsidised training place at a TAFE institute to undertake training at a higher qualification level than the highest currently held by the student
- assist young Queenslanders aged 15-24 to make a successful transition from schooling into further education, training or employment, and
- better align Commonwealth and Queensland programs and services related to youth, careers and transitions.

The Commonwealth Government has proposed a national training entitlement, initially for youth. The Commonwealth Government proposed to extend VET FEE HELP to government-subsidised diplomas and advanced diplomas as part of a negotiated deal with states to implement the entitlement. Bilateral discussions with the Commonwealth Government have commenced and are expected to conclude by late 2011.

In cooperation with the Commonwealth Government, through future discussions on skills and workforce development the Queensland Government will seek agreement on eligibility and funding to support access by all individuals to an initial post-secondary qualification and funding to support pathways across the post-secondary education system.

Recommendation 13: That the Queensland skills commission develop a revised VET funding framework based on the following principles:

a. A funding entitlement for individuals for a first qualification up to advanced diploma level in their provider of choice with consistent fees and charges in each qualification level.

b. Agreed arrangements with the Commonwealth Government to introduce VET FEE-HELP for publicly funded VET diplomas and advanced diplomas.

c. Capped funding for students with initial qualifications up to degree level, with higher fees to reflect higher individual returns.

d. Full fees for individual students in areas of high labour market return.

e. Sufficient public funding and equitable student contributions to meet demand for the entitlement.

f. Recognition of the roles of individual TAFE institutes and their obligations as full service providers where agreed by government.

g. Increased industry leveraging by establishing the Strategic Investment Fund for Workforce Development from redirection of existing traineeship funding and additional state funding, with the aim of increasing co-contribution from industry to address structural changes and skills shortages.

h. Requiring industry co-contributions for access to programs funded by the proposed Strategic Investment Fund and for designated major projects and for rapid responses to skills shortages and structural change.
i. Ensuring individuals have access to information about their entitlements, what they are entitled to receive in terms of course quality outcomes and to inform provider choice, supported with the possible extension of the Training Ombudsman’s role to cover major student complaints related to this information.

j. The capacity of the state to intervene in the market by not funding or capping specific qualifications in areas of oversupply or low priority.

k. Performance funding to achieve government policy objectives e.g. equity outcomes, and

l. Strong quality assurance beyond minimum registration requirements for all providers accessing public funding.

**Response**

Supported

**Comments**

The recommendation for a revised VET investment framework is consistent with the legislated functions of Skills Queensland and this work is already underway.

The Minister for Employment, Skills and Mining will request that Skills Queensland, in consultation with the Department of Education and Training, develop the revised framework based on the recommended principles.
APPENDIX A – Summary of recommendations for implementation

Summary of recommendations for immediate implementation

The Queensland Government will:

- develop and issue a policy statement on post-secondary education and training in Queensland based on the recommendations of the Queensland Post-secondary Education and Training Review
- establish a Tertiary Education Research and Planning Unit to provide integrated analysis on participation rates, demographic trends and labour market analysis
- develop a revised VET funding framework (Skills Queensland to lead development)
- clarify and strengthen the 10 per cent policy
- clarify the funding framework for VET-in-schools
- adopt measures to strengthen participation in post-secondary education and training and address skill shortages
- commence a pilot of independent, cross-RTO assessment moderation and validation
- continue to support apprenticeship reform initiatives of the Trade Training Taskforce, the COAG Apprenticeship Reform Taskforce, and future advice from the Commonwealth Government’s Apprenticeships for the 21st Century expert panel.

Summary of recommendations for action and agreement with other parties

- That Skills Queensland, in cooperation with industry and professional bodies, leads a continuing program of research into skills shortages and the factors leading to them, and develops integrated strategies to address them.
- That the Queensland Government consider a cooperative venture with Queensland education and training providers, industry bodies and government agencies to improve and broker partnerships between post-secondary education and training providers and workplaces.
- That the Queensland Government, in cooperation with the Commonwealth, adopts the measures to improve literacy and numeracy levels in the adult population.
- That the Queensland Government:
  a. support cooperative industry initiatives aimed at boosting apprenticeship intakes and completion rates, and
  b. negotiate with the Commonwealth to refocus the traineeship system on its original purpose of providing structured entry-level training for young people and new entrants to the workforce.
- That the Queensland Government initiate consideration by Ministerial Council for Tertiary Education and Employment (MCTEE) and COAG, or a bilateral agreement between Queensland and the Commonwealth, of an agreed funding framework between the Commonwealth and State Government across the post-secondary education sector, encompassing:
  a. agreed eligibility criteria for access by individuals to an initial post-secondary qualification
  b. a new National Partnership Agreement for VET funding including relative roles and contributions by the Commonwealth and states
c. joint and/or coordinated funding to support structured pathways and student movement across the post-secondary education system

d. funding loadings or performance payments consistent with the new equity funding framework to operate in higher education

e. a state based fund for employer-based nationally recognised training based on financial contributions by employers and Government funded through redirection of funding for employer incentives for existing worker traineeships and state funding.
APPENDIX B – Ministerial Taskforce for the transformation of Queensland TAFE

Terms of Reference

Background

In July 2010, the Government commissioned an independent review of Queensland’s tertiary education and training system to help identify the priorities for future reform following the completion of the Queensland Skills Plan and to prepare the system for the next cycle of strong economic growth.

The Queensland Post-secondary Education and Training Review (the Review) was supportive of Queensland’s post-secondary education and training system and found that the vocational education and training (VET) system and TAFE institutes have performed well, particularly in terms of successful students.

The Review findings in relation to TAFE are generally reinforced by the Skills Australia 2011 Skills for prosperity – a roadmap for vocational education and training report that supports a clearly articulated role for the public provider and determination of core funding, or specific resourcing frameworks, to support their role. The report points to the importance of governance and operational reforms to increase public providers’ capacity to operate in an increasingly competitive environment.

The Queensland Government response to the Review commits to implementation of the Review recommendations and development of a long-term policy direction for the Queensland tertiary education and training system.

The Review recommends a three year transformation of TAFE Queensland based on the principle that TAFE’s future lies in being the dominant and preferred provider in a growing training market with diverse revenue sources.

The Government response commits to establishing a Ministerial Taskforce to provide advice to the Minister on the best approach to transforming TAFE Queensland in line with new directions for the national and Queensland tertiary education and training systems. In establishing the taskforce, the Government recognises the transformation of TAFE as a complex and multi-faceted process, requiring specialist expertise and resources, to clearly establish the role of and future directions for TAFE Queensland.

Purpose

The Ministerial Taskforce is established to provide advice to the Minister for Employment, Skills and Mining in 2012 about how to best transform TAFE Queensland.

Objectives

In the context of broader national reform, the Ministerial Taskforce will be formed to:

- consider a range of academic and practical research works, including the QPET Review, Skills for Prosperity and Apprenticeships for the 21st Century and their implications and recommendations for TAFE Queensland
- identify and articulate a clear and ongoing role for TAFE Queensland as the public provider of tertiary education and training across the state
- develop and provide expert advice on options for the future structure of TAFE institutes, including appropriate governance models and funding sources.