3-5 September 2019
Hilton Brisbane

TAFE Directors Australia Convention 2019
Panelists

Matthew Dale
Chief Operations

James Burns
Head of Sales and Marketing

Angela Lisle
Centre Director Creative and Digital

Jane Trewin
Executive Director, Educational Delivery
Opportunities for TAFE Institutes and the importance of quality in non-accredited training and assessment.
Need for a definition

What are micro-learning and micro-credentialing?
An Uber/Taxi level of disruption to Tertiary Education...on a global scale
Aren’t micro-credentials just another name for units and skills sets?
Here are the definitions of a handful of Australian providers already playing in this space.

Each provider is has made up their own definition of what constitutes a micro-credential.
Australia

What is our current definition?

AQF currently has no definition for micro-credentials.

What definitions are providers currently referring to?

DeakinCo defines micro-credentials as:
‘a certification of assessed learning that is additional, alternate, complementary to or a formal component of a formal qualification’

RMIT defines its micro-credentials as:
‘creds’ which is a digital credentials program. RMIT Creds are awarded using a verified digital badge that can be shared via social media networks.

Melbourne University has indecisively said that:
“We are exploring the emerging use of micro-credentials as a means of certifying attainment of smaller and more specific elements of learning than are attested to by a degree”.
What is the rest of the world doing?
New Zealand

A micro-credential certifies achievement of a coherent set of skills and knowledge; and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, iwi (The Maori community or people) and/or the community.

They are smaller than a qualification and focus on skill development opportunities not currently catered for in the regulated tertiary education system. At a minimum, micro-credentials will be subject to the same requirements as training schemes or assessment standards and will also be required to:

- be 5–40 credits in size
- have strong evidence of need from employers, industry and/or community
- not duplicate current quality assured learning approved by NZQA
- be reviewed annually to confirm they continue to meet their intended purpose.
Audit Express
316 followers
3w

This is the future of vocational education!
New Zealand is currently facing a shortage of sheep shearers and has
developed new ‘micro-credentials’ in wool harvesting that will help meet a
critical need to train shearers. #microcredentials #microlearning #NZQA
#newzealand #skills #training #vocationaleducation https://lknd.in/gPi7gGv

Shearing and wool courses
ruralnewsgroup.co.nz
New Zealand gets it.....
Micro-credentials focus on much smaller modules of learning than those covered in conventional academic awards, which often allow learners to complete the required work over a shorter period. In their most developed form, micro-credentials represent more than mere recognition of smaller modules of learning.

They form part of a digital credentialing ecosystem, made possible by digital communications technologies establishing networks of interest through which people can share information about what a learner knows and can do.

The European MOOC Consortium has launched a Common Micro-credential Framework as part of its ambition to create portable international credentials for universities to meet the needs of lifelong learners, globally.
We need to get onto the same page
What has happened in our sector in the past when rules haven’t been set?
What has happened in our sector in the past when rules haven’t been set?
What would a VFH saga in the non-accredited space look like?
What would quality look like in this space?
What is the current VET data telling us?

Incomplete data, only giving us a small part of the picture

www.auditexpress.com.au
What is the current VET data telling us?

TOTAL VET STUDENTS AND COURSES 2018

4.1 million students enrolled in nationally recognised vocational education and training (VET).

Some students enrolled in one or more programs, others in subjects that were not part of a nationally recognised program, and many in a combination of both.

Nationally recognised programs
Nationally recognised qualifications such as training packages, accredited qualifications, training package skill sets and accredited courses that lead to a statement of attainment

Subjects not part of a nationally recognised program
Stand-alone nationally recognised subject enrolments and enrolments in nationally recognised subjects that are delivered as part of a non-nationally recognised program

Nationally recognised down
non-accredited up

www.auditexpress.com.au
What is the current VET data telling us?

Students by funding source

Government funding down fee-for-service up

www.auditexpress.com.au
Decline of accredited VET & Higher Ed enrolments & completions, both within Australia and across the globe
Reports of 7 consecutive years of declining degree enrolments in USA.

Source: www.insidehighered.com
Fall of apprenticeships numbers in the UK may force 'radical rethink' of policy.
Decline in VET Enrolments

Australian VET program enrolments were sitting at 1,886,300 in 2012, and have dropped to only 1,305,500 in 2018.

This represents a 30.8% drop in VET enrolments since 2012.

Decline in VET Completions

Australian VET Program completions were sitting at 525,200 in 2012, and have dropped consecutively each year to only 388,600 in 2017.

This represents a 26% drop in VET completions since 2012.

Decline in TAFE Completions

Victoria's TAFE course completion rate the worst in Australia

theage.com.au
### NCVER 2018 Statement of attainment data

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency achieved/passed</td>
<td>262 670</td>
<td>338 660</td>
<td>333 270</td>
<td>354 040</td>
</tr>
<tr>
<td>Withdrawn/discontinued</td>
<td>12 520</td>
<td>28 235</td>
<td>30 620</td>
<td>32 735</td>
</tr>
</tbody>
</table>

#### All Providers

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency achieved/passed</td>
<td>71 170</td>
<td>96 365</td>
<td>70 655</td>
<td>58 120</td>
</tr>
<tr>
<td>Withdrawn/discontinued</td>
<td>7 750</td>
<td>12 960</td>
<td>17 120</td>
<td>17 710</td>
</tr>
</tbody>
</table>

#### TAFE Only

Are consumers turning their back on traditional systems and structures?
WHERE ARE PEOPLE GOING TO COMPLETE THEIR STUDIES

2018 MOOC enrolments (Shah 2018).

- 101 Million Students
- 900+ Universities
- 11.4K Courses

www.auditexpress.com.au
2018 TOP 5 MOOC PROVIDERS
(by registered users)

1. Coursera - 37 million
2. edX - 18 million
3. XuetangX - 14 million
4. UDACITY - 10 million
5. FutureLearn - 8.7 million
When planning a new training program...

Stop and ask yourself, does this training program need to be accredited? Or, would a non-accredited training solution be more suitable?

www.auditexpress.com.au
What role should government play with micro-learning and micro-credentials?
This should not be turned into political or ideological argument
Stop talking the sector down

nobody likes a negative nancy
We need to take a national approach, incorporating micro-credentials into both VET and HE.
Political leaders and other stakeholders such as AusTrade need to change their narrative, and should be positioning Australia as a global leader in the provision of both Accredited and Non-Accredited training solutions.
First we need to get onto the same page

Micro-Learning

Micro-Credentials

AuditExpress

www.auditexpress.com.au
Who will take the lead?
Who will take the lead?
or will it be you?
New possibilities for the workplace

James Burns
Head of Sales and Marketing
New possibilities for the workplace

James Burns –
Head of Sales & Marketing,
DeakinCo.
As the are the workplace capability and transformation specialists...

1. Evaluate and Recognise Current Skills & Capability
2. Identify gaps and build new skills that improve workplace performance.
3. Provide vocational training and pathways to higher education that further strengthen employment skills and career options.

Workplace Credentials    Workplace Learning    Workplace Qualifications
Our Workplace Credentials and Workplace Qualifications provide advanced standing into many Deakin University degrees.
Workplace Credentials
Deakin’s Professional Practice credentials provide independent proof of existing professional capabilities. They are assessed by approved academic and industry practitioners through: portfolio of evidence; reflective testimony; and video testimony.
Future of work in numbers

By 2030, soft skills-intensive occupations will account for 2/3 of all jobs.


Change is coming at us with the greatest velocity in human history.

In the single second it took you to read that sentence, an algorithm executed 1,000 stock trades. Computers at the credit card network Visa processed over 3 million transactions, no doubt a few of them providing payment for the 17 packages that robots helped pack and ship from Amazon warehouses.3

— Heather E. McGowan, “Future of work: Learning to manage uncertainty”

60% of employees planning to move jobs in the next 10 years will look to change industry, role, or both.


Deloitte predicts (2017)

Soft skill intensive jobs will grow 2.5x faster than other jobs.

Soft skill intensive jobs will make up 63% of all jobs by 2030.
Skills for future success

2/3 jobs will be soft skill intensive by 2030.

Soft skills of employees could increase revenue by more than $90,000.

Demand for soft skills exceeds supply by up to 45 percentage points.

<1% Australians report having any soft skills on their LinkedIn report.
Importance of ‘Soft Skills’

Soft skill intensive jobs will grow 2.5x faster than other jobs.

Soft skill intensive jobs will make up 63% of all jobs by 2030.

42% of businesses need leadership skill development for the digital future.
The Professional Practice Credentials Suite

We currently have 22 credentials assessed at five distinct capability levels. Our Credentials cover the most critical skills needed for lifelong employability and organisation success in today’s business world.

<table>
<thead>
<tr>
<th>Employability/soft skills</th>
<th>Technical knowledge</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Data-driven marketing</td>
<td>Leading and developing people</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Content marketing</td>
<td>Empowering Others</td>
</tr>
<tr>
<td>Self-management</td>
<td>Digital marketing</td>
<td>Adaptive mindsets</td>
</tr>
<tr>
<td>Professional ethics</td>
<td>Creative marketing</td>
<td>Driving strategic results</td>
</tr>
<tr>
<td>Communication</td>
<td>Data analytics</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Risk management</td>
<td></td>
</tr>
<tr>
<td>Global citizenship</td>
<td>Design thinking</td>
<td></td>
</tr>
<tr>
<td>Digital literacy</td>
<td>Digital learning</td>
<td></td>
</tr>
<tr>
<td>Innovation</td>
<td>Customer experience</td>
<td></td>
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</tbody>
</table>
Professional Practice Credentials Alignment

Our credentials align to international qualifications frameworks, including those below. We can map our credentials to any organisation’s capability framework, providing an embedded organisational solution.

<table>
<thead>
<tr>
<th>Deakin Professional Practice credentials</th>
<th>Foundation</th>
<th>Pre Bachelor-aligned</th>
<th>Bachelor-aligned</th>
<th>Pre Masters-aligned</th>
<th>Masters-aligned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Qualifications Framework (AQF)</td>
<td>AQF Level 3 Certificate I–III</td>
<td>AQF Level 6 Associate degree (Diploma)</td>
<td>AQF Level 7 Bachelor degree</td>
<td>AQF Level 8 Graduate certificate Graduate diploma Bachelor Honours degree</td>
<td>AQF Level 9 Masters degree</td>
</tr>
<tr>
<td>European Qualifications Framework (EQF) with Bologna Cycles</td>
<td>Level 1–3</td>
<td>Level 5</td>
<td>Level 6 – Cycle 1</td>
<td>Level 7 – Cycle 2</td>
<td></td>
</tr>
<tr>
<td>Framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)</td>
<td>Level 5</td>
<td>FHEQ Level 6 Bachelor’s degree Bachelor’s degree with honours Graduate diploma Graduate certificate</td>
<td></td>
<td>FHEQ Level 7 Master’s degree Postgraduate diploma Postgraduate certificate</td>
<td></td>
</tr>
<tr>
<td>USA Degree Qualifications Profile (DQP)</td>
<td></td>
<td></td>
<td>Bachelor’s degree</td>
<td></td>
<td>Master’s degree</td>
</tr>
</tbody>
</table>

How credential levels align to international qualifications frameworks

<table>
<thead>
<tr>
<th>Individual</th>
<th>Team</th>
<th>Operational</th>
<th>Functional</th>
<th>Strategic</th>
</tr>
</thead>
</table>
Australia’s ‘Big 4’ Banks

THE CHALLENGE

THE SOLUTION

THE BENEFIT
We’ve improved employee retention
We promoted the best available talent to key roles
We discovered untapped organisation talent
We’ve reskilled and upskilled current workforce – better value than bringing in new workers.
Global Healthcare

THE CHALLENGE

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We’ve improved employee retention
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We discovered untapped organisation talent
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Large government department

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We’ve improved employee retention
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Is there a place for micro-learning and miro-credentials in VET?

Jane Trewin
Executive Director, Educational Delivery
MICRO-CREDENTIALING

Is there a place for micro-learning and micro-credentials in VET?

Jane Trewin
Is there a place for micro-learning and micro-credentials in VET? – YES

BHI TEACHER PROFESSIONAL DEVELOPMENT PROJECT

Our Teacher and Learning Enhancement Team are creating micro-credentials to reward and drive behavior within BHI.

- Process is earning credentials through performance based assessments
- Showcase skills in specific topic areas/standardised representation of skills and knowledge

On successful completion a micro-credential is awarded

- Evidence is contained within a digital badge
- Each badge has a unique URL that can be shared electronically
- The URL links to a digital document
Is there a place for micro-credentials in VET?

OPEN BADGE ECOSYSTEM DEVELOPMENT FRAMEWORK

Create digital badges towards micro-credentials (flipped)

- New approach to teacher PD
- RTOs assess and report on the quality of their workforce. This will be useful to recognise, record and report on RTO teacher development
- Learners can construct their own programs
- Give credit for ‘non-standard’ learning experiences

BHI BADGING PLATFORMS

- Basic level – compatible with Mozilla open badges/BHI Student Web
- Mid level – digital credentials
- High level – develop curriculum/ evidence portfolios/ advanced learning objects

BHI PILOT PROJECT: BASED ON MENTORING ASSOCIATED WITH TEACHERS UNDER SUPERVISION.

Encompasses:

- validation
- recognition
- endorsement
- enhances professionalism of the sector
Is there a place for micro-learning in VET?

**SKILL SETS / PART- QUALIFICATIONS**

**Advantages:**
- Industry are wanting workers with the skills to do the job not necessarily a whole qualification
- Existing workers need to be upskilled or reskilled and are time poor
- A skillset/part qualification is a preferred option
- Value add and enhance a qualification by an additional set of skills
- Industry will pay for an innovative and current product (short and sharp)
- Learning delivered over a period of time in clusters (multiple entry and exit points)
- Better soft skills, employability skills and digital literacy skills are required

**Disadvantages:**
- If utilising Government funding for skill sets, in most states it will affect RTOs completion rates of a full qualification, if the skill set is not funded as stand alone.
Emerging demand for digital micro-credentials - Technology driven innovation to support educators, employers and the future of skills

Angela Lisle
Centre Director Creative and Digital
It’s an exciting time to be on the Sunshine Coast!

Emerging demand for Digital micro-credentials
Let’s align education and training with future job requirements
Keep it Dynamic

INDUSTRY 1.0
Mechanization, steam power, weaving loom

INDUSTRY 2.0
Mass production, assembly line, electrical energy

INDUSTRY 3.0
Automation, computers and electronics

INDUSTRY 4.0
Cyber Physical Systems, internet of things, networks

1784 1870 1969 TODAY

Image: Spacenews.com 2019
A Minute on the Internet in 2019
Estimated data created on the internet in one minute

- 3.8m requests
- 1m logging in
- 347,222 scrolls
- 4.5m videos watched
- 1m views
- 2.1m snaps taken
- 87,500 people on Twitter
- 1.4m swipes
- 4.8m GIFs served
- 46,200 new posts
- $996,956 spent online
- 694,444 hours watched
- 390,030 apps downloaded
- 188m emails sent
- 41.6m messages sent

Sources: Lori Lewis & Officially Chad via Visual Capitalist
Digital Micro-Credentialing:

- Digital Office Suite
- Digital Design Suite
- Digital Business Suite
- Digital Social Media Suite

**Most important skills required in the workplace for the next 3-5 years**

- Digital technology skills (69%)
- Communication skills (57%)
- People skills/human understanding (48%)
- Coding/programming skills (37%)
- Sales skills (33%)
- Language skills (32%)
- Creative/artistic skills (31%)

- The shelf-life of skills is getting shorter, with 70% of businesses agreeing that skills are becoming outdated faster than ever before.
- Larger businesses are particularly convinced that the skills of their employees are becoming quickly outdated.

*Image: Vodafone Global Trends Barometer 2019*
Micro is not a 5 letter dirty word...
“The fourth industrial revolution doesn’t change what we are doing, but it changes us”

Klaus Schwab
Founder and executive chairman of the World Economic Forum
#microcredentials

slido.com
code - #microcredentials
Q&A