

2001-02

ANNUAL REPORT

Victorian Learning and Employment Skills Commission



VICTORIAN LEARNING AND
EMPLOYMENT SKILLS COMMISSION





2001-02

Acronyms and abbreviations

AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
ACE	Adult community education
ANTA	Australian National Training Authority
ICT	Information and communication technology
IT	Information technology
LLEN(s)	Local Learning and Employment Network(s)
LLENSTAT	Local Learning and Employment Network Statistics
MIP	Managed Individual Pathways
TAFE	Training and further education
TAFE VC	Training and further education virtual campus
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational education and training
VLESC	Victorian Learning and Employment Skills Commission

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Victorian Learning and Employment Skills Commission

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Department of
Education & Training

1 October 2002
 The Hon. Lynne Kosky, MP
 Minister for Education and Training
 2 Treasury Place
 East Melbourne Victoria 3002

Dear Minister

On behalf of the Victorian Learning and Employment Skills Commission (VLESC) I am pleased to submit the annual report for the year 2001–02, in accordance with the requirements of the *Financial Management Act 1994*.

In pursuit of the Government's goals and targets for post-compulsory education and training, 2001–02 has seen major developments in relation to post-compulsory education in the schools, technical and further education (TAFE) and adult community education (ACE) sectors including:

- the establishment of 31 Local Learning and Employment Networks (LLEN)
- the commencement of the Victorian Certificate of Applied Learning (VCAL) trial in January 2002
- the implementation of the Managed Individual Pathways (MIP) initiative in 2001.

In June 2002, your vocational education and training Ministerial Statement Knowledge & Skills for the Innovation Economy was released to reinvigorate the TAFE sector so that it can move forward and respond to the challenge of providing the necessary knowledge and skills for the innovation economy.

As well as having advised on the preparation of the Statement, the Commission looks forward to playing a lead role in its implementation including:

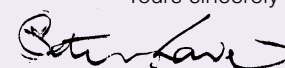
- developing a demand management strategy for apprenticeships and traineeships
- determining priorities for public expenditure on vocational education and training (VET) in an innovation economy
- specifying mechanisms to target resources to priority areas
- evaluating options for securing long-term sustainable financing arrangements for vocational education and training.

The TAFE system continued to grow strongly with registered training organisations providing approximately 486,000 students with almost 104 million student contact hours of vocational training and further education, an increase of 8 per cent on the 2000 delivery.

Additionally the Commission has now forged strong linkages with key stakeholder groups and the other statutory authorities, all of whom have a role to play in post-compulsory education and training.

I would like to take this opportunity to thank Paul Fennelly for his contribution to the Commission and welcome Timothy Piper.

Yours sincerely



Peter Laver
 Chair

contents

At a glance	1	Highlights and achievements	14
Post-compulsory education and training pathways	1	Post-compulsory education and training pathways	14
Training and further education	2	Training and further education	20
Summary of financial results	3	Purchasing arrangements	22
Organisation chart	5	Training and further education opportunities	25
About the Victorian Learning and Employment Skills Commission	6	TAFE institute infrastructure	26
Government goals for education and training	6	Planning	28
Government targets for education and training	6	Innovation in teaching and learning	30
Functions of the Commission	7	Quality assurance	35
Goals of the Commission	8	Financial report	37
Key relationships	8	Appendices	55
The State Training System	9	1 The State Training System	55
Executive support	9	2 Operational support	59
Commission members	9	3 Freedom of Information	61
National linkages	12	4 Other statutory reporting requirements	62
Future directions for VLESC	12	5 Index of compliance	63
		Acronyms and abbreviations	Inside back cover