







Leading Change in Challenging Times – Finding and Framing the Transformative TH&E graduates for the 21st Century

THE-ICE 16th IPoE Forum 2023

Proudly hosted by William Angliss Institute Melbourne, Australia

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Day 2

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Private Fundina

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3.1 SCENARIOS

Learning on Demand / Micro credentials

Extended College

Public funders procure training services for various Target groups through tenders. The implementers may be different national or international organizations, and implementation is not subject to permits.

Byers determine what, to whom, how much, where, when, how long and in what way the training is obtained.

Public Funding*

Local College

Vocational training is based on an existing network of educational institutions, and their main task is to produce experts for the labor market. The form of identification of competence are different kind of vocational qualifications. National education authorities give out the licenses to provide training for obtaining qualifications.

Teaching takes place in different learning environments, which are managed by educational institutions. There are also learning environments in geographical locations that are not optimal in terms of student volume.

In addition to producing knowledge, educational institutions have other responsibilities including a strong social responsibility for disadvantaged learners.

Global College

The training markets are global and main producers are large international companies. The international training materials and systems have been localized to the needs of different countries and cultures, and the training is mainly carried out through digital channels, but physical training units have also been located in most important places in terms of customer volumes.

Learners can use a socially supported "personal learning account" for tuition fees.

Company College

Companies train employees for their own needs in their own academies. The content, implementation methods, durations and other characteristics of the training are inextricably linked to the needs of the company and the industry.

"General studies" have been eliminated from the studies and the focus of the activities is on getting a skilled workforce to work in the company. Business schools do not have a social function, but people who have the prerequisites to work in company jobs have access to studies.

Companies have their own training programs and degrees that help them get jobs in the company and through which they can move from one job to another within the company. Qualifications are widely recognized.

Qualifications on the centre

Figure 3: Descriptioned Scenario Matrix of VET 4.0

Source: European Forum of Technical and Vocational Education and Training (EfVET). 2021. VET 4.0 Four Scenarios. 2021. Brussels EfVET Office









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Roundtable World Café Session / Panel 5

Learning Anytime, Everywhere: evolving institutional models and industry needs



Chair:
Associate Professor
Melanie Williams,
William Angliss Institute



Dr Stuart Wiggins, International College of Management Sydney



Dr Jeanette Baird, University of Melbourne



Professor Scott Richardson, Torrens University Australia









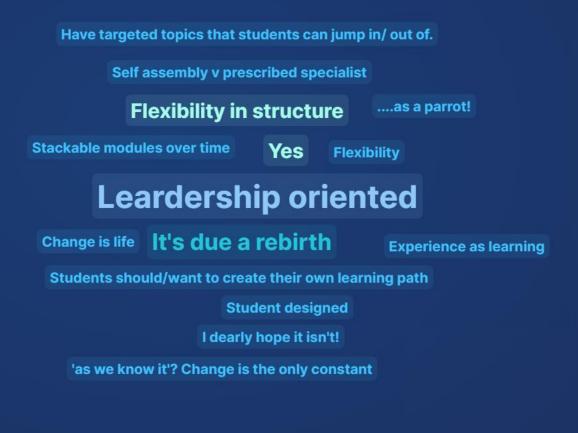
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- Is the bachelor degree as we know it dead? What might it look like moving forward?
- What changes would you like to see in the regulatory system to facilitate more flexible and dynamic ways of meeting industry and learner needs?
- How might technology solutions, including new and emerging forms of instant, valid and reliable assessment, be used to better align industry CPD and tertiary education offerings? How might this change industry practices and tertiary education systems?



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