



Member Driven Policy Leadership
Independent Tertiary Education Council Australia

ITECA Submission

House of Representatives Standing Committee On
Climate Change, Energy, Environment & Water

Inquiry Into The Transition To Electric Vehicles

Putting students at the heart of a system that supports
automotive workforce skilling and reskilling.

March 2024

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Part 1.1 ■ Executive Summary

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Australia's transition to electric vehicles (EVs) represents a major restructuring of the automotive industry. This necessitates a comprehensive workforce strategy to address the evolving job roles and requisite skills. A major priority should be on workforce skilling and reskilling, to ensure that those experienced with diesel and petrol vehicles continue to have long-term career prospects.

With the emergence of positions such as EV repair technicians, battery specialists, and software engineers for vehicle management systems, there is an urgent need to develop robust training programs. These programs should facilitate upskilling and reskilling of the current workforce to manage electric drivetrains, battery systems, and charging infrastructure.

Both independent Registered Training Organisations (RTOs) and public TAFE colleges are vital to delivering these tailored training programs. The role of independent RTOs is underpinned by the significant role in skills training across remote, rural and regional Australia, plus the simple fact that independent RTOs currently enrol 45.4% of students in the Automotive Industry Retail, Service and Repair (AUR) training package according to the most recent data from the National Centre for Vocational Education and Research.

The *National Electric Vehicle Strategy*, while a robust framework for emission reduction and EV adoption, lacks a detailed plan for workforce development. Policymakers need to support a strategic approach that integrates the strengths of both independent RTOs and TAFE colleges in a combined and collaborative way to deliver the needs for the emerging sector. This approach is paramount in ensuring that workers skilled in traditional internal combustion engine vehicles can transition to the EV sector seamlessly, maintaining employability as the industry evolves.

Leveraging the complementarity of independent RTOs and and public providers is vital for delivering training that supports the EV service sector, particularly in remote, rural, and regional Australia.

A balanced and integrated EV workforce strategy that harnesses the capabilities of all sectors of the skills training system is essential for Australia to successfully navigate the shift to a sustainable EV future and meet its emission reduction targets.

“ A balanced and integrated EV workforce strategy that harnesses the capabilities of all sectors of the skills training system is essential for Australia to successfully navigate the shift to a sustainable EV future and meet its emission reduction targets.. ”

Troy R Williams FIML MAICD
ITECA Chief Executive

March 2024

Part 1.2 ▪ Key issues summary

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Part 2.1 ▪ The emergence of new roles in the automotive workforce

The shift to electric vehicles will lead to the emergence of new job roles within the automotive industry. These may include electric vehicle technicians, battery specialists, charging infrastructure installers and technicians, software engineers for vehicle management systems, and electric vehicle sales and marketing professionals. Workforce planning strategies must anticipate these changes and identify the skills needed for these roles.

Part 2.2 ▪ Automotive workforce skilling and reskilling

As the automotive industry evolves towards electric vehicles, there will be a growing need for workers to acquire new skills related to EV technology. This includes knowledge of electric drivetrains, battery systems, charging infrastructure, and electric vehicle diagnostics and repair. Training programs will need to be developed to help existing automotive workers transition to these new technologies. Upskilling and reskilling initiatives will be crucial to ensure that the workforce remains relevant and adaptable.

Part 2.3 ▪ Automotive and skills training sector collaboration

Collaboration between industry stakeholders, government bodies, and education institutions will be essential to develop training programs that meet the evolving needs of the automotive workforce. Vocational education and training (VET) providers, universities, and technical colleges can play a crucial role in delivering relevant courses and qualifications tailored to electric vehicle technology.

Part 2.4 ▪ The need for an electric vehicle workforce transition strategy

While the National Electric Vehicle Strategy sets a laudable framework for reducing emissions and increasing EV uptake, there is a notable gap in its provisions for workforce development. To provide a coordinated framework to ensure those skilled at working with diesel and petrol vehicles remain employable, Australia needs an EV Workforce Transition Strategy.

Part 2.5 ▪ Leveraging the skills training sector's full capabilities

The capacity to leverage the full capabilities of the skills training sector to deliver on the new EV workforce strategy is essential. Collaboration will be the essential element in meeting this evolving needs of the automotive workforce. The full capability of a coordinated skills training sector will be the key in delivering on the essential outcomes in the EV Workforce Transition Strategy.

Part 2.6 ▪ Government roadblocks to a skilled EV workforce

Existing regulatory blockages must be removed to ensure that the capability of a coordinated skills sector in delivering a first-class EV Workforce is not unnecessarily stymied by second-rate administrative burden. In doing so, however, it is also imperative that mechanisms to ensure a robust system built on integrity remain in place.

Part 1.3 ■ Recommendations To The Senate Inquiry

ITECA Submission ■ House Of Representatives Inquiry Into The Transition To Electric Vehicles

Part 2.1 ■ The emergence of new roles in the workforce

Recommendation: Policy makers should leverage the expertise of independent RTOs alongside public TAFE colleges to ensure a skilled workforce is ready to support the transition to EVs.

Part 2.2 ■ Automotive workforce reskilling and upskilling

Recommendation: Policymakers should support the rapid development and deployment of targeted training programs and foster industry collaborations to ensure the automotive workforce is equipped with essential EV technology skills for a future-ready industry.

Part 2.3 ■ Automotive and skills training sector collaboration

Recommendation: Policy makers should support partnerships between SMEs and RTOs and higher education institutions to offer targeted training on navigating government tender processes, enhancing SME competitiveness and innovation in government procurement.

Part 2.4 ■ The need for an electric vehicle workforce transition strategy

Recommendation: Policymakers should support the development of an EV workforce transition strategy that provides a framework to help employees in the automotive sector acquire the skills and knowledge required to be employable, as the national diesel and petrol vehicle fleet is retired.

Part 2.5 ■ Leveraging the skills training sector's full capabilities

Recommendation: That the Australian Government approach the issue of EV workforce skilling in a balanced and integrated way, harnessing the strengths of both independent RTOs and public TAFE colleges, as this is the most effective pathway to realising the full potential of Australia's transition to a sustainable EV future.

Part 2.6 ■ Government roadblocks to a skilled EV workforce

Recommendation: Review proposed amendments to the *National Vocational Education and Training Regulator Act 2011 (Cth)* to ensure they do not impede the establishment of RTOs or limit their course offerings, thus preserving the sector's agility to meet EV transition training needs.

Part 2.1 ■ The Emergence Of New Roles In The Workforce

ITECA Submission ■ House Of Representatives Inquiry Into The Transition To Electric Vehicles

Issues Summary —

The shift to electric vehicles will lead to the emergence of new job roles within the automotive industry. These may include electric vehicle technicians, battery specialists, charging infrastructure installers and technicians, software engineers for vehicle management systems, and electric vehicle sales and marketing professionals. Workforce planning strategies should anticipate these changes and identify the skills needed for these roles.

Key Points For Consideration —

The nationwide transition to electric vehicles (EVs) heralds a profound transformation, necessitating a workforce equipped with specialised skills tailored to the demands of this burgeoning sector. Independent RTOs, particularly enterprise RTOs and private providers, will be central to the task of bridging the gap between evolving industry needs and workforce readiness.

As the automotive sector creates new job roles in response to the proliferation of EVs, RTOs will develop and deliver new training programs designed to cultivate the requisite expertise through their partnerships and the qualifications development process managed by the Jobs and Skills Councils (JSCs). Electric vehicle technicians, for instance, require a deep understanding of new electric drivetrains, battery systems, and diagnostic procedures. The emphasis that independent RTOs have on providing hands-on training and theoretical knowledge to empower technicians with the proficiency needed to service and maintain EVs effectively.

Of note is that the growing demand for battery specialists underscores the critical role RTOs play in nurturing talent adept in managing advanced vehicular energy storage technologies. By offering specialised courses covering battery chemistry, maintenance protocols, and safety procedures, independent RTOs will ensure that professionals are equipped to handle the intricacies of EV powertrains with precision and competence.

Additionally, as the installation and maintenance of charging infrastructure become increasingly paramount, RTOs pivot swiftly to deliver comprehensive training modules tailored to the needs of charging infrastructure installers and technicians. Through rigorous instruction in installation techniques, troubleshooting methodologies, and regulatory compliance, RTOs empower individuals to navigate the complexities of effectively deploying and servicing charging stations.

An often-overlooked aspect of the transition to electric vehicles is the need to support proprietary software engineering for vehicle management systems. With EVs reliant on sophisticated digital frameworks for optimal performance, independent RTOs are pivotal in cultivating talent proficient in software upgrades, vehicle connectivity, and vehicle maintenance.

Central to the effectiveness of independent RTOs is their robust network of industry partnerships, which ensures that training programs remain aligned with employer expectations and industry standards. By forging strong links with employers, RTOs

“ In the transition to EVs, independent RTOs are critical to the task of automotive workforce development, championing excellence, innovation, and industry relevance in the face of transformative change. ”

facilitate work-integrated learning experiences, internships, and apprenticeships, thereby enhancing graduates' employability and fostering a seamless transition into the workforce.

In the transition to EVs, independent RTOs are critical to the task of automotive workforce development, championing excellence, innovation, and industry relevance in the face of transformative change. Through their commitment to quality, close collaboration with employers, and agility in responding to industry shifts, RTOs emerge as catalysts for shaping a skilled and adaptable workforce poised to thrive in the electric vehicle era and beyond.

The shift towards EVs presents new career avenues for workers displaced by the decline of traditional manufacturing jobs; however, this transition will need to be underpinned by an investment in skills training to reskill existing workers. This investment will equip workers with the requisite expertise to secure employment in the electric vehicle sector, facilitating a seamless migration from legacy industries to the forefront of automotive innovation. Through targeted investment training that allows students to study with either independent RTOs or public providers, workers can adapt their competencies to align with the demands of this evolving field, securing their place in the future of the workforce.

Recommendation —

Policy makers should leverage the expertise of independent RTOs alongside public TAFE colleges to ensure a skilled workforce is ready to support the transition to EVs.

Part 2.2 ■ Automotive Workforce Upskilling & Reskilling

ITECA Submission ■ House Of Representatives Inquiry Into The Transition To Electric Vehicles

Issues Summary —

As the automotive industry evolves towards electric vehicles, workers will need to acquire new skills related to EV technology. This includes knowledge of electric drivetrains, battery systems, charging infrastructure, and electric vehicle diagnostics and repair. Training programs must be developed to help existing automotive workers transition to these new technologies. Upskilling and reskilling initiatives will be crucial to ensure that the workforce remains relevant and adaptable.

Key Points For Consideration —

Over the next two decades, the automotive industry stands at the precipice of a significant transformation with the shift towards electric vehicles (EVs), presenting both a challenge and an opportunity for workforce development. This evolution necessitates a proactive approach to workforce skilling, reskilling, and upskilling to meet the demands of emerging new job roles. Jobs that hardly existed two decades ago include electric vehicle technicians, battery specialists, charging infrastructure installers and technicians, and software engineers for vehicle management systems, and where they did the numbers were in specialist areas, such as the roles required to support electric forklifts.

The identification of skills needed for these new roles, as well as those that will become obsolete, is crucial for a smooth transition. It is here that Jobs and Skills Australia (JSA) and the Mining and Automotive Skills Alliance will be critical in identifying the future skills needs of the workforce. Their insights and foresight are invaluable in highlighting not only the new roles that will emerge but also those that will phase out, necessitating significant reskilling efforts. Their work ensures that workforce planning strategies are not only reactive but also anticipatory, preparing the workforce for the jobs of tomorrow.

Industry engagement is another critical factor in this equation. Given the Mining and Automotive Skills Alliance's role in training product development, the direct involvement of companies within the automotive sector in training product development ensures that the skills being taught and developed are aligned with real-world needs and technological advancements. This alignment is essential for creating a ready workforce capable of stepping into new roles as they emerge.

Independent RTOs, with their strong linkages to industry, are instrumental in this process. Backed by a deep understanding of industry requirements and future trends, these training providers are well-positioned to adapt their training programs, to the extent possible within Training Package guidelines, to meet the evolving needs of the workforce. Their agility and connection to the industry make them crucial partners in delivering the training and education necessary for workers to successfully navigate the transition to EVs.

For policymakers, supporting these entities and fostering collaboration between them is critical. It will be essential to ensure that JSA, the Mining and Automotive Skills Alliance, and independent RTOs have the resources and frameworks they need to effectively

“ For policymakers, supporting these entities and fostering collaboration between them is critical. Ensuring that JSA and AUSMASA, and independent RTOs have the resources and frameworks they need to effectively identify EV workforce skill needs and training gaps will be essential.. ”

identify EV workforce skill needs and training gaps. Facilitating partnerships between these stakeholders and the broader industry can amplify their impact, ensuring a coordinated and comprehensive approach to workforce development in the face of the automotive industry's shift to electric vehicles.

The transition to electric vehicles presents a complex challenge for workforce planning, necessitating a multifaceted approach that involves key stakeholders such as Jobs and Skills Australia, the Mining and Automotive Jobs and Skills Council, industry partners, and independent RTOs. Through collaborative effort and strategic planning, it is possible to equip the workforce with the skills required for the future, ensuring that the shift to EVs enhances, rather than disrupts, the automotive industry's employment landscape.

Leveraging the complementarity of independent RTOs and public providers is vital for delivering training that supports the EV service sector, particularly in remote, rural, and regional Australia.

Recommendation —

Policymakers should support the rapid development and deployment of targeted training programs and foster industry collaborations to ensure the automotive workforce is equipped with essential EV technology skills for a future-ready industry.

Part 2.3 ■ Automotive & Training Sector Collaboration

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Issues Summary —

Collaboration between industry stakeholders, government bodies, and education institutions will be essential to develop training programs that meet the evolving needs of the automotive workforce. Vocational education and training (VET) providers, universities, and technical colleges can play a crucial role in delivering relevant courses and qualifications tailored to electric vehicle technology.

Key Points For Consideration —

The transition towards EVs requires a skilled workforce adept in new technologies. This transformation underscores the importance of a tripartite approach of industry stakeholders, unions, and educational institutions in developing and delivering training programs that align with the automotive industry's future requirements. Skills training providers, higher education institutions, and industry-driven (unaccredited) programs are at the forefront of this educational evolution, offering courses and qualifications tailored to electric vehicle technology and its ancillary services.

The role of independent RTOs is particularly noteworthy in this context. These providers, committed to quality, have demonstrated a strong alignment with employer needs, a fact supported by data from the National Centre for Vocational Education Research (NCVER). According to NCVER metrics, independent RTOs lead in all aspects of employer satisfaction. This high level of satisfaction indicates the relevance and quality of the training programs offered by independent RTOs, reflecting their deep engagement with industry trends and employer expectations.

The strong linkages that independent RTOs maintain with employers enable them to offer training programs that are not only current but also highly responsive to the fast-paced changes occurring within the automotive industry. This agility is crucial in a sector that is witnessing rapid advancements in technology, especially in the realm of electric vehicles.

For policymakers, recognising and supporting the symbiotic relationships between independent RTOs, industry stakeholders, and government bodies is essential. Facilitating these collaborations can ensure that the training programs developed are comprehensive, cutting-edge, and directly aligned with the skills needed in the workforce. Investment in these educational pathways will be key to preparing a workforce that is not only capable of navigating the current landscape but also adept at adapting to future technological shifts.

As the automotive industry continues its shift towards electric vehicles, the collaboration between industry, educational institutions, and government will be paramount. The success of this transition hinges on their collective ability to equip the workforce with the necessary skills, with independent RTOs playing a pivotal role in this endeavour. Policymakers have a critical role to play in fostering these partnerships, ensuring that the automotive workforce remains robust, adaptable, and forward-looking.

“ The strong linkages that independent RTOs maintain with employers enable them to offer training programs that are not only current but also highly responsive to the fast-paced changes occurring within the automotive industry. ”

Recommendation —

Policy makers should support partnerships between SMEs and RTOs and higher education institutions to offer targeted training on navigating government tender processes, enhancing SME competitiveness and innovation in government procurement.

Part 24 ■ The Need For An EV Workforce Transition Strategy

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Issues Summary —

While the *National Electric Vehicle Strategy* sets a laudable framework for reducing emissions and increasing EV uptake, there is a notable gap in its provisions for workforce development. Australia needs an EV workforce transition strategy to provide a coordinated framework to ensure those skilled at working with diesel and petrol vehicles remain employable.

Key Points For Consideration —

The transition towards electric vehicles (EVs) as outlined in the *National Electric Vehicle Strategy* under the Australian Government's Powering Australia Plan marks a pivotal shift in the automotive industry. This shift towards a decarbonised transport system, with a focus on light passenger and light commercial vehicles, necessitates a concurrent transition in the workforce. The strategy's emphasis on accelerating the move from internal combustion engine (ICE) vehicles to EVs, coupled to reduce Australia's transport emissions significantly, underscores the urgent need for a comprehensive EV workforce strategy.

As a significant contributor to Australia's emissions, transport is a priority area for reform if Australia is to achieve its emissions reduction target. The push towards EVs, powered by renewable energy, is a cornerstone of these efforts. However, the successful implementation of the EV transition hinges not just on technology and infrastructure but also on the readiness of a critically important sector of the Australian workforce. The current skills gap in EV technology — spanning electric drivetrains, battery systems, charging infrastructure, and diagnostics and repair — represents a significant challenge that must be addressed.

While the *National Electric Vehicle Strategy* sets a laudable framework for reducing emissions and increasing EV uptake, there is a notable gap in its provisions for workforce development. The strategy's lack of specific commitments to support the automotive workforce in transitioning to EV-related roles is a missed opportunity. As Australia looks to increase the adoption of EVs and potentially develop manufacturing capabilities in EV components and batteries, the need for skilled workers in this sector will only grow.

To ensure Australia does not lag behind in the global shift towards EVs, it is imperative for policymakers to extend the strategy to include a dedicated focus on developing the EV workforce. This should involve collaboration between the Australian, state, and territory governments to identify the skills needed, develop targeted training programs, and support workers in traditional automotive roles through reskilling and upskilling initiatives.

An effective EV workforce strategy must prioritise a tripartite approach involving partnerships with the government, the skills training system, and the industry. These collaborations are essential for creating relevant training programs that are responsive to the rapidly evolving needs of the EV sector. Furthermore, aligning these educational

“ While the National Electric Vehicle Strategy sets a laudable framework for reducing emissions and increasing EV uptake, there is a notable gap in its provisions for workforce development. ”

efforts with the broader objectives of the *National Electric Vehicle Strategy* will ensure a cohesive approach to achieving Australia's emissions reduction targets.

As Australia advances towards a decarbonised transport system, the development of an EV workforce strategy is crucial. Such a strategy should be integrated into the National Electric Vehicle Strategy, ensuring that workforce development is a central pillar of Australia's transition to electric mobility. By proactively addressing the skills gap and supporting the automotive workforce through this transition, Australia can secure its position in the global EV market and make significant strides towards its net zero ambitions.

Recommendation —

Policymakers should support the development of an EV workforce transition strategy that provides a framework to help employees in the automotive sector acquire the skills and knowledge required to be employable as the national diesel and petrol vehicle fleet is retired.

Part 2.5 ■ Leveraging The Training Sector’s Full Capabilities

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Issues Summary —

Australia’s transition to electric vehicles (EVs) represents a watershed moment in the automotive and energy sectors, necessitating a skilled workforce to support this change. Central to this transition is the effective utilisation of the skills training sector’s full capabilities, particularly independent RTOs, which play a crucial role in servicing the educational needs of the automotive industry.

“ The Australian Government’s policy preference to “put TAFE at the heart” of the skills training sector risks compromising the nation’s ability to transition to EVs. ”

Key Points For Consideration —

According to NCVER data, independent RTOs currently enrol 45.4% of students in the Automotive Industry Retail, Service and Repair (AUR) training package, which is instrumental to developing the skills required for EV maintenance and repair.

Additionally, these institutions serve as the educational backbone for 87.3% of students in remote, rural, and regional areas who undertake skills training; more than 1.1 million students in these parts of Australia —a demographic crucial for the broad-based adoption of EVs across Australia’s varied geographic landscape.

When it comes to specialised training in electricity generation — a key component of the EV transition — independent RTOs have 100.0% of the enrolments in the Electricity Supply Industry - Generation Sector (UEP, UTP) training package according to the most recent NCVER data. This specialised knowledge in skills training delivery that independent RTOs are able to bring is indispensable for the development and maintenance of EV charging infrastructure, a backbone of the EV ecosystem.

The Australian Government’s policy preference to “put TAFE at the heart” of the skills training sector risks compromising the nation’s ability to transition to EVs as public providers lack the capability to support workforce skilling and reskilling. This approach could inadvertently slow down the progress towards achieving the EV strategy goals by not leveraging the full capabilities of the existing training sector.

A collaborative approach that recognises the complementarity of independent RTOs and public TAFE colleges is essential for a successful and timely transition to EVs. Both institution types bring unique strengths to the table. Independent RTOs provide specialised, industry-aligned and flexible training solutions, and TAFEs offer broad-based educational programs. By combining their resources and expertise, the Australian Government can ensure a comprehensive and inclusive strategy for workforce skilling and reskilling, which is essential for meeting the demands of the emerging EV market and achieving the associated environmental targets.

Recommendation —

That the Australian Government approach the issue of EV workforce skilling in a balanced and integrated way, harnessing the strengths of both independent RTOs and public TAFE colleges, as this is the most effective pathway to realising the full potential of Australia’s transition to a sustainable EV future.

Part 2.6 ■ Government Roadblocks To A Skilled EV Workforce

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Issues Summary —

Amendments before parliament to the *National Vocational Education and Training Regulator Act 2011 (Cth)* may, through draconian measures such as limiting the establishment of new RTOs, retard the ability of the skills training system to respond to workforce training demands to support the transition to EVs.

Key Points For Consideration —

The *National Vocational Education and Training Regulator Amendment (Strengthening Quality and Integrity in Vocational Education and Training No. 1) Bill 2024* currently before parliament, which seeks to amend the *National Vocational Education and Training Regulator Act 2011 (Cth)*, has raised significant concerns within the skills training sector, particularly regarding the future agility of this sector to respond to emerging workforce training demands, such as those related to the transition to electric vehicles (EVs). The changes, perceived as draconian by some, potentially limit the establishment of new independent RTOs and could thus hinder the ability of the skills training sector to support the swift upskilling needed for the EV transition.

One of the contentious measures in the Bill gives the federal Minister for Skills and Training the unprecedented power to issue a Determination that could indefinitely halt the processing of new RTO applications. This blanket ban approach deviates from the current risk-based strategy, which is more nuanced and responsive to specific industry needs. For instance, an automotive manufacturer or vehicle repair business aiming to establish an RTO to deliver specialised EV skills might find itself obstructed under the new regulatory framework.

Another provision that has been met with apprehension is the prohibition of course expansion for RTOs less than two years old, even in areas of critical skill shortage. This restriction could stifle timely response to technological advancements, particularly in the automotive sector where rapid development is occurring. An RTO with existing automotive programs might be prevented from introducing new EV courses that are essential for the industry's transformation.

Furthermore, the legislation proposes to give the sector's regulator, the Australian Skills Quality Authority (ASQA), discretion to prioritise RTO applications. This shift away from a consistent risk-based approach could lead to delays for competent RTOs eager to expand their course offerings to include new EV skills, thereby impeding the industry's progress.

These legislative changes are underpinned by the Australian Government's policy objective to "put TAFE at the heart" of the skills training system. The amendments could inadvertently consolidate training within a smaller number of institutions, reducing the diversity and flexibility inherent in a decentralised system where independent RTOs and TAFE colleges operate in a complementary fashion, something essential to support the delivery of training to the automotive workforce to support workplace training.

“ The Australian Government's policy preference to “put TAFE at the heart” of the skills training sector risks compromising the nation's ability to transition to EVs. ”

Recommendation —

Review proposed amendments to the *National Vocational Education and Training Regulator Act 2011 (Cth)* to ensure they do not impede the establishment of RTOs or limit their course offerings, thus preserving the sector's agility to meet EV transition training needs.

Appendix A ■ ITECA Introduction

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Formed in 1992, the Independent Tertiary Education Council Australia (ITECA) is the peak body representing independent providers in the skills training, higher education, and international education sectors. Consistent with ITECA's tertiary education leadership role, the ITECA membership includes a growing number of industry associations and professional bodies that have an interest in the development of qualifications and microcredentials.

ITECA empowers its members with the information to make sound business decisions and the influence to drive reform.

With a firm eye on creating an environment that supports students, ITECA members are strong advocates for an integrated tertiary education system that operates as one, yet the skills training and higher education sectors retain their separate strengths and identities. Allied to this is the focus of ITECA members on red tape reduction, where the regulatory environment protects students without placing redundant, duplicative and burdensome reporting obligations on providers in the skills training, higher education, and international education sector.

Through regular updates, ITECA keeps its members up to date on changes to student loan and funding programs, regulatory changes, strategic risks to the sector's sustainability and reputation, and emerging business opportunities.

ITECA convenes some of the tertiary education sector's largest events, including the annual ITEC Conference that sells out each year, plus the annual RTO Business Summit series of events held throughout the country. A number of specialist events in the higher education and skills training sector are also highly valued by members.

As a growing community of independent tertiary education providers that share a commitment to excellence, the ITECA membership has grown by around 20% on a year-on-year basis for the past three years.

In 2019 ITECA changed its name, having previously been known as the Australian Council for Private Education and Training (ACPET). The change of name reflected the fact that many ITECA members are not-for-profit providers (not just private providers) and the increasing number of ITECA members that deliver higher education programs.

ITECA has an established reputation for working with the Australian, state and territory governments. Through engagement with ITECA, governments have been able to increase the tertiary education sector's trust in the policy-making process. ITECA is seen as an independent and objective stakeholder that is working to create an environment in which students have access to quality programs delivered by independent skills training, higher education and international education providers.

Members of ITECA are united, informed and influential. They set our agenda, guide our projects, fund our activities, and directly benefit from the results.

ITECA Membership – It's a great time to get involved.

www.iteca.edu.au

“ A growing community of independent tertiary education providers that share a commitment to excellence, the ITECA membership has grown by around 20% per year for each of the past three years. ”



The Independent Tertiary Education Council Australia (ITECA) is the peak body representing independent providers in the skills training, higher education, and international education sectors.

ITECA members are united, informed, and influential.

Members come together, through ITEC, to create an environment in which providers can offer students and their employers the quality outcomes they are looking for.

If you're interested in working with others that share your commitment to quality in order to improve the reputation of the independent tertiary education sector, get involved in ITECA today.

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