

House of Representatives Standing Committee on Education and Training

Vet in Schools

Terms of Reference

1. Range, Structure, Resource & Delivery
 - In schools
 - Include Teacher Training
 - Impact of VET on Programs

2. Differences between school-based programs to VET Programs
 - Resulting qualifications
 - Pattern of Industry acceptance

3. VET in new and emerging industries

4. Accessibility and effectiveness of VET for Indigenous Students

1. Thank the Committee for the invitation to expand on our written submission.
2. EE-Oz Training Standards recognises the Commonwealth's initiative and intent for implementing VET in Schools
3. EE-Oz Training Standards submits that much could be done: **but** in relation to Energy and Electrotechnology, overcoming issues of workplace safety, industry context and exposure are considerations that need attention.
4. Equally, whilst supportive of the intent of the initiative, key systemic and infrastructure barriers must be overcome by the Education system to give effect to VET in Schools. These include:
 - a. To be relevant to industry VET in schools programs must be aligned to and have National Industry Training Package outcomes
 - b. There is a need to overcome the bias towards University entrance at the expense of VET/Industry pathways
 - c. Achievement of Energy and Electrotechnology industry competencies as prescribed in the National Industry Training Package requires that the relationship between "*curriculum hours*" and "*workplace experience hours*" is approximately the same for VET in Schools participants as that experienced by the relevant mainstream trainees/apprentices
 - d. Processes and programs be implemented to inform guardians/parents of the implications and issues associated with undertaking a qualification in National Industry Training Packages and in particular, the Energy and Electrotechnology National Training Packages
 - e. Schools need to implement management and logistical measures associated with placements, pastoral care for students and contracts of training, IR, OH&S, to name but a few and, assure internal processes are in place or relevant intermediatory bodies are utilised
 - f. Improve the quality and breadth of advice to students with respect to Industry programs on offer to ensure informed decisions and delivery of training appropriately reflects National Industry Training Package requirements. This includes the introduction of dedicated and well trained student vocational careers counsellors
 - g. There must be flexibility of school programming (timetable) to accommodate where appropriate part-time traineeships/apprenticeship targeting Training Package qualifications.
 - h. Provide part-time senior secondary school opportunities for those wishing to try full time traineeships/apprenticeships.

- i. End schools developing VET based curriculum only courses for qualification outcomes, which are primarily developed for internal educational measures rather than real world of work alignment to National Training Packages or AQF levels for respective industries
- j. The competencies required of the Energy and Electrotechnology industry require strong literacy, numeracy and abstract conceptual capabilities. Students should reasonably expect to be given accurate advice on the likelihood of successfully completing the qualification they intend to undertake. Appropriate advisory and remedial measures should be in place for the student.
- k. AQF2 qualifications in the Energy and Electrotechnology industry are significantly more demanding than an AQF2 outcomes in other industries. This has been caused by inconsistency in interpretation of the AQF across National Industry Training Packages
- l. Recognise and use VET in Schools programs designed by Industry in National Training Packages, without applying a, “one size” fits all criteria, such as all VET programs must be at least AQF 2
- m. Recognise that entrance into a Traineeship, Apprenticeship or Cadetship is a legitimate job outcome following a VET in Schools program
- n. The need for Boards of Studies to evaluate the content of Industry National Training Package qualifications designed for VET in Schools, much of which would readily attract an UAI/TER score, thus enhancing student future career options and, promoting the value of VET to the community
- o. The disincentives to employ a VET in Schools graduate needs to be removed

EE-Oz Training Standards - Specifically in relation to the Committee’s Terms of Reference:

TERMS OF REFERENCE	RESPONSE
<p>1. Range, Structure, Resource & Delivery</p> <ul style="list-style-type: none"> ○ In schools ○ Include Teacher Training ○ Impact of VET on Programs 	<ul style="list-style-type: none"> ○ Range <ul style="list-style-type: none"> ▪ VET in Schools programs and resources must be fit for purpose for the respective industry and must deliver National Industry Training Package outcomes ▪ There should be a wide array of VET programs available that develop the broadest base vocational skills for the greatest opportunity for choice in industry vocations. Narrow programs destined for one vocational outcome should be minimised to reduce limitations to future job prospects. ▪ Schools must clearly establish which Industry National Training Packages they want to train to and assess for and, establish appropriate infrastructure to deliver, and ensure their staff have access to current versions of the respective Packages and resources. This includes, partnership arrangements, where expedient, and/or establishment of dedicated lead agent Schools for given Industry National Training Packages, to assure quality and maximise student participation. ▪ Special recognition ought be given to vocations that may not necessarily lend themselves to straightforward part-time traineeships/apprenticeships or VET in Schools, because of the required development period that applies to gaining relevant and useful competencies in entry-level Industry employment. This is especially so in industries like Energy and Electrotechnology where safety is paramount and there is constant reinforcement of such in work activities. The nature of part-time work, its inconsistency in reinforcing OH&S and safe working practices on a continuous basis, requires constant refresher. The result is increased costs to industry and, where not monitored may contribute to mistakes that can end in serious consequences to life, commerce, infrastructure and property. ▪ Promotion of Energy and Electrotechnology industry vocations is needed to enlighten prospective learners about why such vocations are a viable career path

TERMS OF REFERENCE	RESPONSE
	<ul style="list-style-type: none"> ○ Structure <ul style="list-style-type: none"> ▪ Adequate and systemic infrastructure must be permanently embedded in Schools processes for the ongoing success of VET in Schools ▪ Training and assessment outcomes are to align to Industry National Training Packages ▪ Systems and management structures must ensure: <ul style="list-style-type: none"> ➢ learners are covered by appropriate contracts of training and, parents/guardians involved and informed accordingly ➢ pastoral care activities are available, ➢ administration process are in place to record and monitor learners' activities, ➢ relationships with employers and ITABs for respective industries are developed and fostered, ➢ relevant and respective industry OH&S and IR matters are recognised, used and managed ➢ productive work in a workplace is recognised ▪ Consultative forums are established with respective ITABs to assist in identifying placements, promotion and lending credibility to programs (e.g. School to Industry link program) ▪ Strategies must be developed to ensure assessment of workplace outcomes is valid, reliable, and fair in meeting the requirements of National Industry Training Packages ▪ Where Schools do not have appropriate resources or infrastructure for given Industry National Training Package outcomes appropriate measures be instigated to establish partnerships with other suitable RTOs to enhance delivery of VET to industry standards (e.g. Industry National Training Packages/AQTF) ▪ Schools must have adequately trained and dedicated Vocational Counsellors that can provide students with accurate information and advice that assists them in making informed decisions

TERMS OF REFERENCE	RESPONSE
	<ul style="list-style-type: none"> ○ <i>Resources</i> <ul style="list-style-type: none"> ▪ Implement adequate resources in terms of personnel, infrastructure and support services, to deliver and evaluate the success of VET programs ▪ PD for teachers and assessors relative to the respective Industry standards must be provided ▪ Maintaining current copies of the relevant Industry National Training Packages ▪ Dedicated vocational counsellors be provided with sufficient resources and PD to assist students make informed decisions ▪ VETin Schools programs ought not be predicated on perceived short term cost advantages or disadvantages between public providers ○ <i>Delivery</i> <ul style="list-style-type: none"> ▪ In the first instance delivery of VET programs must be endorsed Industry National Training Package outcomes ▪ There must be a tightening of the AQTF compliance regime ▪ School programming of VET in Schools must meet endorsed Industry National Training Package outcomes and, be sufficiently flexible to fully develop competence ▪ Where VET programs are to be delivered and no Industry National Training Package outcomes exists the provider must reach agreement with the relevant national industry training advisory body/skills councils ▪ Appropriate recognition should be given to the effort needed to deliver Energy and Electrotechnology vocations that are potentially hazardous

TERMS OF REFERENCE	RESPONSE
<p>2. Differences between school-based programs to VET Programs</p> <ul style="list-style-type: none"> ○ Resulting qualifications ○ Pattern of Industry acceptance 	<ul style="list-style-type: none"> ○ Qualifications issued by VET in Schools programs must be endorsed National Industry Training Package outcomes <ul style="list-style-type: none"> ▪ There should be no attempt to utilise a “one-size” fit all approach to implementation of VET in Schools programs. That is, a “Board of Studies” declaring a policy that, programs must be at least AQF level 2, without any evaluation of the rigour or depth of any specific Industry National Training Package qualification is totally unacceptable. For example, it is likely that in a given Industry Certificate I in the relevant National Industry Training Package may have greater rigour and depth than a Certificate II in another National Industry Training Package. ▪ “Boards of Studies” should recognise that completion or part-completion of an National Industry Training Package qualification is a successful outcome, especially in those cases that has successfully fostered interaction between the student with employers. ○ There is a need to overcome the stigma of VET in Schools programs has they are seen as “second rate” and not well promoted in the community. It should be noted that graduates at Certificate III and Certificate IV in the Energy and Electrotechnology Industry earn more and have greater responsibilities than a great many university graduates. ○ The continuing difference in the nature of State and Territory Education systems and their processes contributes to on-going barriers to VET in Schools uptake
<p>3. VET in new and emerging industries</p>	<ul style="list-style-type: none"> ○ Two qualifications were recently developed and included in the National Electrotechnology Training Package - Certificate I in Electrotechnology specialising in Renewable Energy and a Certificate I in Sustainable Energy (Electrotechnology). The Industry has recognised the new and emerging Industry sector, however, take-up by Schools may be problematic, as it is seen as a Certificate I and dismissed as unsuitable, even though it meets the Industry context.

TERMS OF REFERENCE	RESPONSE
<p>4. Accessibility and effectiveness of VET for Indigenous Students</p>	<ul style="list-style-type: none"> ○ Sufficient and suitable resource both in cultural, staffing, infrastructure and support services must be developed and made available not only to ensure indigenous students are given fair and equal access, but that other disadvantaged students are provided every opportunity to participate. Resources should appropriately reflect client needs. ○ Program participants with identified language and literacy deficiencies are provided with tuition and resources as required ○ Relevant Industry approved selection processes are implemented to assure student well-being, safety and success. This includes exploring student maturity and skills and knowledge

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<p>Executive Officer Utilities & Light Manufacturing Industry Training Board</p> <p>In the Electrotechnology for 38 years as:</p> <ul style="list-style-type: none"> • Self employed Electrical Contractor • Branch Manager, Contacting Company • Technical Officer • Electrical Supervisor • Electrician <p>➤ Undertook a national pilot on behalf of the industry for school based apprenticeships from 1998 to 2000</p> <p>➤ Member of ACT Board of Secondary School of Studies</p>	<p>Curriculum Manager – Manufacturing and Engineering Division TAFE NSW</p> <p>40 years in the industry</p> <ul style="list-style-type: none"> • Curriculum developer • Teacher • Electrician <p>➤ Undertaken several national projects for the Energy and Electrotechnology industry</p>	<p>Chief Executive Officer of the Energy and Electrotechnology ITAB for almost ten years – EE-Oz Training Standards</p> <p>30 years in industry</p> <ul style="list-style-type: none"> • Standards Executive Officer with the National Training Board – NTB • A vocational education and training background • IR practitioner • Electrician <p>➤ Developed and promoted implementation of four National Industry Training Packages: - Electrotechnology, Electricity Generation, Gas, Electricity Transmission/Distribution and Lifts</p>