



VET in Schools

Information Paper



Glossary	3
Project Introduction	4
Education and Training Introduction	5
The Change Environment	6
The Western Australia Certificate of Education (WACE)	6
VET component of WACE Criteria	7
How much VET can be used for WACE achievement?	7
School Leaving Age	8
Delivery methods	9
Delivery by School Teachers or RTO Lecturers	9
School Based Apprenticeships and Traineeships (SBA and SBT)	9
Aboriginal School Based Training	10
Pre-Apprenticeships in Schools (PAiS)	10
Institutionally delivered VET Qualifications	10
Industry Specific Courses	11
Qualifications delivered outside of School Arrangements	11
Non VET options	12
Activities that do not contribute to WACE	12
Stakeholders and Policies	13
Department of Education	13
Department of Training and Workforce Development	14
Department of Education Services	15
School Curriculum Standards Authority	15
Catholic Education Office and Independent Schools Association	16
Schools	16
Trade Training Centres	17
Registered Training Organisations	16
Youth Attainment and Transitions (YAT) National Partnership	17
EUPA Training Council	18
Current Delivery	20
Potential Qualifications	22
Timeframes for Action	23
The missing criteria: Student Aspirations	24
Recommendations	25
Appendix 1 – Extract of Draft VETiS Qualification Register	26

Glossary

ASBT	Aboriginal School Based Training
AQF	Australian Qualification Framework
CEO	Catholic Education Office
DES	Department of Education Services
DoE	Department of Education
DTWD	Department of Training and Workforce Development
ETILO	Education and Training Industry Liaison Officer
EUPA	Electrical, Utilities and Public Administration Training Council
PAiS	Pre-Apprenticeship in Schools
RTO	Registered Training Organisation
SBA	School Based Apprenticeship
SBT	School Based Traineeship
SCSA	School Curriculum Standards Council
TAC	Training Accreditation Council
VET	Vocational Education and Training
VETiS (small i)	Vocational Education and Training in Schools
VETIS (Capital i)	Vocational Education and Training Industry Specific Course
VETfS	Vocational Education and Training for Schools
WACE	Western Australian Certificate of Education
YAT	Youth Attainment Transitions

Project Introduction

A Service Agreement with the Department of Training and Workforce Development (the Department) binds the Electrical Utilities and Public Administration Training Council Inc (EUPA) to undertake specific activities in reference to VET in Schools, namely:

Deliverable 7: Provide leadership and industry advice to the Department concerning the development of VET in Schools in WA.

- Provide input / advice into the development of strategic policy in relation to Vocational Education and Training (VET) and VET in Schools in WA;
- Obtain advice / feedback from key industry stakeholders; and;
- Participate in Steering Committees / Reference Groups providing industry input into VET in Schools related issues (i.e. careers advice, marketing, etc.)

EUPA expects the Department of Training and Workforce Development will amend the Service Agreement in the near future to give greater priority to Training Council involvement in the VET in Schools space.

Additionally EUPA stakeholders from the Utilities sectors of Gas, Water, Electricity Supply and Waste have consistently sought to establish better mechanisms for VET in Schools engagement, seeking to introduce specific programs that would ensure school students are aware of the employment opportunities across each of the sectors.

To date, EUPA has been involved in a number of activities that focus on VET in Schools including:

- Participation in DTWD workshops and forums focusing on VET in Schools policy
- Inclusion of VET in Schools on Industry Working Groups agendas.
- Development of marketing tools and strategy for the Public Sector Commission to engage with youth, specifically in schools and universities.
- Direct engagement with the Public Sector Commission and metropolitan Education and Training Industry Liaison Officers (ETILOs) during a period of transition for the Public Sector Commission's school based traineeship program.
- Production of occupational fact sheets for the job roles specific to the EUPA industry coverage

Despite the above, EUPA recognises it does not have a consistent or sustainable strategy that will successfully engage EUPA's industry sectors in the VET in Schools agenda over the long term. Furthermore, EUPA has not acted upon requests made by individual schools due to a lack of prioritized resources and an uncertainty of EUPA's responsibilities to engage at an individual school level.

This project shall:

- Result in a clear understanding of the VET in Schools environment by EUPA staff, Industry Working Groups and Board members.
- Provide structure to EUPAs further engagement with the sector in alignment with service delivery requirements.

- Increase the effectiveness of engagement between the VET in Schools stakeholders and EUPA’s industry stakeholders

This shall be achieved in the context of exploring and recommending actions for the Utilities Sector in accordance with requests made by our utilities sector representatives.

Education and Training Introduction

The lines between each of the training and education sectors have been blurring, with schools now able to offer VET programs, VET registered training organisations (RTOs) offering higher education programs and universities able to deliver VET.

This paper concentrates on the senior secondary component of high school. That is, years 11 and 12.

The Australian Qualification Framework is a taxonomy that describes the attributes of graduates from qualifications across all three sectors. This means consistent performance standards are set for all qualifications from the Senior Secondary Certificate of Education through to Doctoral Degree.

Qualification levels are notionally divided between the sectors as depicted in Figure 1 and include the levels listed in Table 1 below:

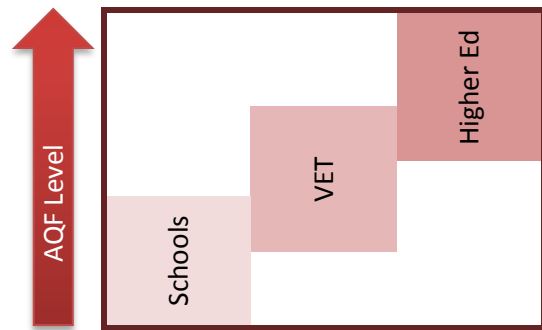


Figure 1: Education and Training Sectors

Table 1: AQF Qualification levels

School	VET	Higher Education
Senior Secondary Certificate of Education	Certificate I Certificate II Certificate III Certificate IV Diploma Advanced Diploma	Associate Degree Bachelor Degree Honours Degree Graduate Certificate/Diploma Masters Degree Doctoral Degree

From this point in the paper, the higher education sector will not be discussed with an exception where it is briefly noted as an option under the heading ‘Endorsed Programs’.

The Change Environment

At the time of writing this paper, there are many reviews underway that have the potential to impact upon the future of VETiS in some capacity or will simply add to the complexity of implementing new programs in a changing landscape. These inquiries and reviews have resulted from industry concern regarding the quality of delivery and assessment and the effect that new funding models may have on specific programs. Reviews and inquiries currently under way include:

- Commonwealth review of VETiS announced by the Assistant Minister for Education Sussan Ley and conducted through the Standing Council on School Education and Early Childhood.
- Commonwealth VET Reform Taskforce through the Department of Industry
- Commonwealth TAFE inquiry through the Education and Employment Committee
- Commonwealth Independent Public Schools Initiative
- Commonwealth review of national curriculum
- Commonwealth Streamlining Training Packages project
- WA Government independent review of State Training Providers and industry advisory arrangements
- WA Government review of pre-apprenticeship arrangements

In addition, Western Australia:

- Will introduce new requirements for the Western Australia Certificate of Education (WACE) in 2015
- Is in the process of adjusting WACE delivery to align with the new National Curriculum
- Is in the final year of transition to an increased school leaving age
- Has implemented 'Future Skills' to meet a Commonwealth Government commitment to implement an entitlement model of funding
- Is implementing a VETiS Qualifications Register to advise schools which qualifications industry considers suitable for students.

The Western Australia Certificate of Education (WACE)

The requirements to complete WACE will change in 2016. Students commencing Year 11 in 2015 will have to work toward the new requirements. Whilst further changes are possible, there has been considerable consultation and refinement of the planned WACE standards since January 2013. For that reason, EUPA stakeholders can confidently proceed with plans to introduce new school-based activities or programs.

VET component of WACE Criteria

Achievement of WACE signifies a minimum standard has been met for secondary education. That is, in Year 11 and 12 a student completes WACE by undertaking a combination of:

- ATAR (Australian Tertiary Admissions Rank) Courses. These subjects derive the ATAR score for entry to university.
- General Courses. These courses are typically for students who wish to pursue further training or employment after school and do not contribute to ATAR.
- VET qualifications or units of competency. Students can get credit toward WACE for achievement of qualifications.
- Endorsed programs such as Structure Workplace Learning. These also provide credit for WACE through unit equivalence.

The way VET will contribute to WACE is quite different to current arrangements. The most important changes are:

- Individual units of competency or skill sets will not contribute to WACE requirements.
- A **Certificate II** or four Year 12 ATAR Units is the minimum standard for WACE.
- a Certificate I qualification can still be offered and can count toward WACE as Year 11 credit only, and the student **MUST** progress and complete a minimum Certificate II to complete WACE. This means Certificate I courses should be used only as a stepping-stone for students that need the extra support.

How much VET can be used for WACE achievement?

Students cannot fill their entire timetable with VET if they want to achieve their WACE. To ensure that there is some control, the authorities have determined that VET provides 'unit equivalence' to a restricted number of school curriculum units.

In years 11 and 12, a total of twenty units or 'unit equivalents' are required. A course unit represents one semester of study in a WACE course. A student can replace up to eight of their WACE course units with VET and/or endorsed programs. The following table represents the value of each qualification and how it contributes to WACE:

Table 2: VET Unit Equivalence

Qualification	Total Unit Equivalents
Certificate I*	2 Year 11 units *
Certificate II	2 Year 11 and 2 Year 12 units
Certificate III or higher	2 Year 11 and 4 Year 12 units
Endorsed Programs**	Maximum 2 Year 11 and 2 Year 12 units from the 8 available

* A Certificate I will not meet WACE minimum requirements

** Endorsed programs are not VET but will be discussed in this paper.

If our goal is to help a student achieve their WACE whilst being introduced to industry the options are to offer:

- A Certificate I – This option should be used for preparation to complete a Certificate II as this level of qualification will not meet WACE requirements alone.
- A Certificate II – Either an institutional qualification or school based traineeship or pre-apprenticeship program.
- A Certificate III – Again, institutional, SBT and SBA pathways are all valid options where they exist.
- Endorsed programs –Workplace Learning or other endorsed programs could provide a student with exposure to the workplace while contributing to WACE.

School Leaving Age

Western Australia is now completing the transition to a higher school leaving age. Twelve years ago the first cohort of students commenced Year 1 in accordance with their classification as being born in the first half of the year or the second half of the year.

In 2014, Year 12 students are sometimes described as the 'half year cohort'. Despite the split of children's birthdates equally into six-month periods, the School Curriculum Standards Council expects that the cohort actually graduating this year will be at about 70% of the previous year's graduation size.

EUPA has considered the possible effect of the reduced number of graduates; however there are too many complex issues to canvas in this paper to predict the effect on industry. These issues include the current state of the labour market (including unemployment rates), preferences toward employment or further training, competition between universities and the VET sector and the popularity of particular subject areas. What is clear is that graduate numbers for 2014 are expected to reduce by approximately 30% (Please note that EUPA has information provided by the Standards and Curriculum Council that is not for public distribution).

The policy will also cause some students to graduate at an older age. For those born in the second half of the year, graduation will occur at some point between 18 years and 18.5 years.

This will potentially affect many of those seeking employment, as wages will be higher for those over the age of 18. Conversely, students may also be more 'work ready' by gaining tickets and licenses that have a pre-requisite age condition. It is unknown at this stage what effect this will have on youth unemployment/under employment, but is an issue worth considering by employer representatives on a reference group.

Finally, more year 11 and 12 students will now have the potential to obtain a motor driver's license as some will reach their seventeenth birthday during semester 2 of year 11.

Delivery methods

Delivery by School Teachers or RTO Lecturers

Qualifications can be delivered by schools that have become an RTO, or work in partnership with an external RTO. Where a partnership is entered into, an auspicing arrangement is negotiated. Whilst policy makers refer only to VETiS, some stakeholders make the distinction as follows:

- VET for Schools (VETfs): This is where an RTO is engaged to deliver the qualification on behalf of the school. RTO trainers/lecturers provide training and assessment services.
- VET in Schools (VETiS): This is where the school uses their own teachers (with appropriate qualifications) to deliver and assess qualifications. An external RTO is engaged through an auspicing arrangement. This typically involves the provision of quality assurance services and can involve provision of training materials for use by the school.

Where skills are specific to an industry it is likely that external trainers (the RTO's trainers) deliver qualifications. Where teachers deliver VET qualifications industry has historically been concerned about the vocational competence of the teacher and the 'work readiness' of the student. Please note that EUPA has no evidence of issues in this area and is aware that school teachers feel unfairly blamed for poor quality outcomes that arise from other factors including poor communication by RTOs.

For that reason, if the EUPA industry sectors are to engage in the VETiS arrangements they must be proactive support the professional development of teachers through programs that promote 'return to industry' or similar.

Interestingly, EUPA has recently participated in a reference group of VET Coordinators where schools expressed concern about the lack of control over students who attend RTOs. The schools had a clear preference for auspiced delivery so that the student's progress toward WACE achievement is clear and planned. For some schools, the intention is to deliver less VET and use work placement or other programs more.

School Based Apprenticeships and Traineeships (SBA and SBT)

School based traineeships and apprenticeships require a contract of training that is registered with the Apprenticentre. The school student will continue with school curriculum (or other endorsed programs) whilst combining an SBT or SBA. Typically, this will result in a student undertaking three days of school, one day of work and one day of training per week. Block training can be arranged if schools are willing.

In the electrical sector, all apprenticeships are available as school based apprenticeships (19 qualifications).

In addition, the utilities and public administration sectors also list the following available apprenticeships:

- Data and Voice Communications Technician (UEE304111)
- Gas Supply Technician (UEG30211)
- General Communications (Rail Tradesperson) (UEE31511)

The available traineeships are:

- Electronics (Level 2)
- Asset Maintenance (Waste) (Level 2) (CPP20411)
- Government (Level 2) (PSP20112)
- Local Government (Level 2) (LGA20104)

EUPA recognises that employers within EUPA's industry scope will also have the opportunity to engage school students across many aspects of operations and administration. For this reason, employers should refer to the full lists of apprenticeships and traineeships located on the Apprenticentre website. The lists identify where school based delivery have been endorsed. Large varieties of occupations are available.

Aboriginal School Based Training

This program provides for a preparatory Certificate I or II to be undertaken institutionally. Students can then progress to a School Based Traineeship at Certificate II level. The program provides additional support for the student and must involve a Group Training Organisation (GTO) who will employ and place each trainee with host employers.

Pre-Apprenticeships in Schools (PAiS)

The electrical and electronic servicing pre-apprenticeships are also offered at Certificate II level. These students complete a program that provides a pathway to an apprenticeship. The student does not enter into a contract of training and there is no paid employment however, work placement is still required.

Please note that EUPA is currently contributing to a DTWD review of pre-apprenticeships to ensure that they remain valuable, sustainable and, for those who are over school age, financially attainable. Further, E-Oz is revising the current Certificate II Career Start. The outcomes of both processes are likely to significantly change the future delivery of electrical pre-apprenticeships.

Institutionally delivered VET Qualifications

Institutional qualifications are delivered without a need for work placement or involvement of an employer. Qualifications can be from Training Packages or Accredited courses. However, where an accredited course is chosen care must be taken to ensure it does not duplicate school curriculum.

Please note that institutional delivery does not negate the need for compliance with assessment conditions that may require workplace evidence to be gathered and considered.

Industry Specific Courses

Industry Specific Courses are qualifications from training packages or accredited courses; however the School Curriculum Standards Authority (SCSA) recognises them in a different way. These courses have the following attributes:

- A Training Council endorses Industry Specific Courses
- Industry can direct which elective units will be delivered and assessed as long as qualification packaging rules are met.
- An RTO delivers training and assesses competency (possibly through auspice arrangements).
- There is a component of workplace learning added to the qualification. Note that this is different to a traineeship/apprenticeship as there is no contract and the student is not paid for their work. Further, there are separate assessment requirements in an Industry Specific Course.
- Credit for partial completion of a qualification is possible under certain situations (only full qualifications are recognised in any other VET delivery)
- A student can use more VET to meet their WACE requirements by completing one of these courses. This could be a very attractive option for some students.

There are currently ten industry specific courses listed on the SCSA website in automotive, business, community services, construction, creative industries, hospitality, IT, primary industries, sport & recreation and tourism. All courses actually contain two or more qualifications at Certificate I and II levels, mainly a direct copy of the training package qualification. The automotive pathway also includes the established pre-apprenticeship.

The Construction pathway is the only example of a qualification that has been developed and accredited specifically to narrow delivery of competencies. In this case, the competencies are broken into elective streams that limit the choices available to the student.

In all cases work placement is required as an additional component. This ranges from one unit (55 hrs) for Certificate I qualifications to two units (110 hrs) for the majority of Certificate II qualifications. Again, the construction pathway is clearly different in that it requires four work placement units (220 hrs) for completion – making it very similar to a pre-apprenticeship pathway.

Qualifications delivered outside of School Arrangements

This type of delivery is strictly not VETiS, as it does not involve the school in the coordination, delivery or allocation of time. Students can participate in VET outside of school arrangements can still have the attainment of a qualification added to their school record. If the qualification is Certificate II or above, the student will be able to meet part of their obligation for WACE.

Non VET options

Workplace Learning

Workplace learning provides opportunities for students to develop skills in the workplace and obtain credit towards the WACE. Students are placed in an appropriate work situation and are required to maintain a formal record of workplace learning.

Workplace Learning is an 'endorsed program'. That means the School Curriculum Standards Authority has endorsed the program (there are currently three workplace learning units) to allow work experience to contribute to WACE. Some industries have put a great deal of effort into the development of logbooks and records that direct workplace learning.

Employers need to consider safety factors and the suitability of the workplace for school students. These issues are of greater importance than when a student is placed in the workplace under traineeship or pre-apprenticeship arrangements, because students participating in work placement only may not have completed any relevant training that aligns to industry-specific tasks.

It is also worth noting at this point that there is no contract of employment and the student's participation in the workplace is unpaid.

Where work placement occurs with no associated VET unit of competency, the student is currently required to complete 110 hours in the workplace. In 2015 this will change to 55 hours.

Other Endorsed Programs

The School Curriculum Standards Council also endorses a large number of other programs that can contribute to meet WACE. There are approximately 500 personal development, community and university programs currently listed on the SCSA website. Some programs will be dependent upon the location of the student as individual schools have developed their own solutions.

Some of EUPA's sectors are represented in the list of endorsed programs including a waste industry course, Emergency Services Cadets, Police Rangers and Surf Life Saving. The development of these courses may not directly link to industry occupations, but can serve to increase the student's awareness of the industry as a community member.

There are changes occurring to the endorsed program list for 2015 that EUPA will monitor.

Activities that do not contribute to WACE

As employers it is also possible to engage students in activities that do not contribute to their WACE requirements. Some options include:

- Deliver presentations or demonstrations at schools
- Offer excursions to your state-of-the-art premises and show the magic happening
- Provide websites, flyers and employment advice to Career Advisors or the Career Centre.
- Become involved in community groups that school aged children are attending.
- Sponsoring and scholarships

Finally, it may be obvious that all discussion about engaging with school children has been centred on the child. There are other options that include:

- Providing industry promotional days/presentations to Career Advisors, VET Coordinators or even parents.
- Assisting teachers who deliver VET to maintain 'vocational competence' by offering work placements or demonstrations.

Stakeholders and Policies

Department of Education

Education Policy

The DoE is responsible for policies and funding that relate to public schools. Policies and documents relevant to VETiS and work placement include those listed below:

Documents

- VET for School Students: Identifies the differing delivery models (profile, auspice, fee for service, RTO School) and provides the high-level framework that assures quality. This document is not of great interest to industry. http://www.det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=11962782
- VET in Public Schools Program Funding Practices 2014: This document includes details of the funding support the DoE provides to public schools for VETiS delivery. Industry does not need to refer to this document, however it has been important to understand the limited nature of funding available to RTOs. http://www.det.wa.edu.au/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-7058903&stream_asset=true
- Workplace Learning: Provides advice to schools regarding the establishment and management of workplace learning programs. Industry may find the document **extremely valuable** to identify early issues when considering their capacity to have students in the workplace. <http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/workplace-learning.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-6632279>
- Work placement Guidelines: This also contains some **very useful guidance** about the type of work that students cannot engage in without prior training and is probably more readable. http://det.wa.edu.au/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-12554100&stream_asset=true

Teacher Training

The previously mentioned 'VET in Public Schools Program Funding Practices 2014' provides for up to \$1000 for a teacher who is to deliver VET to attain the necessary Certificate IV in Training and Assessment.

Teacher Industry Placement Scheme (TIPS) funding is also available through the Department of Education. The fund allows teachers in public schools to participate in industry activities to ensure 'current competency' by participating in industry for up to ten days per annum.

http://www.det.wa.edu.au/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-7057366&stream_asset=true

The TIPS may be of relevance where teachers are delivering programs within EUPAs scope. In relation to the utilities sector, there may be limited opportunities for teachers to perform a VET training role.

Education Regional Offices and Education and Training Industry Liaison Officers (ETILOs)

ETILOs are available in the majority of education regional offices. Currently this means support is available in the metropolitan area, South West, Wheatbelt, Mid-West, Pilbara and Kimberley. The main role of the ETILO is to support VET delivery in public schools.

ETILOs engage with the VET Coordinators in schools, RTOs and industry. They assist schools in providing students access to quality VET programs and work placement opportunities. Engaging with ETILOs can assist connecting with schools in a more efficient and effective manner.

Engagement:

EUPA and Industry can engage with the Department of Education to:

- Explore teacher training for vocational competence (accessing TIPS funding)
- Promote their programs or offer work placement through the regional ETILO.

Department of Training and Workforce Development

VET Policy

The DTWD is responsible for policies and funding that relate to Vocational Education and Training. DTWD is also working to implement an advisory 'VETIS qualification register' to inform schools and RTOs which qualifications industry identifies as suitable for delivery in schools.

Documents: [The DTWD website has been updated – Links need to be amended]

- Apprenticeship Policy: Refers to contractual obligations and stakeholders for all apprenticeships and traineeships in Western Australia. It is applicable to school VET programs. http://www.dtwd.wa.gov.au/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-12484500&stream_asset=true
- School-Based Apprenticeship and Traineeship Policy: Further outlines duties and responsibilities of stakeholders. <http://www.dtwd.wa.gov.au/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-13527751>
- TAFE Duty of Care for Minors Policy: http://www.dtwd.wa.gov.au/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-3680866&stream_asset=true
- VET Fees and Charges Policy: Of note, the policy identifies that school students are exempt from enrolment and resource fees. http://www.dtwd.wa.gov.au/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-14628778&title=VET+Fees+and+Charges+policy+2014&stream_asset=true
- User Choice in Western Australia <http://www.dtwd.wa.gov.au/dtwd/detcms/navigation/about-us/policies-and-guidelines/?page=16&#toc16>

It is also worth noting that school aged students have fees capped to \$400 under Future Skills for publicly funded programs that they enrol in external to school studies.

Apprenticentre

The Apprenticentre contains information on all apprenticeships and traineeships available in Western Australia. This includes information on school based apprenticeships and traineeships and the Aboriginal School Based Training Program.

Website: <http://www.dtwd.wa.gov.au/apprenticentre/detcms/portal>

Engagement

EUPA and Industry should engage with DTWD for advice regarding issues that affect the RTO at any point in the development of new VET qualifications or delivery of existing VET qualifications. This may be particularly important when considering SBTs and SBAs.

Department of Education Services

This department is involved in each of the education and training sectors. It has a high profile for its role as the Office of the Training Accreditation Council (TAC).

The department also plays an important role in the school sector, ensuring that schools adhere to quality and regulatory conditions and providing funds to the non-government schools sector.

As a matter of coincidence, the department has instigated a strategic audit of VETiS. EUPA understands that this does not involve delivery of qualifications in EUPA's scope, however the results could certainly shape future delivery strategies across the board.

Engagement

Industry should engage with the Office of TAC to voice quality concerns regarding RTO delivery and assessment services or auspicing arrangements.

Industry or EUPA may also need to engage where there is a need to accredit a nationally recognised course/qualification.

School Curriculum Standards Authority

WACE Standards

SCSA have released information that describes WACE 2015-16 standards for secondary school students. Please note that the WACE manual is yet to be released and that further modification of available information is possible.

Documents:

- WACE comparison document:
http://www.scsa.wa.edu.au/internet/ Documents/Policy/Achieving%20a%20WACE_2013%20until%202015%20compared%20to%202016%20and%20beyond_January%202013_.pdf

Endorses programs

SCSA are able to provide advice to industry about the endorsement criteria and process for industry or community programs that contribute to the achievement of WACE.

Documents:

- Endorsed Programs General Information:
http://www.scsa.wa.edu.au/files/pdf/EP_Endorsed_Programs_General_Information.pdf
- Workplace Learning Comparison Summary:
http://www.scsa.wa.edu.au/files/word/Workplace_Learning_Comparative_Summary.doc

Engagement

Engage with the SCSA:

- To determine whether a state accredited qualification duplicates WACE curriculum.
- When developing an 'Endorsed Program' outside of VET arrangements.
- For enquiries regarding statistical information about program participation.

Catholic Education Office and Independent Schools Association

These organisations offer strategic guidance and support to religious and Independent schools across Western Australia. The Offices have consultants responsible for VET delivery and can provide advice or disseminate information to VET coordinators in the catholic and independent school sectors.

Schools

Independent and public schools will operate with VET Coordinators and Career Advisors. These are the important people that have direct contact with students, however due to the number of schools the task to engage directly will likely be too large for any external organisation.

Engagement

Industry may be able to access VET Coordinators through hosted events/meetings by the Department of Education, Catholic Education Office or the Independent Schools Association.

Further, direct engagement with Department of Education ETILOs can be of benefit when seeking to distribute information or gain access to VET Coordinators in a particular region.

EUPA recommends providing specific marketing/promotional activities to VET Coordinators.

Registered Training Organisations

The RTO obviously needs no introduction. However, industry should be aware that the large public providers employ managers to oversee school delivery and auspicing arrangements who are able to provide advice.

In the main, industry should engage with those responsible for the programs in a particular discipline (such as program managers) when dealing with large, multi-sector RTOs. Obviously smaller RTOs will have less management structure and likely have just one or two points of contact.

Engagement with public providers has highlighted a very important issue that could act as a barrier to the introduction of new qualifications. The issue relates to the level of funding received by schools to enter into auspicing arrangements with RTOs.

To concisely state the situation, schools receive funding based on the number of industry areas that are delivered annually. The figure does not account for the number of qualifications in each industry area or the number of students undertaking the qualification.

This effectively has the RTO providing a service below cost where an auspicing arrangement is entered into. To introduce delivery of a new qualification it will be important to demonstrate to the RTO that investment in the student now will lead to profit in the future.

Trade Training Centres

At the time of writing this report, forty-nine trade training centres are operating or planned with school clusters. Of these, the following three have electrotechnology listed as an industry area:

- Geraldton Regional Trade Training Centre: A cluster of ten schools led by Geraldton Senior College.
- Swan Valley Trade Training Centre: A cluster of four schools led by Swan Christian College.
- Bunbury Regional Trade Training Centre: A cluster of fourteen schools led by Manea Senior College.

A number of trade training centres note delivery of training aligned to the engineering sector (metal fabrication and welding) which may already be providing entry-level skilled workers suitable to transition to the utilities sectors.

Youth Attainment and Transitions (YAT) National Partnership

Finally, there are organisations funded through YAT that assist young people to transition to the workforce known as ‘Partnership Brokers’. The following organisations have geographic territory to connect schools, businesses and training providers:

Organisation	Base
Great Southern Employment Development Committee	Albany
	Bunbury
	Manjimup
Canning Coalition	Carlisle
Chamber of Commerce and Industry	East Perth
Wunan Foundation	Kununurra
Geraldton Regional Community Education Centre	Geraldton
Pilbara Job Link	Karratha
Sorcit	Midland
Balga Job Link Inc	Girrawheen

EUPA has met with the Canning Coalition and Sorcit with early results for the local government industry to be a likely result.

Website: <http://transitions.youth.gov.au/Sites/transitions>

Engagement

EUPA encourages industry to liaise with YAT funded organisations who have established networks in the school sector. Strategies explored by these organisations may be more appropriate where there is no VET delivery (e.g. for activities such as work experience, presentations, excursions, etc.)

EUPA Training Council

In the introduction to this paper the service agreement to which EUPA is bound to meet was provided as follows:

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- Provide input / advice into the development of strategic policy in relation to Vocational Education and Training (VET) and VET in Schools in WA;
- Obtain advice / feedback from key industry stakeholders; and;
- Participate in Steering Committees / Reference Groups providing industry input into VET in Schools related issues (i.e. careers advice, marketing, etc.)

Engagement

Industry should identify EUPA as the organisation to contact first when issues about VET in Schools arise. EUPA will undertake to:

- Research and identification of new VETiS programs by coordinating engagement between stakeholders and where relevant, assisting in the accreditation of qualifications.
- Identify and discuss other options that do not involve VET.
- Assist industry to engage with school VET Coordinators to promote opportunities
- Facilitate preliminary engagement with YAT service providers
- Research identified problems, issues, strengths and weaknesses of the system identified by any stakeholder and reporting recommendations to the DTWD.
- Act upon requests by DTWD, DES, DoE and SCSA to provide industry intelligence relating to VETiS within EUPA's scope of industry coverage.

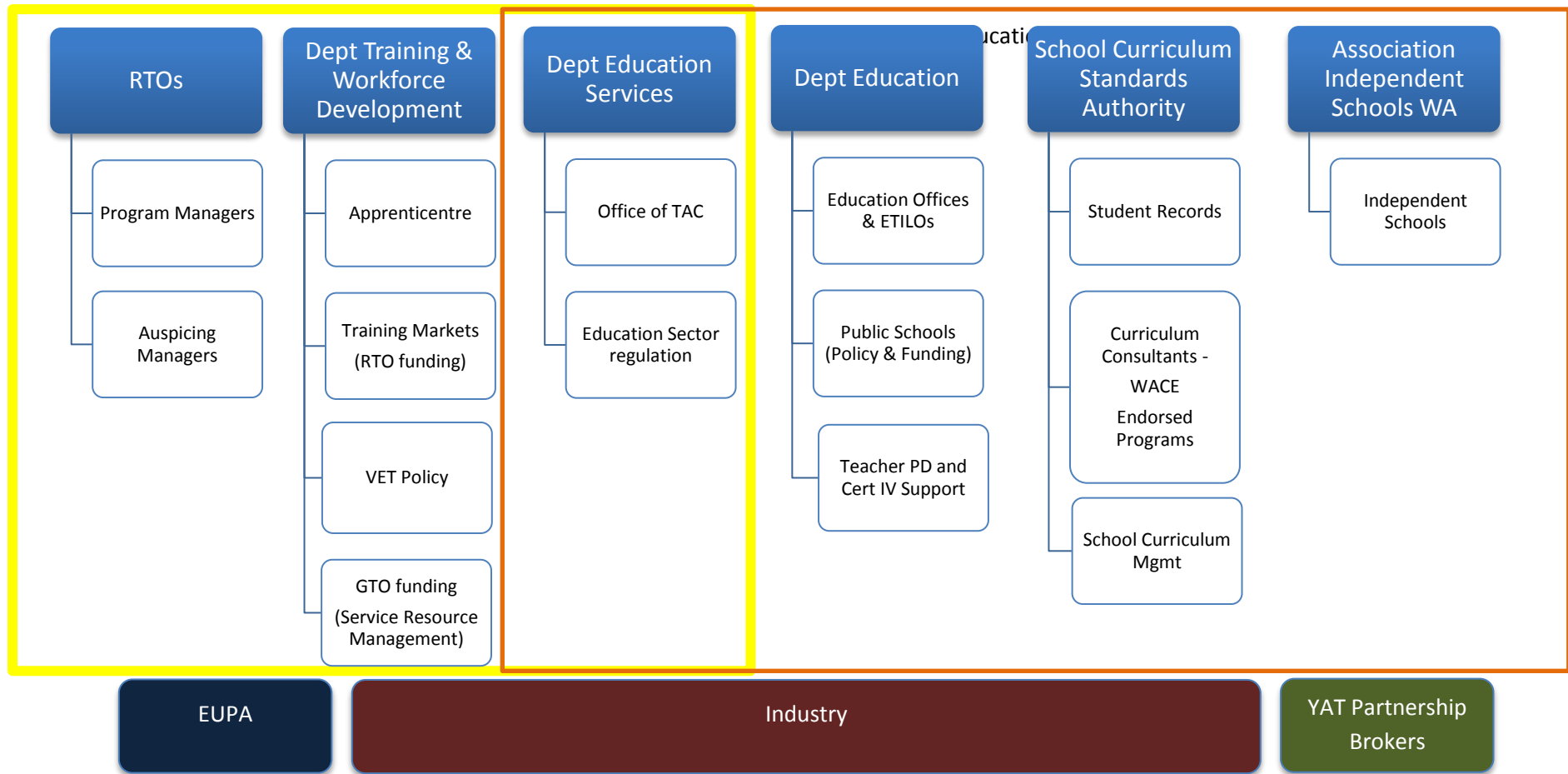


Figure 2: Summary of Stakeholders

Current Delivery

DTWD are currently finalising a VETiS register that will provide guidance to schools regarding suitable qualifications. EUPA has made a submission contained at Appendix 1.

The SCSA has provided the following data from student records maintained by the Authority:

2013 Full and Partial Qualification Achievement Years 10-12				
Qualification Code	Qualification Name	Full	Partial	
LGA20104	Certificate II in Local Government	1	0	
PSP20104	Certificate II in Government	1	0	
PSP20112	Certificate II in Government	0	16	
UEE20711	Certificate II in Data and Voice Communications	0	7	
UEE21911	Certificate II in Electronics	9	3	
UEE22007	Certificate II in Electrotechnology (Career Start)	0	7	
UEE22010	Certificate II in Electrotechnology (Career Start)	89	78	
UEE22011	Certificate II in Electrotechnology (Career Start)	35	76	
UEE30807	Certificate III in Electrotechnology Electrician	0	1	
UEE30811	Certificate III in Electrotechnology Electrician	0	6	

Endorsed programs exist that relate at least in part to industries that are within EUPA's scope. These courses are not VET, however they still contribute to meeting WACE requirements. Relevant courses identified include the following:

Endorsed programs where there were no enrolments in 2013:

- CCV3R – Sustainable practices – reduce, reuse and recycle
- UMENVV02 – Introduction to environmental science
- UMPOL92 – Perspectives on security and terrorism

Endorsed Programs with enrolments:

Emergency Management Courses

Code	Title of program	Schools	Students
CESFA	First aid and emergency care management skills	8	81
CESFS	Fire safety management skills	6	49
CESGR	General rescue certificate	3	25
CESLI	Leadership and instructional skills	1	1
CESNH	Natural hazards management skills	3	60
CESSR	Search and rescue management skills	4	31
CESTPC1	Training Program Cadet Level 1	11	88
CESTPC2	Training Program Cadet Level 2	9	71
CESTPCR	Training Program Cadet Recruit	8	99
CESWS	Water safety management skills	1	8

Surf Life Saving courses

Code	Title of program	Schools	Students
CSL1	Bronze medallion	35	103
CSL2	Surf rescue certificate	9	49
Royal Life Saving Society WA Inc.			
CRLBM	Bronze Medallion	39	321

WA Police Rangers

Code	Title of program	Schools	Students
CPRFCR	First Class ranger training program	3	22
CPRSR	Senior ranger training program	2	8

In relation to ‘workplace learning’ units endorsed by SCSA, records are maintained of completion only. The SCSA is not able to report which employers or industries accept students on work placement.

EUPA believes that there could be reasonable levels of unreported engagement with school students. This is particularly true where the employer is a large organisation with decentralised and somewhat autonomous HR management across business units, agencies or work locations.

Potential Qualifications

The utilities industry must decide whether it wishes to develop a single solution that addresses the needs of each of its sectors or provide multiple options for specific sectors. EUPA is not confident that a single qualification can meet the disparate needs of the electricity, gas, waste and water sectors.

Qualifications currently available presently include the following:

- NWP10110 - Certificate I in Water Sustainability
- NWP20107 - Certificate II in Water Operations
- CPP20411 – Certificate II in Waste Management
- UET20612 – Certificate II in ESI – Asset Inspection
- UEP20112 – Certificate II in ESI Generation – Operations Support
- UEG20114 – Certificate II in Gas Supply Industry Operations
- RII20713 - Certificate II in Civil Construction.

Completion of **specific industry qualifications** has the following advantages and disadvantages:

Advantages	Disadvantages
Students will be undertaking competencies specific to industry sector	Enrolments numbers may be too low for sustainability
Cert II qualifications provide some articulation to the relevant Cert III (with the exception of NWP)	Students may be less inclined to enrol in a qualification if it is not readily applied to other industry sectors
Articulation into a Certificate III will ultimately reduce the (off-the-job) training required when an apprenticeship is commenced.	There could be age or other restrictions limiting the student’s ability to complete some competencies that are highly specific
Existing delivery materials can be used where qualifications are already delivered	New delivery materials must be produced where Cert II qualifications are not currently delivered
RTOs may already have the qualification on scope	Some stakeholders do not believe school aged students can gain the same level of ‘workplace competence’ through an SBT or SBA.
	Utilities sectors tend to preference on-the-job training which may be more risky for a less mature person.
	E-Oz does not support school based delivery options for the utilities sector (Electricity Supply or Gas)

Completion of a **common utilities industry accredited qualification** has the following advantages and disadvantages:

Advantages	Disadvantages
Students may develop broad skills suitable for any utilities sector	Delivery materials will need to be written to apply to all workplace contexts
The qualification could be more appealing if it does not lock students into a specific pathway	Mapping may need to occur to allow for credit across different training packages
Enrolment numbers should be higher by combining all streams	Students will not be qualified in a specific discipline
Industry can have tight control over the composition of the accredited course	The accredited course will only carry value in Western Australia unless endorsed in a Training Package
Where outcomes of SBTs and SBAs are doubtful, use of an accredited course may quarantine the industry competencies for completion outside of school based arrangements.	RTOs will need to add the new qualification to scope
	A course will need to be accredited. This process will require significant investment of time and industry support.

Completion of a generic training package qualification, such as the RII Certificate II in Civil Construction has the following advantages and disadvantages:

Advantages	Disadvantages
Students may develop broad skills suitable for any utilities sector, particularly water, waste and gas.	Delivery materials should be customised to apply to all workplace contexts.
The qualification could be more appealing as it does not lock students into a specific pathway or the utilities industry.	Mapping may need to occur to allow for credit across different training packages where students progress to apprenticeships post-school.
There may be a wider selection of RTOs interested in delivering the qualification or already delivering to school students.	Students will not be qualified in a specific discipline.
Where outcomes of SBTs and SBAs are doubtful, use of an accredited course may quarantine the industry competencies for completion outside of school based arrangements.	Industry may not believe that a generic qualification (e.g. civil construction or OSH) provides enough incentive to keep the student in the industry.
A generic qualification does not need to be accredited.	

Timeframes for Action

Advice has been received from the Department of Education that schools and training providers are already putting timetables in place for 2015. This annual process completes early in the second term of the school calendar. Training Providers will then promote their products and invite applications

that typically close in early in the third term. This aligns with course/subject selection by school students.

Due to the above reason, where a new qualification is to be delivered the *earliest* opportunity for implementation is 2016. For this reason, EUPA has recommended that implementation of qualifications are considered after work placement options are implemented (work placement can occur immediately if industry desired).

The missing criteria: Student Aspirations

Having discussed the education and training systems and current delivery a further area must be considered. That is, Student Aspirations.

Students are naturally interested in various aspects of any given industry. EUPA proposes the following basic categories:

Trade Assistant / Labourer	Trades Person	Para Professional / Technician	Professional
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The recommendations made at the completion of this report are based upon a focus on the student. In the process of researching VET in Schools, it has been apparent that solutions are discussed in the context of meeting the needs of the education and VET policies. That is, the 'system' requires students to attain a Certificate II as a minimum, so the solution is a Certificate II.

EUPA strongly believes that viewing this project through a lens that focuses on policy (i.e. the system) rather than the student is inherently wrong. By focusing on a Certificate II, our view is naturally narrowed to those students that are either 'lost' or not participating in ATAR subjects. By broadening the view, students aspiring to a different path can be included in an engagement strategy.

In other words, our aim is to attract the highest quality student for individual occupations.

By focusing on student aspirations, EUPA proposes that industry can attract:

- Students on an ATAR pathway that are headed toward university. These students can gain valuable experience inside the utilities sector. EUPA proposes that marketing to these students would involve a message that the experience will make university learning easier as they will have an understanding of workplace procedures and practices. The strategy could also encourage work placement as a pre-cursor to internship arrangements in university.
- Students that have completed a different Certificate II but wish to gain broad experience. The availability of properly structured work placement can promote a positive image of the industry to students who may otherwise have overlooked the sector.
- Where a qualification for utilities is implemented, a student who aspires to work in the industry can meet minimum WACE standards.

Further, EUPA proposes that our strategy may attract students who may not be enticed to commit to a school based apprenticeship or traineeship (minimum 18 months commitment) may be tempted to ‘try’ an industry that does not currently have a high profile to youth.

Please note that the argument provided above can be applied to all of EUPA’s industry sectors. That is, for public administration and electrical industry occupations a specific pathway should be considered to attract the best quality student to a particular occupation.

The occupations could be categorised as the following:

UTILITIES			
Trade Assistant / Labourer	Trades Person	Para Professional / Technician	Professional (e.g. Engineer)

PUBLIC ADMINISTRATION			
Clerk/Administrative Assistant	Specialist / Project Officer	Managers and Project Administrators	Professional (e.g. Accountant)

Recommendations

Recommendation 1: Implement a work placement strategy.

This will allow:

- a. Quicker implementation of an engagement strategy than implementing a new qualification.
- b. Workplace supervisors to become accustomed to school aged students in the workplace
- c. Organisations to consider any HR or IR issues surrounding the employment of school students on SBTs and SBAs.

Recommendation 2: Seek commitment by industry to develop a work placement log book and skills journal that aligns to the pathway chosen by the student (TA, Tradesperson, para-professional or professional).

Recommendation 3: Consider the Certificate II in Civil Construction for its general application to many aspects of the utilities sector.

Recommendation 4: Consider industry specific certificate II qualification(s) where there is an identified need. The implementation of a specific industry qualification needs strategic commitment by organisational leadership teams including human resource professionals and workforce planners.

Appendix 1 – Extract of Draft VETiS Qualification Register

The following table depicts qualifications from the industry training packages for which EUPA represents only:

National Code	National Title	Delivery Method	Notes submitted to guide schools
UEE10111	Certificate I in ElectroComm Skills	IBT	<p>Assessment advice provided in the Assessment Guidelines for UEE11 apply to all qualifications.</p> <p>Industry recommends assessment in the workplace. Assessment in a simulated environment should be conducted in accordance with the E-Oz simulation policy at e-oz.com.au.</p> <p>Safety in the workforce is considered paramount.</p>
UEE21211	Certificate II in Antennae Equipment	IBT	
UEE20511	Certificate II in Computer Assembly and Repair	IBT	
UEE20711	Certificate II in Data and Voice Communications	IBT	
UEE20911	Certificate II in Electronic Assembly	IBT	
UEE21911	Certificate II in Electronics	IBT/SBT/PAIS	

UEE22011	Certificate II in Electrotechnology (Career Start)	IBT/PAIS	<p>Industry recommends assessment in the workplace. Assessment in a simulated environment should be conducted in accordance with the E-Oz simulation policy at e-oz.com.au.</p> <p>Safety in the workforce is considered paramount.</p> <p>Students who are undertaking this qualification through a preapprenticeship in school (PAIS) delivery option must obtain a training licence from EnergySafety (prior to commencing their work placements?)</p> <p>Students who undertake this qualification through an institutional (IBT) delivery option do not need a training licence. If a student completes workplace learning as part of this delivery option, the employer must be informed the student does not hold a training licence and the student should not undertake any electrical work.</p>
UEE21011	Certificate II in Fire Alarms Servicing	IBT	
UEE21311	Certificate II in Remote Area Essential Service	IBT	
UEE21411	Certificate II in Remote Area Power Supply Maintenance	IBT	
UEE21611	Certificate II in Security Assembly and Set-up	IBT	
UEE20111	Certificate II in Split Air-conditioning and Heat Pump Systems	IBT	

UEE22111	Certificate II in Sustainable Energy (Career Start)	IBT
UEE20411	Certificate II in Winding and Assembly	IBT
UEE32211	Certificate III in Air-conditioning and Refrigeration	SBA
UEE32111	Certificate III in Appliance Service	SBA
UEE30111	Certificate III in Business Equipment	SBA
UEE30211	Certificate III in Computer Systems Equipment	IBT/SBA(ClassB)
UEE30311	Certificate III in Custom Electronics Installations	SBA
UEE30411	Certificate III in Data and Voice Communications	SBA
UEE33011	Certificate III in Electrical Fitting	SBA

UEE30611	Certificate III in Electrical Machine Repair	SBA
UEE30911	Certificate III in Electronics and Communications	SBA
UEE30811	Certificate III in Electrotechnology Electrician	SBA
UEE31011	Certificate III in Fire Protection Control	SBA
UEE31111	Certificate III in Gaming Electronics	SBA
UEE31211	Certificate III in Instrumentation and Control	IBT/SBA(ClassB)
UEE31511	Certificate III in Rail - Communications and Networks	SBA
UEE32011	Certificate III in Renewable Energy - ELV	IBT/SBA(ClassB)
UEE31411	Certificate III in Security Equipment	SBA

UEE30711	Certificate III in Switchgear and Control gear	SBA	
PSP20112	Certificate II in Government	IBT/SBT	
LGA20104	Certificate II in Local Government	IBT/SBT	
PUA21012	Certificate II in Public Safety (Aquatic Rescue)	IBT	
PSP30112	Certificate III in Government	IBT	
NWP10110	Certificate I in Water Sustainability	IBT	
UEG30211	Certificate III in Gas Supply Industry Operations	IBT/SBA(ClassB)	
CPP20411	Certificate II in Waste Management	IBT/STB	No registered training organisations are delivering this qualification in WA.
NWP10110	Certificate I in Water Sustainability	IBT	No registered training organisations are delivering this qualification in WA.
UEG30211	Certificate III in Gas Supply Industry	IBT/SBA(ClassB)	Must be 18 years old to obtain earth moving plant operator licences. The Training Package does not recommend any qualifications contained in UEG11 as school based

Operations

pathways. The TP developer also makes repeated warnings of gas regulator involvement to oversee RTO practices.

Further, it identifies workplace assessment (profiling, etc) as the industry preferred assessment method.

Given the nature of the work a focus on safety in the workplace is to be maintained at all times.