

NATIONAL

VET IN SCHOOLS POLICY

FOR THE

ELECTRICITY SUPPLY INDUSTRY



ElectroComms and EnergyUtilities Qualifications Standards Body
of Australia Ltd, trading as **EE-Oz Training Standards**

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BACKGROUND

In the 1980's the Commonwealth Government embarked upon the strategic reform of the Australian economy including the deregulation of monopolistic preserves and the restructure of vocational education and training from institution led to industry led content and standardisation. The establishment of key industry bodies to determine the standards and core content of vocational education and training remains the distinguishing feature of vocational education and training today. Key industry bodies via the Industry Training Advisory Bodies (ITABs) have exercised responsibility for the development or provision of advice on competency standards, quality assurance procedures, teachers qualifications and student assessment and ITAB support is sought for accreditation of courses. Thus, the quality of Australian vocational education and training is standardised and assured by the relevant industry bodies.

Recently national concern for youth unemployment has resulted in the development of Commonwealth, State and Territory initiatives to enhance employment and vocational education and training opportunities in secondary schools. The number of apprenticeship and traineeship positions has decreased markedly in the past twenty-five years affording fewer opportunities for Australian youth to access meaningful employment and develop their knowledge and skills. The initiative to incorporate vocational studies within the high school curriculum is seen as one method to combat the lack of opportunity for Australian youth to access skilled employment.

The initially developed Electrotechnology Industry Discussion Paper on Vocational Education and Training in Secondary Schools (available from **EE-Oz Training Standards**) supports this Electricity Supply Industry (ESI) policy document.

PURPOSE

The purpose of the **EE-Oz Training Standards** ESI Vocational Education and Training (VET) in Schools Policy is to provide the industry position on this issue to those implementing VET in Schools to enunciate the relationships between the stated aims of VET in Schools policy with current industrial contexts.

SCOPE

The **EE-Oz Training Standards** ESI VET in Schools policy is to apply to the Electricity Supply Industry (ESI).

POLICY FEATURES

1. State or Territory VET in Schools proposals must deliver National Training Package outcomes, where Training Packages exist and that the combination of units proposed for the VET in Schools program be appropriate for a long term career in the Electricity Supply Industry.

2. Selection processes are put in place that:
 - i. ensure prospective participants have skills consistent with the demands of the proposed program, and
 - ii. ensure representation from the industry/enterprises that are to provide the work experience.
 3. Wherever possible, VET in Schools participants enter into contracts of training similar to those entered into by mainstream trainees/apprentices.
 4. VET in Schools enrolments are offered in numbers consistent with the absorptive capacity of the industry.
 5. The relationship between “*off-the-job hours*” and “*on-the-job hours*” is approximately the same for VET in Schools participants as that experienced by the relevant mainstream trainees/apprentices.
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CONTENT

1. The key industry bodies via **EE-Oz Training Standards** and its State and Territory Utilities & Electrotechnology Network ITABs retain responsibility for the quality standards of competencies, assessment procedures and outcomes for all Registered Training Organisations (RTOs), which provide Electricity Supply Industry training including secondary schools.
2. The ITAB (**EE-Oz Training Standards** and/or its respective State/Territory Utilities & Electrotechnology Network ITAB) support be sought for the accreditation of courses and the registration of providers in secondary schools, as for all Registered Training Organisations (RTOs), in order that the quality of Australian vocational education and training be standardised and assured by the relevant industry bodies.
3. The training requirements of the Electricity Supply Industry remain the responsibility of the industry via **EE-Oz Training Standards** to assure the safety of life and property.
4. The initiative to incorporate vocational studies within the secondary school curriculum is recognised as a relevant method to combat the lack of opportunity for Australian youth to access skilled employment.
5. That government policy decisions to incorporate Electricity Supply Industry vocational education and training into the secondary school curricula as a recognised part of the higher school certificates be endorsed subject to **EE-Oz Training Standards** endorsement of content and delivery.
6. Teachers of competencies recognised by the Electricity Supply Industry are required to be qualified to the **EE-Oz Training Standards** defined industry standard in order to gain recognition of learning outcomes by graduates.

7. Designated secondary school teachers without trade training be recognised as having a role in developing the cognitive development (underpinning theory) relevant to aspects of Electricity Supply Industry vocations.
8. A secondary school not be permitted to become a Registered Training Organisation unless able to guarantee on and off the job training to the required industry standard.
9. Quality assurance processes be developed and adopted to ensure that secondary schools deliver the same quality of educational outcome via an industry endorsed recognition process for accreditation and registration.
10. Consideration be given to a range of delivery options including training in school based facilities plus work placement, in registered enterprise workplaces, with registered and accredited vocational education and training providers, utilising summer schools with registered providers, and in registered mobile classrooms.
11. The Electricity Supply Industry recommends that Enterprise and Career Education Foundation (ECEP) or its successor, allocate funds to industry forums to market vocational education and training in schools involving strategic promotions of trade education, the funding of a mobile classroom, and the strategic targeting of school vocational centres.
12. The industry assumes responsibility for marketing to students, teachers, career advisers and parents the realities of employment in the industry.
13. All enterprise work placements of secondary school students will abide by workplace statutory requirements, and legal issues associated with enterprise work placement of secondary school students be resolved.

**Queries regarding the ESI VET in Schools policy can be directed to
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