

Introduction

- Two-thirds of job growth in Australia are in management positions.
- Few skilled workers participate in these positions.
- Scandinavia only 5% of tradespeople undertake further studies. Government supports an initiative to fund tradespeople to do higher education.

Background

3 Labour Market Strategies:

- (i) Enhance the skills of those in the workforce through continuing education.
- (ii) Increase intake of skilled migrants.
- (iii) Improve skill levels of new entrants – greatest potential.

Apprenticeship controlled by Employment

- Limits access.
- Narrowly focussed – insufficient focus on personal and professional development.
- Young men especially vulnerable at the age in which they enter into Apprenticeship.

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- No one best system
 - International student program provides an interesting alternative that could be applied to Australian system

International Students Trade Training

- 960 hours of trade training (Off the Job)
- 900 hours of approval and part-time work in this occupational area (On the Job)
- Completion gets T.R.A. accreditation as a tradesperson
- Could be done in 12 months

Pathway for MODL Listed Trade Occupation

Student completes 2-yr Certificate/Diploma study.

Whilst studying, and prior to applying for Skills Assessment by TRA, the student should complete 900 hours work experience in a relevant and directly related occupation. N.B. If necessary, student is able to apply to TRA for skills assessment whilst working towards the 900 hours (Bridging Visa).

Within 6 months of completion of studies, student applies for Graduate Skilled Temporary 485 Visa – valid for up to 18 months. Student must have applied to TRA for Skills Assessment to be eligible for 485 Visa and provide IELTS evidence.

Student completes 12 months paid employment, closely related to the nominated occupation, for a minimum of 20 hours a week for 12 months.

“Trade Diploma”

Consist of 3 components:

Off the Job Training (TAFE)

On the Job Experience

Trade Accreditation Testing (Applied)

“Trade Diploma” for a Carpenter and Joiner

Example 1 – Year 1

Off the Job Training (Cert II) - 640 hrs (16 wks x 40 hrs)

On the Job Training - 320 hrs (8 wks x 40 hrs)

Off the Job Training (Cert III)- 320 hrs (17 wks x 20 hrs)

Total Year 1 = 1300 hours over 41 wks

“Trade Diploma” for a Carpenter and Joiner

Year 2

Off the Job Training (Cert IV) - 340 hrs (17 wks x 20 hrs)
(Completes IV requirements)

Off the Job Training (Cert III) - 320 hrs (8 wks x 40 hrs)
(Completes Cert III academic requirements)

On the Job Training = 600 hours (15 wks x 40 hrs)

Total Year 2 = 1260 hours

Trade Accreditation Testing - 80 hours (2 wks x 40 hrs)

Total Years 1 & 2 = 2560 hours (excluding T.A.T)

Attractions

- Minimise attrition.
- Lessens dependence on employers for long term contracts.
- Could create a more cohesive manpower system.
- TAT could create national & international standards.
- Enhances & extends the status of vocational education.
- Reform 'On the Job' training.
- Reduces time of apprenticeship.

Nursing vs Carpentry Training

Nursing (La Trobe)

900 hrs theory (Off the Job)

900 hrs (On the Job Training)

1800 Hours Total

Carpentry (Victoria)

960 hrs (Off the Job)

6336 hrs (On the Job)

7296 Hours Total

Advantages from a Student's Perspective

- Access skills training without an indenture.
- Diploma, Cert IV adds significantly to their opportunities to access managerial and other related positions.
- Students know well in advance their on the job and off the job commitments.
- Can undertake trade test whenever they wanted – can re-sit.

Advantages for the Employer

- Not locked into long term employment arrangements.
- Access to highly skilled workers more quickly than the current system.
- They know when students were available well in advance.
- Trade Testing – gives confidence on a student's ability.
- On the job responsibilities for employers better aligned with other employers responsibilities.

Issues

1. Ideally courses would be re-written and integrated.
2. Employers may not want access to high skilled employees quickly.
3. Employer's incentive payments may be reduced.
4. Apprenticeship system is an industrial rather than an educational arrangement.
5. Payments for apprentices would have to be reconfigured.
6. T.A.T. need to be developed.