

Plumbing Forum: 'Plumbing into the Future' – 20 May 2010

Notes

10.00 am	Welcome – Introduction and overview Jane Clancy (MC), Building Industry Consultative Council Industry Advisory Body http://www.bicciab.org.au/d611b/
10.05 am	Kellock Report into plumbing enrolments Luke Behncke, Acting Director, Regulated Training and Curriculum, Skills Victoria and member of PIAC Luke commenced the day by outlining in brief the current and emerging funding programs at the Federal and State government level. These included: Commonwealth http://www.deewr.gov.au/Pages/default.aspx Apprentice 'Kick start' program Employers an extra \$3,350 payed to employers who engage and retain young apprentices in employment (12 May-12 Nov) Critical Skills Investment Fund \$200,0000 (Resources, construction) Quality Skills Incentive and investment apprenticeships – \$129.8 million National Green Skills action implementation leading to green jobs Skills Victoria http://www.skills.vic.gov.au/ Jobs for the future economy Victorian Action Plan for Green Jobs Securing jobs for the future \$175 million (Vic) Follow up of Kellock report in July Refer PowerPoint presentation http://www.bicciab.org.au/d611b/
10.30 am	Competency Based Completions in plumbing training Tom Vassallo, Executive Officer Curriculum Maintenance Building and Construction Tom Vassallo the new Executive Officer Curriculum Maintenance Building and Construction talked in more depth about the competency based completion projects, particularly highlighting the project for plumbing and the challenges of addressing all streams. Refer PowerPoint presentation http://www.bicciab.org.au/d611b/ Morning tea

11.15 am

Key challenges and solutions

Group discussions and feedback to group

The discussion time was engaging and productive focusing on three main questions.

Participant feedback:

1. What does flexible training and assessment mean for plumbing training?

- Defining learning path
- Why do we need to be more flexible?
- Blended delivery
- On site assessment
- Start training at any stage through year
- Not time based locked to set amount of weeks of training
- RPL on set assessment tasks if skills are good enough
- Fast tracking
- Podcast/use of technology
- Giving individual apprentices what they want to do
- Mass development off learning tools
- Apprentice and employer. To have more choice
- Inconsistency
- Online training – Web C+
- Changing resources to suit changing work conditions
- Individuals not groups
- Inconsistent training/assessment from providers? (not structured)
Could cause confusion for employers/app
- Faster completion for mature aged apprentices
- Problems with students with learning difficulties (unless you have good resources
- RTO staff need training and admin systems simplified
- Onsite issues
- Faster completion
- Good up to date resources
- RPL
- E-learning
- Competency based progression
- Suits individuals and employer
- Help with literacy and numeracy
- Where? In house
- Specialised? Up front roofing?
- Taylor made/customised training to suit individuals, Apprentice needs, employer needs, RTO capabilities – to provide the best outcomes
- Some competencies can be completed and assessed away from the Institute and therefore shorten their apprenticeship

- Advantage to employers-apprentice on the job more
- On site assessment is time poor and expensive
- Demographic inconsistency
- E-learning set-up allowances may not exist
- Podcast from home could be beneficial ie faster completion rates
- Prime and up to date resources
- LL & N needs
- E-learning at home – theory
- Immediate starts
- Early completions/self paced. Not so much standard training
- Blended learning options
- Maybe issues for Journymans Exam/with student pass?
- Faster completion rates for students that are fairdinkum

2. What does effective communication mean between employer, apprentice and provider in the plumbing industry?

- Systems and reporting systems between plumbing test bank (manager system is out of date and does not talk to all others QLS)
- Is more required of the employer?
- Challenge in maintaining standards and attracting people
- Different recording system in institutes (eg strata des not track progress of student)
- Recording should be flexible
- Recording system – progress of student
- Regular communication if required
- Being accessible for all parties
- Everyone knows what is going on
- What about the AAC's?
- Needs to give the employer more awareness of their responsibility
- Apprentices learning
- On site visits – forums – interviews
- Face to face contact very important (ie onsite visit, trade nights, info nights, awards, etc)
- Feedback: Reporting/progress
- Clear learning path/define outcomes
- A clear understanding of what work the student performs on the job
- Feedback employer
- Pathways
- Good PR
- Professional
- Students fragmented within the course
- Reduce training students that are already competent in a trade
- Ensure underpinning knowledge exists
- Evidence gathering is sufficient
- Awareness of student progress

- Identification of issues in training
- Employer awareness of lateness/absences
- Attendance patterns
- Regular and open communication
- Communication by Global Text Apprentices
- Manager-student Access Program
- Need to train and educate employers of apprentices, employer training about apprenticeship (what they need to know)
- Plain English
- On the spot/on demand
- Electronic to phone/PDA
- Standard reports across all RTOs
- All stakeholders should understand every aspect of the apprentices training assessment. Theoretically any stumbling blocks can be picked up early and rectified
- It may mean the employer has a larger role in training and assessment
- Training package sign-off is the only element of content
- Positive feedback by industry would be beneficial
- Standardisation of delivery/responsibility systems
- Issues with lack of standard computer system throughout the State
- On site sign ups for Training Plan. Some employers are actually saying that it is taking up their time.
- Actually bringing the parties together on a regular basis
- That there is a clear understanding of the obligations of both the employer and the RTO
- Open lines of communication

3. What do you think the future challenges are for plumbing?

- Glut in one stream not enough with other
- Keeping up with technology
- Challenge in maintaining standards and attracting people
- Protection of trade
- Improve Certificate III training
- Certificate IV level – 2 areas (Certificate IV level, Licence level)
- Structure of training
- Appropriate units of competence to plumbing
- Drawing in teachers to the Institute
- Course content. Too little into about too many competencies
- Waiting lists
- Ageing workforce
- Changes in focus (greening)
- Relevance of the trade
- Course content
- Cap on areas

	<ul style="list-style-type: none"> • Reflect onsite work sites • Modern equipment and materials • Too many roofers not enough gas fitters • Consistent regulation • Keeping up to date with technology (almost daily change) • Registration concerns • Technologies • Funding • Splintering of the trade • To raise delivery quality to acceptable levels • Refine delivery and assessment strategies • Work activities in the workplace that compliment competencies • Production of flexible delivery material • Currency of knowledge • Private RTOs undermining the traditional trade training by completing onsite assessments. But not covering theory as required in depth. • Numbers and replacement • Maintaining standards • Broad based trade • Greater web based resources • Greater specialisation of contractors • Evolving technologies – Funding for teacher knowledge currency • Australian Apprenticeship Centres should be made to take on much more administration functions (ie training plans) • Skills are possible shortfalls • Specialised Guilds of Industry (Glut may occur in specific trade areas) • Relevance of the training – ie core content for the employer’s needs • Technology changes regularly and is difficult to keep up pace. • Accept that many plumbers are specialists • To allows a person to choose to complete an apprenticeship in one or more areas of its trade OR its trade in totality. • Streams of plumbing ie roofing, gasfitting, etc • Cost of Certificate IV training for students • Training, using the resources to provide training (up date) • That the training is relevant fro all employers and apprentices • Keeping up with technology
<p>12.00 pm</p>	<p>Demand and supply Lyle Kelson, BRIT, Chairman PTMG, Deputy Chair, NPSTAG Prior to lunch Lyle provided an interesting and informative presentation on where plumbers have come from and the demand and supply issues Refer PowerPoint presentation http://www.bicciab.org.au/d611b/</p>

<p>12.30 pm</p>	<p>Lunch</p> <p>After lunch the toolbox door prize was won by Bill Wenham from Goulburn Ovens TAFE. He said in his acceptance speech that he was unaccustomed to winning anything and would put the toolbox to good use.</p>
<p>1.15 pm</p>	<p>Panel – Key presentations</p> <ul style="list-style-type: none"> • Pathways into plumbing David Scannell, Curriculum Services Manager, Holmesglen • National licensing Gary Bath, PIC • Sustainability in plumbing Val McGregor, Sustainability Victoria <p>David Scannell was the first panel speaker and talked about the re-accreditation of the Certificate II in Plumbing (Prevocational) he highlighted that it would be competency based and may become a pre-apprenticeship.</p> <p>Refer PowerPoint presentation http://www.bicciab.org.au/d611b/</p> <p>Gary Bath then spoke about licensing issues and resources available.</p> <p>Refer PowerPoint presentation http://www.bicciab.org.au/d611b/</p> <p>Val McGregor explained how Sustainability Victoria sits as a catalyst for sustainable growth people organisation and community small organisation broad range</p> <p>Green Skills Training Program budget Victorian Government – Training Trades \$4 million one of the programs developed Course in Home Sustainability Assessment – value add for plumbers out in the workplace</p> <p>Other courses</p> <p>Work with Master plumbers and Green plumbers solar hot water training</p> <p>National Framework for Energy Efficiency NETI (work with RTO government to ensure energy efficiency gets a look in) and NESI and NEESI developing initiative</p> <p>Working with other committees such as lawyers</p> <p>Energy hot water committee</p> <p>Energy Efficient HVAC program</p>

<p>2.00 pm</p>	<p>Questions from the floor to panel members</p> <ul style="list-style-type: none"> • What about the facilities we are working in? Concerns about competencies in workplace where apprentices specialise in one field. Diverse clientele quality of training that can be provided to Gary Bath. • Numbers of students not passing. General Plumber – mechanical and roofing being separate? Closer look at flexible delivery. • Suggestion that pre-testing be undertaken to address issues in English and Maths. Literacy and Numeracy is a big problem. • Academic tests are an issue for the employer as they are signed up for an apprenticeship. • Level of basic skill-level has dropped. How do we attract a higher level of student?
<p>2.30 pm</p>	<p>Plenary Jane Clancy</p> <p>Do we have a waiting list of apprentices? – the majority said yes.</p> <p>Is RPL possible in plumbing? – half of the group said yes.</p> <p>Can online learning be used effectively to teach plumbing? – most of the group said yes.</p> <p>Can communication with employer and apprentices be improved? – the majority said yes.</p> <p>Do you think employers want to be involved in confirming apprentices in workplace competency? – one employer hand.</p> <p>Should employers be involved in training – all the group said yes.</p> <p>Should apprentices four year training contract plan be reduced to three or three and a half – half want to maintain four years and that it should include the Certificate IV licence competencies.</p> <p>Are green skills being given sufficient emphasis in apprenticeship training? – most of the group said no.</p> <p>Do administrative systems hinder efficient training models? – most of the group said yes.</p>
<p>2.45 pm</p>	<p>Overview of the Plumbing Industry Climate Action Centre</p> <p>Vin Ebejer, General Manager, PICAC</p> <p>Vin Ebejer closed the day by providing an overview of how PICAC works with the Plumbing industry and its mission</p>