

## **VET Reform Stakeholder Engagement Workshops**

### **Western Australia – Perth**

Date: 13 March 2014

#### ***Key Issues Raised***

- The current funding models are confusing with too many funding bodies involved. This makes it difficult for students, parents and employers to access and understand.
- States and Territories have different funding models for apprenticeships, which makes it confusing for employers and students.
- There is not enough funding to support and encourage existing workers to up-skill.
- Training providers delivering in regional and remote areas need greater funding support.
- Delivering training requires a lot of preparation and development but funding is tied to an outcome towards the completion of a course which makes it difficult for training providers to run a business.
- There is inconsistency between regulation and the standards and it is difficult to understand and navigate. This is leading to poor consistency of assessment, poor quality courses and overburden on training providers.
- Regulations and audits focus on compliance when they should be focusing on quality of training. This approach is encouraging providers to also focus on ticking compliance boxes rather than quality training.
- Enterprise Registered Training Organisations find regulatory requirements cumbersome and resource intensive.
- Training Packages are difficult to understand and inflexible; they are also too big, full of jargon and overly prescriptive in terms of process. They don't take the needs of the end user (training providers) into account.
- The high level of changes to Training Packages is creating confusion among training providers and adding to the cost of doing business.
- New technologies have not been included in Training Packages, such as 3D printing, confectioner models, sustainability, green star ratings and global trends.
- Language, literacy and numeracy (LLN) standards of school leavers and mature apprentices are very poor.
- Migrants may have literacy skills but they often need conversational English skills and other 'soft skills' to allow for mobility between industries.
- Schools do not appear to know enough about apprenticeships and consider it a second-class choice compared to higher education, and the term 'apprenticeship' seems to put off females from pursuing it.
- There is not enough consultation or information sharing about what industry needs from training providers. We don't seem to be asking students if they are competent at the end or what employers think of graduates.
- Graduates say that they have the education but not the 'job readiness' skills they need.
- Employers, students and training providers find it difficult to find information about funding, quality providers and relevant regulation and legislation.

#### ***Key Ideas for Reforms***

- Clearer, more consistent regulation and funding requirements with support and advice from the responsible bodies.
- Consolidate decision-making and harmonise regulation and funding across jurisdictions and ensure it is focused on quality outcomes.
- A single point of contact for advice to training providers, students and employers on funding, regulation, auditing and Training Packages. This will also help to change the culture from regulating to sharing information and supporting training providers to do their job well.

- Develop clear set of quality standards.
- Increase and broaden consultation with industry, and ensure the reforms are industry driven and locally based.
- Improve the responsiveness of ASQA to applications, questions and complaints that are lodged with them.
- Improve the quality of assessment for students, to help standardise quality.
- Make it easier for industry to have more input in the VET system.