

Trade Training and Trade Skills Centre Policy

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1. Purpose

This policy provides clarity on the day-to-day operations and strategy for Department of Education (DoE) managed Trade Training and Trade Skills Centres (TTCs). The policy intends to formally capture and streamline a number of existing processes and provide clarity to lead school Principals, TTC Coordinators and other stakeholders.

This policy sets out objectives and the priority of use for TTCs, whilst allowing flexibility for each TTC given their unique regional locations.

2. Policy Statement

TTCs provide an exciting opportunity to promote the benefits and to deliver quality Vocational Education and Training (VET) to learners, including school students and adult learners, through providing localised access to industry standard trade training facilities.

The use of these high standard facilities provide the opportunity to establish new pathways into VET and to promote the benefits of quality VET to the community, including learners and industry, in line with the recommendations of the ACER Review.¹ The facilities in TTCs were deliberately placed in regions with limited access to industry standard trade training equipment, making them an important part of the local community and of benefit to the local economy.

The McCrindle Report highlights that in 2015 and 2016 almost a third of occupations reported a shortage of labour.² The report highlights that *“encouraging young Australians to pursue VET qualifications where they are made ‘skills ready’ means they are much less likely to face long-term unemployment in the years ahead.”*

The policy intends to support the sustainable operation of industry standard trade training facilities, with the use of these high standard facilities to deliver VET that is supported by strong collaboration with industry, community and local government.

This strong collaboration will deliver VET that can help to meet the identified need for training that allows learners to adapt to the future of work and to develop or upskill in new areas, and to identify future worker skills. The ‘Future Skills Report’ identifies that millions of individuals will need to learn new skills over the next two decades, and that individuals should *“be ready for more frequent changes in jobs and tasks in jobs.”*³

The challenges to the labour market from COVID-19 have created an immediate need to *“link young people to engage in an educational/vocational pathway that is linked to real workforce opportunities”*.⁴ There is a need for VET to upskill and reskill workers to meet advances in technology and to adapt to face challenges in the economy.

DoE will continue to provide fair and equitable opportunities for school students and adult learners to undertake VET consistent with the intent of the Australian Government *Trade Training Centres in Schools Program*, and to meet the Objectives for TTCs.

The policy is closely supported by the Trade Training and Trade Skills Centre Procedure which includes strategic planning, governance and reporting requirements for TTCs, as well as the roles of Principals and Coordinators in managing each facility.

¹ *Review of Years 9 to 12 Tasmania : Final report* (2016) “ACER Review” https://research.acer.edu.au/policy_analysis_misc/24/

² *Perceptions are not reality: myths, realities & the critical role of vocational education & training in Australia* (2017) “McCrindle Report” https://www.skills.tas.gov.au/__data/assets/pdf_file/0007/255508/McCrimdle_Report_-_Perceptions-are-not-Reality-May-2017.pdf, p10.

³ *Future Skills: Report* (2019), AlphaBeta <https://alphabeta.com/our-research/future-skills-report/>

⁴ Premier’s Economic and Social Recovery Advisory Council (PESRAC), Interim Report, July 2020 https://www.pesrac.tas.gov.au/__data/assets/pdf_file/0016/250441/Interim_Report.pdf.

3. Objectives for TTCs

DoE TTCs are to engage learners, support industry and to enable communities. This will occur through meeting the following objectives:

- Engaging learners by:
 - Delivering quality vocational learning, including predominantly VET, for school students and adult learners
 - Assisting in transitioning into further education, training or employment
- Supporting industry by:
 - Providing vocational learning which industry has confidence in, and is responsive to needs within the TTC's local labour market and region
 - Delivering relevant and transferrable skills to learners
- Enabling communities by:
 - Promoting and demonstrating the value of vocational learning, including VET
 - Facilitating strategic alliances which benefit learners and industry in the local community.

4. Priority of use for TTC Facilities

To support the objectives for TTCs, access to the use of TTC facilities must be prioritised based on the user cohort, as outlined below:

1. Delivery of VET to senior secondary school students (and approved VET for Year 9 or 10 students) is the first priority
2. Delivery of VET to adult learners is the second priority
3. Other use of TTC facilities is the third priority.

The procedure document sets out other safety and usage considerations for TTC facilities, but it is important to note that the school is to ensure that effective systems are in place for booking the use of TTC facilities/space.

In addition, schools will be asked to report on the priority of use for TTC Facilities each school year. This will include commentary on the schools use of TTC facilities against the priority of use and the objectives for TTCs.

4.1 Other Use

Other uses of facilities may include vocational taster courses, career education, work exploration activities, community use, or delivery of general school curriculum. Although the overarching objective for TTCs remains to deliver VET, the priority of use allows a balancing exercise between ensuring the long-term use of these industry standard trade training facilities and ensuring that they are not under-utilised.

5. Related policies

- [Community Use of Department Facilities and Resources Policy and Guidelines](#)
- [Community Use of Department Facilities and Resources Policy](#)
- [Financial Delegations and Authorities Policy](#)
- [Partnering with External Organisations Policy](#)
- [Registration to Work with Vulnerable People Policy](#)
- [Work Health and Safety Policy](#)
- Requirements and Guidelines for the delivery of Vocational Education and Training (VET) to school students (under development to commence in 2022)

6. Related procedures

- [Duty of Care for Students on Departmental Educational Sites - Procedure](#)
- [Financial Delegations and Authorities Procedure](#)
- [Partnering with External Organisations Procedure](#)
- Procedures for non-government students requests to participate in 2021 DoE Years 11 and 12 courses (under development for 2021)
- [Trade Training and Trade Skills Centre Procedure](#)

7. Supporting information/tools

- [Asset Maintenance Plan Training Manual](#)
- [Financial Delegations and Authorities Guideline](#)
- [Materials, Design and Technology \(MDT\) Safety Guide](#)
- [School Finance Project: Action Plan 2019-2025](#)
- [School Finance Project: Targeted Use of School Resources](#)
- [School Maintenance Plan Guideline](#)
- [Vision for Vocational Learning and VET in Tasmanian Schools to 2030](#)
- WorkSafe: [National Code of Practice – Managing the Risks of Plant in the Workplace](#)
- [VET Self-Assessment Tool: Preparing Secondary Students for Work](#)

8. Definitions

Adult Learners

Individuals aged 18 years or over, who are not enrolled at a school and are participating in accredited or non-accredited training at a TTC

Cluster School

Schools which are not responsible for the day-to-day management of a specific TTC site, but should be incorporated as a supporting partner for their Lead School. Cluster schools are set out in each site's funding agreement with the Australian Government.

Industry

Businesses and professional associations working in a specific field.

Lead School

The school responsible for the management of a specific TTC. The lead school is set out in each site's funding agreement with the Australian Government.

School Year

The period in which a school budget cycle is recorded between 1 February and 31 January.

Trade Training and Trade Skills Centres (TTCs)

These refer to specialised trade training facilities located on a school site, which were funded under the Australian Government's *Trade Training Centres in Schools Program*. These facilities are designed with the primary objective of providing VET opportunities to senior secondary students and adult learners.

Trade Training Centre Coordinator

Part of a School's permanent staffing allocation, with the responsibility for coordinating activity within the TTC.

Vocational Education and Training (VET)

Enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by a Registered Training Organisation. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the relevant workplace for which they have studied. NCEC, 2019

9. Legislation

- [Education Act 2016 \(Tas\)](#)
- [Work, Health and Safety Act 2012](#)

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