

# Regional Employers' Alliance Project (REAP)

## Showcase Forum 26 November 2008

*Promoting Sustainable Workforce Development  
& Innovative Solutions to Regional Skill Shortages*



Australian Government  
Department of Education, Employment  
and Workplace Relations





# The Context

- Goals
  - Increase availability of skilled operators of mobile plant
  - Increase employment options for operators of mobile plant
  - Attract to, and retain businesses in, the region

# The Context

- Competency Recognition - Perceptions
  - Recognition framework confusing
    - Eg Grader Operator
    - Similar roles treated very differently in national packages
  - Framework not accessible to the 'layman' and difficult to interpret
  - Difficult to achieve multi-sector recognition efficiently
    - Hardy Brothers Operators require:
      - Mining Accreditation
      - Civil Construction Accreditation
- Industry approaches to the framework have created barriers to accessibility for the layman
- Some RTO's lack the in depth technical knowledge of the framework to effectively advise and support employers

# The Context



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# The Context

- Regional Industries and Employment
  - Mining
  - Local Government
  - Civil Construction
  - Agribusiness



# The Dialogue

- Strong local commitment from regional
  - Industry leaders
  - RTO's
  - Regional organisations
- Capacity for effective, collaborative processes and effective outcomes



# Objectives

- A viable model for flexible career pathways which are mobile across sectors utilising light mobile plant in the Upper Hunter.
- Commitment from leaders within the sectors utilising light mobile plant in the Upper Hunter to support the model.
- Commitment from training providers to support the model.
- Establishment of an agreed framework for the issuing of appropriate certification across national packages.
- Showcase presentation for the model.
- Funding for the implementation of the model.

# Process

- Identification of most used mobile plant
- Identification of most appropriate industry sectors
  - Civil Construction
  - Local Government
  - Mining
  - Agribusiness
- Selection of most appropriate mobile plant for pilot
  - Grader
- Mapping of recognition options available under the relevant national packages

# Recognition Options

|   | Sector             | Training Package   | Recognition Strategy   |
|---|--------------------|--|--|
| 1 | Civil Construction | Certificate III in Civil Construction (Plant Operations) | Assess directly against BCCPO3006B Conduct Grader Operations. BCCCM1001C – Follow OH&S policies and procedures.  |
| 2 | Mining             | Certificate III in Surface Coal Mining Operations        | Assess against BCCPO3006B Conduct grader operations and provide direct recognition for MNCO1016A Conduct Grader Operations. Supplement with LGA inductions and site specific training. |
| 3 | Local Government   | Certificate III in Local Government (Operational Works)  | Import BCCPO3006B Conduct Grader Operations and assess against this Unit of Competency. Supplement with LGA inductions and site specific training.                                     |
| 4 | AgriFood           | Certificate III in Rural Service Industries              | Import BCCPO3006B Conduct Grader Operations and assess against this Unit of Competency. Supplement with inductions and site specific training.   |

# The Pilot

- Civil Construction and Mining
  - Hardy Brothers
- Multiple RTO's collaborating
- Evaluation and Validation of the Assessment Toolkit
  - BCCPO3006B - Conduct Grader Operations
  - BCCCM1001C – Follow OH&S Policies and Procedures



# The Evidence Challenge

- Rules of Evidence in the Assessment Process
  - Valid – must be relevant to the competency being assessed
  - Sufficient – shows full range of competency over time and context
  - Current – ‘not a ticket from 10 years ago’
  - Authentic – is the evidence theirs and do they have permission to provide it



# Next Steps

- Regional Forums to Introduce Pathway Concepts and Tools
  - Gather all related resources – existing efforts to educate/facilitate
  - Produce appropriate educational materials in Plain English
  - Regional Employer Groups
  - RTO's
- Establish benchmarks for RTO's as facilitators/providers for the model



# Next Steps

- Second Phase trialling of the model
- Review and update the model
- Funding to expand mobile equipment options
- Expansion of the system
  - Regional Employer Groups
  - RTO's

