

INTRODUCTION TO INDUSTRY PATHWAYS PROGRAMS

The Industry Pathways Program (IPP) is a secondary school vocational program that:

- provides support towards the compulsory components of the SACE: Literacy, Numeracy, Personal Learning Plan (PLP) and Research Project;
- provides opportunities for students to gain competencies for a recognised qualification within the Australian Qualifications Framework (up to Certificate III level competencies);
- comprises an industry relevant set of learning strategies, career resources and nationally accredited VET competencies and/or qualification(s) that articulate into apprenticeships, traineeships, further education or training, and direct employment.

DECS (with support from the Future SACE Office) has Industry Pathways Programs in the areas of, Automotive, Business Services, Construction: General, Civil and Plumbing, Community Services, Digital Media, Electrotechnology, Engineering, Food Processing and Preparation, Health, Manufacturing Technologies, and Primary Industries. These Industry Pathways Programs have been created collaboratively by project schools, vocational training providers and with extensive collaboration with industry & employer groups. At the core of an IPP are VET competencies that have been identified as being appropriate for school students to undertake. Industry and training providers have had a clear role in assisting the identification process and providing advice about which competencies are appropriate for delivery to school students and of those, which should be delivered by a training provider. This has provided industry endorsement, quality assurance and standardization of the VET programs offered as part of the SACE.

The Industry Pathways Programs are a vehicle for building on existing VET programs, whilst addressing the need for:

- a common industry endorsed “standard” for VET programs for school students offered statewide
- VET programs for school students that contribute to higher level qualifications & pathways to employment.

Industry Pathways Programs:

- Ensure that schools are delivering quality, industry endorsed, VET programs to SACE students,
- Ensure that schools are delivering VET competencies that articulate into viable post school pathways (and school based apprenticeships) linked to areas of proven skill shortage,
- Increase the confidence of industry and the broader community in the nature of the VET delivered as part of the SACE,
- Ensure consistency in the nature of the competencies being delivered across schools so that stakeholders (particularly employers, parents, caregivers and young people) can have confidence that the VET undertaken at school as an IPP is consistent with industry expectations and will articulate into further training and work, regardless of the school at which the VET is undertaken,
- Enable schools to use competencies from Certificate I and introductory VET curriculum as part of their middle school vocational education and career development programs,
- Support the Trade Training Centre and Trade School for the Future initiatives.

PHILOSOPHY – STAKEHOLDER’S AGREED VIEWPOINT

MEANINGFUL SCHOOL BASED VOCATIONAL CURRICULUM

School based VET curriculum needs to meet the following criteria to be meaningful to students and to the industry they are preparing to enter.

A. RELEVANCE - Both the school curriculum and competencies from the training package need to be relevant to the development of the individual student, and to the industry to which they are being introduced. Industry has a strong preference for the set of units of competency that comprise the IPP to have coherence and relevance as a 'package' and a broad pathway. Competencies undertaken by students as part of an IPP should contribute to the industry training plans of future school based or full time apprenticeships. While at school students may not necessarily complete the full certificate qualification.

Students should be involved in vocational learning that is directly applicable to their industry context and particular career aspirations. Existing school curriculum could be integrated to include contextualized industry examples beginning in middle school subjects and continued through the IPP approaches to literacy, numeracy, the PLP and the Research Project.

B. INDUSTRY PLACEMENTS - Industry placements are fundamental to the success and recognition by industry of the Industry Pathways Program brand. By ensuring that all IPP students are exposed to an extended period of time in a workplace, employers are able to provide additional quality assurance and build recognition of the IPP brand. Where practical, employers should verify skills demonstrated on-the-job. This builds the IPP brand and gives industry some assurance that a student who has gained competencies through the Industry Pathways Program is able to perform safely and effectively in the workplace.