

# *PwC's Skills for Australia Introduction*

## *The Automotive Industry*



**pwc**



# About PwC's Skills for Australia

We are a **Skills Service Organisation** which operates on behalf of the Commonwealth Government, in particular the Department of Education, Skills and Employment.

PwC's Skills for Australia was established in 2016 and exists to support 17 Industry Reference Committees (IRCs) over 9 industries.

We work hand-in-hand with our IRCs to consult with industry, training providers, learners and subject matter experts to understand emerging trends and skills needs in their sector. These insights then shape the updates that we make - on behalf of our IRCs - to Australia's vocational education and training system.



## PwC's Skills for Australia looks after the following 9 industries:

- Automotive
- Business Services
- Culture and Related Industries
- Education
- Financial Services
- Information and Communications Technology
- Mining, Drilling and Civil Infrastructure
- Naval Shipbuilding
- Printing and Graphic Arts

# How are Training Products developed?

The role of PwC's Skills for Australia (SfA) is to ensure that Training Packages, and therefore vocational qualifications, reflect employers' and students' needs, both now and in the future. To do this, we engage with stakeholders including employers, industry and employee representatives and students across Australia, conduct detailed industry research and collaborate with experts in the vocational education sector before reviewing and developing training products.

The Training Product Development Process is summarised below.



For each industry, SfA carries out research and consultation, supported by Industry Reference Committees (IRCs) to identify how the sector is changing and the associated occupations and skills needs are changing. This information is used to develop the Case for Change (CfC) and Industry Skills Forecasts.

The Case for Change also provides a rationale as to why particular qualifications and associated Units of Competency (UoCs) should be reviewed.\* It is reviewed and endorsed by IRCs and submitted to the Department of Education, Skills and Employment (DESE) for approval by the Australian Industry and Skills Committee (AISC).

*N.B. Typically these Case for Changes have been incorporated into Industry Skills Forecasts and Proposed Schedules for Work (ISFPSW) but this year the IRCs opted to delay production of this document due to COVID-19.*

Once the CfC has been approved, SfA will begin national consultation on the projects that were outlined within it. This includes running national focus groups, open forums, teleconferences and surveys. The purpose of consultation is to understand how the training package needs to be updated in order to reflect industry needs.

Cases for Endorsement, that explain the rationale and strong industry support behind changes, are developed by IRCs with their SSO. New training products are drafted and reviewed by: technical experts, IRCs, members of the public through the SfA website and State and Territory Training Authorities before being submitted to DESE for approval by the AISC.

Once the training products have been endorsed by the AISC, they are uploaded to [training.gov.au](https://training.gov.au).

# Introducing the Case for Change

## *What is the Case for Change?*

- The Case for Change is the formal document that must be presented to the AISC (Australian Industry Skills Commission) before commencement of any training package development work.
- The Case for Change summarises the consultations PwC's Skills for Australia has undertaken to identify training gaps in the current package.
- It provides a high-level overview of what factors are driving change in the industry, outlines the projects and recommended changes proposed to address these, and notes any outstanding issues yet to be resolved in the training package.

The Case for Change summarises the national consultations PwC's Skills for Australia undertaken to identify training gaps in the current package.

Over the course of June and July, consultation was undertaken with a range of stakeholders through:

- Focus groups in all states and territories
- Targeted 1-to-1 interviews
- Teleconferences
- Surveys

These consultations will result in the recommended product changes outlined in the Case for Change.

## *Battery Electric Vehicle Repair*

Our consultations so far have provided a number of key findings:

- A greater understanding of the safety implications of working with high voltage is needed
- There is a skills gap in battery handling and repair

### **We therefore propose:**

- **Create 2 new units of competency** to address battery removal, diagnosis and replacement skills gap.

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# Questions to consider

We would be interested in hearing from the Australian Electric Vehicle Association (AEVA) as to what skills and knowledge need to be taught nationally in servicing and repairing electric vehicles:



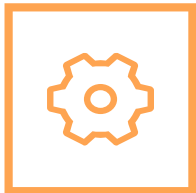
## **What are the critical tasks that must be taught to electric vehicle technicians?**

In considering industry training needs, it is key to note the expected responsibilities of a service or repair job role. For this reason, it is worth reflecting what are the critical workplace tasks all learners are expected to accomplish with electric vehicles.



## **What are the most critical safety implications of working with electric vehicles?**

Consultations have shown, for instance, that knowledge of high voltage systems is a key consideration for any technician who encounters an electric vehicle. What are the key safety risks that those working on electric vehicles need to be made aware of?



## **What recent developments in electric vehicle technology should be reflected in training curriculums?**

The training products are written with care to be ‘future-proofed’ and applicable to industry conditions for as long as possible. Are there any emerging technologies that have changed how electric vehicles function?

***If you have any further questions, please contact PwC's Skills for Australia on:***

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